**De Queen School District Comprehensive School Counseling Program**

**2022 - 2023**

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**De Queen School District Counselors and Administrators**

**Superintendent: Jason Sanders**

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| **De Queen High School**140 School DriveDe Queen, AR 71832870-642-2426fax: 870-642-4931Principal: Audrey ChandlerAsst. Principal: Murray Neeley **Counselors:** Sally Hennard phone extension - 237 shennard@dequeenleopards.orgRamona Hill phone extension - 227 rhill@dequeenleopards.org  | **De Queen Junior High**1803 West Coulter DriveDe Queen, AR 71832870-642-3077fax: 870-642-3355Principal: Bill HuddlestonAsst. Principal: Jeff Holcombe**Counselor:** Sandy Moore phone extension - 358 smoore@dequeenleopards.org  |
| **De Queen Middle School**1803 West Coulter DriveDe Queen, AR 71832870-642-2428fax: 870-642-5857Principal: Brandon LindleyAsst. Principal: Jonathan Lindsey**Counselor:** Gabriela Elizondo-Balderas phone extension - 244 gbalderas@dequeenleopards.org  | **De Queen Elementary School**233 Treating Plant RoadDe Queen, AR 71832870-584-4311fax: 870-642-8582Principal: Terri PhillipsAsst. Principal: Rachell Runnels**Counselors:**  Cassady Crocker (mornings)phone extension - 276 ccrocker@dequeenleopards.org Sarah Greenphone extension - 289sgreen@dequeenleopards.org |
| **De Queen Primary School**235 Treating Plant RoadDe Queen, AR 71832870-642-3100fax: 870-642-7360Principal: Amy BarkerAsst. Principal: Kayla Morris**Counselors:** Angela Lindlyphone extension - 273 alindley@dequeenleopards.org Cassady Crocker (afternoons)phone extension - 274ccrocker@dequeenleopards.org  |

***FOUNDATION/DEFINE***

**Belief Statement**

* Each student is unique and capable of achievement.
* All students learn best in an environment that is disciplined, fosters respect for authority, and encourages learning.
* All students learn best when family members are actively involved in their education.
* School counselors are professionals who work continuously to upgrade their knowledge and engage in activities that enhance their effectiveness.
* Counselors will work in partnership and demonstrate an active commitment to meet the needs of all students and varying levels of development.
* Counselors and the community will recognize ethnic and cultural diversity and encourage an understanding and awareness of differences.
* Counselors make data-driven decisions to better serve the needs of all students.
* Education is lifelong learning and learning for life.

**Vision Statement**

The vision of the De Queen School District counseling program is to nurture academic, career, and personal/social growth for all students to be able to achieve their full potential through a comprehensive school counseling program.

**Mission Statement**

The mission of the De Queen counseling program is to address the needs of the whole child. This will be achieved by providing a comprehensive, developmentally appropriate counseling program focused on academic, personal/social, and career education within a supportive, caring, and nourishing environment. This will allow all students to achieve success and be prepared to lead fulfilling lives as productive members of society.

**Program Goals**

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| De Queen Primary SchoolComprehensive Counseling Goal2022-2023 |
| Our goal is to decrease office discipline referrals by 3% for the 2022-2023 school year.  |
| **Year** | **Number of Office discipline referrals**  |
| 2021-2022 | 226 |
| 2022-2023 |  |
| **Action Plans:*** Improve and build upon the Bucket Filler program to create a more proactive approach to positive behavior incentives in the school.
* Teach classroom guidance lessons that focus on positive behavior and good character traits.
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| De Queen Primary SchoolComprehensive Counseling Goal2021-2022 |
| Our goal this year is to monitor and improve the number of students with unexcused absences (excluding Covid related issues).  |
| **Year** | **Attendance Rate** |
| 2020-2021 | 87.88% |
| 2021-2022 | 88.14% |
| **Action Plans:*** Counselors will work with the principal and assistant principal to develop a protocol to follow to address student absences.
* Counselors will work with the principal and assistant principal to develop positive reinforcements for students who have good/perfect attendance.
* Counselors will consult with principals and classroom teachers about student attendance issues.

