

BARTON ELEMENTARY SCHOOL COMPREHENSIVE COUNSELING PLAN



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Foundation

Beliefs

1. All Barton Elementary students are capable of learning.
2. All Barton Elementary students should have access to fully-trained, licensed school counselors.
3. Counseling services provided to Barton Elementary students should be age- and developmentally appropriate.
4. Data collected through surveys, personal interactions, discipline and academic records will be used to guide, adjust, and evaluate the Barton Elementary counseling program.

Vision

To ensure academic, college and career readiness, and social emotional success for our students, the Barton Elementary counseling program will maintain a healthy, positive relationship with students and their families and develop partnerships with community members to ensure community support. The unifying goal will be to produce future responsible citizens for the world tomorrow.

Mission

Our mission is to promote a counseling program that provides a safe, diverse, nurturing environment for the students of Barton Elementary. This environment will aid the students in developing the skills they need to accomplish college/career success, social/emotional growth, and academic accomplishment.

Program Goals

Goal 1: By 2021, student discipline referrals will be reduced by 3%.

Actions in place:

- Monthly Character Education guidance lessons
- Anti-bullying posters in high-traffic areas
- Student of the Month recognition
- Frequent feedback by teachers/staff
- Collaboration with Dean of Students
- Brief weekly check-ins with at-risk students
- Parental contact
- Individual counseling sessions for at-risk students and/or offenders

Actions to be taken:

- Reteach behavioral expectations
- Present guidance lessons related to behavior
- Model/practice/teach conflict resolution skills
- Teacher/student surveys
- Improve positive parental involvement

Goal 2: By 2021, attendance rates will be improved by 3%.

Actions in place:

- Contact made by teachers, counselors and ESchool coordinator to guardians for absences more than three days consecutively, to determine cause of absences and possible solutions
- After five days of absences, the ESchool coordinator sends a letter to guardians concerning those absences.
- After 10 days of absences, a FINS petition is filed.

Actions to be taken:

- Perfect attendance rewards
- Continuous contact and support for student/family members
- Maintain contact with Faye Reed
- Individual counseling sessions for students with excessive absences

Faculty/Staff Contact Information:

David Tollett, Superintendent, dtollett@bartonsd.org

Bernie Winkel, Elementary Principal, bwinkel@bartonsd.org

Kim Williams, Elementary Counselor/504 Coordinator, kwilliams@bartonsd.org

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Misty White, Eschool/Interventionist, mwhite@bartonsd.org

Time Management:

Barton Elementary places a high priority on counseling services for students K-6th. Ninety percent of the elementary counselor's time is spent in direct contact with students - individual counseling, small group counseling, and classroom guidance. Indirect contact with parents, teachers and staff is also vital. Ten percent of the counselor's schedule is utilized for administrative duties/tasks, such as enrollment, records management, duty, and committee obligations.

Calendar of Events

August 20	Open House
August 24	First day of school
September 15	Student of the Month rewards
September 21-25	Character Education - Kindness
October 1-31	Bullying Prevention Month
October 13	Student of the Month rewards
October 19-23	Character Education - Bullying Prevention
October 29	Parent/Teacher conferences
November 9-13	Character Education - Respect
November 17	Student of the Month rewards
December 7-11	Character Education - Peer Relationships
December 15	Student of the Month rewards
January 12	Student of the Month rewards
January 18-22	Character Education - Responsibility
February 9	Student of the Month rewards
February 15-19	Character Education - Conflict Resolution
March 9	Student of the Month rewards
March 15-19	Character Education - Diversity
March 18	Parent/Teacher conferences
April 13	Student of the Month rewards
April 19-23	Character Education
May 11	Student of the Month rewards

Data Sources:

The use of data drives the Barton Elementary counseling program. Therefore, information is collected from a variety of sources, in order for students to receive adequate counseling services. Below are listed sources utilized to obtain information for the elementary school counselor:

- Eschool data - used as a source for grades, attendance, and contact information
- Triand datan- used as a source for transcript retrieval
- IStation data - used as an indicator of academic achievement/success for students in grades K-2nd
- ACT Aspire data - used as an indicator of academic achievement/success for students in grades 4th-6th.
- STAR Reading data - used as an indicator of reading comprehension for grades 1-6.
- School Status data - used as a source for student contact information, communication, attendance, grading and discipline.
- Educator's Handbook - a program for discipline infractions, utilized for classroom guidance lessons, small group sessions, and individual counseling sessions
- Student surveys - utilized for bullying pre/post lesson, special needs
- Teacher surveys - utilized for classroom guidance lessons and general feedback

Counseling Facilities:

The elementary counselor's office is located in the lobby of the Kirkland Multipurpose Facility. It consists of a waiting/counseling area, the counselor's office, and a student records/storage room. It is easily accessible to both students and families. It includes a private phone line and copier/scanner. A large conference room located in the elementary school building is also available for small group, parent, and individual meetings.

