

Cutter Morning Star School District



Comprehensive School Counseling Plan 2020-2021

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School Counselor Belief Statements

The professional school counselors at Cutter Morning Star School District are committed to the following:

- ALL students have the right to be served by the school counseling program.
- ALL students should be treated with respect regardless of race, culture, gender, religion, etc.
- ALL student's special and unique needs are considered in the planning and implementation of the school counseling plan.
- The school counseling program should be consistent with the developmental stages of learning.
- ALL students will have access to the school counselor to address academic, career, and personal/social needs.
- Counselors will advocate for ALL students.
- ALL students have the ability to learn and have the right to an equal education.
- Students will succeed to their fullest potential when given a safe, nurturing environment.
- Counselors will apply the ASCA Ethical Standards for School Counselors with fidelity to promote the maximum development of every student.

District Comprehensive School Counseling Mission/Vision Statement

Mission

The mission of the CMS School Counseling Department is to provide students, staff, and the community with a safe/supportive environment. Here, they can share feelings/concerns, can learn to communicate, and can make responsible decisions. Opportunities will be provided to enhance academic, career, and personal/social development while respecting individual uniqueness and multicultural diversity.

Vision

Cutter Morning Star believes that a strong school counseling program is an essential part of the overall education process. We believe that academic, career, and personal/social goals are attainable by all students when a comprehensive curriculum is delivered on a consistent basis. We will do whatever it takes to reach that goal.

Every Kid. Every Day. Whatever it Takes.

School Counseling Program Goals

The Cutter Morning Star counseling program strives to improve student success for all grade levels by implementing a successful comprehensive school counseling plan. Working from the American School Counselor Association (ASCA) standards, CMS counselors focus on the following objectives.

- Provide a comprehensive school counseling program addressing the academic, career, and personal/social development of all students.
 - Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
 - Provides individual and group counseling to students with identified concerns and needs.
 - Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
 - Implements an effective referral and follow-up process.
 - Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

- Be a professional school advocate who provides support to maximize student potential and academic achievement.
 - Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans.
 - Accurately and appropriately interprets and utilizes student data.
 - Collaborates with parents/guardians and educators to assist students with educational and career planning.

- Facilitate a support system in partnership with teachers and staff, parents, and the community to ensure all students have access to and are prepared with the knowledge and skills to contribute as productive members of society.
 - Provides appropriate information to staff related to the comprehensive school counseling program.
 - Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data.
 - Participates in professional development activities to improve knowledge and skills.
 - Uses available technology resources to enhance the school counseling program.
 - Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

- Deliver direct services to students district-wide, provide administrative consultation, facilitate staff collaboration, and coordinate parent engagement in accordance with the American School Counselor Association (ASCA) national model.
 - Monitors student academic performance, behavior and attendance and assists with appropriate interventions.
 - Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome.
 - Competencies are indicators that a student is making progress toward the goals of the school counseling programs.
 - They are developed and organized into content areas.

The Role of School Counselors

1. The Essential Role of the Elementary School Counselor

Direct Student Services

School Counseling Core Curriculum

- **Classroom Instruction:** direct instruction, developmental learning activities inside the classroom during the school day
- **Groups:** planned activities outside the classroom promoting academic, career, and personal/social development

Individual Student Planning

- **Appraisal:** Assist students in learning interests, skills, etc.
- **Advisement:** Assist students in personal goal setting based on ASCA domains (academic, career, personal/social)

Responsive Services

- **Counseling:** Short term and goal focused counseling in individual or group settings. While school counselors do not provide mental health counseling services or long term therapy, they are trained to respond to student mental health needs and provide resources to students and their families as needed.
- **Crisis Response:** Provide support to students and their families in emergency situations.

Indirect Student Services

- **Consultation/Collaboration:** Share student achievement strategies with parents, teachers, staff, and community organizations. Work with these groups to achieve student outcomes.
- **Referrals:** Support for students and their families to additional resources in the school or community. (ex: mental health, billing assistance, etc)

Additional Site-Based Services

- **Orientation:** Support for new students to assist with adjustment into the new school community.
- **Student Recognition:** Provide programs to recognize student success in and out of the classroom (Example: Student of the Month, Student Ambassador)

Administrative Activities

Positive Behavioral Interventions and Supports (PBIS) Coach

- Support and guide the PBIS school team and school with implementing and sustaining the critical elements of PBIS
- Coaches are liaisons between and the Center for Community Engagement at Arkansas State University and the school-based PBIS Team

Elementary Section 504 Coordinator

- Direct the elementary school Section 504 program to ensure provision of needed services for students with disabilities.
- Provide individualized plans to meet the needs of all students with disabilities and ensure compliance with all state, federal, and local requirements.
- Work with staff to ensure that curriculum accountability and renewal is continuous and responsive to student needs.

