



Pocahontas Public School District



Counseling Department

**Pocahontas Public Schools
Comprehensive School Counseling Plan
2023-2024**

Reflections from 2022-2023

2022-2023 Goals:

Goal 1 By April 3, 2023, 70% of all students will be able to successfully differentiate between rude, mean, and bullying.

Goal 2 By April 3, 2023, 70% of all students will be able to identify 3 or more coping strategies they can use when facing stressful situations.

Rationale:

Responses

- Pre-Assessment
 - Average score 11.53 out of 25
 - Median score 12
- Post-Assessment
 - Average score 13.46 out of 25
 - Median score 14

Goal 1

The most missed question in both the pre and post-survey was “Making fun of clothes, looks or family.” In the pre-assessment, 12.9% of students responded correctly in identifying this statement as mean behavior. The percentage of correct responses doubled in the post-assessment to 25.1%. Overall, 41% of students received a passing score on the summative assessment. By looking at the data from the pre and post surveys, it is clear that even though we did not meet our initial goal our students showed growth.

Goal 2

According to the data, 94% of students were able to identify one or more healthy coping strategies when they are upset, sad, or mad. This exceeded our expectation of 70% of students who could successfully identify coping strategies.

In using this assessment we have learned some things that could have been done differently. First, our summative assessment did not contain as many data points as our initial assessment (1197 vs. 439). Initially, we planned to assess by April 3rd. However, due to district testing issues and other local time constraints we were unable to assess until mid-May, after state testing. By this time, end of year obligations prevented us from getting students to complete the form. Also, we realized that the wording on the pre and post assessments did not match the goals exactly, specifically regarding coping strategies. We did not specify the number of coping strategies we wanted each student to list.

Section 1 Define (Foundation)

School Counseling Team

Cynthia Oaks	cynthia.oaks@pocahontaspsd.com	(870) 892-4573 ext. 1004
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Titles and Roles:

Certified Counselors

Cynthia Oaks:	K-3 Elementary Counselor
Charla Cusson:	4-6 M.D. Williams Intermediate Counselor
Bridget Phelps:	7-9 Junior High Counselor
Lindsay Stewart:	10-12 High School Counselor
Kalob Welch:	Elementary Counselor/DTC/District Family and Community Engagement Coordinator/ Health and Wellness Coordinator.

Beliefs:

Counselors in the Pocahontas Public School District believe:

- All students have value and deserve to be treated with respect.
- All students, when given appropriate resources and support, can achieve their maximum potential as lifelong learners.
- All students can expect that school is a safe and nurturing environment.
- All students' academic, behavioral, and engagement data will be used to review, evaluate and refine the school counseling program.
- Every student should graduate from high school prepared for postsecondary opportunities.
- All students have access to individual and developmentally appropriate counseling services where they are encouraged to foster necessary skills in their personal, social, academic, and career paths.
- All students have the right to make choices and accept responsibility for choices made.

Counselors in the Pocahontas School District believe that a comprehensive counseling program:

- Must routinely deliver social-emotional learning lessons to all students.
- Must be an integral part of the total educational process of the Pocahontas Public School District.
- Is student centered and is responsive to the changing needs of our school and community.
- Uses a team approach to help build positive school environments by encouraging collaboration among counselors, teachers, administrators, families and the community to further student achievement.
- Is continually refined and improved through systematic review and evaluation.
- Considers students' ethnic, cultural, racial and gender differences, as well as their exceptional needs in the design and delivery of counseling services.
- Our program is responsive to the diverse needs of all students.

Counselors in the Pocahontas Public School District are:

- Guided by the Ethical Standards of the American School Counseling Association.
- Engaged in professional development programs that are essential to maintaining a quality comprehensive counseling program.
- Licensed certified school counselors are uniquely trained to deliver services and programs in the areas of academic, personal/social-emotional, and career domains.
- All members of the school counseling team and advisory council are trained in the HeartBridge Social Emotional Learning Curriculum and GUIDE for Life.

Vision Statement

The counseling department at Pocahontas Public School District (PPSD) will provide a comprehensive school counseling program that focuses on academic, social/emotional, and career development within a loving and supportive environment. We will work together to collect and evaluate school data in order to close achievement and opportunity gaps that hinder higher learning. We inspire, motivate, and challenge each student to engage and stay focused to reach their highest potential with the intention of helping them to become valuable members of society.

Mission Statement

The Pocahontas Public School District Counseling Program will support diverse cultures and abilities within the student body by taking a proactive approach to student services coupled with support from staff and the community. The counseling program will support students by using a social-emotional learning curriculum and providing academic and career development guidance to all students. Our mission is to equip students with the necessary skills to be responsible citizens and lifelong learners.

Program Goal

By the end of the school year, there will be a 5% decrease in students with a risk factor of 3 or greater on the SmartData Dashboard from the previous school year.

