

## 2021-2022 Harmony Grove School District Comprehensive Counseling Plan

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### **Beliefs:**

Harmony Grove School District provides services to all students in order to help them develop academic achievement, career planning, and personal/social development competencies. All services are provided by trained and certified personnel.

Alternative procedures and data are used and implemented to better serve our students. These methods include, but are not limited to, the following:

- Dispute Resolution
- Classroom Meetings
- Career and Academic Counseling
- Personal/Social Skills

Data will always be used to determine equitable, diverse, and non-discriminatory counseling procedures regarding emotional/social, career, and academic issues.

### **Vision:**

The Harmony Grove School District Counseling Department will provide all students with the skills necessary to reach their full potential academically, vocationally, and socially/emotionally.

### **Mission:**

The Harmony Grove School District Counseling Department will assist all students in becoming lifelong learners in the areas of academic development, personal/social growth, and career exploration. By helping students in these areas during direct counseling activities, we believe that all students can be responsible and productive citizens in the world in which we live.

### **Program Goal:**

During the 2021-2022 school year, the Harmony Grove School Counselors will advocate for our school counseling program by making school staff, students, parents, and community members aware of the services that we provide. We will provide school staff, students, parents, and community members with at least 4 tools/forms of communication with information about our school counseling program and services.

## **Direct Services, Indirect Services, & Administrative Activities:**

### **High School:**

#### **Direct Services:**

- (1) Career, social/emotional, and academic planning and intervention is available in the counselor's office as well as upon the invitation of a classroom teacher or parent.
- (2) Individual counseling is available as needed.
- (3) A student, parent, or teacher can initiate a referral for counseling.
- (4) Support is given to students, parents, and teachers when immediate concerns arise regarding academics, career, and/or emotional/social needs.
- (5) Referrals are initiated when student needs cannot be met except through a source that can schedule needed sessions.

#### **Indirect Services:**

- (1) Student consultations occur throughout the year regarding behavior/discipline, academics, attendance, and emotional/social situations. The appropriate action is taken in the manner of phone calls, face to face meetings, referrals, or simply follow-up.
- (2) Referrals to school based mental health services and/or making a child maltreatment report occurs on an individual basis, as needed.
- (3) Counselors serve as a member of the following teams: 504, SPED, ESOL, Parent Involvement/Family Engagement, AP, G/T, ACSIP, and district/building leadership.

#### **Administrative Activities:**

- (1) Input schedules and schedule changes throughout the year.
- (2) Constant monitoring of credit completion and obtaining the appropriate number of credits to move toward receiving a diploma
- (3) Helping to create the master schedule that will maximize teachers, class size, and offerings.
- (4) Administer the PSAT test for sophomores and juniors who desire to take it.
- (5) Administering a college night each September for juniors, seniors, and parents/guardians.
- (6) Attending counselor related workshops/functions, that allow me to stay abreast of current situations, trends, or news that affect my counseling.
- (7) Sending transcripts, ACT scores, immunizations to appropriate colleges
- (8) Posting scholarships for seniors

## **Jr High School and 5th & 6th Grades:**

### **Direct Services:**

1. Classroom guidance lessons are scheduled once a month for each of the 5th and 6th grade classes. Each class is 30 minutes in length. A google document is sent to the teachers each month with available dates. This allows the classroom teacher to schedule their guidance lessons at his/her convenience. As needs arise, the classroom teacher can schedule additional lessons to address any current issues. Lessons/Activities will be added to google classroom to address various topics and provide services when extra class time is not available.
2. Jr. High guidance lessons are scheduled by the classroom teacher as needed and at his/her convenience. Lessons/Activities will be added to google classroom to address various topics and provide services when extra class time is not available.
3. Individual counseling and group counseling are available on an as needed basis. Student referrals can be made by the student, parents, and/or teacher.
4. Student support is given when immediate concerns put the student's academic, career, and/or social/emotional development at risk.

### **Indirect Services:**

1. Consultation, on behalf of a student, occurs throughout the year. As concerns arise about a student's behavior/discipline, academics, and/or attendance, consultation takes place with the appropriate party. That can include phone calls and/or face-to-face meetings with parents/legal guardians, school staff, and/or community agencies.
2. Referrals to School Based Mental Health services and/or making child maltreatment reports occur on an individual student and as needed basis.
3. Committee member for the following decision making teams: 504, SPED, ESOL, Parent Involvement & Family Engagement, AP, G/T, ACSIP, and District/Building Leadership.

