

Student Services Plan

Berryville High School Counselor Comprehensive Counseling Program Guide



2018-2019

Section One

The American School Counselor Association defines a comprehensive school counseling program as an “integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.” Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor.

Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include but is not limited to school counselors, faculty, administrators, students, parents, psychologists, social workers, and community members.

American School Counselor Association (ASCA) Model

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs. The ASCA National Model: A Framework for School Counseling Programs guides school counselors in developing and implementing a comprehensive counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional and based on data-driven decision making. It is based on four components: foundation, management, delivery and accountability. The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs to promote students’ success. The model provides a framework for the program components, the school

counselor's role in implementation, and the underlying themes of leadership, advocacy, collaboration and systemic change. Today's counselors are leaders, advocates, systemic change agents, and collaborators. A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in 4 academic, career, and social/emotional development, promote and enhance the learning process for all students.

Implementation of an Arkansas Comprehensive School Counseling Program

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs.

The Model contains the following requirements:

- **Comprehensive in Scope:** A comprehensive school counseling program will focus on all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.
- **Preventive in Design:** School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools.
- **Developmental in Nature:** School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.
- **A Cooperative Effort:** School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

- Leadership: School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School counselors focus on closing achievement gaps found among all students. School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes, and by implementing school reforms and participating in professional communities and professional development opportunities.
- Advocacy: School counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.
- Collaboration and Teaming: School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify achievement gaps. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members.
- Systemic Change: With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students' academic performance and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

Section Two

Foundation

The foundation component serves as the solid ground upon which the comprehensive school counseling Program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career and social/emotional needs of the students in the school.

Beliefs

The Berryville High School counselors recognize that personal beliefs impact our behavior and how we interact with students and stakeholders. To establish program focus, we will identify personal beliefs and work to ensure all students benefit from the school counseling program. The Berryville High School counselors believe every child can learn and that all students participate in a comprehensive school counseling program designed to foster student success.

Vision Statement

The school counseling program will work to enable all students in the high school to reach and attain educational success by providing guidance and counseling in the areas of academic, career, and personal/social development as well as through a collaborative effort between parents, teachers, administrators, social workers, and the community to enhance learning and success. This program will help students overcome challenges associated with learning and development and will advocate for an environment that strives for achievement for all students regardless of race, gender, sexual orientation, socioeconomic status, etc. Diversity is respected and appreciated as school counselors enhance unity among students, school stakeholders, and the community. The school counseling program will strive to help students develop competencies to address deficits, strengthen capabilities and skills, and address personal responsibility as students work towards postsecondary education and/or entrance into the workforce.

Mission Statement

In support of Berryville Public High Schools' mission, the Berryville High School counselors advocate for all students through a comprehensive, developmental approach addressing academic, career, personal, and social skills necessary to achieve quality learning and life-long success.

Program Goals

The goals of the Berryville High School counseling program are to employ strategies and implement activities that support the beliefs, vision, and mission of the counseling department and Berryville High School. Aligning with the academic, career, and/or personal/social domains, goals to be met include:

- Academic Domain
 - Encourage students to recognize strengths and weaknesses to promote academic success.
 - Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.
 - Encourage the development of lifelong learning habits.

- Career Domain
 - Encourage students to discover their strengths and interests to help guide students in making individually appropriate post-secondary selections.
 - Assist students in developing positive attitudes and personal identities as a worker or student who will be a successful contributor to society.
 - Help students identify aptitudes and develop skills as they pertain to the world of work.

- Personal/Social Domain

- Counselors will work with students to develop positive self-worth and self-image.
- Encourage the development of culturally and developmentally appropriate inter/intra personal skills and emotional responses.
- Understand their roles within the school, home, and community.
- Acquire, respect, and develop an understanding of individual differences in abilities, attitudes, values, and backgrounds.
- To assist students in appropriately coping with crisis situations through the acquisition of effective problem-solving skills.

Management

The management component provides 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.

