

Deer/Mt. Judea



Comprehensive School Counseling Program

2023-2024

Deer School
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Mt. Judea School
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Team Members and Contact Information:

This plan was developed for k-12 students by the following team members:

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Titles/Roles

Lindsey Burdine:

K-12 Counselor, Family and Community Engagement Coordinator

Rainey Yeager:

K-12 Counselor, 504 Coordinator, Homeless Liaison, Building Test Coordinator, Family and Community Engagement Coordinator

Deer Principal: Jennifer Hoskins

Mt.Judea Principal: Lindsey Graham

Superintendent: Bill Mizaur

I. FOUNDATION (DEFINE)**Beliefs:**

- DMJ school counselors provide proactive comprehensive developmental school counseling services to all students.
- DMJ school counselors are student centered; advocate for all students and possess the flexibility to influence students.
- DMJ school counselors communicate and collaborate with all stakeholders (parents, students, school staff, and community) by encouraging collaboration to facilitate students' success.
- DMJ school counselors provide leadership for the school community that enables students to successfully develop and grow cognitively, socially, emotionally and physically.
- DMJ school counselors assist students in developing and completing a challenging educational program that will allow them to achieve their personal and career goals.

School Counseling Vision Statement:

It is our vision at DMJ Schools that we empower each student to realize their unique value and self-worth while acquiring the academic, career and social/emotional skills needed to reach their fullest educational potential. We work with the community and parents to help students demonstrate excellence to meet their maximum potential with

extensive support. Our goal for students is to successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

School Counseling Mission Statement:

It is our mission to instill within each student an appreciation and understanding of the diverse cultural background of our country by developing a respect for others. The DMJ school counseling program delivers developmentally appropriate large group activities, small group and individual counseling to all students to promote self-advocating and caring citizens. Collaboration between the school counselors, parents, students, teachers, and the community ensure the student's needs and goals are being met. The school counselors are dedicated to empowering every student to realize their value and self-worth and achieve academic success through personal and social growth, wellness and career exploration.

Program Goals

Goal #1 DMJ Counselors will work with all students to increase reading scores by 6% which will allow the school district to fall below the 40% in need of support.

Goal # 2 DMJ Counselors will increase a positive school culture by (a percentage that will be determined in August with our Pre-Assessment survey,) by fostering respect in oneself and others which will help to increase attendance, academic achievement and decrease discipline.

[Goal 1 Literacy](#)

[Goal 1 School Culture](#)

Standards and Competencies

ASCA Ethical Standards for School Counselors (2022)

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

ASCA School Counselor Standards

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2021)

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>

G.U.I.D.E. for Life

https://dese.ade.arkansas.gov/Files/20201229101338_OFFICIAL_GUIDE_for_Life.pdf


II. Management

Self Assessment

[self assessment](#)


Use of Time

DMJ counselors are continuously reevaluating the use of time calculators to make adjustments to meet the 90/10 requirements.

 Use of Time Day Calculator DMJ

Administrative Conference

DMJ Administrative Conference Agreement

 DMJ Counseling Administrative Conference

Advisory Council

This will be the first year DMJ district will have implemented a school counseling advisory council. Current participants include the following stakeholders: school counselor, parent, teacher, students, and principal. The advisory council shall meet no less than twice a year to review and support implementation of the Counseling Plan. Recommendations from the council shall be documented and made available to the superintendent and the Board of Education.

[DMJ Advisory Council](#)

Direct Counseling

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.

DMJ Counselors provide direct counseling in the following areas:

- Core curriculum and classroom activities
- Individual social/emotional counseling
- Individual academic guidance and counseling
- Individual career education guidance and counseling
- Group post-secondary education and career awareness and exploration
- New student orientation
- Interpretation of state-mandated assessments with students
- Academic and academic skills advisement with students
- Review records and files while assisting students
- Small group counseling sessions
- Responsive services- Immediate crisis response
- Crisis response intervention
- Group counseling
- Attendance, academic, or behavioral monitoring, support and guidance
- Student Transition and Pre K, Kindergarten, Sixth Grade, Eighth Grade Transition Activities
- Follow-up with students at risk of dropping out
- Follow-up with students with high absenteeism
- College, vocational, and career guidance

Indirect Counseling

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.

