Norfork School District

Comprehensive School Counseling Plan

2020-2021

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School Counselors

Anna Cantrell- High School Counselor

Laura Treat- Elementary Counselor

TABLE OF CONTENTS

1. Act 190 3
2. Guidance, Counseling and Career Education Services 3
	1. Role of School Counselors
	2. Belief/Vision/Mission Statement
	3. Ethical Standards for School Counselors
	4. Principles of School Counseling Programs
	5. School Counselor Delivery
3. Program Goals
	1. High School Goal
	2. Elementary Goal
	3. Accountability
4. Identification and Programs for Students at Risk of Failure
	1. Definition of At-Risk
	2. Dropout Tracking Plan
	3. Truancy Policy
	4. At-Risk Student Services
5. School Crisis Plans 13
	1. Inclusive School Crisis Plan
	2. Crisis Procedures
	3. Ongoing Training and Changes

The following is the comprehensive school counseling program for Norfork School District. This plan is site-based upon the needs identified by parents, teachers, principals, students and other agencies with which the district works. This plan ensures coordination of the various student services.

1. ACT 190

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

# GUIDANCE, COUNSELING, AND CAREER EDUCATION

# A. Role of School Counselors

School counselors are highly concerned with the whole child. Their goal is to help students develop academically and socially and to guide them toward career choices that will suit their life goals. Norfork High School counselor, Anna Cantrell, Arrie Goforth Elementary counselor, Laura Treat, provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple topics. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation and Rules regarding public school student services planning, shares the American School Counselor Association Model including the Mindsets and Behaviors.

School counselors help all pupils by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. School counselors use their skills and knowledge base to influence the personal development of students by establishing the importance of these skills and communicating to all teachers and school staff.

Counselors in each district school function differently due to the variations in the developmental stages of students and school organization. Counseling and guidance are functions integral to the school and are maximized when counselors collaborate with others.

**B. Belief, Vision and Mission Statements**

Belief: We believe that all students have the ability and right to learn in a safe, nurturing environment which considers the needs of the whole child.

Vision: We as school counselors want all learners to meet their greatest academic, social and emotional potential

Mission: The mission of the Norfork School District school counseling program is to provide a comprehensive, developmental, counseling program that addresses the academic, career and personal/social development of ALL students. In partnership with administrators, teachers, staff, parents/guardians, and community members, school counselors facilitate the support system to ensure ALL students are prepared with the knowledge and skills to strive for excellence and become lifelong learners, problem solvers, and productive citizens.

 **C. Ethical Standards for School Counselors**

The school counselors in Norfork School District adhere to the Ethical Standards for School Counselors developed by the American School Counselor Association. The purposes of the standards are to serve as a guide for ethical practices, provide a benchmark for evaluation of counselor activities, and inform those served by the school counselor of acceptable counselor practices and expected professional behavior. The following ethical guidelines (in addition to others found in the standards) are practiced by the school counselors.

1. Responsibilities to Students
	1. The school counselor informs students of the goals of the counseling practice and keeps information confidential unless disclosure is required to prevent clear and imminent danger or when legal requirements demand confidential information to be revealed.
	2. The school counselor works with students to develop a plan of ac on for addressing student needs. This includes appropriate referrals to outside resources.
	3. The school counselor informs appropriate authorities when a student’s condition indicates a clear and imminent danger to the student or others.
	4. The school counselor maintains and secures records necessary for delivering counseling services.
2. Responsibilities to Parents
	1. The school counselor respects the rights and responsibilities of parents and seeks to establish a collaborative relationship for the benefit of the student.
	2. The school counselor adheres to laws and local guidelines when assisting parents.
	3. The school counselor informs parents of the counselor’s role, with emphasis on the confidential nature of the counseling relationship.
	4. The school counselor provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.
	5. The school counselor makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share.
3. Responsibilities to Colleagues and Professional Associates
	1. The school counselor establishes and maintains professional relationships with faculty, staff, and administration to facilitate optimal counseling services.
	2. The school counselor promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinct on between public and private information, and staff consultation.
	3. The school counselor provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist students.

1. Responsibilities to the School and Community
	1. The school counselor supports and protects the educational program against any infringement not in the best interest of students.
	2. The school counselor informs appropriate officials of conditions that may be potentially disruptive or damaging to the school’s mission, personnel, and property while honoring confidentiality.
	3. The school counselor assists in developing curricular and environmental conditions appropriate for the school and community as well as educational procedures and programs to meet students’ developmental needs.
	4. The school counselor collaborates with agencies, organizations, and individuals in the best interest of students and without regard to personal reward.

# D. Principles of Comprehensive School Counseling Programs

State law and the Arkansas Department of Education mandate certain requirements for school counseling programs. The Norfork School District is in compliance with all of these policies.

1. Norfork School District complies with accreditation requirements of 450/1 student-to-counselor ratio district-wide.
2. Norfork School District provides facilities in accordance with state guidelines. Counseling offices are equipped with telephone lines to ensure privacy, areas for individual and group counseling, and storage for specialized testing and secure records.

#  E. School Counselor Delivery

The role of the school counselor in Norfork School District includes, but is not limited to the following:

1. Classroom Guidance

The school counseling program involves planned guidance for all students. Topics are age-related exercises that foster students’ academic, personal-social, and career growth. Character development and an -bullying curriculum will be provided. Guidance classes, by law, should not exceed 30 minutes and should not occur more than 10 times per week.

