

DARDANELLE PUBLIC SCHOOLS GUIDANCE AND COUNSELING SERVICES

Guidance and counseling is that part of education which provides the foundation for helping the individual to be college and career ready by discovering his/her needs, to assess his/her potentialities, and to develop life goals that are individually satisfying and socially desirable.

The primary goal of guidance and counseling personnel is to have a comprehensive, developmental guidance and counseling program. A comprehensive program is one designed to meet the needs of all students, to ensure that each student receives maximum benefit from our educational system, and to provide educational experiences designed to encourage growth toward maturity.

A comprehensive school counseling program is one in which all students, teachers, and parents have access to the services of a counselor. The district recognizes that the home, community, and the school share guidance responsibilities, however, the school will have a major responsibility for providing adequate services for all students.

A developmental counseling program is one in which normal, ordered and patterned processes of change, which occur during the maturation of children, are addressed. Counselors are knowledgeable of normal developmental stages of children and coordinate educational experiences to foster growth. The mission of the school counselor is to support and advocate for students and staff so that all students belong, learn and succeed in their educational setting.

I. FOUNDATION

Research shows the implementation of a comprehensive school counseling program, as outlined by “The ASCA National Model: A Framework for School Counseling Programs,” improves student achievement and success. The development and implementation of a comprehensive school counseling program requires the leadership of well-trained, highly competent school counselors and includes a collaborative effort with school administrators, classroom teachers, school staff and community stakeholders. (*ASCA National Model Revised, 2017*).

The guidance program is an integral part of the educational program and is available to all students of the Dardanelle School District. It is the goal of the Dardanelle School District to assure that a high-quality school counseling program is in place for all students. In order to do this, certified school counselors will be utilized throughout the district.

A. BELIEFS

School counselors in the Dardanelle Public School Counseling Program believe the following:

- All students can achieve academic, career, and personal/social success.
- All students shall be provided equitable access to school counseling programs and services.
- An effective school counseling plan should be developmental, comprehensive, and preventative in nature.
- A comprehensive counseling program focuses on prevention, intervention, and student developmental needs.
- Effective school counseling programs are a collaborative effort between the school counselor, parents, and other educators to create an environment that promotes student achievement.

- Effective school counseling programs support teacher’s efforts in their delivery of the academic curriculum.
- Effective school counseling programs analyze school and school counseling program data to determine how students are different as a result of the school counseling program.
- Applying the ASCA Ethical Standards for School Counselors empowers school counselors to make decisions based on the highest moral principles to promote the maximum development of every student.

B. VISION STATEMENT

Dardanelle School District believes that a developmental and sequential counseling program is an integral part of the education process. Each part of the school counseling program--academic, career, and personal/social objectives--are a vital part in helping the student develop into a well-rounded citizen in their community.

C. MISSION STATEMENT

The mission of the Dardanelle School District counseling program is to deliver a comprehensive and multi-faceted school counseling program. The counselors collaborate with the school staff, families, and the community to ensure that there is equal access for all students and promote their academic success. The counselors will help each student in acquiring the skills and knowledge to become lifelong learners and productive members of the community.

D. PROGRAM GOALS

The goals of the school counseling program are as follows:

1. Goal One: Academic Achievement

To enhance student achievement to reach requirements for high school graduation and post secondary success; school counselors will provide individual and/or small group counseling, classroom guidance, prevention education and student–centered interventions that:

- Objective 1: use site /district data to deliver comprehensive guidance programs.
- Objective 2: contribute to the site/district goals.
- Objective 3: focus on development of knowledge and skills necessary for high school graduation, the workforce and post-secondary options.

2. Goal Two: Personal and Social Development

To promote the personal/social development of students in a safe, inclusive learning environment; school counselors will provide individual and/or small group counseling, classroom guidance, prevention education and student–centered interventions that:

- Objective 1: help students thrive in a safe learning environment.
- Objective 2: promote developmental interpersonal skills to build positive relationships.
- Objective 3: students recognize their individual strengths and challenges.

3. Goal 3: Workplace Readiness/Career Awareness:

To provide a foundation for students to understand their interests, abilities and challenges; school counselors will provide prevention education, individual/small group counseling, classroom guidance and student-centered interventions that allow students to:

- Objective 1: develop their personal learning plan for high graduation and their career pathway.
- Objective 2: link academic strengths and school courses to post-secondary education/training.
- Objective 3: develop productive work habits in the classroom that apply to the workforce.

