

VIOLA SCHOOL DISTRICT



2021-22 Comprehensive School Counseling Plan

(Updated May 28, 2021)

I. Foundation:

This plan articulates the functions served by each of the components of the Viola School District's Comprehensive School Counseling Plan. The main contact persons include:

1. Superintendent:	John May	870-458-4001	johnm@viola.ncsc.k12.ar.us
2. HS Principal:	Larry Ivens	870-458-4006	larryi@viola.ncsc.k12.ar.us
3. Elem. Principal:	Ryan Walker	870-458-2213	ryanw@viola.ncsc.k12.ar.us
4. K-12 Counselor:	Pam May	870-458-4008	pamm@viola.ncsc.k12.ar.us

This plan ensures coordination of the various student services being offered and could utilize such techniques as differentiated staffing. **Team members include the counselor, principals, nurse, classroom teachers, special resource teachers, and personnel related to special services.**

- **Beliefs:** All Viola School employees have a vested interest in providing a quality educational experience for our students. It is our belief that every student can achieve their goals by providing programs to meet the career, academic, personal, and social needs of each individual. The goals and standards set forth in our plan reflect local, state, and national criteria and are designed to meet the individual needs of all students on the Viola School campus.
- **Vision:** The Viola School District recognizes its obligation to provide a safe, comfortable, and well-ordered learning environment. The school's purpose is to produce a well-rounded, harmonious individual. Viola School District strives to educate each child to his/her utmost potential regardless of race, creed, color, social, or economic background. We encourage students to develop deeply held values, by providing a caring, safe environment with open communication between students, faculty, administration, and community.

The faculty constantly strives to improve methods of teaching and learning. Various programs and educational opportunities allow students to gain a greater understanding of difficult concepts and utilize their understanding to the betterment of society. Through a collaborative effort, the Viola School District and Viola community have a long history of empowering every student to become responsible and productive citizens.

- **Mission:** The mission of the Viola School District's Guidance and Counseling Program is to address the needs of all students through the guidance curriculum, individual planning, responsive services, and system support services so that all students have the opportunity to acquire competencies in knowledge of self and others, academic success commensurate with individual abilities, mental and physical well-being, career exploration and post-secondary planning, and acquisition of the skills needed to become responsible and productive members of society.
- **Program Goals:** The Guidance and Counseling Program in the Viola School District supports administrators, teachers, and staff in helping students to develop into lifelong learners and responsible members of society. It is the mission of the Viola School District and the Guidance and Counseling Department to accomplish and maintain the following standards.
 - A. The district endeavors to assist each child make the best of his or her educational opportunities and environment in order to develop a normal, useful, and happy life.

- B. The district endeavors to promote growth and improvement of all pupils in the school, adjusting for individual differences in students that warrant more need for individual guidance.
- C. The district endeavors to provide for each student a sense of belonging, respect, emotional well-being, self-respect and respect for others, self-esteem, and achievement to the capacity of each individual student.
- D. The district endeavors to ascertain that each student is provided with a classroom and school environment conducive to effective learning and appropriate behaviors for living in and becoming responsible members of society.
- E. The district endeavors to provide positive program(s) of correction and prevention of inappropriate social behaviors of students both within and outside of the school environment.
- F. The district endeavors to instill in each student a sense of responsibility and pride.
- G. The district endeavors to provide a safe environment in which all students can share their hopes, fears, beliefs, and concern.
- H. The guidance program is an integral part of the Viola School District's contributions to the academic, social-emotional, and overall growth and success of individual students within its scope and realm.
- I. The guidance program will provide support for students through the utilization of timely interventions appropriate to unique situations.
- J. The guidance program will aspire to provide to and educate students about crisis situations, the procedures to be followed in crisis, and information about possible prevention of crisis.

The primary goal of the school counseling program is to promote and enhance student learning through the three broad and interrelated areas of student development which include academic, career, and personal/social development. Each of these areas of student development encompass a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes, and skills, which form the foundation of the developmental school counseling program.

Recognizing that all children do not develop in a linear fashion according to a certain timetable, there is intentional overlapping among grade levels. The school counseling program reflects the progression of student development throughout the school experience. It is understood that mastery of basic skills facilitates the mastery of higher-order skills in each area of development. The school counselor utilizes a variety of strategies, activities, delivery methods, and resources to promote the desired student development. The school counselor's responsibilities include the design, organization, implementation, and coordination of this program.

GOAL 1: Attendance is an issue in our district. With the Covid pandemic this past year, attendance problems soared more than ever and we were unable to decrease attendance issues; therefore, we continue the goal of decreasing the absentee percentages for both buildings. This will be measured using Cognos data. The counselor will support the principal, teachers, and staff in educating parents and students regarding the importance of school attendance.