1. Individual and Small Group Counseling

Norfork School District counselors provide individual and group counseling services to students in kindergarten through twelfth grade as needed.

1. Consultation

Consultations are held as needed with parents, faculty, and other agencies to assist with student needs as occasions arise.

1. Coordination

School counselors coordinate the use of school and community resources to assist students in need, assist parents in accessing services for their child’s needs, make referrals to outside agencies as needed, and help interpret academic and test results to parents and other stakeholders.

1. Working with Parents

Norfork School District encourages parent involvement. Parent centers are located in each school building. Parent-Teacher Conferences are held four times yearly and parents are encouraged to communicate with teachers and administrators regarding their child. Counselors can function as liaisons between parents and other school staff as needed.

1. Assessment and Testing

The district test coordinator and school counselors organize all state-mandated standardized testing, provide in-service training to faculty members, and disseminate and interpret results to students, faculty, parents, and community.

1. Specialized Populations and Needs

Programs are offered for students with special needs. Some of these programs involve special education, 504 services, services for English Language Learners, homeless assistance, Title I services, an alternative learning environment, School-Based Mental Health Services, and individual counseling. The school counselor is involved based on student need.

1. Orientation Programs

Norfork School District provides orientation programs each fall before school starts for their students and parents. An Open House is held at each building to give students and parents an opportunity to meet their teachers and become familiar with their classroom environment. Students come and interact with their teachers as well as have a chance to acquaint with the new environment.

1. Class Scheduling

High School counselors are involved in the proper placement of students in the academic setting. The goal of these placements is to promote academic success for each student.

1. Utilization of Student Records

School counselors have authorized access to student files and use data to assist parents, faculty, administrators, and other counselors to help each individual student reach his/her maximum potential.

1. Conflict Resolution

School counselors work with students and administrators to help resolve conflicts through the use of appropriate counseling strategies.

1. Crisis/Suicide Intervention

When a student is in crisis, school counselors are directly involved in ensuring the appropriate actions are taken. Counselors work with administrators, parents, and outside agencies to ensure students are properly cared for.

1. Anti-bullying program- Kindness Counts. Weekly kindness Challenge and recognition of outstanding acts of kindness.

III. **Program Goals**

1. Elementary Goal: In the 2020 school year, Laura Treat will work to improve social/emotional health toward peers/teachers through empathy development with Kindness Counts and Panther Paw insensitive program to promote growth/development for the whole child aeb meeting or exceeding 50% involvement in weekly kindness challenges as reported by student, staff, and stakeholders and measured with likert scale with pre/post involvement assessment.
2. High School Goal: Anna Cantrell The goal of the Norfork High School Counseling Program is to establish support for students, parents, teachers, and administration in preparing students to be lifelong learners and problem solvers who will become productive citizens. Through the use of a data driven program, the school counselor will work with all stakeholders to ensure that procedures are in place and implemented to help improve attendance and behavior expectations in the district, working to increase to 90% of time spent with direct student contact.
3. Accountability
	1. Schedules made and shared with staff/administration
	2. Record, use of time calculator
	3. Parent/teacher contacts/communication

# III. PROGRAMS and Identification FOR STUDENTS AT-RISK of failure

# A. Definition of At-Risk

At-risk students are those enrolled in school or eligible for enrollment whose progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are the children with special needs who are underserved, categorized, ignored, and unchallenged. Characteristics include, but are not limited to:

1. Truancy/Excessive tardiness
2. Health Issues
3. Behavioral Issues
4. Socio-economic Issues
5. Academic Issues
6. Self-Esteem Issues

# B. Dropout Tracking Plan

A dropout tracking plan is in place at Norfork High School. Nofork School District has attempted to reduce the number of dropouts by identifying those students that have many of the characteristics of at-risk students and addressing the students’ individual needs.

#  C. Truancy Policy

Designees at each of the buildings of Norfork School District will notify the prosecuting attorney’s office when a student has missed an excessive amount of school.

# D. At-Risk Student Services

Norfork School District has implemented various strategies to prevent student failure and dropout. Strategies include but are not limited to:

1. Enforcing attendance and truancy policies.
2. Fostering school climates that promote positive relationships.
3. Providing early identification and remediation of academic failures.
4. Providing special services as needed.
5. Providing homebound tutoring, flex path and virtual school options for students based on need for alternative learning environments.
6. Establishing alternative programs.
7. Providing in-service training for teachers on working with at-risk students.
8. Crisis Counseling
9. Conflict Resolution
10. Student Peer-helpers

# VII. SCHOOL CRISIS PLANS

# A. Inclusive School Crisis Plan

A district crisis plan is in effect for Norfork School District. Each school has a crisis team and members have specific duties to be followed in the event of a crisis. The crisis teams include, but are not limited to, the following on-campus positions: superintendent, building principals, school resource officers, school nurses, and school counselors. Community resources may be utilized to address specific crisis situations.

# B. Crisis Procedures

Assessments of an on-campus crisis situation will be conducted by the school’s administration. The administration will then determine the actions taken. Avenues to alert the staff members of how to respond are established. Responses may include a building lockdown, securing of the classrooms inside the building, or evacuation of the building depending upon the crisis. School administration will determine if the crisis response team is needed for a crisis that occurs after school hours or off-campus.

#  C. Ongoing Training and Changes

Persons requiring training for their position receive training as needed. The crisis plan is reviewed periodically to make any needed changes. In addition, a debriefing will be conducted after a crisis has occurred and changes will be made as needed.