



Drew Central School District
Comprehensive School Counseling Program
2021-2022
Monticello, Arkansas



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Covid-19 Statement

Due to the Covid-19 Pandemic, all aspects of the comprehensive school counseling plan listed are subject to change to meet the requirements set forth by the CDC or Arkansas Department of Education. If on campus instruction is discontinued for any period of time, counselors will work to implement the plan through virtual means.

Drew Central School District Demographics

Demographic	Total	Percentage
Number of Students	1140	----
Special Education Students	162	14.2%
504 Students	94	8.2%
Free Lunch Students	1140	100%
Females	523	46%
Males	617	54%
Caucasian	753	66%
Black	314	28%
Hispanic	68	<6%
Asian	5	<0.4%
Migrant	8	0.7%
ESL	49	4.3%
Gifted/Talented	112	9.8%

Drew Central School District is located in Drew County in Southeast Arkansas. There are two public schools serving students in our county, Monticello School District and Drew Central School District. Drew Central School District covers an area of 564 miles and includes students living in the rural areas of the county. Drew Central School District houses ABC Preschool, Elementary, Middle, and High School buildings on one campus.

Drew Central Administration includes one Superintendent, one Elementary Principal, one Middle School Principal and one Middle School Dean of Students, and one High School Principal and one High School Dean of Students. There is one School Counselor for grades PK-4, one School Counselor for grades 5-8, and one School Counselor for grades 9-12.

Drew Central staff members include 151 total employees, certified and classified.

The graduation rate at Drew Central School District from 2017-2018 was 91% and the “College Going Rate” was 59%.

Vision & Mission Statement

Drew Central School District Vision Statement

The Drew Central School District will lead Southeast Arkansas in student-centered education.

Drew Central School District Mission Statement

The Drew Central School District provides an education foundation of academics, community service opportunities, health, wellness, nutritional and counseling services; as well as extracurricular activities so every student graduates prepared for college and career.

Drew Central Counseling Program Vision Statement

The Drew Central School District Counseling Program will empower the whole student to reach their full potential.

Drew Central Counseling Program Mission Statement

The Drew Central School District Counseling Program will establish a culture of respect and rapport among students and staff that produces a balanced social, emotional, academic, and career focused educational environment.

Comprehensive School Counseling Program

Beliefs & Goals

Beliefs

1. School counselors must be leaders, advocates, and collaborators who create equal opportunities for every student.
2. School counselors will follow the ASCA Ethical Standards to guide decision making to promote development for every student.
3. When provided with the appropriate resources, all students can be successful.

1. **Chronic Absenteeism** is at 26.5% for Drew Central School District. Increasing student attendance 5% by the end of the school year will allow us to provide social, emotional, academic, and career services for students.
 - Results will be measured via StudentGPS, eSchool, & Cognos.
 - Currently students receive attendance letters and school staff make contact with parents/guardians after a set number of days have been missed.
 - Students that are not present at school cannot receive the support provided by counselors, teachers, and other staff.
 - Elementary & Middle School Counselors will use guidance lessons to reinforce the importance of attendance and contact parents/guardians and necessary court authorities to ensure success.
 - High School Counselor will use advisory periods to address attendance concerns and reinforce attendance concerns on an individual basis with students and parents.
 - School counselors at all levels will monitor student attendance and intervene in counseling sessions with students and family if applicable, to address the issue and offer support.
 - Counselors will provide social, emotional, and academic support to address learning, loss, and support student engagement.

2. Chronic Discipline is at 22.8% for Drew Central School District. Our goal is to not exceed 20% District wide by the end of the school year.