GOAL 2: Every senior will have a post-graduation plan. Based on our beliefs, vision, and mission, we want all our students to have a post high school plan upon graduation from our district. The counselor's goal is to work with students, advisors, and parents to ensure each student has a plan for their life once they complete their high school years. This could mean joining the workforce, enlisting in a branch of the military, or enrolling in technical or pre-professional programs of study. The counselor will help guide the students on this journey and every student will be able to identify their future plans during the graduation ceremony. This will be measured by the Senior Exit forms that students complete.

II. Management

The Viola School District employs one counselor for the entire district. The counselor helps all pupils by establishing individual, group, and classroom contacts (as warranted) with them, collaborating with teachers, and coordinating with other school or community resources. The clinical skills and knowledge base of the counselor are more effectively used if effort is directed in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

Using the ASCA Mindset and Behaviors for school counseling programs as a guide, she is able to help students develop competencies in academic achievement, career planning and personal/social development through various lessons, programs and experiences that are offered in various settings. Each learning experience is developmentally appropriate for the student and continues to build on previous learning.

- **Use of Time**

The Viola School counselor shall spend at least 90 percent (90%) of work time providing direct and indirect counseling related activities to students, and shall devote no more than 10 percent (10%) of work time to administrative activities, provided that such activities relate to the provision of guidance services. (ACT 190 – School Counselor Improvement Act of 2019).

Counselor's Duties

- **K-12 Counselor**

- Conduct individual, small group and large group sessions. (Due to counselor's caseload, large group sessions are conducted as needed and are not set times.)
- Consultation with teachers, parents, and outside agencies as needed
- Build and Maintain Counselor Website <https://violaschoolcounselor.weebly.com/>
- Handle all scholarships
- High School Scheduling which includes maintaining course catalog, building master schedule courses in eSchool, meeting with students, checking for graduation requirements and getting students registered for Virtual AR classes, Tech Center Classes, and Concurrent Credit classes.
- Parent Meetings
- Coordination of the counseling program
- Student Success Plan Team Member
- Proctor of Concurrent College Exams for students in Dual/Concurrent Courses
- Utilization of student records in high school
- Finalize all senior transcripts post-graduation

- **eSchool Administrator** Attends all eSchool meetings, sets up District and Building eSchool calendars, builds and maintains High School Course Catalog and Master Schedule, sets up all new teachers and staff in eSchool, trouble shoots and helps district staff with eSchool and TAC problems, helps with Accreditation issues/errors, corrects Duplicate Enrollment issues

- **TAC Administrator** Sets up all new teachers in eSchool, shows teachers how to use TAC, and helps troubleshoot teachers' problems.
- **HAC Administrator** Sets up all HAC accounts for parents and students and helps troubleshoot issues when they arise.
- **Triand Administrator**
 - Send and Request records on transfer students and college bound students.
 - Checking Triand Reports for graduation requirements, test scores, and completion statuses.
 - Help set up identified employees with Triand accounts. (Principal identifies those who need to be set up.)
- **Ozarka Concurrent Credit/Dual Enrollment Registrar for Viola Students**
 - Coordinates meeting with Ozarka College each fall and spring for pre-registration of eligible students.
 - Gathers and sends necessary documents to Ozarka.
 - Helps students register.
 - Builds and maintains college courses in our database.
 - Helps gather documentation for Free/Reduced students.
 - Requests grades and transcripts for our files.
 - Helps students complete paperwork to have their transcripts sent to other colleges.
- **ASUMH Tech Center Registrar**
 - Helps students with paperwork.
 - Gathers and submits paperwork to ASUMH
 - Helps drop, add, and/or change programs when warranted.
- **Cycle Coordinator Back-Up**
 - Help run, check and correct errors that pull on each cycle report.
 - Helps trouble-shoot issues that arise from the cycle runs.
 - Completes the cycle report if main coordinator is unable.
- **CTE School Coordinator**
 - Point of contact for Completer Reports
 - Run Cognos reports for CTE teachers.
 - Make sure CTE teachers submit their reports to North Central Educational Cooperative point of contact.
- **GT Committee Member**
 - Placement meeting for newly tested students.
- **Monthly Calendar**
 - **August**
 - Orientation/Back-to-School Night – For transitioning students to high school, welcoming new students, and helping current students get prepared for the upcoming year.
 - Individual, Small Group, and Whole Group Counseling when needed
 - Parent Information Letters
 - Consultations, referrals, and hotline calls when necessitated

