

Arkansas
Comprehensive
School Counseling Program



Conway Public Schools

2220 Prince Street

Conway, Arkansas 72034

Elementary Schools

<http://www.conwayschools.org/elementary.html>

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Foundation

Teams will consist of these potential people: Principal, Assistant Principal, Nurse, School Counselor, Special Education Teacher, Speech Therapist, Specialty/Activity Teachers, Custodial and Cafeteria Staff, Bookkeeper, Outside Counseling Agencies, and Central Office Staff. This team will meet the needs of students in each elementary school. The following link to access building staff. <http://www.conwayschools.org/>

Beliefs

The core beliefs of the school counselors at Conway Public Schools (CPS) are:

1. All students, parents, staff, and community members deserve to be treated with respect.
2. All children can learn based on each child's individual learning style and learning should be relevant and meaningful.
3. All students, parents, and staff feel safe and valued in school.
4. The CPS school counselor plays an important role in the development of students and the school.
5. All parents are active participants in their child's educational progress.

Vision

The CPS comprehensive school counseling program is dedicated to empowering every student to achieve academic success, social growth and emotional wellness.

Every Child! Every Day! Whatever it Takes!

Mission

The CPS school counselor serves as a leader and acts as a positive change agent in collaboration with the faculty, staff, and parents. Student success is promoted by providing responsive and preventative counseling services to support students' personal, academic and career development. All CPS employees collaborate with each other to deliver student services in response to student needs. Resources are allocated to gather, analyze and evaluate data, develop and maintain counseling records, and implement a program of prevention, intervention and crisis preparedness for the community. Objectives are developed and implemented throughout a comprehensive plan created to drive the counseling program of classroom/group guidance, organized delivery of information, community partnerships, systematic individual planning activities, a range of responsive counseling services and crisis training.

Program Goals

Standards and Competencies (Define)

Updated yearly

Our concern is for our students who are returning from an uncertain time from the effects of COVID 19. In order to support all students socially and emotionally, school counselors will help the student with the readjustment. The district has created a recoupment plan to address and support struggling learners who have fallen behind due to lack of instruction: quarantined, loss of instruction, lack of attendance, socialization following protocol, virtual learning, etc. Details about the counselor's involvement with readjustment are linked here.

<https://docs.google.com/document/d/1ePJklkXt37d1p5TmkxyrGTDxwoaBODChPE2bAN9-mZ>

[Q/view](#) District assisted by offering chromebooks and supplies to students who did not have technology readily available. We are enhancing the learning process for all students utilizing ASCA Mindsets and Behaviors to guide the development of our school counseling program. We follow the ASCA Code of Ethics.

Learning Strategies Goal: The district will use assessments to determine all student academic levels. Data will come from RTI meetings, screenings, and attendance. School counselors will provide goal setting and listening skills lessons during whole group guidance. The timeline for measuring these goals will be at reporting intervals/dates. School counselors will attend RTI meetings (record in our planner and keep an agenda). Based on the RTI data, screenings, and attendance, school counselors will identify targeted students in need of support. The attendance reports will be run through eschool to measure the number absences in a given grading period. School counselors will also visit with families and students regarding attendance concerns. All data will be continually monitored to determine what interventions students may need such as behavior, organization, attention, etc. Services will be provided by the school counselor as needed.

Self Management Skills Goal: School counselors will assist all students in becoming aware of feelings and behaviors. The targeted population will be determined after lessons and referrals. School counselors will provide services will be provided to address separation concerns (individually and whole group), adjusting to returning to school, expression of struggles (what is bothering them - fear, stress), behaviors - acting out, demonstrate self discipline and self control effective coping skills. School counselors will push into classrooms to provide the support for building relationships. School counselors will attend parent and student meetings/conferences,

provide small group counseling, and schedule minute meetings to assess the level of trauma. The timeline for measuring these goals will be at reporting intervals/dates.

Part of our action plan is to provide resources to families such as rating scales, student observations, literature/information, rent and utilities, food, clothing, shelter, school supplies, and access to community agencies. Referrals are also provided to families by the school counselor for counseling agencies outside of the school.

Social Skills Goal: Guidance lessons will be provided through classroom, small group and individual. These lessons will include a variety of topics based on school needs such as working as a team, cooperation, students who are in charge of siblings or at home alone, readjusting to authority figures, character education, anti bullying.

Data will come from teacher referrals, class dojo, parent referrals, student self referrals, and observations by the school counselor. Referrals are also provided to families by the school counselor for counseling agencies outside of the school. The timeline for measuring these goals will be at reporting intervals/dates.