Tier 1 Initiatives

- Facilitate programs to improve school attendance, behavior infractions, and course engagement
- Building relationships between students, teachers, and parents
- Monthly Character Traits

Tier 2 Preventions/Interventions:

- Mentoring Program
- Individual Counseling
- Family service meetings
- Parent Conferences
- Small-group sessions
- Staff PD on Recognizing and Reducing Bullying
- Whole classroom intervention when needed

Tier 3 Intensive Interventions:

- Mental Health Referral
- Consult with DHS and/or juvenile court
- Crisis management when needed
- Alternative Learning Environment Placement
- Frequent check-ins with at risk students

Standards and Competencies

Four sets of school counseling standards define the PSD school counseling profession. These standards help PSD school counselors develop, implement, and assess their school counseling program to improve student outcomes:

- [ASCA School Counselor Professional Standards & Competencies](#) (2019)
- [ASCA Ethical Standards for School Counselors](#) (2022)
- [ASCA Mindsets and Behaviors for Student Success: College and Career Readiness Standards for Every Student](#) (2021)
- [G.U.I.D.E. for Life](#)

Section 2

Program Management/Manage

School Counseling Program Assessment

Description	Link
The Arkansas Comprehensive School Counseling Program Self-Assessment allows counselors to assess their mindsets and behaviors and the effectiveness of their school counseling program. Pocahontas Public Schools counselors will complete a self-assessment annually.	Arkansas School Counseling Self-As...

Use of Time Analysis

A use-of-time calculator is utilized by each school counselor to document and help determine how much time is currently spent on school counseling activities versus non-school-counseling activities. ACT 190 states that school counselors in Arkansas spend at least 90% of their time on direct and indirect counseling services for students and no more than 10% on administrative activities. Each counselor in the Pocahontas Public School system determines the method they use to collect this information. Methods may include using a Google Time Tracker, the ASCA Use of Time Tracker, Notepad, Excel, or other means.

Annual Administration Conference

Description	Link
The annual administrative conference agreement outlines the school counseling program's organization and is completed every school year between each school counselor and the administrator in charge of the school counseling program.	Annual Administrative Conference

Advisory Council

The counseling program includes provisions for an advisory council. The advisory council meets twice yearly to advise on school counseling program goals, reviews program results, make recommendations, and advocate for the school counseling program.

The advisory committee will conduct fall and spring meetings to assess the program. [Link to Agreement](#)

[Fall Meeting](#)

[Spring Meeting](#)

Advisory Members

Lance Arbuckle	Superintendent
Craig Green	High School Principal
Eric Housh	Junior High School Principal
Chris Lindner	Upper Elementary School Principal
Shawn Carter	Elementary School Principal
Christian Helms	Elementary Assistant Principal
Courtney Throesch	LEA supervisor, SPED coordinator, 504 coordinator
Kathleen Fleming	ESOL coordinator, Title III coordinator
Lillie Sutton	School Psychologist
Melba Henderson	Secondary Alternative Education
Shelby Elledge	Elementary Alternative Education
Catherine Young	Elementary Parent
Ali Brooks	Secondary Parent
Leona Winslow	Student
Blakley Williams	Student

Action Plans

The closing the gap action plan serves as a guide to address academic, attendance or behavioral discrepancies existing among student groups. These gaps are identified through a review of disaggregated data for specific categories.

[ASCA Mindsets and Behaviors](#)

[Closing the Gap Action Plan](#)

Annual Calendar

Calendars

 [Annual Counseling Calendar](#)

	Access to each counselor's individual calendar will be posted on the counselor's website
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Section 3 Deliver (Delivery)

PSD school counselors deliver their comprehensive school counseling program services through direct and indirect student services as well as administrative activities. These services are reviewed and updated annually.

Direct Counseling (90% direct and indirect)

Multi-tiered systems approach using:

Direct Service Activities		
Core Curriculum Classroom Lessons <ul style="list-style-type: none"> Limited to forty-minute class sessions Not to exceed 3 class sessions per day No more than 10 sessions per week Developed based on the need of students 	Individual and Group Counseling <ul style="list-style-type: none"> Scheduled time for small group counseling Responsive to urgent situations 	Responsive Services <ul style="list-style-type: none"> Obstacles to learning Family/Peer concerns Social-emotional needs Crisis-counseling Conflict resolution Consultation Referrals

Indirect Counseling (90% direct and indirect)

Indirect Services	
Consultation	Consultations occur on behalf of a student. They can include interactions with parents

	or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
Referrals	Indirect services include referring a student for school-based mental health services and making child maltreatment reports.
Decision-making Teams	Serving as a contributing member of decision-making teams, which include without limitation: <ul style="list-style-type: none"> • Section 504 24 • Response to Intervention RTI • Parental Involvement • Team Meetings

Administrative Activities (No more than 10%)

