

PLAINVIEW PUBLIC SCHOOLS

PRIMARY COMPREHENSIVE COUNSELING PROGRAM

THIS COMPREHENSIVE SCHOOL COUNSELING PROGRAM WAS DEVELOPED UTILIZING ACCREDITATION STANDARD VI AND THE AMERICAN SCHOOL COUNSELOR'S ASSOCIATION NATIONAL STANDARDS.

UPDATED: 2016

THE RATIONALE

The ever increasing needs of children and the expectations of today’s society continue to place growing demands on students and the educational system. Educators are challenged to educate all students at an ever-higher level of academic proficiency to meet the demands of an internationally competitive marketplace, even though societal factors may create obstacles to learning for some of our students. Dropping out of school, substance abuse, peer pressure, violence, and trauma are not abstract issues. They are real and have a substantial impact on students and their educational development.

This comprehensive school counseling program is developmental in nature. It is systematic, sequential, clearly defined and accountable. The program’s focus is on the three broad and interrelated areas of student success: academic, career, and personal/social development. Each encompasses a variety of desired student learning competencies which form the foundation of the comprehensive school counseling program.

The contributions of the counseling program to the educational mission of the school and to the individual student’s development are many and substantial. This counseling program can be expected to produce positive results in a range or related areas including, but not limited to, the following: school attendance, academic achievement, dropout prevention, removing obstacles to learning, career awareness, exploration and planning, school safety and crisis management, peer relationships, school climate, and study skills.

Site-based counselors utilize their building-level Safe School/Healthy Kids/Wellness Committees to seek programmatic feedback and input from stakeholders. In addition to the building administrator and counselor, the committees include teacher, parent, and student representatives. The committees meet two times a year, once each semester.



AT-RISK STUDENTS

Accreditation Standard VI-B: The counseling program shall include special provisions for at-risk students.

Some students may not acquire the basic life skills necessary for higher education and/or gainful employment. These at-risk children are defined as youth whose economic, social-cultural, academic, and/or health status indicates they may leave school before earning a high school diploma or GED, required certifications for military enrollment and post-secondary education and training.

Other factors indicating a child or youth is at-risk include if:

- 1) He/She is a member of a household or family whose income is at or below the poverty level as defined by the U.S. Bureau of the Census; or
- 2) He/She is not making substantial progress in mastering skills that are appropriate for students of his/her age; or
- 3) His/Her grades indicate underachievement; or
- 4) He/She was retained in a grade for one or more years; or
- 5) He/She is a school dropout or has excessive absences during a school year; or
- 6) He/She is identified as an English Language Learner (ELL) and has not made progress towards English language fluency; or
- 7) He/She is believed to be at-risk based on assessment by school staff familiar with the student's health, social or family status as these influences may impair the student's school success. Influences may include, but are not limited to, evidence of abuse, substance use/abuse, pregnancy or parenthood, delinquent behavior, or attempted suicide.

COUNSELING PROGRAM CONDITIONS AND RESOURCES

(AS DEFINED BY THE OKLAHOMA STATE DEPARTMENT OF EDUCATION)

PROGRAM

- The counseling program meets all of the requirements of Accreditation Standard VI.
- Students, parents, teachers and others have equal access to the program.
- The program operates in a supportive work environment and has an adequate budget and materials.
- School administrators understand and support the program's priorities and demands.

STAFF

- School counselors hold a valid Oklahoma School Counselor Certificate. National certification from the National Certified School Counselor (NCSC) certificate or the National Board for Professional Teaching Standards (NBPTS) may be used to meet this requirement.
- School counselor responsibilities are clearly defined and make maximum use of the school counselor's expertise.
- The counselor-to-student ratio is adequate to implement the designed program.
- The school counselor works cooperatively with parents and teachers and follows local policy and ethical standards regarding counseling with students.
- The percentage of time school counselors spend in non-counseling activities is no greater than the percentage of time classroom teachers spend in non-teaching activities.

BUDGET

- A counseling program budget is established to support program goals and priorities.
- Budgets are established at the local level or district level similar to those of other departments.
- Local, state and federal funds are made available to support the program's goals.

