



Green Forest Schools

Helping all students become successful lifelong learners

Comprehensive School Counseling Program 2021-2022

Green Forest School District Student Services Team

Becky Tharp

K-3 Counselor

870.438.5205

btharp@gf.k12.ar.us

Cody Sanders

4-7 Counselor

870.438.5129

csanders@gf.k12.ar.us

Karen Westcott

8-12 Counselor

870.438.5203

kwestcott@gf.k12.ar.us

Jonie Standlee

8-12 College/Career Counselor

870.438.5203

jstandlee@gf.k12.ar.us

Emily Smith, RN

K-3 School Nurse

870.438.5205

esmith@gf.k12.ar.us

Regina Rinehart

4-8 School Nurse

870.438.5129

rrinehart@gf.k12.ar.us

Judy Morris, RN

9-12 School Nurse

870.438.5203

jmorris@gf.k12.ar.us

Chenal

School Based Mental Health

870.438.5204

Trish Evans

SPED Director

870.438.5645

tevans@gf.k12.ar.us

Terry Darnell

Federal Programs Coordinator

870.438.5201

tdarnell@gf.k12.ar.us

Danette Chaney

K-3 Principal

870.438.5205

dchaney@gf.k12.ar.us

Chandra Anderson

4-5 Principal

870.438.5129

canderson@gf.k12.ar.us

Keri Tackett

6-8 Principal

870.438.5242

ktackett@gf.k12.ar.us

Tim Booth

9-12 Principal

870.438.5203

tbooth@gf.k12.ar.us

Dr. Matt Summers

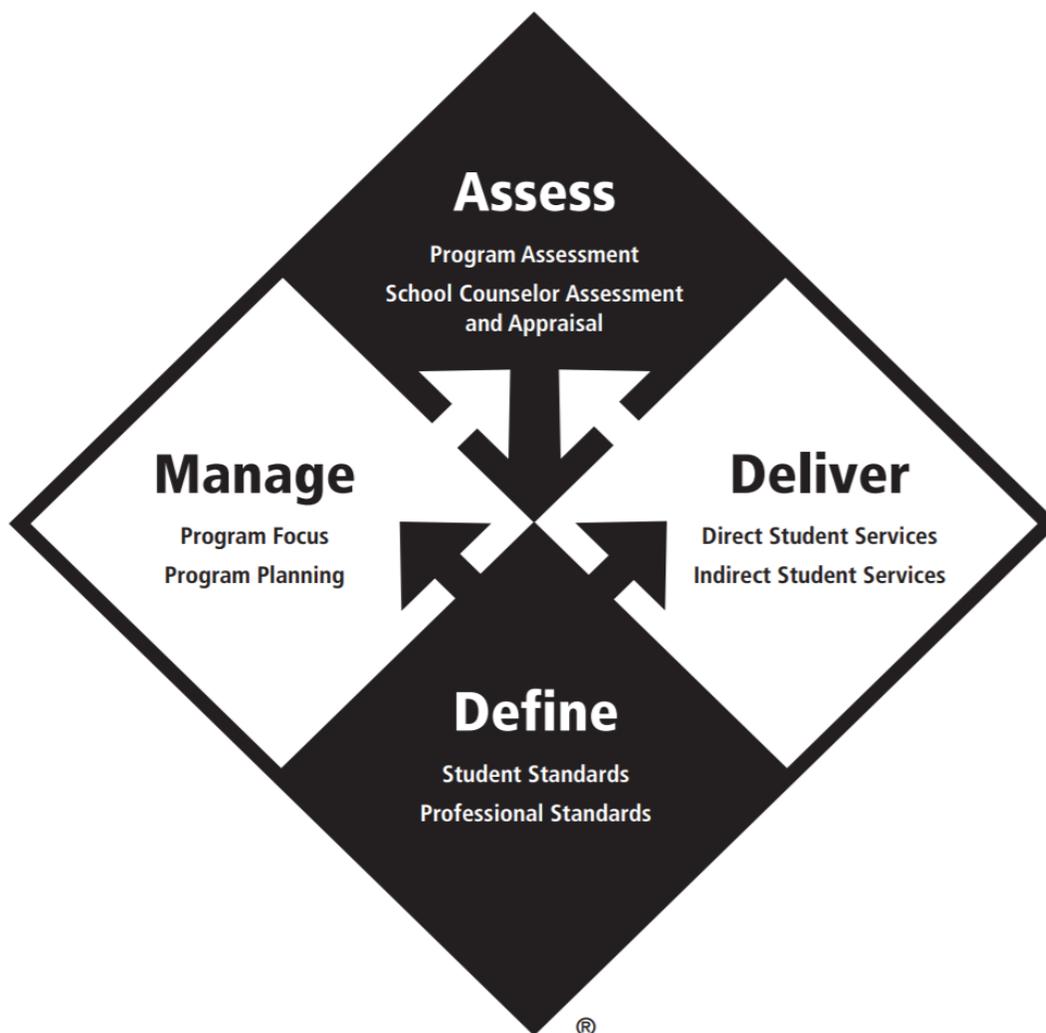
District Superintendent

870.438.5201

msummers@gf.k12.ar.us

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA) NATIONAL MODEL

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators, and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement. As a result, the American School Counselor Association (ASCA) created the ASCA National Model, which is a framework for a comprehensive, data-driven school counseling program - a model implemented by the Green Forest School Counseling Program.



FOUNDATION (DEFINE)

Beliefs

- All students have the right to see a professional, highly trained and qualified, licensed school counselor.
- All students have the right to be challenged and supported by the counselor, administrators, parents, and staff.
- All students have the right to have a program that meets their unique needs.
- All students have the right to be loved, nurtured, and led by example.
- All students can achieve academic, career, and personal/social success.

Vision

All students will experience a guidance and counseling program, which is comprehensive in scope, preventative in design, and developmental in nature. All students deserve to be loved, nurtured, and challenged so they become unique, fully functioning members of society.

Mission

The purpose of the guidance and counseling program is to provide planned, comprehensive, developmentally age-appropriate and sequential programs and services by a licensed school counselor that address the personal, social, academic, and career development of all students. As educators, parents, and the community working together, school counselors help ensure that all students have access to the knowledge and skills necessary to maximize student potential and academic achievement, ultimately enabling our students to become successful and productive citizens in a quickly changing, multicultural world.

Program Goals

- Provide guidance in making career decisions
- Ensure equitable access to educational opportunities
- Provide a high-quality school counseling program
- Collect and analyze data to determine areas of strength and areas of need
- Provide a safe and secure learning environment
- Develop students' ability to cope with crisis through effective social, emotional, and problem-solving skills.
- Provide post-pandemic support groups.
- Provide staff with professional development on social/emotional support opportunities