Delivery:

Direct Services - The Barton Elementary counseling program is preventative in nature, and includes areas such as decision making and awareness of self and others, with the intention of allowing students to make appropriate school and life choices. Lessons and interventions are provided with the purpose of preventing serious infractions, or minimizing the size of such infractions, when and if they do occur. Some activities and services provided include classroom guidance lessons, individual counseling, group counseling, consultation with teachers and/or administrators, positive, supportive parent communication, and referral to community agencies.

- Classroom guidance lessons - Provided monthly, these lessons are based on character traits such as honesty, inclusion, respect, kindness and responsibility. Teacher feedback is taken into consideration for additional specific lessons upon request.
- Student of the Month - Students will be selected by homeroom teacher. The criteria will be the student who demonstrates most effectively the skill learned in Character Education for that month
- Individual counseling - provided to individual students, based on observable behaviors, teacher feedback, administrative request, data collection from Educator's Handbook, School Status, performance data and attendance records.
- Small group counseling - available for small groups of students with specific, tailored needs, such as conflict resolution, tolerance, friendship and Men of Honor.
- Consultation with teachers - At times, teachers seek guidance on a particular student or classroom behavior, rather than requesting individual counseling services. The school counselor acts in the capacity of advisor to the teacher, offering suggestions/ideas for student improvement. Teachers will also help select Student of the Month, based on the student who demonstrates the skill taught in Character Education for that month.
- Parent consultation - It is necessary to create and maintain a positive, supportive relationship with parents/guardians. Keeping them abreast of their child's progress at school (academic/attendance/discipline) is an important aspect of that relationship. The school counselor should always provide an "open door" policy for family members, to ensure student success in all areas.
- Community agency referrals - Several community agencies in the area are available for student or family referrals, in order to assist further.

Indirect services -

- Member of Building Leadership Committee - advocates for students and families
- Assists in making SPED referrals and recommendations at review meetings
- Parental Involvement committee member
- 504 Coordinator
- Member of district Health and Wellness Committee
- Consults with parents, staff, administration as a student's advocate.

Administrative duties -

- Enrolling new students
- Dropping transfer students
- Sending/receiving student records

- Updating records
- Lunch duty
- Afternoon car duty
- Elementary Indistar committee member

Assessment tools:

- Educator's Handbook
- ACT Aspire test scores
- Teacher surveys
- Student feedback
- School Report Card

Accountability:

- Areas of weakness: discipline, attendance, reading and math scores on ACT Aspire Interims
- ACT Aspire Interim score have shown a dip in performance for grades 3rd-6th in the 2019-20 school year.
- Educator's Handbook records indicate an increase in bullying, insubordination, and disrespect.
- Both ESchool and SchoolStatus indicate a rise in absenteeism at Barton Elementary in the 2019-20 school year. In the school year 2018-19, the attendance rate was 93.01%, while in the school year 2019-20, the attendance rate was 94.18%.
- Student feedback/surveys reported that students were interested in more guidance lessons on bullying and respect.
- Teacher surveys reported that teachers were interested in more student guidance lessons on respect, responsibility, hygiene, and relationships with peers.

In accordance with the assessment/accountability results, the Barton Elementary counselor will offer more support/guidance to:

- Increase scores in reading, math, science, and social studies for the 2020-21 school year.
- Offer more intensive individual/small group/classroom guidance on the subjects of bullying, respect, responsibility, and peer relationships.
- Meet with students who have frequent discipline infractions weekly.
- Establish small group interventions for students with peer relationship issues.
- Initiate additional guidance lessons for classrooms with above-average discipline infractions.

- Continue to keep parents/families apprised of student progress.

Resources:

<https://EducatorsHandbook.com>

<http://my.triand.com>

www.stopbullying.gov

<http://eSchoolPLUS>

www.arschoolcounselor.org

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

For students and families:

www.stopbullying.gov

<http://hac40.esp.k12.ar.us>

IStation Home Access - www.istation.com

