

**COTTER SCHOOL DISTRICT
COMPREHENSIVE SCHOOL
COUNSELING PLAN
2023-2024**



**Superintendent Mr. Jayme Jones
PO Box 70
Cotter, AR 72626**

Committee Representatives:

Jayne Jones - Superintendent, POC

jjones@cotterschools.net

Misty Haynes, Curriculum Coordinator

mhaynes@cotterschools.net

Lisa Coots, GT coordinator

lcoots@cotterschools.net

Airl Cheek - Elementary Principal

acheek@cotterschools.net

Beth A. Foster - Elementary Counselor/504 Coordinator

bfoster@cotterschools.net

Clark Gustin - High School Principal

cgustin@cotterschools.net

Kathleen Holder - High School Counselor

kholder@cotterschools.net

Lesa Barksdale - Special Education: LEA

lbarksdale@oursc.k12.ar.us

Kim Lipe - Nurse

klipe@cotterschools.net

Brandi Pinn - School Based Mental Health

brandi.pinn@burrellcenter.com

Shelli Brown, 3rd grade teacher

sbrown@cotterschools.net

Jena Adams, 5th grade teacher

jadams@cotterschools.net

Keri Raycraft, 7th/8th grade teacher

kraycraft@cotterschools.net

Adam Willis, Sr. High teacher

awillis@cotterschools.net

FOUNDATION

School Counselor Belief Statements:

Cotter counselors understand and embrace our personal beliefs and values play a role in how we interact with students, parents, staff and community.

We believe:

- Learning is a lifelong process
- ALL students can learn and achieve academic greatness when encouraged and nurtured in a respectful environment.
- School Counselors are advocates for every student.
- Students learn in different ways.
- Counseling services are for all students.
- All students should be treated with respect.
- Every student has the right to make choices and accept responsibility for choices made.

School Counselor Vision Statements

Our vision is to support students in their pursuit of education and to prepare them for post-graduate studies and life experiences. As counselors, we collaborate with all stakeholders and demonstrate a commitment to maximizing individual potential, including emotional and physical well-being through hard work and personal responsibility.

School Counselor Mission Statements:

Cotter school counselors will provide an environment conducive to the emotional, intellectual, and physical growth of each student. By providing students with the skills necessary to acquire, assimilate, and analyze information. We strive to develop each student's fullest potential by promoting a positive self-concept and meeting individual needs. We believe that education should be a major priority of both school and community and will work toward this goal by involving parents and community to the fullest extent possible.

Program Goals

Using additional SEL resources & strategies to increase social and emotional learning in the district for staff and students, both elementary and high school counselors will collaborate with community partners to best serve our students and staff.

Data/Program Strengths/Data Review

- SEL Professional Development
- Self-care weekly update tips and building-wide activities
- Continued G.U.I.D.E. for Life implementation
- Choose Love for lower elementary students K–2
- Why Try/Resilient Youth for upper elementary students 3-6
- Incentives for recognizing appropriate, positive behavior - to be determined by building

Action Steps

- Annual review of behavior and evaluation of our goal
- Incentives for students will be determined by building
- Implementation of GUIDE for Life at each building level (see below)

Elementary School

G.U.I.D.E. for Life

Lessons:

- G.U.I.D.E. topics will be introduced/discussed in classrooms each day in conjunction with the SEL components of our Benchmark Literacy Program
- G.U.I.D.E. topics will be addressed in counseling lessons throughout the year

Recognitions/Rewards/Celebration:

- Little Warrior tickets will be given out by faculty/staff members when students are seen/caught demonstrating the Guide for Life Principles...these tickets will be collected as a class and class rewards, as determined, will be handled by the classroom teachers at their discretion as their class acquires each of the 5 areas. -Each month we will have an assembly at lunch and give the outstanding Little Warrior metals of recognition

demonstrating G.U.I.D.E. for Life Principles

Displays: (point of reference & reminders)

- G.U.I.D.E. posters will be displayed in classrooms and throughout the building -Large Display in central location (cafeteria) for all to see as a reminder
- Positive, Encouraging, SEL Messages will be displayed in the cafeteria and high school gym lobby on our teleprompters.

