

Lake Hamilton School District
Comprehensive School Counseling Plan



“Working Hand in Hand, We Build Success”

Lake Hamilton School District

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VISION STATEMENT

Lake Hamilton School counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizenship to positively impact their future.

MISSION STATEMENT

The mission of the Lake Hamilton School Counseling Program is to assist all students in their quest to become productive citizens and responsible, lifelong learners through their academic development, personal and social growth, and career exploration.

BELIEF STATEMENTS:

The School Counselors believe:

- I believe that ALL students can learn and achieve academic greatness when encouraged and nurtured in a respectful environment.
- I believe that nurturing ALL students' social and emotional well-being will encourage academic development and future success.
- I believe the school counselor's role is to provide a data driven, developmental counseling program to meet the needs of ALL students through a guidance curriculum, individual student planning, responsive services, and system support.
- The school counseling program will promote the following: an understanding of and respect of self and others; problem-solving and decision-making; emotional-management skills; skills for learning; and the influence of academic habits on career success.

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Foreword

Lake Hamilton School District school counselors provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple topics. This plan serves as a guide for Lake Hamilton school counselors to develop and personalize for use at each school. It includes information about legislation and Rules regarding public school student services planning, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling programming.

The American School Counselor Association defines a comprehensive school counseling program as an “integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.” Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor.

Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, faculty, administrators, students, parents, psychologists, social workers, and community.

Introduction to the American School Counselor Association (ASCA) Model

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs.

The ASCA National Model: A Framework for School Counseling Programs guides school counselors in developing and implementing a comprehensive counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional and based on data-driven decision making. It is based on four components: foundation, management, delivery and accountability.

The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs to promote students' success. The model provides a framework for the program components, the school counselor's role in implementation, and the underlying themes of leadership, advocacy, collaboration and systemic change. The old question was "What do school counselors do?" The new question is "How are students different because of the school counseling program?" Program components are focused on achieving results. Today's counselors are leaders, advocates, systemic change agents and collaborators.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.

National School Counseling Week

School counselors celebrate National School Counseling week, which is held each February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

School Counselor Advocacy

This is what others observe about school counseling...

Classroom guidance, small groups, individual counseling, coordinating committees and programs, large group professional development, parent meeting, etc.

This is what counselors do that is not always observed, but should be shared with others...

Vision, mission, program goals, closing the gap plans, delivery including direct counseling and administrative activities, responsive services, provision of support to students (food, school supplies, clothing, personal hygiene) etc.

Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

Comprehensive in Scope

A comprehensive school counseling program will focus on all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

Preventive in Design

School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools

Developmental in Nature

School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

A Cooperative Effort

School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

Leadership

School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School counselors focus on closing achievement gaps found among all students. School counselors

become effective leaders by collaborating with other professionals in the school to influence system-wide changes, and by implementing school reforms and participating in professional communities and professional development opportunities.

Advocacy

School counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

Collaboration and Teaming

School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify achievement gaps. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members.

Systemic Change

With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students' academic performance and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

II.

The ASCA National Model Components

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Foundation

The foundation serves as the solid ground upon which the comprehensive school counseling Program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career and social/emotional needs of the students in the school. This section of the manual offers an outline for a comprehensive school counseling program. You will find best practice examples and templates that can be customized for implementation at your school in the accompanying toolkit.

Program Focus

Beliefs

Arkansas school counselors recognize that our personal beliefs impact our behavior and how we interact with students and stakeholders. To establish program focus, school counselors identify personal beliefs and work to ensure all students benefit from the school counseling program.

Vision Statement

Arkansas counselors develop an appropriate vision statement defining what the future will look like in terms of student outcomes. By developing an appropriate vision statement, Arkansas school counselors can promote the success of every student with the support of all stakeholders (Council of Chief State School Officers, 2008).

Mission Statement

Arkansas school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured. A mission statement provides the focus and direction to reach the vision, creating one focus or purpose in the development and implementation of the comprehensive school counseling program. The school counseling mission statement aligns with and is a subset of the school's and district's mission. The program's mission statement is clear, concise and specific to the program's intent and what the program will contribute to the overall mission of schools.

See page 24 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Program Goals

Arkansas school counselors develop program goals that define how the vision and mission will be accomplished. School counselors use these goals to develop core curriculum, as well as small group and closing the gap action plans. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources. (Dimmit, Carey, & Hatch, 2007). The goal statements address specific student outcomes, including improved student achievement, attendance, behavior, and school safety through one or more of the three domains: academic, career, or social/emotional development. This information can be found using the school data report card.