MATERIALS, SUPPLIES AND EQUIPMENT

- Materials are relevant to the program and appropriate for the community.
- The school counselor consults with the advisory committee, the library media specialist and with local board policy concerning the evaluation and selection of materials for the program.
- Materials, supplies and equipment are easily accessible and of sufficient quantity to support the program.

FACILITIES

- All facilities are easily accessible and provide adequate space to organize and display materials.
- The school counselor has a private office designed with consideration of the students' right to privacy and confidentiality.
- As available, access is provided to facilities for meeting with groups of students.
- The school counselor has a private telephone line and locking files.

ELEMENTARY COUNSELING PROGRAM OVERVIEW

GREAT EXPECTATIONS®

Plainview Elementary is a model Great Expectations (GE) School. GE is a professional development program that empowers schools to create a climate enriched with positive relationships, engaged learning, and academic excellence. The elementary counseling program utilizes this framework to promote developmentally appropriate student learning in the areas of academic, career, and personal/social development.

GREAT EXPECTATIONS® CLASSROOM PRACTICES

1. Educators and learners model desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Educators and learners speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Learners are taught thoroughly and to mastery, insuring success for all. Whole group instruction is interwoven with flexible group instruction and individual instruction.
4. Learning experiences are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. The environment is non-threatening and conducive to risk-taking. Mistakes are viewed as opportunities to learn and grow.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula.
8. Enriched vocabulary is evident and is drawn directly from challenging writings, informational text, and/or wisdom literature.
9. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.
10. Learners' work is displayed in some form. Positive and timely feedback is provided through oral and/or written commentary.
11. Word identification skills are used as a foundation for expanding the use of the English language.
12. Learners assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.
14. All learners experience success. The educator guarantees it by comparing learners to their own past performance, not the performance of others. Learners are showcased, and past failures are disregarded.
15. Educators teach on their feet, thus utilizing proximity. They engage learners personally, hold high expectations of learners, and should not limit learners to grade level or perceived ability.
16. Educators and learners employ effective interpersonal communications skills.

17. Educators and learners celebrate the successes of others.

EIGHT EXPECTATIONS FOR LIVING

1. We will value one another as unique and special individuals.
2. We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdowns.
3. We will use good manners, saying "please," "thank you," and "excuse me" and allow others to go first.
4. We will cheer each other to success.
5. We will help one another whenever possible.
6. We will recognize every effort and applaud it.
7. We will encourage each other to do our best.
8. We will practice virtuous living, using the Life Principles.

36 LIFE PRINCIPLES:

Citizenship - behaving in a responsible manner as a citizen of a community

Commitment - keeping a promise or a pledge

Common Sense - thinking before acting; using good judgment

Compassion - ability to share another's feelings or ideas

Cooperation - working together

Courage - strength to act even when afraid or uncertain

Courtesy - consideration, cooperation and generosity

Curiosity - desire to learn, to explore, to investigate

Dedication - setting aside for a particular purpose

Effort - doing one's best in an endeavor

Empathy - capacity for participating in another's feelings or ideas

Esprit De Corps - devotion among members of group for each other and the group's purpose

Flexibility - ability to make adjustments or alter plans

Forgiveness - act of forgiving for an offense; pardoning

Fortitude - strength of mind that enables a person to encounter danger or bear pain or adversity with courage

Friendship - caring for and trusting others

Honesty - truthfulness

Humanitarianism - promotion of human welfare and social reform

Humility - being humble, not proud or haughty, not arrogant or assertive

Initiative - taking action; originating new ideas

Integrity - acting according to a sense of right and wrong

Justice - being fair, right, and upholding what is right

Loyalty - faithfulness to another

Optimism - an inclination to put the most favorable construction upon actions and happenings or to anticipate the best possible outcome

Patience - ability to wait calmly

Patriotism - love for or devotion to one's country
Perseverance - ability to persist or continue striving to the end
Problem-Solving - creating solutions; finding answers
Propriety - standard of what is socially acceptable in conduct or speech
Resiliency - recovering from or adjusting easily to misfortune or change
Respect - feeling honor
Responsibility - making the choice to be reliable and dependable
Self-Discipline - the ability to choose and control one's own actions
Service - giving of one's time and energies to help others
Sincerity - honesty of mind; freedom from hypocrisy
Temperance - moderation in action, thought, or feeling

UNIVERSAL SUPPORTS

Grades Pre-K through 5th participate in counselor-facilitated guidance classes lasting 40 minutes on alternating weeks approximately two to three times a month. Counselors use the GE Life Principles to facilitate social-emotional learning (SEL). Specifically, they use literature, role plays, videos and cooperative activities to help students develop the empathy, emotional literacy, feeling regulation and problem solving skills needed to fully demonstrate the GE Life Principles.

