

Comprehensive School Counseling Plan 2022-2023



Home of the EAGLES

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Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional development and college and career readiness.

-American School Counselor Association, 2015

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504 Coordinator

Building Testing Coordinator

FOUNDATION

School Counselor Belief Statements

The professional school counselors at Cutter Morning Star School District are committed to the following:

- ALL students have the right to be served by the school counseling program.
- ALL students should be treated with respect regardless of race, culture, gender, religion, etc.
- ALL student's special and unique needs are considered in the planning and implementation of the school counseling plan.
- The school counseling program should be consistent with the developmental stages of learning.
- ALL students will have access to the school counselor to address academic, career, and personal/social needs.
- Counselors will advocate for ALL students.
- ALL students have the ability to learn and have the right to an equal education.
- Students will succeed to their fullest potential when given a safe, nurturing environment.
- Collaborating with parents, teachers, administrators, School Based Mental Health therapists is a vital part and role of the school counselor.
- Counselors will apply the ASCA Ethical Standards for School Counselors with fidelity to promote the maximum development of every student.



Vision

Cutter Morning Star believes that a strong school counseling program is an essential part of the overall education process. We believe that academic, career, and personal/social goals are attainable by all students when a comprehensive curriculum is delivered on a consistent basis. We will do whatever it takes to reach that goal.

Every Kid. Every Day. Whatever It Takes.

Mission Statement

The mission of the CMS School Counseling Department is to provide students, staff, and the community with a safe/supportive environment. Here, they can share feelings/concerns, can learn to communicate, and can make responsible decisions. Opportunities will be provided to enhance academic, career, and personal/social development while respecting individual uniqueness and multicultural diversity.

Mission Focus Areas:

- Character Education
 - Service to Others
 - Family Engagement
 - School Pride
 - Student Growth
 - Collaboration
 - Meaningful Learning
- Safely Engaging Learning Environment
 - College and Career Readiness
- Community Support and Involvement

School Counseling Program Goals

The Cutter Morning Star counseling program strives to improve student success for all grade levels by implementing a successful comprehensive school counseling plan. Working from the American School Counselor Association (ASCA) standards, CMS

counselors focus on the following objectives.

- Provide a comprehensive school counseling program addressing the academic, career, and personal/social development of all students.
- Be a professional school advocate who provides support to maximize student potential and academic achievement.
- Facilitate a support system in partnership with teachers and staff, parents, and the community to ensure all students have access to and are prepared with the knowledge and skills to contribute as productive members of society.
- Deliver direct services to students district-wide, provide administrative consultation, facilitate staff collaboration, and coordinate parent engagement in accordance with the American School Counselor Association (ASCA) national model.

<p>Elementary School Reflection 21-22</p>	<p>The goal of the school counseling program was to provide a positive culture and learning environment to help our school attendance. Due to COVID-19 pandemic, data could not be collected sufficiently. This will continue to be the goal for the upcoming year.</p>
<p>High School Reflection 21-22</p>	<p>The goal of the counseling program was to see a 10% decrease on each metric that deals with anxiety and depression in the APNA survey. On hopelessness, last year's percentage was 49% of our students. This year's percentage was 32.4% representing a 17% decrease.</p>
<p>Goal for Academic Year 2022-2023: Along with providing a positive and safe culture and school climate for attendance, the school counseling program will work hard to provide a data driven program focused on providing an environment for improved behavior and a decrease in student discipline referrals. The program will also help eliminate barriers to learning academically, socially and emotionally.</p>	

Action Steps

Tier 1 Initiatives

- Create healthy relationships between students, parents, teachers, administrators and the community.

- Student of the Month character traits that go along with the 7 Healthy Habits. Teachers will discuss these traits with students at the beginning of the year.
- Classroom guidance lessons with emphasis on self management, decision making skills, self awareness, social awareness and relationship building
- Teachers incorporating SEL into their daily lessons
- Teacher/student surveys
- Parental Involvement
- Communication through social media, newsletters, class dojo

Tier 2 Preventions/Interventions

- Individual counseling
- Small group counseling (social skills, attendance, bullying, being a friend)
- Whole classroom intervention
- PBIS Interventions
- Weekly student check in

Tier 3 Intensive Interventions

School Based Mental Health Referral
Behavior Plan

Counseling Program Benefits

BENEFITS FOR STUDENTS

- To ensure every student has access to a school counseling program with the SEL components
- Monitors and interprets data to facilitate student improvement and school success
- Provides strategies for closing the achievement gap
- Promotes the most challenging and appropriate academic curriculum for each student
 - Advocates for students socially, emotionally and academically.