II. MANAGEMENT

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs.

A. IMPLEMENTATION

Curriculum, small-group, and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior, and attendance, is used to implement the comprehensive school counseling program. The following are used in the Dardanelle School Counseling programs:

- Student Needs Assessment
- Teacher Survey of Student Needs
- Parent Survey of Student Needs
- State Assessment
 - ACT Aspire
 - ACT
 - ELPA 21
 - Dynamic Learning Maps
 - OLSAT
 - PSAT
 - Istation
- Response to Intervention (RTI)

B. EVALUATION

School counselors along with advisory committees collect and analyze needs assessment data throughout the school year. These are based upon building needs assessments, school counselor competency and school counseling program assessments, use of time assessments, and annual agreements with district administration that addresses how the school counseling program is organized and how goals will be accomplished.

III. DELIVERY

School counselors provide services to students, parents, school staff and the community.

A. BENEFITS OF DARDANELLE SCHOOL DISTRICT COUNSELING PROGRAM*

The benefits of a comprehensive school counseling program encompass a wide range of stakeholders. They are as follows:

1. Benefits for Students

A comprehensive school counseling program:

- Prepares students for the challenges of the future by supporting their academic, career, and social/emotional development and community participation.
- Teaches the skills for a lifetime of learning, career self-management, and social interaction.
- Relates their educational program to the next steps and future success.
- Broadens knowledge of our changing world.
- Facilitates career exploration and planning.
- Assures equitable access to opportunities.
- Advocates for individual student needs.

2. Benefits for Parents/Guardians

A comprehensive school counseling program:

- Assures equitable access and advocacy for a child's education and supports college and career readiness.
- Prepares their children for future opportunities and building strengths.
- Develops a system for their child's long-range planning and learning.
- Connects academics to their child's next steps.
- Provides supports for parents in advocating for their child's academic, career, and personal development.
- Increases opportunities for parent engagement and strong parent/school collaboration.
- Facilitates parent access to school and community resources.

3. Benefits for Educators

A comprehensive school counseling program:

- Supports academic success of each student.
- Defines the collaborative relationship between educators and school counselors with the common purpose of supporting every student.
- Provides for an interdisciplinary team effort to address student needs and educational outcomes.
- Outlines the consultative role of school counselors in the educator-student relationship.

4. Benefits for School Counselors

A comprehensive school counseling program:

- Ensures provision of program content to each student.
- Enhances the role of the school counselor as a student advocate.
- Provides a clearly defined role and function.
- Focuses on critical counseling functions.
- Provides a tool for program management, accountability, and evaluation.
- Ensures involvement in the academic mission of the school.

5. Benefits for Administrators

A comprehensive school counseling program:

- Advocates for systemic change to support student learning and school success.
- Integrates school counseling with the academic mission of the school.
- Provides a program structure with specific content.
- Defines the school counselor's role in enhancing learning and development for each student.
- Clarifies types of activities to include in a school counselor's job description.
- Provides a means of evaluating school comprehensive counseling programs.

6. Benefits for the Community

A comprehensive school counseling program:

- Creates community awareness and visibility of the student support systems required for student success.
- Enhances economic development through quality preparation of students for the world of work.
- Provides an increased opportunity for collaboration and participation of community members with the school program.

- Educates the community to the needs of the school and the school to the needs of the community.

7. Benefits for Business and Industry

A comprehensive school counseling program:

- Provides the future workforce with decision-making skills, pre-employment skills, increased worker maturity, and career self-management skills.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.

8. Benefits for Post-Secondary Institutions

- A comprehensive school counseling program: Allows equity and access to all forms of postsecondary education for all students
- Articulates the transition of students to postsecondary institutions
- Prepares students to take advantage of advanced educational opportunities

**as summarized by ASCA*

B. OBJECTIVES OF THE SCHOOL COUNSELING PROGRAM

- Assist students in the areas of personal, social, and academic growth.
- Assist students in the acquisition of problem-solving skills.
- Increase our students' knowledge of the various careers available to them and the skills that they will need to be productive workers.
- Collaborate with the members of the Response to Intervention Team to assist them in helping students be successful.
- Assist families in their efforts to understand the developmental growth of children.

