



Hazen Elementary
Comprehensive School Counseling Plan
2020-2021

Hazen Elementary School

Donnie Boothe

Superintendent

Grades: PreK-12

Email Address: dboothe@hazen.k12.ar.us

Phone Number: (870) 255 - 4549

Amber Edge

Elementary School Counselor

Grades PreK-6th

Email Address: aedge@hazen.k12.ar.us

Phone Number: (870) 255-4547

Fax Number : (870) 255 - 1233

Tiffany Glover

Elementary Principal

Grades PreK-6th

Email Address: tglover@hazen.k12.ar.us

Phone Number: (870) 255 - 4547

Fax Number : (870) 255 - 1233

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Section One: introduction

Hazen Elementary school counselor, Amber Edge, provides a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple topics. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation and Rules regarding public school student services planning, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling programming.

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

Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, faculty, administrators, students, parents, psychologists, social workers, and community.

Introduction to the American School Counselor Association (ASCA) Model

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs.

The ASCA National Model: A Framework for School Counseling Programs guides school counselors in developing and implementing a comprehensive counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive

counseling program is planned, intentional and based on data-driven decision making. It is based on four components: foundation, management, delivery and accountability.

The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs to promote students' success. The model provides a framework for the program components, the school counselor's role in implementation, and the underlying themes of leadership, advocacy, collaboration and systemic change. The old question was "What do school counselors do?" The new question is "How are students different because of the school counseling program?" Program components are focused on achieving results. Today's counselors are leaders, advocates, systemic change agents and collaborators.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.

National School Counseling Week

School counselors celebrate National School Counseling week, which is held each February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

School Counselor Advocacy

This is what others observe about school counseling...

Classroom guidance, small groups, individual counseling, coordinating committees and programs, large group professional development, parent meetings etc.

This is what counselors do that is not always observed, but should be shared with others...

Vision, mission, program goals, closing the gap plans, delivery including direct counseling and administrative activities, responsive services, provision of support to students (food, school supplies, clothing, personal hygiene) etc.

Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

Comprehensive in Scope

A comprehensive school counseling program will focus on all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

Preventive in Design

School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. **Preventive**

Tier

One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools

Developmental in Nature

School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

A Cooperative Effort

School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

Leadership

School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School counselors focus on closing achievement gaps found among all students. School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes, and by implementing school reforms and participating in professional communities and professional development opportunities.

Advocacy

School counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

Collaboration and Teaming

School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify achievement gaps. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members.

Systemic Change

With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students' academic performance and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

Foundation

Meet the Team

1. Amber Edge
 - a. Hazen Elementary PreK-6 Counselor
 - i. Guidance Lessons
 - ii. Small Group
 - iii. Individual Counseling
 - iv. District Parent Involvement Coordinator
 - v. Homeless Liaison
 - vi. Building Testing Coordinator

Belief

1. When encouraged, nurtured, and provided with appropriate resources, all students can learn and achieve academic greatness.
2. The elementary school counselor will follow the ASCA Ethical Standards to guide decision making to promote development for every student.
3. The school counseling program will promote the following: an understanding of and respect of self and others; problem-solving and decision-making; emotional-management skills; skills for learning; and the influence of academic habits on career success.

Vision

The School Counselor will help provide an atmosphere of security, warmth, and encouragement as Hazen Elementary students work to reach their fullest educational potential in the areas of academic, career, and personal development. The School Counselor will also commit to establish a solid foundation as Hazen Elementary students successfully manage their lives as healthy, responsible, and productive citizens who respect themselves and others.

Mission

The mission of the Hazen Elementary School Counseling Program is to assist all students in their journey to become productive citizens and responsible lifelong learners through their academic development, personal and social growth and career exploration.

Program Goals

Area of Concern

Sense of Belonging

Data Review

The school counselor will conduct pre and post student surveys to determine the students' perception of their sense of belonging, with the goal to increase the student overall sense of belonging by 1% during the 2020-2021 school year.

What are we doing well?

1. The counselor uses small group, guidance, and individual counseling time to educate students about friendships and making others feel welcomed.
2. The elementary school has purchased Capturing Kids Hearts to help facilitate the success of students and teachers in the classroom.
3. Meaningful relationships between staff and students.

What are our barriers?

1. Lack of communication with parents. Most of the time it is due to numbers not working and parents not updating school information.
2. Students lack of participation in school.