Management System

Management and support strategies are in place for maintaining and enhancing the comprehensive student development program. The school counselor works with faculty, staff, students, parents, and community members to implement and evaluate the comprehensive school counseling program.

The school counselor must be able to use a planning process to identify needs and priorities and to determine appropriate objectives. Organization of personnel, physical resources, and activities in relation to the needs and objectives is important for the counselor. The school

counselor must evaluate the program for effectiveness. Full implementation of the program requires the counselor to work cooperatively and collaboratively with administrators, teachers, and district staff. The success of the program depends on the extent to which all educators involved understand the goals and realize that their roles are interactive in promoting cognitive, emotional, and social development of students.

Advisory Council

Each school will develop an advisory council to support the implementation of the school counseling program. Representation on the committee will include the population of the school, persons of both sexes, racial/ethnic minorities, special populations and individuals with disabilities. All stakeholders of the school counseling program will be invited to participate in the council. Some members may include: the school counselor, administration, parents, teachers, community members, and students.

The intent of the advisory council is to advise school counselors and administration with respect to the development and maintenance of quality guidance and counseling programs. An advisory council assists schools in ensuring counseling programs to be consistent with the needs of the students and the community.

The council is advisory only, having no administrative authority. The council is not created to take away any rights or privileges of the local governing board or administrative staff. Advisory councils perform a wide variety of functions. Those functions may include:

1. Determine community needs
2. Assist with program evaluation activities
3. Provide in-service opportunities

4. Provide suggestions for public relations
5. Help plan special events

Data Use in Counseling

Data is utilized in many different ways in the comprehensive counseling program. First and foremost, an assessment of student needs is collected in order to develop and implement a program with a developmental focus. The assessment will help the staff to develop realistic expectations, time lines, and strategies to move the students from crisis to the point where the school benefits from a developmentally focused program. Needs assessments and surveys will be used for this purpose.

The school guidance program will be reviewed yearly. During the reviews some of the following questions are investigated. Is there a need to revise the program? Are there portions of the program that can remain? Has any new state or federal legislation passed that will have an impact on the program? Is it important to identify the needs being assessed?

Other forms of data used by the counselor are student achievement data, achievement related data, and standards related data are utilized for monitoring student progress. Student achievement data measures a student's academic progress. Forms of student achievement data are standardized tests, report cards, promotion and retention rates, RTI, and completion of specific academic programs. Achievement related data measures those areas that literature has shown to be correlated to academic achievement. This includes: enrollment patterns, discipline referrals, suspension rates, attendance rates, parent involvement, etc.

Results data measures the impact of the comprehensive counseling program. Result data show whether or not a program has had a positive or negative impact on students' ability to use

knowledge and skills to effectively change behavior. Over time this data shows a clear picture of the program.

There are three different time frames data can be collected in immediate, intermediate, and long range. Immediate data is collected on the impact of an activity or intervention used by the counselor. An example included is a bullying survey used as a pre/post assessment with fourth grade students. Intermediate data measures change over a short period of time such as improved behavior, or impact of small group counseling. An example of intermediate data would be a teacher survey on students who have been attending a small group on friendship. The last data collection is long range data. Long range data is usually collected from year to year or over several years. Long range data might include retention rates, decline or increase in discipline referrals, or attendance records.

School Counseling Facilities

Each elementary school counselor has private office space and technology. This office/room is easily accessible to all students for individual and small group activities. This area is also confidential. Counselors have access to a private phone line.

Delivery System

The school counselors' time is divided between direct services, indirect services, and administrative duties. Direct and indirect services are 90% of time. Direct services are provided for all students using a multitiered approach and may include classroom lessons, individual and group counseling, as well as responsive services. Indirect services are provided on behalf of the student and are typically consultative or referral based being in the role of a contributing member

on a decision making team. These may include 504, ELL, RTI, GT, etc. Administrative activities are no more than 10% and include non counseling responsibilities such as chairing a committee, coordinating assessments, and monitoring students in common areas.

Direct Services

Direct services through the guidance curriculum consists of developmentally appropriate experiences presented systematically through classroom and group opportunities for all students. The guidance curriculum promotes knowledge, attitudes, and life skills. The curriculum is organized to assist students acquire, develop, and demonstrate competency in the three content areas: academic achievement, career development, and personal social/emotional growth.

School guidance curriculum is systematic and explains the scope and sequence of the units of instruction. It is aligned and cross-walked with ASCA's Mindset and Behaviors, The Guide For Life, and Conway School District's academic goals. The school counselor is responsible for planning, designing, implementing and evaluating the guidance curriculum. The knowledge, attitudes, and skills are delivered in various strategies.

