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SCHOOL COUNSELING PROGRAM HANDBOOK

2022-2023

Cabot Public Schools
School Counseling Program
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***Many state required items are highlighted to simplify accountability processes.

SCHOOL COUNSELING PROGRAM HANDBOOK DEVELOPMENT

This school counseling program handbook was first designed and developed through a collaborative process in 2022-2023. It serves as both a guide and a resource for school counselors and administrators as they design, implement, evaluate and improve their programs and services for students. The **Cabot Public School District School Counseling Team** is to be recognized for their dedication and commitment to the development of a comprehensive school counseling program handbook and for leading the way as advocates for improved programs, policies, practices and outcomes for the students of **Cabot Public School District**.

Cabot Public School District: School Counseling Team

Central Elementary (PK-4)

Amanda Davis

Ward Central Elementary (PK-4)

Jenie James

Taylor Smith

Jr. High North (7-8)

Mark Cooper

Jessica Moser

Eastside Elementary (K-4)

Whitney Malham

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Jenica Swenson

Jr. High South (7-8)

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Magness Elementary (PK-4)

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Middle School North (5-6)

Amanda Cross

Mikalah Hanes

Freshman Academy (9)

Stephanie Harper

Angie Simon

Mt. Spring Elementary (PK-4)

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Middle School South (5-6)

LeAnn Robertson

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Northside Elementary (PK-4)

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ALE (7-12), CLA (K-12)

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Panther Academy (7-12)

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Michael Byrd — Assistant Superintendent
Emily Taylor — District Director of Counseling

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Cabot Public Schools BELIEFS



Vision

The Cabot School District is committed to “Preparing Today’s Students for Tomorrow’s Opportunities.”

Mission

The Cabot School District is committed to educating all students to be responsible citizens who value learning, treat others with dignity and respect, and adapt successfully to the demands of the rapidly changing society.

Core Beliefs

- The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.
- Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- All schools can be safe learning environments where every student and adult is valued and respected.
- Education is a shared responsibility.
- Visionary leadership creates a dynamic environment.
- All CPS children have the opportunity to be academically prepared to reach their dreams.
- Effective relationships are powerful.

Cabot Public Schools Counseling Department BELIEFS

Vision

A Cabot graduate is a life-long learner who is motivated, resilient, and prepared to be successful in tomorrow’s opportunities.

Mission

Cabot school counseling programs deliver data-driven, comprehensive school counseling services that create access to schoolwide opportunities and success for all students. The school counseling program delivers academic, career, and social-emotional interventions that invest in fostering students who are responsible, life-long learners who treat others with dignity and respect, and adapt successfully to the demands of the rapidly changing society.

Core Beliefs

- A comprehensive counseling program is critical in supporting all students to be successful in tomorrow’s opportunities
- Counselors believe in the power of relationships, advocacy, and walking alongside students as they navigate their academic career and beyond.
- All students and adults deserve to feel connected, safe, valued, and respected at school.
- School counselors can impact student trajectory by providing academic, career, and social-emotional interventions.

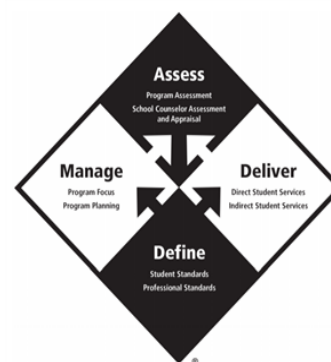
SCHOOL COUNSELING PROGRAM GUIDELINES

OVERVIEW

This section contains the Cabot School District School Counseling Program Guidelines aligned with the ASCA National Model, 4th Edition (2019), and revised by agreement of all school counselors in March 2022.

I. DEFINE

- 1.1 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career, and Social/Emotional**.
- 1.2 **ASCA's National Model, ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Position Statements** will guide the school counselors' program, practice and professionalism within Cabot Public School District.
- 1.3 **State educational laws and codes as well as local strategic plans and guidelines** will guide the school counseling program within Cabot Public School District.
- 1.4 School counseling program **handbook guidelines** will be **reviewed and modified each year** to establish the priorities and direction for school counseling and support services provided to students in grades K-12.



II. MANAGE

- 2.1 The Cabot Public School District-aligned school counseling program **vision and mission statements** define the vision and focus for managing and implementing a school counseling program for all students.
- 2.2 As members of the school staff, school counselors will assume **planning, calendaring, and management responsibilities** in the school counseling program.
- 2.3 School counselors and support staff will **meet regularly** as **Professional Learning Communities (PLCs)** to review student data and identify, prioritize, and target student needs.
- 2.4 School counselors will **use school and district data** to identify student strengths, needs, equity/access issues, achievement/opportunity gaps, barriers to success, and other systemic issues.

- 2.5 School counselors will **collect process, perception, and outcome data** to progress monitor and evaluate the management, delivery, and assessment of the school counseling program.
- 2.6 School counseling **annual student outcome (SMART) goals** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12.
- 2.7 School counselors will **develop action plans** for Tier 1 (curriculum, individual student planning, and schoolwide programs and activities) and Tier 2 (data driven interventions and systems change initiatives).
- 2.8 School counselors will **develop high-quality, detailed, engaging written lesson plans** for Tier 1 curriculum and Tier 2 small groups/interventions.
- 2.9 The school counseling program will **engage with families and encourage family collaboration** concerning academic, college/career, and social/emotional development and decision-making for all students in grades K-12.
- 2.10 School counselors and support staff will **collaborate with school administration and site leadership teams** in order to ensure effective implementation of school counseling services.
- 2.12 The **student-to-school counselor ratio and assignment of students** to school counselors will be determined by the school counseling department and administration at each school site based on the unique programmatic considerations of the school and student population. These decisions should ensure school counselors equitably address the needs of all students.
- 2.13 School counselors' **use of time** will be determined in mutual agreement by the counselors, site administrators, and the district office in accordance with the Cabot Public School Counseling program goals.
- 2.14 The **roles and responsibilities** of school counselors will be determined by the counselors, administrators, and district office in accordance with the national frameworks, ethical guidelines, and district priorities.
- 2.15 School counselors and those supporting the school counseling program (i.e. administrators) will be provided **school counseling specific professional learning** opportunities based on individual needs, site needs, and resources available.
- 2.16 School counselors and support staff will provide **information and materials to staff** on topics and issues that impact teaching, learning, and school climate/culture.
- 2.17 School counseling departments at each site will systematically and equitably **provide information to staff, families, and the community via multiple methods** regarding the school counseling program activities, services, and support options available.

III. DELIVER

- 3.1 All students (K-12) will be provided age and grade appropriate planned **school counseling curriculum** that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.
- 3.2 School counselors will help students monitor and manage their own learning, as well as to **establish personal goals and future plans**.
- 3.3 School counselors will meet with all students (grades 7-12) to **develop a multi-year “Student Success Plan”** beginning in seventh grade, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.
- 3.4 School counselors will coordinate **school/district-wide programs and activities** in alignment with the school counseling curriculum to support the academic, college/career, and social/emotional development of students.
- 3.5 School counseling programs and services will be provided to **educate, engage, and increase family participation** in the areas of academic, college/career and social/emotional development and decision making for all students grades K-12.
- 3.6 **Intentional, targeted, data-driven interventions** will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns.
- 3.7 School counselors will **utilize site and district resources**, as well as collaborate with local businesses, industries, and agencies to develop community resources, to provide Tier 2 support and increase opportunities for students and families.
- 3.8 School counselors will **consult** with administrators, teachers, staff, families, and other key stakeholders regularly to provide information, professional opinions, and recommendations about students’ needs, and to receive feedback on the emerging needs of students.
- 3.9 School counselors will participate in internal school and district committees, teams, partnerships, and advisory boards to **collaborate** on student needs, support programs in the school and community, and gain support for the school counseling program.
- 3.10 **Short-term Tier 3 school counseling supports** will be provided to students as appropriate during times of crisis, transition, heightened stress, critical change, or other situations in which Tier 2 support is not adequate.
- 3.11 School counselors will **refer to school, district, and community resources** when students’ needs extend beyond the role and responsibilities of the school counselor.