BENEFITS FOR TEACHERS

- Promotes a team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom management skills
- Analyzes data to improve school climate and student achievement

BENEFITS FOR SCHOOL COUNSELORS

- Helps define responsibilities within the context of a school counseling program
- Ensures the school counseling and guidance program contributes to the school's mission
- Eliminates non-school counseling program activities
- Helps give access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and agents of change

Policies and Procedures

Bullying

Cutter Morning Star school counselors comply with district policies and state law regarding pupil harassment and bullying. All students K-6 participate in a classroom guidance lesson on bullying. Students grades 7th-12th are made aware of the bullying policy in the handbook and how to report bullying.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1430585/BULLYING_Policy.pdf

According to Act 1029 of 2019; House Bill 1933

Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated.

Bullying Procedures According to School District Policy and Act 1029

- If an alleged incident of bullying occurs, the school principal, his/her designee, or the school counselor will be notified promptly.
 - Parents/Guardians will be notified that his/her child is the victim in a credible report of an alleged bullying incident.
 - A written report will be prepared regarding the incident
 - The report/complaint will be investigated and completed as soon as possible but no later than five (5) school days from the date of the written report.

- Following completion of the investigation, an administrator may administer consequences as needed and will contact the parent/guardian of all parties involved.
- A parent/guardian has the right to obtain information regarding a bullying incident within five (5) school days after the completion of the investigation.

Suicidal Ideation

Professional school counselors are highly qualified to deal with at-risk students. A suicide assessment instrument may be utilized by mental health staff such as school counselors, school based mental health counselors, or social workers.

Parents/Guardians of a student identified as being at risk shall be notified immediately by the school. If the school suspects the student's risk status is the result of abuse or neglect, school staff shall immediately notify the Arkansas State Police, Child Protective Services Division.

If the parent/guardian refuses to cooperate and there is any doubt regarding the child's safety, the school personnel who directly witnessed the expressed suicidal thought or intention will pursue an involuntary mental health assessment by calling Methodist Behavioral Health and asking for an assessor. The assessor will listen to concerns and advise on the course of action.

The district shall identify mental health services providers to whom students can be referred for further assessment and assistance.

Students at Risk of Dropping Out

- Interventions will be taken for a student at risk of dropping out:
 - Parent and student meeting to discuss the reason for wanting to drop out
 - ALE placement if needed to recover credits
 - Enroll in Virtual Arkansas credit recovery to recover credits
 - Enroll in Edgenuity to recover credits
- If the decision is still made to drop out, the student is required to enroll in homeschool services through the Dept of Ed.
- Work closely with the National Park College GED program to enroll students immediately into the GED program for greater success rates.

Management

Elementary Lesson Calendar at a Glance

August Back to School Orientation Goal Setting (Self Management)	September Managing Feelings (Self Awareness) Academic Behavior Orange Week	October Anti-Bullying (Social Awareness) Empathy Red Ribbon Week
November Relationship Skills (Social Awareness)	December Coping & Decision Making Skills (Social Awareness)	January G.U.I.D.E. for Life Conflict Resolution (Relationship Skills)
February Career Readiness Kindness (Self & Social Awareness)	March Test Prep Stress Management (Self Management)	April Plans for Next Year Reflection of Goals
May End of Year Transition Summer Safety		

The elementary counselor provides a calendar to all teachers and staff to provide a schedule for classes at the beginning of the school year. Parents are notified of lessons through monthly newsletters or class dojo.