- Put new staff/teachers in eSchool staff catalog
- Finish student scheduling
- Schedule changes first 2 weeks of the semester
- Maintain master schedule in eSchool
- Print all schedules for office for Orientation Night
- Schedule all new high school students
- Request and process records for all new high school students – Adding transcript grades.
- Run Cognos reports to check for district compliance with state laws
- Manage TAC system and help teachers and staff who have “user” issues.
- Maintain eSchool systems
- Run 3.0 GPA report for teachers and club sponsors
- Begin Scholarship Folder
- Run Triand Completion Report to make sure seniors are on track
- Get Food days from principal and code in eSchool for Cafeteria manager
- Run 9DY report for Nutrition Coordinator

September

- Suicide Prevention Month - Help provide resources for K-12 teachers and students. (Mrs. Jennings invites the BRMC guest speaker and/or will share her personal journey.)
- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Run Licensure Exception Report
- HAC: Make sure all high school students have HAC accounts created and teach them how to use it.
- Maintain eSchool
- Check Preliminary Accreditation Report
- Update Graduates information
- Attend Cycle Reporting meeting
- Attend ArkACROA meeting
- Check ALE courses and schedules in eSchool
- Begin Senior Information file
- Begin updating all college information
- Begin scheduling college/military visits
- Set up a Financial Aid meeting
- Update website
- Update scholarship folder and place copies on high school office shelf
- Run Cognos reports to make sure district is in compliance
- Encourage students to register for the ACT

October

- College/Career Day at Ozarka College
- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Hold financial aid meeting

- Coordinate College/Career Fair for seniors
- Work on Accreditation errors if applicable
- Help submit cycle report
- Remind seniors to complete the FAFSA and apply for scholarships. Help those who weren't able to attend the Financial Aid Meeting.
 - Meet individually with parents who need extra help with FAFSA
- Update drop-out information and try to make contact with those on the list
- Update Website
- Run Cognos reports for data accuracy
- Keep scholarship folder current
- Attend Counselor Meeting at Melbourne Coop
- Schedule a day for Ozarka College to come and register concurrent credit students for the spring
- Check transcripts for accuracy and review with seniors
- Encourage students to register for the ACT

November

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Review Graduation Rate and make corrections when it is available
- Run Cognos reports for errors
- Remind seniors to be applying to colleges and financial aid
- Ozarka Concurrent Registration day
- Build new concurrent credit courses in the system, make new sessions as needed, and build into students' schedules.
- Needs Assessments completed
- Update Website
- Keep scholarship folder current
- Run Cognos reports
- Continue checking transcripts for accuracy
- Encourage students to register for the ACT

December

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Run schedules for seniors and allow them to change their schedules for next semester
- Make sure all seniors are still on track to graduate
- Run schedules for juniors and sophomores and allow them to change their schedules for next semester
- Update Website and scholarship folder
- Remind seniors to be applying to colleges and financial aid
- Check completion status in Triand for seniors
- Mark CPR boxes on students who are completing health
- Run Cognos reports
- Print schedules for all students and give to secretary prior to Christmas break

- Attend Counselor Region Meeting
- Encourage students to register for the ACT
- Help with cycle report

January

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Schedule Changes first 2 weeks of the semester
- Run transcript calculations after report cards are finalized
 - Check seniors' transcripts for accuracy
 - Make sure seniors are on track to graduate and enrolled in courses they need
- Check HAC accounts for high school students and meet with those who haven't logged in.
- Check Academic Challenge portal
- Meet with seniors who have not applied to any college
 - Check their future plans
- Encourage students to complete their FAFSA and Challenge Scholarship if they haven't done so
- Encourage students to register for the ACT
- Run Triand Completion report for seniors
- Update website and scholarship folder
- Run Cognos reports
- Run gpa information for BETA sponsor
- Check seniors' Triand records

February

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Encourage students to register for the ACT
- Check Transcripts for accuracy
- Check Academic Challenge site and encourage seniors to apply if they haven't
- Meet with seniors who have not applied to a college and see if they need help
- Meet with seniors about FAFSA, scholarships, and encourage those who have been accepted to log into their accounts often for information on housing and scheduling.
- Schedule a day for Ozarka College to come register our students for the fall.
- Attend eSchool meeting to set up our district for next school year.
 - Remind administrators that I need a copy of the district calendar for eSchool
- Remind principal to create scheduling sheets for students
- Keep scholarship folder updated
- Update Website
- Check/Update Dyslexia information
- Run Cognos reports