State-mandated bully prevention and substance abuse education are also embedded within the guidance class curriculum. Additional substance abuse education and drug abuse prevention activities are coordinated school-wide during Red Ribbon Week (RRW), the last month of October. College and career awareness activities are also addressed through guidance classes and school-wide activities. This occurs during November when College Awareness Week is recognized nationally.

Group and individual student effort is celebrated and recognized through weekly primary "Rise and Shine" assemblies. Intermediate "Indian Beat" assemblies are held on alternating Fridays for the same purpose. The counselor assists teachers and the principal with the coordination and facilitation of these events. The counselor also facilitates a school-wide, positive attendance recognition program through monthly awards celebrating the grade-level class with the highest attendance rate.

The counselor maintains parent communication by contributing to a monthly newsletter. Parents are advised of school-wide events and guidance class topics and activities. The counselor also utilizes the school's One Call system and Facebook page to remind parents of important, time-sensitive events. Daily announcements are prepared by the counselor and read by a student through the school PA system. Topics typically relate to guidance themes and diversity issues.

Spring semester, the intermediate elementary counselor coordinates the Oklahoma Core Curriculum Test for grades 3, 4, and 5. The counselor trains all test administrators and test proctors. They secure, organize, and distribute tests. They also ensure all student

accommodations are implemented for 504, English Language Learner (ELL) and Special Education (SPED) students.

SECONDARY SUPPORTS

The counselor facilitates building-level intervention team meetings called Student Success Team meetings (SSTs). SST meetings utilize a strengths-based approach to identify individual student learning barriers and coordinate interventions that promote student social and academic achievement. Team members include principal, parents/guardians, teachers, the counselor and school nurse. SST referrals are made by teachers, the school nurse, the counselor or principal.

Case management services as well as individual and group counseling are available via the counselor. Referrals are made by teachers, parents and administrators. Referrals may originate in a SST meeting or result from a student self-identifying a need for support.

The counselor works collaboratively with teachers and families throughout the year to identify chronically hungry students. They maintain the Oklahoma Regional Food Bank partnership that provides the weekend backpack food program and coordinate the weekly food distribution to the identified students.

As with the food distribution program, the counselor works collaboratively with staff and families to identify students needing appropriate winter outerwear. Through collaborative community partnerships and Plainview's E-Angels, the counselor coordinates winter outerwear distribution to identified students.

Throughout November and December, the counselor works collaboratively with identified families and community supports to ensure families have access to or provisions for holiday meals. They also help families access community gift programs like Toys for Tots, Shop-With-A-Cop, and Angel Tree.

TERTIARY SUPPORTS

The counselor identifies Bilingual and English Language Learner (ELL) students while maintaining state and federal compliance mandates. The counselor administers both the W-APT language proficiency screener and the ACCESS 2.0 English proficiency exam. They write the individual Language Instruction Education Plans for all qualifying ELL students. They advise teachers of modifications. They comply with documentation and parent notification mandates.

The counselor coordinates building-level 504 meetings. As needed, they also participate in Individual Education Plan meetings.

Crisis intervention is also provided by the counselor. They administer risk-assessments when there is a threat to self or others. They provide referrals to and assist with accessing emergency shelters when needed. To ensure continuity of care, the counselor collaborates and coordinates with a variety of partners. These include school staff, parents, law enforcement, the Department of Human Services (DHS), and emergency medical responders.

