



Lonoke Public School District Comprehensive School Guidance Plan 2023-2024

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Beliefs

The counselors at Lonoke Public School District believe that:

- All students have dignity and worth
- All students can achieve and be successful learners
- The school counselors' primary purpose is to advocate for the student
- Every student has the potential for learning and for meeting high academic standards.
- Every student has a unique set of individual needs that must be considered as he/she develops at his/her own rate.

Vision Statement

All students at Lonoke Public School Counseling department are empowered with the knowledge and skills necessary to achieve academic, personal/social, and career success, and to reach their fullest potential as respectful, responsible citizens.

Mission Statement

Lonoke Public School District provides a comprehensive counseling program that attends to the personal/social, academic, and career preparation/college planning needs of all students. Our goal is to promote a commitment to life-long learning, personal, and academic growth and to aid students in becoming responsible, culturally aware, and productive members of society. Our mission and our goal will be supported and further strengthened by consultation with teachers, staff, administrators, parents, and community advocates.

Program Goals

District Goals

Goal #1

Students' coping skills. It may be coping with relationships, stress of school or life, home life, or simply learning how to balance work and social time.

Coping skills are a very large part of life. Many of today's students are not aware of how to cope with someone who may not like them or with different situations like peer pressure. This can greatly affect the student's social, emotional and academic learning. It is so easy to get overwhelmed with stress and responsibilities that it seems like things will never get better or look up. Coping skills can help teach students to take everything one step at a time and how to slow down and work through these issues.

We will achieve this goal by check-ins to see where students stand, developing and creating lessons that can be used during advisory or activity times by teachers. Then pull small groups/individual counseling sessions with students as needed. We will monitor progress each week and analyze feedback from students and teachers.

Multi-Tiered Counseling Services

Tier 1 - For All Students

- Working with all students to develop their Student Success Plan
- Tours/Orientation/Open House for students and parents
- Course selection
- Bullying Prevention
- Suicide Prevention
- Career Planning and Exploration
- Minute Meetings
- Classroom Lessons

Tier 2 - Individual or Group Counseling

- Individual & Group Academic Planning (including 4 year plans)
- Behavioral Supports
- Helping student understand assessment results

Tier 3 - Responsive Services

- RTI meetings weekly/bi-weekly for behavior
- Individual counseling to address immediate needs
- Holiday Food Program through Family Resource Center and Donations for extended breaks.
- Clothes Closet (includes hygiene products)
- Work with outside agencies to meet emergency-crisis needs

Delivery

Direct Counseling

Act 190, The School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on student contact days, providing direct and indirect services to students. These services will be delivered in person and available virtually to all students.

Classroom Core Curriculum Lessons are intentional, planned and developed based upon the needs of the students. Delivery of core curriculum through classroom lessons helps all students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well. Classroom counseling lessons are a collaborative effort with teachers using the lesson information to reinforce goals for students. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in the development of the whole student. Classroom counseling lessons provide students the opportunity to be engaged in discourse and collaboration. This time allows students to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development, and organization of the classroom counseling lesson activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, school counselors can also provide support to teachers and others in the school.

The counselor can provide **no more than 3 sessions per school day and no more than 10 sessions per week. Sessions are limited to 40 minutes or less. (Act 190)**

Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Lonoke school counselor lessons are guided by the G.U.I.D.E for Life Essential Skills. G.U.I.D.E. for Life Essential Skills

- Growth: Manage Yourself
 - Develop problem solving skills
 - Practice mindfulness
 - Persevere
- Understanding:
 - Know Yourself
 - Increase self-awareness
 - Know your strengths and weaknesses
 - Develop critical thinking skills
- Interaction: Build Relationships
 - Treat others with respect
 - Communicate effectively
 - Seek out and offer help when needed
- Decision Making: Make Responsible Choices
 - Consider personal beliefs, safety, and the situation
 - Think through potential consequences
 - Put your best self forward
- Empathy: Be Aware of Others
 - See other perspectives
 - Value the feelings of others
 - Appreciate Diversity

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

In addition to G.U.I.D.E, Capturing Kids Hearts will be implemented school-wide in every grade level. Capturing Kids Hearts is a program designed to be implemented with positive behavioral changes to create a safe, effective learning environment in which behavioral disruptions are minimized and students are held accountable for their impact on others in the classroom.