Classroom Core Curriculum Lessons

The school counselor assists students in understanding the relationship between classroom performance, their future college-careers, and skill development in the world of work. The Guide For Life is used to focus on students developing essential skills in the classroom. Students are offered the opportunity to delve into career exploration. Activities and units are presented based on the needs of all students. These activities are usually presented in the classroom setting. Other alternative settings are sometimes utilized. Age appropriate lessons are provided at no more than 3 per day or 10 per week with sessions limited to 40 minutes or less.

Lessons are collaboratively taught with teachers, providing students the opportunity to be engaged. Teachers are encouraged to continue many activities during their classes to assist in the development of the whole student. Units are commonly taught focusing on bullying prevention, drug prevention, career development, personal safety, self-knowledge, and character education. Lessons on achieving academic school success and acquiring skills and supporting classroom procedures for improving learning are usually provided in conjunction with the classroom teacher and other stakeholders. School counselors provide training to teachers and students to recognize bullying behaviors along with procedures for anonymous reporting. Bullying Prevention is a direct service provided to all students. Bullying can be reported to staff in the building or privately to the school counselor. Each building has signs posted about bullying and how to report. Lessons are provided to students by school counselors and teachers. The GUIDE for Life is a resource for all to utilize.

Small Group and Individual Counseling

The school counselor provides Tier II and Tier III support to students via small group activities outside of the classroom to respond to students' needs or requests from a teacher, student, administrator or parent. Activities are planned to increase the skill and knowledge of students. Once the teachers have learned their students, the counselor meets with each grade level of teachers during their team/collaboration time. School counselors solicit recommendations for topics and student participation in small groups. The information is received from teachers with any student's concerns. Information is collected in various ways. Small groups are then formed and activities are planned with intended outcomes. The school counselor also plans small group activities individually when a need arises within the counseling

program. As the needs of students change, so do the small group activities. School counselors have been trained to facilitate small groups that are developmentally appropriate. Small groups meet regularly over a specified period of time.

Responsive Services

Responsive services are services that meet an immediate or short term concern of a student. Responsive services, like all areas of the delivery systems are offered to all students. Initiation of responsive services might occur by students themselves or an outside party, such as teachers, parents, or others. The school counselor is equipped to handle responsive services, but the entire faculty must support the counselor in order to meet the needs of students. Some responsive services have written procedures and guidelines where others are provided based on the experiences and knowledge of the counselor. They include regularly scheduled meetings with students based upon referrals, as well as crisis response to students during an emergency situation. Counselors work with at-risk students to determine if there is a way to support them in staying involved in school and motivate them to complete course work. Suicide Prevention is addressed through social emotional guidance lessons which teach students feeling awareness and having trusted adults. Referrals and resources are provided for professional services to students and families who have suicidal comments or thoughts.

Indirect Services

The school counselor provides indirect services on behalf of the student in multiple facets through advocating, referring, consulting, and participating on decision making teams. Indirect services are typically referral based and may come from a variety of people who are involved with the student.

Consultation and Collaboration

The school counselor serves as a student advocate through consultation. Teachers and parents use the counselor as a resource, seeking consultation on specific students' concerns and on general issues; such as addressing the needs of all diverse students concerning behaviors, academics, or attendance. Teachers, staff and parents can benefit from a school counselor's assistance in developing new ways of responding and relating to students. The school counselor consults with parents, teachers, and community agencies to improve student development in all areas.

A major part of the school counselor's role is to collaborate with parents and teachers as support. The school counselor provides support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

Typically consultation involves conducting workshops, assisting teachers with individuals and groups of students, and providing relevant material and resources to teachers. Other forms of consultation include assisting in identification of students with special needs, participating in school committees, designing parenting information and providing classes.

Referrals

The counselors establish and maintain close working relationships with staff of a variety of community agencies. Agencies may include the departments of health and human services, mental health providers, juvenile courts, and advocacy groups. To assist students and families in coping with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication.

The CPS school counselor refers students and families to outside agencies when needs cannot be met by the school. Students who are seen by the school counselor and exhibit behaviors unacceptable for the student's developmental stage are referred to outside agencies for assistance. The school counselor utilizes a resource directory to refer parents to a variety of sources. Resources are available for mental health services, abuse, family difficulties, gasoline, clothing, employment, and many other needs.

Decision Making Teams

The counselor serves as a contributing member on decision making teams in order to provide feedback and intervention support to students. Team may include without limitations: 504, McKinney Vento, Response-to-Intervention, English Language Learners, Gifted Talented, and Special Education.