Elementary Assessment Coordinator

- Assist district assessment coordinator in organizing, managing, and implementing all standardized testing within the building. This includes training of staff, maintaining accurate and complete records, coordinating distribution and collection of secure test materials, administering tests in accordance with the established test calendar, and providing and completing all test documents.
- Performing other duties as assigned in collaboration with the district assessment coordinator during interim and end of year testing.

2. The Essential Role of the Secondary School Counselor

Direct Student Services

- **Instruction:** Direct instruction that includes classroom guidance, individual students planning, responsive services and support, on behalf of the student.
- **CAPS: Career Action Plan:** students are paired with a mentor from 7th grade-12th grade. The student and mentor establish goals and what career they are interested in upon graduation. It is basically a road map of what courses a

student will take to meet graduation requirements. The plan will lead the student to taking the necessary courses for employment after graduation.

Indirect Student Services

- **Consultation:** Share strategies supporting student achievement with parents, teachers, other educators and community organizations.
- **Collaboration:** Work with other educators, parents and the community to support student achievement.
- **Referrals:** Support for students and families to school or community resources for additional assistance and information.

Additional Site Based Services

- **National Park College Talent Search**
 - **TRIO:** Educational Talent Search is an early intervention educational opportunity program for 7-12 grade students. Their goal is to help prepare our students to go to college and complete a degree. They emphasize personal and career development, financial literacy, academic skills, and ACT readiness. The college preparatory workshops prepare our students for the rigors of higher education. Campus visits, academic monitoring, and guidance with college and financial aid applications serve the needs of our students. They also host summer enrichment and campus events so our students can become familiar with their campus and their staff.
- **Student Success Plans**
 - Exceed standards for college and career readiness. Help students, regardless of background, ability, or pathway to understand their future academic and career possibilities. XELLO helps students discover relevant college, university, trade, and career options based on their personality, skills, and knowledge.
- **Interact Club:**
 - Connect with civic leaders in the community.
 - Take action to make a difference in your school and community
 - Volunteer at Jackson House to feed the homeless
 - School food drive to help students in need at Cutter Morning Star
 - Become a leader in your school and community.

Administrative Activities

- **eSchool Administrator**
 - Scheduling
 - Report Cards
 - IPR
 - Data entry
 - Error reports
 - Transcripts
 - GPA

Annual Calendars

Elementary Lesson Calendar at a Glance

August Back to School Orientation	September Back to School Orientation	October Anti-Bullying
November G.U.I.D.E. for Life Growth and Understanding Skills Focus	December G.U.I.D.E. for Life Interaction and Empathy Skills Focus	January G.U.I.D.E. for Life Decision Making Skills Focus

February Career Awareness	March Mindfulness Stress Management	April Goal Setting Plans for Next Year
May End of Year Summer Safety		

High School Calendar

August Back to School Orientation	September Suicide Prevention Activities Senior Parent Meeting XELLO Student Assessment PSAT Testing	October Apply for FAFSA Begin Student Success Plans FAFSA Workshop Apply to College XELLO Parent Teacher Conferences
November Apply to College Scholarship Applications Letters of Recommendation Student Success Plans XELLO	December Student Success Plans XELLO	January Career Planning College Visits CAPS Meetings XELLO
February CAPS Night Junior ACT State Testing	March Scholarships Finalize Course Selection Sheets XELLO	April Graduation Prep End of Year XELLO
May Awards Banquet Graduation Counseling Goal Review		

Comprehensive Career Planning Activities

Elementary:

- **Career exploration:** begin exploration of jobs in the community
 - Guest speakers from local businesses to talk about their careers to K-6th graders.
- **Career days**
 - Dress up day

- What are you going to be when you grow up? Students tell their peers about their chosen career
- **Transition from elementary to the middle school level**
 - 6th graders will tour the Middle/High School in the Spring
 - The Secondary school counselor will conduct a parent meeting for all incoming 7th graders to inform and discuss the expectations of the Middle/High School environment.
- **Relationship between middle/high school coursework** and preparing for high school credit, which begins in 8th grade.