Individual and Small Group Counseling

Although counselors work 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. Therapy services are available by referral to a contract, outside agency.

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

- Character Education
- Friendship
- Grief
- Divorce
- Anger Management
- Study Skills
- Acceptance of Others
- Self Esteem
- Military Deployment Family Support
- Self-Responsibility
- Anti-Bullying
- Career Education
- Suicide Awareness
- Time Management
- Self-Control
- Social Skills

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

[Sample Self-Control Action Plan](#)

Academic Advisement

Academic advisement begins in middle school and continues through high school. However, career planning begins as early as kindergarten through events such as career dress- up day and lessons guiding students to explore interests. The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career- plans. Informational resources should also

be available and organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas. Lonoke school counselors are familiar with academic plans and goals for students and guide students along the pathway to graduation and their chosen career path. Counselors work with students individually and in groups to ensure they are prepared for graduation and future college/career plans.

Orientation Programs for Students

During the month of February, we begin the “Stepping Up” process for the next building orientation. 2nd grade to elementary, 5th grade to middle school, 8th grade to high school campus visits begin the 3rd quarter. Building counselors meet with respective grade levels to discuss course requirements and electives. In addition, parent information sessions and newsletters are shared to address questions and concerns. Student Ambassador/Representatives are utilized to assist with new student orientation and touring. Back to school Open House events are scheduled at each campus before the start of the new year.

Indirect Counseling

Consultation and Coordination - On behalf of the student

An important part of the counselor’s role is to collaborate with teachers and parents. Lonoke School Counselors work with teachers and administrators to help create school environments that encourage student growth and learning. Consultation can include:

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

The counselor can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated. Lonoke counselors ensure that all students receive the services that they need and for which they are eligible.

Family and Community Engagement

Counselors may conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Counselors provide newsletters or social media information for parents to keep them updated on school counseling programs, opportunities, or information on ways to support their students at home. Counselors along with other school staff should encourage parents to participate in volunteer opportunities within the school setting.

The Lonoke School counselors work with our individual building Parent/community engagement leaders and with the school district equity team, to encourage parents to participate in volunteer opportunities within the school setting and promote communication. Counselors at the primary and elementary level send out newsletters to parents to keep them informed and help support the families at their building. Counselors also communicate with families via social media and attend conferences each semester and as needed throughout the school year.

Making Referrals

Lonoke School counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies can 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, school counselors identify school and community resources and support behavioral and/or treatment plans determined through interagency communication. Counselors are knowledgeable and helpful in creating the link to these resources for families and students.

Suicide Prevention/Protocols

Counselors share with students vital information about suicide prevention. Counselors convey this information through individual counseling, small group counseling, classroom guidance lessons, group email, guest speakers, posted signage and hand out materials. Middle school and high school counselors pair with Families Inc counseling services to deliver the "Signs of Suicide" program. All counselors utilize materials and information provided by The Jason Foundation. District counselors share with students ACT: Acknowledge-Care-Tell. In the event that a student expresses thoughts of suicide, it is school policy is to conduct an initial risk assessment. A safety plan is created with family members and may include a licensed mental health professional. Follow up referral is offered through Families Inc mental/behavioral health agency and/or acute inpatient care for students in crisis.

[LPSPD Suicidal Ideation Protocol](#)

[Assessment Form](#)

[Assistance Contacts for Area Mental Health Agencies](#)

[Permission for mobile and Assessment Conference Notes](#)

[No Harm Contract](#)

Bully Prevention/ Protocols

School personnel share with students how to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying. The report may be made anonymously to any school personnel. Counselors along with administration document reports/complaints of bullying. Reports are promptly investigated by administration which could result in disciplinary action or conflict resolution.