SMART GOAL

The goal of the Hazen Elementary Counseling Department for the 2020-2021 school year is to support an increase in the sense of belonging to the Hazen Elementary School by 1 percent.

1. Action Step
 - a. Give students a pre and post survey to determine the students' perception of their sense of belonging to the Hazen Elementary School. The survey will allow the counselor to see what needs to be addressed to help increase the sense of belonging.

Desired Outcome

Increase sense of belonging by 1 percent in the 2020-2021 school year.

Standards and Competencies

ASCA School Counselor Professional Standards & Competencies (2019)

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA Ethical Standards for School Counselors (2016)

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Management

The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

Use of Time

How do you keep track of time you spend providing services to students?

The elementary school counselor uses the SCUTA website to keep track of the time spent with students. She also uses a calendar to jot down who comes in and approximate time spent with students.

Student Supports (Direct and Indirect, Administrative)

Direct Services (90% Direct & Indirect Services) *Face-to-face*

<p>Classroom Core Curriculum Lessons (<i>Tier 1 for all students</i>)</p> <p>Limited to forty-minute class sessions, not to exceed three</p> <p>(3) class sessions per day, and not to exceed ten (10) class sessions per week.</p>	<p>Classroom counseling lessons are developmentally appropriate, based on gaps identified through the school data review and the associated goals that are created to address those needs. They also address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific competencies in academic, social/emotional and/or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives.</p> <p>Examples: Career planning and exploration, orientation activities for new or transitioning students, addressing accelerated learning opportunities, and/or working with students on the development of their Student Success Plans.</p>
<p>Individual and Group Counseling</p> <p>(<i>Tier 2 or 3 based on Student need</i>)</p>	<p>Small group lessons are based on the same identified gaps in the school and student needs. Small groups meet regularly over a specified amount of time. Follow-up should occur to ensure students are continuing to develop the skills taught in the small group. Pre- and post- evaluations or assessments will gather data to help determine growth in knowledge or skill attainment.</p> <p>Examples: Interpretation of assessments, individual academic planning, guidance in understanding the advantages of career certifications and internships, behavioral supports, attendance, and essential success skills.</p>
<p>Responsive Services</p> <p>(<i>Tier 2 or 3 based on Student need</i>)</p>	<p>Responsive Services – Supporting students whose immediate concerns put the student’s academic, career, or social/emotional development at risk.</p> <p>Examples:</p> <p>Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.</p>

Indirect Services (90% Indirect & Direct Services) *Consultation, referral, on behalf of*

Consultation	Consultations are on behalf of a student. They can include interaction with a parent or legal guardian, school staff, and community agencies concerning a student's behavior, academics, or attendance.
Referrals	Indirect services include, but are not limited to, referring a student for mental health services, and child maltreatment reports.
Decision-making Teams	<p>Serving as a contributing member of decision-making teams, which include without limitation:</p> <p>Section 504</p> <p>Response-to-Intervention</p> <p>ESOL Committees</p> <p>Parental Involvement or Family Engagement Positive Behavioral Intervention Support Advanced Placement & Gifted and Talented Other decision-making teams</p>

Administrative Activities

Coordination, Chair, Duties

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of their time, on student contact days, engaging in administrative activities. Examples can be found in the chart below.

Coordination of Programs and Data Input	<p>Coordination of programs including, but not limited to: Parental Involvement</p> <p>Positive Behavioral Intervention Supports Advanced Placement and Gifted & Talented ESOL Committees</p> <p>Response-to-Intervention Section 504</p> <p>Student Success Plans</p> <p>Coordination of assessments including, but not limited to: state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs at the building or district level.</p> <p>Developing master schedules and entering data in programs such as eSchool.</p>
Chairing Committees and Meetings	<p>Chairing committees and meetings including, but not limited to: Parental Involvement</p> <p>Positive Behavioral Intervention Supports</p> <p>Advanced Placement and Gifted & Talented</p> <p>ESOL Committees Section 504 Response-to-Intervention</p>
Duties	<p>Supervising students in common areas such as the hallway, cafeteria, playground and bus lines</p>

Annual Administrative Conferences

Each year, the school counselor and administrator meet to develop a collaborative overview of the school counselor's program and percent of time to be allotted to school counseling activities. This conference identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and

program. This conference should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals. This conference provides the opportunity to share information about and advocate for the comprehensive school counseling program and show the impact it makes on students. This document is on hand in the Elementary School Counselors Office.

