



Pocahontas Public School District



Counseling Department

Pocahontas Public Schools
Comprehensive School Counseling Plan
2020-2021

Table of Contents:

Meet our Team

1. Foundation

- a. Beliefs
- b. Vision
- c. Mission
- d. Program goals
- e. Standards and Competencies

2. Management

- a. Program Assessment
- b. Use of Time
- c. Annual Administrative Conferences
- d. Advisory Council
- e. Action Plans
- f. Direct, Indirect, Administrative
- g. Calendars
- h. Sharing Data Results

3. Delivery

- a. Direct Counseling
- b. Indirect Counseling
- c. Administrative Activities

4. Accountability

- a. Tools for evaluating the comprehensive school counseling program
- b. Tools for sharing results
- c. School counselor reflection

Foundation

Our Team

Professional School Counselors:

Cynthia Oaks	cynthia.oaks@pocahontaspsd.com	(870) 892-4573 ext. 1004
Bridget Phelps	bridget.phelps@pocahontaspsd.com	(870) 892-4573 ext. 5007
Karen Burris	karen.burris@pocahontaspsd.com	(870) 892-4573 ext. 2004
Taftnee Cox	taftnee.cox@pocahontaspsd.com	(870) 892-4573 ext. 3004
Stephanie Hampton	stephanie.hampton@pocahontaspsd.com	(870) 892-4573 ext. 4004

Titles and Roles:

Certified Counselors

Cynthia Oaks:

K-2 Elementary Counselor

Bridget Phelps:

3 Elementary Counselor, District Test Coordinator, Title VI Coordinator, Title IX Coordinator, Equity Assistance Coordinator, District Counselor, District Level School Health Coordinator, District Family and Community Engagement Coordinator

Karen Burris:

4-6 Intermediate Counselor

Taftnee Cox:

7-9 Junior High Counselor

Stephanie Hampton:

10-12 High School Counselor

Advisory Committee:

Charla Cusson, Andrea Beaver, Emily Freer

Rhonda McCallister; district curriculum director

Rebecca Crotts; LEA supervisor, SPED coordinator, 504 coordinator

Kathleen Fleming; ESOL coordinator, Title III coordinator

Melba Henderson; Secondary Alternative Education

Shelby Elledge; Elementary Alternative Education

Administrators:

Jerry Martens; Superintendent

Lesla Grooms; High School Principal

Mack Skelton; Junior High School Principal

Shannon Fish; Intermediate School Principal

Shawn Carter; Elementary School Principal

Belief Statements

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.

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 Goals

- The PPSD Comprehensive School Counseling Program utilizes the S.M.A.R.T. acronym when developing goals. Counselors have identified that students following a virtual learning path are at risk of not receiving equitable counseling services.

- Specific: The program will implement multiple avenues for students to access counseling services through in-person and online formats.
- Measurable: This year's counseling program will increase services provided and referral procedures by 100%.
- Achievable: The counselors of PPSD believe this goal to be achievable by utilizing resources in the Google Education Suite. Each counselor will create Google classrooms for students served. Virtual students will join lessons using Google Meet in real time or later as a recording posted in Google Classroom. Student referrals (self/parent/teacher) will be completed using online Google forms. The counseling department will develop a counseling website providing information related to services.
- Results Focused: The counselors believe that this is a realistic goal that will be attainable through the support of staff, the technology department, and other individuals that support the counseling program.
- Time Bound: The goal is for the 2020-2021 school year and will be reviewed by the counseling department, advisory council, and administrators in May of 2021.

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](#) (2016)
 - [ASCA Mindsets and Behaviors for Student Success: College and Career Readiness Standards for Every Student](#) (2014)
 - [G.U.I.D.E. for Life](#)

Management

- PSD school counselors use multiple sources of data to identify weaknesses, adjust goals, and to evaluate the effectiveness of the counseling program annually. Some of the data the PSD school counseling program uses include:
 - Use of time
 - Each counselor in the district has developed their own individual schedule to assist with tracking their use of time.
 - Action plans
 - Counselors will use the HeartBridge Curriculum planning documents that align ASCA Mindsets and Behaviors with SEL lessons.

- Direction, indirect, and administrative
 - 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. Pocahontas school counselors engage in a variety of direct and indirect services.
 - Counselors meet with students in small groups or individually based on student needs. Parents, teachers, staff, and students can fill out a referral form (in google forms) at any time to request counseling services for students.
 - 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.
- Calendars
 - Access to each counselor's individual calendar will be posted on the counselor's webpage.

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
 - Core curriculum classroom lessons
 - 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
 - Career planning and exploration
 - Orientation activities and transition services for students at teach level
 - Academic advisement
 - Focused on goal setting
 - Relationship between classroom performance and success in school
 - Interpretation of student assessment results
 - NWEA at K-2nd grade levels
 - ACT Aspire at 3rd-10th grade levels

- ACT, PSAT/NMSQT, and ASVAB at 10th-12th grade levels
- Programs designed to help students develop social-emotional skills
 - G.U.I.D.E. for Life
 - Heartbridge SEL Curriculum
- Individual counseling
 - Scheduled time for individual counseling
 - Responsive to urgent situations
- Group counseling
 - Scheduled time for small group counseling
 - Responsive to urgent situations
- Responsive services such as
 - Obstacles to learning
 - Family/Peer concerns
 - Social-emotional needs
 - Crisis-counseling
 - Conflict resolution
 - Consultation
 - Referrals
- Indirect Counseling (90% direct and indirect)
 - Services provided on behalf of a student, that are typically consultative, referral-based, or in the role of a contributing member
 - ESOL, RTI, IEP, 504, and other
- Administrative Activities (No more than 10%)
 - Act 190, The School Counseling Improvement Act states that no more than 10 percent of the counseling day should be devoted to administrative tasks so school counselors can focus on needs to support their programs.

Accountability

- Tools for evaluating the comprehensive school counseling program
 - 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
 - School counselor reflections and review of plan goals
- Tools for sharing results
 - School counseling website
 - Annual report to the public
- School counselor reflection
 - The 2020-21 school year is the first year we will have an advisory committee and formal counseling plan with goals in place. The counseling committee will meet with the advisory committee periodically (4 times) during the 2020-21 school year to monitor and evaluate the plan, making adjustments as needed. May of 2021 we will meet again to formally evaluate the entire plan focusing on the goal set for 2020-21. The Annual Reflection Rubric will be used to evaluate the 20-21 plan.