

# Armored School District

## Comprehensive Counseling Program

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Also utilized for this comprehensive counseling plan:

Delta Behavioral Health, LLC

Life Strategies Counseling, Inc.

Cynergy Rehab Group

Grades K-12

### **Mission**

The mission of the Armorel School District is to provide a physically and emotionally safe environment in schools centered on:

- The needs of all students
- Community Involvement
  - Teamwork
  - Life Skills
- Competitiveness
- A positive and caring staff
- Up-to-date facilities and equipment

### **Beliefs**

In order to successfully meet the personal/social, career, and academic needs of all students in Armorel School District, the counseling program is committed to the following beliefs:

- We believe all students can succeed.
- We believe all students can achieve excellence through high expectations and continuous improvement.
  - We believe all students will strive to do their best and work together as a team.
- We believe all students will receive positive feedback on their behavioral and academic performance.
- We believe all students will work in a cooperative and diverse community of educators and learners to promote the development of self-esteem.
  - We believe learning is a lifelong process.
  - We believe students learn in different ways.

### **Vision**

Armorel School District is a place where all students are encouraged to demonstrate excellence academically, socially, and emotionally in a safe and supportive atmosphere. We work with the community and parents to help students demonstrate excellence to meet their maximum potential with extensive support. High expectations are set for all students. We all believe that all students can and will learn. We strive to develop learners whose curiosity about the world around them leads them to a fulfilling life.

## **Program Goal/Action Steps Program**

### **Goals: Encourage academic, personal, and social development while promoting positive behavior, responsibility, and attendance.**

#### **Jr. High School Goal**

S: Students will improve their daily attendance by a 5% decrease of students with 9-15 absences.

M: monthly attendance prints outs from the office

A: This goal is achievable through phone calls/home visits to parents from teachers, counselor, and School Resource officer.

R: this goal can be met by using all resources our school has to offer and the community.

T: This will be evaluated at the end of the school calendar.

#### **Sr. High School Goal**

Advocate for positive school behaviors to help students improve personal/social skills and encourage academic achievement.

S. To decrease student behavior referrals by 5%.

M: Using disciplinary referrals from faculty and staff.

A: This goal is achievable using resources available from the school counseling program (we will be purchasing Ripple Effect this current year and can use data from this as well), parental involvement, and community resources.

R: This goal can be achieved through support from students, parents, school faculty, and staff.

T: This goal will be evaluated by the end of the 2021-22 school year.

#### **Elementary Goal**

S: We will improve our attendance by 3% by the end of the 2022/2023 school year.

M: We will use attendance reports from eschool to measure this data.

A: We will use incentives such as a token reward store, acknowledgement over the intercom, pictures in the local newspaper, phone calls and letters home.

R: It is important we increase attendance because studies have shown that attendance has a direct correlation to academic achievement. The more students are at school, the achievement gap will start to decrease.

T: We will evaluate our attendance data at the end of the school year to see if we improved our daily attendance rates by the % we set our goal for.

### **Actions in place:**

- Letters/phone calls to parents
- Parent/student meetings
- Monthly group meetings with seniors to set goals
- Complete interest inventories and resumes
- Complete college applications and scholarship applications
- Coordinate financial aid night -Coordinate Career Fair Actions to take:
- More individual meetings with seniors
- Google Classroom announcements and communications
- Needs assessment
- Twice monthly classroom SEL lessons

### **Data Sources:**

- Surveys completed by seniors -Any senior who does not have a plan in place by the end of the school year, will be followed up with after graduation.
- Surveys will also be completed to collect correct home addresses, phone numbers, and current email addresses to stay informed with graduates on the post-graduate decisions.
- Needs assessments completed by students
- Needs assessments completed by teachers

### **Tier 1 Initiatives**

Facilitate programs to improve school culture:

Building relationships between students, teachers, parents, and community members.

Provide resources and training for staff regarding trauma affected students

Parental Involvement activities:

Communication through mail, emails, social media announcements and phone calls

Parent meetings

Community nights

Serve on committees: Parent Involvement Leadership Team

### **Tier 2 Preventions/Interventions**

Mentoring program

Character education

Individual counseling

Small-group counseling

Family service meetings

Parent conferences

Healthy Choices Summit

### **Tier 3 Intensive Intervention**

Mental health referral  
 Consult with DHS and juvenile court Case workers  
 Crisis management when needed

**Success of Goals**

The advisory council will review each SMART Goal at the end of each school year to determine its success. By reviewing sSchool attendance reports, FINS data,