- Results will be measured via StudentGPS, eSchool, & Cognos.
 - Currently parents receive notification of student discipline incidents by school staff.
- Students that are consistently receiving office write-ups are missing class time and interrupting class time for the other students. Because of this, they are unable to receive the most effective academic and social opportunities.
 - Elementary & Middle School Counselors will use Tier II strategies from PBIS to address the behavioral needs of students that meet Tier II criteria. This criteria is established by a team of individuals including school personnel, students, and parents/guardians.
 - High School Counselor will use social/emotional strategies to address students at risk for chronic discipline infractions.
 - All Counselors will frequently run reports via Cognos to assess which students are receiving chronic discipline infractions and address those concerns individually. Strategies include, but are not limited to Check-In/Check-Out, individual counseling, behavior plans, classroom observations, etc.

Credentials

Drew Central Elementary School Counselor

Savanna Singleton, PK-4

Bachelor of Science, Psychology

Master of Science in Education, School Counseling

Contact Information: Phone: 870-367-6893, Ext. 304

Email: savanna.singleton@drewcentral.org

Drew Central Middle School Counselor

LaTaaka Harvey, 5-8

Bachelor of Science, Family and Consumer Sciences

Master of Science, Leadership

Currently enrolled in Master of Education, School Counseling

Contact Information: Phone: 870-367-5235, Ext. 404

Email: lataaka.harvey@drewcentral.org

Drew Central High School Counselor

Toni Jacobs, 9-12

Bachelor of Science, Psychology

Master of Science in Teaching

Master of Education, School Counseling

Contact Information: Phone: 870-367-5511, Ext. 504

Email: toni.jacobs@drewcentral.org

Direct/Indirect Services

(90% of Time)

Drew Central Elementary School

Guidance Lessons

- 30-40 minute lessons once each month per class for K-4th grade.
- Examples of guidance lessons include: friendship, tolerance, social skills, emotions, bullying, conflict resolution, kindness, career, safety, personal health, career, etc.
- Highlight the importance of: Bullying Awareness, Red Ribbon Week, and Random Acts of Kindness

Small Group Counseling

- A specific group of students that need extra help in academic, social, emotional, or career areas.
- Aligned with the ASCA model

Individual Counseling

- Students can be referred to see me by teachers, parents, other staff at school, or themselves.
- Students are seen on a need to see basis.
- Documentation of my meetings with each student is kept through a google form.
- Referrals to outside mental health agencies are made if needed for more extensive counseling services.

Intervention & Orientation

- Assist in enrolling new students into our district in the elementary (scheduling in eschool, showing students to their classroom, assisting with providing school supplies if needed).

Interpretation of Assessments

- Assist in helping parents understand their students' test scores.

Consultation with Parents

- Talking with parents about student behavior
- Talking with parents at 504 and IEP meetings

Bullying & Suicide Prevention

- Bullying prevention activities during Bullying Awareness Month in October
- Classroom lessons on Bullying
- Counsel with students who have thoughts of harming him/herself.
- Refer out to proper mental health services for students trying to harm themselves. Help them get an assessment done.

Community Health Resources

- Serves as a liaison between the school district and the community to provide community resources to students
 - ◆ Examples Include: Junior Auxiliary Christmas Boxes, Methodist Church Thanksgiving Dinner, Shop with a cop (Christmas), Junior Auxiliary Backpacks to School, etc.

Assistance in Referral Process

- If extended mental health counseling is needed for a student, then I will assist in the referral process to outside mental health agencies in our area.

Drew Central Middle School - LaTaaka Harvey, School Counselor

Guidance Lessons

- Provided to all 5th - 8th Grade Students Quarterly in Classroom Setting
- 30-40 Minute Lessons
- Guidance Lessons are aligned to the ASCA National Model
- Topics Include: Personal Health, Personality Types, Safety, Social & Emotional Health, Red Ribbon Week (Drug Free), Suicide Prevention, etc.