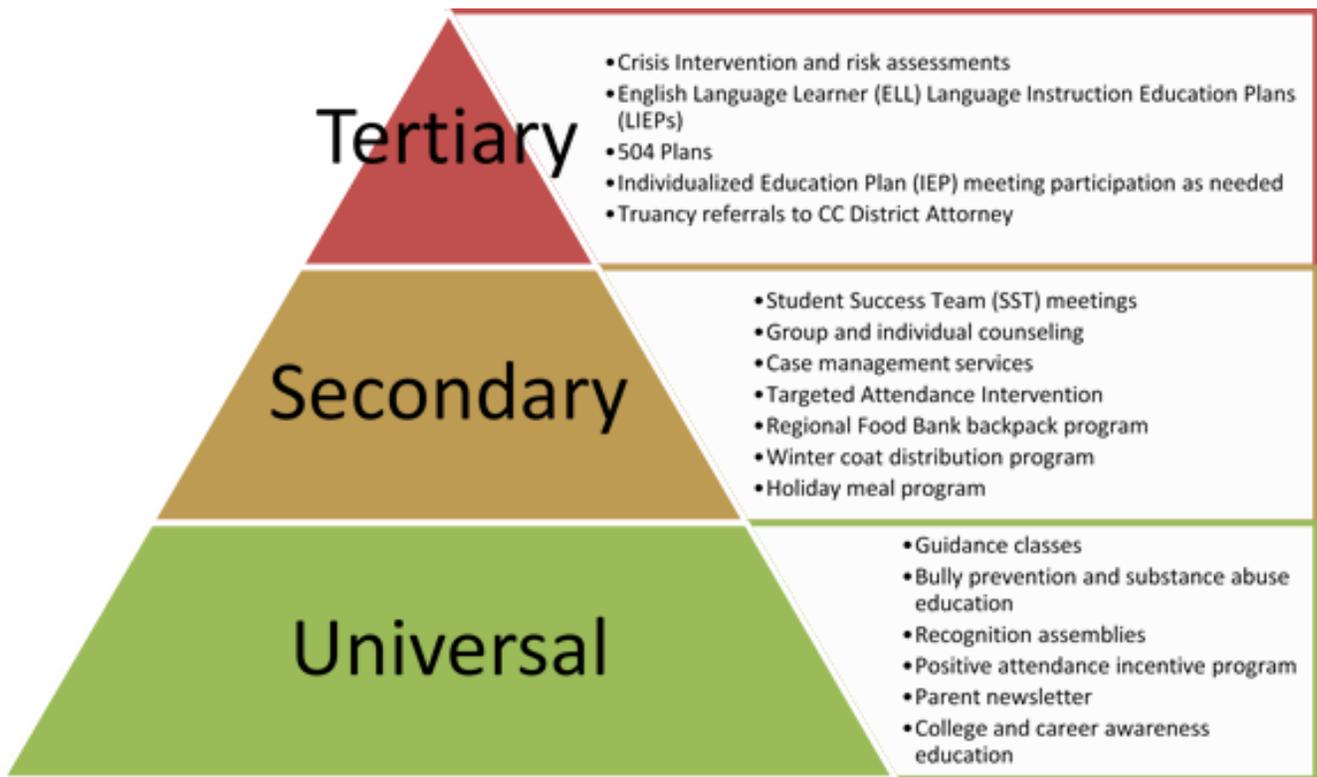


Figure 1: Supports available to students through counseling program depending on student needs

ELEMENTARY STUDENT COMPETENCIES

(AMERICAN SCHOOL COUNSELORS NATIONAL STANDARDS AND OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS)

ACADEMIC DEVELOPMENT

Understand the school environment and what is expected of students

- Assist teachers and staff with student class placement
- Orientation of new students
- Distribute school student handbooks at enrollment
- Welcome letters to parents
- Orientation of all students in first week of guidance classes

Understand the relationship of ability, effort and the quality of school achievement

- Identify children at risk and respond to their needs
- Meet individually with any retained student
- Coordinate activities that provide recognition for student improvement and achievement
- Rise and Shine/Indian Beat weekly assemblies where students are showcased in academic and extracurricular activities

Assess learning needs and know where to find help

- Work with underachieving students on an individual basis
- Update community referral resources
- Teach students about different ways in which we learn
- Placement testing for any home-schooled or privately schooled new student

