

Comprehensive School Counseling Plan 2026-2027



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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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

We envision a district where staff and students:

- ❖ are receiving unconditional support.
- ❖ are continuously learning and achieving.
- ❖ are developing and practicing resilience to overcome ANYTHING.

Mission Statement

Eagles: Encourage, Educate, Empower, Everyday.

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.

**Cutter Morning Star Counseling
Program Reflection: 2025–2026
Goal Outcome**

**Goal Recap: 2025–2026 Counseling Program
Reflection**

Goal Recap:

The 2025–2026 Elementary School Counseling Program aimed to reduce office discipline referrals by 15% through the implementation of school-wide social-emotional learning lessons, targeted interventions, and individualized student support.

Outcome:

The program did not meet its goal of reducing office discipline referrals. Instead, discipline referrals increased during the 2025–2026 school year.

Factors Impacting Results:

A significant factor influencing the data was the implementation of new state reporting requirements and district procedures for documenting student behavior. During the 2025–2026 school year, staff were required to more clearly differentiate and document behavioral incidents, resulting in an increase in formally recorded office referrals. As a result, referral data from previous years cannot be directly compared without considering these reporting changes.

Additionally, increased consistency in documentation and administrative follow-through led to more accurate reporting of student behaviors that may not have previously resulted

in an office referral.

Grade: 05

Count	Black			Hispanic		Two or More			White			Total
	F	M	Total	M	Total	F	M	Total	F	M	Total	
Dishonesty	1		1									1
Disrespectful				1	1	1	2	3	1	1	2	6
Disruptive Behavior				1	1	2	3	5	2	5	7	13
Minor Altercation	1		1	2	2				1	6	7	10
Multiple Violations	3		3				1	1		1	1	5
Other							1	1				1
Profanity/Language	2	2	4	1	1		1	1	1	6	7	13
Social Cruelty										1	1	1
Spitting/Spit wad				1	1							1
Tech Misuse							1	1		1	1	2
Verbal Threat	1		1				1	1	1		1	3
Total	8	2	10	6	6	3	10	13	6	21	27	56

Grade: 06

Count	Black		Hispanic		Two or More		White			Total
	F	Total	M	Total	F	Total	F	M	Total	
Battery							1		1	1
Disrespectful	1	1	1	1			7	7	14	16
Disruptive Behavior							2	13	15	15
Fighting					1	1	2		2	3
Harassment								1	1	1
Minor Altercation	1	1					3	3	6	7
Multiple Violations							1	3	4	4
Other					1	1				1
Profanity/Language							3	4	7	7
Tech Misuse	1	1								1
Tobacco/e-Cigarette/Vaping Devices								1	1	1
Total	3	3	1	1	2	2	19	32	51	57

Positive Outcomes:

Although referral numbers increased, several positive indicators were observed:

- Students participated in monthly social-emotional learning lessons focused on self-regulation, conflict resolution, and decision-making skills.
- Teachers reported improved student awareness of coping strategies and problem-solving techniques.
- The counseling department increased

collaboration with teachers, administrators, families, and School-Based Mental Health providers to support students with behavioral and emotional needs.

- More students received targeted interventions through individual counseling, small groups, and referral services.

Lessons Learned:

The increase in referral data highlights the need for continued emphasis on preventative behavioral supports, early intervention, and consistent implementation of school-wide expectations. Moving forward, the counseling program will utilize multiple data points including behavior trends, school climate surveys, attendance, and SEL assessments to evaluate student growth rather than relying solely on referral counts.

Next Steps for 2026–2027:

The counseling program will continue to strengthen Tier 1 social-emotional instruction, expand targeted interventions for at-risk students, increase family engagement opportunities, and collaborate with staff to ensure consistent implementation of behavioral supports across grade levels. Data collection procedures will also be reviewed to ensure accurate year-to-year comparisons and meaningful

	evaluation of student outcomes.
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Goal for Academic Year 2026-2027: During the 2026–2027 school year, the Cutter Morning Star Elementary School Counseling Program will reduce office discipline referrals for 5th and 6th grade students by 5% compared to the 2025–2026 school year through the implementation of evidence-based classroom lessons focused specifically on the impact of their choices, small-group counseling, individual student support, and collaboration with teachers and families.

Through a multi-tiered system of supports, including school-wide social-emotional learning (SEL) lessons, targeted small group interventions, and individualized counseling, the program will intentionally address behavioral, social, and emotional barriers to learning. By collaborating with staff, families, and community partners, the counseling team will foster a safe, inclusive, and supportive school environment that promotes student well-being and academic success.