STANDARDS AND COMPETENCIES

ASCA School Counselor Professional Standards and Competencies (2019)

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA Ethical Standards for School Counselors (2016)

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

ASCA Mindsets and Behaviors for Student Success: College- and Career- Readiness Standards for Every Student (2014)

<https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors>

G.U.I.D.E. for Life

<http://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life>

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MANAGEMENT (MANAGE)

The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan. Green Forest School counselors will use a variety of supports provided by the ASCA and the Arkansas ADE to establish program and personal goals including the ASCA Counseling Program Self-Assessment, the ASCA Use of Time Calculator, and the Arkansas Annual Administrative Conference.

GREEN FOREST SCHOOL COUNSELOR USE OF TIME

Green Forest School Counselors developed a data-driven, evidence based school counseling program. It follows the ASCA National Model recommendations of 90% of our time being spent with direct and indirect counseling and 10% on administrative activities.

ANNUAL ADMINISTRATIVE CONFERENCES

It is considered best practice for counselors to have an annual administrative conference. It is an imperative way to share information and for counselors to advocate for school counseling programs and how they impact students. An [Annual Administrative Conference](#) report can be obtained from counselors upon request.

ADVISORY COUNCIL

It is recommended that School Counselors meet regularly with an advisory council consisting of stakeholders such as other mental health providers, administrators, school nurses, teachers, parents, and students. The goal of an advisory council is to allow these stakeholders to help shape the school counseling program. School Counselors may choose to form their own advisory council, or they may choose to funnel this function through an already existing committee such as the school health and safety committee. It is advisable to meet at least once each semester to share information about your program and get feedback.

DATA USE IN COUNSELING

Green Forest School Counselors utilize data to drive the comprehensive school counseling program. This is accomplished by analyzing data from students and staff needs assessments. Additional data can also be accessed through eSchool/Cognos (e.g., attendance reports), and the **ADE Data Center** (e.g., district and school report cards/school profile data).

GUIDANCE & SCHOOL COUNSELING FACILITIES

Each building provides appropriate facilities to ensure effective confidential counseling to meet individual needs of students. Each counselor will have private office space, private phone lines, computer and data processing tools.

ACTION PLANS

Upon the completion of the 2021-2022 school year, all Green Forest School Counselors will provide interventions to targeted groups in areas of need as identified by each individual counselor in their specific school. These interventions will reflect the strategies presented in the bi-annual advisory council meetings

Green Forest Elementary School
Green Forest Intermediate School
Green Forest Middle School

DELIVERY (DELIVER)

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Direct/indirect services are those that are provided directly to students. Administrative activities are those that are not direct, but are related to the counseling program and Public School Student Services program implementation.