Small Group Counseling

- Provided for students with common issues and/or concerns such as: socially, emotionally, career, and academically
- Session strategies are aligned with the ASCA National Model

Classroom Observations

- Referrals made by Teachers, Administration, Parents, and/or Students Need
- Observation of student interaction with peers/teachers during an academic period
- Collaboration with classroom teacher to help improve student behavior and/or success in the academic setting

Individual Counseling

- Provided on an as needed basis
- Referrals made by Teachers, Administration, Parents, and/or Student Need
- If extended services are needed, referrals are made to appropriate outside Mental Health Agencies

Intervention & Orientation

- Enroll, Schedule, and Provide Orientation to New Students & Parents
- Send & Receive student records for appropriate placement academically & socially
- Serve on Response to Intervention and Positive Behavioral Intervention & Support Teams

Academic Advisement

- Analyze classroom grades and summative test scores to advise students/parents on appropriate academic placement
- Make necessary referrals to Gifted/Talented, 504, Special Education, Dyslexia Interventionist, ESL Coordinator, Duke TIP, etc. as needed
- Complete Student Success Plans for 8th grade students with their advisor

Career Planning

- Assist with KUDER inventories as needed
- Assist with Student Success Plan for current 8th graders

- Career Guidance Lessons for 5th-8th grades

Interpretation of Assessments

- Will use KUDER information to help students plan for their futures.
- Help students understand how test scores affect future opportunities and equip them with tools to improve in areas needed.

Consultation with Parents

- Parent conferences will be held to address graduation requirements and appropriate scheduling.
- Parent conferences will be used to address student behaviors and needs where appropriate.

Bullying & Suicide Prevention

- Anti-bullying informative talks will be done periodically in advisory meetings.
- Suicide prevention will be addressed with staff in training and with students in advisory meetings periodically.
- Individual student concerns will be addressed in a confidential setting. If needed, outside assessment will be done after parent/guardian is contacted.

Community Health Resources

- Serves as a liaison between the school district and the community to provide community resources to students
 - ◆ Examples Include: Organizing community leaders and speakers to address student concerns (Drew County Health Department assembly on the Dangers of Vaping, Drew County Drug Task Force classroom presentation on the Effects of Drug Use, etc.)

Assistance in Referral Process

- Make necessary Academic, Social, Legal, and/or Mental Health referrals based on student need
- Contact appropriate agencies for addressing student concerns that fall outside the role of the School Counselor
 - ◆ Examples Include: Referrals or Assessments made by Inpatient Behavioral Healthcare Facilities, Communication with Probation or Juvenile Court Officers, Filing Necessary Legal Paperwork, Referring Students to Mental Health Providers, etc.

Drew Central High School- Toni Jacobs, School Counselor

Small Group Counseling

- Provide student group counseling to address common issues and concerns.
- All groups will follow the ASCA National Model.

Individual Counseling

- Individual counseling will be available to all students as needed.
- Referrals can be made by teachers, students, parents, or administrators.
- Counselor will confer with parents and outside agencies if student needs cannot be met in the school counseling program.

Intervention & Orientation

- Enroll, Schedule, and Provide Orientation to New Students & Parents
- Send & Receive student records for appropriate placement academically & socially
- Serve on Response to Intervention and Positive Behavioral Intervention & Support Teams

Academic Advisement

- Analyze classroom grades and summative test scores to advise students/parents on appropriate academic placement
- Make necessary referrals to Gifted/Talented, 504, Special Education, Dyslexia Interventionist, ESL Coordinator, Duke TIP, etc. as needed
- Revise Student Success Plans with all grades.
- Monitor on time credits and work with students/parents to recover lost credits in a timely manner.
- Assist with college planning and scholarship processes.

Career Planning

- Use KUDER inventories and tracking to help with career planning.
- Arrange college visits, college fairs, and technical school contacts to help students better plan for their futures.

Interpretation of Assessments

- Will use KUDER information to help students plan for their futures.
- Help students understand how test scores (specifically ACT) affect future opportunities and equip them with tools to improve in areas needed.
- Incorporate WorkKey assessments and programs.

Consultation with Parents

- Parent conferences will be held to address graduation requirements and appropriate scheduling.
- Parent conferences will be used to address student behaviors and needs where appropriate.