March

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Encourage students to register for the ACT
- Build calendar for NYS
- Check accreditation report for errors. Correct any that I can.
- Run Completer's report information for CTE teachers
 - Run Triand Number report for CTE teachers and email it to them.
 - Remind CTE teachers to complete the State Completer report and submit to the Coop.
 - Have vocational teachers order completer stickers.
- Estimate the number of gold and silver cords needed and give count to Shelly. (Do this after report cards have been run.)
- Run 4 year report and analyze for awards. Give information to Shelly.
- Check/Update Dyslexia information
- Run Cognos reports
- Update website
- Keep scholarship folder current
- Check Academic Challenge portal
- Talk with seniors about plans after graduation
- Meet with students who are in danger of failing

April

- Coordinate which seniors are eligible for Honors Day at the Governor's mansion
- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Encourage students to register for the ACT
- Order Diploma Seals from the Coop
- Continue to work with seniors on plans after graduation
- Keep website updated
- Keep scholarship folder updated
- Check Academic Challenge portal
- Mark CPR box on students who were enrolled in health
- Meet with Ozarka and concurrent credit students about scheduling.
- If principal has completed scheduling sheets, work with students on next year's schedule
- If principal has a master schedule, build it in eSchool

May

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Encourage students to register for the ACT
- Run Cognos reports

- Have seniors complete senior exit exams and check that post-graduation plans are established
- Help seniors check their Academic Challenge accounts and accept any scholarships awarded
- Fill in Diploma type in eSchool for seniors
- Plan and Coordinate Awards Day with Shelly
 - Invite Guest Speakers
 - Finalize Scholarship List
 - Type up script for principal
 - Determine honor graduates
 - Give list to secretary
 - Gather cords for them
- Update website
- NYS-Scheduling
 - Work with students on their requests
 - Build Master Schedule in eSchool as soon as principal gets it to me.
- Finalize Senior Transcripts
 - Have superintendent sign them
 - Put applicable stickers on (completers, valedictorian, salutatorian, state 2.75 sticker)
- Copy senior records and send to colleges they requested
- Take GT seniors out of GT programs as of graduation date
- Remind SPED to graduate their seniors out of the SPED system
- Update Graduates book with current graduates
- Register for summer in-service
- Turn of scheduling and attendance notifications in eSchool
- Run failing grades report

Summer

- Send updated Comprehensive Counseling Plan to Superintendent so he can post on the website by August 1st.
- Check transcripts for accuracy
- Build Master Schedule if not done yet
- Schedule students
 - Once done, print all and give to secretary
- Gather incoming 7th graders' permanent files from elementary
- Attend in-service
- Run 3.0 GPA report and make copies for each homeroom teacher.
 - Give to secretary to put with first day packets
- Register new students
 - Meet with new students about interests and concerns
 - Develop schedule and map out graduation requirements for graduation
 - Request records from previous school
 - Input transcript information for new students in grades 9-12th.
- Register VA and ASUMH Tech students
- Drop students who move

- Copy and send their records to the new school

III. Delivery

- **Classroom Support:** The counselor will support the classroom teachers, student advisors, and principals in the following areas.
 - Attendance
 - Career Awareness
 - Conflict Resolution
 - Decision Making
 - Effective Communication Skills
 - Interpreting Standardized Tests
 - Problem Solving
 - Self Awareness
 - Social and Emotional Learning
 - Substance Abuse Prevention Programs

In K-6th: Character education is taught weekly and includes lessons on social/emotional, academic, and career topics.

In 7th-12th: Lessons will be delivered during advisory times and through Xello to support students' current and future interests and needs. Student Support Plans will include various assessments and surveys. All students will have an advisor who will follow them through graduation and will help with academic, career and social/emotional topics. (This is still in the works. Assistant Principal got everyone assigned an advisor, but is still working on advisory time.)

- **Small Groups:** Small group guidance sessions are conducted based on the current needs of the students. Topics are identified by current student behaviors, teacher recommendations, and parent recommendations.
- **Individual Counseling:** A group approach is not best suited for every student or situation. The Viola School counselor provides individual counseling when the nature of problems requires more confidentiality than small group or classroom guidance would afford. Viola students have access to the counselor on an individual basis and can be referred by a parent, teacher, school staff, friend, or self. Referrals can take place face-to-face, a note in her box, or a phone call to her office. In high school, students can sign up on the counselor's clipboard, email her, or stop in when her office door is open.

Students who exhibit behaviors out of the expertise and training of the Viola School counselor will be referred to professionals who are more qualified to meet the individual needs. Hope Behavioral Counseling is currently providing school based mental health services on our campus, but parents have the right to choose the provider of their choice.