Administrative Activities (10%) Coordination, Chair, Duties	
Coordination of Programs and Data input	<ul style="list-style-type: none"> • Assessment • Master schedules • Parental Involvement Plan • Positive behavioral support Project • Advanced placement and gifted & talented • English Learners (ELP) • Section 504 • Response-to-Intervention
Chairing Committees and Meetings	<ul style="list-style-type: none"> • Parental involvement • Positive behavioral supports • English Learners • Section 504 • Response-to-Intervention
Assigned Duties	<ul style="list-style-type: none"> • Monitoring students in common areas (hallway, cafeteria, playground and bus lines)

Career Planning and Exploration	
Grades K-6	Grades 7-12
<ul style="list-style-type: none"> • Interest Inventory • Career Exploration Lessons • Community Helpers 	<ul style="list-style-type: none"> • College & Career Fairs • College, Business/Industry Visits • Graduation Meetings • Xello • Job Shadowing

Post-Graduation Follow Up	
During Senior Year	Following Senior Year
<p>Student personal emails will be collected prior to graduation.</p> <ul style="list-style-type: none"> • Students will be informed they will be receiving a follow up email. 	<p>During the fall semester following senior year, students will receive a Google Survey to collect the following information:</p> <ul style="list-style-type: none"> • College/Career Plans • Current Situation • Counselor contact information <p>Link to Survey</p>

Suicide Prevention Process and Protocol

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.

[Parent Tips for Suicide Prevention](#)

[General Guidelines for Teachers and Staff](#)

[PPSD Crisis Flow Chart](#)

[Information-Gathering Tool: Suicide Concern](#)

[A Friend Asks App- Poster](#)

[B1 Poster](#)

[Youth Fact Sheet](#)

Bullying Prevention

[PSD Bullying Policy](#)

[PSD Bullying Report Form](#)

[Guidance on Bullying Prevention](#)

Safety

[Arkansas Trauma Resource Initiative for Schools](#)

[Veto Violence](#)

Bullying Prevention	
Grades K-6	Grades 7-12
<ul style="list-style-type: none">• Provide resources for parents (rude vs mean vs bullying)	<ul style="list-style-type: none">• Provide resources for parents (rude vs mean vs bullying)
<ul style="list-style-type: none">• Educate school staff on recognizing bullying and what to do when it occurs	<ul style="list-style-type: none">• Educate school staff on recognizing bullying and what to do when it occurs
<ul style="list-style-type: none">• Provide whole group classroom lessons and activities once a month providing students with skills and knowledge for appropriate behavior	<ul style="list-style-type: none">• Secondary Level will present information to students through Google Classroom during student activity period and in student assemblies

<ul style="list-style-type: none"> • Referrals will be used to identify students for small groups and individuals who need more in depth instruction 	<ul style="list-style-type: none"> • Referrals will be used to identify students for small groups and individuals who need more in depth instruction
<ul style="list-style-type: none"> • Red Ribbon Week lessons will be presented by secondary students. 	<ul style="list-style-type: none"> • Students will prepare and deliver anti-bullying lessons to students in grades K-6.

Orientation and Transition Activities

Grades K-12

- Counselors meet with incoming students prior to transitioning
- Students take a guided tour of new buildings
- Orientation takes place by grade-level to inform students of important information
- Open house gives students an opportunity to visit teachers and classrooms

Academic Advisement

Grades K-6

- Focused on goal setting
- Relationship between classroom performance and success in school

Grades 7-12

- Focused on goal setting
- Relationship between classroom performance and success in school

Interpretation of Student Assessment Results

Grades K-6

- NWEA at K-10th grade levels
- Atlas at 3rd-10th grade levels

Grades 7-12

- NWEA at K-10th grade levels
- Atlas at 3rd-10th grade levels
- ACT, PSAT/NMSQT, ACT WorkKeys and ASVAB at 10th-12th grade levels

Programs Designed to help Students Develop Social-Emotional Skills

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| <ul style="list-style-type: none">• G.U.I.D.E. for Life• Heartbridge SEL Curriculum• Monthly character traits | <ul style="list-style-type: none">• G.U.I.D.E. for Life• Heartbridge SEL Curriculum• Monthly character traits |
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Section 4 Assess (Accountability)

Pocahontas Public School Counselors reflect on and evaluate our comprehensive counseling program to ensure that we are meeting the needs of our students and are able to identify how our students have changed due to the interventions of the program. Counselors may use the following tools for assessing and sharing results of the comprehensive school counseling program.

Tools for the Comprehensive School Counseling Program

Assessing	Sharing Results
<ul style="list-style-type: none">• Referral documentation• Surveys• Individual counselor daily/weekly/monthly calendars• Documentation of SEL curriculum coverage• School counseling self-assessment tool• Feedback from advisory committee• School counselor TESS documents	<ul style="list-style-type: none">• School counseling website• Annual report to the public• Handouts• Coffee with the Counselor• Presentations• Updated Comprehensive School Counseling Plan

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| <ul style="list-style-type: none">• School counselor reflections and review of plan goals | |
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