IV. ASSESS

- 4.1 School counselors will annually select Tier 1 and Tier 2 activities to **assess their effectiveness** and determine how students are different as a result.
- 4.2 School counselors will systematically **share the impact of their Tier 1 and Tier 2 activities** with key stakeholders (i.e., Flashlight presentations, one pagers, highlight reels, results reports).
- 4.3 School counselors will annually **complete a program assessment** to determine program strengths and areas of thoughtfulness for improvement (i.e. ASCA School Counseling Program Assessment).
- 4.4 School counselors will annually **self-assess their attitudes, knowledge, and skills** based on the ASCA School Counselor Professional Standards and Competencies Assessment to facilitate professional growth.
- 4.5 The **school counselor performance evaluation tool (Educator Effectiveness System)** will reflect the duties and responsibilities expected of school counselors, as defined by the ASCA National Model, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Guidelines, and the Cabot Public School District School Counseling Program Handbook (this document).
- 4.6 School counselors serve as **leaders in the school community** to promote and support student success and act as **systems change agents** to create an environment that promotes and supports student success.

DEFINE

OVERVIEW

The *Define* component includes the *defining* documents of the school counseling profession. The ASCA National Model calls for three sets of standards to help school counselors to develop, implement and evaluate the school counseling program. The first are the *ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*, which detail the attitudes, knowledge, and skills students need for academic success, college/career readiness, and social/emotional development. The other two types of standards are for school counselors, including the *ASCA School Counselor Professional Standards & Competencies* and the *ASCA Ethical Standards for School Counselors*. Additionally, district, local and state codes, laws, and initiatives guide the development of the school counseling program, including this handbook which should be updated annually.

DOMAINS

- 1.1 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career, and Social/Emotional.**

Within the Cabot Public School District, three broad domains will guide school counseling activities: academic, college/career, and social/emotional development. Within the academic domain, school counselors support and enhance students' learning environments and equip students with tools to assist them in learning. For college/career development, school counselors assist students in understanding the connection between school and the world of work and in planning for transition from school to the postsecondary pathway of their choice. To address social/emotional development, school counselors help students with the management of self and emotions as well as the application of interpersonal and relationship skills.

School counselors operate within all three of these domains to address developmentally appropriate student needs. Oftentimes, elementary school counselors place a greater emphasis on social/emotional development while high school counselors do so with college/career development; however, school counselors at all levels should address all three domains.

NATIONAL STANDARDS

- 1.2 ASCA's National Model, **ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Position Statements** will guide the school counselors' program, practice and professionalism within Cabot Public School District.

Student Standards

The [ASCA Mindsets and Behaviors for Student Success](#) are student standards that guide and/or align with the development of the program for all students. They outline what all students should know, understand, and be able to do as a result of participating in a school counseling program. These 35 standards contain six Mindset standards and 29 Behavior standards in three subcategories of Learning Strategies, Self-Management Skills, and Social Skills. The standards are research-based and are organized based on the non-cognitive factors in [Teaching Adolescents to Become Learners \(University of Chicago, 2012\)](#).

Grade-level competencies are the specific, measurable objectives that students attain as they make progress toward a standard. Competencies for the ASCA Mindsets and Behaviors are housed in the online database at www.schoolcounselor.org/studentcompetencies. Student competency attainment assures equitable access to school counseling services for all students, and the selected student standards and competencies are aligned with academic content standards at the state and district level.

School counselors are also encouraged to consider the other student standards, such as:

- [Eight Components of College and Career Readiness \(NOSCA\)](#)
- [CASEL Core Competencies](#)

- [Learning for Justice Social Justice Standards](#)
- [National Career Employability Standards](#)
- [National Career Development Standards](#)

Professional Standards

Professional standards ensure school counselors are equipped to meet the demands and rigor of the professional practice. Professional standards outline the attitudes, knowledge, and skills that guide and advise the daily practice of the school counselor. The following foundational documents serve to guide expectations for the school counseling program and the practice and professionalism of the school counselor.

- [ASCA School Counselor Professional Standards and Competencies](#) serve as a guide for school counselor self-evaluation and formulation of professional development plans.
- [ASCA Ethical Standards for School Counselors](#) specify the principles of ethical behavior and serve as standards of accepted practice, guiding the school counselor's decision-making process to protect both the students and school counselor.
- [ASCA Position Statements](#) guide and support the recommended role of the school counselor and are approved each year by the Governing Board of the American School Counselor Association.
- [ASCA National Model Executive Summary](#) is the abbreviated version of the defining publication for the school counseling profession.

STATE & LOCAL GUIDELINES

- | | |
|-----|--|
| 1.3 | State educational laws and codes as well as local strategic plans and guidelines will guide the school counseling program within Cabot Public School District. |
|-----|--|

In addition to the professional standards outlined in the national framework, state foundational documents also serve to guide expectations for the school counseling program and school counselors' practice. For example, [Arkansas Act 190](#), which was approved in 2019, reflects the Arkansas legislature's recommendations for comprehensive school counseling programs. Local school and district strategic plans also serve as guides for the school counseling program and school counselors' role. Some districts find it helpful to refer to their union contracts as well for alignment. Ultimately, best practice is for school counseling program activities and interventions to be aligned with local and state initiatives.

SCHOOL COUNSELING PROGRAM HANDBOOK

- | | |
|-----|---|
| 1.4 | School counseling program handbook guidelines will be reviewed and modified each year to establish the priorities and direction for school counseling services provided to students in grades K-12. |
|-----|---|

As districts and counties develop comprehensive school counseling programs, they also develop the school counseling program handbook (this document) to outline the priorities and future direction of the school counseling program. The purpose is to implement common practices with consistency between

and among all schools. The handbook is intended to be a living, breathing document that is modified and updated as needed; therefore, it is reviewed and modified annually by a local committee of school counselors and school counselor leaders.

MANAGE

OVERVIEW

The “manage” component of the ASCA National Model includes program focus and program planning. The vision school counselors have for their students and the program mission they create to reach that vision make up the program focus. Program planning is essential to ensure efficiency and effectiveness in the delivery of activities to address the developmental needs of all students. To assist with program planning, there are tools to help school counselors to organize their programs and assessments to determine if desired results are reached.

As a part of managing their programs, school counselors collaborate with their level specific colleagues throughout the district to ensure agreed-upon “franchised” services (curriculum and interventions) are calendared and provided district wide. School counselors use data to set local priorities and to drive decision-making on the use of time. They also collaborate with school counselors at different levels to plan and support appropriate articulation activities to ensure a smooth school transition process for students. Planning and meeting with colleagues is essential to ensuring school counseling programs are delivered systemically throughout the district.

PROGRAM FOCUS

- 2.1 The Cabot Public School District-aligned school counseling program **vision and mission statements** define the vision and focus for managing and implementing a school counseling program for all students.

Vision Statement

The school counseling vision statement describes what school counselors envision for students five to 15 years in the future. It is informed by the seven school counselor mindsets in the ASCA Professional Standards & Competencies as well as the personal beliefs of the school counselor(s). It is aligned with the school and district vision statements and creates a clear picture of the best possible future outcomes envisioned for all students.