### **Administrative Activities:**

1. Data input for schedule changes occur at the beginning of each semester for Jr High students. Students have the first week to change classes each semester. Schedule input occurs for new students throughout the year.
2. Master Schedule discussions begin at the end of each school year.
3. One training for Parent Involvement occurs during the spring semester of each school year. The fall Parent Involvement training occurs after school hours.
4. Chairing one Parent Involvement meeting occurs each spring.
5. Supervising students in the cafeteria occurs; however, I am allowed to leave if a counseling situation arises.

## **Elementary School and 4th Grade:**

### **Direct Services**

(1) Classroom guidance lessons are scheduled every other week (twice a month) for kindergarten through fourth grade classes. Each class is 30 minutes in length. The classroom teachers schedule their guidance lessons with me in August that best meets their grade level needs. As needs arise the classroom teacher can schedule additional lessons to address any current issues

(2) Individual counseling is available on an as needed basis. Group counseling is offered and scheduled weekly per grade level. The group topic is chosen based on student needs. Student referrals can be made by the student, parents, and/or teacher.

(3) Student support is given when immediate concerns put the students' academic, career, and/or social/emotional development at risk.

### **Indirect Services**

(1) Consultation on behalf of the student occurs throughout the school year.

(2) Referrals to School Based Mental Health services and/or making child maltreatment reports occur on an individual student and as needed basis.

(3) Committee member for the following decision making teams: 504, SPED, ESOL, Parent Involvement & Family Engagement, AP, G/T, ACSIP, and District/Building Leadership.

### **Administrative Activities**

(1) Supervising bus students' arrival daily.

(2) Supervising students in the cafeteria occurs; however, I am allowed to leave if a counseling situation arises.

(3) Chairing one watchdog dad meeting occurs during the fall semester of each school year.

(4) Master schedule discussions begin at the end of each school year.

(5) Scheduling/coordinating watchdog dad visits to classrooms

## Annual Calendars:

### High School:

August - Schedule changes and academic counseling  
 September - Career night for juniors/seniors, parent/guardians, senior credit status letters  
 October - Anti-Drug program  
 November - Schedule visits with colleges/universities representatives  
 December - Help seniors determine career choices  
 January - Administer Student Success Plans  
 February - Course discussions/registrations  
 March - Help seniors with scholarships/college applications, FAFSA  
 April - Plan college day for seniors and awards assembly for all students  
 May - Plan graduation and scheduling for next school year

### Jr High School and 5th & 6th Grades:

August - Academic Counseling Schedule Changes	January - G.U.I.D.E. for Life Interaction
September - Orientation	February - 1. G.U.I.D.E. for Life Decisions (All) 2. 6th-9th Grades: Course Discussions/Registrations
October - Anti-Drug/Bullying	March - G.U.I.D.E. for Life Empathy
November - G.U.I.D.E. for Life Growth	April - 1. Careers (All) 2. 8th & 9th Grades: Student Success Plans
December - G.U.I.D.E. for Life Understanding	May - Transitions to next grade level/building

- **Fall Semester (5th & 6th Grades)**

Puberty/Personal Hygiene class as scheduled by Dawson Co-Op community nurse

**Elementary School and 4th Grade:**

<b><u>August-</u></b> “meet the counselor”	<b><u>January-</u></b> Character Trait- Kindness
<b><u>September-</u></b> Character Trait- Respect	<b><u>February-</u></b> Character Trait- Empathy
<b><u>October-</u></b> anti drug/bullying	<b><u>March-</u></b> Character Trait- Anxiety (self-discipline)
<b><u>November-</u></b> Character Trait- Gratitude	<b><u>April-</u></b> Character Trait- Courage
<b><u>December-</u></b> Character Trait- Compassion	<b><u>May-</u></b> ”career lessons”

**Career Planning Activities:**

**High School:**

- (1) Our students can work hand in hand with our Career Facilitator
- (2) JAG is available for our students to receive real-life work experience
- (3) Courses are offered to allow students to obtain certifications for the school or workplace
- (4) Student Success Plans are completed each year through the Kuder program

**Jr High School and 5th & 6th Grades:**

1. USA.gov is used for career exploration. During classroom guidance lessons, students complete the interest assessment. Based on the students’ results, they are able to use the website to explore various careers in their fields of interest as well as those areas that match with their interest assessments. The G.U.I.D.E. for Life Understanding skills are revisited to reinforce the relationship between their personal strengths, academic achievement, and personal choices and career success.
2. Grade 8 students are required to take a semester of Career Development. During that course, students work on their Student Success Plans through Kuder as well as complete interest surveys and research various careers.
3. Grade 9 students revisit their Student Success Plans through Kuder and revise as needed.
4. Google Forms are used by 8th & 9th grade students as needed to collect information for their Student Success Plans.

