

CPSD Grades 8-12 Comprehensive School Counseling Plan



2020-2021

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OUR VISION

The Conway School District Counselors, in partnership with parents, educators, and community, will facilitate a comprehensive school counseling program to ensure ALL students are prepared academically, intellectually, and emotionally with the knowledge and skills essential for life-long learning in an ever-changing society.

OUR MISSION

All students are entitled to receive the benefits of a school counseling program that is developmental in nature, preventive in design, and comprehensive in scope. By having access to professional school counselors, every student can obtain the tools necessary to become responsible productive citizens and life-long learners. Conway School Counselors will facilitate the academic, career, and personal/social development of all students to help maximize their potential as productive human beings and prepare them to function effectively in an ever-changing society.

BELIEFS

Conway Public Schools provides each student access to the School Counseling Program to support each student's right to be respected and treated with dignity. Furthermore, we believe that all students

- can achieve at high academic levels
- can achieve career and personal/social success
- shall be provided equitable access to school counseling programs and services, and that an effective school counseling plan should:
- be guided by the American School Counselor Association's Principles of Ethical Standards for School Counselors; and ensure appropriate goals, expectations, support systems, and experiences for each student
- be developmental, comprehensive, and preventive in nature
- Include programs focused on prevention, intervention, and student developmental needs
- be planned, coordinated, and managed by school counselors in collaboration with nurses, school resource officers, social workers, and community resources with the support of administrators, parents, and community
- provide annual self-appraisal and evaluations of the counseling program

STUDENT GOALS

- The goal of the CJHS and CHS counselors is to offer a positive experience for students as we enter the school year and ease the transition into the learning environment.
- CJHS and CHS counselors will do this through frequent check-ins with students and by monitoring students' grades and attendance.

DIRECT AND INDIRECT COUNSELING

1. STUDENT SUPPORT- School counselors, with the support of teachers/faculty, parents, and administrators, develop and organize counseling activities. The school team guidance topics focus on

- Problem-solving
- Decision-making
- Social and Emotional Learning
- Self-understanding
- Effective Interpersonal and Communication skills
- Interpreting student information, such as standardized tests
- Conflict Resolution
- Effective Study skills
- Positive Attitudes toward School
- Career Awareness
- Substance Abuse Prevention
- Comprehension and Acceptance of Differences in People (racial, gender based, cultural, religious, physical)
- Attendance
- Child Protective Services Reporting 1-800-482-5964

2. INDIVIDUAL AND GROUP COUNSELING- Conway counselors work with students in groups and individually to provide developmental guidance and crisis intervention. This guidance is tailored to the students' needs. Referrals along with topics covered are communicated from stakeholder referrals and/or assessments.

3. COORDINATION - Conway counselors (and the social worker team) coordinate the use of school and community resources. The team assists parents in gaining access to services their children need such as a child psychologist through a referral and follow-up process. The team serves as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced. Additionally, counselors (LPC) from local agencies work in conjunction with the School Counselor to assess the well-being of students and support them emotionally and academically.

When making referrals, counselors maintain relationships with a variety of school staff and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. Counselors identify school and community resources and establish procedures for communication. Counselors may be involved with helping students and their families gain access to the services they need such as identifying special needs and referring them to resources in and outside the school; maintaining contacts with outside resources; developing, publishing, and/or distributing a list of community resources, referral agencies, and hotlines for parents. Conway schools maintain a list of community resources for families. Counselors refer students to mental health agencies. In addition, counselors also play a role in referring students to Arch Ford Alternative Learning Programs.

4. CONSULTATION- Conway Schools support consultation to best serve individual student needs. These services can include conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance abuse, child abuse, SEL, human trafficking, and bullying; assisting in the identification and development of programs for students with special needs; participating in school committees that address substance abuse, human growth and development, school climate, and other guidance-related areas; conducting parent education classes. Counselors also support the school Response To Intervention (RTI) team.

5. PARENT AND TEACHER COMMUNICATION- Teachers shall communicate with the parent(s) or guardian(s) of students during the school year to discuss the student's academic progress. Frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade occurs. Personal conferences will be held with parents if a student is to be retained at any grade level. Parents will receive a notice of retention and the reasons for retention shall be communicated.

6. SPECIALIZED POPULATIONS AND NEEDS- Counselors work with students from culturally diverse populations and students with disabilities. Counselors promote acceptance through classroom guidance lessons, group support, and one-to-one discussions as needs arise.