Vision

A Cabot graduate is a life-long learner who is motivated, resilient, and prepared to be successful in tomorrow's opportunities.

Mission Statement

The school counseling mission statement is aligned with the school and district mission statements and describes the school counseling program's overall purpose, focus, and direction to reach the vision. It

emphasizes how the school counseling program ensures equity, access and success for every student, indicating the long-range results desired for the students.

Mission

Cabot school counseling programs deliver data-driven, comprehensive school counseling services that create access to schoolwide opportunities and success for all students. The school counseling program delivers academic, career, and social-emotional interventions that invest in fostering students who are responsible, life-long learners who treat others with dignity and respect, and adapt successfully to the demands of the rapidly changing society.

PROGRAM PLANNING

2.2 As members of the school staff, school counselors will assume **planning, calendaring, and management responsibilities** of the school counseling program.

While school counselors work collaboratively with others and include the voices of stakeholders in their programs, they are ultimately responsible for planning the school counseling program. School counselors plan by using data to drive their programs, tools and assessments to increase the efficiency of the programs, and collaborative processes to implement their programs.

SCHOOL COUNSELOR MEETINGS / PLCs / DATA TEAMS

2.3 School counselors and support staff will **meet regularly as Professional Learning Communities** (PLCs) to review student data and identify, prioritize, and target student needs.

School counselors and support staff will analyze student data with administration during PLCs to drive priorities for school counseling services. Based on student data, school counselors and support staff will develop a plan of action to meet student needs.

If designated, lead counselor(s) will organize and set agendas, which might include the following:

- 1. *Information and Announcements* (e.g., discussion about new school or district policies, practices, or procedures, such as a new registration process or new report cards)
- 2. *Specific Student Concerns* (e.g., individual student issues; questions about handling certain student concerns, such as soliciting suggestions for a mentor of a new foster student; students with high level of risk, such as student who is suicidal)
- 3. *Program Management* (e.g., climate survey data analysis, finalizing action plans, scheduling groups)
- 4. *School Counselor Concerns* (e.g., how to work with a teacher who appears to be stressed, or how to talk with an angry parent.)
- 5. *Sharing Best Practices* (e.g., what systems are working well at a building, or what strategies have been effective.)

DATA ANALYSIS

- | | |
|-----|--|
| 2.4 | School counselors will use school and district data to identify student strengths, needs, equity/access issues, achievement/opportunity gaps, barriers to success, and other systemic issues. |
|-----|--|

A comprehensive school counseling program is data-driven. School counselors must be able to show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, achievement, and related data. Data-informed school counselors are consistently reviewing school data to determine trends, inequities and student needs.

School counselors determine which Tier 1 curriculum topics to deliver based on student development needs, current school/district data, student standards, and their professional wisdom. At Tiers 2 & 3, school counselors also use data elements to determine interventions for students in need of more. Below are sample data metrics within the three domains of academic, college/career, and social/emotional development to consider in the identification or prioritization of student needs for intentional interventions.

Examples of ACADEMIC Data Elements

Districtwide school counseling teams collaboratively prioritize a set of Tier 2 data elements that they commit to regularly collect and analyze at each school site. A “fishnet” approach for Tier 2 data elements is recommended; this means all school counselors intentionally and proactively analyze certain data elements at specific time intervals throughout the school year (e.g., *students who have multiple discipline referrals; who are in danger of retention; who have missed more than 5 days in the first month of school*). This ensures a system is in place district wide for school counselors to schedule time-specific intervention points when data will be gathered to equitably address student needs through interventions.

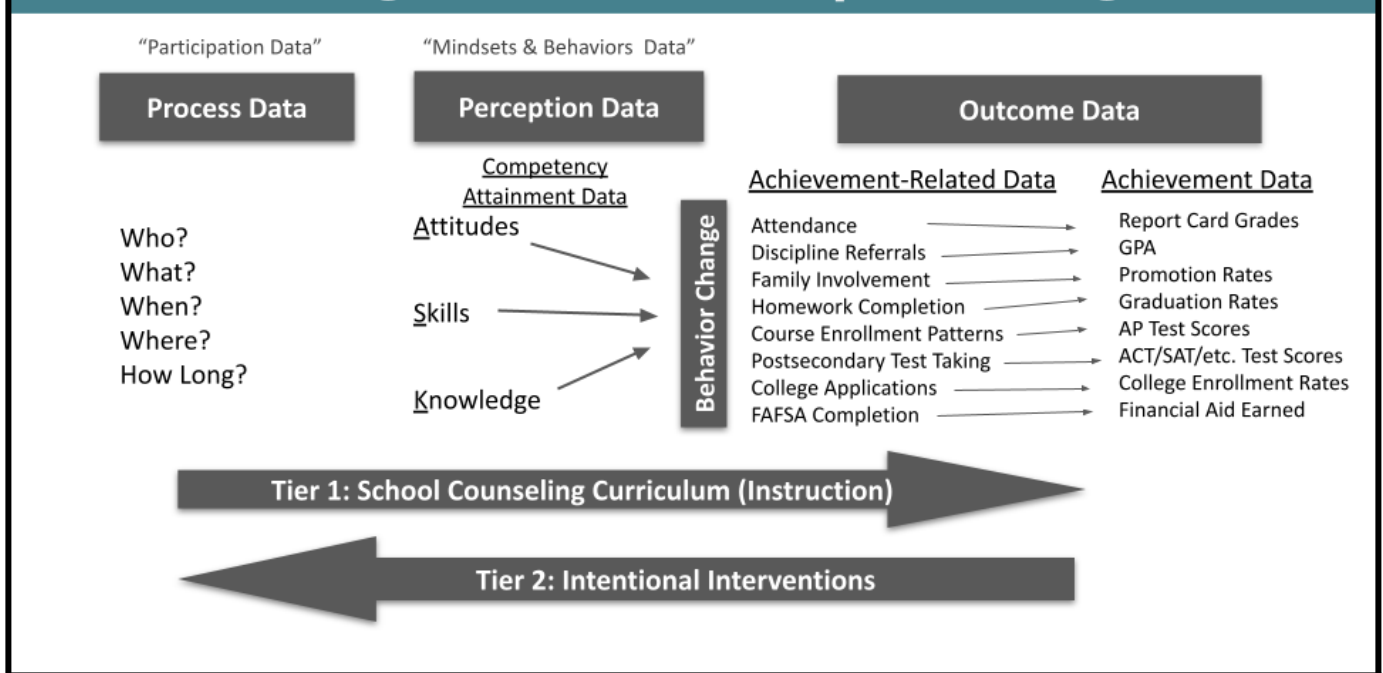
The following document will assist in determining the agreed-upon Tier 2 data elements:

TYPES OF DATA TO COLLECT

- | | |
|-----|---|
| 2.5 | School counselors will collect process, perception, and outcome data to progress monitor and evaluate the management, delivery, and assessment of the school counseling program. |
|-----|---|

Data-responsive school counselors use data to determine the effectiveness of the school counseling program and to make adjustments for future practice. While the manage component guides school counselors in data collection, the assess component helps with the data analysis of program results.

Hatching Results Conceptual Diagram



Source: Hatch, T. (Adapted from 2006)

ANNUAL STUDENT OUTCOME GOALS

- 2.6 School counseling **annual student outcome (SMART) goals** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12.

Annual student outcome goals guide the delivery of the program and the development of school counseling curriculum, targeted and intensive interventions, and closing the gap activities. Goal statements include desirable outcomes for students, are based on data, identify the measurable impact school counselors will make on achievement, attendance, or discipline, and focus on issues related to opportunity, attainment and achievement gaps. These goals are aligned with the Cabot Public School District Strategic Plan and the district/school goals and priorities.

