



Friendship Aspire Academy  
Public Charter School  
ARKANSAS

# **Comprehensive School Counseling Plan**

**2022-2023**

# “Everyone Grows with Friendship” Component One

## Introduction

Friendship Aspire Academy Public Charter School Social Workers/Counselors design and deliver school counseling programs that improve student outcomes. The Comprehensive School Counseling Plan serves as an organizational tool to identify, prioritize, and evaluate the elements of a high quality school counseling program and aligns with the requirements of the Act 190- The School Counseling Improvement Act of 2019

### School Counseling Standards and Competencies

Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program  
Benefits of a Comprehensive School Counseling Program  
Multi-Tiered Counseling Services

## School Counseling Team

School	Name	Email	Phone
District Admin	Brianna Spears	bspears@friendshipaspire.org	501-500-9335
Friendship Aspire Academy Little Rock	Kevin Young	kyoung@friendshipaspire.org	501-500-9335
District Admin	Virginia Henry	vperry@friendshipusa.org	501-500-9335
Friendship Aspire Academy SE Pine Bluff	Anitra Rogers	arogers@friendshipaspire.org	870-218-1250

Friendship Aspire Academy Pine Bluff	Ashley Williams	aswilliams@friendshipaspire.org	870-395-7401
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## Collaboration

<p>Friendship Aspire Academy Arkansas Public Charter Social Workers/Counselors collaborate with building, district, and community stakeholders including but not limited to:</p>	
<ul style="list-style-type: none"> <li>● 504 Counselors</li> <li>● Administrators</li> <li>● Community Counseling Agencies</li> <li>● Community Partners, business leaders, mentors, presenters, and volunteers</li> <li>● Department of Human Services</li> <li>● District Homeless Liaison</li> <li>● Division of Children and Family Services</li> <li>● Juvenile Probation Officers</li> <li>● Mental Health</li> <li>● Mental Health Treatment Centers and their personnel</li> </ul>	<ul style="list-style-type: none"> <li>● Occupational Therapists</li> <li>● Physical Therapists</li> <li>● School Based Therapists</li> <li>● School Counselors</li> <li>● School Nurses</li> <li>● Social Workers</li> <li>● Police Department</li> <li>● School Psychology Specialists</li> <li>● Speech/Language Pathologists</li> <li>● Teachers/Staff</li> <li>● Translators</li> </ul>

## Beliefs

Friendship Aspire Academy Arkansas Charter School Social Workers/Counselors believe:

1. An effective school counselor applies the ASCA ethical standards.
2. An effective school counseling program is developmental, comprehensive, and preventative.
3. An effective school counseling program is a collaborative effort between school counselors and stakeholders to promote academic, career, and social/emotional development.
4. An effective school counseling program is data driven.
5. An effective school counseling program supports student achievement

6. All students should have equitable access to comprehensive school counseling programs and services.
7. All Students can develop academic, career, and social/emotional skills.

## **Mission**

The mission of Friendship Aspire Academy School District is to create in underserved communities throughout the nation a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities.

## **Vision**

Friendship Aspire Academy School District takes a whole-child approach to education. Teachers, administrators, counselors, and support staff work together to meet the intellectual, social, behavioral, and emotional needs of each and every child we serve. Our aim is to ensure that students are prepared for success in college and in life.

## Program Goals

The following focus goals were chosen for the upcoming school year:

<b>Elementary Level (K-5)</b>		
<p><i>Elementary school students will improve school attendance by the end of the school year. School attendance relates to student success and a quality education. This will be evident through:</i></p> <ol style="list-style-type: none"> <li>1. <i>A reduction in school absenteeism</i></li> <li>2. <i>Students exhibiting motivation to attend school</i></li> </ol>		
<b>Strategies</b>	<b>Action Steps</b>	<b>Data</b>
<ul style="list-style-type: none"> <li>● Determine current school attendance level based on last year's data</li> <li>● A school may identify a potential demographic that needs in-depth intervention</li> <li>● Identify students with high absenteeism and use varied intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Each elementary school will set a goal for improvement based on their last year's data. This goal may range from .5-1% improvement</li> <li>● Each elementary school will determine if there is a specific demographic that requires more targeted interventions or if the goal should be school wide.</li> <li>● Meet with students individually collaborate with the nurse on health issues, the teacher will contact the family, the social workers will call and make home visits to offer services and educate about the attendance policy, the counselor will collaborate with the teacher and the family, offer incentive</li> </ul>	<ul style="list-style-type: none"> <li>● Friendship Aspire Academy school districts ADA/ADM report from Eschool</li> <li>● COGNOS reporting using demographics.</li> <li>● Attendance reports will be used to identify high risk students</li> <li>● Social workers' documentation of family contact, attendance policy, will be used to determine progress for individual students</li> </ul>

	programs for individuals and school wide recognition opportunities	
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**Middle Level (6-8)**