- **Peer Facilitation:** Students often share their problems with peers rather than adults. Counselors provide structured opportunities for students to serve as peer helpers. The power of peer influence cannot be minimized and, in fact, should be capitalized upon. Recent research shows that both peer facilitators and the students they are matched with benefit from the relationship.

At Viola School, the counselor utilizes students to be special helpers and friends to others when the need arises. In the elementary school, the homeroom teachers pair students as needed. At the high school level, students nominate Student Council Representatives and these students serve as peer helpers. A male and female are chosen for each grade level.

- **Referral to Outside Agencies:** The Viola School counselor establishes and maintains close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and human services, mental health agencies, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, the counselor identifies and posts school and community resources on her website. To see all the resources she has identified, please visit <https://violaschoolcounselor.weebly.com/resources.html>.

NOTE: Arkansas law requires schools to cooperate with and provide access to the Department of Human Services staff.

- **Orientation/Transition Services:** Orientation/Transition is a process to acquaint students, parents, and staff with the various student services offered to assist in the adjustment of new students to our schools. Orientation is designed to help students make affective transition adjustments from one school setting to another; whether it be going from elementary to high school or enrolling in our district for the first time.

At the Viola School District, orientation is a collaborative effort among principals, teachers, and counselor. New student orientation meetings are held at the beginning of the school year for all grade levels. When new students move in during the school year, the procedures vary. In elementary, new students are placed with a homeroom teacher and that teacher has specific procedures in place to help them acclimate to their new environment and peer helpers are assigned. In high school, the student council representatives are called upon to be a peer helper to the new student(s) and help them during this transition period.

- **Academic Advisement for Class Selection:** In the Viola Elementary School, class selection and scheduling is a cooperative effort that may involve classroom teachers, special education teachers, administrators, and counselor.

In the Viola High School, the counselor is responsible for scheduling all students. She collaborates with the special education teachers for students on 504s and IEPs. The principal develops a master schedule and has the counselor input it into eSchool. Once she inputs the schedule, she begins scheduling each student based on the students' selections and requirements identified on their pre-scheduling sheets. The principal and vice-principal are responsible for the implementation of Student Success Plans; which will include the advisors in the class selection process.

Guidance in understanding the relationship between classroom performance and success in school is the duty of all school employees and support staff. Everyone at the Viola School District is encouraged to be active participants in the lives of our students and always be ready to provide resources to students and parents.

- **Career Awareness and Planning:** Career awareness and planning is a collaborative effort involving the principals, teachers and support staff. The counselor and librarian support the teachers in providing career awareness in their classrooms. In the elementary school, the librarian offers resource

materials for career units of study. These units include hands on materials, books and guest speakers. At the conclusion of elementary school years (6th grade), a career day is held where several former students and community leaders come to discuss the paths that led them to their current careers.

In high school, all 7th and 8th graders take career courses taught by our FCCLA teacher; which is where they begin their career folders. The career planning process continues with the guidance counselor, librarian, teachers and administrators all sharing information to the students. This involves helping students understand the value of work, identifying special talents, discovering career interests and helping students relate school performance to future success. The high school principal and vice-principal are responsible for developing and implementing our Student Success Plan program in which all students are paired with an advisor who will guide them on their personal journey of career awareness and planning. Career services, may include, but are not limited to, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success.

The Viola School District school counselor supports teachers and administrators in the process of educating students in the world of work. This is accomplished by being a resource for information, helping coordinate guest speakers, helping students utilize college/career days and maintaining a website for the public. The school counselor also encourages parents, during regular parent conferences, to support partnerships in their children's learning and career planning process

- **Suicide Awareness:** Viola School District distributes suicide prevention information which was developed by the Arkansas Youth Suicide Prevention Task Force. This includes hotline numbers and resource information. Suicide Prevention is addressed in all health classes and is supported by the school nurse and guidance counselor. The guidance counselor maintains a resource list on the school website for students, parents and community members. The school nurse maintains a list of resource information in her office.

- **At-Risk Students & The School Drop-Out Program:**

- A. At-Risk & Dropout Student Definitions:**

At-risk children are those enrolled in school whose progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are the children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low.