DMJ Counselors provide indirect counseling in the following areas:

- Response-to-Intervention
- Backpack Program
- Refer students for School Based Mental Health services and therapy services.
- Child maltreatment reports and report to the child abuse hotline.
- Identifying 504 Students
- Professional development to staff on cutting awareness, suicide awareness, human trafficking awareness, bullying prevention
- Consultations with parents, staff, community agencies, and administrators on behalf of students.
- Member of Student Scholarship committee
- Scheduling
- Calculate students credits

Administrative Activities

Act 190, The School Counseling Improvement Act, states that a school counselor shall devote no more than ten percent (10%) of his/her time each month, on student contact days, engaging in administrative activities.

DMJ Counselors participate in the following administrative activities:

- 504 Coordinator
- District Homeless Liaison
- Family and Community Engagement Facilitator
- Building Test Coordinator
- District Leadership Committee
- AP Coordinator
- Master Schedule
- Personnel Policy Committee

Calendars

Annual Calendar

https://docs.google.com/document/d/16Sq1X_59ozJFV10JgbuB5cIXkzrIJhBI1qFdFqTvF_g/edit?usp=sharing

Weekly Calendar

 Example :School Counseling Weekly Calendar for:DMJ

Multi-Tier

<u>Classroom Counseling</u>	<u>Tertiary</u>	<u>Intensive Support</u>
Tier I for all students based on data and identified needs	More Intensive Greater frequency Individual student focused	Classroom guidance using G.U.I.D.E. for Life Open house for students and parents

		<p>Transition, and orientation programs</p> <p>Accelerated learning opportunities</p> <p>Bullying & Suicide Prevention</p> <p>Career Planning and Exploration</p>
<p><u>Individual/ Group Counseling</u></p> <p>Tier II or III based on student need</p>	<p><u>Secondary</u></p> <p>Targeted group of students and Interventions</p> <p>Increased frequency</p>	<p><u>Strategic Intervention</u></p> <p>Individual & Small Group Counseling</p> <p>Group academic planning</p> <p>Behavioral supports & Attendance Interventions</p> <p>Consultation with faculty and community agencies</p> <p>Parent conferences</p> <p>Helping students better understand assessment results</p>
<p><u>Responsive Services</u></p> <p>Tier II or III base on student need</p>	<p><u>Universal</u></p> <p>High quality student interaction</p> <p>Based on data and needs of students</p> <p>Aligned with the vision and mission</p>	<p><u>Responsive Services</u></p> <p>Individual counseling to address immediate needs</p> <p>Weekend Backpack Program</p> <p>Clothes/ Hygiene Closet</p> <p>Work with Families, Inc. (School Based Mental Health)</p> <p>Consultation and referral for intensive support with outside agencies to meet emergency-crisis needs</p>

III. Delivery

Act 190, The School Counseling Improvement Act of 2019, states that school counselors are to deliver school counseling core curriculum no more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.

Classroom Lessons

DMJ Counselors conduct classroom guidance in person and digitally that is age appropriate and based on student need and gaps identified through school data review. Collaboration with teachers, needs assessments, surveys, and school initiatives are used to tailor lessons in order to reinforce goals for students in the areas of academic, social/ emotional and career development.

Classroom Lessons include but not limited to:

- | | | | |
|-----------------------|---|-----------------|----------------------------|
| * Character Education | * Friendship | * Study Skills | *Be Good People Curriculum |
| * Diversity/ Empathy | * Self-Esteem | * Anti-Bullying | *Naviance |
| * G.U.I.D.E for Life | * Career Awareness, Exploration and Education | | |

[2023-2024 Character Education Word of the Month & Lesson Plans](#)

Individual/ Small Group

DMJ school counselors work with students experiencing problems and provide developmental counseling to provide students with coping strategies before a crisis occurs. Individual or small group opportunities are provided to help students develop skills and use resources. Individual and Small Group counseling services are based on the needs of the students.