Bullying Incident Report

- Lonoke School District Anti-Bullying Policy
- Bullying Reporting Protocol
- Unity Day
- Information is shared with students through individual/small group counseling, classroom guidance lessons, posted signage and google classroom.
- Teacher/Staff training

Drug Awareness and Prevention:

Counselors offer information concerning the dangers of drug and alcohol as well as resources to assist students dealing with drug or alcohol issues including living with drug addicted or alcoholic parents.

- Red Ribbon Week
- Classroom Lessons
- Al-Anon website information

Participating on Decision-Making Teams

The school counselor serves as a contributing member of a decision-making team to provide feedback and intervention support to students. Examples can be found in the chart above. School counselors work with teams to advocate for students and families for the wellbeing of the student. School counselors work closely with teachers to ensure the student is making progress and accomplishing goals. Counselors also participate on different leadership teams to collaborate with school administrators, teachers, and staff to improve student achievement and overall school climate.

School Advisory Council

Each building counselor works with a small group of students in an advisory council capacity. The committee is used to:

- Maintain a school-wide perspective on issues
- Provide feedback to administration on policies/procedures
- Participate in information and training programs,
- Act as a link between the school council and the community

Administrative Activities

All district counselors communicate with building administrators to create a consistent and rigid conferencing block. This time is utilized regularly to update and collaborate on how to meet the needs of at-risk students and foster a positive school culture. Counselors attend weekly office meetings, PLCs, leadership teams and assist with creating student action plans with administrators.

- The high school counselors work closely with teachers and administrators to create a positive school environment.
 - Counselors help in organizing testing (ACT and ACT Aspire), working in the portal, printing tickets, and executing for interim and summative tests.
 - Run Reports from eSchool and Cognos regarding attendance, grades, end of nine week reports, etc.
 - Register Courses all courses provided through Virtual Arkansas, inputting teacher credentials and courses into eSchool and student schedules
 - Maintaining Credit Recovery Records
 - Maintaining any Smart Core Waivers
 - Register eligible students for Concurrent credit courses.
 - Special Education Referrals and Observation
- The middle school counseling center works with teachers and administrators to help create a school environment that encourages student growth and learning.
 - Works closely with the parental involvement coordinator.
 - It is the counselor's role to review academic records and files of transferring and newly enrolled students.
 - Create relationships with community agencies to help support students.
 - Special Education Referrals and Observations
 - Assist with ACT Aspire testing
 - Member of 504 Committee
- The elementary school counselor works closely with teachers and administrators to create a positive school environment.
 - Create relationships with community agencies to help support students.
 - Organizing and managing a Daily Elementary News Program
 - Organizing and managing a weekly food program for students in need.
 - Maintaining information of families in need of assistance with food, clothing and school supplies.
 - Special Education Observation
 - Organizing and managing Student Leadership team
- The primary school counselor works closely with teachers and administrators to create a positive learning environment.
 - Create relationships with community agencies to help support students.
 - Organizing and managing a weekly food program for students in need.
 - Maintaining information of families in need of assistance with food, clothing and school supplies.
 - Special Education Observation
 - Member of 504 Committee

Calendars

[Lonoke Public School District Counselor's Calendar](#)

Career Planning

The counselors at Lonoke School District utilize many methods to help students plan for life after secondary school. Some of the tools that are used are listed below.