High School Calendar

August Back to School Orientation	September Suicide Prevention Activities Senior Parent Meeting XELLO Student Assessment PSAT Testing	October Apply for FAFSA Begin Student Success Plans FAFSA Workshop Apply to College XELLO Parent Teacher Conferences
November Apply to College Scholarship Applications Letters of Recommendation Student Success Plans XELLO	December Student Success Plans XELLO	January Career Planning College Visits CAPS Meetings XELLO

<p>February CAPS Night Junior ACT State Testing</p>	<p>March Scholarships Finalize Course Selection Sheets XELLO</p>	<p>April Graduation Prep End of Year XELLO</p>
<p>May Awards Banquet Graduation Counseling Goal Review</p>		

Comprehensive Career Planning Activities

Elementary:

- **Career exploration:** Begin exploration of jobs in the community
 - Guest speakers from local businesses to talk about their careers to K-6th graders.
- **Career days**
 - Career Spirit Week
 - What are you going to be when you grow up? Students tell their peers about their chosen career
- **Transition from elementary to the middle school level**
 - 6th graders will tour the Middle/High School in the Spring
 - The Secondary school counselor will conduct a parent meeting for all incoming 7th graders to inform and discuss the expectations of the Middle/High School environment.
- **Relationship between middle/high school coursework** and preparing for high school credit, which begins in 8th grade.

Secondary:

- Access interest inventories through bi-monthly XELLO meetings
- College and Career readiness tools
- GPA and how it impacts graduation, scholarships, and college acceptance
- Student Success Plans as a collaborative process with students, mentors, and parents beginning in 8th grade.
- College and Career Fair in the spring semester
- College Fair in the fall semester for all seniors at NPC
- Job Fair in the spring for all juniors at Hot Springs Convention Center
- TRIO Talent Search field trips for any student involved in the TRIO Talent Search program. The program is free to all students, with parental consent.

Annual Administrative Conferences

School Counselors work closely with the administration to evaluate, reflect and set goals for the school counseling program. During conferences, the PGP and Counselor's Framework Rubric are used to discuss strengths, and areas for growth. Resources, materials and needs are discussed during this conference to ensure the success of the school counseling program.

Advisory Council

Cutter Morning Star School district does not currently have an Advisory Council, however this is something worth starting in the future as the council members will work in partnership with the school counselor to educate stakeholders on the importance of the school counseling program. The council will also be a valuable resource in evaluating the school counseling program as a whole and community partnership.

Delivery

Act 190, The School Counseling Improvement Act, states that school counselors shall spend at least 90 % of his/her time each month on student contact days, providing direct and indirect counseling services to students. 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.

Elementary School Counselor:

Direct Student Services

School Counseling Core Curriculum

- **Classroom Lessons:** direct instruction, developmental learning activities inside the classroom during the school day, limited to 30 minutes sessions, not to exceed 3 classes per day and 10 classes per week. Lessons are age appropriate and based on specific competencies in academic, social/emotional, and or careers domain of ASCA.
- **Groups:** planned activities outside the classroom promoting academic, career, and personal/social development (making friends, self-image, anxiety, social skills, drama-group examples). Pre and post evaluations will gather data to help determine growth in knowledge and skill efficacy.

Individual Student Planning

- **Appraisal:** Assist students in learning interests, skills, etc.
- **Advisement:** Assist students in personal goal setting based on ASCA domains (academic, career, personal/social)

Responsive Services

- **Counseling:** Short term and goal focused counseling in individual or group settings. While school counselors do not provide mental health counseling services or long term therapy, they are trained to respond to student mental health needs and provide resources to students and their families as needed.
- **Crisis Response:** Provide support to students and their families in emergency situations.

Indirect Student Services

- **Consultation/Collaboration:** Share student achievement strategies with parents, teachers, staff, and community organizations. Work with these groups to achieve student outcomes, child maltreatment reports, weekend food backpack program
- **Referrals:** Support for students and their families to additional resources in the school or community. (ex: mental health, billing assistance, etc)
- **Decision Making Teams:** 504 plan meetings/review, member of leadership and RTI and handbook committee, Parent and Family Engagement team member

Additional Site-Based Services

- **Orientation:** Support for new students to assist with adjustment into the new school community.
- **Student Recognition:** Provide programs to recognize student success in and out of the classroom (Example: Student of the Month, Student Ambassador)

Administrative Activities

Positive Behavioral Interventions and Supports (PBIS) Coach ● Support and guide the PBIS school team and school with implementing and sustaining the critical elements of PBIS

- Coaches are liaisons between and the Center for Community Engagement at Arkansas State University and the school-based PBIS Team

Elementary Section 504 Coordinator

- Direct the elementary school Section 504 program to ensure provision of needed services for students with disabilities.
- Provide individualized plans to meet the needs of all students with disabilities and ensure compliance with all state, federal, and local requirements.
- Work with staff to ensure that curriculum accountability and renewal is continuous and responsive to student needs.