School Counselor Competencies Assessment

Berryville High School counselors will self-assess their knowledge, attitudes, and skills necessary to perform the range of school counselor responsibilities in all four management components (use of time assessments, needs assessments, advisory council, and annual agreements).

School Counseling Program Assessment

Berryville High School counselors will use a program assessment to self-evaluate the school counseling program in comparison to the ASCA National Model (ASCA, 2012).

Use of Time Assessments

Berryville High School counselors will keep use-of-time assessments to determine the percentage of time the counselor is providing direct counseling to students or indirect administrative services that are related to the comprehensive counseling program. Using the data from use-of-time logs provides regular feedback to the counselor and administration to ensure that the counseling program is being provided with fidelity to the students and their needs are being met. Use of time documentation also helps the counselor and leadership determine which activities or services the counselor is providing that are appropriate to the program and the Public School Student Services Plan. Calendars are used to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.

Annual Agreement

Each year, the Berryville High School counselors and administrators will meet to develop an annual agreement. This agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This agreement should will be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals.

School Counselor Advisory Team/Council

Berryville High School counselors will create an advisory council that consists of stakeholders that supports the implementation of the counseling program. This council will meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program.

Data Use in School Counseling

The Berryville High School counselors will use data to develop appropriate activities to address the academic, career, and social/emotional needs of the student body as a whole. Data can also be evaluated on an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data could

include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the counselor to reflect on his/her practice, and make adjustments to programming as needed.

Guidance and School Counseling Facilities

The school counseling program will be organized, intentionally planned, and managed in a manner to support the implementation, evaluation, and reflection of services being provided. Appropriate facilities to ensure effective confidential counseling to meet individual needs of students will be provided. To implement an effective counseling program, the counselors will have private office space, private phone lines, computer and data processing tools, and an appropriate area for small group activities.

Delivery

The delivery system focuses on the process and method of delivering the comprehensive school counseling program to students. Direct services are those that are provided directly to students, responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration, and administrative activities are those that are not direct, but are related to the counseling program and Public School Student Services Plan program implementation.

Classroom Guidance

Berryville High School counselors conduct planned age appropriate classroom guidance (not to exceed 40 minutes each class period and not to exceed more than 3 classes per day or 10 per week) collaboratively with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student. Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It allows them to discuss "what-if" scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are.

Individual and Small Group Counseling

Although the Berryville High School counselors work with students when they experience problems, counseling is more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

Individual and Small group lessons include but are not limited to:

- Character Education
- Friendship
- Grief
- Divorce
- Anger Management
- Study Skills
- Conflict Resolution
- Self Esteem
- Self-Responsibility
- Anti-Bullying
- Career Education

Groups provide students with the opportunity to give and receive feedback, as well as allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, the group approach enables the Berryville High School counselors to have an impact on a greater number of students. It is noted that the group approach is not suited to every student or every situation. Students are referred for counseling by staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Guidance in Understanding the Relationship Between Classroom Performance and Success in School

Berryville High School counselors assist students in understanding the relationship between school and classroom performance and their future college- or career-

aspirations. This process occurs throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures are all be used in the process of helping students see the connections.

Academic Advisement

Academic advisement begins in 8th grade and continues through high school. Berryville High School counselor acts as an advisor at all-levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career- plans through Career Action Planning (CAP) conferences. Informational resources should be available and organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas. Counselors work with students to encourage students to take appropriate classes involving Advanced Placement (AP), Concurrent Credit, Vocational classes, Alternative Learning Environment (ALE), and distant learning classes.

Orientation

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. At Berryville High School, eighth grade students walk through the high school building and into classrooms to become familiar with the school before entering ninth grade. Students and parents also attend an orientation before starting school. New students are paired with a peer mentor to acclimate to attending a new school and are taken on a private tour of the high school.

Consultation and Coordination

An important part of the counselor's role is to collaborate with teachers and parents. Berryville High School counselors work with teachers and administrators to help create

school environments that encourage student growth and learning. Consultation can include:

- Participating in and supporting the work of the RTI team, SPED department, and Dyslexia department.
- Conducting professional development workshops
- Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum
- Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
- Interpreting student data or assessment results
- Consulting with other specialists (e.g., social workers, psychologists, representatives from community agencies).