- B. Characteristics of Youth-at-Risk:**

School records are maintained which facilitate identification of at-risk students. At the Viola School District, the following factors are considered:

- 1) Excessive absenteeism or irregular attendance
- 2) Poor or failing grades
- 3) Low math and reading scores
- 4) Retention in at least one grade
- 5) Lack of participation in school and extracurricular activities
- 6) Dissatisfaction with teachers and traditional school structure
- 7) Failure to see relevance of education to personal desires
- 8) Learning disabled or handicapped
- 9) Uncooperative, inattentive, and unmotivated

- 10) Suspension, expulsion, or other disciplinary actions
- 11) Feelings of rejection, alienation, isolation, insecurity, and inadequacy
- 12) Association with disaffected peer group
- 13) Low and unhealthy self-esteem/self-concept
- 14) Poor decision making skills
- 15) Health problems
- 16) Delinquency
- 17) Family disturbances
- 18) Racial or ethnic minority
- 19) Low socio-economic background
- 20) Parent(s) or sibling(s) not completing school
- 21) Lack of parental emphasis on importance of education
- 22) Frequent moves
- 23) Poor communication between school and home

C. Exit Interview & Follow-Up Process for Tracking Drop-Outs:

The Viola School District makes every effort to encourage students and parents in their educational journey. When students give advanced notice of intent to leave our district, we conduct exit interviews. If we do not receive advance notice of intent to move or drop-out, we attempt to make phone contact with the guardian(s) to check on the welfare of the student(s) after several absences. When students move, we make contact with the guardian and/or new school to insure an easy transition and verify enrollment. If a student drops-out, we make every effort to contact the student and/or parent by means of phone calls or visits and continue to follow them until they reach the age of 21. Graduating seniors complete a Senior Exit Plan and are tracked for five years. Due to our student population size being so small, we are able to track students through social media, parent interviews, sibling interviews, face-to-face interviews and phone interviews. The Viola School District has identified the guidance counselor as the individual identified to track these students.

The superintendent and building principals are responsible for contacting parents/guardians who complete home schooling paperwork to see if our district can better help meet their needs prior to them being homeschooled.

Students who do not make proficiency on state mandated tests are identified by the principals and remediation plans are put in place. The guidance counselor provides testing data to the principal once it is made available. Classroom teachers are assigned to these students and efforts are made to address their deficit areas. This is all done under the direction of the building principals.

IV. Accountability

The school counselor will make available needs assessments and surveys, as well as utilize Cognos reports to evaluate the effectiveness of our programs, monitor the progress made toward our goals, and determine future needs.

Appendix

School Counseling Standards and Competencies

<https://www.schoolcounselor.org/asca/media/asca/home/sccompetencies.pdf>

A. School Counselor/Pupil Ratio from Standards for Accreditation

The Arkansas Public Schools Standards for Accreditation as adopted by the AR State Board of Education in December 2003 sets forth the counselor/pupil ratio of 1/450 students. The Viola School District employs one full time K-12 counselor; which is a ratio of 1:355 as of May 2020.

B. Academic, Career and Personal/Social Domains with Standards, Goals and Indicators

- 1) **Student Outcomes:** Students will demonstrate proficiency in the areas of knowledge, skills, and professional behaviors by attaining the following competencies.

a.) Academic Competencies

1. Demonstrate learning abilities and how to apply them.
2. Demonstrate understanding of the school environment and expectations.
3. Demonstrate knowledge of the impact course selection will have on future plans.
4. Demonstrate the ability to set realistic goals and development of strategies to reach them.
5. Demonstrate knowledge of the purpose of standardized tests and how to utilize results.

b.) Personal/Social Competencies

1. Demonstrate ability to foster good interpersonal relationships and how to establish an independent identity.
2. Demonstrate responsibility for personal decisions.
3. Demonstrate one's own abilities and show appreciation for abilities of others.
4. Demonstrate knowledge and application of conflict resolution skills.
5. Demonstrate knowledge of procedures to be followed in crisis situations.
6. Demonstrate the ability to adapt to change and plan accordingly for the future.

c.) Career/Vocational Competencies

1. Demonstrate knowledge of the career development process and how to use available resources.
2. Demonstrate the ability to form tentative career goals and develop strategies for attaining them.
3. Demonstrate knowledge of post high school educational opportunities and issues involved in the selection process.
4. Demonstrate knowledge of the changes of gender roles and the relation to career choice and college involvement.
5. Demonstrate interpersonal skills necessary for positive adjustment to independent living.

2) **Academic Development Domain**

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Goal: A1: Improve Academic Self-concept

Indicators: Articulate feelings of competence and confidence as learners; display a positive interest in learning; take pride in work and achievement; accept mistakes as essential to the learning process; and identify attitudes and behaviors that lead to successful learning.

Goal: A2: Acquire Skills for Improving Learning

Indicators: Apply time-management and task-management skills; demonstrate how effort and persistence positively affect learning; use communications skills to know when and how to ask for help when needed; apply knowledge and learning styles to positively influence school performance.