2021-2022 Reflection on Districtwide Goal

"By May 2022, the percentage of CPS students considered academically "In Need of Support" will decrease by 5% from 37.6% to 32.6% compared to May 2021 on the Projected Proficiency Summary Report."

Intentional interventions were a priority and the percentage of students identified as academically "in need of support" decreased by 3.1% to 34.5%. While this was not the full 5% decrease that the CPS Counseling Program was aiming for, forward progress was made.

2022-2023 Rationale for Goals

This coming school year, Tier II interventions based on data, improved RTI systems district-wide, and a fully implemented Tier I Curriculum K-12 will support the continued goal of decreasing students "in need of support" by 5%.

2022-2023 Goals	2021-2022 Goals	Reflection at EOY 2022
Districtwide Goal: By May 2023, the percentage of students considered academically "in need of support" districtwide will decrease by 5%.	Through intentional interventions, the percentage of students identified as academically "in need of support" will decrease by 5% from 37.6% to 32.6% by May 2022.	Supporting evidence/data: At the end of the 2022 school year, 34.5% of CPS students districtwide were identified as academically "in need of support."
High School Goal: By May 2023, the percentage of high school students considered academically "in need of support" will decrease by 5%.	Through intentional interventions, the percentage of students identified as academically "in need of support" will decrease by 5% from 43.45% to 38.45% by May 2022.	Supporting evidence/data: At the end of the 2022 school year, 38.4% CPS high school students in grades 9-10 were identified as academically "in need of support."
Junior High/Middle School Goal: By May 2023, the percentage of middle school and junior high students considered academically "in need of support" will decrease by 5%.	Through intentional interventions, the percentage of students identified as academically "in need of support" will decrease by 5% from 37.45% to 32.45% by May 2022.	Supporting evidence/data: At the end of the 2022 school year, 35.52% of CPS middle school and junior high students in grades 5-8 were identified as academically "in need of support."
Elementary School Goal: By May 2023, the percentage of elementary students considered academically "in need of support" will decrease by 5%.	Through intentional interventions, the percentage of students identified as academically "in need of support" will decrease by 5% from 33.5% to 28.5% by May 2022.	Supporting evidence/data: At the end of the 2022 school year, 29.4% CPS elementary students in grades 3-4 were identified as academically "in need of support."

ACTION PLANS

- 2.7 School counselors will **develop action plans** for Tier 1 (curriculum, individual student planning, and schoolwide programs and activities) and Tier 2 (data driven interventions and systems change initiatives).

Action plans assist school counselors in developing effective plans to teach students the developmentally appropriate knowledge, attitudes and skills to impact their achievement, attendance, and/or discipline.

These plans ensure there is a systematic approach to providing all students with school counseling program activities.

School Counseling Curriculum Action Plans

School counseling curriculum action plans are designed to assure that curriculum is provided for every student in the school. These plans consider the following: lesson topic; ASCA domain (academic, college/career, social/emotional) and the Mindsets & Behaviors standard(s) to be addressed; description of the actual curriculum to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activity; means of evaluating students' attitudes, skills, and knowledge (ASK) using pre-/post-tests or demonstration of competency; expected achievement and achievement-related results for students; indication that the plan has been reviewed and signed by an administrator. See the action plan template at the end of this section. For a completed example, please refer to [The Use of Data in School Counseling, 2nd Edition](#) (Hatch & Hartline, 2021).

Intentional School Counseling (Targeted Intervention) Action Plans

Intentional School Counseling Action Plans are designed to provide more intensive services to individuals or groups of students who need academic, college/career and/or social/emotional support. School counselors develop action plans, in collaboration with site administration, to address predetermined data driven elements in alignment with district priorities and unique site considerations (i.e. staffing, demographics, resources, priorities) and incorporate research-based approaches, program management, and accountability measures. Each school counselor or site team will develop and implement targeted intervention action plans every year.

Intentional School Counseling (Systems Change) Action Plans

Intentional school counseling action plans for systems change are designed to specifically address policies, practices, and procedures that the data reveal may be contributing to gaps among student groups in areas of attendance, behavior, or academic achievement outcomes. Through leadership, advocacy, and collaboration, the school counselor works with others to create new or revise ineffective policies, practices, and procedures.

A primary distinction between the intentional school counseling for *systems* change action plan and either of the previously mentioned plans, is that with the previous plans, the counselor is focused primarily on providing additional direct services to students (small group, etc.) and may or may not address systems change (policy, practice, procedure) issues. *This* action plan is specifically designed to support thoughtfulness in the policy/procedure/system change space.

Cabot School Counseling **Tier 1 Core Curriculum Action Plan**

LESSON PLANS

- 2.8 School counselors will **develop high-quality, detailed, engaging written lesson plans** for Tier 1 curriculum and Tier 2 small groups/interventions.

School counselors develop lesson plans that will support equity in lesson facilitation between and among school counselors across the district. Developing written lesson plans help ensure that the lesson is taught in a way that supports students in learning the intended developmental attitudes, knowledge, and skills required.

High-quality lesson plans include several major components such as measurable objectives, alignment to standards, student engagement strategies, detailed procedures, and a method of assessment (i.e. pre/post test). Detailed lesson plans also ensure that new school counselors, or those transferring into the district, are able to deliver the lesson with minimal training or support from others.

As school counselors develop districtwide lesson plans (using the [ASCA Lesson Plan Template](#)), they are hyperlinked within the district wide action plans included within this handbook.

FAMILY PARTICIPATION AND ENGAGEMENT

- 2.9 The school counseling program will **engage with families and encourage family collaboration** concerning academic, college/career, and social/emotional development and decision-making for all students in grades K-12.

Research has shown that family engagement can improve student test scores, attendance, and behavior as well as social skills, relationships, and feelings toward school. Involving families can lead to better outcomes for students and schools.

Activity	Grade Level	When
Open House	PK-12	August
Veteran's Day	PK-12	November
Grandparent's Day	PK-4	September-October
Literacy, Math or STEM Nights	PK-4	Throughout the year, depending on the building
Parent Teacher Conferences	PK-12	October and March

ANNUAL ADMINISTRATIVE CONFERENCE

- 2.10 School counselors and support staff will **collaborate with school administration and site leadership teams** in order to ensure effective implementation of school counseling services.

The [Annual Administrative Conference Template](#) is a tool used to outline the organization and focus of the school counseling program. At the beginning of the school year, the school counselor and administrator meet to discuss program priorities and organization as well as implementation strategies to ensure the school counseling program runs smoothly and produces the desired outcomes. This tool helps to create a mutual understanding of the school counselor's specific responsibilities, use of time, caseload, and areas for professional development.

[Annual Administrative Conferences Schedule](#)

[Examples of CPS Annual Administrative Conferences](#)

Ratios and Caseload Assignments

- 2.12 The **student-to-school counselor ratio and caseload assignment of students** to school counselors will be determined by the school counseling department and administration at each school site based on the unique programmatic considerations of the school and student population. These decisions should ensure school counselors equitably address the needs of all students.

Consideration of the pros and cons of caseload assignment by alphabet, grade level, domain, or pathway must be taken when determining ratios and student assignments. While little research exists on this topic, school counselors report advantages and disadvantages to each (Akos, Schuldt, & Walendin, 2009; Mackey, 2013). Caseload decisions tend to impact elementary and middle schools less than they do high schools. Regardless of the student assignment method selected, the most important variable for student success is the ability of the entire team to work together as a collective unit, when designing the programs and services students will receive.

Use of Time

- 2.13 School counselors' **use of time** will be determined in mutual agreement by the counselors, site administrators, and the district office in accordance with the Cabot Public School Counseling program goals.