Refer to page 25-28 in the ASCA Model book (list of questions and data report card for developing goals).

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within comprehensive school counseling programs.

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Professional Competencies

The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

2016 ASCA Ethical Standards for School Counselors

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership and professionalism.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Management

The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and help the

counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

School Counselor Competencies Assessment

School counselor competency assessments help school counselors to self-assess their knowledge, attitudes and skills necessary to perform the range of school counselor responsibilities in all four management components (use of time assessments, needs assessments, advisory council, and annual agreements).

School Counseling Program Assessment

Arkansas school counselors use a program assessment to self-evaluate the school counseling program in comparison to the ASCA National Model (ASCA, 2012).

See pages 42 and 59 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Use of Time Assessments

Use-of-time assessments are used to determine the percentage of time the counselor is providing direct counseling to students or indirect administrative services that are related to the comprehensive counseling program. Using the data from use-of-time logs provides regular feedback to the counselor and administration to ensure that the counseling program is being provided with fidelity to the students and their needs are being met. Use of time documentation also helps the counselor and leadership determine which activities or services the counselor is providing that are appropriate to the program and the Public School Student Services Plan. Calendars are used to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.

See page 63 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit

Annual Agreement

Each year, the counselor and administrator meet to develop an annual agreement. This agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This agreement should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals.

See page 64 and 65 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

School Counselor Advisory Team/Council

Creating an advisory council that consists of stakeholders supports the implementation of the counseling program. This council should meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program.

Templates can be found in the Arkansas School Counselor Toolkit.

Data Use in School Counseling

Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be evaluated on an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the counselor to reflect on his/her practice, and make adjustments to programming as needed.

See page 42 and 59 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Guidance & School Counseling Facilities

The school counseling program should be organized, intentionally planned, and managed in a manner to support the implementation, evaluation, and reflection of services being provided. Each school shall provide appropriate facilities to ensure effective confidential counseling to meet individual needs of students. To implement an effective counseling program a counselor should have private office space, private phone lines, computer and data processing tools, and an appropriate area for small group activities.

The State of Arkansas Public School Academic Facility Manual planning concepts related to current educational best practices, defines the size of the counselor's office to be incorporated into a new or renovated building. In addition, the manual's Education Planning Concept states that decentralizing administrative services, including counselors, "may provide the flexibility and opportunity for increased student contact, decreased student anonymity, and opportunities for passive supervision."

[http://www.arkansased.gov/public/userfiles/rules/Pending/Facility_Manual%20Approved_for_Release_4_30_15\).pdf](http://www.arkansased.gov/public/userfiles/rules/Pending/Facility_Manual%20Approved_for_Release_4_30_15).pdf)

Delivery

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Direct services are those that are provided directly to students and administrative activities are those that are not direct, but are related to the counseling program and Public School Student Services program implementation.

Direct student services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well.

Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Administrative activities include referrals to school, district, or outside sources for additional assistance for a specific student need. School counselors consult with parents, teachers, educators and community groups to advocate for students regarding academic, career or social/emotional needs to increase student success in the school setting. Collaboration is used to ensure that all stakeholders working with the student have the same understanding of the support or program being provided. Counselors can use collaboration in teaming environments, committees, or workshops provided to school staff or parents.

III.

Arkansas Comprehensive School Counseling Plan Requirements

Classroom Guidance

Arkansas School Laws Annotated Code 6-18-1005 states: (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day and ten (10) per week.

Part-time counselors adjust their class sessions based upon the percentage of time they are present in the school. For example, if a counselor were only 50% then they would have a maximum of five classroom sessions per week. Classroom guidance lessons are not a break or planning time for teachers.

Lake Hamilton School counselors conduct planned classroom guidance which are age appropriate, collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student. Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It allows them to discuss "what-if" scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the

planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

Individual and Small Group Counseling

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

Individual and Small group lessons include but not limited to:

- ***Character Education***
- ***Friendship***
- ***Grief***
- ***Divorce***
- ***Anger Management***
- ***Study Skills***
- ***Acceptance of Others***
- ***Self Esteem***
- ***Military Deployment Family Support***
- ***Self-Responsibility***
- ***Anti-Bullying***
- ***Career Education***

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Guidance in Understanding the Relationship between Classroom Performance and Success in School

Lake Hamilton School District counselors assist students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Academic Advisement

Academic advice begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short- and long-term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career- plans. Informational resources should also be available and organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

Student Success Planning

Each student is assigned an advisor as they enter high school in their tenth grade year, this advisor will stay with the same group throughout their high school career. Advisors and students will review graduation requirements, courses offered and make selections for classes for the next academic year. One day is designated for parents and students to meet with their advisor, counselor and administrators to discuss and finalize these course choices.

