

Arkansas
Comprehensive
School Counseling Program



Conway Public Schools
2220 Prince Street
Conway, Arkansas 72034

Middle Schools

FOUNDATION

Arkansas legislative action of 1997 requires all public schools to develop a plan which ensures the student services are coordinated and provided by various entities of trained service providers including, but not limited to, teachers, parents, school counselors, nurses, business representatives, social workers, and psychological service providers. The law also states that only those trained in the appropriate specialty will be assigned to carry out the duties of each service.

Conway Middle School Support Team

BELIEFS

- The counseling staff believes that all students who enter our doors possess the ability to learn.
- Our desire and commitment is to be in partnership with parents and the community to encourage and promote wellness, integrity, and responsibility in all students.
- We share a sense of urgency to ensure that our school is academically and technologically excellent, developmentally responsive, and socially equitable for every student.
- The counseling staff values the use of data for program planning, implementation, evaluation, and structuring.

VISION STATEMENT

The vision of the counseling center is to prepare our students to become lifelong learners and responsible citizens. We will provide instruction and support to all stakeholders in developing students' behaviors and mindsets in these three areas: academic, social-emotional, and career planning.

MISSION STATEMENT

The mission of the counseling department is to engage in direct and indirect services that will support our students through promoting our district's core values which are:

- Students First
- Committed to Excellence
- Value and Respect Diversity
- Provide Innovative Educational Opportunities
- Cultivate Community Relationships
- Maintain a Safe and Caring Environment

Counselor Reflection

School counselors work with all stakeholders, both inside and outside the school system to develop and implement proactive and responsive educational programs that support the achievement of every student. We will work to build effective teams by encouraging

genuine collaboration among school staff to work toward common goals of equity, access, and academic success for every student. This may include collecting and analysing data to identify needs. Effective working relationships are created among students, staff, guardians and community members.

Student Goal

Conway Middle School students will increase their attendance by 10% in the 2021-2022 school year.

- Attendance reports will be run weekly to identify students missing school.
- Students with 5 or more absences for the semester will be contacted by the counselor to determine if there is a barrier that can be removed.
- Counselors will work with students, parents, and community members as needed to problem solve.
- Attendance data will be reviewed at semester and at the end of the school year.

DIRECT SERVICES

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.

The following strategies are either best practices, or required in the Comprehensive School Counseling Program. This list includes ideas for strategies, but is not exhaustive.

- Classroom Lessons
- Small Group Sessions
- Individual Counseling

G.U.I.D.E. for Life Essential Skills

- **Growth: Manage Yourself**
 - Develop problem solving skills
 - Practice mindfulness
 - Persevere
- **Understanding: Know Yourself**
 - Increase self-awareness
 - Know your strengths and weaknesses
 - Develop critical thinking skills
- **Interaction: Build Relationships**
 - Treat others with respect
 - Communicate effectively
 - Seek out and offer help when needed
- **Decision Making: Make Responsible Choices**
 - Consider personal beliefs, safety and the situation
 - Think through potential consequences
 - Put your best self forward

- **Empathy: Be Aware of Others**
 - See other perspectives
 - Value the Feelings of Others
 - Appreciate Diversity

[Arkansas Mindsets & Behaviors Action Plan](#)

The Role of the School Counselor in Providing Direct Counseling Services

Classroom Lessons

Limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week.

Classroom counseling lessons are age appropriate, based on gaps identified through the school data review, and the associated goals that are created to address those needs. They also address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific competencies in academic, social/emotional and/or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives.

- Examples: Career planning and exploration, orientation activities for new or transitioning students, and addressing accelerated learning opportunities.

Individual and Group Counseling

Individual and group counseling is available to every student at Conway Middle School through self, parent, teacher, or administrator referral. The school counselor provides counseling but not therapy services. Therapy services are available by referral to a contracted, outside agency, the scope of which is dependent on the student's health care plan, and the implementation and continuance of which is dependent on the parent's agreement with the outside agency. Large Group and Small Group Counseling are provided regularly as needed and/or as scheduled by the school counselor.

Orientation Programs for Students

During the month of May, incoming 5th grade students are transported from their elementary schools for a tour of their next building and to meet the teachers. These same students are also invited to attend the 5th Grade Camp held in August, which is an orientation program that acquaints students more extensively with the building, schedules, and policies at the middle school. Students who are new but are not incoming 5th graders are also welcome to attend 5th Grade Camp. All transferring students who enroll during the school year meet with the counselor and are assigned a student to introduce them to teachers, staff, and other students.

Academic Advisement

Each Spring the counselor will meet with 5th and 6th grade students in the classroom setting to discuss 6th and 7th grade course requirements and electives, respectively. The counselor from Conway Junior High School will meet with 7th grade students to discuss course requirements and electives for 8th grade. In addition, parent nights are held throughout the school year to address any questions or concerns. All schedule changes are completed by the counselor. Academic course selection will be tailored to specific student needs.

Responsive Services

Supporting students whose immediate concerns put the student's academic, career, or social and emotional development at risk.

- Examples: Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.

Counselor Reflection

Middle School Counselors provide direct services that are in-person interactions between the counselor and student(s) and include school counseling curriculum, individual student planning, and responsive services.

INDIRECT SERVICES

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.

Indirect services are provided on behalf of a student, and are typically consultative, referral based, or in the role of contributing member of a decision-making team (504, English Language Learner, PBIS, RTI, parental involvement and GT etc.).

