

Glen Rose Comprehensive School Counseling Program

The school counseling staff are certified school counselors who provide and manage the school counseling program.

- Glen Rose Elementary School Counselor, Rhonda Francis
rfrancis@grbeavers.org; 501-332-3694 ext. 229
- Glen Rose Middle School Counselor, Christi Jackson
cjackson@grbeavers.org; 501-332-3694 ext. 226
- Glen Rose High School Counselor, Steve Finley
sfinley@grbeavers.org; 501-332-3694 ext. 223

Glen Rose School Counseling Belief Statement

The counselors at Glen Rose School District believe:

- All students have dignity and worth.
- All students' differences have value.
- All students' ethnic, cultural, racial differences and special needs are considered in planning and implementing the school counseling program.

The Glen Rose Comprehensive School Counseling Program:

- Is planned and coordinated with counselors, parents or guardians, and community representatives.
- Uses data to drive program development and evaluation.
- Is managed and delivered by school counselors.

All counselors in the Glen Rose School District:

- Are advocates for each student and the school counseling program.
- Participate in professional development activities essential to maintain a quality school counseling program.
- Manage and evaluate their programs on a regular basis.

Glen Rose School Counseling Vision Statement

Glen Rose School District counseling program envisions all students as productive community members and successful lifelong learners. We believe a developmental and a sequential school counseling program is an essential and integral part of the overall educational process. Academic, career and personal/social objectives are attainable by all students when a comprehensive school counseling curriculum is coordinated throughout the district in a consistent manner.

Glen Rose School Counseling Mission Statement

The mission of the Glen Rose School District counseling program, aligned with the District Mission Statement, is to meet or exceed federal, state, and local requirements, through a partnership of empowered students, educators, parents or guardians, and the community, for assessment of achievement and to promote intellectual growth, individual initiative, mutual respect, and personal responsibility for productive citizenship.

Glen Rose School Counseling Goal Statement

The Glen Rose school counseling department reviewed data from the 2019-2020 school year and noticed a gap in student attendance. An action plan has been created that will show an increase in student attendance. The data reviewed included absenteeism by date and/or class period as well as absenteeism broken down by nine week, semester, and yearly intervals. We will create a survey that will be given in October to determine whether there are specific reasons for student absences. Also, school counselors will develop and deliver lessons based on increasing student attendance. The counseling staff will write a proposal for needed resources and funds to be given to the principals for obtaining this goal. The survey can be given again in May.

Our plan will include:

- A phone call to the home inquiring about the student absent,
- A letter will be sent out after 2 or more unexcused absences in the same class for Middle School and High School; A letter will be sent out after 5 or more absences for Elementary School.
- ATTENDANCE rewards for classes with perfect attendance,
- Will implement a student/teacher mentor relationship with students who have excessive high absenteeism,
- Posts will be made on social media listing incentives for attendance,

This plan includes specific, measurable, achievable, results focused, time bound goals and will produce the outcome of increasing student attendance.

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Enhancing the learning process for all students, Glen Rose school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within a comprehensive school counseling program.

[ASCA Mindsets & Behaviors for Student Success](#)

Code of Ethics for Arkansas Educators

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Glen Rose school counselors follow the Code of Ethics for Arkansas Educators.

[Division of Elementary and Secondary Education](#)

Arkansas Teacher Excellence and Support System (TESS) for School Counselors

[Division of Elementary and Secondary Education](#)

[GIFTED COORDINATOR FRAMEWORK](#)

Professional Standards

ASCA School Counselor Professional Standards and Competencies

The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

[ASCA School Counselor Professional Standards & Competencies](#)

2016 ASCA Ethical Standards for School Counselors

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership and professionalism.

[ASCA Ethical Standards for School Counselors](#)

Program Management

Manage

The management component of the ASCA Model provides Glen Rose school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Self-assessment is conducted by the Glen Rose school counselors as well as program assessment to ensure program strengths and weaknesses are identified. In addition, data is used to plan for short and long-term goals to improve the program, and to help the counselor determine what type of professional development can be used to meet the goals of their Professional Growth Plan.

Arkansas Comprehensive School Counseling Self-Assessment or Annual Review

Glen Rose school counselors use a program assessment to evaluate the school counseling program aligned to the ACT 190 School Counseling Improvement Act of 2019 and to the ASCA National Model. This self-assessment provides an opportunity for school counselors to reflect on their program and identify areas of strength and areas of growth.