The Cabot School District is working towards protecting counselor time in accordance with ASCA recommendations and Arkansas' ACT 190. The following links give insight into Cabot's Spring 2022 Program Assessment results regarding calendars and use of time:

[Calendar](#)

[Direct and Indirect Services](#)

[Program Management and School Support Activities](#)

ASCA recommends that school counselors spend 80% of their time in direct and indirect services to students with the other 20% in program planning and school support. The following chart serves as a guide when determining time spent in each of the areas of the delivery system (ASCA National Model, 2nd Edition). The program percentages are suggested; the individual time a certain counselor spends in each component of the delivery system may vary depending on student needs and staffing considerations.

	ASCA National Model, 4th Edition Component	Elementary School % of Time	Middle School % of Time	High School % of Time	ASCA Recommendation
Direct Services Interactions between school counselors and students	Instruction (Tier 1)	35%	30%	20%	80% or more
	Appraisal and Advisement (Can be Tier 1, 2, or 3)	5%	15%	25%	
	Counseling (Can be Tier 2 or 3)	25%	20%	20%	
Indirect Services Services provided on behalf of students as a result of the school counselor's communications with others	Consultation, Collaboration, and Referrals (Can support Tier 1, 2, or 3)	20%	20%	20%	
Program Planning & System Support	Program Planning, Support, and Assessment (Can support Tiers 1, 2, or 3)	15%	15%	15%	20% or less

Calendars

School counselors develop and publish a master calendar for the year that includes an overview of counseling and support activities. Each spring, the school counseling team is encouraged to spend an entire day designing the next year's calendar using the following guidelines. It is recommended that the calendar be shared with all stakeholders; therefore, school counselors are encouraged to post and share calendars to assist in communication with families, students, administration and staff.

Appropriate School Counselor Roles/Position Statements

2.14	The roles and responsibilities of school counselors will be determined by the counselors, administrators, and district office in accordance with the national frameworks, ethical guidelines, and district priorities.
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School counselors and administrators should collaboratively review recommendations for school counseling and non-school counseling activities ([ASCA's table of appropriate and inappropriate activities for school counselors](#)). Every effort should be made to create a collaborative plan to reassign non-school counseling activities in support of school counselors performing the appropriate responsibilities indicated in this handbook.

Delineation of roles and responsibilities for other service providers who work with students should be in alignment with professional organization's recommendations for practice to ensure a streamlined service delivery model in accord with training, license, and certification parameters. In addition, school counselors are encouraged to collaborate with their administrator to create a list of appropriate work responsibilities for clerks, secretaries, and other non-credentialed staff who support and assist the school counseling program.

The Cabot Public School District School Counseling Program agrees to utilize the **Position Statements** of the American School Counselor Association (ASCA) as guidelines in recommending the following roles for school counselors. The Position Statements can be found at <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements>.

Professional Learning

- 2.15 School counselors and those supporting the school counseling program (i.e. administrators) will be provided **school counseling specific professional learning** opportunities based on individual needs, site needs, and resources available.

Professional learning is essential to keep abreast of emerging knowledge and to improve the ability of school counselors to help all students achieve the intended results of the school and district. Thoughtful, well-designed professional learning will be provided to school counselors through a combination of district, site-based, and outside provider opportunities. During the Annual Administrative Conference, the administrator and school counselor will discuss professional learning needs and opportunities.

STAFF DEVELOPMENT AND SUPPORT

- 2.16 School counselors and support staff will provide **information and materials to staff** on topics and issues that impact teaching, learning, and school climate/culture.

At times, school counselors can best support student learning and development by informing and educating their staff regarding various topics. As needed, school counselors deliver staff development or distribute materials to staff.

PROGRAM MARKETING

- 2.17 School counseling departments at each site will systematically and equitably **provide information to staff, families, and the community via multiple methods** regarding the school counseling program activities, services, and support options available.

Communicating with staff, families, businesses, civic organizations and social services to share the programs, activities and outcomes ensures school counselors are communicating about the needs of all students and how the school counseling program impacts student success.

RECOMMENDED AVENUES FOR DISTRIBUTION OF INFORMATION

- District website and social media outlets
- Building administrators' S'More newsletters
- Counseling newsletters or e-mails

- Pamphlets or letters at Open House, Parent-Teacher Conferences, or other events
- Counselor websites or Google Classrooms

DELIVER

OVERVIEW

The *Deliver* component of the school counseling program is focused on services and strategies provided to and for students. These include interactions with students and others as school counselors seek to promote equity and access to support achievement for all students. **ASCA recommends school counselors spend 80% of their time in the delivery of both direct and indirect student services.** Direct student services are in-person interactions between students and school counselors; indirect student services are interactions with others within or outside the school setting on behalf of students. Within the fourth edition of the ASCA National Model, indirect student services include collaboration, consultation, and referrals while direct student services include

- Instruction (Classroom, Small-Group, and Individual);
- Appraisal and Advisement (activities to ensure students develop future goals and plans); and
- Counseling (individual or small group interventions designed to meet students' immediate needs).

MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT (MTMDSS)

Multi-Tiered System of Support (MTSS) is a comprehensive framework that addresses the academic and behavioral needs of all students within the educational system. Research shows that schools benefit from having available multiple evidence-based interventions of varying intensity to meet the range of behavioral, social-emotional, and academic needs of all students. While MTSS is focused on two areas (academic and behavioral), school counselors focus on *three* domains: 1) academic, 2) college/career, and 3) social/emotional. To align with the work of the school counselor and other support personnel, a *Multi-Tiered, Multi-Domain System of Supports (MTMDSS)* can be utilized.

Much like MTSS, the MTMDSS framework organizes a continuum of instruction and interventions to meet students' needs with the goals of: 1) Ensuring all students receive developmentally appropriate instruction; 2) Maximizing student achievement; and 3) Increasing the social and behavioral competencies of students. The MTMDSS Model organizes school instruction and intervention services into three levels, or Tiers. As stakeholders in the development of students' academic, college/career, and social/emotional development, school counselors and other support personnel (college access partners, school psychologists, social workers, etc.) provide components of and support in the MTMDSS process.

TIER 1: CORE [UNIVERSAL] PROGRAM FOR ALL STUDENTS (100%)

The core program comprises the delivery of services that all students receive (school counseling curriculum, individual student planning, and school-wide events). **School counseling curriculum** is standards- and competency-based, developmental in nature, preventative and proactive in design, and comprehensive in scope. **Individual Student Planning** includes college and career readiness and 4-6 year planning. **District/school-wide activities** for all students, such as national awareness campaigns, support this work as does family engagement.

TIER 2: TARGETED INTERVENTIONS FOR SOME STUDENTS (20%)

Targeted data driven interventions (small group counseling/instruction, referral to interventions on campus, etc.) are designed for *students* who are identified by pre-scheduled and predetermined data screening elements. These include, for example, attendance, behavior, work skills and study habits (report card marks), course failure, credit deficiency and/or equity and access issues. Tier 2 includes *short term* progress monitoring and collaboration among teachers, families, and the school counselor until improvement and/or referral to appropriate services can be found and implemented. Tier 2 activities are designed for students who: 1) exhibit barriers to learning; 2) are struggling to achieve academic success; and/or 3) who are identified as deserving of instruction and/or support in addition to Tier 1 curriculum activities (foster youth, dual language learners, historically marginalized student groups, etc.).