In addition, the Conway Public School Counselor is also the Section 504 Coordinator and McKinney Vento Liaison. The Section 504 Coordinator meets with parents and teachers each year to update all 504 plans. The school counselor is a student's advocate first and foremost. In updating or creating a 504, the counselor ensures that each student's needs are met. In some cases the school counselor is a mediator between the parent and teacher. In many cases a behavior plan is a tool used in a 504 plan. The school counselor works closely with the psychological examiner to create a plan that will motivate a student to behave. The Conway Public School Counselor may be involved in the development and review of a student's Individual Education Plan (IEP). The school counselor can observe the student for suggestions and intervention to utilize with the student, providing advice in creating an IEP.

Other Components of a Comprehensive School Counseling Program

Academic Advisement

Individual student planning consists of coordinating activities that help students and parents to develop, monitor, and manage their learning. These activities may be delivered on an individual or group basis. Individual planning is implemented and supported through a variety of strategies to guide students toward short and long term goals for educational decision making. Some of the strategies are case management, individual or small group appraisal, individual or small group advisement, and placement. School counselors are encouraging students to reach their fullest potential and assisting with college and career preparedness.

Orientation/Transition

Students, teachers, parents, and stakeholders receive information about the school counseling program, the role of the school counselor and the services available to the students' families and staff. Counselors schedule and attend tours of the receiving middle schools. The fourth grade students visit the middle school campus to tour in the spring. Counselors at each respective building provide information to students while there. Orientation may include Kindergarten Camp, virtual tour/video, in person tours/visits, open house, transition from grade level to grade level, back to school events, and new student small groups.

Interpretation of Student Assessments

In the event that a student is not performing on grade level, the school counselor at CPS may be involved in desegregating and analyzing data to determine student needs in order to close the gap. Some of these services may include small group and individual counseling, intervention services, ELL, migrant services, rating scales, and remediation.

Administrative Activities

ACT 190 states school counselors should devote no more than 10% of time to administrative activities. These activities may include data input and coordination of programs, chairing committees and meetings, and duties. Each school counselor is the building Section 504 Designee. See list below of duties the school counselor is the chair, coordinator, or duty/supervision of students in common areas at individual schools.

Carolyn Lewis: food backpack coordinator, parental involvement coordinator

Ellen Smith: weekly car duty, food backpack co-coordinator

Florence Mattison: food backpack coordinator

Ida Burns: volunteer coordinator, early bus duty daily, food backpack coordinator

Jim Stone: food backpack coordinator, daycare duty as needed

Julia Lee Moore: food backpack coordinator

Marguerite Vann: food backpack coordinator, car duty

Theodore Jones: food backpack coordinator, early morning duty twice weekly

Woodrow Cummins: food backpack coordinator, early duty daily

Accountability System

Program Evaluation

The school counseling program is assessed periodically using program standards as the evaluation measure. Evaluation serves as a critical component of the comprehensive school counseling program and ensures accountability. The purpose of evaluation is to determine the effectiveness of the program and is an ongoing process to guarantee continuous development. Evaluation is a collaborative effort among all shareholders involved in the program.

Evaluation must be utilized to make program improvements. Evaluation is a process of renewing the program. The evaluation begins with formulating questions and ends with making and acting upon recommendations generated by the findings in data collected. Information collected in the evaluation process is provided to the community in order to seek support for improvement.

Learning Strategy Program Outcome: increase attendance (attendance records), improve listening skills, improve grades (report card, parent feedback, teacher feedback, student feedback)

Self Management Program Outcome: students becoming aware of feelings and behaviors (observation, student expression, surveys, minute meetings)

Social Skills Program Outcome: decrease in discipline referrals (RTI discussion, observation), decrease in referrals (teacher, student, parent)

Administrative Conferences

Each school counselor has varied ways of meeting with administrators regarding the school counseling program. This is addressed through TESS Evaluation as well as meeting to review the school's program.

Annual Calendar and Use-of-Time

Our annual calendar references major events and lessons throughout the year. In order to adhere to the 90/10 mandate, Use-of-Time will be measured at least one week per semester.

Monthly Food Backpack Program/Food Sacks

Summative Assessment Proctor or Test Administrator - ACT Aspire and NWEA

Monthly character lessons (possible to change due to school circumstances)

November and December - services for families (Thanksgiving and Christmas meals and gifts)

Character Assemblies (monthly, quarterly, semester)

Career Exploration Process may include inventories, lessons, career fair

Stakeholder Sharing

Program goals and results will be shared with staff through faculty meetings and RTI meetings, collaboration and professional learning communities. Information will also be shared with parents and community liaisons via social media and district/school website.