Orientation/ Transition Services

Orientation is a process for students, teachers, parents, and stakeholders to learn about the school counseling program, the roles of the school counselor, and the services available to students, families, and staff. Orientation can also help students make smoother transitions from one school setting to another.

- Open House
- Kindergarten Registration Day- tour of classroom and school (In the spring & at Open House)
- PreK to Kindergarten Transition Day - Meet teacher, tour classroom
- 6th grade to Middle School - tour, schedule, meet teachers, procedures & protocols in HS
- 8th grade to High School- credits, transcripts, graduation requirements
- New student orientation - Schedule, Goals, Tour, Buddy

Academic Advising

Counselors and students review their test data along with grades to start teaching the connection between education and future success. Academic goals are also created during meetings as well as teacher and administrative consultations. Counselors work with student's teaching them how to establish short and long term academic goals.

Counselors create lesson plans and embedded skills that students will need to make decisions about post-secondary concerns. Counselors are responsible for creating the master schedule to meet students' curriculum needs.

- Assisting students in developing an understanding of the relationship between performance and success in school and beyond through age-appropriate classroom counseling lessons, small and individual counseling sessions, and by providing teachers support and resources teachers can use in their classrooms.
- Providing opportunities for students to review academic progress, interest inventories and support students in their development of academic, career, and essential skill planning.
- Guide students in setting academic, social/ emotional, and futuristic goal setting.

- Work with teachers to provide opportunities for students to access and monitor their own educational, career, and social/ emotional progress.
- Guide students along pathways to graduation through career awareness/ exploration activities and individual planning activities.
- Provide students with guidance on scheduling and requirements for each grade level
- Provide guidance on credits and graduation requirements

Social Emotional Learning

DMJ school counselors use G.U.I.D.E. for Life in individual, small group, and classroom settings to facilitate social emotional learning and promote cultural and social awareness. The G.U.I.D.E. for Life program is designed to give K-12 students a five-step plan that they can use to follow to achieve personal success. By incorporating the G.U.I.D.E. for Life concepts throughout the school experience, the school counselor can help instill real-world skills for success in all students. DMJ also uses BASE for online social emotional learning provided to all students.

Career Awareness and Planning

DMJ uses GUIDE for life, Naviance, and partners in the community as well as local colleges to introduce career exploration to our students. This allows students to meet with members of the workforce who currently hold careers they may be interested in. This allows young students to be introduced to possible careers as well as peak curiosity and interest. Middle school children begin to learn the importance of their grades in relation to their desired career field. High school students have opportunities to have hands-on experiences or set up job shadowing appointments. This allows them to begin to align their success plans with their career choice and further explore their careers more in depth. High school students also begin to talk to post-secondary educators about prospective career choices and the application process.

Student Success Plans

Act 930 of 2017 defines a Student Success Plan as “a personalized education plan intended to assist students with achieving readiness for college, career, and community engagement.”

Student Success Plans are developed by school personnel, in collaboration with parents and the student, and updated annually. The Student Success Plan is a working plan that is dynamic and visited periodically by the student and an advisor or mentor to support the overall success of the student to graduate ready for postsecondary opportunities. There are four major components of the Student Success Plan. Guide the student along pathways to

- Graduation
- Address accelerated learning opportunities
- Address academic deficits and interventions
- Include college and career planning components

Student Success Plans are documented in an online platform, Naviance, that is accessible to the student.