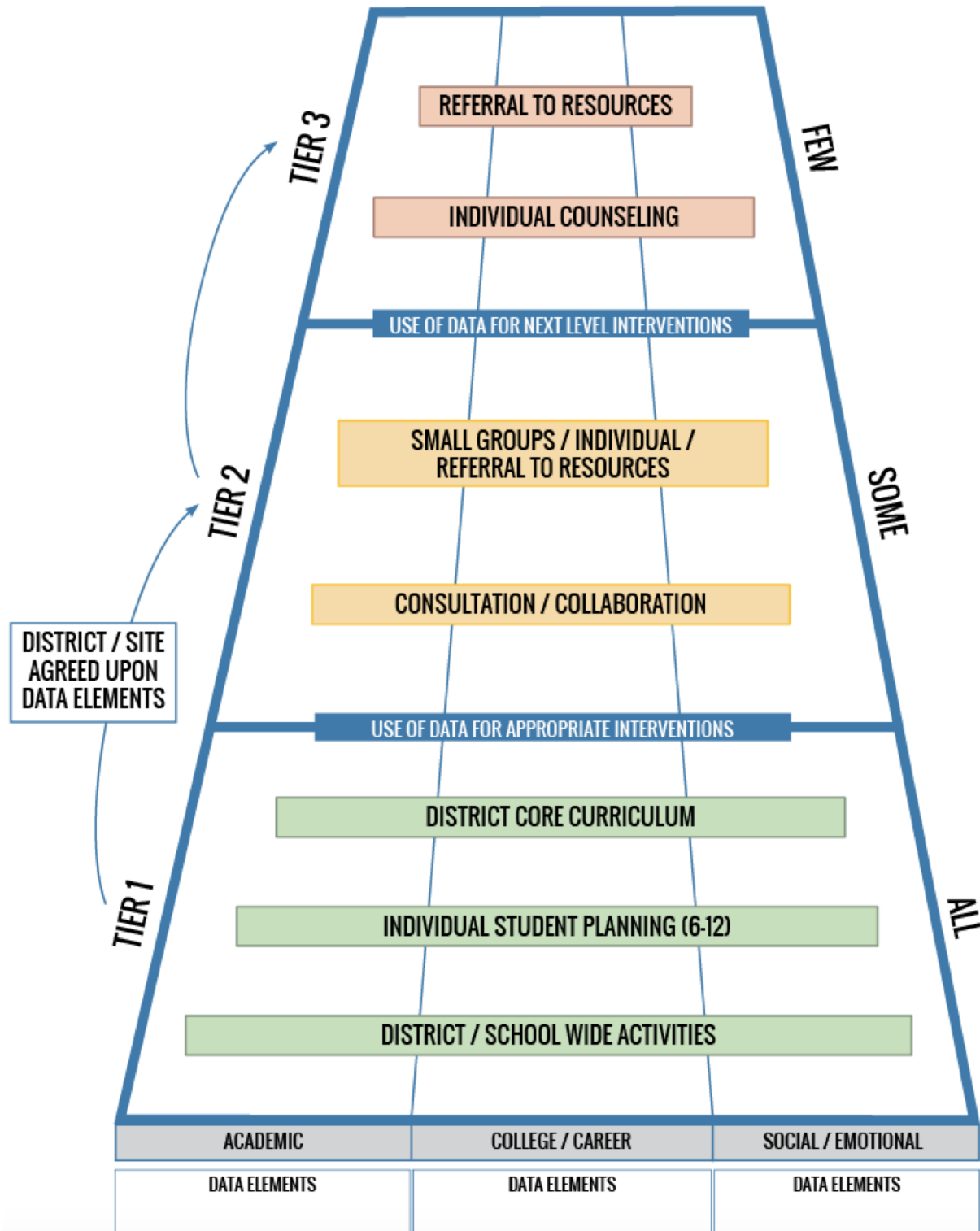
TIER 3: INTENSIVE INTERVENTIONS FOR A FEW STUDENTS (5-10%)

Individualized student interventions are designed for students to address additional needs, including emergency and crisis response events. These include short-term solution focused counseling to address life change events (divorce, death, imprisonment of a family member, etc.) and unresolved challenges unaffected within Tiers 1 and 2. Tier 3 intensive interventions are provided on a limited basis and, if unresolved, lead to referrals to outside services. This includes *short-term* consultation and collaboration among teachers, families, and the school counselor until the concern or crisis is resolved and/or referral to appropriate responsive services can be identified and implemented.

Comparison of MTMDSS and ASCA Model Deliver Language

	Multi-Tiered, Multi-Domain System of Support (MTMDSS)	ASCA Model 4th Edition
Tier 1	School Counseling Curriculum (Direct)	Classroom Instruction (Direct)
	Individual Student Planning (Direct)	Appraisal & Advisement (Direct)
	District/School Wide Activities & Programs (Direct)	Large Group Instruction (Direct)
Tier 2	Small Group (Direct)	Small Group Instruction (Direct) Small Group Counseling (Direct)
	Individual (Direct)	Individual Instruction (Direct) Individual Counseling (Direct)
	Referrals to Resources (Indirect)	Referrals (Indirect)
	Consultation/Collaboration (Indirect)	Consultation/Collaboration (Indirect)
Tier 3	Referral to Resources (Indirect)	Referrals (Indirect)
	Individual Counseling (Direct)	Individual Counseling (Direct)

**MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT
DELIVERY MODEL
(Direct and Indirect Services)**



TIER 1

School Counseling Curriculum for ALL Students

- 3.1 All students (K-12) will be provided age and grade appropriate planned **school counseling curriculum** that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.

School counseling curriculum K-12 includes equitable learning opportunities for all students through quality and engaging instruction. Curriculum lessons are delivered to *all* students by school counselors and/or by approved support staff (overseen by school counselors). The curriculum is delivered through direct instruction, ideally in the classroom. Agreed upon lesson content is comprehensive, preventative, and proactive in nature. The agreed upon district-wide curriculum designed by Cabot Public school counselors promotes continuous improvement in student knowledge, attitudes, and skills in three domain areas: a) academic, b) college/career, and c) social/emotional development.

In addition to delivering district-wide agreed upon curriculum, schools may develop additional lessons based on district priorities and/or unique site data-driven needs and demographic considerations.

School Counseling Curriculum Scope & Sequences include:

- Grade Level
- Lesson Title
- ASCA Domain(s) & Mindset/Behavior Standards
- Curriculum Content & Materials
- Projected Start/End Dates
- Evaluation Methods (Perception, or “Mindsets and Behaviors” Data, and Outcome Data)

[Tier 1 School Counseling Curriculum Scope and Sequence Chart](#)

Individual Student Planning: **Student Success Plans**

- 3.2 School counselors will help students monitor and manage their own learning, as well as to **establish personal goals and future plans**.

Individual student planning consists of ongoing systematic activities provided by school counselors designed to assist students in establishing personal goals and developing future plans, such as individual learning plans (ILPs) and graduation plans. **Individual planning is implemented through appraisal and advisement.**

- 3.3 School counselors will meet with all students beginning in middle school to **develop an individual learning plan**, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.

Individual

Tips for Developing Individual Learning Plans

- Always follow your local and state mandates. See the U.S. Department of Labor for listings of state mandates at <https://www.dol.gov/odep/ilp/map/>
- Ensure that each student has an ILP that connects their career interests and postsecondary goals to coursework and extracurricular activities
- Create a plan for reviewing ILPs annually and determine a plan for engaging families
- To ensure that your school counseling program is equitable and accessible to all students, ensure that *all* students and families are knowledgeable about every postsecondary option and requirement and are aware of all pathway options available at your site
- Connect the ILP process to your course selection process
- Remember, you can help students create ILPs in a small group or classroom lesson, but it is important to determine how you will individually follow up and how often

As of 2016, ILPs had been mandated in 34 states across the country, and an additional 10 states utilized, although did not mandate, ILPs (US Department of Labor, 2016). As suggested in the tips, school counselors are encouraged to look at the ILP mandates for your individual state as mandates look differently from state to state.