**Data Review/Assessment:*** Data shows a slight increase in the attendance rate from the previous school year.
* Attendance rate went up .26%.
* The action plan was helpful in increasing student attendance, but not as effective as we would like.
* The action plan needs to be revisited with the possibility of adding more strategies to increase student attendance rate.
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| De Queen Elementary SchoolComprehensive Counseling Goal2022-2023 |
| Our goal is to increase teacher perception of the efficacy of positive behavior incentives for students by 3% |
| **Year** | **Pre-Survey** | **Post-Survey** |
| 2022-2023 | (data will be collected first month of school) | (data will be collected last month of school) |
| **Action Plans:*** Implement “Cubs with Character”. A behavior program that focuses on and recognizes good character among students.
* Teach classroom guidance lessons that focus on positive behavior and good character traits.
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| De Queen Elementary SchoolComprehensive Counseling Goal2022-2023 |
| Our goal is to decrease office discipline referrals by 3% for the 2022-2023 school year.  |
| **Year** | **Number of Office discipline referrals**  |
| 2022-2023 |  |
| 2021-2022 | 232 |
| 2020-2021 | 172 (many students were enrolled in virtual school) |
| 2019-2020 | 215 (only 3 nine weeks due to Covid-19) |
| **Action Plans:*** Implement “Cubs with Character”. A behavior program that focuses on and recognizes good character among students.
* Teach classroom guidance lessons that focus on positive behavior and good character traits.
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| De Queen Elementary SchoolComprehensive Counseling Goal2021-2022 |
| Our goal is to decrease the number of students who make repeat visits to in-school detention due to discipline referrals. We believe it’s important for students to be in the classroom to receive the greatest benefit from academic as well as social-emotional learning. (The 2020 data below represents only the first three nine weeks of school due to COVID-19.) |
| **Year** | **Number of Students with Repeat Visits to Detention** | **Students with Four or More Visits to Detention** |
| 2022 | 29 | 14 |
| 2021 | 30 | 10 |
| 2020 (only 3 nine weeks) | 41 | 9 |
| 2019 | 58 | 19 |
| 2018 | 38 | 6 |
| **Action Plans:*** Counselors will visit with students when in detention.
* Counselors will schedule individual counseling sessions with students after their second visit to detention.
* Counselors will consult with principals and classroom teachers about behavior issues and behavior modifications.

**Data Review/Assessment:*** Data shows a continuing improvement in the number of students with repeat visits to detention.
* However, data shows an increase in the number of students with four or more visits to detention since the 2020 school year.
* It is difficult to judge the reliability of this data because of effects of the Covid-19 pandemic. The 2020 school year was not completed and not all students were on campus due to the Covid-19 pandemic in school year 2020-2021. School year 2021-2022 is the first year all students have been on campus for a complete school year since 2019-2020.
* Despite counselor efforts, the desired results were not seen in reaching our goal. However, it is difficult to know the reason(s) since our data can not be validly compared year to year.
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| De Queen Middle SchoolComprehensive Counseling Goal2022-2023 |
| There has been a growing trend of students with tobacco/e-cigarette/vaping device violations. Our goal is to decrease the number of students who have tobacco/e-cigarette/vaping devices violations.  |
| **Year** | **Number of Students with tobacco/e-cigarette/ vaping devices violations.** |
| 2022 | 13 |
| 2021 | 10 |
| 2020 (only 3 nine weeks) | 1 |
| **Action Plans:*** The Counselor will continue to promote Red Ribbon Week and educate students on the dangers of tobacco/e-cigarette/vaping devices.
* The Counselor will schedule individual counseling sessions with students after their first visit violation.
* The Counselor will consult with principals and/or parents to look for outside resources should the student need help quitting.
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| De Queen Middle SchoolComprehensive Counseling Goal2021-2022(continued from 2020-2021) |
| Our goal is to decrease the number of students who make repeat visits to in-school detention due to discipline referrals. We believe it’s important for students to be in the classroom to receive the greatest academic as well as social-emotional learning. (The 2020 data below represents only the first three nine weeks of school due to COVID-19.) |
| **Year** | **Number of Students with Repeat Visits to Detention** | **Students with Four or More Visits to Detention** |
| 2022 | 33 | 10 |
| 2021 | 16 | 3 |
| 2020 (only 3 nine weeks) | 15 | 7 |
| 2019 | 20 | 5 |
| 2018 | 21 | 9 |
| **Action Plans:*** The Counselor will schedule individual counseling sessions with students after their second visit to detention.
* The Counselor will consult with principals and classroom teachers about behavior issues and modifications.