**Annual Calendar**

<p><b><u>August</u></b>          Back to School Orientation          Needs Assessment          Scheduling          Open House          Determine Backpack/food/hygiene needs</p>	<p><b><u>September</u></b>          Labor Day          Small Groups/Individual Sessions          Career surveys          Classroom presentations (TBD by Needs assessment)          Academic Advising          Financial aid presentation for seniors          Start With Hello Week</p>
<p><b><u>October</u></b>          Jr. Leadership Meeting          11th &amp; 12th attend College Fair          ASVAB          PSAT          Red Ribbon Week          National Fire Safety and Prevention Week          Healthy Choices Summit (9-12)          High School Mentors -          7th and 8th grade Healthy Choices Summit          Bullying Prevention          Classroom presentations (TBD by needs assessment)</p>	<p><b><u>November</u></b>          Student success plans          Career Fair(9-12)          High School Mentors-          7th and 8th grade Career Fair          Classroom presentations (TBD by Needs assessment)          Parent Meeting(Scholarships and Financial aid)          Can food drive          Industry tours and speakers          Thanksgiving Luncheon Ambassadors</p>
<p><b><u>December</u></b>          Classroom presentations (TBD by needs assessment)</p>	<p><b><u>January</u></b>          Schedule Changes</p>

<p>“12 Days of Christmas” drawings, door decorating and Ugly Sweater Contest</p>	<p>Classroom presentations(semester transcripts/evaluate goals) Citizenship test</p>
<p><b><u>February</u></b> Suicide Prevention ACT for Juniors Accuplacer for Juniors and Seniors FAFSA Filing Classroom presentations (TBD by needs assessment)</p>	<p><b><u>March</u></b> Industry tours and guest speakers Classroom presentations (TBD by needs assessment)</p>
<p><b><u>April</u></b> 10th grade tour of ANC Technical Center ACT Aspire Junior College Road Trip Classroom presentations (TBD by needs assessment)</p>	<p><b><u>May</u></b> Classroom presentations (TBD by needs assessment) Program evaluation surveys Kindergarten Kickoff Graduation Awards day Registration for next year</p>
<p><b><u>June</u></b> Let’s Taco ‘Bout Next Year dinner</p>	

## **Orientation/Transitions**

### **Elementary:**

The Armorel Elementary School has an Open House at the beginning of the school year, usually before school begins, so families can come in and see their classrooms, see their teachers, and become familiar with their new school. Our kindergarten parents are also allowed to walk their children into school on the first day to help ease their transition into a new school and daily environment. For our students who come into the school during other points throughout the year, the school counselor walks them to their room and has an appointed student help to guide them around the building for the remainder of the day. Concerning school supplies, for a \$35 fee, our school supplies all school supplies to all students, so they do not have to worry about bringing any supplies with them.

### **Jr. High/High School:**

At the end of each school year, the current sixth grade class is brought over to the junior high building for a day in the life of a seventh grader. The students go through the day with a current junior high student and get a feel for what junior high will be like for them in the fall. Main registration is held during the summer and students are allowed to pick their classes. Open house is held at the beginning of the school year, the same night as the elementary school, and students are allowed to walk the halls and visit with their new teachers and learn their new schedules. New students that transfer in during the school year are assigned a buddy if needed to help learn the building and their schedules.



### **Direct/Indirect Services-90%**

Act 190, The School Counseling Improvement Act states that school counselors shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students.

Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or in the role of contributing member of a decision-making team (504, English Language Learner, PBIS, RTI, parental involvement and GT etc.).

- Career Planning and exploration XELLO
- Orientation activities
- Addressing learning opportunities
- Interpretation of Assessments
- Individual Academic Planning
- Guidance in understanding advantages of academic success
- Guidance in understanding the advantages of Behavioral supports
- Guidance in understanding the advantages of Attendance
- Responsive Skills
- Guidance in assisting with Mental Health agencies (Emergency-crisis needs, scheduling times with students)
- Backpack (Weekend Food/hygiene supplies) Guidance Leader
- Assist staff with conflict de-escalation, cutting awareness, mandatory reporting, bullying prevention, and suicide awareness
- Helping students better understand
- Clothes Closet
- Individual Counseling
- Small Group
- Grade Level Counseling

### **Administrative Activities-10%**

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than 10% of his/her time each month, on student contact days, engaging in administrative activities. At Armored School District, school counselors assist with the following administrative activities:

- 504 Coordinator
- Advisory Committee Chair
- Student Services Chair
- Assisting with Student Schedules
- ESOL Coordinator
- Student Success Plans

## **Career Planning**

Career planning consists of numerous guest speakers, annual Career Fair, (act.org, kuder.com) Counselors meet with students to help them see the importance of education and the tie between school attendance and performance and work. Through direct counseling students learn the importance of setting goals and how to do so. Student Success Plans Student Success Plans help students take ownership of their coursework and focus on post-high school success. Counselors work with students annually to develop and maintain their student success plan.

**Academic Advisement and Individual Planning** In high school, counselors meet with students to set academic goals, evaluate student progress towards goals, and adjust goals as needed. Four year plans and student success plans are updated every year.

**Bullying Prevention** Students found to be in violation of this policy shall be subject to disciplinary action 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 cop
- 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.
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## **Suicide Prevention**

Effective suicide prevention is comprehensive: it requires a combination of efforts that work together to address different aspects of the problem.

**1. Identify and Assist Persons at Risk:** Many people in distress don't seek help or support on their own. Identifying people at risk for suicide can help you reach those in the greatest need and connect them to care and support. Examples of activities in this strategy include gatekeeper training, suicide screening, and teaching warning signs.