Elementary Assessment Coordinator

- Assist district assessment coordinator in organizing, managing, and implementing all standardized testing within the building. This includes training of staff, maintaining accurate and complete records, coordinating distribution and collection of secure test materials, administering tests in accordance with the established test calendar, and providing and completing all test documents.
- Performing other duties as assigned in collaboration with the district assessment coordinator during interim and end of year testing.

McKinney Vento Liaison

- Assist in coordinating services to ensure that homeless children receive tools to help them achieve academic success

Secondary School Counselor:

Direct Student Services

- **Instruction:** Direct instruction that includes classroom guidance, individual students planning, responsive services and support, on behalf of the student.
- **CAPS: Career Action Plan:** students are paired with a mentor from 7th grade 12th grade. The student and mentor establish goals and what career they are interested in upon graduation. It is basically a road map of what courses a student will take to meet graduation requirements. The plan will lead the student to taking the necessary

courses for employment after graduation.

- **Post Graduation:** The counselor will work with the high school career coach to reach out to graduates after graduation to determine if their plans are consistent with previous goals set before graduation. A postsecondary questionnaire will be sent out and compared with questionnaires administered before graduation.

Indirect Student Services

- **Consultation:** Share strategies supporting student achievement with parents, teachers, other educators and community organizations.
- **Collaboration:** Work with other educators, parents and the community to support student achievement.
- **Referrals:** Support for students and families to school or community resources for additional assistance and information.

Additional Site Based Services

● **National Park College Talent Search**

- **TRIO:** Educational Talent Search is an early intervention educational opportunity program for 7-12 grade students. Their goal is to help prepare our students to go to college and complete a degree. They emphasize personal and career development, financial literacy, academic skills, and ACT readiness. The college preparatory workshops prepare our students for the rigors of higher education. Campus visits, academic monitoring, and guidance with college and financial aid applications serve the needs of our students. They also host summer enrichment and campus events so our students can become familiar with their campus and their staff.

● **Student Success Plans**

- Exceed standards for college and career readiness. Help students, regardless of background, ability, or pathway to understand their future academic and career possibilities.
- XELLO helps students discover relevant college, university, trade, and career options based on their personality, skills, and knowledge.

● **Interact Club**

- Connect with civic leaders in the community.
- Take action to make a difference in your school and community
- Volunteer at Jackson House to feed the homeless
- School food drive to help students in need at Cutter Morning Star
- Become a leader in your school and community.

Administrative Activities

● **eSchool Administrator**

- Scheduling

- Report Cards
- IPR
- Data entry
- Error reports
- Transcripts
- GPA

McKinney Vento Liaison

- Assist in coordinating services to ensure that homeless children receive tools to help them achieve academic success.

PBIS Coordinator

- Schedule and facilitate meetings.
- Ensure that the team is working properly and facilitate the process of creating action steps.

Accountability

CMS district counselors will reflect and evaluate our comprehensive counseling program to make sure we are meeting the needs of our students. This data will be used in the school counseling program to develop the academic, career, and social/emotional needs of the students. It will also be used to determine needs for individual or small groups. Data might include pre/post assessments, disciplinary referrals, attendance or behavioral referrals. Data is also used to evaluate the results of the comprehensive school counseling program and the culture/climate of the school from teachers and students.