Goal: A3: Achieve School Success

Indicators: Take responsibility for their actions; demonstrate the ability to work independently, as well as the ability to work cooperatively with other students; develop a broad range of interests and abilities; demonstrate dependability, productivity and initiative; share knowledge.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Goal: B1: Improve Learning

Indicators: Demonstrate the motivation to achieve individual potential; learn and apply critical-thinking skills; apply the study skills necessary for academic success at each level; seek information and support from faculty, staff, family and peers; organize and apply academic information from a variety of sources; use knowledge of learning styles to positively influence school performance; become a self-directed and independent learner.

Goal: B2: Plan to Achieve Goals

Indicators: Establish challenging academic goals in elementary, middle/junior high and high school; use assessment results in educational planning; develop and implement annual plan of study to maximize academic ability and achievement; apply knowledge of aptitudes and interests to goal setting; use problem-solving and decision-making skills to assess progress toward educational goals; understand the relationship between classroom performance and success in school; identify post-secondary options consistent with interests, achievement, aptitude and abilities.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Goal: C1: Relate School to Life Experiences

Indicators: Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life; seek co-curricular and community experiences to enhance the school experience; understand the relationship between learning and work; demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals; understand that school success is the preparation to make the transition from student to community member; understand how school success and academic achievement enhance future career and vocational opportunities.

(Academic Goals - Section 2. 6-18-1005 (a) (1) (C))

3) Career Development Domain

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Goal: A1: Develop Career Awareness

Indicators: Develop skills to locate, evaluate and interpret career information; learn about the variety of traditional and nontraditional occupations; develop an awareness of personal abilities, skills, interests and motivations; learn how to interact and work cooperatively in teams; learn to make decisions; learn how to set goals; understand the importance of planning; pursue and develop competency in areas of interest; develop hobbies and vocational interests; balance between work and leisure time.

Goal: A2: Develop Employment Readiness

Indicators: Acquire employability skills such as working on a team, problem-solving and organizational skills; apply job readiness skills to seek employment opportunities; demonstrate knowledge about the changing workplace; learn about the rights and responsibilities of employers and employees; learn to respect individual uniqueness in the workplace; learn how to write a resume; develop a positive attitude toward work and learning; understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace; utilize time and task management skills.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Goal: B1: Acquire Career Information

Indicators: Apply decision-making skills to career planning, course selection and career transition; identify personal skills, interests and abilities and relate them to current career choice; demonstrate knowledge of the career-planning process; know the various ways in which occupations can be classified; use research and information resources to obtain career information; learn to use the Internet to access career-planning information; describe traditional and nontraditional career choices and how they relate to career choice; understand how changing economic and societal needs; influence employment trends and future training.

Goal: B2: Identify Career Goals

Indicators: Demonstrate awareness of the education and training needed to achieve career goals; assess and modify their educational plan to support career; use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience; select course work that is related to career interests; maintain a career-planning portfolio.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Goal: C1: Acquire Knowledge to Achieve Career Goals

Indicators: Understand the relationship between educational achievement and career success; explain how work can help to achieve personal success and satisfaction; identify personal preferences and interests influencing career choice and success; understand that the changing workplace requires lifelong learning and acquiring new skills; describe the effect of

work on lifestyle; understand the importance of equity and access in career choice; understand that work is an important and satisfying means of personal expression.

Goal: C2: Apply Skills to Achieve Career Goals

Indicators: Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals; learn how to use conflict management skills with peers and adults; learn to work cooperatively with others as a team member; apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

4) Personal/Social Domain

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Goal: A1: Acquire Self-knowledge

Indicators: Develop positive attitudes toward self as a unique and worthy person; identify values, attitudes and beliefs; learn the goal-setting process; understand change is a part of growth; identify and express feelings; distinguish between appropriate and inappropriate behavior; recognize personal boundaries, rights and privacy needs; understand the need for self-control and how to practice it; demonstrate cooperative behavior in groups; identify personal strengths and assets; identify and discuss changing personal and social roles; identify and recognize changing family roles.