*Middle school students presenting with anxiety will be able to reduce the severity of their anxiety and the frequency of their visits to the counseling office throughout the school year by exhibiting effective coping skills. Coping skills will be taught in small groups, and individual counseling resulting in minimal loss of instructional time.*

<b>Strategies</b>	<b>Action Steps</b>	<b>Data</b>
<ul style="list-style-type: none"> <li>• Determine needs</li> <li>• Provide responsive services</li> <li>• Teach coping skills</li> <li>• Model coping skills</li> <li>• Disaggregate data</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct needs assessments/pre-test</li> <li>• Teach classroom guidance lesson on coping skills</li> <li>• Offer mini lessons</li> <li>• Administer pre/post rating to each student who present anxiety</li> <li>• Provide lists of coping strategies to individual students</li> <li>• Conduct post-test</li> </ul>	<ul style="list-style-type: none"> <li>• Needs Assessment</li> <li>• Rating scale</li> <li>• Counselor sign-in</li> </ul>

**High School Level (9-12)**

*Goal: All students will earn a high school diploma, will have a post-secondary plan (college technical training, career, military), and have developed the skills necessary to implement the post-secondary plan.*

<b>Strategies</b>	<b>Action Steps</b>	<b>Data</b>
<ul style="list-style-type: none"> <li>• Monitor attendance and classroom performance,</li> </ul>	<ul style="list-style-type: none"> <li>• Students will set post-secondary goals through development to</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Classroom performance</li> </ul>

<p>assisting students in connecting these to life-long success</p> <ul style="list-style-type: none"> <li>● Guide students in developing post-secondary plans based on skills and interest</li> <li>● Connect activities/guidance to post-secondary goals</li> </ul>	<p>the Student Success Plan</p> <ul style="list-style-type: none"> <li>● Work with students to develop interventions for poor attendance or classroom performance within the context of the SSP</li> <li>● Provide small group/classroom guidance to support transition plan, developing skills needed to implement post secondary plan</li> </ul>	<ul style="list-style-type: none"> <li>● Post-secondary goal/plan</li> <li>● Graduation rate</li> </ul>
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## Component Two

### Program Management/Manage

#### School Counseling Program Assessment

Description	Link
<p><b>The Arkansas Comprehensive School Counseling Program Self-Assessment allows counselors to assess their mindsets and behaviors and the effectiveness of their school counseling program. Friendship Aspire Academy Charter School will complete a self-assessment annually.</b></p>	<p><a href="https://bit.ly/arschoolcounselingassessment">https://bit.ly/arschoolcounselingassessment</a></p>

### Use of Time Analysis

#### Description

A use of time calculator is utilized by each school counselor to document and help determine how much time is currently spent on school counseling activities versus non-school-counseling activities. ACT 190 states that school counselors in Arkansas

spend approximately 90% of their time on direct and indirect counseling services for students and no more than 10% on administrative activities. Each counselor in the Friend Aspire Academy system determines the method they use to collect this information.

## Annual Administrative Conference

Description	Link
The annual administrative conference agreement outlines the school counseling program's organization and is completed every school year between each school counselor and the administrator in charge of the school counseling program	<a href="https://bit.ly/administrativeconference">https://bit.ly/administrativeconference</a>

## Component Three

**Delivery/Deliver**

### **Direct Counseling**

#### Elementary Level (K-5)

Service	Description <i>At Least 90% Direct and Indirect Face-to-Face</i>
<b>Individual and Group Counseling</b>	Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Follow-up should occur to ensure students are continuing to develop the skills taught
<b>Examples:</b>	Friendships, groups, social/emotional



	groups, behavioral support
<b>Core Curriculum Lessons</b>	<p>Lessons are developmentally appropriate, based on ASCA standards, individual needs, identified through school data review, and the associated goals that are created to address those needs.</p> <p>Examples: sexual harrasement prevention, bullying, suicide awareness, conflict/resolution/ character lessons</p>