**2. Increase Help-Seeking:** By teaching people to recognize when they need support—and helping them to find it—you can enable them to reduce their suicide risk. Self-help tools and outreach campaigns are examples of ways to lower an individual's barriers to obtaining help, such as not knowing what services exist or believing that help won't be effective. Other interventions might address the social and structural environment by, for example, fostering peer norms that support help-seeking or making services more convenient and culturally appropriate.

**3. Ensure Access to Effective Mental Health and Suicide Care and Treatment:** A key element of suicide prevention is ensuring that individuals with suicide risk have timely access to evidence-based treatments, suicide prevention interventions, and coordinated systems of care. Suicide prevention interventions such as safety planning and evidence-based treatments and therapies delivered by trained providers can lead to significant improvement and recovery. SPRC encourages health and behavioral health care systems to adopt the Zero Suicide framework for integrating these approaches into their systems. Reducing financial, cultural, and logistical barriers to care is another important strategy for ensuring access to effective mental health and suicide care treatment.

**4. Support Safe Care Transitions and Create Organizational Linkages:** You can reduce patients' suicide risk by ensuring that they have an uninterrupted transition of care and by facilitating the exchange of information among the various individuals and organizations that contribute to their care. Individuals at risk for suicide and their support networks (e.g., families) must also be part of the communication process. Tools and practices that support continuity of care include formal referral protocols, interagency agreements, cross-training, and follow-up.

**5. Respond Effectively to Individuals in Crisis:** Individuals in your school, organization, or community who are experiencing severe emotional distress may need a range of services. A full continuum of care includes not only hotlines and helplines but also mobile crisis teams, walk-in crisis clinics, hospital-based psychiatric emergency services, and peer-support programs. Crisis services directly address suicide risk by providing evaluation, stabilization, and referrals to ongoing care.

**6. Provide for Immediate and Long-Term Postvention:** A postvention plan is a set of protocols to help your organization or community respond effectively and compassionately to a suicide death. Immediate responses focus on supporting those affected by the suicide death and

reducing risk to other vulnerable individuals. Postvention efforts should also include intermediate and long-term supports for people bereaved by suicide.

**7. Reduce Access to Means of Suicide:** One important way to reduce the risk of death by suicide is to prevent individuals in suicidal crisis from obtaining and using lethal methods of self-harm. Examples of actions to reduce access to lethal means include educating the families of those in crisis about safely storing medications and firearms, distributing gun safety

**8. Enhance Life Skills and Resilience:** Helping people build life skills, such as critical thinking, stress management, and coping, you can prepare them to safely address challenges such as economic stress, divorce, physical illness, and aging. Resilience—the ability to cope with adversity and adapt to change—is a protective factor against suicide risk. While it has some overlap with life skills, resilience also encompasses other attributes such as optimism, positive self-concept, and the ability to remain hopeful. Skills training, mobile apps, and self-help materials are examples of ways to increase life skills and build resilience.

**9. Promote Social Connectedness and Support:** Supportive relationships and community connectedness can help protect individuals against suicide despite the presence of risk factors in their lives. You can enhance connectedness through social programs for specific population groups (such as older adults or LGBT youth) and through other activities that reduce isolation and promote a sense of belonging.

### **Advisory Council**

The Armored School District advisory committee meets once a month as well as when needed to discuss the current month's mental health awareness activity and to plan for the upcoming month's activity. We review what current trends are with our students and discuss anything that needs a watchful eye kept after. The committee consists of administrators, school counselors, the school resource officer, school nurse, and select student body ambassadors.

### **Administrative Conferences**

Annual administrative conferences are held to discuss the counseling program and the semesterly data finding from surveys from the students and teachers. Using the TESS evaluation components, administrators and school counselors are able to formally and informally review the strengths and weaknesses of the school counseling program and make suggestions as to how to improve. The school counselors are on different leadership teams that are continuously reviewing student and school data and make recommendations based on student needs. PLC's are also utilized in determining how to better the counseling program and further meeting student needs academically, socially, and emotionally.

### **Program Assessment**

The Armored School District school counselors regularly assess their program, as recommended by the ASCA National Model. Regular assessment of delivery, by way of self-assessment and teacher/student surveys help to determine if needs are being met and what, if any, changes need to be made. These assessments are reviewed in the advisory meetings and changes are implemented immediately if needed.

### **Data Results**

Data results from surveys, program assessments, SMART Goals, interventions, and all other information collected is shared in all appropriate settings such as PLC's, advisory councils, administrative conferences, parent-teacher conferences, post-graduate conferences, schedule planning, etc. Data is also made available to the public during our annual public address and posted on our website.

We use this data to provide student support wherever needed. The school uses achievement data to determine RTI groups, determine remediation, and identify candidates for study groups. This data is also used to determine who may be recommended for Tier 3 RTI or further testing such as a special education referral or level 2 testing for dyslexia. Attendance data is gathered and studied to determine who may need a home visit, or a FINS petition filed. Discipline data may also be used, when needed, to track student office visits. Office visits should be true in nature and have just consequences for the actions.