Understand the process of setting meaningful school goals

- Work with students to enhance motivation to learn
- Guidance class boards: life principles of the week and quotes
- Guidance class lessons
- Provide parents with information on setting goals with their children

Learn to set high expectations

- Great Expectations philosophy and practices
- Guidance class boards: life principles of the week and quotes
- Help each student to have a positive school experience
- Identify students who are failing in a middle category according to test data
- Share professional motivational information with staff

Develop good study skills

- Work with individual groups of students
- Guidance lessons
- Books and brochures on study skills availing in counseling office

Become aware of learning opportunities available in the school and community

- Post information on summer camps and programs on counselor bulletin board and online media
- Children’s Shelter Summer Programs
- Showcase students involved in community projects

Identify effective learning skills and areas needing improvement

- Parent/teacher conferences twice a year
- Weekly Thursday folders to parents (INT) Daily folders to parents (PRI)
- Regular sharing about effective methods among staff at faculty meetings
- High school mentors available for tutoring
- Guidance lessons

Learn to plan ahead and to use time wisely

- Help students implement time-management skills
- Guidance lessons
- Help students see correlation in individual interests and steps to reach college/career goals
- Invite speakers to share steps they had to take to achieve their career goals

Learn test taking skills

- Guidance lessons
- Teachers send home tips for parents and students
- State Testing Pre-Test Booklets for Parents and Students
- Recognize student improvement and achievement

CAREER DEVELOPMENT

Become aware of the world of work

- Encourage parents who have “take your child to work” days at their workplace to take advantage of the opportunity
- Guidance lessons
- Fourth grade special project
- College and Career Awareness Week

Become aware of career interests

- Provide information on broad career clusters
- Field trips palled by teachers that include career discussion
- College and Career Awareness Week

Acquire knowledge about different occupations

- Make career information available to teachers
- Guidance lessons
- College and Career Awareness Week

Become aware of the academic skills required in various careers

- *Help students connect school work to the world of work*
- *Guidance lessons*

- Gear Up activity for 5th graders (interest inventory)
- College and Career Awareness Week

Develop skills to understand and use career information

- Guidance lessons
- Career resources (online and text)
- Teach students where to look for information about various careers

PERSONAL/SOCIAL DEVELOPMENT

Demonstrate the ability to apply a decision-making process to health and safety issues and problems

- Work individually with students who lack understanding of decision-making skills
- Guidance lessons (role plays)
- Presentation of Life Principle lessons in guidance
- Bully Prevention Education

Identify appropriate behavior for interacting with others at school and identifying positive ways to resolve problems

- Counsel individual students who are unable to resolve conflicts in an appropriate manner
- Peer Mediation
- Friend Group contracts
- Group counseling (anger management, divorce, peer relationships)
- Feedback from group work for staff

Practice refusal skills (saying no) pertaining to the use of alcohol, nicotine, inhalants and other harmful substances

- Red Ribbon Week activities and guidance lessons
- Red Ribbon Week freebies and posters
- Red Ribbon Week material home to parents and students

Demonstrate methods and procedures of avoiding threatening situations and how to seek help

- Guidance lessons
- Bully Prevention Education
- Stranger Safety for Kids
- Safe and Healthy Schools Committee
- SAVE program (Ardmore Police Department)
- C-SARA training workshops
- Crises team meetings

Handle anger in a positive way

- Individual counseling
- Anger management group counseling
- Divorce groups (when needed)
- Grief groups (when needed)
- Guidance lessons
- Great Expectations Life Principles and School Creed
- Books available in counseling office and/or library

Utilize positive communication skills when expressing needs, wants, and feelings.