Jr. High and Sr. High School

Jr. High and Sr. High GUIDE Program



- GUIDE Curriculum introduced during Advisory classes
- Each month, students will learn about a letter in the GUIDE program.
- Students will have access to a Google Form that lists all of the goals for each monthly focus area (Ex. Growth). They will use self-reflection to mark the goal that was met off of a checklist, and give a description of what they did to reach that goal.
- Warrior tickets will be given out by faculty/staff members when students are seen/caught demonstrating the Guide for Life Principles...these tickets will be collected individually and as an advisory group when an individual or class acquires each of the 5 areas there will be a reward determined by the building. -Each quarter we will have an assembly at lunch and give the outstanding Warrior metal of recognition demonstrating G.U.I.D.E. for Life Principles

PROGRAM MANAGEMENT

- **Use of Time**

The Cotter School District counselors follow the ADE guidelines providing direct and indirect services to students

- **Annual Conference**

An annual pre/post conference is held with Cotter School district counselors and building level administrators to discuss annual goal(s), expectations, duties and responsibilities

- **Advisory Council**

A district level advisory council will be established for the 2022-2023 school year to include administration, counselors, teachers, parents and students, nurse, and SBMH providers

- **Calendars**

The Cotter School District counselors provide district and/or building level programs, assemblies, presentations and lessons to address academic, personal/social and career needs of students

- Elementary Calendar: [Cotter Elementary School Counseling Calendar](#)
- Jr/Sr Calendar: [Cotter High School Counseling Calendar](#)

- **Professional Competencies and Ethical Standards**

○ The Cotter School District Counselors follow the ASCA School Counselor professional competencies and ethical standards in their practice.

- **ASCA School Counselor Professional Standards & Competencies**
- <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- **Arkansas Code of Ethics for Educators**
- <https://dese.ade.arkansas.gov/Offices/educator-effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators>

DELIVERY

Direct Services

- **Classroom Counseling**

- The Cotter School District counselors provide direct counseling services to students through individual and group counseling in all of the following areas. Classroom counseling lessons are also conducted on various topics (in the areas of academic, career, personal/social) based on surveys, needs assessments, etc. from students and teachers. Classroom counseling lessons are no more than 40 minutes and/or no more than 3 sessions per day and/or no more than 10 sessions per week. The annual calendars list various topics for classroom counseling lessons at each level.

- ○ **Individual and Group Counseling**

- Individual Counseling is conducted with students on an as needed basis by student, parent or faculty/staff request. Each building has a referral system in place in which individuals can be referred for an individual counseling session. A phone call is common from parents and faculty/staff may simply collaborate or consult with the counselor face-to-face, email, etc. Students may use a paper form or digital request. Google form linked:

- https://docs.google.com/forms/d/16GgoEvG8SRm9LDztcLX8rz-RumI27aWkR3NWk_1Felo/edit

Topics for Classroom Counseling, Individual and Group Counseling include, but are not limited to:

- Character Education
 - Friendship and Social Skills
- Conflict Management and Resolution
- Decision Making

Bullying prevention and awareness

- Drug/Alcohol awareness and prevention
- How to access HAC (Home Access Center)
- Grief
- Anger Management
- Study Skills
- Test Taking Strategies
- Anxiety
- Self-Esteem