**Data Review/Assessment:*** Data shows that the number of students with repeat visits to detention has increased by one student.
* Data shows that the number of students with four or more visits to detention has decreased by four students.
* The data may not be reliable because not all the student population was on site for instruction in the 2020-2021 school year.
* Counselor has decided to use the same goal as last year since there will be more students returning to on-site instruction in 2021-22 school year and the continued issues with student detention.
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| De Queen Junior HighComprehensive Counseling Goal2022-2023(continued from 2020-2021 and 2021-2022) |
| Our goal is to decrease the number of students sent to the counselor’s office because of bullying incidents. We believe that this has led to an increase in the number of students who have attendance problems and lower grades. The 2020 data below represents only the first three nine weeks of school due to COVID-19.Because of the large increase in mental health referrals for anxiety and panic attacks the counselor has decided to include anxiety and panic attacks. We believe this has led to an increase in problems with students who are absent only one or two periods a day. |
| **Year** | **Students Sent to Counselors Office Related to Bullying Anxiety and Panic Attacks** |
| 2023 |  |
| 2022 |  53 41 |
| 2021 |  30 10 |
| 2020 (only 3 nine weeks) |  36 3 |
| 2019 |  47 7 |
| 2018 |  49 2 |
| **Action Plans:*** Counselor will create new bullying programs for the classroom.
* Counselor will work with students who are having problems with their peers.
* The Counselor will work with principals, classroom teachers, and resource officers about behavior issues and the consequences that will occur if that behavior continues.
* The Counselor will keep teachers informed on where bullying incidents are occurring the most.
* The Counselor will include school nurse, mental health, and resource officers in training of teachers, and delivering classroom lessons.

**Data Review/Assessment:*** Data shows a decrease in the number of students sent to the counselor’s office for services.
* Data shows a decrease in the number of students whose parents requested mental health services for bullying.
* Reliability based on the number of students selecting virtual learning because of Covid-19 could have had an effect on these numbers.
* The counselor has decided to keep this goal for the 2021-2022 school year because of the large student population returning this fall and the continuing issues with bullying in the school setting.
* Data from 2021-2022 showed an increase in teacher, student, and parent referrals.
* The counselor has decided to keep this goal for the 2022-2023 school year because of the increase in student referrals. And include anxiety and panic attack programs for teachers and students because of the sharp increase in referrals to the counselor and mental health services.
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| De Queen High SchoolComprehensive Counseling Goal2022-2023Continued from 2021-2022 |
| Our goal is to decrease the number of students with unexcused absences. We believe it’s important for students to be in the classroom to receive the greatest academic as well as social-emotional learning. The 2020 data below represents only the first three nine weeks of school due to COVID-19. |
| **Year** | **Attendance Rate** |
| 2022 | 88.44 |
| 2021 | 90.40 |
| 2020 (only 3 nine weeks) | 93.88 |
| 2019 | 93.45 |
|  2018 | 93.38 |
| **Action Plans:*** Counselors receive attendance notes.
* Counselors will consult with students who are in danger of failing classes due to absenteeism.
* Counselors will consult with guardians and establish a plan to increase attendance.
* Counselors and staff will call guardians to check on absentees.

**Data Review/Assessment:*** **APSCN reports indicate a drop in the attendance rate.**
* **COVID numbers spiked during the first semester affecting the attendance rate.**
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| De Queen High SchoolComprehensive Counseling Goal2021-2022 |
| Our goal is to increase the graduation rate. We believe that all students need a high school education regardless of the career path they choose.  |
| **Year** | **Percentage of students graduating on time** |
| 2022 | Waiting on official report |
|  2021 |  92.7% |
|  2020 | 88% |
|  2019 | 87% |
| 2018 | 85.3% |
| 2017 | 92.4% |
| **Action Plans:**  * Counselors will visit with students who have grades less than a C at mid- nine weeks as well as the end of the nine weeks.
* Counselors/Principal will notify the parent and schedule a failing grade conference.
* A plan of action will be determined in order for the student to receive a high school diploma.

**Data Review/Assessment:*** **We will continue monitoring attendance and graduation rates through APSCN reports.**
* **The School Report Card indicated a significant increase in the graduation rate.**
* **Use of immediate credit recovery has made an impact on the graduation rate.**
* **The attendance rate has increased due to reports of continuing Covid quarantines.**
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***MANAGEMENT/MANAGE***

**Data Use in Counseling**

Data from sources such as eSchool, Cognos, SmartData, surveys, and the Arkansas Comprehensive School Counseling Self-Assessment is analyzed and used to identify access barriers, equity issues, and gaps in student support. This data is used to develop counselors’ goals and to assess our comprehensive school counseling program.