- Guidance lessons on “I messages”
- Great Expectations practice
- Answering in complete sentences (GE)
- Addressing others by name and making eye contact (GE)
- Individual counseling and group counseling addressing communication blockers

Explain the need for obeying safety rules at home, school, and play

- Student handbook distribution
- Plainview Student Creed
- Students on Safe and Healthy Schools Committee
- Weekly assemblies
- Character education in guidance lessons

Demonstrate care and consideration of others

- Great Expectations practice of teacher as model
- Recognition awards at weekly assemblies for great character for individuals
- Recognition awards at weekly assemblies for classes

Identify the skills needed to be a responsible friend and family member (e.g. helping others, sharing, and doing chores)

- Great Expectations Life Principles
- Individual class creeds and School Creed
- Guidance lessons
- Individual and group counseling
- Resources readily available in counseling office and library

PRIMARY CALENDAR OF EVENTS

AUGUST

- Guidance lesson plans for August
- Assist with new and continuing student enrollment
- Assist with “Meet the Teacher Day” for students
- Meet individually with any student who has been retained as needed
- Update community referral sources
- Compile a “Welcome” packet for new students
- Assist principal with parent orientation night
- Begin guidance classes
- Present Child Abuse reporting procedures to the staff
- Complete enrollment form for the Regional Food Bank of Oklahoma Backpack Program
- Identify Bilingual students using the Home Language Survey (HLS)
- Identify homeless students using the McKinney-Vento Survey

SEPTEMBER

- Guidance lesson plans for September
- Begin identifying at-risk students and refer to appropriate individuals and programs
- Bully Prevention Education in guidance class
- Planning meeting for upcoming Red Ribbon Week activities
- Determine small groups and distribute consent forms as needed
- Distribute Backpack Program Referral Forms to staff
- Assist with parent/teacher conferences and IEP meetings
- Attend Regional Food Bank of Oklahoma Education Forum and Training/Webinar
- Assess potential ELL students based on Home Language Survey (HLS) results
- Collaborate with ordering Red Ribbon Week takeaways
- Complete needs assessment for qualifying McKinney-Vento students and other at-risk students
- Provide professional development to staff regarding student intervention referral process
- Monitor individual student attendance and recognize grade level class attendance

OCTOBER

- Guidance lesson plans for October
- Substance Abuse Education in guidance classes
- Coordinate Red Ribbon Week activities, poster contest, and takeaways
- Plan and coordinate Food Bank Food Drive
- Begin holding Student Success Team (SST) Meetings for students at-risk
- Begin small groups (weekly through March) as needed
- Write LIEPs for qualifying ELL students
- Mail ELL qualification letters to parents
- Distribute modifications to teachers of ELL students
- Monitor individual student attendance and recognize grade level class attendance

NOVEMBER

- Guidance lesson plans for November
- Meet with Safe School Committee
- College and Career Awareness in guidance classes
- Plan and coordinate College and Career Awareness Week
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance
- Assist principal in coordinating “Celebrate Freedom Week” (Veteran’s Day)
- Develop and update community resource list for holiday meals

DECEMBER

- Guidance lesson plans for December
- Coordinate winter coat distribution program
- Coordinate holiday meal distribution program
- Coordinate referrals to community gift programs (i.e., Toys for Tots, Angel Tree, and Shop With A Cop)
- Coordinate “Mitten Tree” project with Intermediate
- Organize data and submit order for ACCESS 2.0 test
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance

JANUARY

- Guidance lesson plans for January
- Complete ACCESS training online (for updates as needed)
- Order any additional materials for ACCESS test
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance

FEBRUARY

- Guidance lesson plans for February
- Observe Black History Month
- Observe National School Counseling Week
- Assist with parent/teacher conferences and IEP meetings
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance

MARCH

- Guidance lesson plans for March
- Distribute, collect, and mail ACCESS 2.0 test
- Coordinate online ACCESS 2.0 test
- Administer paper/pencil ACCESS 2.0 test
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance

APRIL

- Guidance lesson plans for April
- Meet with Safe School Committee
- Child Abuse Prevention in guidance class
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance

MAY

- Guidance lesson plans for May
- Consultations with staff and parents concerning student retention and placement
- End of year office and classroom inventory
- Assist with end of the year award's assembly
- Organize and consolidate 2nd graders cumulative files and transfer to intermediate
- Monitor individual student attendance and recognize grade level class attendance
- Distribute and collect classroom suggestions from current teachers

JUNE/JULY

- Assist with classroom placement for students
- Attend continuing education seminars and trainings
- Be available to assist principal with upcoming year events and schedules