Credit Recovery/Intervention

High school students have the opportunity to recover selected credits through a state approved on-line program called APEX. Recovery for several core courses may be teacher led (when staffing allows) and provided in a classroom setting. For those students who do not have space available during the regular school day, afterschool recovery will be provided on Tuesdays and Thursdays.

Orientation

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

At Lake Hamilton Primary, incoming kindergarten and first grade students are given tours through their upcoming building and classrooms to become familiar with the school before entering their next grade. Incoming kindergarten students are also given a kindergarten screener to help with placement for the upcoming school year.

At Lake Hamilton Elementary, incoming second grade students are provided a walking tour through our building and into classrooms to become familiar with the school before entering second grade. Third grade students visit Lake Hamilton Intermediate's building to familiarize themselves with next year's building.

At Lake Hamilton Intermediate School, incoming 4th grade students are provided a walking tour through our building into classrooms to become familiar with the school before entering 4th grade. Outgoing 5th grade students visit Lake Hamilton Middle School's building to familiarize themselves with next year's building and attend an orientation event in August.

At Lake Hamilton Middle School, incoming sixth grade students and new to the district seventh grade students are invited to attend an event in August where students are given their schedules and assigned their lockers, meet faculty and staff, and tour the building for the upcoming school year.

At Lake Hamilton Junior High School, incoming eighth grade students and ninth grade students who are new to the district, along with their parents, are invited to attend an orientation prior to the beginning of school where they receive schedules and are provided with an opportunity to tour the building and meet the teachers and school staff. An open house is also held for all junior high students to attend.

At the High School Level, incoming tenth grade, new and/or returning students to the district, and parents will attend an orientation to introduce students to building staff, the high school environment. During this time they are also given an opportunity to walk through the high school and surrounding facilities.

Consultation and Coordination

An important part of the counselor's role is to collaborate with teachers and parents. **Lake Hamilton School Counselors** work with teachers and administrators to help create school environments that encourage student growth and learning.

Consultation can include:

- Conducting professional development workshops
- Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum
- Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
- Interpreting student data or assessment results
- Consulting with other specialists (e.g., social workers, therapists, psychologists, representatives from community agencies)

The counselor can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

Parental Involvement

Counselors may conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Many counselors provide newsletters or social media information for parents to keep them updated on school counseling programs, opportunities, or information on ways to support their students at home. Counselors along with

other school staff should encourage parents to participate in volunteer opportunities within the school setting.

Lake Hamilton School Counselors work with individual school parental involvement coordinators and with Kristi Anderson, the School District Parent Volunteer Coordinator, to encourage parents to participate in volunteer opportunities within the school setting.

(See individual school Parental Involvement Plans)

Utilization of Student Records

The **Lake Hamilton** school counselor reviews academic records and files, and may update them for use with students and parents, as well as for their own professional use.

Interpretation of Student Assessments

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

Counselors work with students to interpret and understand their own standardized assessment results.

Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs

Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

Making Referrals to School and Community Resources

Counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies include the Arkansas Department of Human Services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and support the established policies and procedures for interagency communication. **(See Resource List)**

Direct/Indirect Counseling Activity Examples – 90% of Time

The counselor provides direct to students at least 90% of their time monthly. Examples of direct counseling are:

- Individual social/emotional counseling
- Individual academic guidance and counseling

- Individual career education guidance and counseling and vocational decision making
- Orienting new students to the school
- Consultation with students
- Academic advisement with students
- Interpretation of state-mandated assessments with students
- Review records and files while assisting students
- Small group counseling sessions
- Classroom guidance sessions (40 minute lessons limited to 3 classes a day and 10 classes a week)
- Serving on intervention, 504, IEP, and LPAC teams.
- Working with Parent Involvement Team members.
- Consultation services with school personnel and outside agencies
- Making appropriate referrals

Administrative Activities Examples- 10% of Time

The counselor provides administrative services no more than 10% of their time monthly.

Examples of administrative services are:

- Master Scheduling and registration data entry
- Assisting with standardized test administration and data organization
- Updating guidance/counseling records for counselor's utilization
- Various duty assignments
- Planning, managing, and evaluating the comprehensive counseling program

The American School Counselor Association's Position on High-Stakes Testing and School Counseling

https://schoolcounselor.org/asca/media/asca/PositionStatements/PS_HighStakes.pdf

Career Awareness and Planning in School Counseling Programs (Direct Service)

Annotated Code 6-18-1009 states: "Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process."

