

Nettleton Intermediate
Schools (STEAM, UHSMA,
FMSCM)

Comprehensive School
Counseling Plan
2020-2021

Nettleton Public Schools

Comprehensive School Counseling Plan

This plan articulates the functions of comprehensive school counseling. The plan indicates development and implementation for providing comprehensive school counseling to all students in the Nettleton Public Schools intermediate buildings.

This plan is based upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works.

This plan ensures coordination of comprehensive school counseling throughout the district.

Foundation

Nettleton Public Schools Intermediate School Counselors have created a comprehensive school counseling program that focuses on student outcomes, teaches student competencies and is delivered with identified professional competencies. The purpose of the foundation is to establish the focus of the comprehensive school counseling program based on the academic, career, and social/emotional needs of students in school.

Counselors' Contact Information

Kacie Adkerson, Counselor grades 3-6 and 7-8

Nettleton STEAM School

2219 Thorn St, Jonesboro, AR

870-910-7809

kacie.adkerson@nettletonschools.net

Cheryl Lenards, Counselor grades 3-6

Nettleton UHSMA

3901 Aggie Rd, Jonesboro, AR

870-336-4700

cheryl.lenards@nettletonschools.net

Karen Herrell, Counselor grades 3-6

Nettleton FMSCM

2309 Fox Meadow Ln, Jonesboro, AR

870-910-7812

karen.herrell@nettletonschools.net

Other Supportive Staff

- Superintendent
- Assistant Superintendent
- Curriculum Director
- Principal
- Assistant Principal
- Social Worker
- Nurse
- SPED Teachers
- Interventionist
- School-Based Mental Health
- Homeless Liaison
- Administrative Assistants
- School Resource Officer

Mission

The mission of Nettleton School District is to provide an educationally progressive environment that is safe, diverse, and accepting for all students. The mission of Nettleton Public Schools Comprehensive School Counseling Program is to deliver a comprehensive and developmental program that addresses the academic, career, and personal/social/emotional needs of every student.

Beliefs

As Counselors, we believe that all students have the potential to succeed academically, socially, and emotionally. We believe that they need the right resources for success, and that providing those resources is the main part of my role as a counselor. We also believe that students have the right to be treated with respect and feel safe in school.

Vision

Whatever it takes for every child... This is our vision at Nettleton Public Schools, and it is also the vision for the comprehensive school counseling program at Nettleton Public Schools Intermediate buildings. Through comprehensive school counseling, students will be successful in social/emotional development, career development, and academic achievement within a supportive and caring environment.

Program Goals

At Nettleton Public Schools, we use the SMART Goal system for our program goals. Due to COVID-19, the only goal that is feasible to meet is a technology-related goal, in the event that we have to move to a partially virtual or a fully virtual schedule.

Our SMART Goal is as follows:

Specific - Nettleton Public Schools counselors will work to increase the use of technology to communicate with students and to connect students with resources.

Measurable - Will be compared with last year's data of interactions via phone/Google Classroom/email. The counselor will keep track of data using a spreadsheet.

Achievable - This goal is attainable using the state's LMS Program, Lincoln Learning, to provide guidance lessons, Google Classroom to provide students with information from the Counselor's office and insightful information, phone calls to check in/conduct sessions if a student reaches out, and email to reach out to students specifically.

Results - This is a realistic goal that will yield results given the circumstances of COVID-19.

Time - This goal is for the 2020-2021 school year, and results will be evaluated in May 2021.

Program Management

Program Assessment

Nettleton Public School Counselors will use the Arkansas Comprehensive School Counseling Self-Assessment to assess their program to ensure alignment to ACT 190, the School Counseling Improvement Act of 2019, and to the ASCA National Model. This annual review provides an opportunity for Nettleton Public School counselors to reflect on program goals, develop future programs, and identify areas of strength and areas for growth.

Use of Time Calculators

Nettleton Public School Counselors will incorporate a Use-of-Time calculator to determine the percentage of time the counselor is providing direct and indirect counseling services to students and completing administrative activities. Using the data from use-of-time logs will provide regular feedback to the counselor, administration, students, teachers, and other stakeholders to ensure that the counseling program is being implemented with fidelity and student needs are being met. Use of time documentation also helps the counselor and the 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.

Annual Administrative Conferences

Each year, the school counselors and principals, will meet to develop a collaborative overview of the school counselor's program and percent of time to be 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 should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals. This conference provides the opportunity to share information about and advocate for the Comprehensive School Counseling Program and show the impact it makes on students.