**Program Assessment**

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| Arkansas Comprehensive School Counseling Self-Assessment |
| **Component One** |
| **Criteria** | **Area for Program Growth** | **Developing** | **Area of Program Strength** |
| **FOUNDATION/DEFINE** |
| **School Counselors** |
| The Comprehensive School Counseling Plan includes the name and contact information for all school counselors in the district. |  |  | ✔ |
| **Beliefs** |
| Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students. |  |  | ✔ |
| **Vision Statement** |
| Vision statement is developed, aligned with school/district goals, is clearly articulated, and includes the counseling program’s beliefs. It provides a clear picture of student success long term. |  |  | ✔ |
| **Mission Statement** |
| Mission statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what your program will provide for your students (academically, socially/emotionally, and for careers. |  |  | ✔ |
| **Program Goals** |
| What issues do you think might be important in your school? Are they academic, related to behavior, or attendance? Reflect on potential goals you might want to develop. |
| Data sources are identified and the process for reviewing the data is developed. |  | ✔ |  |
| Growth, barriers to learning, or student needs have been addressed by your school counseling program. |  | ✔ |  |
| Data has been reviewed. Areas of strength have been identified. |  | ✔ |  |
| Growth, gaps, or student needs have been addressed by your school counseling program. |  | ✔ |  |
| Resources are available to address the areas for growth, gaps, or student needs. |  | ✔ |  |
| Program goals have been developed and reflect the Vision and Mission Statements. |  |  | ✔ |
| Action steps or tasks have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns. |  | ✔ |  |
| Student outcomes have been clearly identified and articulated including the tools used to determine student outcomes. School counseling program data will be used to provide direction to the comprehensive counseling program. |  | ✔ |  |
| **Component Two** |
| **Criteria** | **Area for Program Growth** | **Developing** | **Area of Program Strength** |
| **PROGRAM MANAGEMENT/MANAGE** |
| **School Counseling Program Assessment** |
| The Comprehensive School Counseling Program Self-Assessment has been completed and areas to address are identified. |  | ✔ |  |
| **Use-of-Time Assessment** |
| A use-of-time assessment is implemented in the comprehensive school counseling program. | ✔ |  |  |
| The school counselor provides direct and indirect services to students 90% of the time each month. |  | ✔ |  |
| The school counselor completes administrative activities no more than 10% of the time each month during student contact days. |  | ✔ |  |
| **Annual Administrative Conference** |
| An annual agreement has been created and signed by each school counselor and his/her supervising administrator. The agreement identifies the school counselor roles and responsibilities, and the school counseling program goals. The agreement also establishes the guidelines for the provision of direct counseling services and administrative activities. Professional development needed to implement the counseling program is identified in the agreement. |  | ✔ |  |
| **Advisory Council** |
| The counseling program includes provisions for an advisory council. The advisory council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program. |  | ✔ |  |
| **Calendars (Annual and Weekly)** |
| Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselor and stakeholders as needed. |  |  | ✔ |
| Calendars are aligned with the program goals, vision, mission, and the planned use of time indicated in the administrative annual conference. |  | ✔ |  |
| **ASCA School Counselor Professional Competencies and Ethical Standards** |
| ASCA School Counselor Professional Standards and Competencies and Ethical Standards have been reviewed. |  |  | ✔ |
| The counselor abides by the Code of Ethics for Arkansas Educators. |  |  | ✔ |
| **Component Three** |
| **Criteria** | **Area for Program Growth** | **Developing** | **Area of Program Strength** |
| **DELIVERY/DELIVER** |
| **Direct Counseling** |
| Individual and group counseling is available to all students. |  |  | ✔ |
| The counselor delivers school counseling core curriculum lessons to classroom groups - No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week. |  |  | ✔ |
| Orientation/Transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students. |  |  | ✔ |
| Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle, and high school. |  | ✔ |  |
| Interpretation of student academic and educational assessment results is provided. | ✔ |  |  |
| The counselor provides support to students to help them understand the relationship between classroom performance and success in school. |  |  | ✔ |
| The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life. |  | ✔ |  |
| Bullying prevention is developmentally appropriate in design and delivery within the school. |  |  | ✔ |
| Suicide prevention is developmentally appropriate in design and delivery within the school. |  |  | ✔ |
| The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age-appropriate career planning process. |  |  | ✔ |
| The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits, accessibility to resources, providing student surveys and inventories, and using data to support students who show potential to engage in rigorous coursework. |  |  | ✔ |
| Parents are encouraged to build partnerships with their student’s career planning process. |  | ✔ |  |
| **Component Four** |
| **Criteria** | **Area for Program Growth** | **Developing** | **Area of Program Strength** |
| **ACCOUNTABILITY/ASSESS** |
| **School Counseling Program Assessment** |
| The Comprehensive School Counseling Program Self-Assessment has been revisited and areas to address are identified. |  |  | ✔ |
| **Data Tracking** |
| School data results are analyzed, and implications for results over time have been considered. | ✔ |  |  |
| Use-of-time assessments are analyzed and used to guide decisions for the school counseling program. |  | ✔ |  |
| **Program Results (Process/Participation, Perception/Mindsets and Behaviors, and Outcome Data)** |
| Participation, MIndsets and Behaviors, and outcome data results are analyzed, and data is used to develop the comprehensive school counseling program. |  | ✔ |  |
| Program results are shared with stakeholders. |  | ✔ |  |
| **Evaluation and Improvement** |
| The school counselor uses results from the program evaluation and other data sources to develop the comprehensive school counseling program and update the program annually as needed. |  |  | ✔ |
| The school counselor reflects on the comprehensive counseling program, identifies areas of strength, and identifies areas for improvement. |  |  | ✔ |
| Evaluation results data are presented to others (school, district, and/or other stakeholders). |  | ✔ |  |
| The school counselor recommends changes/updates to the comprehensive school counseling program based on data and results. |  | ✔ |  |
| **Component Five** |
| **Criteria** | **Area for Program Growth** | **Developing** | **Area of Program Strength** |
| Administrative activities are activities that are not directly related to the comprehensive school counseling program and are absent of any direct or indirect student services or interaction. |
| **Administrative Activities** |
| The counselor coordinates state and local assessments, 504 teams, ESOL committees, RTI or PBIS teams, family and community engagement activities, and any other chair/coordination of programs or meetings. |  |  | ✔ |
| The counselor does data entry or scheduling for the school or district. |  |  | ✔ |
| The counselor is assigned supervisory duties in common areas of the school (cafeteria, playground, hallways, bus lines). |  |  | ✔ |

