



SCHOOL FOR ADVANCED STUDIES

Comprehensive School Counseling Plan

OUR TEAM

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FOUNDATION

Belief Statement

At the School for Advanced Studies (“the School”), our mission is to provide students with a world-class education rooted in the inherent joys of deep inquiry.

Our approach manifests through a rigorous and advanced curriculum centered on energetic civil discourse, seminar-style discussions, and authentic creative processes spanning various disciplines. All of this is facilitated by passionate educators with profound subject knowledge and diverse interests. We believe having a strong counseling program provides students with the support to bring their learning to the next level.

Vision

The School Counseling program will provide developmentally appropriate counseling services to students, supporting their social, emotional, and academic needs to help remedy any possible barriers to personal growth and academic success.

School Counseling Program Mission

The School Counseling program will contribute to the School’s culture of critical thinking and personal responsibility by creating an atmosphere of encouragement and support while empowering students to excel personally and academically. The School counselor will support the social emotional needs of students by fostering knowledge and skills required for students to better understand the responsibility they have to self-manage and positively contribute to society.

Program Goals

The School plans to use a multilevel data review to identify student needs including:

- A. Data Analysis;
- B. Use-of-time data review;
- C. Program Results data;
- D. Communication and contact with administrators, parents, students, and stakeholders

The School counselor will utilize data to look for patterns of recurring behaviors, identify barriers to learning, and promote a community of fostering knowledge and skills required for students to better understand the responsibility they have to self-manage and positively contribute to society.

To maximize academic achievement, the counselor will monitor student academic progress closely, collaborating regularly with teachers, to quickly identify student challenges and create a comprehensive plan to support students in their academic progress.

During the inaugural year, the School counselor will collect and record data that will assist in the development of SMART goals for subsequent years. The school counselor will craft first year goals that ensure equitable access to opportunities for all students as barriers are identified in the new student population.

Once developed, the School counselor will utilize SMART goals to measure student behavior in the following areas:

- Attendance
- Assessment Results
- Discipline Records
- Grades
- Gaps Identified in other School Plans - Equitable learning opportunities

MANAGEMENT

The School counselor will be responsible for collating data regarding student response to interventions.

Data such as attendance records, assessment results, discipline records, and other records will be utilized in the data analysis to determine where there may be any student gaps.

The School will utilize observations, assessments and other reported data to develop, implement and evaluate the comprehensive school counseling program annually.

The counselor will work closely with students throughout their high school years to guide them in making choices that will set them to be highly competitive for college, university, or post-high school programs of their choice.

Additionally, the counselor will provide training and professional development for the entire school community (students, faculty, and staff) in child abuse prevention, bullying prevention, and suicide prevention. The counselor will be trained to implement restorative justice methods with middle and high school students in their delivery methods.

As the School grows, the caseload of the School counselor will be closely monitored, and additional School counselors will be hired to maintain an appropriate caseload to provide all the supports and services that are part of the School's Counseling Plan.

DELIVERY

School Counseling Standards and Expectations

The School counselor will facilitate the social emotional growth of students by using a restorative justice approach to conflict resolution. Regular meetings will occur for high school students planning for life post-graduation. The School counselor will also be available to students requiring immediate support.

In accordance with the Arkansas School Counseling Association (ASCA), the School counselor will connect the counseling program to the school's academic mission by contributing to a school culture that promotes improved student outcomes in the areas of academics, interpersonal skills, and planning post-secondary options. The School counselor will utilize direct and indirect services such as individual and group counseling opportunities, collaboration, referrals, and consultation to implement the School counseling program.

Annual Student Trainings

The School is committed to providing a school environment that ensures the equality, dignity, and respect for every student and prohibits ALL discriminatory practices, including, but not limited to, bullying, cyberbullying, racial discrimination and harassment, and sexual harassment. In keeping with this commitment, the School counselor shows a PowerPoint presentation regarding racial, sexual, and other forms of discrimination and harassment, including how to report instances of bullying, harassment, and discrimination, as well as emphasizing the prohibition on retaliation to ensure students feel safe in reporting inappropriate conduct. Resources for suicide prevention will also be given to students during this training, indicating who/where students can go to for help. Parents will be asked to sign a permission slip indicating whether they will allow their student to participate in the annual training. Parents will be provided the opportunity to review the training materials prior to signing the permission slip.