- The G.U.I.D.E. for Life Essential Skills
- Naviance
- ACT <https://www.act.org>
- On To College - ACT Prep
- Financial Aid Night
- College Board
- College and Career Exploration
- Career Dress -Up Day
- Career Exploration read aloud with small groups
- Graduation Pathways
- Graduation Requirements
<http://dese.ade.arkansas.gov/divisions/learning-services/curriculum-support/arkansas-graduation-requirements>
- Alternate Pathway to Graduation-
<http://dese.ade.arkansas.gov/divisions/learning-services/special-education/alternate-pathway-to-graduation>
- Post High School Planning
- Four-year colleges, tech schools, concurrent credit, articulated credit
- ArkACRAO - <https://arkacrao.org/directory/#/institutions>
- Accelerated Learning
- Advanced coursework (AP, Concurrent Credit)
- Internships, Apprenticeships
- Mentorships
- Industry Certifications
- Career Readiness Certificates
<https://www.dws.arkansas.gov/programs/career-readiness-certification/>
- College for YOU-Scholarship Information
- Local Scholarships
- Student Success Plans including Resume
- FAFSA
- Bureau of Labor Statistics
- Distribute “Arkansas Next” publications to 8th-12th grade students

- College Application Checklist
<https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Application-Checklist.pdf>
- Goal Setting and Planning for Success
 - Lonoke High School counselors meet with students to help them see the importance of education and the tie between school attendance and performance and work. Through direct counseling students learn the importance of setting goals and how to do so.

Post-Grad Tracking

Secondary counselors will survey seniors during their final semester of school to collect contact information and post graduation plans. Resources are provided to students that are undecided about future planning.

School Profile

At Risk Students

A dropout is any pupil who leaves school for any reason, except death, before graduation or leaves school without having completed the requirements for high school graduation, General Educational Development Test, or without transferring to another school.

When a student has high absenteeism and is questioning dropping out of school, counselors and administrators work to provide support and alternatives to dropping out of school including the district's alternative education program. This program for high school students supports the reduction of the dropout rate and increasing the rate of graduation.

Building administrators and counselors track students' attendance in eSchool and Cognos. The school teams support students through graduation and provide resources for post high school opportunities with the goal of producing productive workers and citizens. Additional support is provided for children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low. High School Counselors help advise students of alternative pathways to dropping out of school.

Accountability

School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results.

Initially, the counselor will develop or review a school data profile and answer some guiding questions such as: what are the strengths in the school, what concerns do you have about the data, are there achievement gaps, transitioning back to school and/or new buildings, has attendance changed over time, and are there safety concerns? This exercise is important for school counselors and administrators to view together so that they understand how the data was collected and how to interpret the data.

Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program. While we will strive to improve these same goals we have made significant changes to our program to help collect data and better understand exactly what each student needs and individual areas of growth.

Tools for Assessing the Comprehensive School Counseling Program

Use of Time Calculator

Lonoke school counselors use different tools to document how time is spent during the day.

- We keep a written record and/or digital record of our time and duties performed as well as students, teachers, administrators, and groups we have met with.
- District counseling team shares Google Calendar/Documents for tracking, reflections, and anecdotal notes.
- Counselors review their daily tasks to maintain data to support the school counseling program.
- Counseling team provides small group/classroom lessons based on student needs surveys and seeks feedback from students and faculty.
- Counseling team meets monthly to reflect and monitor progress towards meeting goals.
- Provide key faculty members with counseling program evaluations annually.

Data

Data is also collected via surveys from parents/students/community members/staff/administrators, Google Forms, feedback from small groups/individuals, and self-assessments. Cognos and Smart Data Dashboard are additional sources of

data used to drive decisions. Lonoke school counselors present and use this data to assess our program and school goals.

Sharing Results

- Include data/results in the School Improvement Plan.
- Included in Back-to-School/Open House information to stakeholders.
- Conduct Counselor Program Self-Assessment and share with administrators

Arkansas TESS School Counselor Rubric

This evaluation tool and support system provides critical information to state, district and school educators in the form of essential data and feedback to ensure College and Career Readiness leading to access and achievement for all Arkansas students.

Management

Program Assessment

[Use of Time Calendar](#)

[District Assessment](#)

Administrative Conference

[Admin Conference](#)

[Signed Action Plans Post Administrative Conference](#)