Lake Hamilton Primary provides career counseling and guidance within our classroom guidance lessons. Lessons include activities, reading books and exploring different occupations. Kindergarten classroom teachers complete a spring unit on exploring different careers and the primary school counselors follow up with enrichment lessons and activities on what they have learned.

Lake Hamilton Elementary counselors focus on an awareness level of career exploration and how it relates to school achievement and behavioral expectations. This exploration includes guiding students to identify personal interests, supporting students in linking their interests to possible careers, encouraging students to express their initial thoughts about college, prompting students to list some characteristics they might look for in a college, helping students understand basic college-related terms, and encouraging students to incorporate aids that match their preferred learning styles.

Lake Hamilton Intermediate level counselors focus on an awareness level of career exploration and how it relates to school achievement and behavioral expectations. This exploration includes guiding students in knowing the difference between jobs, occupations, and careers, helping students become aware of a wide range of career pathways through the use of career exploration websites and guest classroom speakers, guiding students in finding their passions, interests, dreams, and visions of their future self when exploring post secondary aspirations, guiding students in choosing electives that correlate with their interests and future career goals.

At the middle school level, we focus more on career awareness and making connections between classroom performance and future college &/or career aspirations. When talking to students individually, we guide them to think about their future. During Wolf Time Intervention Enrichment, students will use Naviance and various other sources to explore career interests, learning styles and college selection options. Students may store their education and work history in their Naviance portfolios.

Lake Hamilton Junior high uses Naviance. Naviance is a personal electronic portfolio where students can explore career interests, learning styles and college selection options. In their portfolios, students may store their education and work history. Students begin portfolios in eighth grade Career Development classes. Naviance is set up by the District Career Development Facilitator.

Lake Hamilton High School uses Naviance to discuss career opportunities, college options, and explore student interests. Counselors meet with senior level students each semester to address future plans for students. During these meetings counselors share college expectations, deadlines, and scholarship opportunities. Naviance is also used in PACK (Student/Teacher advisory) to introduce students to college and career planning. Naviance gives students the opportunity to self assess, explore interests, and search for the right career for themselves.

Arkansas District and School Planning

Additional Components of the Comprehensive School Counseling Plan

The following components must be included in the Comprehensive School Counseling Plan, **but are not typically provided or implemented by the school counselor.**

Follow-up of School Dropouts and Graduates

Counselors meet with students at risk for dropping out to discuss a plan of action to keep them in school. These plans vary per situation. Situations may warrant one or more of the following:

- Student/parent, counselor meeting
- Student/parent, administrator, counselor meeting
- Teacher Advisor with weekly/monthly updates
- Referral to New Horizons for a more individualized setting
- Academic Intervention with individualized plans

Schools/districts follow-up with students who drop out with referrals, communication with parents, students, requests from new schools, etc. Follow-up with graduates can be through phone calls, emails and What's Next forms completed prior to graduation, or by other contact methods.

Group Conflict Resolution Services

These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding and positive communication.

Conflict solving for students could include: dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

Suicide Prevention Public Awareness Program

· ADE Guidance and School Counseling Suicide Prevention Resources†

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/student-support>

- Suicide prevention signs and flyers are posted throughout the building
- A week is dedicated to Suicide Prevention
- Suicide Prevention Hotline 1-800-273-8255
- Suicide Prevention Text Line: Text TALK to 741741
- Classroom guidance and individual counseling services focus on healthy coping strategies such as seeking help from a trusted adult or using writing, drama, music to express feelings.
- District Licensed Mental Health professionals are available on campus daily for assistance in crisis situations

Alternative Student Services Personnel

Lake Hamilton School District addresses at-risk students at every grade level. The district has established an alternative learning environment called New Horizons which offers support for students with behavior, academic and/or emotional issues.

In order to provide the services set forth by the state, the district utilizes the following types of personnel in addition to any standard student services personnel: professionals or paraprofessionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers. These individuals may provide only the services they are trained, certified, or licensed to perform.

Responsive Services

Counselors will be available to meet the needs of students and the school community during a time of crisis. School counselors will make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety). Counselors will be available to students requesting individual support and/or for situations requiring mediation among a group of students.

IV.

Yearly Program Goals with Student Outcomes

District Goal: Increase student attendance and participation on-site or virtually by 5% from the 2019-2020 school year through identifying disconnected students, tracking attendance, removing barriers of blended learning, and providing incentives (if possible) at each building level.