Goal: A2: Acquire Interpersonal Skills

Indicators: Recognize that everyone has rights and responsibilities; respect alternative points of view; recognize, accept, respect and appreciate individual differences; recognize, accept and appreciate ethnic and cultural diversity; recognize and respect differences in various family configurations; use effective communications skills; know that communication involves speaking, listening and nonverbal behavior; learn how to make and keep friends.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Goal: B1: Self-knowledge Application

Indicators: Use a decision-making and problem-solving model; understand consequences of decisions and choices; identify alternative solutions to a problem; develop effective coping skills for dealing with problems; demonstrate when, where and how to seek help for solving problems and making decisions; know how to apply conflict resolution skills; demonstrate a respect and appreciation for individual and cultural differences; know when peer pressure is influencing a decision; identify long and short-term goals; identify alternative ways of achieving goals; use persistence and perseverance in acquiring knowledge and skills; develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

Goal: C1: Acquire Personal Safety Skills

Indicators: Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact); learn about the relationship between rules, laws, safety and

the protection of rights of the individual; learn about the differences between appropriate and inappropriate physical contact; demonstrate the ability to set boundaries, rights and personal privacy; differentiate between situations requiring peer support and situations requiring adult professional help; identify resource people in the school and community, and know how to seek their help; apply effective problem-solving and decision-making skills to make safe and healthy choices; learn about the emotional and physical dangers of substance use and abuse; learn how to cope with peer pressure; learn techniques for managing stress and conflict; learn coping skills for managing life events.

C. CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES

A. Description of Conflict Resolution Services:

These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication.

B. Activities:

Activities include dealing constructively with conflict, building positive self-esteem, respecting human differences, making responsible decisions, coping with frustrations and anger, and developing positive interpersonal skills. Character education, clubs, organization and team sports are some activities that promote cohesiveness, team building skills and interpersonal skills at the Viola School District.

C. Anti-Bullying Description & Policy for the School:

Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent pupil harassment, also known as “bullying”, and shall file with the Department of Education a copy of the policies adopted.

Viola Public Schools Anti-Bullying Policy

The Viola School District has an obligation to provide a safe learning environment for each of its students. Student achievement is best attained in an atmosphere that is free fear of emotional and physical intimidations and threats. Bullying is a destructive behavior that will erode the foundational principles on which a school is built. This school will not tolerate any behavior that is classified under the definition of bullying and will take steps needed to eliminate such behavior. Bullying is prohibited while in school, on school property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, or at school sanctioned events.

All school volunteers, students and parents are encouraged to report any instances of bullying without fear of consequences. School employees who witness or have reliable information that a pupil has been a victim of bullying as defined by the district shall report the incident to the principal. Any reports will take into account the age of the offending student, the level of seriousness of the behavior, and whether or not the offending student has developed a habit of engaging in bullying behavior. Appropriate measures will be taken in dealing with such students

For the purposes of this policy, bullying is defined as any written or verbal expression or physical act or gesture, or a pattern thereof, that is intended to cause distress or fear upon one or more students. A student will be found violating this policy if their conduct has been found to have the effect of humiliation or embarrassment on a student, and is sufficiently severe, persistent, or pervasive that it limits the student’s ability to participate in, or benefit from, an educational program or activity.

Students who believe they have been victimized by a bully or parents who believe their child has been victimized by a bully, should file a complaint by contacting a school counselor, teacher, principal, or superintendent who will assist in getting help for the child and take the appropriate steps to ensure that such behavior is stopped. To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students, parents, or teachers who file a complaint against a student who is guilty of being a bully, will not be subject to retaliation or reprisal in any form.

Students or adults, who knowingly fabricate allegations and falsely accuse a student of being a bully, will be subject to disciplinary action.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of a student for the purposes of bullying, shall be subject to disciplinary action.

D. Activities & Programs for Anti-Bullying at School:

The Viola School District has a strict anti-bullying policy which is posted in our handbook and strictly enforced. All school personnel are involved in making sure any reports of bullying are quickly referred to the principals. The teachers, counselor and staff all support the principals in dealing with bullying issues. Character education, classroom discussions and health lessons are activities utilized to maintain a positive, caring environment.

E. Programs Designed to Promote Understanding & Positive Communication:

Classroom discussions, community service requirements, character education, and “buddy” programs are some of the ways the Viola School District tries to promote positive communication within our school and community.

F. Alternative Methods of Classroom Management:

The Viola School District uses several methods of classroom management and conflict resolution skills. Such methods may include, but are not limited to, the following:

- 1) Behavioral contracting;
- 2) Dispute resolution;
- 3) Classroom meetings;
- 4) Logical consequences;
- 5) Assertive discipline
- 6) Behavior modification; and
- 7) Career and academic counseling.

The methods used are at the discretion of the teachers and/or principal and are supported by all Viola School District employees and support staff; which includes the counselor. The main method employed at Viola is Assertive Discipline. Teachers employ their own classroom rules and each building enforces specific rules. These are made clear and reinforced daily. Certain circumstances involve using several of the other methods outlined above and occasionally, we consult with the behavioral therapist at our local educational cooperative.