**Elementary School and 4th Grade:**

- (1) During classroom guidance lessons students complete the interest assessment
- (2) Career fair occurs in May parent volunteers are asked to speak as well as other professionals about their chosen career. Also during guidance lessons, career bingo is played by students to help familiarize them with various job titles and descriptions of each career. “Career Day” is a special day students can dress up as a firefighter, police officer, etc. and participate in a parade in the school hallways.

## **Interventions for At-Risk Student Drop-Outs**

### **High School:**

- (1) Constant monitoring of each grade level and student for completion of credits, social/emotional issues, absences, and/or academic struggles occur constantly.
- (2) HUB is available for students behind in credits, social/emotional issues, pregnancy, excessive absences, and other issues that may prevent them from obtaining the needed credits to graduate.
- (3) APEX is a credit recovery program that allows our students to recoup credit that was not obtained due to the failure of a class. This is available to 12th grade students principally but 11th grade students can be looked at on an individual basis.
- (4) Virtual Arkansas, APEX, and Lincoln Learning is available for students who want to work from home or in school where a period is allowed for these programs.

### **Jr High School and 5th & 6th Grades:**

1. Attendance, grades, and discipline referrals are used to help determine students that might be at risk of dropping out of school.
2. Individual school counseling is implemented to teach/reinforce individualized interventions/skills.
3. Parental contact is made.
4. Other school/community personnel are consulted as needed. These may include, but are not limited to, SPED/504 Director and committee, Dyslexia Interventionist, Outside Counseling Agencies, and/or Resource Officer.
5. Alternative education placements are considered as needed. These may include, but are not limited to, ALE placement, credit recovery options, blended learning opportunities, and Harmony Grove School District Virtual Academy.

### **Elementary School and 4th Grade:**

- (1) Attendance, grades, and discipline referrals are used to help determine students that might be at risk of dropping out of school.
- (2) Individual school counseling is implemented to teach/reinforce individualized interventions/skills.
- (3) Parental contact is made.
- (4) Other school/community personnel are consulted as needed. These may include, but are not limited to, SPED/504 Director and committee, Dyslexia Interventionist, Outside Counseling Agencies, and/or Resource Officer.
- (5) Alternative education placements are considered as needed. These may include, but are not limited to, ALE placement, credit recovery options, blended learning opportunities, and Harmony Grove School District Virtual Academy.
- (6) At Westbrook Elementary, we strive to build and promote a positive school culture. The classroom teachers who have 100% attendance the most number of days receive \$100 for class supplies.
- (7) Included in our good grade incentive program, we provide an "improvement award" to those who have improved their behavior and/or academics.
- (8) The students who have exhibited good behavior can be nominated to have lunch on Fridays with the school counselor, and on Mondays with our school principal. Students who have made

gains in IREADY are recognized once each nine weeks and wear a “superhero” cape for the day. This promotes a positive school climate as well. We are a bucket filling school which is an anti-bullying program we implement daily. Students share lots of bucket filling stories in guidance classes. They participate in a bucket filling story writing contest and the winner reads their story over the intercom on a weekly basis.

### **Data Sharing of Comprehensive School Counseling Plan**

- Data will be gathered at the end of the 2021-2022 school year.
- Data of the Comprehensive School Counseling Plan will be shared through the following:
  - Presentation at the annual Report to the Public
  - Last ACSIP meeting of the year
  - Inclusion in the 2022-2023 Comprehensive School Counseling Plan, which will be posted on the District Website

### **Results of Annual Comprehensive School Counseling Plan**

- Results of the 2020-2021 Program Goal:
  - Each school counselor provided all students with at least two resources each month to help them adapt academically and socially/emotionally during the Covid-19 pandemic. Resources were shared via face-to-face meetings, which included classroom visits/lessons and small group/individual meetings. Resources were also shared via technology, which included such things as emails, google classroom posts, and website posts.
- Results of the current program goal will be assessed and determined at the end of the 2021-2022 school year after data has been collected.
- Results of the current program goal will be posted in the 2022-2023 school year Annual Comprehensive School Counseling Plan, which will be posted on the District Website.