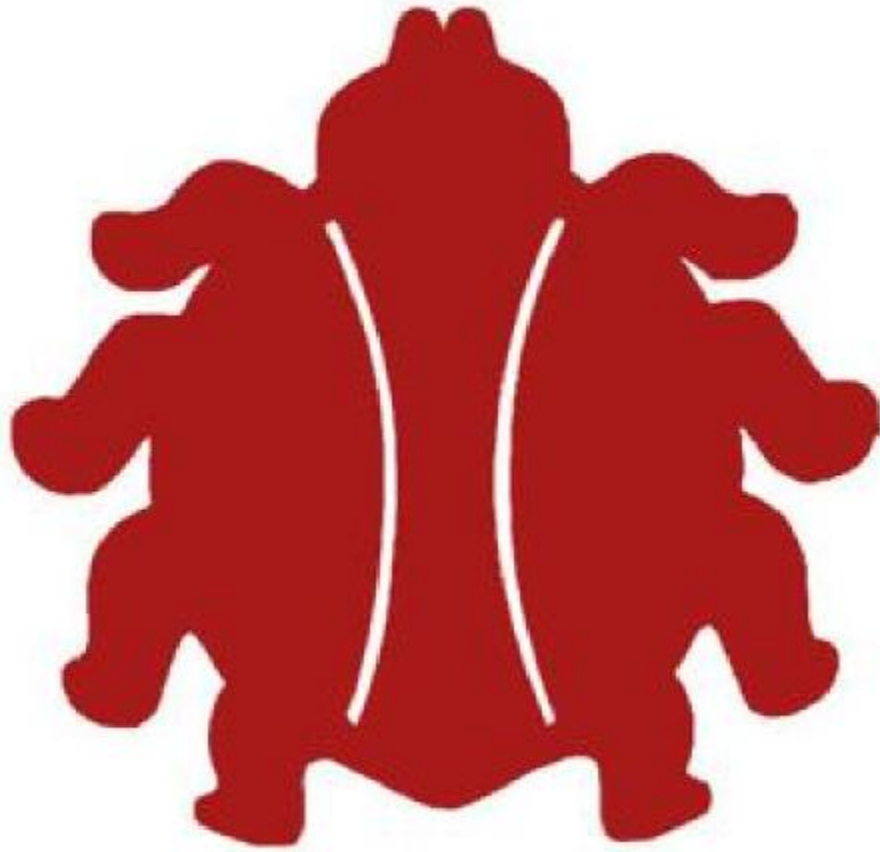


Comprehensive School Counseling Plan



Fordyce School District
2022-2023

Foundation

The Fordyce School District Counseling Program strives to reflect and reinforce the mission and vision of the Fordyce School District and will follow the principles set in the ASCA National Model and the Arkansas Model. Counselors use programs and services to ensure that all students can achieve school success in the domains of academic, career, and personal/social development.

The belief of Fordyce Schools is that all students can be successful. Not all students will attend a four year university and that is okay. It is our belief that we can guide our students to success in whatever avenue they choose: 4 year degree, 2 year degree, military, or straight to work.

Our vision at Fordyce Schools is "Every Student, Every Day, Whatever It Takes."

The mission of the counseling program is to encourage, motivate and prepare every student to achieve their personal and educational goals. Students are provided opportunities and support to gain an understanding of self and others, to participate in educational and occupational exploration, and to pursue career-planning opportunities in a safe, caring environment. The counselors will work as an integral part of the district educational program. Counselors will work with administrators, teachers, parents, staff and community members to help every student reach their highest potential academically and to become productive citizens.