**Use of Time**

School counselors meet the requirements of Act 190 by providing direct and indirect services for 90% of their time and by providing administrative services for 10% of their time. De Queen School Counselors have the following roles:

Angela Lindly (primary) - K & 1st grades counselor, building test coordinator, morning duty

Cassady Crocker (primary and elementary) - 2nd & 3rd grades counselor, 504 coordinator, after school walker duty

Sarah Green (elementary) - 4th & 5th grades counselor, building test coordinator,

after school walker duty

Gabriela Balderas (middle) - 6th & 7th grades counselor, building test coordinator, report cards

Sandy Moore (junior high) - 8th & 9th grades counselor, building test coordinator, scheduling, transcripts & report cards

Ramona Hill (high school) - 10th, 11th, & 12th grades counselor, ACT/SAT supervisor, scholarship coordinator, transcripts, scheduling, direct/indirect and group counseling

Sally Hennard (high school) - 10th, 11th, and 12th grades counselor, building test coordinator, transcripts, report cards, scheduling, direct/indirect and group counseling

**Annual Administrative Conferences**

The beginning of each school year, counselors and administrators in each building meet to discuss the school counseling program. During this meeting, the Annual Administrative Conference form is used. School counselor roles and responsibilities for the school year are discussed. This includes data, goals, school counselors’ use-of-time, caseload, administrative duties, professional development and budget for the school year. This conference allows for a collaborative approach of the program to ensure the program is directly impacting the needs of the students at De Queen School District.

**Advisory Council**

The advisory council will meet twice a year beginning 2022-2023 school year. During these meetings stakeholders will discuss program goals, plans to address goals, school data, needs or gaps for students, and provide feedback on the counseling program. During this time counselors will also take the time to explain to stakeholders what a comprehensive school counseling program consists of.