Advisory Council

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

Calendars

Calendars are used to keep students, parents, teachers, and administrators informed and to encourage their active participation in the school counseling program. Annual calendars provide an overview of school counseling activities throughout the school year. Monthly calendars provide important information about scheduled classroom lessons, school-wide initiatives taking place, and counselor availability. Weekly calendars provide even more detailed short-term information to students, teachers, administrators, and stakeholders.

Weekly Calendars

Weekly calendars provide a snapshot of what the counselor's plans are for the week and can include classroom core curriculum lessons, small groups, time for planning, individual counseling, and other consultation or administrative activities.

Annual Calendars

Annual or yearly calendars provide an overview of counseling programs and services provided throughout the school year and are included in the Comprehensive School Counseling Plan.

Hazen Elementary School
August - Orientation , Student Supplies, Individual Support for Students
September - K-3 Guidance (Meet the Teacher), 4th-6th Small Group and Individual as needed, backpack program,

star student of the month, spotlight employee
October - K-3 Guidance (Friendship), 4th - 6th Small Group and Individual as needed, backpack program, star student of the month, spotlight employee
November - K-3 Guidance (Stranger Danger), 4th - 6th Small Group and Individual as needed, backpack program, star student of the month, spotlight employee
December - K-3 Guidance (Anti-Bullying), 4th - 6th Small Group and Individual as needed, backpack program, star student of the month, spotlight employee
January - K-3 Guidance (Kindness), 4th - 6th Small Group and Individual as needed, backpack program, star student of the month, spotlight employee
February K-3 Guidance (Self-Esteem), 4th - 6th Small Group and Individual as needed, backpack program, star student of the month, spotlight employee
March - K-3 Guidance (Responsibility), 4th - 6th Small Group and Individual as needed, backpack program, star student of the month, spotlight employee
April- K-3 Guidance (Respect), 4th - 6th Small Group and Individual as needed, backpack program, star student of the month, spotlight employee
May - K-3 Guidance (Self-Control) 4th - 6th Small Group and Individual as needed, backpack program, star student of the month, spotlight employee

ASCA School Counselor Professional Competencies and Ethical Standards

School Counseling Standards and Competencies - References ASCA School Counselor Professional Standards & Competencies (2019)

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA Ethical Standards for School Counselors (2016)

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Delivery

Direct Counseling

Direct Services

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.

Small Group and Individual Counseling are Tier 2 or 3 supports, and are provided to students based upon student need or request by student, teacher, administrator, or parent. These sessions can address academic advisement, social/emotional concerns, or future aspirations and planning. 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, often through core curriculum lessons in the classroom, but which may also involve seeing students individually or in groups to help them develop skills and use their resources. The school counselor uses data such as surveys and/or needs assessments to determine which small group topics would best meet the needs of the students in the school.

Working with students in small groups acknowledges that peer influence is an extremely powerful factor in student development. Groups provide participants 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. Small group sessions are planned with intended outcomes. Students develop personal goals in the group and follow-up takes place to ensure students are continuing to meet their desired goal outcomes. In addition, a small group approach enables counselors to have an impact on a greater number of students than individual counseling can reach. It is important to remember that the group approach is not suited to every student or every situation. It is a Tier 2 support in which students are referred for counseling by staff, teachers, parents, school psychologists, school administrators, peers, or themselves

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 Tier 2 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 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)

Orientation

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion.

As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

At Hazen Elementary School, during kindergarten registration students walk through our building and into classrooms to become familiar with the school before entering kindergarten. We also provide an open house for all students. During open house, students have the opportunity to meet their teachers and become familiar with the building and location of different rooms.

Academic Advisement

Academic advisement begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making 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.

Elementary school counselor helps students to determine the importance of classwork and help establish goals to help them become a successful student as they move forward.

Interpretation of Student Academic and Educational Assessment

The counselors help students identify their skills, abilities, achievements, and interests through counseling activities and curriculum guidance. The counselors interpret standardized test results for parents, faculty ,and students. Strengths and weaknesses of the curriculum are evaluated for change. The counselors assist students as they explore career and post-secondary school options.

The counselor at Hazen Elementary serves as the Building Test Coordinator. Duties include teacher inservice, inventory of tests, distribution of tests, test security procedures, and documentation of test procedures as well as getting tests shipped/prepared for grading purposes. The counselor is also responsible for makeup testing.