Tools for Assessing the Comprehensive School Counseling Program

- Use-of-Time Calculator
- Google Form Documentation
- Feedback from small groups such as surveys, participation, and student outcome results
- Surveys from parents, students, and educators
- Self-Assessments file
- Goal Setting Action Plan
- Professional Growth Plan (PGP) Results

Sharing Results

- Presentations
- Handouts
- Web Pages
- Data Reports
- Class Dojo

- Google Sheets

School Counseling Program Assessment

ASCA National Model Components	Yes	Comments
MANAGE		
Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.		
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.		
Data		
School Data summary prioritizing data points addressed through the school counseling program completed.		
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.		
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.		
c. Goals written in alignment with ASCA National Model's criteria: end date, multiple descriptors of target group, specific outcome to be changed, baseline and target data.		
Use-of-Time Calculator		

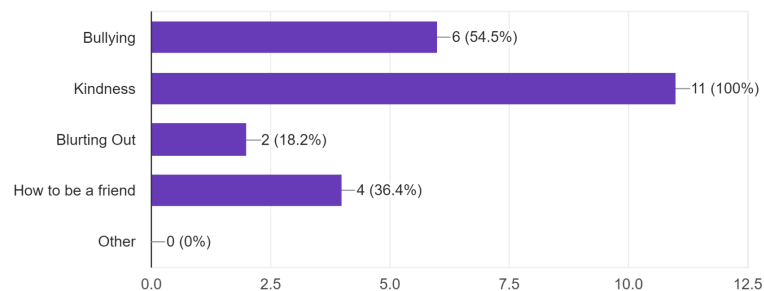
Use-of-time calculator completed at least twice a year.		
Annual Administrative Conference		
Conference held with a supervising administrator. Template completed and signed by the school counselor and supervising administrator within the first two months of school.		
Advisory Council		
Agendas and minutes completed from at least two meetings (one from first semester and one from second).		
Action Plans		
Classroom and Group Mindsets & Behaviors Action Plan detailing classroom lessons and groups aligned with the ASCA Student Standards completed.		
Closing-the-Gap Action Plan aligned with the ASCA Student Standards completed.		
Lesson Plans		
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.		
Calendars (Annual and Weekly)		
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.		
Weekly calendars available for each school counselor.		
DELIVER		
Direct Student Services		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.		
Small-group sessions are delivered and outlined using lesson/session plans.		
Indirect Student Services		

Indirect student services are reflected on weekly calendars.		
ASSESS		
Classroom and Group Mindsets & Behaviors Results Report(s) completed.		
Closing-the-Gap Results Report completed.		
ASCA School Counselor Professional Standards & Competencies assessment completed.		
School Counseling Program Assessment completed.		
School Counseling Performance Appraisal is conducted annually.		
Program results are shared with school staff and stakeholders.		

Elementary Needs Assessment

Results from teachers K-6 Aug 2021

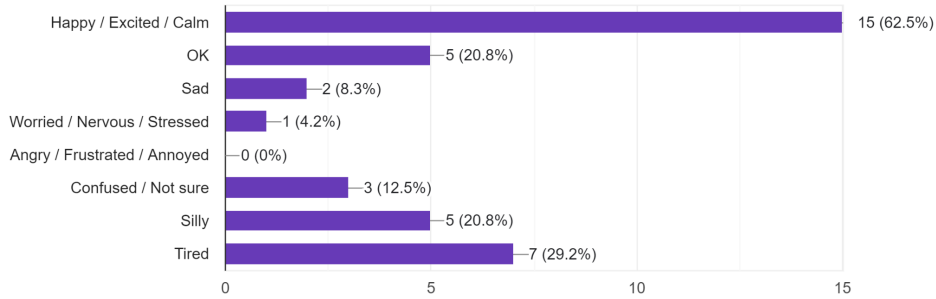
What do you think is the most important lesson that needs to be included in guidance lessons?
11 responses