Counseling Advisory Team

*Dr. Judy Hubbell, Superintendent

870-352-3005 hubbellj@fordyceschools.org

*Rhonda Lawson, Assistant Superintendent

870-352-3005 lawsonr@fordyceschools.org

*Chase McCollum, FSD ALE, ISS, & Transportation

870-352-2126 mccollumc@fordyceschools.org

* Anthony Socia, FHS Principal

870-352-2126 , Sociaa@fordyceschools.org

*Rebecca Cash, 9-12 Dean of Students

870-352-2126, cashr@fordyceschools.org

*Mitchell Musgrove, 7-8 Dean of Students

870-352-2126, musgrovem@fordyceschools.org

*Rachel Graves, 7-12 Counselor

870-352-5615 gravesr@fordyceschools.org

*Lena Rogers, FES Principal

870-352-3302 rogersl@fordyceschools.org

*Carri Shankles, PreK-6 Dean of Students

870-352-3302, shanklesc@fordyceschools.org

*Kassandra Nicole McGhee, K-6 Counselor & District 504 Building Coordinator

870-352-2816 mcgheek@fordyceschools.org

*Dawn Campagna, LEA Supervisor campagnad@fordyceschools.org

*LaVaughn Socia, K-12 Testing Coordinator social@fordyceschools.org

*Teresa Crutchfield, K-12 Dyslexia Interventionist crutchfieldt@fordyceschools.org

*Sunni Matthews, School Nurse matthewss@fordyceschools.org

*Robert E. McGhee, Jr., Directory of Intervention & Mentoring

mcgheeb@fordyceschools.org

*Pinnacle Pointe Counseling Center

Fordyce School District administration and counselors will focus on the following program goals:

Goal 1: Counselors in the FSD will work collaboratively with other school personnel to improve the attendance rate of Fordyce Elementary (K-6) and Fordyce High School (7-12) by 1% for the 2022-2023 school year by addressing student engagement and chronic absenteeism in the ESSA Index, while at the same time working to increase the School Quality & Student Success Rate by one (1) point at each building.

Rationale: Attendance prior to the Covid shutdown of March 2020 appeared to be at a steady decline in both the elementary and the high school. Data for the end of 2020 and all of 2020-2021 is misleading. FSD spent the last 9wks of 19-20 and 7 wks of 20-21 in virtual learning due to covid issues and one week of extreme winter weather. Attendance data for the 2021-2022 school year is expected to correlate with 2018-2019. Increasing attendance by 1% each year should have a positive impact on academic performance as well. Students tend to learn better with face to face engagement and instruction.

Table 1

Attendance Rate*

Fordyce Elementary School

Demographic	2018-2019	2019-2020	2020-2021
All Students	94.96	93	96.07
Econ. Disadv.	94.16	93.23	96.31
African American	95.15	93.03	96.02
Caucasian	94.68	93.97	96.08
Hispanic	96.19	95.78	97.4
Male	95.11	93.2	96.19
Female	94.79	92.77	95.93

Table 2

Attendance Rate*

Fordyce High School

Demographic	2018-2019	2019-2020	2020-2021
All Students	95.38	95.89	97.98
Econ. Disadv.	93.33	96.49	98.07
African American	95.54	95.34	97.65
Caucasian	95	95.75	98.12
Hispanic	97.5	98.2	99.08
Male	95.59	96.29	98.28
Female	95.16	95.43	97.62

*2021-2022 Data will be added when available

Steps to reach goal of improved attendance:

- a. Our semester test policy encourages attendance with the use of exemptions. We have a matrix we follow: An A in the class can have 6 absences; B's can have 3.
- b. File Family in Need of Services Petition (FINS) when a student has missed more than 10 days of unexcused absences. Again, Covid 19 has had a huge impact in this area. The juvenile judge has not been to Dallas County since the spring of 2020. FHS has worked closely with the Juvenile Probation Office this year and believes the court will resume normal proceedings and become a supportive resource for both the school and parents in getting students to school.
- c. High school students will lose credit for the semester if they miss more than 10 days unexcused absences.

d. Letters will be sent home after 5 absences and then at 10 also. Parent contact by phone will also be made when absences reach 7 or beyond and student conferences will be held.

f. Cognos reports will be run periodically to check attendance in each class for every student. This will indicate if the measures in place will deter excessive absenteeism.