The counselor also helps coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

Parent and Family Engagement

One of the Berryville High School Counselor's serves as the Parental and Family Engagement Coordinator for the building and works with Paul Hines, the School District Parent and Family Coordinator. Both Counselors conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors.

Parent Communication

The Berryville High School Counselors work diligently to communicate with parents/guardians and encourages parent/guardian feedback. Information is shared with parents through social media outlets, parent nights, parent/teacher conference nights, and

through a texting service parents can opt to participate in. Parents are encouraged to check the HS Counselor webpage for the most up to date information.

Utilization of Student Records

The Berryville High School counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. Student records are updated as new information is provided and are confidential.

Interpretation of Student Assessments

The counselors at Berryville High School serve as the Building Test Coordinators. Duties include teacher inservice, inventory of tests, distribution of tests, test security procedures, and documentation of test procedures as well as getting tests shipped/prepared for grading purposes. The counselors are also responsible for makeup testing. Counselors interpret standardized test results for parents, faculty, students, and community stakeholders.

Educational Academic Advisement, Career Counseling, Career Opportunities, and Alternative Programs

The Berryville High School counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

Making Referrals to School and Community Resources

The Berryville High School counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, school based mental health services, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and support the established policies and procedures for interagency communication.

Direct Counseling - 75% of Time Monthly

The Berryville High School counselors provide direct to students at least 75% of their time monthly. Appropriate outside resources may be used to provide direct counseling.

Examples of direct counseling are:

- Individual social/emotional counseling
- Individual academic guidance and counseling
- Individual career education guidance and counseling and vocational decision making
- Orienting new students to the school (this does not include master scheduling)
- Consultation with students
- Class selection discussion/academic advisement with students
- Interpretation of state-mandated assessments with students
- Review records and files while assisting students
- Small group counseling sessions
- Classroom guidance sessions

Indirect Services - 25% of Time Monthly

The counselor provides administrative services no more than 25% of their time monthly.

Examples of administrative services are:

- Consultation services with school personnel and outside agencies
- Making appropriate referrals and completing SPED observations
- School testing coordinator responsibilities. Test interpretation about students;
test interpretation for parents, faculty or community
- Updating guidance/counseling records for counselor's utilization
- Planning, managing, and evaluating the comprehensive counseling program
- Planning classroom guidance lessons

Career Awareness and Planning in School Counseling Programs

Annotated Code 6-18-1009 states: “Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children’s learning and career planning process.”

At Berryville High School, guidance and classroom activities focus on developing personal skills, career exploration and making the connection between them and the world of work. At the secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning; CAP conferences. They help students develop their course of studies or four-year plans so that students have a map for high school coursework. Counselors provide information to and assist students in understanding how taking more rigorous classes better prepares them for college- and work- success. Information on post-secondary opportunities and institutions, and alternative career programs are shared with students. Soft-skills are developed at all levels and the connection between them and career success is emphasized.

Additional Requirements of the Arkansas Student Services Plan

The following components must be included in the school/district student services plan, but are not typically provided or implemented by the school counselor.

Alternative Methods of Classroom Management

The Student Services Plan addresses alternative methods of classroom management. These methods can include, but are not limited to: behavior contracts, dispute resolution, classroom meetings, logical consequences, assertive discipline, behavior modification and career and academic counseling. Alternative methods are consistently implemented and reinforced by all school staff.

Follow-up of School Dropouts and Graduates

Schools/districts follow-up with students who drop out with referrals, communication with parents, students, requests from new schools, etc. Follow-up with graduates can be

through phone calls, emails and What's Next forms completed prior to graduation, or by other contact methods.

TABE Testing (Pre-High School Equivalency Examination, a.k.a GED)

The counselor may support the coordination of the Test for Adult Basic Education or the High School Equivalency Examination pretest. However, the counselor does not administer the test, but refers to other appropriate personnel to administer the assessment.