7. ORIENTATION PROGRAMS - Orientation programs by grade band and level are included.

- 8th grade: Middle Schools bring over students to get acquainted with the building and procedures prior to students entering 8th grade. CJHS also offers an “open house” night.
- 10th-12th grade- CHS offers open house, new family tours, and a Parent Scheduling Night.

8. CAREER AWARENESS- School counselors provide a career planning process for students to include career awareness, employment readiness, career information, and/or the knowledge and skill necessary to achieve career goals.

9. ACADEMIC CLASS SELECTION- Counselors act in a consulting capacity at all levels in guiding students toward educational and career objectives. Students beginning in eighth grade will have an individualized Student Success Plan. Beginning in 8th grade, academic goals and advice are shared in Kuder. Interest inventories are given to students. In Intervention meetings, each student’s progress is discussed. In 7th grade, students receive assistance in junior high course selection in the spring semester. In 8th-12th grade, students are involved in a school presentation where they are advised of the rigor of Pre-AP courses, high school credit, and course descriptions. The course selection process begins mid-January and lasts until courses are selected.

10. UTILIZATION OF STUDENT RECORDS- CHS and CJHS counselors have access to files regarding their assigned students kept by the school district. Student records are kept in a central location. Counselors also use information from eSchool, 504 records, IEP records, and Triand as needed. High school counselors also utilize Student Success Plans, graduation checklists, and transcripts.

11. SCHOOL SOCIAL WORKERS- Conway Schools currently employs two social workers and a community resource liaison. In addition, the Social Workers are overseen by a district director who works closely with the Social Workers, teachers, and administrators. They work with families and schools to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.

12. AT-RISK STUDENTS- When a student has high absenteeism and is questioning dropping out of school, counselors and administrators work to provide support and alternatives to dropping out of school including the district’s alternative education provided through Arch Ford. This program for high school students supports the reduction of the dropout rate and increasing the rate of graduation.

Building administrators and counselors track students’ attendance in eSchool and Cognos. The school teams support students through graduation and provide resources for post high school opportunities with the goal of producing productive workers and citizens. Additional support is provided for children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low. High School Counselors help advise students of alternative pathways to dropping out of school.

ADMINISTRATIVE ACTIVITIES

CHS and CJHS counselors administrative duties include assisting with eSchool, state assessments, master schedule, 504 conferences, IEP, LPAC, ALE meetings, Student Success Plans and other duties as assigned.

CJHS/CHS Master Calendar

CAREER PLANNING

1. Provide college choices and career planning materials available to students.
2. Work with students on the importance of selecting the proper courses throughout school in order to meet graduation requirements
3. Prepare students for employment or for admission to post-secondary institutions.
4. Provide materials on occupational and post-secondary institutions.
5. Work with individual students on postsecondary educational and work alternatives.
6. Provide current materials for career awareness and exploration and resume building and interview skills.
7. In the 2019-2020 school year, each eighth-grade student and above will have a Student Success Plan in place. This plan will be developed by school personnel in collaboration with the parent and student and updated annually. Student Success plans guide the student along pathways to graduation, address accelerated learning opportunities, address academic deficits and interventions, and include college and career planning components. The delivery platform is Kuder
8. School college and career fairs are held. This collaboration includes visits from the colleges, universities, technical schools, military recruiter, and local businesses. In high school, students are encouraged to be CTE Career Pathway Completers.
9. High school students also have the opportunity to take specific classes in a CTE pathway or multiple pathways.
10. Tassel Time is an additional tool used in grades 10-12 to assist students in finding scholarships, financial aid, career planning, test prep, etc.

DATA-SHARING PLAN

Accountability and evaluation of the school counseling program are necessities. School counselors and the school counseling program must answer the question, "How are students different as a result of the school counseling program?" Sources of data collection include grade tracking, check-ins, transcript reviews, attendance data, test scores, and discipline referrals.

The school counseling program assessment is used to self-evaluate the school counseling program. The findings help school counselors identify strengths and areas of improvement for the program. This assessment will provide direction for continued program improvement.

Formal assessment scores are distributed to parents each school year. Parents/guardians have access to student information through the Home Access Center portal to check student grades on a regular basis. Each quarter, report cards are sent home with students.

RESULTS

To be determined after the 2020-2021 school-year.