C. ROLE OF THE SCHOOL COUNSELOR

The primary role of the school counselor is to assist in the maintenance of sound mental health of administrators, faculty, staff, and students. In addition the counselor has the following primary responsibilities:

- Plan and evaluate the developmental guidance program.
- Provide classroom guidance sessions for all students.
- Counsel small groups of students.
- Counsel individual students.
- Consult with teachers, parents, and staff.
- Consult with outside agencies.
- Conduct classroom observations for students referred for evaluation for learning disabilities.
- Inform students and their parents about special programs/specialists.
- Serve as building Parent Involvement coordinator.
- Serve as mediator for parties involved in conflicts.
- Assist with orientation activities.
- Assist with scheduling of students by establishing academic goals.
- Consult with parents, faculty, and outside agencies to resolve student problem or meet their needs.

D. ACADEMIC / VOCATIONAL ACTIVITIES

- Orientation is provided for new students.
- Academic advisement and goals are established for all students.
- Varied curriculum is provided.
- Counselors and administrators work with advisors on academic planning.
- Relationship between classroom performance and success in school is established.
- Parent Teacher Conferences are held in the fall to discuss academic performance.
- Career/Academic Planning Sessions (CAPS) are held in the spring to plan/discuss four year plans as well as post-graduation plans.
- Vocational training is provided to interested students through ATU Career Center
- Concurrent Credit courses are available through ATU, UACCM, and Advanced Placement Exams.
- Students are provided opportunities to meet with college and military recruiters as well as work force opportunities through these groups being invited to the school to speak with seniors during advisory as well as being present for fall Parent-Teacher Conferences for both students and parents.

E. CAREER PLANNING AND AWARENESS

- Provide classroom lessons/activities related to the world of work, career choices, and the skills, aptitudes, and interests required for different occupations.
- Students are reminded of the necessary skills that they will need in order to be an efficient and productive worker.
- Schedule members of our community to come in and share their career with our students.

F. FACILITIES FOR THE GUIDANCE PROGRAM

- The counselor has a private office with adequate space to conduct individual and small group counseling.
- A private telephone line is provided for conducting confidential telephone conferences.
- Permanent cumulative records for each student are located in the school's main office.
- Professional reading materials are available for teachers in the guidance office.
- Informational books, pamphlets, and videos are available for students and/or parents in the guidance office and in our Parent Center.

G. SCHOOL SUICIDE / CRISIS PLAN

- Every staff member serves as part of this team which is directed by the administrators and the counselor.
- Staff members make immediate referrals to the counselor when they identify a student to be at risk for self-destructive behavior.
- Any student who is referred is screened by the counselor, parents are notified, and a referral is made to a mental health professional.
- If a student death occurs, the faculty will be notified immediately. Staff members will meet so that complete, accurate information can be disseminated and plans for the aftermath of the tragedy can be reviewed.
- Additional counseling services provided by representatives of area mental health agencies, members of the ministerial alliance, and other school district counselors will be made available to students and staff members.
- Announcement/acknowledgement of the event will be made during planning period.

- Emotionally distraught students will be escorted to the guidance office.
- Follow-up counseling will be available to those who need it.

H. PSYCHOLOGICAL SERVICES

- Recommend evaluation of students with learning and adjustment problems as well as evaluation of students in exceptional programs.
- Provide consultation and counseling with parents, students, and school personnel.
- Provide a system for the identification of learning potential and factors which affect the child's educational performance.
- Provide policies which assure ethical procedures in psychological activities.
- Provide a system of liaison and referrals with resources available outside the school.
- Coordinate and participate on teams for academic and behavioral intervention strategies.

I. CONFLICT RESOLUTION SERVICES

- These services include educational and social programs (prevention and intervention) which help students develop skills that enable them to resolve conflicts between groups and promote understanding, positive communications, and opportunities for the development of inter-group skills.
- The administrator, counselor, and/or grade level team leader will act as mediator for those involved in conflict.
- Students receive instruction in the following conflict-solving strategies:
 - Dealing constructively with conflict
 - Building positive self-esteem
 - Respecting human differences
 - Making responsible decisions
 - Developing sensitivity to others
 - Practicing conflict resolution
 - Anger management skill building
 - Developing positive interpersonal skills

J. AT-RISK STUDENTS

- At-risk children are those enrolled in school or eligible for enrollment whose progress toward graduation, school achievement, preparation for employment, and future productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are children with special needs for whom expectations are often low.
- Appropriate steps will be taken to identify at-risk students and determine the appropriate services that are needed.