Goal 2: Students will develop strong social and emotional skills. Both FES and FHS will incorporate *Guide for Life Lessons* during the school year.

a. Provide individual counseling to students who display challenges adjusting in the above-mentioned areas. Students will be identified by principal or teacher recommendation, counselor observation, or personal request.

b. Provide whole group counseling to all students in grades K-6 in the above-mentioned areas. This will be done through monthly scheduled classes. Topics discussed will be approved by the building principal. Resources will include (but are not limited to): books written solely for children, websites with counseling lessons and activities, collaboration with other school counselors, and professional development/workshops for counselors. Lessons will help with student interaction amongst peers and adults. Lessons will also focus on acceptance of self and others (diversity), understanding strengths and weaknesses of self, and learning how to effectively communicate feelings/emotions to the appropriate individuals.

c. Whole group SEL will be provided to grades 7 & 8 bimonthly through Health classes and Advisory periods. Grades 9-12 will receive SEL one time per month for five out of the ten months we are in school.

d. Provide small group counseling to students who struggle severely with interpersonal skills, managing emotions, and inappropriate behavior.

Management

ASCA School Counselor Professional Standards & Competencies Mindsets

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a comprehensive school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

Elementary School Use of Time

I use a printed form and daily planner to keep record of the time I meet with students, parents, teachers, and community stakeholders.

High School Use of Time

I use a google form and day planner to track my time as I meet with students, parents, and teachers.

Elementary School Data Use in Counseling

I utilize administrative and teacher recommendations/observations, student surveys, and parent communication to plan programs and lessons. I also utilize information from attendance records, discipline records, and report cards to help students in the most need of counseling.

High School Data Use in Counseling

I utilize the APNA (AR Prevention Needs Assessment) to plan annual programs corresponding with Bullying, Drug and Suicide prevention. I utilize ACT scores and attendance data for tracking my goals.

For our first Parent/Teacher Conferences in October, we will conduct a Needs Assessment Survey among students, parents/guardians and FSD faculty and staff. Data collected will drive the goals and direction of our 2023-2024 plan.

Direct, Indirect, and Administrative

90% Direct and Indirect time spent with students/parents

10% Administrative duties

Elementary Calendar

August - Orientation with new students, 504 meetings with teachers, Open House	January - Counseling classes (whole group) with students
September - Counseling classes (whole group) with students begin, Suicide Prevention/Awareness Week	February - Counseling classes (whole group) with students, Parent/Teacher Conferences

October - Counseling classes (whole group) with students, Red Ribbon Week, Parent/Teacher Conferences, Bullying Awareness/Prevention Month	March - Counseling classes (whole group) with students, Math & Science Night, Career Days-guest speakers K-3, Career Fair grades 4-6
November - Counseling classes (whole group) with students, Literacy Night, Body Safety Awareness	April - Counseling classes (whole group) with students, ACT Aspire Testing, Career Days-guest speakers 4-6
December - Counseling classes (whole group) with students	May - Kindergarten & 6 th Grade Graduation, Awards ceremony for 1 st -5 th grade

High School Calendar

August -New Student/Returning Student Registration, Concurrent Orientation, 7-9 orientation with parents, Credit check with 11/12, Schedule Change Requests, Open House-District	January -Schedule change requests (limited), 4 year planning updates, Lunch college rep visit, report card and transcript, ASU Three Rivers Accuplacer test, ACT Prep
September -Articulation Workshop, 9-12 Parent/Student Seminar, Suicide Prevention/Awareness Week, ASU Three Rivers Accuplacer	February -4 year planning with 8th grade, 4 year planning updates continued, ASU Three Rivers Accuplacer test, FBT Honors program, ACT Prep, 2023-2024 Schedule Requests