Bullying & Suicide Prevention

- Anti-bullying informative talks will be done periodically in advisory meetings.
- Suicide prevention will be addressed with staff in training and with students in advisory meetings periodically.
- Individual student concerns will be addressed in a confidential setting. If needed, outside assessment will be done after the parent/guardian is contacted.

Community Health Resources

- Serves as a liaison between the school district and the community to provide community resources to students
 - ◆ Examples Include: Organizing community leaders and speakers to address student concerns (Drew County Health Department assembly on the Dangers of Vaping, Drew County Drug Task Force classroom presentation on the Effects of Drug Use, etc.)

Assistance in Referral Process

- Make necessary Academic, Social, Legal, and/or Mental Health referrals based on student need
- Contact appropriate agencies for addressing student concerns that fall outside the role of the School Counselor
 - ◆ Examples Include: Referrals or Assessments made by Inpatient Behavioral Healthcare Facilities, Communication with Probation or Juvenile Court Officers, Filing Necessary Legal Paperwork, Referring Students to Mental Health Providers, etc.

Advisory Committee

1. Savanna Singleton, Elementary School Counselor
2. Lataaka Harvey, Middle School Counselor
3. Toni Jacobs, High School Counselor
4. Trudy Jackson, Elementary Principal
5. Patti Jackson, Middle School Principal
6. Kenny Pennington, High School Principal
7. Nancy Chapman, Assistant Principal
8. Ryan Halbert, Assistant Principal
9. Marley Lawson, Parent
10. Michell Lloyd, Parent
11. Julie Callison, Special Education Teacher
12. Cecily Simpson, Special Education Teacher
13. Elizabeth McRae, Elementary Teacher
14. Shawna Tilley, Middle School Teacher
15. Lakeisha Suber, High School Teacher

Calendar of Services

August

All Buildings:

Back to School
New Student Registration
Backpacks and school supplies for Kids

Elementary:

Snack Bag List for the Year
PBIS Activities

Middle School:

Snack Bag List for the Year
PBIS Activities

High School:

Senior Transcript Meetings
Freshman and New Student Orientation

September

All Buildings:

Labor Day

Elementary:

Classroom Guidance Lessons
Student of the Month Incentive
PBIS Activities

Middle School:

Classroom Guidance Lessons
Student of the Month Incentive
PBIS Activities

High School:

Student Advisory Group Lessons
UAM College Program
College Fairs
College Rep Visits

October

All Buildings:

Anti-Bullying Awareness Month
Red Ribbon Week

Elementary:

Student of the Month Incentive
PBIS Activities
Classroom Guidance Lessons

Middle School:

Student of the Month Incentive
PBIS Activities
Small Groups

High School:

Student Advisory Group Lessons
College Admissions Priority Deadlines
FAFSA Opens/FAFSA Family Night
College Preview Night
Students of the Quarter

November

All Buildings:

Thanksgiving Meals
Thanksgiving Break

Elementary:

Student of the Month Incentive
PBIS Activities
Classroom Guidance Lessons
Small Groups

Middle School:

Student of the Month Incentive
PBIS Activities

High School:

College Rep Visits
College Applications
Student Advisory Group Meetings

December

All Buildings:

Christmas Boxes & Angel Tree
Winter Break

Elementary:

Student of the Month Incentive
PBIS Activities
Classroom Guidance Lessons

Middle School:

Student of the Month Incentive
PBIS Activities
Classroom Guidance Lessons

High School:

Student Advisory Group Meetings
Credit Checks and Schedule Changes
College Applications
Students of the Quarter

January

All Buildings:

MLK Day
New Student Registration

Elementary:

PBIS Tier II Interventions
Student of the Month Incentive
PBIS Activities
Classroom Guidance Lessons

Middle School:

PBIS Tier II Interventions
Student of the Month Incentive
Suicide Prevention Activities
PBIS Activities

High School:

Student Advisory Group Meetings
Suicide Prevention Activities
Scholarship Deadlines

February

All Buildings:

Presidents' Day

Elementary:

Student of the Month Incentive

PBIS Activities

Classroom Guidance Lessons

Middle School:

