

Searcy Public Schools

McRae Elementary, Sidney Deener Elementary, Westside
Elementary, Southwest Middle School, Ahlf Junior High, Searcy
High School



Comprehensive School Counseling Program
2021-22

Table of Contents

Section One

Foundation:

- Meet the Team
- Belief Statement
- Vision Statement
- Mission Statement
- Program Goals

Section Two

Management:

Delivery

- **Direct Services**
 - Classroom Guidance
 - Career Planning
 - Individual and Small group Counseling
 - Orientation
 - Academic Advisement
 - At Risk Students for Dropping Out
 - Responsive Services
 - Suicide Prevention
 - Bully Prevention
 - Use of Time
- **Indirect Services:**
 - Consultation
 - Referrals
 - Decision Making Teams
 - Administrative Services
 - Chairing Committees and Meetings
- **Calendars**
 - Elementary School Calendar
- Multi-Tiered Services

Section Three

Accountability

- Data

Building-Specific Plans

The following document provides an overview of services provided by Searcy school counselors. See the attached links for building-specific counseling programs.

Elementary Schools:

[Elementary Student Services Plan 2021-2022](#)

Southwest Middle School:

[SWMS 21-22 Counseling Plan](#)

Ahlf Junior High School:

[Ahlf Junior High - Student Services Plan 2021-2022](#)

Searcy High School:

[Searcy High School Plan](#)

Section One

Foundation

School Name:	Name/Title:	Contact Information:	Roles:
McRae Elementary	Logan Mason, Counselor	Email: lmason@searcyschools.org Phone: 501-268-3936	<ul style="list-style-type: none">• Building Test Coordinator• Guidance Counseling• Small Group Counseling• Individual Counseling• Leadership Team Member• Food Bag Program Coordinator
McRae Elementary	Heather Franks, Principal	Phone: 501-268-3936 Email: hfranks@searcyschools.org	Building Principal
McRae Elementary		Phone: 501-268-3936 Email:	Assistant Principal

McRae Elementary	Trey Cook, RN	Email: cookt@searcyschools.org Phone: 501-268-3936	School Nurse
Sidney Deener Elementary	Kay Evans, Counselor	Email: evansk@searcyschools.org Phone: 501-268-3850	<ul style="list-style-type: none"> ● Building Test Coordinator ● Guidance Counseling ● Small Group Counseling ● Individual Counseling ● Leadership Team Member ● Food Bag Program Coordinator
Sidney Deener Elementary	Jeff Graham, Principal	Email: grahamj@searcyschools.org Phone: 501-268-3850	Building Principal
Sidney Deener Elementary	Jenni Mabry Assistant Principal	Email: mabryj@searcyschools.org Phone: 501-268-3850	Assistant Principal
Sidney Deener Elementary	Dovie Baxter, RN	Email: dbaxter@searcyschools.org Phone: 501-268-3850	School Nurse
Westside Elementary	Lincoln Dias, Counselor	Email: diasl@searcyschools.org Phone: 501-268-0111	<ul style="list-style-type: none"> ● Building Test Coordinator ● Guidance Counseling ● Small Group Counseling ● Individual Counseling ● Leadership Team Member ● Food Bag Program Coordinator

Westside Elementary	Kyle Hunt, Principal	Email: khunt@searcyschools.org Phone: 501-268-0111	Building Principal
Westside Elementary	Jackie Starks, Assistant Principal	Email: starks@searcyschools.org Phone: 501-268-0111	Assistant Principal
Westside Elementary	Sarah Fancher, RN	Email: sfancher@searcyschools.org Phone: 501-268-0111	School Nurse
Southwest Middle School	Addie Cummings, Counselor	Email: acummings@searcyschools.org Phone: 501-268-3125	<ul style="list-style-type: none"> ● 4th/5th Grade Counselor ● Building Testing Coordinator ● Building Family Engagement Coordinator ● Guidance Counseling ● Individual Counseling ● Small Group Counseling ● Process Champion Team Member
Southwest Middle School	Renee Gentry, Counselor	Email: gentryr@searcyschools.org Phone: 501-268-3125	<ul style="list-style-type: none"> ● 5th/6th Grade Counselor ● Building Testing Coordinator ● Food Bag Program Coordinator ● Guidance Counseling ● Individual Counseling ● Small Group Counseling ● Process

			Champion Team Member
Southwest Middle School	Carrie Parsley, Principal	Email: cparsley@searcyschools.org Phone: 501-268-3125	Building Principal
Southwest Middle School	Steve Lercher, Assistant Principal	Email: lerchers@searcyschools.org Phone: 501-268-3125	Assistant Principal
Southwest Middle School	Jamie Marter, RN	Email: jmarter@searcyschools.org Phone: 501-268-3125	School Nurse
Ahlf Junior High	Lee Ann Blount, Counselor	lblount@searcyschools.org	<ul style="list-style-type: none"> • Building Test Coordinator • Guidance Counseling • Small Group Counseling • Individual Counseling
Ahlf Junior High-McRae Elementary-Westside Elementary	Susie Clennon, Counselor	scленноn@searcyschools.org	<ul style="list-style-type: none"> • Guidance Counseling • Small Group Counseling • Individual Counseling
Ahlf Junior High	Chris Eubanks, Principal	ceubanks@searcyschools.org	Building Principal
Ahlf Junior High	Tonya Elsberry, Assistant Principal	tmorgan@searcyschools.org	Assistant Principal
Ahlf Junior High	Rhonda Forcier,	rforcier@searcyschools.org	School Nurse