**Annual Calendars**

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| --- | --- | --- | --- |
| ***Primary and Elementary*** ***Schools*** | ***Middle School*** | ***Junior High School*** | ***High School*** |
| **August** |
| \*scheduling (before students’ 1st day)\*welcome new students\*Back to School Night\*send home HAC information for parents\*classroom lessons\*Google Form check-in with students\*weekend food bags  | \*scheduling\*welcome new students\*Back to School Night\*send home HAC information for parents and teach students to use HAC\*classroom lessons\*Google Form check-in with students\*weekend food bags  | \*individual meeting with students who have been identified as homeless\*academic registration\*testing calendars\*HAC information dissemination\*transcript reviews\*scholarship information\*Friday food distribution | \*Academic registration for new and returning students\*Testing calendars\*HAC information dissemination\*Club/Organization information\*College/Armed Service visits\*ACT/SAT registrations\*Transcript reviews\*Scholarship Information\*Food distribution on Friday |
| **September** |
| \*classroom lessons (Empower Me)\*Kindness Week\*weekend food bags  | \*classroom lessons\*Kindness Week\*weekend food bags  | \*work with students on how to report bullying and threats of suicidal ideation\*bullying prevention programs\*individual conference with students about academic deficiencies (progress reports)\*interim ACT Aspire test (science)\*scholarship information\*individual/classroom counseling\*Friday food distribution | \*College/Armed Service Visits\*ACT/SAT registrations\*PSAT registration for juniors\*ASVAB for juniors\*Individual Conference with students for academic deficiencies (progress reports)\*FSA ID with seniors\*Interim ACT Aspire (science, math and literacy)\*Scholarship Information\*Arkansas Rehabilitation meeting with seniors\*Food Distribution on Friday\*Individual/Classroom counseling |
| **October** |
| \*classroom lessons\*Anti-Bullying Month\*Drug Prevention/Red Ribbon Week\*Parent-Teacher Conferences\*weekend food bags  | \*classroom lessons\*Anti-Bullying Month\*Drug Prevention-Red Ribbon Week\*Parent-Teacher Conferences\*weekend food bags  | \*suicide prevention programs\*parent/teacher conferences\*individual conference with students about academic deficiencies (report cards)\*scholarship information\*prevention assembly\*individual/classroom counseling\*Friday food distribution | \*College/Armed Service Visits\*ACT/SAT registrations\*Parent Teacher Conferences\*Individual Conferences with students based on report card deficiencies\*PSAT for juniors\*Juniors and seniors meet with Herff Jones rep.\*Scholarship Information\*Prevention assemblies\*FAFSA scheduled each week for seniors\*Seniors apply for Arkansas Challenge\*Food Distribution on Friday\*Individual/Classroom counseling |
| **November** |
| \*classroom lessons\*Thanksgiving Break\* Veterans Day\*weekend food bags  | \*classroom lessons, \*Empower Me\*Thanksgiving Break\* Veterans Day\*Duke TIP information to qualifying 7th graders\*weekend food bags  | \*work with students about ACT websites\*suicide prevention information\*bullying information\*scholarship information\*math and science school visit\*individual conference with students about academic deficiencies (progress reports)\*individual/classroom counseling\*Friday food distribution | \*College/Armed Service Visits\*ACT/SAT registrations\*Scholarship Information\*Math & Science School Visit\*FAFSA scheduled each week for seniors\*Food Distribution on Friday\*Individual Conference with students for academic deficiencies (progress reports)\*Individual/Classroom counseling  |
| **December** |
| \*classroom lessons\*Shop with a Cop\*Christmas Break\*weekend food bags  | \*classroom lessons\*Shop with a Cop\*Christmas Break\*weekend food bags  | \*scholarship information\*second semester class changes\*work with students about ACT websites\*individual/classroom counseling\*Friday food distribution | \*College/Armed Service Visits\*ACT/SAT registrations\*Scholarship information\*FAFSA scheduled each week for seniors\*Second semester schedule changes\*Food Distribution on Friday\*Individual/Classroom Counseling |
| **January** |
| \*classroom lessons\*Google Form check-in with students\*weekend food bags  | \*classroom lessons\*Career exploration\*Google Form check-in with students\*weekend food bags  | \*scholarship information\*schedule changes\*ELPA testing for English Language Learners\*introduce academic folders\*individual/classroom counseling\*Friday food distribution | \*College/Armed Service Visits\*ACT/SAT registrations\*Scholarship Information\*FAFSA scheduled each week for seniors\*Schedule changes\*Food Distribution on Friday\*Sophomores receive academic binders\*Transcripts to all students to place in binders\*ELPA test for English Language Learners\*Individual/Classroom Counseling |
| **February** |
| \*classroom lessons\*weekend food bags  | \*classroom lessons\*weekend food bags  | \*scholarship information\*pre-registration for next school year\*career/technical programs of study presented\*add new information to academic folders\*individual/classroom counseling\*Friday food distribution | \*College/Armed Service Visits\*ACT/SAT registrations\*Scholarship information\*FAFSA scheduled each week for seniors\*Food Distribution on Friday\*Junior class visits UA Cossatot\*Pre registration for next school year\*Career/Technical \*Programs of Study presented to students\*Individual/Classroom Counseling |
| **March** |
| \*classroom lessons\*Parent-Teacher Conferences\* Spring Break\*Dr. Seuss Week\*weekend food bags\*ELPA test for English Language Learners  | \*classroom lessons\*Parent-Teacher Conferences\*ELPA test for English Language Learners\* Spring Break\*weekend food bags  | \*scholarship information\*introduce ACT Academy\*parent/teacher conferences\*individual conference with students about academic deficiencies (report cards)\*individual/classroom counseling\*Friday food distribution | \*College/Armed Service Visits\*ACT/SAT registrations\*Scholarship information\*FAFSA scheduled each week for seniors\*Second semester schedule changes\*Food Distribution on Friday\*Parent Teacher Conferences\*Individual conferences with students based on report card deficiencies\*Local scholarship applications available\*State ACT for juniors\*Individual/Classroom Counseling  |
| **April** |
| \*classroom lessons\*ACT Aspire\*weekend food bags  | \*classroom lessons\*ACT Aspire\*weekend food bags  | \*scholarship information\*ACT Aspire testingwork through ACT Academy information\*individual/classroom counseling\*Friday food distribution | \*College/Armed Service Visits\*ACT/SAT registrations\*Scholarship information\*FAFSA scheduled each week for seniors\*Food Distribution on Friday\*Individual/Classroom Counseling |
| **May** |
| \*weekend food bags \*5th grade meets with middle school counselor to preregister for 6th grade\*5th grade tours middle school\*classroom lessons\* 2nd grade tour elementary\*end of year wrap up | \*weekend food bags \*meet 5th grade students, discuss Middle School and pre-register for 6th grade\*Open House for incoming 6th grade students and tours through middle school\*classroom lessons\*end of year wrap up | \*scholarship information\*awards assembly\*credit and GPA meeting\*individual/classroom counseling\*Friday food distribution | \*Individual/Classroom Counseling\*College/Armed Service Visits\*ACT/SAT registrations\*Scholarship information\*FAFSA scheduled each week for seniors\*Food Distribution on Friday\*Junior and senior meetings with Herff Jones rep.\*Scholarship Banquet\*Awards Assembly\*Graduation |