The Role of the School Counselor in Providing Indirect Counseling Services Consultation

Consultations occur on behalf of a student. They can include interactions with a parent or legal guardian, 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, child maltreatment reports, and parent or guardian communications.

Decision Making Teams

Serving as a contributing member of decision-making teams, which include without limitation:

- Section 504

- Response-to-Intervention
- English Language Learners
- Parental Involvement or Family Engagement
- Positive Behavioral Intervention Support
- Advanced Placement and Gifted and Talented

Counselor Action/Reflection

Middle School Counselors provide indirect services for students as a result of interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

ADMINISTRATIVE ACTIVITIES

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of his/her time each, on student contact days, engaging in administrative activities.

- Examples can be found in the chart below.

The Role of the School Counselor in Administrative Activities

Coordination of Programs and Data Input

Coordination of programs including, but not limited to:

- Parental Involvement
- Positive Behavioral Supports
- Advanced Placement and Gifted & Talented
- English Language Learner
- Response-to-Intervention
- Section 504
- Student Success Plans

Coordination of assessments

Including, but not limited to: state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs at the building or district level.

- Developing master schedules and data entry such as eSchool administration during student contact days
- Chairing Committees and Meetings
- Chairing committees and meetings including, but not limited to:
 - Parental Involvement
 - Positive behavioral supports
 - Advanced Placement and Gifted & Talented
 - English Language Learner
 - Section 504
 - Response-to-Intervention

Duties

Supervising students in common areas such as the hallway, cafeteria, playground and bus lines.

Counselor Action/Reflection

Middle School Counselors routinely provide support to building registrars for new student enrollment, performing data entry and processing tasks in eschool, coordinating 504 services for the building, coordinating building wide testing.

Annual Calendars

Annual or yearly calendars provide an overview of counseling programs and services provided throughout the school year. Click the link to follow:

[CPS Middle School Counselors Calendar](#)

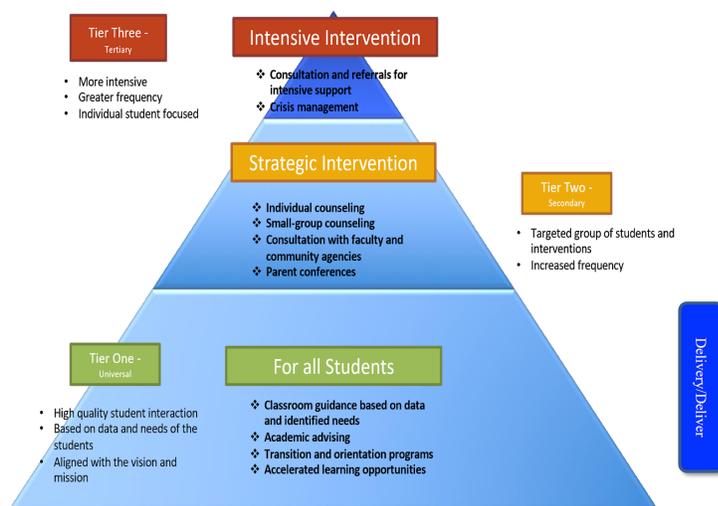
Delivering the Counseling Core Curriculum

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students.

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 Tier 2 small group support to students based on data that indicates that this intervention will be beneficial to the growth of the student.

Multi-Tiered Counseling Services

Coordinated with the School and District RTI Process.



ACT 190 – School Counseling Improvement Act of 2019

Counselor Action/Reflection

School counselors offer individual counseling to help students resolve personal or interpersonal problems. They may also offer small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. For students who are otherwise unable to access mental health services, school counselors provide support. School counselors also provide support to school staff by assisting with classroom management techniques and when necessary, counselors may also intervene in a disrupted learning environment.

CAREER PLANNING (MIDDLE/JUNIOR HIGH)

The G.U.I.D.E. for Life Essential Skills

- Manage your online persona, develop your self-awareness, social interactions, and communication skills and make good decisions
- GPA and how it impacts graduation
- Transitional plans from middle/junior high school
- Student Success Plans as a collaborative process with other educators (Grade 8 and above)
- Career days and other career events

Counselor Action/Reflection

Middle School Counselors will collaborate with CTE teachers to provide students with age appropriate individual and whole group guidance activities that promote career readiness. Counselors will also assist students in understanding the relationship between school and classroom performance as it relates to career awareness.

PROCEDURES FOR THOSE AT RISK OF DROPPING OUT

Students are required by law to remain enrolled in school until the age of 18.

ASSESSING THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

CPSD middle school counselors use the following methods to assess the comprehensive program:

- Track time by using shared school Microsoft Outlook Calendars, reflections, anecdotal notes, and Smart Data Dashboard.
- Provide small group/classroom lessons based on needs expressed by students, teachers, and admin. We welcome verbal feedback after lessons and services we provide.
- Complete a program self-assessment at the end of each school-year.
- Meeting periodically throughout the year to reflect and monitor progress toward meeting goals

- Reflecting collectively (on a yearly basis) during summer professional development provided at the district level.
- Using results of the current year's needs assessment to determine programming needs for the upcoming school-year.

SHARING RESULTS

- Inclusion in school ESSA Plan or School Improvement Plan.
- Data reports provided through Cognos and Smart Data Dashboard.

School Counseling Standards and Competencies

ASCA School Counselor Professional Standards & Competencies (2019)

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

ASCA Ethical Standards for School Counselors (2016)

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

ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2014)

<https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors>

G.U.I.D.E. for Life <http://www.arkansased.gov/divisions/learning-services/guide-for-life>