Fall Minute Meetings Grades 3-4

1. How are you feeling right now?

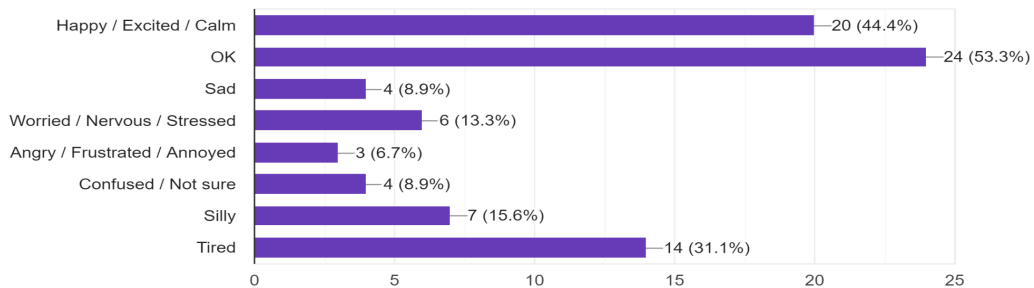
24 responses



Spring Minute Meetings Grades 3-4

1. How are you feeling right now?

45 responses



COMPREHENSIVE GUIDANCE PROGRAM STUDENT NEEDS SURVEY FOR CUTTER MORNING STAR HIGH SCHOOL

The directions and survey statements are to be read and explained by the school counselor.

DIRECTIONS —Below are nine statements about what all students need to know in order to be more successful in school. You've been specially selected because we know you think carefully and know what students your age need to know. Students all over our district and in all grades are going to be giving us their ideas. It's important for you to think about students your age when you give us your answers. I am going to read each statement and give you a chance to ask questions if you do not understand what the statement means, and I am going to read each statement and give you a chance to ask questions if you do not understand what the statement means, and then you will have a

chance to mark the ones you think are the most important.

READ EACH STATEMENT AND TAKE TIME TO ANSWER QUESTIONS AFTER THE STATEMENT IS READ.

Students my age: _____

___ 1. need to know about themselves and how they can be a helpful member of a group.

___ 2. need to know how to interact with others in ways that show respect for all people.

___ 3. need to know and use skills that will help them to be safe and healthy.

___ 4. need to know how to be successful in school.

___ 5. need to know what is expected of them when they change grade levels. ___

6. need to know how to set goals and plan to help them be successful in school. ___

7. need to know what school skills will help them when they grow up. ___ 8. need to know about many kinds of jobs and how people learn to do their jobs. ___ 9. need to

know how to use good work habits and skills at school.

You will choose your TOP FIVE choices—so you will have to think about each one carefully. Think about the statements we read. Choose the one that YOU think is the most important for students your age to know more about. All of them are important, but if you could choose just one, which would it be? Which one do you think is the most important for students your age to know more about? Write the number 1 on the line next to the statement you think is the most important. We are going to do the same thing for your second choice. You've already marked the one that is MOST important; now we want you to decide on the one that is the next (or second) most important for students your age to know more about. Think about the statements we read. Choose the one that YOU think is the next or second most important for students your age to know more about. All of them are important, but if you could choose just one as the next most important, which would it be? Which one do you choose as the second most important for students your age to know more about? Write the number 2 on the line next to the statement you think is the second most important.

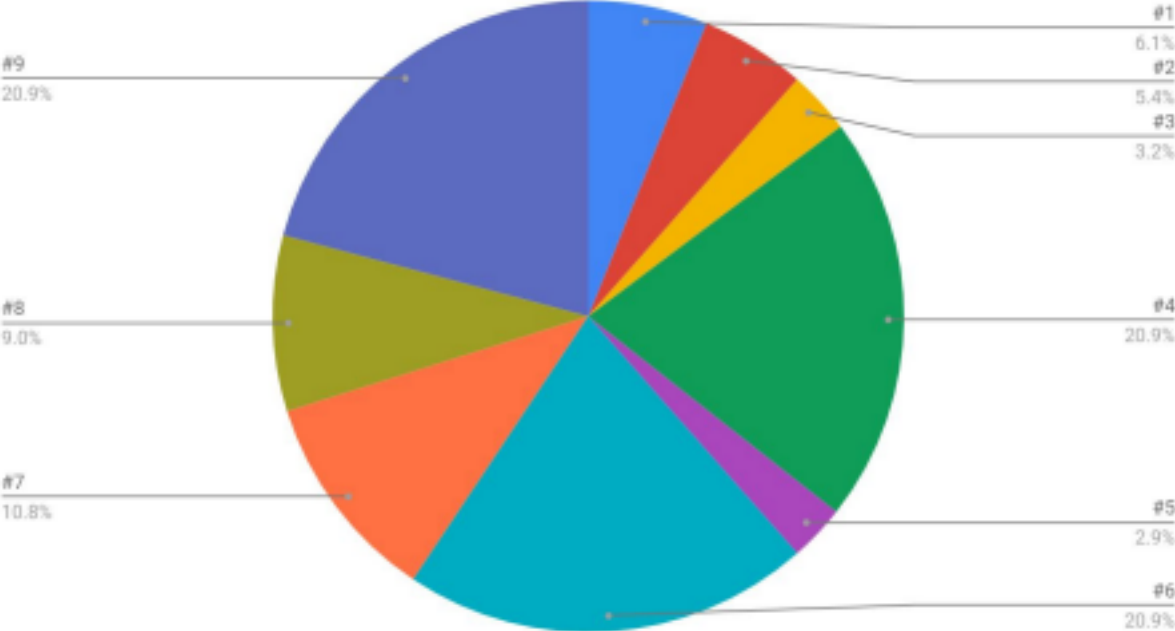
Thank you for thinking carefully about your choices. You are helping us learn more about what students your age need to know more about!