<p>October- South Central College & Career Fair at SAU Tech, Financial Aid Seminar, FAFSA Night, Jostens meeting with 11/12, Red Ribbon Week, lunch college rep visits, SAU Tech preview day for 11/12, military lunch visits, College Application Week, YOUniversal Application Day, ASU Three Rivers Accuplacer, ACT Prep, Bullying Awareness/Prevention Month</p>	<p>March- Junior State Funded ACT, ASU Three Rivers Accuplacer, Lunch college rep visits, P/T Conferences-District, Begin Sr. Exit Interviews, ACT Prep, SAU Tech Career Academy tour for 10th grade, 4 year planning updates completed, 2023-2024 Schedule Requests completed, Career Fair grades 4-12</p>
<p>November-Lunch college rep and military visits, ASVAB test and interpretation, ASU Three Rivers Accuplacer</p>	<p>April-ACT Aspire, Virtual Arkansas meeting, ASU Three Rivers Accuplacer, Finish Senior Exit Interviews</p>
<p>December-ACT Prep, ASU Three Rivers Accuplacer, Lunch college rep visits</p>	<p>May-Graduation, scholarships, transcripts, GLAMS day, Virtual Arkansas class requests submitted, ASU Three Rivers Accuplacer, Senior Awards/Scholarship Program,</p>

Bullying Interventions

"Bullying" Bullying is the repeated and systematic harassment and attacks on others. It means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute* of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

Physical harm to a public school employee or student or damage to the public school employee's or student's property; substantial interference with a student's education or with a public school employee's role in education; A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or Substantial disruption of the orderly operation of the school or educational Environment;

Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:

1. Cyberbullying*
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
6. Demeaning humor relating to a student's actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,

11. Threats of harm to student(s), possessions, or others,
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles.

"Cyberbullying" means any form of communication by electronic act that is sent with the purpose to: Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or Incite violence towards a student, a school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

- a. Building a fake profile or website of the employee;
- b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- c. Posting an original or edited image of the school employee on the Internet;
- d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
- e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- g. Signing up a school employee for a pornographic Internet site; or
- h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose. "Harassment" means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and "Substantial disruption" means without limitation that any one or more of the following occur as a result of the bullying:

Necessary cessation of instruction or educational activities; Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;

Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors.

Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the building principal, or designee, as soon as possible.

Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the building principal, or designee.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form. A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day

following the receipt of the credible report of bullying:

a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and

b. Prepare a written report of the alleged incident of bullying;

2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.

3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.

4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:

- a. That a credible report or complaint of bullying against their student exists;
 - b. Whether the investigation found the credible report or complaint of bullying to be true;
 - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
- a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
 - b. Any action taken as a result of the investigation; and
 - c. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying. Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, legal guardians, persons having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of incidents of bullying

reported and the actions taken regarding the reported incidents of bullying. Copies of this policy shall be available upon request.

Legal References: A.C.A. § 5-71-217

A.C.A. § 6-18-514

IMPLEMENTATION:

- The school will provide material on bullying, tolerance and relationships.
- Provide a safe environment for students, teachers, ancillary staff and visitors.
- Provide a supportive environment which encourages positive relationships between students and peers.
- Implement Anti Bullying Policy in a fair and consistent manner.
- Respond to all reports of bullying and harassment as outlined in the consequences statement of this policy.
- Model appropriate behavior on a consistent basis
- Ensure that the bullying policy is implemented by staff.

Suicide Interventions:

In the case that a student makes a statement in reference to suicide or has a threat of suicide, the following steps should be taken:

1. Refer the student to the counselor immediately. Staff member(s) that the student disclosed will complete a written statement in the counselor's office before leaving campus on the same day.
2. The counselor will notify the parent of the student's crisis/situation.
3. Resources will be given to the parents for the next steps, ie, counseling and risk assessment.