Annual Calendar

Daily/Ongoing Activities throughout the Year:

- Individual counseling, small group and large group counseling with students
- Collaboration with teachers, parents, and other stakeholders
- Consultation with school-based mental health and community services/agencies
- Counselor's Google Classroom updates
- Meetings with district counselors for collaboration
- Monitor and update 504 plans as needed
- Participate in RTI and Special Education meetings as requested

August

- Orientation
- Meet the Counselor Classroom Lesson

September

- National Suicide Prevention Week/Month
- International Day of Peace
- Minute Meetings
- Empathy Classroom Lesson

October

- Awards for the First Quarter
- Duke TIP
- Bullying Prevention Month
- Positive Attitude Month
- World Mental Health Day
- Red Ribbon Week
- Bullying Classroom Lesson

November

- National Career Development Month
- World Kindness Day
- Thankfulness Philanthropy with The Food Bank
- Career Classroom Lesson

December

- International Volunteer Day
- Continue Thankfulness Philanthropy with Food Bank for the Holidays
- Classroom Lesson

January

- Get Organized Month
- MLK Jr. Day
- Great Kindness Challenge
- Awards for 2nd Quarter

February

- Black History Month
- National School Counseling Week
- Random Acts of Kindness Week
- Equality Classroom Lesson

March

- Women's History Month
- Read Across America Day
- International Women's Day
- Test Taking Classroom Lesson
- Awards for 3rd Quarter

April

- Child Abuse Awareness Month
- Keep America Beautiful Month
- Current Events Classroom Lesson

May

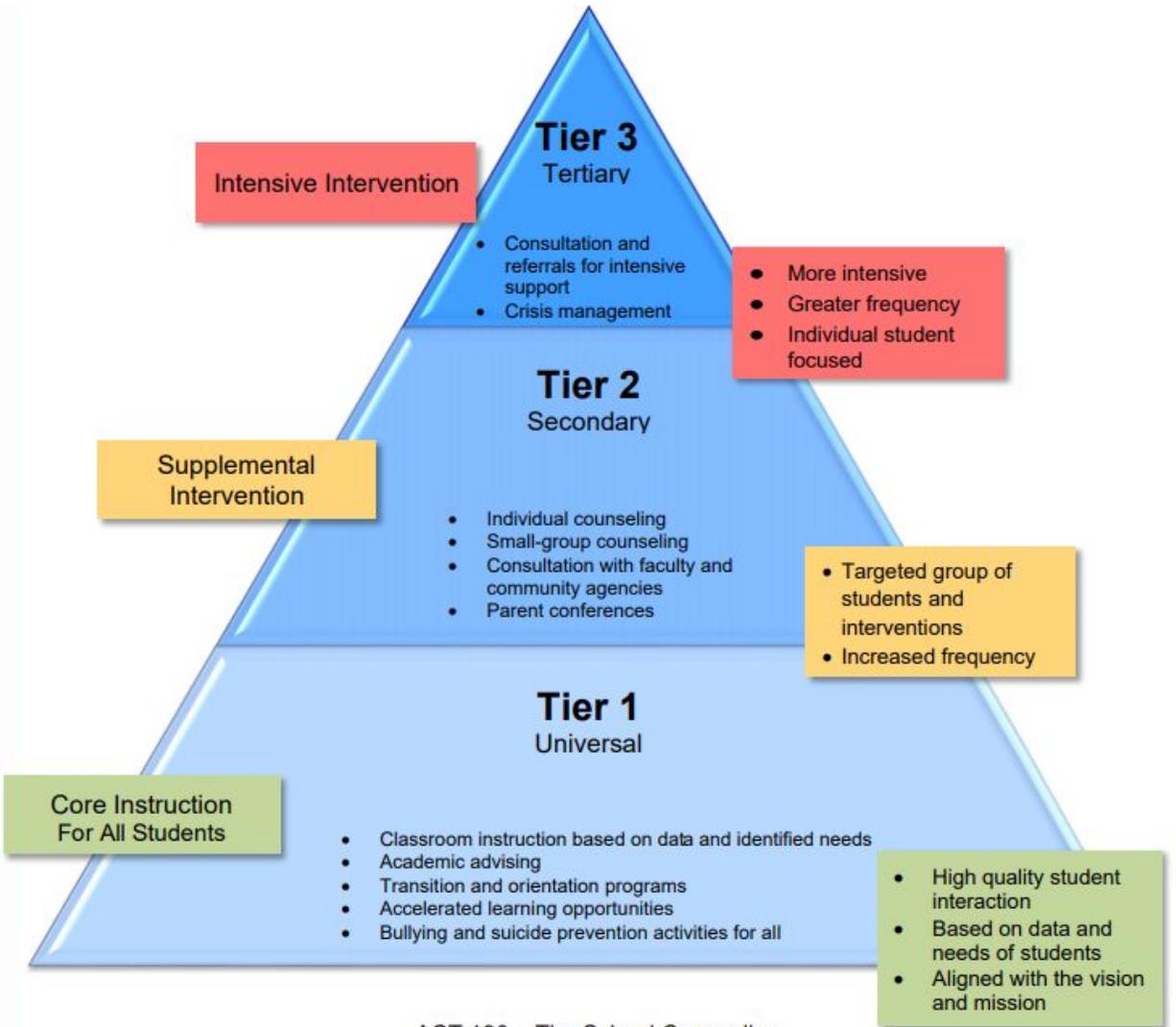
- Teacher Appreciation
- End of Year Awards
- Transitions/Change Classroom Lesson