A critically important component of the individual learning plan is **course planning**. School counselors (or other school officials) will review each student's transcript and academic plan at least once each year (typically during registration) to validate appropriate course placement. School counselors (or other school officials) will complete a standardized Cabot Public School District academic review annually, beginning in middle school, where plans for postsecondary options are reviewed, and a signed agreement is reached with student and family for the student's coursework in the upcoming year.

A **standardized electronic version** of the academic review plan or ILP will be developed so that plans can follow the student from one grade level to the next or from one school to another within the district for annual review and modification. School counselors will keep a copy of the academic review form and/or will have access to the form through the approved electronic system. See the ASCA Position Statement on [*The School Counselor and Individual Student Planning for Postsecondary Preparation*](#) for additional information on the school counselor's role in Individual Student Planning.

Post-Graduation Follow Up

Cabot High School counselors will send a survey to the Class of 2023 through Google Forms prior to graduation. This will gather student e-mail addresses that can be used to follow up after graduation. The Follow Up Google Form will ask questions about college and/or career plans and share counselor contact information to encourage alumni to reach out if they need support. This survey will indicate that counselors are willing to be a resource for students, even after graduation. It will also have a link to the [*Ready for Life website*](#) and encourage them to reach out to the Coop.

[Post-Graduation Follow Up Google Form](#)

Schoolwide Programs and Activities: [Annual Calendar](#)

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|-----|--|
| 3.4 | School counselors will coordinate school/district-wide programs and activities in alignment with the school counseling curriculum to support the academic, college/career, and social/emotional development of students. |
|-----|--|

School counselors coordinate, oversee and/or participate in various school or district wide events aligning with the school counseling curriculum to further support student academic, college/career and social/emotional development. See below for an action plan template for districtwide programs and activities, as well as a completed example:

[Elementary Schools' Schoolwide Programs and Activities Action Plan](#)
[Middle School Tier I Schoolwide Programs and Activities Action Plan](#)
[\(*including Orientation/Transition Visits\)](#)
[Junior High Schoolwide Programs and Activities Action Plan](#)
[Cabot Freshman Academy Schoolwide Programs and Activities Action Plan](#)
[Cabot High School Schoolwide Programs and Activities Action Plan](#)
[Cabot Panther Academy Schoolwide Programs and Activities Action Plan](#)

Bullying and Suicide Prevention Efforts

School counselors coordinate, oversee and/or participate in various individual, school, or district wide efforts to address bullying, cyberbullying, self-harm, and suicide.

[Bullying and Suicide Prevention Efforts](#)

Family Education

- | | |
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| 3.5 | School counseling programs and services will be provided to educate, engage, and increase family participation in the areas of academic, college/career, and social/emotional development and decision making for all students grades K-12. |
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School counselors provide, oversee, or participate in family education that aligns with the school counseling curriculum, supporting students' academic, college/career and social/behavioral needs. Family education opportunities are provided throughout Cabot Public District.

[TIER 2](#)

- | | |
|-----|---|
| 3.6 | Intentional, targeted, data-driven interventions will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns. |
|-----|---|

Tier 2 of the Cabot Public School Counseling Program consists of activities to meet the data driven and immediate needs and concerns of students in academic achievement, college/career readiness and social/emotional issues. This component is initiated through data mining (discussed in the Manage

component), student self-referral, teachers, families, or others. While school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Tier 2 services are identified through analyzing data to determine student needs and delivered through strategies including: individual and small group counseling, referrals, consultation, and collaboration.

Small Group/Individual Counseling

Short-term counseling is provided in small groups or on an individual basis for students expressing academic challenges, difficulties dealing with relationships, personal concerns, or normal developmental tasks. Counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature.

Referral to Tier 2 Resources

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| 3.7 | School counselors will utilize site and district resources , as well as collaborate with local businesses, industries, and agencies to develop community resources, to provide Tier 2 support and increase opportunities for students and families. |
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Referrals vary based on student need. School counselors may refer students and families to tutoring for additional academic support, to websites or training for college/career support, to community agencies for social/emotional support, or to internal school site supports such as peer mediation, restorative justice practices and conflict resolution. Additionally, school counselors work within the community to procure additional in-school resources to support students.

Consultation

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|-----|---|
| 3.8 | School counselors will consult with administrators, teachers, staff, families, and other key stakeholders regularly to provide information, professional opinions, and recommendations about students' needs, and to receive feedback on the emerging needs of students. |
|-----|---|

School counselors consult with key stakeholders regularly to provide information and strategies to address concerns in academic, college/career, and social/emotional needs of students. School counselors serve as student advocates to support student achievement, equity, access, and success. Specifically, school counselors in Cabot Public District consult with: teachers, staff members, and parents/guardians regularly in order to provide information, to support the school community, and to receive feedback on the emerging needs of students.

- Administrative team
- Other school counselors at their site and in the district
- Teachers
- Families
- Student support personnel (school psychologists, school social workers, nurses, etc.)
- Special education case carriers
- Classified employees
- Athletic coaches

- Program coordinator(s) (i.e. AVID, IB, ASB, ELL, Etc.)
- School Resource Officer
- College access partners
- Community agencies
- Child welfare and attendance
- Instructional coaches
- School counseling interns

Collaboration

3.9 School counselors will participate in internal school and district committees, teams, partnerships, and advisory boards to **collaborate** on student needs, support programs in the school and community, and gain support for the school counseling program.

The Cabot School District has an Advisory Council that will meet and discuss the many facets of the comprehensive counseling program. This collaborative process will be informative and allow family and community members to give feedback.

[Advisory Council Invitation Fall 2022](#)

[Advisory Council Agenda Fall 2022](#)

[Advisory Council Members](#)

School counselors will have the opportunity to collaborate in a variety of ways to support the school counseling program and participate in academic advisement as seen by the following chart. Through teaming and partnering, they work with educators, families, and the community to improve resource sharing, provide joint presentations, or form partnerships with a specific focus or agenda. Serving on district committees, school counselors advocate for all students and work to remove barriers to learning, to improve programs, policies and practices supporting access and equity. Selection of committee topics may vary per site.

At a minimum, there should be a school counselor representative on the school leadership team, grade level teams, and RTI Team. School counselors are contributing members of decision-making teams to help determine appropriate actions for students.

COMMITTEE/TEAM PARTICIPATION	
Instructional Leadership Teams	ELL Teams
Grade Level Teams	RTI Teams
504 Committee Member	Content-Area Department Teams
Behavioral Intervention Support	Family and Community Engagement Teams
SPED Referral Coordinator	Advanced Placement and GT Programs

TIER 3

Short-Term Individual Counseling

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|------|--|
| 3.10 | Short-term Tier 3 school counseling supports will be provided to students as appropriate during times of crisis, transition, heightened stress, critical change, or other situations in which Tier 2 support is not adequate. |
|------|--|

Individual counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature. School counselors do not provide therapy. When necessary, referral sources are used to connect students/families to appropriate resources.

Crisis counseling provides prevention, intervention, and follow-up. When a crisis occurs, the site principal (in collaboration with the school counseling team) decides whether or not the site crisis intervention team or the district crisis team will handle the situation. One or both are called into action. Counseling and support are provided to students and families facing emergency situations. When necessary, appropriate outside referral sources are utilized.

