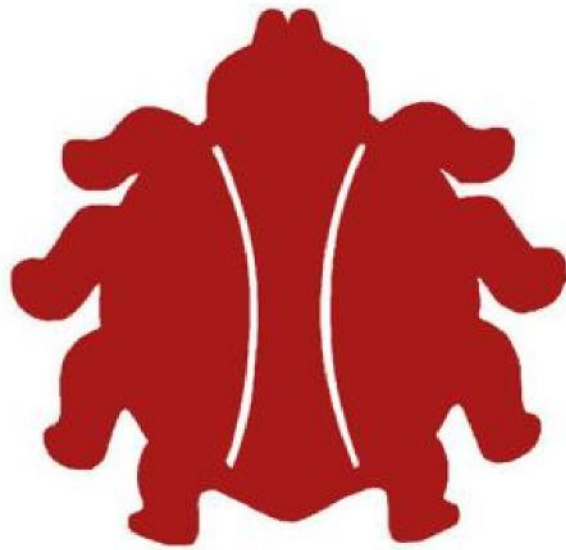


# Comprehensive School Counseling Plan



Fordyce School District  
2021-2022

## 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 Team

- \*Dr. Judy Hubbell, Superintendent & FHS 504 Building Coordinator  
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- \*Chase McCollum, 7-12 Principal  
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- \*Rachel Graves, 7-12 Counselor  
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- \*Rhonda Lawson, K-6 Principal & Federal Programs Coordinator  
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- \*Kassandra Nicole McGhee, K-6 Counselor & FES 504 Building Coordinator  
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- \*Lena Rogers, K-12 Assistant Principal & K-12 ALE Director  
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- \*Dawn Campagna, LEA Supervisor [campagnad@fordyceschools.org](mailto:campagnad@fordyceschools.org)
- \*LaVaughn Socia, K-12 Testing Coordinator [social@fordyceschools.org](mailto:social@fordyceschools.org)
- \*Teresa Crutchfield, K-12 Dyslexia Interventionist [crutchfieldt@fordyceschools.org](mailto:crutchfieldt@fordyceschools.org)
- \*Sunni Matthews, School Nurse [matthewss@fordyceschools.org](mailto:matthewss@fordyceschools.org)
- \*Keith Axsom, School Resource Officer [axsomk@fordyceschools.org](mailto:axsomk@fordyceschools.org)
- \*Pinnacle Pointe Counseling Center

**Fordyce Elementary School administration and counselor will focus on the following program goals:**

1. Helping students to understand and develop strong, positive academic, social, and emotional skills.
  - 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. Forms will be available for recommendation and record purposes.
  - 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. Provide small group counseling to students who struggle severely with interpersonal skills, managing emotions, and inappropriate behavior.
  
2. Strengthening the working relationship with students, teachers, parents/guardians, and community stakeholders.
  - a. Host school functions that promote positive interactions and extended learning among the above-mentioned groups: Math & Science Night, Literacy Night, Parent/Teacher Conferences, Public Board Meetings, Guest speaker(s) for Red Ribbon Week, guest speakers for core academic classes, guest speaker for Jump Rope for Heart, guest speaker(s) regarding community/town history, musical productions sponsored by the FES Music Department, etc... **These school functions are tentatively planned for the 2021-2022 school year. Execution of these functions will be determined by administration and based on the state of the world-wide pandemic.**
  - b. Communicate pertinent school related information by way of technology/social media (ex. Remind, Class Dojo, Fordyce School District Website, and Fordyce School District Facebook Pages (elementary) and printed material (ex. report cards).

- c. Provide food (non-perishable), personal items (hygiene), and school supplies (extra) to students in need. All of these items are donated to the school by community groups/organizations/stakeholders for distribution to students.

**Fordyce High School will focus on the following program goals:**

1. Helping students achieve a 19 on the ACT or equivalent so that they can have the option of going to college by receiving the Academic Challenge. Most of our students are low socioeconomic and/or African American and would be first generation college students.
  - a. ACT prep class with Steve Leake
  - b. ACT prep in 11<sup>th</sup> and 12<sup>th</sup> English
  - c. Giving the ACCUPLACER to all seniors struggling to get the 19
  - d. Accuplacer available to all 10<sup>th</sup> and 11<sup>th</sup> grade wanting to take concurrent credit courses as a junior or senior.
  - e. Parent meeting explaining the importance of ACT scores and scholarships
  - f. Comparison of scores throughout the year will reflect if we have reached our goal.
2. Students cannot be achievers if they are not in class; therefore, we will focus on absenteeism.
  - 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 FINS when a student has missed more than 10 days.
  - c. High school students will lose credit for the semester if they miss more than 10 days.
  - d. Seventh and eighth graders will NC (no credit) for the semester in any class that they miss more than 10 times.
  - e. 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.

## **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 of my goals.

### **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	February - Counseling classes (whole group) with students, Parent/Teacher Conferences
October - Counseling classes (whole group) with students, Red Ribbon Week, Parent/Teacher Conferences,	March - Counseling classes (whole group) with students, Jump Rope for Heart, Math & Science Night
November - Counseling classes (whole group) with students, Literacy Night	April - Counseling classes (whole group) with students, ACT Aspire Testing
December - Counseling classes (whole group) with students	May - Kindergarten & 6 <sup>th</sup> Grade Graduation, Awards ceremony for 1 <sup>st</sup> -5 <sup>th</sup> grade

### High School Calendar

<b>August</b> -Class meetings with all grades, 7-9 orientation with parents, Credit check with 11/12,	<b>January</b> -Lunch college rep visit, report card and transcript, Accuplacer test, Schedule changes at semester
<b>September</b> -Articulation Workshop, SAU Tech preview day for 11/12, Senior parent Financial aid night, military lunch visit	<b>February</b> -Whole group and individual class schedules and credit, Accuplacer test, FBT Honor program
<b>October</b> -College Visit to UAPB 11/12, ASVAB test and interpretation, College visit to SAU, College Fair at SAU Tech, Steve Leake ACT prep, FAFSA Night, Jostens meeting with 11/12, Red Ribbon Week, lunch college rep visits	<b>March</b> -Engineering week at Lockheed Martin, Lunch college rep visit, Accuplacer
<b>November</b> -Student Success Plan, College Visit UALR, RIDAC testing for scholarships, Lunch college rep and military visits	<b>April</b> -ACT Aspire help, Scholarships, SAU Tech tour for 10 <sup>th</sup> grade, Virtual Arkansas meeting, Accuplacer
<b>December</b> -Transcript training, Lunch college rep visits	<b>May</b> -Graduation, scholarships, transcripts, GLAMS day, Awards for 7-11 and 12 <sup>th</sup> , Virtual Arkansas class requests

## 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

- Counselor meets 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
- Keeping track of all the students I see on a day to day basis