Secondary:

- Access interest inventories through bi-monthly XELLO meetings
- College and Career readiness tools
- GPA and how it impacts graduation, scholarships, and college acceptance
- Student Success Plans as a collaborative process with students, mentors, and parents beginning in 8th grade.
- College and Career Fair in the spring semester
- College Fair in the fall semester for all seniors at NPC
- Job Fair in the spring for all juniors at Hot Springs Convention Center
- TRIO Talent Search field trips for any student involved in the TRIO Talent Search program. The program is free to all students, with parental consent.

Policies and Procedures

Bullying

Cutter Morning Star school counselors comply with district policies and state law regarding pupil harassment and bullying.

According to Act 1029 of 2019; House Bill 1933

Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated.

Bullying Procedures According to School District Policy and Act 1029

- If an alleged incident of bullying occurs, the school principal, his/her designee, or the school counselor will be notified promptly.
- Parents/Guardians will be notified that his/her child is the victim in a credible report of an alleged bullying incident.
- A written report will be prepared regarding the incident
- The report/complaint will be investigated and completed as soon as possible but no later than five (5) school days from the date of the written report.
- Following completion of the investigation, an administrator may administer consequences as needed and will contact the parent/guardian of all parties involved.
- A parent/guardian has the right to obtain information regarding a bullying incident within five (5) school days after the completion of the investigation.

Suicidal Ideation

Professional school counselors are highly qualified to deal with at-risk students. A suicide assessment instrument may be utilized by mental health staff such as school counselors, school based mental health counselors, or social workers.

Parents/Guardians of a student identified as being at risk shall be notified immediately by the school. If the school suspects the student's risk status is the result of abuse or neglect, school staff shall immediately notify the Arkansas State Police, Child Protective Services Division.

If the parent/guardian refuses to cooperate and there is any doubt regarding the child's safety, the school personnel who directly witnessed the expressed suicidal thought or intention will pursue an involuntary mental health assessment by calling Methodist Behavioral Health and asking for an assessor. The assessor will listen to concerns and advise on the course of action.

The district shall identify mental health services providers to whom students can be referred for further assessment and assistance.

Students at Risk of Dropping Out

- Interventions will be taken for a student at risk of dropping out:
 - Parent and student meeting to discuss the reason for wanting to drop out
 - ALE placement if needed to recover credits
 - Enroll in Virtual Arkansas credit recovery to recover credits
 - Enroll in Edgenuity to recover credits
- If the decision is still made to drop out, the student is required to enroll in homeschool services through the Dept of Ed.
- Work closely with the National Park College GED program to enroll students immediately into the GED program for greater success rates.

Data Sharing Plan and Results

Tools for Assessing the Comprehensive School Counseling Program

- Use-of-Time Calculator
- Google Form Documentation

- Feedback from small groups such as surveys, participation, and student outcome results
- Surveys from parents, students, and educators
- Self-Assessments
- Goal Setting Action Plan
- Professional Growth Plan (PGP) Results

Sharing Results

- Presentations
- Handouts
- Web Pages
- Data Reports
- Class Dojo
- Google Sheets

Data collection examples continued on next page

COMPREHENSIVE GUIDANCE PROGRAM STUDENT NEEDS SURVEY FOR CUTTER MORNING STAR HIGH SCHOOL

The directions and survey statements are to be read and explained by the school counselor.

DIRECTIONS —Below are nine statements about what all students need to know in order to be more successful in school. You've been specially selected because we know you think carefully and know what students your age need to know. Students all over our district and in all grades are going to be giving us their ideas. It's important for you to think about students your age when you give us your answers. I am going to read each statement and give you a chance to ask questions if you do not understand what the statement means, and I am going to read each statement and give you a chance to ask questions if you do not understand what the statement means, and then you will have a chance to mark the ones you think are the most important.

READ EACH STATEMENT AND TAKE TIME TO ANSWER QUESTIONS AFTER THE STATEMENT IS READ.

