



Friendship Aspire Academy

Grades K-12

Comprehensive School Counseling Plan

2021-2022

District Contact Information

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K-12 Schools

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Foundation/Define

Vision

Friendship Aspire School Counselors envision a future where all students attain their highest potential as productive and self-sufficient citizens within their communities. Our scholars impact their families and community with empathy, compassion and self-awareness. Scholars exemplify responsible stewardship in their professional and personal lives.

Mission

Friendship Aspire Academy Counseling department mission is to create, inspire, empower and prepare our scholars to overcome life's challenges. Through strategic partnerships and collaboration with community stakeholders, the Friendship Aspire Comprehensive School Counseling Program takes a whole child approach in a responsive environment to meet the intellectual, social, behavioral, and emotional needs of each and every scholar we serve.

Belief Statements

Students First: All scholars have dignity and worth who deserve to be members of a school community that is compassionate and celebrates their uniqueness.

Relationships: The school counselor will build impactful, compassionate and meaningful connections with students.

Collaboration: The school counselor will partner with families, staff and the community to meet student needs for the development of academics, career exploration and social/emotional growth.

Growth Mindset: The school counselor will enhance the comprehensive school counseling program through data evaluation, reflective practices and professional learning.

Innovative and Effective Learning Environment: All students deserve a safe and relevant learning environment driven by research and best practice.

Annual Program Goals

K-4 Goal

By May 2022, K-4 students will increase self efficacy skills by 20% from a student pretest to a student post-test. This goal addresses two ASCA Mindsets and Behaviors: B-SMS1.: Responsibility for self and actions; B-SMS2: Self-discipline and self-control To achieve this goal, students will identify 2 healthy self management strategies when dealing with conflict. Counselors will use curriculum in classroom guidance lessons, small groups and 1:1 intervention to achieve this goal.

Presentation of this information to stakeholders will include: monthly newsletters, take home resources, a parent night and contact with specific parents. We will also use class dojos growth mindset curriculum daily to reinforce these skills with morning mindset meetings

6-8 Goal

By May 2022, students in grades 7-8 will increase awareness their knowledge of the warning signs of suicide and options for suicide prevention by 30% from a student pre-test to a student post-test. This goal addresses two ASCA Mindsets and Behaviors: M-1: Belief in the development of the whole self including a healthy balance of mental , social-emotional and physical well-being; B-SMS7: Demonstrate effective coping skills when faced with a problem. To achieve this goal, students will identify signs of suicidal ideation and identify options for prevention. Counselor will use the Jason Foundation and curriculum in classroom guidance lessons, small groups and 1:1 intervention to achieve this goal. Presentation of this information to stakeholders will include: counseling brochures, flyers and a parent night.

11-12 Goal

By May 2022, 90% of all students in Grades 11-12 will participate in a minimum of one of the following activities: Career Pathways, Internships, Youth Apprenticeships, ACT, SAT, ASVAB, job shadowing and/or college planning.

This goal addresses the following ASCA Mindsets and Behaviors: M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success; M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-LS 7. Identify long and short-term academic, career and social/emotional goals; and B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. To achieve this goal, the school will provide field trips and chaperone students to attend post-secondary activities at university and technical and career institutes, coordinating meetings with military and college recruiters and matching students with individual resources based on individual needs. Students will participate in one post-secondary related activity each year of their high school career and submit documentation of completion to their school counselor.

MANAGEMENT/MANAGE

Self-Assessment or Annual Review

The Arkansas Comprehensive School Counseling Program Self-Assessment allows counselors to assess their mindsets and behaviors. School counselors need to meet the rigorous demands of the school counseling profession and the needs of K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and social/emotional development. The Friendship School counselor will complete a self-assessment annually.

Delivery/Deliver

Guidance and Counseling (Direct)

The guidance program is available to all scholars at Friendship Aspire Academy. FAA provides services to students in a regular school setting environment. We provide onsite Mental Health Services through partnerships with local agencies. Through this program we provide multiple services and guidance through numerous program designs.

Link to Annual Calendar:

<https://bit.ly/faacounselorcalendar>

Personal Counseling and Character Development

Personal Counseling

- Provide personal counseling to students as needed through a partnership
- with Mental Health Professionals.
- Use various methods for counseling sessions and conduct classroom observations.
- Follow Friendship Aspire Academy Arkansas protocols in crisis situations
- Assist families with the referral process to outside counseling agencies
- and other resources.
- Conduct Student Support Meetings which includes, students,
- parents, school leaders, teachers and counselor/case manager.

Character Development

- Create monthly themes in relation to character development traits.
- Assist students/families in understanding age appropriate
- social/emotional behavior.
- Implement a restorative approach.
- Employ a Culture Coordinator.

Classroom Guidance

A comprehensive school counseling program involves planned guidance activities for all scholars. These age-related exercises foster scholars' academic, personal, social, and career development skills. Such activities are implemented through a collaborative effort by counselors and teachers.

1. Classroom guidance curriculum focuses on topics such as:
 - a. Self-understanding
 - b. Effective interpersonal and communication skills
 - c. Problem-solving
 - d. Decision-making
 - e. Conflict Resolution Skills
 - f. Effective Study Skills
 - g. Positive Attitudes toward School
 - h. Career Awareness and the World of Work
 - i. Substance Abuse Prevention
 - j. Comprehension and acceptance of differences in people (racial, gender-based, cultural, religious, physical)
 - k. Divorce

Relationship between Classroom Performance and Academic Success (Indirect)

The administration at Friendship Aspire Academy will assist scholars 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 scholar's 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 scholars see the connections.

Psychological Services

The district provides psychological services to students. These services include, but are not limited to, the following: evaluation of students with learning or adjustment problems, evaluation of students for exceptional student programs, consultation and counseling with parents, students, and school personnel to ensure students are ready to succeed and that all students are preparing for college and work, provision of an early identification system of learning potential and factors that might affect educational performance, system for liaison and referrals with available resources, written policies that assure ethical procedures in psychological services.

Bullying

Bullying in any form creates an atmosphere of fear and intimidation and distracts from a safe environment necessary to promote exceptional learning, and is not tolerated at Friendship Aspire Academy. Scholars are encouraged to report behavior they consider to be bullying to their teacher, principal or designee, including a single action that if allowed to continue would constitute bullying. Teachers and other school employees who have witnessed, or are reliably informed that, a scholar has been a victim of behavior they consider to be bullying shall report the incident(s) to school administration, including a single action that if allowed to continue would constitute bullying. Any person or persons who file a complaint will not be subject to retaliation or reprisal in any form

Suicide Prevention Program

If any employee has reason to believe, has direct knowledge of, or a report from another person, that a person is in any danger of harming him/herself, that employee is to report the situation to the principal and/or superintendent immediately. If the person has threatened or has displayed alarming warning signals, appears to have a plan, or is in imminent danger and requires intervention, then administration should be contacted immediately.

Health Services

All health services are provided by our onsite school nurse.