Suicide Prevention

Suicide prevention begins at the elementary level through guidance lessons based on wellness, self-care, safe and healthy choices, coping strategies, and resiliency building. Upper elementary students are also taught how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. Help-seeking strategies and how to engage school resources and how to refer friends for help are also addressed through classroom

guidance lessons. If needed, the elementary counselor will also provide small group suicide prevention. In addition, the elementary counselor brings awareness annually about suicide by providing professional development to all staff members on risk factors, warning signs, protective factors, response procedures, referrals, and resources regarding youth suicide prevention.

Suicide prevention at the high school level includes any and all threats are taken seriously. If a threat is made the counselor follows the district crisis plan. All teachers and staff members are provided with the district crisis plan. This plan addresses steps to be taken should any employee have reason to believe, either by virtue or direct knowledge or a report from another person, that a student or staff member is in any danger of harming himself/herself. Protocols are in place for students at risk that include risk assessment, crisis checklist, collaboration with mental health agencies, referrals for support, parent notification, re-entry protocols, and actions to take after a suicide death. Both school counselors use the following resources:

[Suicide Risk Reporting Form](#)

If you are currently dealing with a suicidal child or adolescent consider contacting the National Suicide Prevention Lifeline at 988 or the Crisis Text Line, which can be reached by texting 988. If you think a youth is at immediate risk of suicide, call 911 immediately for help. Ensure the entire school community is aware of these suicide prevention resources.

SLAP method- How SPECIFIC is the plan of attack? The more specific the details relate, the higher the degree of present risk. How LETHAL is the proposed method? How quickly could the person die if the plan is implemented? The greater the level of lethality, the greater the risk. How AVAILABLE is the proposed method? If the tool to be used is readily available, the level of suicide risk is greater. What is the PROXIMITY of helping resources? Generally, the greater the distance the person is from helping resources, –if the plan were implemented, the greater the degree of risk.

Bullying Prevention

[DMJ Bullying Prevention](#)

Protocols for responding to bullying: When bullying is reported to the counselor, the counselor and student/guardian report the incident to the principal so the incident can be investigated. The school counselor assists the principal in the investigation. If bullying behavior is suspected, the counselor and classroom teacher work together to determine why the behavior might be occurring. The counselor may provide several sessions to the bullying and/or student being bullied. These sessions may include reviewing proper behavior, good choices, anger management, social skills, problem solving skills, strategies to stop bullying and recognizing and understanding feelings. If a student has been severely affected by bullying, a referral to the school based mental health counselor may need to be made. All incidents, actions and follow-ups will be thoroughly documented.

ASCA Mindsets and Behaviors

DMJ school counselors utilize the ASCA Mindset and Behaviors to guide the development of an effective school counseling program around the three domains: academic, career, and social/emotional. The Mindset and Behaviors are used to create classroom lessons, individual/

small groups, and to plan whole-school activities. In addition, the ASCA Mindsets and Behaviors to identify student needs in the school and develop expectations for behavior in the counseling setting.

Program Review

DMJ school counselors evaluate their programs in the spring of each year to determine if students' needs are being met. In addition, students and teachers complete a needs assessment or survey evaluation of the guidance/student services in the spring of each year for evaluation purposes of the annual goals established. Data gathered include what worked well and topics that should be considered for the following school year.

IV. Accountability

Data Review/ Stakeholder Sharing

To provide a data driven comprehensive school counseling program, DMJ school counselors will evaluate program results annually to assess strengths and weaknesses, what was successful, what was not successful, what needs to be included to meet student needs, and what additional resources are needed to promote academic, career, and social/emotional achievement.

Tools for Assessing the Comprehensive School Counseling Program:

- Use of Time Calculator
- Surveys
- School counseling program Self-Assessment
- Feedback from small groups and programs or curriculum
- School counselor TESS
- Review of goal setting action plan results

DMJ school counselors will share results to stakeholders through:

- Handouts/ Presentations
- School Website
- Counseling brochure(s)
- Annual result newsletter
- Data reports
- Updated comprehensive school counseling plans

Evidence for 2023-2024 result sharing will be included in the plan in the spring after each goal is evaluated