Referrals to Outside Agencies

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| 3.11 | School counselors will refer to school, district, and community resources when students' needs extend beyond the role and responsibilities of the school counselor. |
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When a student's needs extend beyond the brief, short-term, targeted approaches provided by school counselors, it is the ethical responsibility of the school counselor to refer the student or family to outside resources for additional assistance. School counselors connect students and families with referral sources, utilizing district agreed upon services with outside agencies to support academic, college/career or social/emotional needs. Examples include dealing with crises such as suicide ideation, violence, abuse, and terminal illness. These referral sources may include mental health agencies, employment and training programs, juvenile services, and other social and community services.

Community Outreach/Agencies

- District Social Worker
- Chenal Family Therapy
- Families, Inc.
- Life Strategies Counseling, Inc.
- Life Within Counseling Group
- M & T Healthcare Management
- The Pointe Behavioral Health Service
- Professional Counseling Group of Arisa Health
- The Centers for Youth and Family
- Brideway
- Compass
- Pinnacle Pointe Hospital
- Methodist

- Rivendell Behavioral Health Services
- Lonoke County Safe Haven
- Wade Knox Child Advocacy Center
- Lonoke County Department of Human Services
- Community resources for clothing, food, and other financial needs

MENU OF SERVICES

Districtwide school counseling teams collaborate to develop a standard menu of services offered, based on student need. Note the school counselor's interventions are only some of the options available as it is not the school counselor's responsibility to provide all the interventions, but to know when and where to appropriately refer a student within and outside the school building. School counselors are encouraged to collaborate with other intervention providers to ensure students receive the most appropriate intervention and to avoid overlapping of services or service redundancy.

Tier 1 Services - What ALL Students K-12 Automatically Receive		
<ul style="list-style-type: none"> • Access to curriculum across the core subject areas, plus foreign language, health/PE, arts • Comprehensive school counseling core curriculum lessons (academic, college/career, and social/emotional development) • Individual Student Planning (7-12) • Schoolwide programs and activities (assemblies, resource fairs, Future Story Day, Kindness Week, etc.) 	<ul style="list-style-type: none"> • Schoolwide behavior expectations • Family education and communications translated into home languages as needed • Family education and curriculum • Non-instructional time behavior support (lunchroom, hallways, playground, study areas) • Transition support 	
Tier 2 Services - Potential Supplemental Supports & Enrichment Opportunities		
<ul style="list-style-type: none"> • Tutoring • Intervention • Credit recovery • Group workshops (i.e. Zero Hour, C2G) • Peer Mentoring • Adult-Student Mentoring • College application support • Behavior contracts 	<ul style="list-style-type: none"> • Support for district priority populations: (Foster youth, McKinney-Vento families, EL, students with disabilities) • Solution-Focused Brief Counseling • Attendance support • Small group counseling • Peer mediation • Restorative practices 	<ul style="list-style-type: none"> • Field Trips • Community-sponsored events • Motivational programs • Peer leadership programs • Athletics • Clubs and student organizations • Incentives • ACT/SAT Prep
Tier 3 Services - Intensified Supports for Emergent, Severe, or Crisis Needs		
<ul style="list-style-type: none"> • Special education consultation • Vision/Hearing assessment • Section 504 consultation • English language proficiency consultation • Postsecondary advocacy and support • Home visits 	<ul style="list-style-type: none"> • Referrals to out-of-district services (trauma, mental health services, therapy, substance abuse, grief/loss counseling, shelters, food kitchens, clothing closets, legal services, abuse/neglect) • Crisis intervention • Risk/Threat Assessments 	

OVERVIEW

The fourth component of the comprehensive school counseling program calls for the school counselor to assess program effectiveness. School counselors collect and analyze school and school counseling program data to determine how students are *different* as a result of their activities and interventions. School counselors use data to show the contributions of the school counseling program to student attendance, behavior and achievement. School counselors analyze program assessments to guide future action and improve results for all students. The performance of the school counselor is evaluated on standards of practice expected of school counselors implementing a comprehensive school counseling program.

DATA REVIEW AND PROGRAM RESULTS

- 4.1 School counselors will annually select Tier 1 and Tier 2 activities to **assess their effectiveness** and determine how students are different as a result.

A school counseling program must answer the question, *“How are students different as a result of the school counseling program?”* School counselors will collect and use data that links school counseling program activities to competency attainment and student outcomes. This component focuses on data analysis, program results, evaluation and improvement.

Measuring results is vital to the school counseling program for several important reasons:

1. Professional and program evaluation: What works? What doesn't?
2. Professional and program improvement: How do we improve?
3. Program advocacy: Ensuring program sustainability
4. Student advocacy: Promoting equity and access
5. Systemic change: Promoting improved policies, practices and procedures

The following examples illustrate how school counselors assess the effectiveness of activities and can use those findings to make decisions for future programming.

Tier 2 Data Review:

At Ward Central, students who participated in a small group had a decrease in school absences from 41.78% to 29.43% from the first semester to second semester. (January-May 2022)

Tier 1 Data Review:

[Pre-Test and Post-Test Data from Classroom Lesson](#)
[Classroom Lesson ASCA Results Report](#)

4.2	School counselors will systematically share the impact of their Tier 1 and Tier 2 activities with key stakeholders (i.e., Flashlight presentations, one pagers, highlight reels, results reports).
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School counselors share the impact of their activities with key stakeholders to educate them about the program impact on student achievement, attendance and discipline as well as to communicate the organizational structure and philosophy of the school counseling program. Both the [ASCA Professional Standards and Competencies](#) and the [ASCA Ethical Standards](#) call for school counselors to share the results of their programs.

SCHOOL COUNSELING PROGRAM ASSESSMENT

4.3	School counselors will annually complete a program assessment to determine program strengths and areas of thoughtfulness for improvement (i.e. ASCA School Counseling Program Assessment).
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The program assessment is used to assess the school counseling program's progress toward full implementation of a comprehensive school counseling program in alignment with the ASCA National Model. Assessments are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. The findings of both program assessment and results guide future actions within the program by identifying strengths and areas of thoughtfulness where improvement may be needed.

The [ASCA School Counseling Program Assessment](#) was used at the end of the 2021-2022 school year.

Sampling of Responses:

[Beliefs](#)

[Service Delivery](#)

[Use of Data](#)

[Action Plans](#)

[Curriculum Lesson Plan](#)

[Calendars](#)

SCHOOL COUNSELOR SELF-APPRAISAL

4.4	School counselors will annually self-assess their attitudes, knowledge, and skills based on the ASCA School Counselor Professional Standards and Competencies Assessment to facilitate professional growth.
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School counselors may utilize the assessment for self- assessment, to set personal goals, and to drive professional development. It is recommended that school counselors complete a self-appraisal annually to determine needed areas of growth.

[Examples of CPS School Counselor Self-Assessment](#)

SCHOOL COUNSELOR PERFORMANCE EVALUATION

- 4.5 The **school counselor performance evaluation tool** will reflect the duties and responsibilities expected of school counselors, as defined by the ASCA National Model, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Guidelines, and the Cabot Public School District School Counseling Program Handbook (this document).

School counselors should be evaluated on their performance as a school counselor. The new Educator Effectiveness System will keep the same TESS rubric. The pre and post observation questions will now be coordinated with the counseling rubric and roles.

SOCIAL JUSTICE (LEADERSHIP, ADVOCACY, & SYSTEMIC CHANGE)

- 4.6 School counselors serve as **leaders in the school community** to promote and support student success and act as **systems change agents** to create an environment that promotes and supports student success.

As trained leaders who are skilled at counseling, advocacy, team building and collaboration, school counselors use data to promote the success of all students. As an outcome, school counselors seek to ensure all students receive equitable access to services, interventions and academic opportunities. By taking the lead to collect and analyze school and/or district level data, school counselors identify existing gaps in student achievement. Implemented strategies and supports not only address existing gaps in achievement, but advocate for necessary systemic change.