Student of the Month Incentive

Scheduling

Kindness Challenge

PBIS Activities

Black History Month Activities

High School:

Student Advisory Group Meetings

Master Scheduling

Scholarship Deadlines

Graduation preparation

Student Scheduling for next year

March

All Buildings:

Spring Break

Testing Strategies

Elementary:

Student of the Month Incentive

PBIS Activities

Classroom Guidance Lessons

Middle School:

Student of the Month Incentive

PBIS Activities

High School:

Student Advisory Group Meetings

11th grade ACT testing

College and scholarship planning

Next year scheduling

Graduation preparation

April

All Buildings:

E-Day

Elementary:

Student of the Month Incentive

PBIS Activities

Middle School:

Student of the Month Incentive

PBIS Activities

High School:

Student Advisory Group Meetings

Credit checks with seniors

Graduation preparation

Next year scheduling

May

All Buildings:

Counselor Advisory Meeting

Comprehensive Goal Review & Plan Updates

End of School

Elementary:

Graduation (Kindergarten)

Student of the Month Incentive

PBIS Activities

Classroom Guidance Lessons

Middle School:

Student of the Month Incentive

PBIS Activities

8th Grade Promotion

Awards Ceremony

High School:

Graduation

Senior Awards Ceremony

Next Year Scheduling

ACT 190 of 2019

In accordance with ACT 190:

- at least ninety percent (90%) of the school counselor's work time each week is spent providing direct and indirect counseling, and no more than ten percent (10%) of work time each week is spent on administrative activities which relate to the provision of guidance services.
- District counselors create and follow a comprehensive school guidance plan. This plan will be posted on the school website.
- The student to counselor ratio will not exceed 1 counselor to 450 students
- All counselors must be licensed or working under an appropriate waiver .

The Role of the School Counselor

The role of school counselors encompasses three areas: counseling, consulting, and coordinating. Counseling is at the heart of the guidance program. The counselor in a helping relationship creates an atmosphere in which mutual respect, understanding, and confidence prevail to allow for growth and resolution of concerns. The general goals of counseling are developing skills of thinking and problem-solving, developing and maintaining a positive self-concept, and helping students set positive goals and exercise self-responsibility. The school counselor works closely with the teaching and administrative staff so that all the school's resources are directed toward meeting the needs of the individual students. The counselor cooperates with other school staff in the early identification, remediation, or referral of children with developmental deficiencies or handicaps. At times it is necessary to go beyond what the school can offer and seek additional aid from outside agencies. The counselor assists parents in developing realistic perceptions of their child's aptitudes, abilities, interests, attitudes, developmental progress, and personal-social development. In the role of coordinator, the counselor organizes varied programs and services to meet the unique concerns of the school. Such programs and services may be: classroom guidance, career awareness, student placement, new student orientation, school-wide testing, student achievement, and staff in-service.

Program Survey - Teachers

Please rate the following statements according to the following: 1 = strongly agree, 2 = agree, 3 = neutral/not sure, 4 = disagree, 5 = strongly disagree.

I have a good understanding of the role of the school counselor.

1 2 3 4 5

Generally speaking, classroom guidance lessons have been beneficial to my students.

1 2 3 4 5

The school counseling program has been helpful to me as a teacher.

1 2 3 4 5

The school counseling program has been helpful to my students.

1 2 3 4 5

Below are some group counseling topics that may be offered. Please circle groups that you feel may be beneficial if offered for your students.

1. Anger management Incarcerated parent
2. Changing families/divorce/separation Friendship/social skills
3. Grief counseling/family illness Leadership
4. Problem-solving School behavior/cooperation
5. Study skills Goal-setting/motivation
6. Self-esteem/self-concept Tattling/Telling
7. Bullying

Please circle the topics that you would be interested in having more information on. Place a star by your top four choices.