Direct Student Services

Direct student services are typically in a face-to-face format and include classroom lessons, individual and group counseling, and responsive services such as consultation with teachers, parents, and others who can assist the student with areas of concern. Referrals to community services outside of school may be provided as needed.

Individual and Small Group Counseling

The School counselor is a trained professional at affecting changes in the lives of others. The counselor recognizes that individual and group counseling provides one of the most effective routes to assisting students in making positive life changes. This form of counseling allows for all students to find individualized assistance in navigating conflict resolution with other students and/or teachers, social emotional concerns, career planning, crisis intervention, absence recovery, and other concerns that could interfere with being successful in the school environment.

Small Group Topics will be delivered based on the needs of the particular group and will meet at a designated time and place. Topics to be discussed will include but not limited to the following:

- Diversity
- Substance Abuse
- Bullying Prevention and Problem Solving
- Career Pathways
- Suicide Prevention

Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The School counselor will help students and educators identify ways to acknowledge the importance of the SEL tenants in their daily interactions.

Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels. The School counselor will contribute to the focus and benefits of service learning; identifying ways to support students in their efforts to fulfill their service responsibilities.

Indirect Student Services

Indirect services are typically in a contributing format and include the School counselor consultations or referral-based collaboration with parents, teachers, and administrators.

Family Engagement

Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in

school. The School counselor will work to build professional relationships with parents and families to support a healthy school climate and student achievement.

Individual Student Achievement

The School counselor will contribute to the conversations surrounding individual student achievement involving 504 or IEP accommodations.

Responsive Services

The School counselor will support students whose immediate concerns put the student's academic, career, or social and emotional development at risk.

Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Additional

The School counselor will also spend an appropriate amount of time engaged in other activities related to the counseling program and the mission of the school that are needed in order to sustain the effectiveness of the direct and indirect student services. These activities include the following:

- Meetings
- Scheduling
- Committees
- Data entry
- Data analysis
- Tracking use of time

ASSESSMENT

At the end of each school year, the School counselor, Head of School, and Associate Head of School will review the School's Counseling Plan by completing a Comprehensive School Counseling Program Self-Assessment. The annual review will include identifying areas of strengths as well as areas of growth. Participation, mindsets, and behaviors and outcome data results will be analyzed. Utilizing data from the previous school year, the School will identify any need areas and make updates to the School Counseling Plan as necessary for student outcomes.

Weekly Schedule - Times and Days Subject to Change

(Based on Full Time Status)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Welcome students. Follow up meetings.	Welcome students. Follow up meetings.	Welcome students. Follow up meetings.	Welcome students. Follow up meetings.	Welcome students. Follow up meetings.
9:00-10:00	Follow up calls and emails	Classroom observations	Planning	Classroom observations	Collaborate with teachers
10:00-11:00	Individual Counseling	Individual Counseling	Individual Counseling	Individual Counseling	Individual Counseling
11:00-1:00	Lunch with students	Lunch with students	Lunch with students	Lunch with students	Lunch with students
1:00-2:00	Collaborating with school leadership, administration and SPED teams	Collaborating with school leadership, administration and SPED teams	Collaborating with school leadership, administration and SPED teams	Collaborating with school leadership, administration and SPED teams	Collaborating with school leadership, administration and SPED teams
2:00-4:00	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

School Calendar at a Glance

August		September	
Professional Development	Back to School	Annual Student Trainings - Bullying Prevention	Labor Day Staff PD Day
October		November	
Parent Teacher Conferences	Fall Break		Veterans Day Thanksgiving Break
December		January	
	Winter Break		MLK Jr Day
February		March	
Parent Teacher Conference	President's Day		Spring Break
April		May	
	Spring Holiday		Memorial Day
June		July	
	Last Day of School Juneteenth	Counseling Plan & Data Review	