Use of Time Calculators

The school counselor provides direct and indirect services 90% of the time each month during student contact days. The school counselor completes administrative activities no more than 10% of the time each month during student contract days. Using the data from use-of-time logs provides regular feedback to the counselor, administration, students, teachers and other stakeholders to ensure that the counseling program is being implemented with fidelity to the students, and their needs are being met. Use of time documentation also helps the counselor and other stakeholders determine which activities or services the counselor is providing that are appropriate to the program and the School Counseling Improvement Act of 2019.

Calendars

Calendars are used to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program. Annual calendars provide an overview of school counseling activities throughout the school year.

[Glen Rose Elementary Yearly Calendar](#)

[Glen Rose Middle School Yearly Calendar](#)

[Glen Rose High School Yearly Calendar](#)

Annual Administrative Conference

The counselor and administrator meet annually to develop a collaborative overview of the school counselor's program and percent of time allotted to school counseling activities. This conference identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This conference is aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals. The Annual Administrative Conference provides the opportunity to share information about and advocate for the comprehensive school counseling program and show the impact it makes on students.

School Counseling Advisory Council

The Glen Rose school advisory council consists of stakeholders that support the implementation of the counseling program. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program. The council meets twice a year.

Data Use in School Counseling

Data is used in the comprehensive school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be used to evaluate an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. Glen Rose school counselors may use graduation rates, standardized test scores, disciplinary referrals, attendance, grades, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the comprehensive school counseling program to allow the counselor to reflect on his/her practice, and make adjustments to programming as needed.

School Counseling Facilities

Each counselor is provided with appropriate facilities to ensure confidential counseling to meet individual needs of students.

Delivery

Deliver

Direct Services

Classroom Core Curriculum Lessons are intentional, planned and developed based upon the needs of the students. Delivery of core curriculum through classroom lessons helps all students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide Tier 2 small group support to students, focusing on the three components of core curriculum as well. Classroom counseling lessons are a collaborative effort with teachers to use the information to reinforce goals for students. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student. Classroom counseling lessons provide students the opportunity to be engaged in discourse and collaboration. It allows them to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom counseling lesson activities being provided. To ensure alignment of the school counseling program and

consistency of student behaviors, counselors can also provide support to teachers and others in the school.

The counselor can provide no more than 3 sessions per school day and no more than 10 sessions per week. Sessions are limited to 40 minutes or less. (Act190)

Small Group and Individual Counseling are Tier 2 or 3 supports and are provided to students based upon student need or request by student, teacher, administrator, or parent and can address academic advisement, social/emotional concerns, or future aspirations and planning. Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs, often through core curriculum lessons in the classroom, but which may also involve seeing students individually or in groups to help them develop skills and use their resources. The counselor uses data such as surveys and/or needs assessments to determine which small group topics would best meet the needs of the students in the school.

Working with students in small groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide participants with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. Small group sessions are planned with intended outcomes. Students develop personal goals in the group and follow-up takes place to ensure students are continuing to meet their desired goal outcomes. In addition, a small group approach enables counselors to have an impact on a greater number of students than individual counseling can reach. It is important to remember that the group approach is not suited to every student or every situation. It is a Tier 2 support in which students are referred for counseling by: staff, teachers, parents, school administrators, peers, or themselves. Ethically, the school counselor must complete coursework to facilitate small groups.

Responsive services are provided by school counselors to meet the needs of students through support and interventions. Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon referral as well as crisis response to support a student during an acute crisis or emergency situation.

Indirect Services

Consultation and Collaboration

An important part of the counselor's role is to collaborate with teachers and parents. Counselors lead the way in helping create school environments that encourage student growth and learning. Counselors participate in building and district-wide committees.

Making Referrals

Appropriate referrals are made by establishing and maintaining close working relationships with staff of a variety of school and community agencies. These agencies include the department of health and social services, mental health centers, and advocacy groups. Glen Rose school counselors have a close working relationship with *Living Hope* which is a mental health service based on our campus.

Participating on Decision Making Teams

The counselors may serve as contributing members of decision-making teams to provide feedback and intervention support to students.

Consultation can be on behalf of a student. They can include interaction with a parent or legal guardian, school staff, and community agencies concerning a student's behavior, academics, or attendance.

Indirect services include referring a student for mental health services, child maltreatment reports, and parent or guardian communications.