Students my age: _____

___ 1. need to know about themselves and how they can be a helpful member of a group.

___ 2. need to know how to interact with others in ways that show respect for all people.

___ 3. need to know and use skills that will help them to be safe and healthy.

___ 4. need to know how to be successful in school.

___ 5. need to know what is expected of them when they change grade levels.

___ 6. need to know how to set goals and plan to help them be successful in school.

___ 7. need to know what school skills will help them when they grow up.

___ 8. need to know about many kinds of jobs and how people learn to do their jobs.

___ 9. need to know how to use good work habits and skills at school.

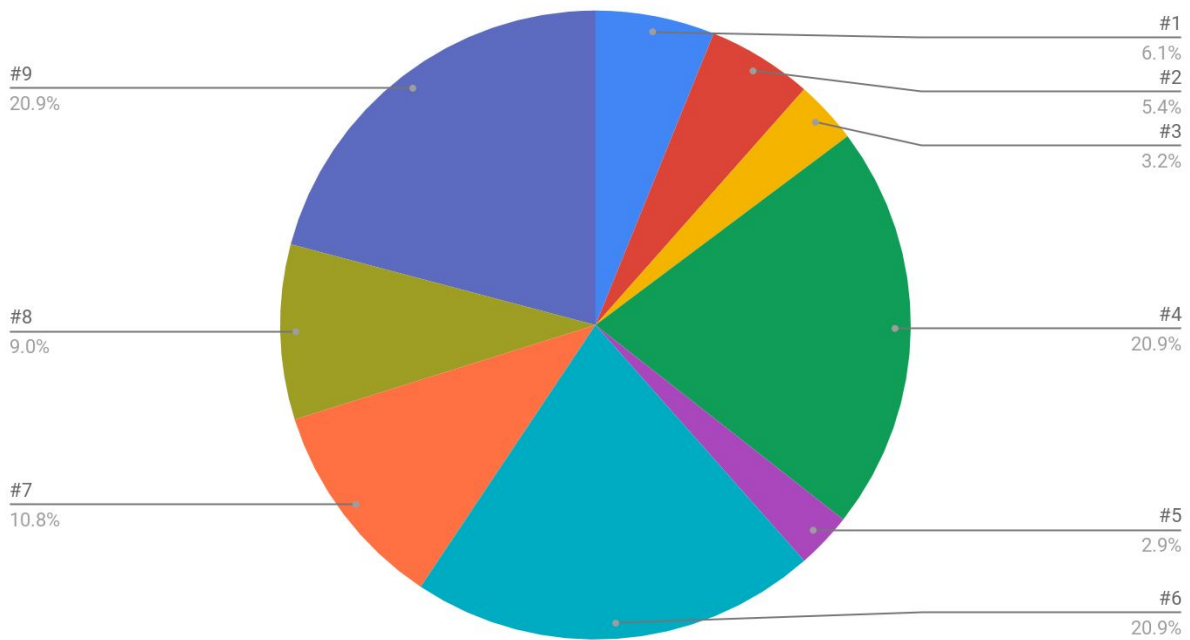
You will choose your TOP FIVE choices—so you will have to think about each one carefully. Think about the statements we read. Choose the one that YOU think is the most important for students your age to know more about. All of them are important, but if you could choose just one, which would it be? Which one do you think is the most important for students your age to know more about? Write the number 1 on the line next to the statement you think is the most important. We are going to do the same thing for your second choice. You've already marked the one that is MOST important; now we want you to decide on the one that is the next (or second) most important for students your age to know more about. Think about the statements we read. Choose the one that YOU think is the next or second most important for students your age to know more about. All of them are important, but if you could choose just one as the next most important, which would it be? Which one do you choose as the second most important for students your age to know more about? Write the number 2 on the line next to the statement you think is the second most important.

Thank you for thinking carefully about your choices. You are helping us learn more about what students your age need to know more about!

