

Calico Rock School District Comprehensive Counseling Plan



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Calico Rock School Counselors

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Foundation

Calico Rock Counselors' Belief Statements

- We believe in preparing students to be contributing members of society.
- We believe in each student's ability to achieve and challenging students to reach their highest potential.
- We believe that all students are unique and deserve to be treated with respect.
- We believe in growing and supporting life-long learners.
- We believe in cultivating responsibility and promoting citizenship throughout the school and community.
- We believe in collaborating with parents, other staff, and the community to provide students with opportunities for success.

Vision Statement

CRSD counselors promote success for all students in the school, the home and the community.

Mission Statement

Our mission is to provide a comprehensive counseling program that is data driven that will help all students with the skills, knowledge and attitudes to become efficient workers, successful students, responsible citizens and lifelong learners. This will be achieved through lessons and support provided in and out of the classroom within group and individual settings as determined by the needs of the student.

Program Goal

(2024-2025 Reflection) The district goal for the 2024-2025 school year was to achieve 95% attendance at the elementary level. We believed focusing on this group would help carry these habits forward as they move into high school and post graduation positions.

We feel we met this goal based on the data showing that average daily attendance at the elementary campus was 97.27%.

(Current Year) The district goal for the 2025-2026 school year will be to increase ATLAS summative scores for a specific group of 4th-10th grade students by 5 points in ELA. We will be to target specific 4th-9th grade students that fell into the level 2 on the ATLAS summative assessments that we feel could use extra support socially and behaviorally.

Data Utilized

- ATLAS interim and summative data

Action Steps

- Assign supportive adult to check in regularly with specific assigned students
- Utilize small groups to address behavior
- Share a list of students with staff so all know who the target group is.
- Set a goal with students about growth at the beginning. Review data at interims with the students to acknowledge progress and reinforce motivation/support.

Desired Outcomes

- Students will grow on the standardized assessments. They will also have a greater confidence and be more motivated to attend school and try their best because they will feel that there are adults invested in them and their success.

School Counseling Standards and Competencies

ASCA School Counselor Professional Standards and Competencies (2025)

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/S-C-Competencies.pdf>

ASCA Ethical Standards for School Counselors (2022)

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

<https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors>

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

<http://www.arkansased.gov/divisions/learning-services/guide-for-lif>

Arkansas ACT 190 of 2019

<https://www.arkleg.state.ar.us/Acts/Document?type=pdf&act=190&ddBienniumSession=2019%2F2019R>

Management

School Counseling Program Self-Assessment

The counselors complete the program self-assessment annually to identify areas of strength and weakness.

Use of Time

The counselors will abide by the rules set forth by the Arkansas Department of Education to utilize 90% of time in direct or indirect services to students. A time of use document can be used to monitor.

Annual Administrative Conferences

Counselors will meet with administrators to discuss the program goals, expectations, duties and responsibilities every year as well as address any concerns from either party.

Advisory Council

The counselors will form a council to include stakeholders such as administrators, teachers, parents and counselors. The purpose being the formulation of goals, vision and mission, accountability and reflection from current and previous year and creation of annual calendars.

Annual Calendar

August -New Student Orientation -Scheduling -Open House	September -Student Success Plan Review -Suicide Prevention -Constitution/Citizenship Day
October -Red Ribbon Week Activities -Unity Day-United against Bullying -FAFSA and Youniversal -College Visits -Parent Teacher Conferences	November -Random Acts of Kindness -Intervention for students with failing grades
December -Angel Tree Coordination -Scheduling for 2nd semester -Advisory Council Meeting	January -MLK Jr. Day/Day of Service -Financial Aid Night for Seniors -ASVAB Administration/Interpretation
February -School Counseling Week -College Visits -Parent Teacher Conferences	March -Read Across America Week -Drug and Alcohol Prevention -Local Scholarships
April -Earth Day -Career Day	May -Transition Day for 6th graders -Requests/Schedules for next year -Senior Recognition & Graduation
June -Off contract	July -Scheduling -Advisory Council meeting -Review of Counseling Program/Data -Formulation of Goals for next year

Delivery

Act 190, The School Counseling Improvement Act, states that school counselors shall spend at least 90% of their time each month, on student contact days, providing direct and indirect counseling services to students.

Direct Services

Classroom Guidance

Counselors will provide guidance lessons in the classroom over a variety of topics dealing with academics, career planning, and social and emotional learning. Topics are derived from needs assessments, surveys, and data. These are a tier 1 or universal counseling service that serves all students. Examples of topics include, but not limited to:

Bullying Prevention/Awareness

Drug and Alcohol Awareness

Suicide Prevention

Character Education

College and Career

GUIDE for Life

Career Awareness, Exploration and Development

Self-Esteem

These lessons should not be longer than 40 minutes in duration and no more than 3 sessions per day and 10 sessions per week.

Individual and Group Counseling

Individual and group counseling is a tier 2 counseling service in which a student or group of students get a more intensive look at some of the same topics from the classroom lessons. These are at the request of the student, teacher, parent or counselor. Referrals can be made to the counselor at any time from one of the above

mentioned parties. These meetings would typically be over a set amount of time to increase the skills, knowledge, or behavior of the student/s.

Responsive Services

Counselors see students for responsive services when there is an immediate need or concern. It can include crisis intervention for students at risk, conflict resolution, family/peer concerns, and academic obstacles. A referral can be made for immediate intervention for students by self, teacher, peer, or parent.