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

The Hazen Elementary counselor assists students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Bullying Prevention –

At Hazen Elementary school bullying prevention starts with recognizing the unwanted behaviors and taking the responsibility to address them seriously. Bullying behaviors can include any of the following:

- a. Verbal bullying is saying or writing mean things. Verbal bullying includes:

- i. Teasing
- ii. Name-calling
- iii. Inappropriate sexual comments
- iv. Taunting
- v. Threatening to cause harm

b. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- i. Leaving someone out on purpose
- ii. Telling other children not to be friends with someone
- iii. Spreading rumors about someone
- iv. Embarrassing someone in public

c. Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- i. Hitting/kicking/pinching
- ii. Spitting
- iii. Tripping/pushing
- iv. Taking or breaking someone's things
- v. Making mean or rude hand gestures
- vi. Cyberbullying is a form of bullying or harassment using electronic means.
- vii. Teasing
- viii. Name-calling
- ix. Inappropriate sexual comments
- x. Taunting
- xi. Threatening to cause harm
- xii. Spreading rumors about someone
- xiii. Embarrassing someone online

The teachers and staff at Hazen Elementary School strive to provide all students with a safe environment in which to learn, grow and develop. In order to carry this goal out, we seek to enlist the support and cooperation of all parents in the school community.

Suicide Prevention Public Awareness Program / Crisis Plan

1. Suicide Prevention and Awareness

- a. The distribution of a suicide prevention public awareness program should be provided ADE Guidance and School Counseling Suicide Prevention Resources

<http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/student-support>

- b. Hazen Schools have a current Crisis Plan. The policy is reviewed and updated annually in order to keep up-to-date on any and all changes in

laws and/or developments in preventions, etc. The Crisis Team consists of: William Crowder, Superintendent; Tiffany Glover, Principal; Will Basore, School Resource Officer; Amber Edge, Counselor; Kim Anderson, School Nurse, Cindy Wolfe & Rita Booker, Secretaries; Hazen Police Department and Prairie County Officials. Faculty and staff are in-serviced every semester regarding the crisis plan and any updates and/or changes. A Hazen School Crisis Plan is located in every classroom and building on campus. Each substitute teacher is given the Crisis Plan in their folders when they arrive on campus. Unannounced drills are conducted a minimum of three (3) times a semester, to test the plan and identify possible areas that need to be corrected or emphasized further. Most suicide threats and attempts, as well as other crisis situations, occur after school hours and off campus. Students and their parents often perceive Hazen School personnel as important resources. For this reason school personnel may be called upon at home and afterhours to help in a crisis.

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.

Indirect Counseling

Consultation and Coordination

1. An important part of the counselor's role is to collaborate with teachers and parents. The **Hazen Elementary Counselor** works with teachers and administrators to help create school environments that encourage student growth and learning.
2. Consultation can include:
 - a. **Participating in and supporting the work of the RTI team**
 - b. **Conducting professional development workshops**
 - c. **Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements**
 - d. **Assisting teachers to work with individual students or groups of students**
 - e. **Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum**

- f. Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
 - g. Interpreting student data or assessment results
 - h. Consulting with other specialists (e.g., social workers, psychologists, representatives from community agencies)
3. 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.

Making Referrals to In and Out of District Support Services

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

Decision-Making Team

The counselor serves on the following but not limited to:

1. Section 504
2. Response-to-Intervention
3. GT review meeting
4. Parental Involvement
5. Leadership Teams
6. District Support Plan
7. Individual Education Plan (IEP)

Accountability

Data Tracking

Each year the school counselor in the elementary school will assess, reflect, and evaluate their Comprehensive School Counseling Plan to ensure that they are meeting the needs of the students. Counselors use the following data to assess their plan.

- a. Use-of-Time Calculator
- b. Feedback from their Advisory Counsel
- c. Feedback from students and parents
- d. School Counselor TESS Evaluations
- e. Individual Counselor Reflections

Program Results

- a. Presentations to Schools, Faculty, Parents and Students
- b. Handouts at high traffic times such as Parent Teacher Conferences

Evaluation and Improvement

The counselor will update the goals and results annually in the comprehensive school counseling plan. The counselor will reflect on the comprehensive school counseling program and identify areas of strength and identify areas for improvement and make necessary changes.

Administrative Activities

Administrative Activities Examples- 10% of Time Monthly

The counselor provides administrative services no more than 10% of their time monthly. Examples of administrative services are:

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