### Middle School (6-8)

<b>Service</b>	<b>Description</b> <i>At least 90% Direct and Indirect Face-to-Face</i>
<b>Individual and Group Counseling</b>	<p>Data is reviewed to determine student needs. Interventions are based on identified gaps in the school and student needs. Follow-up should occur to ensure students are continuing to develop the skill taught</p> <p><b>Examples:</b> Academic support, Behavioral support, social/emotional support, and helping students understand the role of attendance and academics in school success</p>
<b>Core Curriculum Lesson</b>	<p>Lessons are developmentally appropriate, based on ASCA standards, individual needs *identified through 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 2019.</p> <p><b>Examples:</b> career exploration and planning, bullying and sexual harrasemt prevention, suicide awareness and prevention</p>

## High School Level (9-12)

Service	Description <i>At Least 90% Direct and Indirect Face-to-Face</i>
<b>Individual and Group Counseling</b>	<p>Data reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Follow-Up should occur to ensure students are continuing to develop the skills taught.</p> <p><b>Examples:</b> Academic support, behavioral support, Social/Emotional support, helping students understand the role of attendance in school success</p>
<b>Core Curriculum Lessons</b>	<p>Lessons developmentally appropriate, based on ASCA standards, individual needs identified through school data review, and associated goals that are created to address those needs. They also address the components of the School Counseling Improvement Act of 2019.</p> <p><b>Examples:</b> Career exploration, and planning, Bullying and Sexual Harrassemt prevention; and Sucide Awareness and Prevention; Course selections; Scholarships search and application; College application process; College admissions test practice and preparation.</p>

## Indirect Counseling

### Elementary Level (K-5)

Service	Description <i>At least 90% Direct and Indirect On Behalf of, Referral, Consultation</i>
<b>Consultation</b>	Consultations occur on behalf of a student. They can include interactions

	with parents or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
<b>Referrals</b>	Indirect services include referring a student for school-based mental health services and making child maltreatment reports.
<b>Decision-making Teams</b>	Serving as a contributing member of decision-making teams, which include without limitation: <ul style="list-style-type: none"> <li>● Section 504</li> <li>● Response to Intervention RTI</li> <li>● Parental Involvement</li> <li>● PBIS</li> <li>● Team Meetings</li> </ul>

### **Middle School (6-8)**

<b>Service</b>	<b>Description</b> <i>At least 90% Direct and Indirect on Behalf of, Referral, Consultation</i>
<b>Consultations</b>	Consultations occur on behalf of a student. They can include interactions with families, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.  Guide for Life <a href="https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life">https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life</a>
<b>Referrals</b>	Indirect services include referring a student for school-based mental health services and making child maltreatment reports.
<b>Decision-making Teams</b>	Serving as contributing member of decision making teams, which include

	without limitation: <ul style="list-style-type: none"> <li>● Section 504</li> <li>● Response to Intervention RTI</li> <li>● Parental Involvement</li> <li>● PBIS</li> <li>● Team Meetings</li> </ul>
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## High School (9-12)

<b>Service</b>	<b>Description</b>
	<i>At least 90% Direct and Indirect on Behalf of, Referral, Consultation</i>
<b>Consultation</b>	Consultations occur on behalf of a student. They can include interactions with parents or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
<b>Referrals</b>	Indirect service includes referring a student for school-based mental health services and making child maltreatment reports.
<b>Decision-making Teams</b>	Serving as a contributing member of decision-making teams, which include without limitation: <ul style="list-style-type: none"> <li>● Section 504</li> <li>● Response to Intervention RTI</li> <li>● Parental Involvement</li> <li>● Team Meetings</li> </ul>

## Career Planning

### Elementary Level (K-5)

Elementary school counselors collaborate with general education teachers to provide a multi-tiered program to all students and grade levels that may include, but not limited to, classroom curriculum, guidance lessons, online tools, guest speakers,
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engagement with community partners, and special career-related activities. Students develop real-world skills for success, which may include self-regulation, problem-solving, social awareness, and communication skills.

- **K-2:** Explore careers, abilities and relationships between school and the world of work: develop work-related skills such as time management, cooperation, effort, perseverance, goal setting and organization.
- **3-5:** Identify personal interest and abilities related to the world of work; integrate work-related skills; identify career clusters; explore the relationship between school and the world of work; initiate goal setting for secondary school and post-secondary opportunities.

### **Middle School Level (6-8)**

Middle school counselors/social workers collaborate with the career/technical department to provide a multi-tiered program to all grade levels including, but not limited to, classroom curriculum, guidance lessons, college tours and career day.

- 6th Grade: Become acquainted with multiple career opportunities
- 7th Grade: Complete an Academic Smart Goal and Interest Inventory.
- 8th Grade: Complete a Career Smart Goal and Develop a Student Success Plan

### **High School Level (9-12)**

Counselors work with students annually to develop and maintain their student success plan. Student Success Plans help students take ownership of their coursework and focus on post-high school success.

