



2025-2026 Bill Wallace  
Early Childhood Center  
Comprehensive School  
Counseling Plan

School Counselor: Larissa Hofeld

## **Vision Statement**

At Bill Wallace, school counselors help students develop a love for learning by meeting both physical and emotional needs of students, and supporting teachers and staff in developing well-rounded citizens.

## **Services Provided**

The school counselor works to provide a program that supports students, teachers, and staff in academic achievement. School counselors create a vision statement to ensure an intentional and directed program that is focused on helping students succeed. While the primary goal of an effective school counseling program is to assist in student achievement, a large part of the school counselor is meeting needs of students that a teacher may not always be able to provide. Gathering resources so that students can have basic food or clothing needs met, can help students focus on the material being taught and achieve in the classroom.

This includes thirty minute guidance lessons conducted in each classroom once a month, small group interventions conducted weekly focused on targeted interventions for students, and collaboration with site administration and staff, district personnel, and counseling agencies when necessary. All interventions are to be data informed. The school counselor should routinely utilize data collected by observations, school attendance and behavior referrals, and teacher feedback or referrals.

## **Student Crisis**

In the event of a student crisis, the school counselor responds as part of the site Crisis Prevention Intervention (CPI) team. The school counselor should provide a calm and regulated presence and provide interventions according to the Crisis Prevention Institute.

## **Student Mental Health Awareness and Suicide Prevention Protocol**

In the event that a student makes a threat to themselves or others or purposely self-harms, the school counselor or site administrator is to be contacted immediately. The student should not be left alone or unsupervised at any point until the evaluation is complete. The school counselor will gather the student who made the statement and take them to their office. The school counselor will contact a district LPC for an evaluation of the student. District third party statement form will be collected from the staff member who heard/saw the threat made. Upon arrival, the district LPC will evaluate the student and situation and complete their form to be sent home to the parent along with a phone call home. In the event that the LPC determines it is necessary for the parent to come up to the school, the school counselor may be responsible for contacting the parent to notify them of the situation and ask that they come up to the school.

## **Bullying Procedures**

Upon report of bullying, the school counselor/or administrator will meet with the identified students to determine if the situation is bullying or conflict and what actions should take place. Statements should be collected from all students mentioned in the report or related to the situation. Additionally, the counselor or administrator should contact the parents of both sides and must contact law enforcement if any criminal activity has occurred. The incident forms

should be kept with discipline records and the incident should be documented in the school's Student Information System (SIS) for both the aggressor and victim. The counselor or administrator should follow up with the students involved to ensure all students are safe and ready to be at school. For incidents of conflict, the counselor mediates the situation. For bullying cases, the counselor or administrator will follow up with both parents and students involved until the issue is resolved. If the problem persists, the counselor or administrator follows up with students and parents, take appropriate actions, and notify law enforcement if criminal activity has occurred.

### **School Counseling Curriculum**

Bill Wallace Early Childhood Center utilizes the digital component of Second Step character development curriculum. Teachers instruct weekly lessons about growth mindset and goal setting, emotion management, empathy and kindness, and problem solving. This allows the school counselor to utilize school data to tailor guidance lessons to the needs of the school and students.