Group Conflict Resolution Services

These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding and positive communication. Conflict solving for students could include: dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

Visiting Teacher and Social Work Services

Visiting teacher and social work services provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning concerns. The visiting teacher or social worker functions as a liaison between the home and school. They may provide home visits and refer students and parents to appropriate school and community agencies for assistance.

Occupational and Placement Services

Occupational and placement services personnel shall serve as a liaison between employers and the school to develop connections between the school and business and industry.

Psychological Services

The district provides psychological services to students to ensure that they are ready to succeed and are being prepared for college- and/or career- readiness. These services include, but are not limited to:

- Evaluation of students with learning or adjustment problems
- Evaluation of students for exceptional student programs
- Consultation with parents, students and school personnel to ensure students are ready to succeed
- Provision of an early identification system of learning potential and factors that might affect educational performance
- System for liaison and referrals with available resources
- Written policies that assure ethical procedures in psychological services.

School Health Services

Each school district shall have a health services program. The program shall include screening, referral and follow-up procedures for all students. Students with special health care needs, medically fragile, and technology-dependent students will have individualized healthcare plans. Custodial health care services required by students with individualized health care plans shall be provided care by trained school employees, other than the classroom teacher. Students who require invasive medical procedures shall be cared for by a trained person who is licensed to perform the task. Classroom teachers shall not perform these tasks with the exception of CPR, providing the teacher is trained, and the situation is an emergency. The nurse at Berryville High School is Kristy Hulse, RN.

Suicide Prevention Public Awareness Program

The Berryville High School counselors recognizes that September is Suicide Awareness month and will engage in developmentally appropriate activities with students.

Project Prevention Anti-Tobacco Youth Coalition

The Berryville High School counselors recognizes that Tobacco and Nicotine product use is a persistent and alarming issues that affects high school students. The counselors will oversee a student-led group who promotes the districts anti-tobacco policy in the school district through various activities.

At-Risk Students and the School Dropout Program

Before students are allowed to dropout or exist for GED placement, students are offered ALE and homeschool options. Those who elect to drop out will be tracked, and will be required to go through an exit interview, and will be followed-up when possible. Local goals for improvement are set by the district, such as reducing the number of dropouts, the number of incidents of suspensions, school vandalism, attendance, etc.

Alternative Student Services Personnel

In order to provide the services set forth in the Act, a district may utilize the following types of personnel in addition to any standard student services personnel: school based mental health programs, professionals or paraprofessionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical 16 licensed targeted case managers. These individuals may provide only the services they are trained, certified, or licensed to perform.

Section Three

Accountability

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. Berryville High School counselors will 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 have 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.

Section Four

Arkansas TESS School Counselor Rubric

The Arkansas Teacher Excellence and Support System provides statutory direction for reform of teacher and leader evaluation systems. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, provides critical information to state, district and school educators in the form of essential data and feedback to ensure College and Career Readiness leading to access and achievement for all Arkansas students. The following resources provide school counselors with Arkansas Teacher Excellence and Support System (TESS) counseling specific guidance documents.

Aligning Danielson Framework with ASCA's School Counselor Competencies and Ethical Standards

http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Aligning_Danielson_Framework_with_ASCA_SCC_and_ESSC2.pdf TESS

Smart Card for Counselors

http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Smart_Card_School_Counselor.pdf

TESS for Specialty Areas - Counselors <http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/officeofeducator-effectiveness/teacher-evaluation-system/tess-for-specialty-areas/school-counselortessdocuments>

TESS Artifacts and Evidence for Counselors

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/TESS/TESS%20Artifacts%20and%20Evidence/TESS_Examples_of_Artifacts_Counselors_Updated_04282014.pdf

Section Five

Berryville High School Resource List

<https://docs.google.com/document/d/1B1bXLkHryvvLF9SEpHMry4KsNHi2-nvCCqKYECg7EN4/edit?usp=sharing>