Delivery of Services

Nettleton School District's Counselors address all student needs in each of the following areas: Academic, personal/social development, and career development. Counselors do this through direct counseling, indirect counseling, and administrative activities related to students.

Tiered Comprehensive Counseling Model (see graphic on next page)

Nettleton School District Counselors follow a three tier Comprehensive Counseling model. Each tier is divided by the level of intervention needed for each student. Tier 1 services are provided to all students. These services include guidance lessons, school wide activities and individual student services. Services in Tier 1 are designed to be preventive and help students plan for their future in each of the three counseling areas of personal/social, academics and career. Example: Counselors teach classroom lessons on kindness centered around The Great Kindness Challenge Week, discussing what kindness is and how students can increase kindness school-wide. Tier 2 services are provided to a smaller group of students and are more direct. These services are designed to be both preventative and responsive in nature. These services include small groups, referrals to outside counseling agencies and consultation and collaboration with adults who interact with students including but not limited to parents, teachers, and administrators. Example: Small group sessions with 8 selected students to learn social/emotional skills to counteract bullying. These students collaborate learning how to handle bullying situations to benefit all involved. Tier 3 services are for students who need a more intense counseling approach. These services are preventative and responsive. They include individual counseling sessions and referrals to outside resources. Example: A student who is struggling with a self-esteem issue. This student would meet weekly individually for six sessions with the school counselor to focus on cognitive therapy to replace the negative self-talk to positive self-talk. Please see the graphic below of the tiered comprehensive counseling model.



ACT 190 – The School Counseling Improvement Act of 2019

Direct Counseling

Direct counseling activities include:

- Individual counseling
- Small group counseling
- Classroom lessons
- Orientation for new students
- Career guidance
- Crisis counseling
- Conflict resolution
- Consultation
- Referrals

Indirect Counseling

Indirect counseling activities include:

- Consultation/referral paperwork
- Communicating with parents/stakeholders
- Professional development
- Response to Intervention
- English Language Learners

Administrative Activities

Administrative activities include:

- Section 504
- Scheduling
- State Assessments

Assessing the Program

Nettleton Public Schools School Counselors reflect on and evaluate their comprehensive counseling program yearly to ensure they are meeting the needs of their students and are able to identify how their students have changed due to the interventions of the program. The following methods are used to evaluate the comprehensive counseling program:

- Needs assessments
- Use-of-time calculators
- Feedback from administrators
- Small-group surveys
- Counselor self-reflection
- School counselor Teacher Excellence and Support System (TESS)
- Review of goal-setting action plan results
- Surveys from parents, teachers, stakeholders, and community members
- Arkansas Comprehensive School Counseling Self-Assessment

Data may be shared in the following ways:

- Presentations (for Schools, parents, district administrators, and stakeholders)
- Handouts
- Counselor websites
- Future Comprehensive School Counseling Plans

References

ACT 190 The School Counseling Improvement Act of 2019

<https://www.arkleg.state.ar.us/Acts/Document?type=pdf&act=190&ddBienniumSession=2019%2F2019R>

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

Division of Elementary and Secondary Education Guidance and School Counseling
<http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/professional-school-counseling-resources>

American School Counselor Association <https://www.schoolcounselor.org>

Arkansas School Counselor Association

<https://www.arschoolcounselor.org/home/home/>