GUIDANCE AND COUNSELING SERVICES: Ninety percent of counselor time involves direct and indirect counseling services to students, and 10% of the time involves administration activities related to guidance/counseling/career awareness and planning in school counseling programs.

Direct Services mean services that are provided through face-to-face contact with students, can include without limitation:

- Classroom guidance, which shall be limited to 40 minutes of class session and not to exceed three per day and ten per week. (Arkansas School Law Annotated Code 6-18-2002)
- Individual and group counseling
- Responsive services on behalf of students whose immediate personal concerns and problems put the student's academic, career, or social and emotional development at risk (including the administration of a risk-assessment)
- Interventions for students that are at risk of dropping out of school or exhibiting dangerous behaviors (such as drug use, self-harm, gang activity)

One of our major goals of the counseling program for grades K-12 is to continue improving our students' self-esteem through self-knowledge, educational and occupational exploration, and career planning. It is our desire to improve student achievement, behavior, and school climate by addressing self-esteem through each of the areas above. We want our students to equate school achievement and success with eventual positive work roles. The guidance and counseling program begins in kindergarten and continues to build each year on this lifelong process influencing our students' future careers.

Counselors visit classrooms on a regular basis. We discuss many positive choices in life, but one of our most important discussions is regarding occupations and future career goals. Students

enjoy discovering what interests them the most in the world of work. There are different age-appropriate activities planned for each grade level.

The Arkansas Department of Elementary and Secondary Education recommends counselors address Academic Development, Career Development, and a student's Personal and Social Domain. We are adequately addressing each of these areas with the plan of action outlined in this document. Below are some areas the counselors emphasize when visiting with students.

K-8 Monthly Counselor Guidance Emphasis

Orientation to Guidance (Aug.)

Respect (Sept.)

Organization & Study Skills

Optimism (Oct.)

Substance Abuse/Decision Making

Courage (Nov.)

Bullying/Conflict Resolution

Compassion (Dec.)

Decision Making/Problem Solving

Patience (Jan.)

Personal Safety Skills/Boundaries

Honesty (Feb.)

Developing a Positive Self-Concept

Sportsmanship (Mar.)

Group Membership Skills

Responsibility (Apr.)

Relationship Skills/Friendship

Cooperation (May)

Career Awareness/Goal Setting

Grades 9-12 Emphasis

Additional focus is placed on College and Career Readiness Programs (CCRs), ACT and AP Testing, Scholarships, and Graduation Requirements throughout the year.

Indirect Services mainly involve consultation between a student, a parent/guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs, and include without limitation:

- Interpretation of augmented, criterion-referenced and norm-referenced assessments for students and parents
- Improving the culture and climate in the school so that all students can feel that they are in a safe and supportive environment
- Serving as a contributing member of decision-making teams (such as RTI, ELL, parental involvement, GT)
- Providing a career planning/academic advising process

STUDENTS

Counselors serve the needs of all students by assisting them in learning how to...

- build positive relationships with others
- develop good character
- explore feelings/emotions
- develop positive behaviors
- learn coping skills
- develop problem solving skills
- understand differences
- understand the facts about chemical dependency
- deal with losses
- handle and recognize peer pressure
- be responsible
- develop study skills
- stand up for what they believe
- handle failure and success
- adjust to school/school phobia
- learn self-control and self-management techniques

PARENTS

Conferences can be initiated by you or the counselor to discuss any concerns you might have, such as...

- referrals to outside agencies for more in-depth help
- review test or cumulative records
- behavior management
- absences

- academic problems
- accepting a child's exceptional abilities
- facilitate conferences for parent, teacher, or principal
- assist with crisis intervention
- offer assistance for you in helping your child with death, divorce, etc.

Administrative Activities should be limited to 10% of School Counselors' contact time.

Administrative activities include activities that are not directly related to the comprehensive counseling program and are absent from any direct student services or interaction, including without limitation:

- Coordinating state assessments, cognitive achievement assessments, AP programs, and language acquisition testing programs
- Developing master schedules
- Involvement with teams such as 504, RTI, ELL, parental involvement, data entry, AP and GT programs
- Monitoring students (duty) in common areas such as the cafeteria, hallway, playground, or bus area.