1. Core Curriculum Delivery (Tier 1):

- Monthly SEL classroom lessons on self-regulation, empathy, conflict resolution, and problem-solving
- Integration of behavior expectations into daily routines in alignment with PBIS or school-wide behavior systems
- Use of pre/post student self-assessments to monitor SEL growth

2. Targeted Interventions (Tier 2 & Tier 3):

- Small group counseling for students with repeated behavior referrals
- Individual counseling sessions focused on anger management, coping strategies, and impulse control
- Behavior goal-setting and progress monitoring through tools like Check-In/Check-Out

3. Collaboration and Family Engagement:

- Ongoing communication with teachers to identify behavior concerns and provide classroom support
- Parent workshops and resources on promoting positive behavior at home
- Referral coordination with community mental health providers as needed

4. Program Evaluation & Data Use:

- Track discipline referral data quarterly and compare to 2026–2027 baseline
- Use behavioral screeners to identify at-risk students
- Analyze student outcome data to guide program improvements and adjust interventions

Goal for Academic Year 2026-2027: In the 2026–2027 academic year, the Cutter Morning Star High School Counseling Program will work to Increase College and Career Readiness for All Students.

Goal Statement:

By the end of the 2026–2027 school year, 100% of 8th through 12th-grade students will complete a personalized post-secondary plan (college, vocational, military, or career) through CAP conferences, Student Success Plans, individual counseling, and small group sessions—resulting in a 10% increase in employment acquisition and post-secondary application submissions compared to the previous year.

Rationale:

Data indicates that while 80% of seniors express interest in post-secondary education or training, only 62% complete applications. This gap suggests the need for increased targeted counseling interventions focused on planning, access, and equity.

Mindsets & Behaviors Addressed:

- M.4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success.

- B-LS 7: Identify long- and short-term academic, career, and social/emotional goals.
- B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals.

Activities/Interventions:

- One-on-one academic and career planning meetings with 8th-12th graders
- FAFSA night and college application workshops
- Collaboration with CTE teachers and military recruiters

Outcome Data Measured:

- Report the % of students completing post-secondary plans
- FAFSA submission rates (via state portal)
- College and vocational application submission rates
- Senior exit survey results

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
- Teaching coping skills

Tier 3 Intensive Interventions

- School Based Mental Health Referral
- Behavior Plan

Counseling Program Benefits

BENEFITS FOR STUDENTS

- Ensures 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 individual
- 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 COUNSELOR

- 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.

District Bullying Policy can be found on the school website under state required information in the tab School District Policies.

According to Act 1029 of 2019; House Bill 1933 and BULLYING - A NO TOLERANCE POLICY (4.43)

“Attribute” means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors.

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.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
 - b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
 - a. That a credible report or complaint of bullying against their student exists
 - b. Whether the investigation found the credible report or complaint of bullying to be true;
 - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and

- d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
 - a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
 - b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the district shall take appropriate steps to remedy the effects resulting from bullying.

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 an assessor, such as Methodist Behavioral Health, Pinnacle Pointe or Riverendale. 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 Education
- 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) Orange Week (Social Awareness)	October Anti-Bullying (Social Awareness) Red Ribbon Week Drug Prevention (Self Management)
November Relationship Skills (Social Awareness)	December Conflict Resolution (Relationship Skills)	January Coping & Decision Making Skills (Social Awareness)
February Career Readiness (Self & Social Awareness)	March Test Prep & Stress Management (Self	April Reflection of Goals & Responsibility

	Management)	(Self Management)
May End of Year Transition Summer Safety (Social Awareness)		

High School Calendar

August Back to School Orientation	September Suicide Prevention Activities Senior Parent Meeting Student Assessment PSAT Testing	October Apply for FAFSA Begin Student Success Plans FAFSA Workshop Apply to College Parent Teacher Conferences ASVAB Testing
November Apply to College Scholarship Applications Letters of Recommendation Student Success Plans	December Student Success Plans	January Career Planning College Visits CAPS Meetings
February CAPS Night Junior ACT State Testing	March Scholarships Finalize Course Selection Sheets	April Graduation Prep End of Year
May Awards Banquet Graduation		

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**
 - Our 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**
preparing for High School credit, which begins in 8th grade

Secondary:

- 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

The Cutter Morning Star School District is in the process of establishing a Student Advisory Council (SAC). A Student Advisory Council Handbook has been drafted; however, several details must be finalized before the handbook can be presented to the school board for approval and the council can be officially implemented.

Once established, the Student Advisory Council will serve as an important resource for evaluating the comprehensive school counseling program, identifying student needs, strengthening community partnerships, and providing feedback to support continuous program improvement.

The district's Student Advisory Council will consist of students in grades 6–12, two district administrators, and both district school counselors. To promote leadership development and provide a transition into the advisory process, the elementary school will also select a small number of fifth-grade student representatives to participate in introductory activities and learn about the purpose and responsibilities of the Advisory Council.

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

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.

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 through email 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. This data will help determine if our graduates are meeting their individual goals.

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.
- Cutter will have a web based resource to help 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

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 identify 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

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.

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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.

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>

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