- Autism Spectrum Disorders
- ADHD
- Behavior Plans & Positive Behavior Intervention Supports
- Bullying
- Childhood/Early Adolescent Suicide
- Childhood Depression

- Combining Academics With Social-Emotional Learning
- Conflict Resolution
- Developing Students' Self-Esteem
- Developing Students' Social Skills
- Eating Disorders/Young Children Dieting
- Gangs
- Grieving Students
- Helping Children Cope with War/Terrorism
- Helping Children Develop Resilience
- Helping Students Manage/Relieve Stress
- Learning Styles
- Multicultural Education/Etiquette
- Perfectionism
- Strategies to Help Children Manage Anger in the Classroom
- Stress Management for Teachers
- Understanding Families in Poverty

Other: _____

In what specific ways do you think the school counseling program could be improved?

If you have any other comments/suggestions regarding the counselor's role or the counseling program, please write them below.

Program Survey - Parents

Please rate the following statements according to the following: 1 = strongly agree, 2 = agree, 3 = neutral/not sure, 4 = disagree, 5 = strongly disagree.

I believe my child feels comfortable meeting with the school counselor.

1 2 3 4 5

The school counselor has helped my child with personal and/or school problems.

1 2 3 4 5

My child has participated in classroom and small group programs covering topics such as bullying, peer pressure, conflict resolution, etc.

1 2 3 4 5

The school counselor is NOT available to me when I have questions.

1 2 3 4 5

The school counselor has helped my child to develop socially, emotionally, and academically.

1 2 3 4 5

The school counselor has provided my child with orientation information and services to help with the transition to (elementary, middle, high) school.

1 2 3 4 5

I feel respected and listened to when I talk to the school counselor.

1 2 3 4 5

The school counselor is knowledgeable about services outside the school system.

1 2 3 4 5

The school counselor has been an effective advocate for my child.

1 2 3 4 5

Please list specific ways the School Counseling Program could be improved.

Would you be willing to serve on the School Counseling Advisory Committee?The committee can be made up of parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results. The Committee helps set and monitor the counseling program goals. The plan for the Committee will be to meet twice per year (e.g. August & May) to review data and advise changes for the program for the subsequent year.

_____ YES

_____ NO

Program Survey - Students

Please circle the response that best answers each question.

What is your gender? Male Female

What is your ethnicity? African American Asian Hispanic Native American

White Other _____
(please specify)

Do you know who your current School Counselor is? Yes No

Approximately how many times have you met with the School Counselor while at this school?

Never 1-2 3-4 5-6 7+

Please circle the appropriate number after each statement that best reflects your opinion.

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

I feel comfortable meeting with my School Counselor.

1 2 3 4 5

My School Counselor has helped me to select appropriate courses.

1 2 3 4 5

My School Counselor has not been helpful to me during the process of scheduling or changing courses.

1 2 3 4 5

My School Counselor has helped me with personal and/or school problems.

1 2 3 4 5

My School Counselor has helped me to think about my goals after graduation from high school.

1 2 3 4 5

My School Counselor has provided me with information about careers and the world of work.

1 2 3 4 5

My School Counselor has not helped me with future educational planning, college selection, and placement.

1 2 3 4 5

I have participated in classroom or small group programs covering topics such as study skills, violence prevention, peer pressure, etc.

1 2 3 4 5

My School Counselor has provided services that have been helpful to me.

1 2 3 4 5

My School Counselor has not been available to me when I have had questions or problems.

1 2 3 4 5

I would not recommend that my friends speak to my School Counselor if they were having social or emotional problems.

1 2 3 4 5

My School Counselor is knowledgeable about services outside of the school system.

1 2 3 4 5

My School Counselor has helped me to learn about my strengths, abilities, and learning styles.

1 2 3 4 5

My School Counselor believes I can succeed.

1 2 3 4 5

My School Counselor has been an effective advocate for me.

1 2 3 4 5

Please list what you believe to be the most important activities of the School Counselors.

Please list the most significant strengths that currently exist within the School Counseling Program.

Please list the most significant weaknesses that currently exist within the School Counseling Program. What would you change?