Serving as a contributing member of decision making teams, which include without limitation: Section 504, Response-to-Intervention, English Language Learners, Parental Involvement or Family Engagement, Positive Behavioral Intervention Support, and Advance Placement and Gifted and Talented.

Understanding the Relationship between Classroom Performance and Success in School

The counselor assists students in understanding the relationship between school and classroom performance and their future college-aspirations. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom counseling lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Academic Advisement

Academic advisement for class selection is provided by the counselor in coordination with the school principal in scheduling students for placement in the proper academic setting. Academic advisement begins in elementary school and continues through high school. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

Orientation or Transition

Orientation of students is important to the Glen Rose School District. New students are welcomed into the school by the counselor, administration, teachers, school staff and

other students. All students receive a handbook describing available programs and other important information. Open House is held before school begins for students to meet their teacher and become familiar with their school.

Interpretation of Student Assessments

Testing and assessment may be used to help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. Counselors help interpret standardized test results for parents, faculty, and students.

Career Awareness and Planning in School Counseling Programs

Career development assistance is provided to students to help them discover the purpose of work and its relationship to the individual. The counselor uses age-appropriate classroom guidance lessons, individual and small group sessions to assist students in exploring the importance of work and its relationship to the individual, recognizing that talents and interest are related to career choices, recognizing the relevance of school tasks to the workforce, and developing an awareness of occupational clusters.

At the elementary, middle, and secondary levels, the core curriculum lessons and developmentally appropriate classroom activities can focus on developing essential skills (G.U.I.D.E. for Life) [Division of Elementary and Secondary Education](#), career exploration and making the connection between skill development and the world of work.

At the middle school and secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning. They can help guide students to and through the graduation process, encourage access and equity for rigorous coursework, develop post-high school plans, and set goals so they can meet their future aspirations.

Providing Social and Emotional Skill Development

Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005). It encompasses both intra- and interpersonal processes. The core features of emotional development include the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner, to regulate one's own behavior, to develop empathy for others, and to establish and maintain relationships. (National Scientific Council on the Developing Child 2004, 2)

Social/emotional skill building will help promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making. These skills, when taught and practiced in the classroom, will help improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment. By learning to understand themselves and others, and by developing empathy and effective communication skills, students will be better able to resolve conflicts and provide support to others.

Bullying Prevention

The counselors support anti-bullying efforts in the school. The Anti-Bullying Policy for the school can be located in the student handbook. The guidance curriculum includes lessons that discourage bullying and encourages students to be up-standers instead of by-standers when they witness bullying.

Suicide Prevention

The counselors support suicide prevention efforts in the school. The Glen Rose School District has a Suicide/Crisis plan. All staff receive professional development on risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.

At Risk Students

At -Risk students and the school dropout program are addressed by tracking students through email, phone calls, and an exit interview when possible. The district's goal for improvement for all at-risk youth include decreasing the number of dropouts, improving attendance, and lowering the number of suspensions.

Accountability

Assess

Glen Rose school counselors will regularly evaluate the effectiveness of their program by monitoring student achievement, behavioral referrals, social-emotional well-being, graduation rates, diploma types and other measures to assess how students are different as a result of the school counseling program. The school counseling program components will be reviewed through data analysis, program results and evaluation.

Data Tracking

The collection, analysis, and reporting of data ensures that decisions about students are made based on evidence. The use of data replaces subjectivity with objectivity and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

Program Results

Counselors analyze the school counseling program using information collected throughout the year. This data will be used to inform decisions related to program improvements. Counselors will annually review the program to identify trends, areas of success and areas in need of improvement.

Evaluation and Improvement

Glen Rose school counselors use results from the program evaluation, and other data sources, to develop the comprehensive school counseling program, and use the results annually to update the program as needed. School counselors reflect on the program and identify areas of strength and areas of improvement. This information will be shared, as needed, with other faculty members.

Administrative Activities

Glen Rose school counselors devote no more than 10% of their time, on student contract days, engaged in administrative activities as required by Act 190, The School Counseling Improvement Act.

The regular administrative activities for Glen Rose school counselors are as follows:

Elementary

- Assisting with the enrollment of new students, positive behavioral supports, morning car duty/greeting of students

Middle School

- Building Test Coordinator
- Disaggregating data from ACT Aspire Interim assessments to guide RTI with teachers

High School

- Assist with construction with master schedule based on the student request process