***DELIVERY/DELIVER***

**Direct, Indirect, and Administrative Services**

School counselors meet the requirements of Act 190 by providing direct and indirect services for 90% of their time and by providing administrative services for 10% of their time. **Direct services** include services such as classroom guidance lessons, individual and group counseling, responsive services for at-risk students, and interventions. **Indirect services** include services such as referring students for other mental health services, attending IEP, 504, LPAC meetings as needed, and consulting with parents, principals, and teachers about student needs. **Administrative services** include coordinating various state assessments, developing master schedules, participation in various committees and programs, data entry, and monitoring students in common areas.

**Primary - Junior High School Guidance Lessons**

School counselors will provide age-appropriate lessons based on the Arkansas Mindsets and Behaviors frameworks to build relationships with students and help establish a school climate that fosters social-emotional development, academic growth, and heightened career awareness. Different topics that will be covered during these lessons include:

Diversity, character development, age appropriate social skills, career planning, career awareness, body safety, self-awareness, conflict resolution, bullying prevention, goal setting, study skills, and healthy living.

School counselors will provide these lessons no more than 40 minutes per session, 3 lessons per day, and 10 lessons per week.

**High School Guidance Lessons**

School counselors will provide age appropriate lessons based on the Arkansas Mindsets and Behaviors frameworks to build relationships with students and help establish a safe learning environment. Different topics that will be covered during these lessons include:

Diversity, character development, age appropriate social skills, career planning, safe relationships, self-awareness, conflict resolution, bullying prevention, goal setting, study skills, and ways to develop characteristics of a productive citizen.

School counselors as well as the career coach will provide classroom/individual guidance. School counselors will provide these lessons no more than 40 minutes per session, 3 lessons per day, and 10 lessons per week.

**Social Emotional Learning**

School counselors address students’ social and emotional learning needs through classroom lessons, small-group sessions, and individual sessions. Arkansas G.U.I.D.E. for Life provides a social emotional learning tool that is used at all levels. Arkansas G.U.I.D.E. for Life guides our planning to address areas of self-management, self-awareness, building relationships, making responsible choices, and awareness of others’ perspectives and needs.

De Queen Public Schools partners with two school-based mental health services. Students may be referred to either Cornerstone Counseling Clinic, Inc. or Arkansas Counseling and Psychodiagnostics. Both counseling services come to our campuses to provide services to students.