Orientation/Transition Programs

Both campuses will hold an open house prior to the school year to introduce new or transitioning students to the school building and staff. The counselor is on hand to introduce themselves and provide information to students and parents. In the spring of each school year, there is a transition day where the 6th grade students come to the high school and get a tour of the school, meet teachers and have lunch to get acclimated with the new environment. On both campuses when a new student enrolls, the counselor will play an active role in getting to know the student, academic advisement and a tour of the school.

Academic Advisement

All students in grades 7-12 have an advisor that helps the students navigate the academic options of school with guidance from the counselors. Students work on student success plans during this advisory time and learn more about career and academic options. They will also request classes for the following school year during this time. The counselor hosts a time during the summer for all students 9-12 to come in to finalize schedules and talk about pathways to graduation and career pathways and certifications.

Career Planning

Students in the elementary school complete career awareness activities through classroom counseling and activities built into their core class lessons.

Students in the high school take Career Development class in 8th grade to begin their in depth look at different careers and pathways after graduation. Our 11th grade students take the ASVAB each year. We coordinate to have someone come and go over with the students their results taking into account skills, interests, work values, and level of education desired. We also host a career day in the spring when we have various occupations come and share with the students about their respective careers.

G.U.I.D.E. for Life will be utilized at all levels to help build the essential skills needed to be successful in life and career.

Graduates and Dropouts

Calico Rock counselors will implement measures to help decrease student dropouts by meeting with students at risk and contacting parents. Counselors will promote school attendance and completion by identifying and working with at-risk students. The counselor will follow up with dropouts and graduates by email or phone to further assist them in their educational endeavors.

Suicide Prevention and Awareness

Suicide Awareness will be presented in a way that is developmentally appropriate for each grade level. For junior and high school students, suicide prevention materials shall be made available to all students which includes information about the services available to combat the threat of suicide. Also training for students on what to look for within other people so that we can have students advocating for one another. If there is threat of suicide while a student is on campus, we have protocols in place to get the student the help they need at that time. In our crisis manual, it outlines the steps that will be taken if a suicide takes place within our district.

Bullying Prevention

Lessons and counseling sessions will be utilized to prevent and address bullying within the school. Class lessons shall include information about respect for others, conflict

resolution, friendship and character education. Any incidents of bullying that take place shall be referred to the administration for further investigation and resulting action. Students and teachers will have access to a form that will allow them to report bullying after it occurs. In the aftermath of a reported bullying incident, the counselor will coordinate with the administration and follow up with the victim, perpetrator and witnesses. Counselors will coordinate referrals to mental health counseling if needed for all involved.

Before school begins, the counselors will help address with teachers on PD days what bullying is, how to recognize and proper ways to report incidents.

Indirect Services

Consultation

CRSD counselors consult with parents/guardians, teachers, school staff, mental health professionals, SPED department or others on behalf of the student. Areas of discussion could be behavior/discipline, academics or attendance. Counselors can provide support and resources to these parties to help the student achieve success.

Referrals

Counselors maintain a working relationship with multiple community agencies.

Referrals can include the department of health and human services, mental health centers, school-based counseling services through Families, Inc. as well as making child maltreatment reports. Counselors become knowledgeable about community resources and try to help link students and families to the resources needed in an array of situations.

Decision Making Teams

Our counselors will serve as a contributing member of 504, ELL, Gifted and Talented, and IEP teams to help provide input on behalf of the student to achieve the best support and outcomes.

Administrative Activities

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than 10% of their time, on student contact days, engaging in administrative activities. The following are the administrative activities assigned to each counselor.

LaDonna Franks

Elementary School Counselor

Stephanie King- Half Time Counselor

District Test Coordinator

504 Coordinator

Scheduling of High School Students

Coordination of Student Success Plans

School Profiles

Calico Rock is a small, rural community situated on the White River with a population of approximately 1,500 people.

Superintendent: Rick Green

Calico Rock Elementary School

Principal: Bailey Whiteaker

The elementary school is home to the K-6th grade students. There are approximately 200 students in the elementary school. There is one building in which students receive all class instruction, as well as any additional services such as PT, OT, Speech Therapy, and Mental Health Counseling. The PE and athletic courses take place in the gym on the elementary campus. There is also a separate building housing a preschool for 20 students.

Calico Rock High School

Principal: Anita Nordrum

The high school is home to 7th-12th grade students. All classes take place in one building, as well as all other additional services. There are approximately 170 students in the high school. We have four CTE programs offered on campus: Criminal Justice, Agriculture, Business and Family and Consumer science. There are career certifications offered in each department. We also offer additional career focus classes from other programs through our partnership with Virtual Arkansas. Students have the opportunity to take Pre AP, AP, and concurrent courses. We partner with Ozarka College in Melbourne to provide our students with the opportunity to earn college credit while in high school.

Accountability

Evaluation of the counseling program by the school counselors is essential. Assessing the data results related to the goals of the counseling program will determine the next year's plans. CRSD counselors will complete the self-assessment each year to determine strengths and weaknesses. Counselor reflection, surveys and data will all contribute to assessment of the program.

Results of the goal will be shared with stakeholders in the following year's plan and the community board meeting each October, as well as advisory council meetings and administration conferences each year.

Counselors are also evaluated by administrators using the TESS system for public schools.

Counselors will meet in the summer to develop the plan for the following year using input from all stakeholders.