School Counselors will not take disciplinary action, administer discipline, witness corporal punishment, or be involved in disciplinary action; administer psychological evaluations (unless certified and assigned part-time as an educational examiner); and assume the role of principal, clerical, or substitute teaching duties. (ASCA National Model 4th edition)

OTHER COMPONENTS OF THE COMPREHENSIVE COUNSELING PROGRAM

1. UNDERSTANDING THE RELATIONSHIP BETWEEN CLASSROOM PERFORMANCE AND SUCCESS IN SCHOOL - School counselors develop and organize guidance activities, as needed. Green Forest School classroom guidance activities utilize developmentally appropriate counseling-related curricula that can include, but is not limited to, social/emotional learning, bullying, suicide prevention, career awareness, and grade and building-level transitions.

2. ACADEMIC ADVISEMENT- Counselors act in a consulting capacity at all levels in guiding students toward educational and career objectives. In grades K-12, academic goals and advisement are shared in counselor/student conferences. An RTI process is implemented, if needed. In Intervention meetings, each student's progress is discussed. In grades 6-12, students receive assistance in course selection by certified personnel during the spring semester. Counselors may use ACT Aspire, as well as parent and student input to advise for course selection.

3. ORIENTATION OR TRANSITION- Orientation programs in Green Forest Schools are developed in collaboration with the School Student Services Team. New students who enroll in Green Forest School receive information and tours of the school through various programs. Building-level transitions include touring or participating in a new student orientation arranged within the Green Forest School District.

4. INTERPRETATION OF STUDENT ASSESSMENTS - Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

5. CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS- Green Forest School counselors provide a career planning process for students to include career awareness, employment readiness, career information, and/or the knowledge and skills necessary to achieve career goals. School counselors provide materials on career exploration, interest inventories, and post-secondary planning through the G.U.I.D.E for Life Program, as well as other resources.

6. PROVIDING SOCIAL AND EMOTIONAL SKILL DEVELOPMENT - Essential social/emotional skill building will help promote cultural awareness, positive communication and relationship skills, collaboration with others, and responsible decision making. These skills, when taught and practiced in the classroom, will help to 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.

7. BULLYING PREVENTION- Green Forest Counselors help prevent bullying through conflict resolution. These services include educational and social programs which help students develop skills enabling them to resolve differences and conflicts. Students are exposed to the definition of bullying and ways to handle bullying situations. The bullying definition and consequences are found in the Green Forest School Handbook. A school administrator who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

8. SUICIDE PREVENTION - The counselor supports suicide prevention efforts in the school. They work with students who are at risk for suicide, address developmentally appropriate prevention strategies, and provide awareness information to all stakeholders so that students and adults are aware of signs of risk for suicide. Counselors also help provide support for students, families, and staff within the school's response protocols in the event that a suicide does occur.

9. AT-RISK STUDENTS- Students are considered at-risk if they are experiencing educational, social, financial, mental, physical, and/or familial difficulties. Green Forest School counselors and administrators work to provide support to at-risk students. Alternatives for educational placement may be discussed. A Family in Need of Service (FINS) affidavit may also be filed if deemed necessary. For students who fail to reach proficiency on state-mandated assessments, Green Forest Schools creates a student's Academic Improvement Plan.

ACCOUNTABILITY (ASSESS)

Accountability and evaluation of the school counseling program are absolute necessities. Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that has been collected and make program decisions based on the results. Initially, the counselor will develop or review a school data profile and answer some guiding questions such as: what are the strengths in the school, what concerns do you have about the data, are there achievement gaps, has attendance changed over time, and are there safety concerns? This exercise is important for school counselors so that they understand how the data was collected and how to interpret the data. Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program.

Along with developing annual outcome goals, Green Forest School Counselors use other tools, listed below in this section, to manage the comprehensive school counseling program. One specific tool is the [Comprehensive School Counseling Self-Assessment](#) (deemed best practice.) These assessments can be obtained from each specific counselor upon request.

In the state of Arkansas, School Counselors take part in the Arkansas Teacher Excellence and Support System (TESS).

[TESS Smart Card for Counselors](#)

[TESS Rubric for Counselors](#)

[TESS Examples of Artifacts for Counselors](#)

Additional Resources

- Act 190 – The School Counseling Improvement Act of 2019
- Division of Elementary and Secondary Education – Guidance and School Counseling
- ASCA Toolkit: Crisis Planning and Response During a Pandemic/Virtual School Counseling
- G.U.I.D.E. for Life Program

If we can assist you any further, please don't hesitate to contact us.

Thank you,

Green Forest School District Counselors

Becky Tharp
K-3 Counselor
870.438.7036
btharp@gf.k12.ar.us

Karen Westcott
8-12 Counselor
870.438.7038
kwestcott@gf.k12.ar.us

Cody Sanders
4-7 Counselor
870.438.7037
csanders@gf.k12.ar.us

Jonie Standlee
8-12 College/Career Counselor
870.438.7039
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