K. OTHER

Our Faculty and Staff receive professional development each year to stay current on programs and trends to keep students current. This includes but is not limited to:

- Parental Involvement
- State Mandated Testing
- Crisis Prevention/Intervention
- Child Abuse/Neglect
- Best Academic Practices

- Technology Professional Ethics

IV. ACCOUNTABILITY

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

A. Individual and Small Group Counseling (Direct Service)

Although the school counselor works with students when they experience problems, counseling must be 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. Students are referred for counseling by the following: staff, teachers, parents, school-based therapists, school administrators, peers, or themselves.

B. INDIVIDUAL AND SMALL GROUP COUNSELING (DIRECT SERVICE)

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C. GUIDANCE IN UNDERSTANDING THE RELATIONSHIP BETWEEN CLASSROOM PERFORMANCE AND SUCCESS IN SCHOOL (DIRECT SERVICE)

The counselor assists students in understanding the relationship between school and classroom performance and their future college or career aspirations. This process begins in early grades and continues throughout the students' education. The counselor works with students individually, in small groups, and in whole classroom settings to help students see the connections.

D. ACADEMIC ADVISEMENT (DIRECT SERVICE)

Academic advisement begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short and long-term goals for educational decision-making designed to help students prepare for college and career plans. Informational resources are also available and organized in such a way as to guide students and provide information relevant to reach goals.

E. ORIENTATION (DIRECT SERVICE)

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. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

F. CONSULTATION AND COORDINATION (INDIRECT SERVICE)

An important part of the counselor's role is to collaborate with teachers and parents. Counselors work with teachers and administrators to help create school environments that encourage student growth and learning. Consultation can include but is not limited to the following:

- Participating in and supporting the work of the RTI team
- 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
- Assisting in the identification and development of programs for students with special needs, climate, and other guidance-related activities.
- Interpreting student data or assessment results
- Consulting with other specialists (e.g., social workers, psychologists, representatives from community agencies).
- The counselor can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

G. PARENTAL INVOLVEMENT (INDIRECT SERVICE)

The counselor holds at least three parental engagement activities a year to help parents and students with social, emotional, behavior, and careers topics. Monthly newsletters and social media are used to keep families updated on school counseling programs, opportunities, or information on ways to support their students at home. Counselors, along with other school staff, also encourage parents to participate in volunteer opportunities within the school setting.

H. UTILIZATION OF STUDENT RECORDS (INDIRECT SERVICE)

The school counselor reviews academic records and files, and may update them for use with students and parents, as well as for their own professional use.

I. INTERPRETATION OF STUDENT ASSESSMENTS (INDIRECT SERVICE)

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

J. INTERPRETATION OF STUDENT ASSESSMENTS (DIRECT OR INDIRECT SERVICE)

Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

K. EDUCATIONAL ACADEMIC ADVISEMENT, CAREER COUNSELING, CAREER OPPORTUNITIES, AND ALTERNATIVE PROGRAMS (DIRECT SERVICE)

Counselors advise students and parents on educational, academic assessment, and career counseling including advising students on iStation and ACT Aspire assessments as well as tutoring and after school alternative programs that could provide extra student support.

L. MAKING REFERRALS TO SCHOOL AND COMMUNITY RESOURCES (INDIRECT SERVICE)

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, 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.

M. CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS (DIRECT SERVICE)

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 the elementary level, guidance and classroom activities can focus on developing personal skills, career exploration and making the connection between them and the world of work.

N. SUICIDE PREVENTION PUBLIC AWARENESS PROGRAM

The School Counseling Department follows the **ADE Guidance and School Counseling Suicide Prevention Resources** <http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/student-support>.

O. THE AMERICAN SCHOOL COUNSELOR ASSOCIATION'S POSITION ON HIGH-STAKES TESTING AND SCHOOL COUNSELING

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_High-StakesTesting.pdf