Data: Daily attendance logs provided at each building level.

Plan: Be a support system to help solve the barriers faced with a blended attendance of on-site and virtual platforms. (ex. parent/student phone calls, emails, committee member for attendance conference)

Do: School counselors at each level will:

- Track daily attendance provided through attendance logs.

- Identify students that are at-risk of chronic absenteeism based on state guidelines.
- Contact stakeholders in the student's education (ie administration, teacher, parent/guardian) to determine attendance issues.
- Serve on support teams designing plans for attendance issues.
- Advocate for student's education in the legal system if needed.
- Provide incentives for adequate attendance.

Check: School counselors at each level will review attendance trends on a quarterly basis with their administration to determine best steps to continue towards the goal of increasing attendance by 5% from the end of the 2019-2020 school year.

If possible during the 2020-2021 school year, incentives at each grade level will be provided for perfect attendance:

Primary Incentives: Reward day every 9 weeks of perfect attendance. Prizes awarded through drawing at the end of the year for attendance incentive goals met.

Elementary Incentives: Reward day every 9 weeks of perfect attendance. Prizes awarded through drawing at the end of the year for attendance incentive goals met.

Intermediate Incentives: Reward day every 9 weeks of perfect attendance. Prize awarded for each semester of perfect attendance.

Middle School Incentives: Reward day every 9 weeks for perfect attendance. Students will be allowed to participate in Wolf Time Games.

Junior High Incentives: Semester test exemptions and monthly reward days based on attendance

High School Incentives: Semester test exemptions for perfect attendance (reviewed at the end of each quarter).

Arkansas TESS School Counselor Rubric

The Arkansas Teacher Excellence and Support System provides statutory direction for reform of teacher and leader evaluation systems. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, provides critical information to state, district and school educators in the form of essential data and feedback to ensure College and Career Readiness leading to access and achievement for all Arkansas students.

The following resources provide school counselors with Arkansas Teacher Excellence and Support System (TESS) counseling specific guidance documents.

Aligning Danielson Framework with ASCA's School Counselor Competencies and Ethical Standards

http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Aligning_Danielson_Framework_with_ASCA_SCC_and_ESSC2.pdf

TESS Smart Card for Counselors

http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Smart_Card_School_Counselor.pdf

TESS for Specialty Areas - Counselors

<http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-for-specialty-areas/school-counselor-tessdocuments>

TESS Artifacts and Evidence for Counselors

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/TESS/TESS%20Artifacts%20and%20Evidence/TESS_Examples_of_Artifacts_Counselors_Updated_04282014.pdf

Districtwide Management & Accountability

Using Data in School Counseling Programs

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school's needs.

Management agreements

Management agreements ensure effective implementation of the delivery system to meet students' needs. These agreements, which address how the school counseling program is organized and what will be accomplished, should be discussed with and approved by designated school administrators at the beginning of each school year and reviewed at the end of each school year.

Program Data

Use of Data: A comprehensive school counseling program is data-driven to ensure every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from analysis of students, needs, achievement and/or related data.

Use of Time: District counselors recognize the value of direct service (contact) with students in addition to indirect service. School counselors time and resources are limited and therefore should be protected. School counselors at each level will utilize the Use of Time Tool provided to determine percentages of time devoted to direct/indirect services and administrative duties.

Use of Calendars: Monthly calendars and timelines will be utilized by counselors to guide program delivery

Using Data in School Counseling Programs

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student success.

School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program. It is important to use all three of the following types of data:

- Process data (i.e. number of students in a given group)
- Perception data (i.e. needs assessments or surveys)
- Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

Results Reports

These reports include the process, perception and results data to ensure school counseling programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and program. Immediate, intermediate and long-range results are collected and analyzed for the program improvement.

The results report organizes school counseling to demonstrate the relationship between the school counseling program to the instructional program. School counselors use reflective skills, collaboration and teaming, and data analysis to become action researchers and show how the school counseling program impacts school improvement.

Program Audit

The Lake Hamilton School District School Counseling Department will self-audit their program yearly in June, in conjunction with school administrator's input, as a guide to evaluate, adjust and improve the comprehensive programming.

Appendix

- **Lake Hamilton School District Website**
<https://www.lhwolves.net>
- **School Counselor Resource List**
<https://drive.google.com/drive/u/0/my-drive>
- **Choose Love-SEL Curriculum**
<https://www.jesselewischooselove.org/>
- **School District's Parent and Family Engagement Plans**
<https://www.lhwolves.net>