- Responsibility
- Kindness
- Career Awareness, Exploration and Development
- Coping Strategies
- College and Career Readiness
 - Internet Safety
 - ● **Transition/Orientation**
 - Pre-K to Kindergarten: We hold a parent night separate from Open House in August for the parents only. We explain all of the rules, arrival and dismissal time schedules, routines for the first day of school, safety and people in and out of our school, Bus safety, attendance, handbook, and assessments.
 - Transition from 6th to 7th grade: We hold an assembly for students and their families to present rules, differences between High School and Elementary, expectations, courses available, extracurricular activities, Guidance with course requests.
 - Transition from 12 grade to beyond: We hold many different types of community representatives to speak with the students and their families; a career fair, college fair, financial aid night. We take students to college campuses and area work forces.
 - Follow up with High School Graduates: Each year a survey is administered by email and phone to each graduating class two years out. Long term results (trends) are evaluated and shared with the faculty for discussion and reflection.
- - ● **Academic Advisement**
 - ○ All students in grades K-12 are assigned to homeroom teachers. In Jr/Sr High they meet with their advisors/homeroom teachers monthly and in elementary they meet with their homeroom teacher each day. Advisors deliver lessons with various content for students. Those lessons range from character development, self-awareness and
 - self-development activities, goal setting, etc. They also advise and assist their students when it comes time to register for classes for the next academic year.
 - ● **Social Emotional Learning**
 - ○ The district has adopted the G.U.I.D.E. for LIFE as the social emotional learning tool to use at each building level. A district level committee was developed with
 - building to help determine the needs at each developmental level for students and to best determine how to facilitate implementation of the G.U.I.D.E. as well as each buildings' needs for implementation..
 - ○ The school district introduced Why Try and Resilient Youth in 2019 and 2021 respectively.
 - ○ Social Emotional Learning is also addressed in homerooms and advisories with lessons geared to students social and emotional well-being.
 - ○ Cotter School District participates in School Based Mental Health Programing

through Chenal Family Therapy. However, we are not a closed campus, and all mental health providers are welcome on campus.

*Chenal Family Therapy

- - ● **Career Planning Process**
 - ○ Career awareness activities occur on the K-6 levels primarily through classroom counseling lessons and activities and connections in the core classrooms to the world of work. Guest speakers come in from the community for various activities and events.
 - ○ From 7th grade through 12th grade, students participate in more career awareness and exploration activities through
 - self-assessments, classroom counseling lessons, Career Development class, College and Career Awareness class, Internship, Apprenticeship, Work Study, and Career Fairs.
 - ● **Student Success Plans**
 - ○ All students grades 8-12 complete Student Success Plans that address academic and career goals. These plans are facilitated by the school district counselors with information being given to the advisory teachers. The advisory teachers guide the students in filling out the Student Success Plans.
 - ● **Suicide Awareness & Crisis Response**
 - ○ Each building addresses suicide awareness in a way most developmentally appropriate for their students.

[SLAP Suicide Assessment](#)

■ Cotter School District Threat Assessment Protocol

[Threat Assessment](#)

- ○ **Bullying Prevention**
 - ■ Classroom counseling lessons and individual counseling address bullying awareness and prevention
 - ■ A district-wide protocol for bullying reports, investigation & follow-up exists and is below. Parents can obtain this form from any building administrator or counselor.
 - ■ **CPS Bullying Complaint Form**

[Cotter Bullying Complaint Form](#)

- ● **Indirect Services**
 - ○ Cotter Counselors provide an active role in support services to include, but not limited to, the following:

- ● 504
- ● ESL
- ● IEP
- ● RTI - The Cotter School district has a district-wide RTI process to address academic and behavioral concerns for
 - students
- ● Gifted & Talented, Pre-AP & AP courses for accelerated student growth
 - Collaboration with outside community agencies (i.e. DHS, Juvenile Services, counseling agencies, etc.)
- ● School Based Mental Health Services

ACCOUNTABILITY/ASSESS

School Counseling Program Assessment

All Cotter School District Counselors completed a self-assessment district-wide and identified areas for growth

Data Tracking

Cotter School counselors meet regularly with teachers and administration to analyze data and determine where growth is needed.

Evaluation & Improvement

- Results will be analyzed/reviewed for strengths and weaknesses
- Changes will be made to address deficits
- Plan will be updated as a result of data/evaluation and shared with all stakeholders annually.

ADMINISTRATIVE ACTIVITIES

Administrative duties vary by building. Below is a list of these duties for counselors at each campus.

- Student placement into classes
- Weekly duties
- Coordinate student placement team
- Master schedule & E-School data entry
- Scheduling for all students
- Transcripts/credit checking
- McKinney Vento Coordinator
- 504 Coordinator