**Multi-Tiered Services**

|  |  |  |
| --- | --- | --- |
| Tier 1 (For all students)\*Classroom guidance lessons\*Kindness Week\*Bucket Filler Program\*Cubs with Character\*Bullying prevention\*Red Ribbon Week\*Career exploration\*Career planning/4 year plans/post secondary plans (high school)\*Classroom/academic skills\*Empower Me (body safety) | Tier 2 (Individual and Group Counseling)\*Behavioral support\*Individual/group sessions with students to address academic, behavioral, social/emotional needs. | Tier 3 (Responsive Services)\*Clothing Closet\*Food Backpack Program\*Counseling Referrals for outside Counseling Services\*Responsive services for immediate needs  |

**Follow-up with Graduates and Students at Risk of Dropping Out**

Life Track Services follow up with graduates and provide a report to the high school. Students at risk are provided various options of completing their high school education. <https://www.graduate-surveys.com/>

**Orientation Plans for New and Transitioning Students**

\*2nd grade tours elementary school in May

\*5th grade meets with middle school counselor to preregister in May

\*5th grade tours and orientation at middle school in May

Junior High School office workers provide new students with campus tours

The high school principal meets with each class

High School office workers provide new students with campus tours

**Academic Advisement and Individual Planning**

\*goal setting

\*career exploration/planning

\*interest inventories

\*college applications

\*scholarship applications

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**Student Success Plans**

All students in 8th grade will create a student success plan. The students will revisit and modify the plan yearly until the student graduates.The students will get exposed and research careers through their 8th grade careers class to help with the creation of the student success plan. De Queen Schools uses Naviance as the platform where all the students will save their student success plan. Students will begin exploring careers by taking skills, interest, and abilities inventories. Based on student career interest, the students are able to look through the courses offered to help with mapping the next four years of high school. This includes CTE programs of study, concurrent offerings, and extracurricular activities. Every plan will be tailored to each student's career interest. The students will also be able to use Naviance and Collegeboard explore postsecondary options as well. The counselors will make sure to help students each year with revising their plan to tailor it to their academic and postsecondary needs.

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| --- |
| **Career Planning Services** |
| **Primary/Elementary (K-5th grade)**  | **Secondary (6th-12th grade)**  |
| * Career Exploration Guidance Lessons
* Career Awareness Lessons
* Interest Inventories
* Acquire career information
* Librarian also does lessons over career exploration
* Career Dress Up Day
* Career Interest Inventory
* Career Fair During Red Ribbon Week
 | * College Fair
* Graduation Requirements Meetings
* Scholarships/Financial Aid Lessons
* Student Success Plans created and re-visited yearly (8-12)
* Career Guidance Lessons
* Career Interest, Values, and Abilities Inventories
* CTE Programs of Study presented
* Concurrent Credit programs presented to students
* Identify Career Goals
* Career Exploration Lessons
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| **Bullying Prevention/Programs and Protocol**De Queen School District has a policy addressing bullying prevention in the student handbook. Additionally, all certified staff periodically receive training on bullying prevention.  |
| **Primary/Elementary (K -2nd grade)**  | **Secondary (6th -12th grade)**  |
| Whole group, small group and individual interventions talking about:* Bullying
* Defining what bullying is and what it isn’t
* Becoming an Upstander not a Bystander
* Kindness
* Conflict Resolution
* Impulse Control
* Friendship
* Anger
* Manners
 | Whole group, small group and individual interventions talking about:* Bullying
* Kindness
* Conflict Resolution
* Impulse Control
* Friendship
* Anger
* Manners
 |
| **Primary celebrates kindness week in which we talk about and celebrate anti-bullying behaviors.** | **Resource Officers meet with Jr. High students about the consequences of bullying.** |

**Suicide Prevention**

Suicide awareness and prevention begins with classroom guidance lessons at the primary and elementary levels. These lessons address wellness, safe and healthy choices, coping strategies, and resiliency. Students are taught how to seek help for themselves or for a friend who is experiencing emotional distress or who makes comments regarding suicidal thoughts.

Middle school, junior high school, and high school counselors continue awareness and prevention of suicide by

All staff are given a copy of the district suicide prevention/intervention policy and receive professional development on risk factors of suicide, recognizing possible signs of suicide, and how to report and obtain help for a student exhibiting those risks or expressing suicidal ideations. All staff are informed of the steps to refer a student to the school counselor as well as to school-based mental health.

All counselors and staff follow the district suicide policy when there is concern about a student and suicide.

***ACCOUNTABILITY/ASSESS***

**Tools for Evaluating the**

**Comprehensive School Counseling Program**

Counselors analyze data and use the Arkansas Comprehensive School Counseling Self-Assessment to evaluate the district’s comprehensive school counseling program.

**School Counselor Reflection**

Counselors in each school have assessed their goals and listed their data review and assessment underneath their goals on pages 4 - 11. All counselors are confident in their ability to assess the plan to identify access barriers, equity issues, and gaps in student support. All counselors are equipped to address the needs of all students academically, socially/emotionally, and in career decision-making.

**Tools for Sharing Results**

The review and assessment data are shared with stakeholders on the school website, in the advisory council meetings, and in the annual administrative conferences.