Responsive Services:

1. Individual or small group counseling
2. Obstacles to Learning
3. Family/Peer Concerns
4. Social/Emotional needs of student peer helpers
5. Crisis Counseling
6. Conflict Resolution
7. Consultations & Referrals

Delivery

Elementary Direct Counseling

- Facilitate individual counseling sessions (administrative, teacher, or parent recommendation)
- Facilitate whole group (class) counseling sessions
- Facilitate small group counseling sessions

Elementary Indirect Counseling

- Attend Special Services conferences
- Attend Leadership Team meetings
- Make Child Maltreatment reports
- Refer students to Pinnacle Pointe (school based mental health)
- Participate on GT selection committee
- Make Parent/Guardian contact (via phone, via email, or face to face)

Elementary Administrative Activities

- Complete academic scheduling for all students
- Create academic honor recognition list for local newspaper (semester)
- Facilitate academic award ceremony (semester)
- Conduct 504 Conferences

High School Direct Counseling

- Counselors meet with students as referred by teachers and administration. Follow up with each student as necessary.
- Class Scheduling: whole group and individual
- College and Career Planning: whole group and individual
- Financial Aid Night: whole group
- Graduation/credit check: whole group and individual
- Student Orientation Night: whole group
- Small group counseling as needed

High School Indirect Counseling

- Attend 504 conferences
- Attend Special Ed conferences
- Attend Leadership Team meetings
- Make Child Maltreatment reports
- Refer students to Pinnacle Pointe (school based mental health)

- GT selection committee
- Parent/Guardian communication (phone, email, face to face)

High School Administrative Activities

- Schedule changes once school has started when there are problems and at semester
- Student Success Plans
- Virtual Arkansas Registrar
- New student registration throughout the year
- Graduation Activities
- Academic awards for newspaper
- Award ceremonies

Accountability

Tools for Evaluating the Comprehensive School Counseling Program

- Use of Time document
- School counseling self-assessment/personal reflection
- School counselor formal and informal evaluations (TESS/Principal)
- Survey or feedback from parents, students, and/or fellow educators
- Data from our goals

Tools for Sharing Results

- Presentations to administration, parents, students, and/or educators
- Data reports from our goals
- Next year's School Counseling Comprehensive Plan

Elementary Counselor Reflection

Strengths

- Effective communication skills
- Positive rapport with administration, teachers, students, parents, and community stakeholders
- Strong relationship building skills
- Concern for the well-being of others
- Good organizational skills
- Knowledge of counseling (strategies, coping skills, etc...)

Weaknesses

- Networking with fellow counselors
- Technology implementation
- Accurate record keeping of ALL students seen in the course of a day

High School Counselor Reflection

Strengths

- Organization
- Empathy
- Parental contact
- Individual counseling
- Whole group counseling

Weaknesses

- Small group counseling
- Organization



Annual Administrative Conference

School Counselor _____ Year _____

After a review of the school data, the following priorities were identified:

Based on these priorities, the following goals were identified:

Annual Student Outcome Goals

1	
2	

School Counselor Use of Time

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

Use of Time from Previous School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%
Use-of-Time Plan for Current School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Ratio and Caseload

The recommended ratio is one school counselor per 250 students.

Ratio	One School Counselor	Per _____	Students
Caseload defined by:	<input type="checkbox"/>	Alpha Assigned:	Last names beginning with: _____ to _____
	<input type="checkbox"/>	Grade Level:	Students in grades: _____
	<input type="checkbox"/>	All Students in Building	
	<input type="checkbox"/>	Other: _____	

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members:	

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

School and District Committees and Professional Work

Group	Time Commitment	School Counselor's Role

Budget Materials and Supplies

Annual budget: \$ _____

Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used).

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

- | | |
|-------|-------------------------------------|
| _____ | School Counseling |
| _____ | Department Assistant |
| _____ | Attendance Assistant/Clerk |
| _____ | Data Manager/Registrar |
| _____ | College and Career Center Assistant |
| _____ | Other Staff |
| _____ | Volunteers |
| _____ | |
| _____ | |
| _____ | |
| _____ | School Counselor Signature |
| _____ | Administrative Signature |
| _____ | Date Signed |