Now we are ready to choose the area that YOU think is the THIRD most important thing for students your age to know more about.

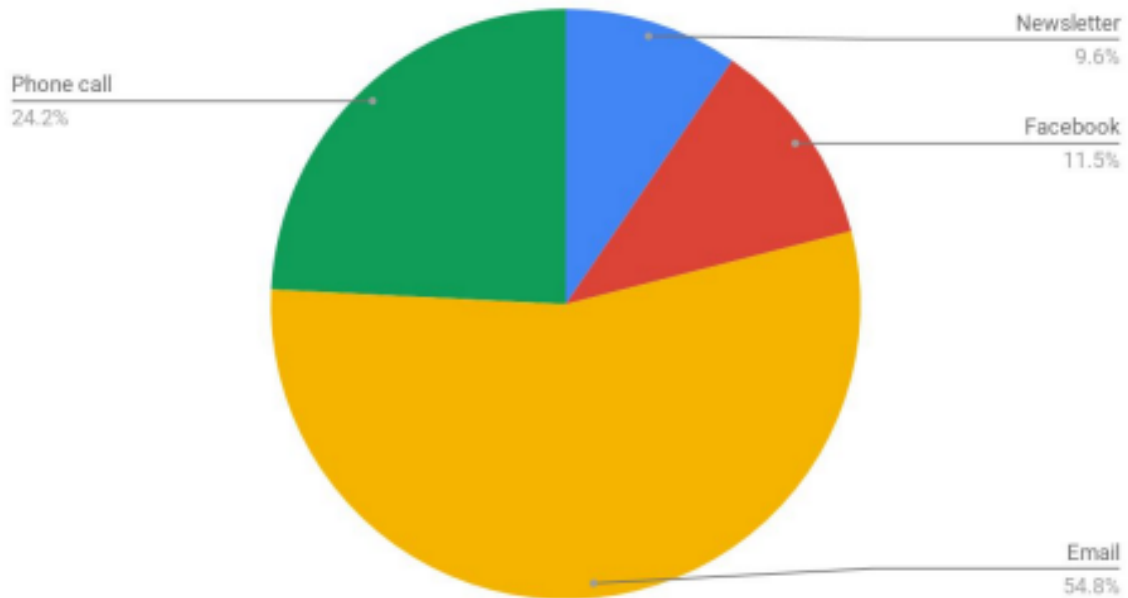
FOLLOW THE SAME PROCEDURE FOR STUDENTS' THIRD, FOURTH AND FIFTH

CHOICES. Emphasize the importance of the students' role in helping us learn more about what students want/need to know.

58 eighth grade students were surveyed



Forms of communication for school district



References

American School Counselor Association (2019). ASCA National Model A Framework for School Counseling Programs. Alexandria, VA: American School Counselor Association.

American School Counseling Association

<https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources>

Cutter Morning Star School District

<https://www.eaglesnest.dsc.k12.ar.us/>