High School Counselors meet with students to help them connect the importance of education, school attendance, classroom performance and work. Through direct counseling students understand the importance of setting goals and how to do so.

- 9th grade assigned tasks include:
  - Create Academic SMART Goal
  - Create a Personal/Social SMART Goal
  - View and Edit High School Course Plans
  - Build/Update Resume
  - Take PLAN
  - Develop a 4-Year Academic Plan for High School
- 10th grade assigned tasks include:
  - Build/Update Resume

- Complete Career Interest Profiler
- Add careers to my list
- View and Edit High School Course Plans
- Complete Career Cluster Finder
- Add career clusters to my list
- Create Academic Smart Goal
- Develop 4-Year Academic Plan for High School
  
- 11th grade assigned tasks include:
  - Take ACT
  - Build/Update Resume
  - Add colleges to my list
  - Add careers to my list
  - View and Edit High School Course Plans
  - Develop a 4-Year Academic Plan for High School
  - Create a Personal/Social SMART Goal
  
- 12th grade assigned tasks include:
  - Take ACT
  - Build/Update Resume
  - Complete college search
  - Add colleges to my list
  - Add careers to my list
  - Scholarship search
  - Create Academic SMART Goal
  - Create a Career SMART Goal
  - Complete Student Success Plan Checklist Survey
  - Complete Senior Survey

## ***Intervention***

**Elementary Level (K-5)**

Elementary School Counselors design/utilize proactive programs to increase likelihood of graduation:

- Student Success Plans
- Attendance monitoring
- Goal Setting
- Classroom Guidance
- Small Groups
- G.U.I.D.E. for Life Learning Essential Skills
- Career days and other events
- Middle school tours

### **Middle School Level (6-8)**

Middle School Counselors design/utilize proactive programs to increase the likelihood of graduation.

- Student Success Plans
- Attendance monitoring
- Goal setting
- Classroom guidance
- G.U.I.D.E. for Life Essential Skills
- Career days and other events
- High school tours

### **High School Level (9-12)**

High School Counselors design/utilize proactive programs to increase the likelihood of graduation.

- Student Success Plans
- Attendance monitoring
- Goal setting
- Classroom guidance
- G.U.I.D.E. for Life Essential Skills
- Career days and other events
- College/University/Trade School tours
- Career Launch

### **Program Assessment**

School counselors reflect on and evaluate their comprehensive counseling program to ensure they are meeting the needs of their students and are able to identify how their students have changed due to the interventions of the program.

<https://bit.ly/arschoolcounselingassesment>

## Data Tracking

### Elementary School Level

Data will be developed

### Middle School Level

Data will be developed

### High School Level (9-12)

Data will be developed

## Program Results

### Elementary School Level

Data will be developed

### Middle School Level

Data will be developed

### High School Level

Data will be developed

## Evaluation and Improvement

### Elementary School Level

Data will be developed

### Middle School Level

Data will be developed

### High School Level



Data will be developed

## Component Five

### Administrative Activities

#### Elementary Level (K-5)

<b>Service</b>	<b>Description</b> <i>No more than 10% Coordination, Chair, Duties</i>
<b>Coordination of Programs and Data Input</b>	All RPS Elementary Counselors Coordinate programs including but not limited to: <ul style="list-style-type: none"><li>● Parental Involvement</li><li>● Section 504</li><li>● District PLC</li><li>● Student Success Plan</li><li>● Administrative Meetings</li><li>● Professional Development</li><li>● Lesson Planning</li></ul>
<b>Chairing Committees and Meetings</b>	Parent/Family Involvement Committee
<b>Duties</b>	None- ASCA standards do not support counselors having assigned duty.

#### Middle School Level (6-8)

<b>Service</b>	<b>Description</b> <i>No more than 10% Coordination, Chair, Duties</i>
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<b>Coordination of Programs</b>	Coordination of programs varies by school. Program include: <ul style="list-style-type: none"> <li>● Parental Involvement</li> <li>● Section 504</li> <li>● District PLC</li> <li>● Student Success Plan</li> <li>● Administrative Meetings</li> <li>● Professional Development</li> <li>● Lesson Planning</li> </ul>
<b>Chairing Committees and Meetings</b>	Chairing 504 conferences
<b>Data</b>	Friendship Aspire Academy School District counselors and middle school level are not responsible for data entry, scheduling, or creating master schedules.
<b>Duties</b>	ASCA standards do not support counselors having assigned duty.