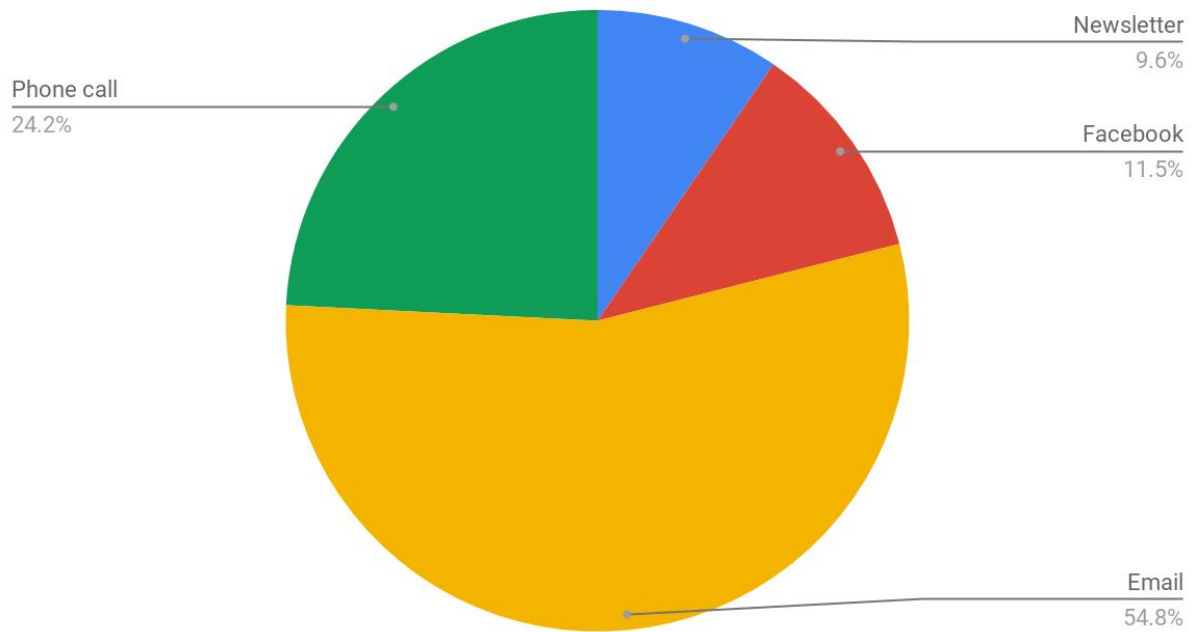
Now we are ready to choose the area that YOU think is the THIRD most important thing for students your age to know more about.

FOLLOW THE SAME PROCEDURE FOR STUDENTS' THIRD, FOURTH AND FIFTH CHOICES. Emphasize the importance of the students' role in helping us learn more about what students want/need to know.

58 eighth grade students were surveyed



Forms of communication for school district



Elementary Needs Assessment

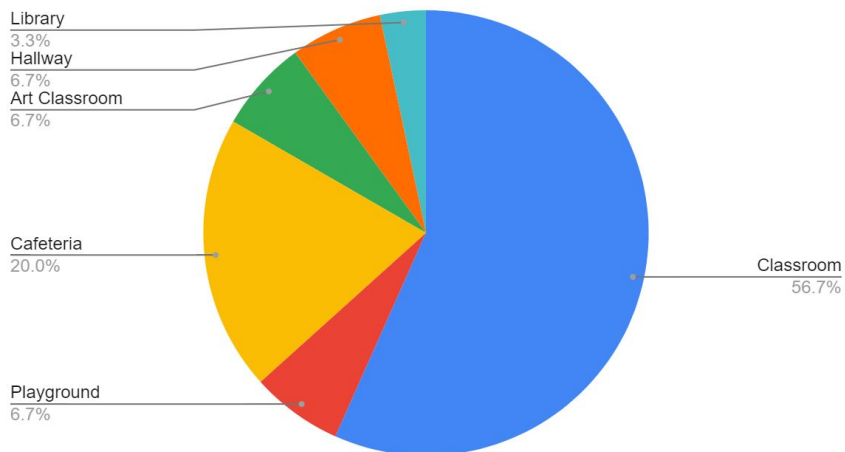
Please check any areas of concern for your students. If many of your students have a concern, check “lesson.” If a few students have a concern, check “groups.”

	Lessons	Groups
Conflict Resolution		
Direct Social Skills - eye contact, conversations		
Afraid to talk to the teacher		
Self-Advocacy		
Not knowing how to ask for help		
Low self-regard		
Communicating feelings		
Dealing with change or new situations		
Divorce or separation		
Stress		
Rumors or gossip		
Bullying		
Test anxiety		
Not getting along with teachers		
Impulse control		
Leadership skills		
Assertiveness		

Organization		
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Kindergarten Behavior Data (Quarter 1) 2019-2020 School Year
Acquired through schoolwide PBIS

Count of Location



Count of Type of Major