	Nurse		
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Searcy High School	Julia Roddy, Counselor	Email: jroddy@searcyschools.org Phone: 501-268-8315	<ul style="list-style-type: none"> • Building Test Coordinator • Guidance Counselor • Leadership Team Member
Searcy High School	Patti Bowman, Counselor	Email: pbowman@searcyschools.org Phone: 501-268-8315	<ul style="list-style-type: none"> • Building Test Coordinator • Guidance Counselor • Leadership Team Member
Searcy High School	Katie Sipes, Counselor	Email: ksipes@searcyschools.org Phone: 501-268-8315	<ul style="list-style-type: none"> • Building Test Coordinator • Guidance Counselor • Leadership Team Member
Searcy High School	Gene Hodges, Principal	Email: ghodges@searcyschools.org Phone: 501-268-8315	Building Principal
Searcy High School	Buddy Roddy, Assistant Principal	Email: broddy@searcyschools.org Phone: 501-268-8315	Assistant Principal
Searcy High School	Teri Morris, Assistant Principal	Email: tmorris@searcyschools.org Phone: 501-268-8315	Assistant Principal
Searcy High School	Clayton McCammon, Assistant Principal	Email: cmccammon@searcyschools.org Phone: 501-268-8315	Assistant Principal

Searcy High School	Amy Dutton, RN	Email: adutton@searcyschools.org Phone: 501-268-8315	School Nurse
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Beliefs Statements

- All students have the ability to learn.
- All students have the right to learn and be respected.
- All students thrive in a positive safe school setting.
- All students deserve guidance in order to be successful.

Vision Statement

The Searcy Public Schools counseling program strives to prepare students for all areas of life: academic, social/emotional and career readiness. We will provide the tools necessary for students to become successful and responsible citizens.

Mission Statement

The Searcy Public Schools counseling program seeks to collaborate with stakeholders to ensure students are prepared for future endeavors.

Program Goals

Elementary School Program Goals

Goal 1: Improve conflict resolution skills to decrease the number of teachers identifying this as a need for our school by 2%.

ASCA Mindset/ Behavior:	Action Steps:	Strategies:	Outcome/Results Data Collection:
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	Utilize Capturing Kids Hearts process in guidance counseling.	Good things Affirmations Social Contract	Results determined the end of the year.
B-SS 1. Use effective oral and	Individual Counseling Small Group Counseling	4 Questions Identify students who are demonstrating the	Needs assessment data

<p>written communication skills and listening skills</p> <p>B-SS 2. Create positive and supportive relationships with other students</p> <p>B-SS 4. Demonstrate empathy</p> <p>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>	<p>Responsive Services</p> <p>Analyze Referral Data</p>	<p>lack of skills addressed in G.U.I.D.E. For Life.</p>	
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Goal 2: By the end of the school year 80% of students will know the role of the school counselor.

<p>ASCA Mindset/ Behavior:</p> <p>M 3. Sense of belonging in the school environment</p>	<p>Strategies:</p> <p>Referrals (parents, administration, student, faculty)</p> <p>Educate students on the role of the counselor</p>	<p>Action Steps:</p> <p>Individual counseling</p> <p>Small group counseling</p> <p>Classroom Guidance</p>	<p>Outcome/Results Data Collection:</p> <p>Results determined the end of the year.</p> <p>Survey Data</p>
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Southwest Middle School Program Goals

Goal 1: The number of Southwest Middle School students who express concern about peer conflict will decrease from 9% to 5% by May 2022.

<p>ASCA Mindset/ Behavior: B-SS 2. Create positive and supportive relationships with other students</p>	<p>Strategies: -Utilize Capturing Kids' Hearts Process -Provide conflict mediations -Encourage positive behavior -Utilize the school economy system</p>	<p>Action Steps: -Review the foul/check system with students throughout the year -Utilize the school economy system throughout the school day -Schedule classroom guidance lessons and student sessions -Highlight positive behavior during weekly student shoutouts (morning news)</p>	<p>Outcome/Results Data Collection: Outcome: -Results determined by end-of-year needs assessment</p>
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Goal 2: The number of Southwest Middle School parents/caregivers who confirm that Southwest Middle School provides useful and free workshops and resources to parents and families will increase from 61% to 70% by May 2022.

<p>Strategies: -Provide additional onsite workshops -Provide additional virtual and print resources -Provide means for parents to request resources</p>	<p>Action Steps: -Schedule orientation events for the fall -Schedule Coffee with the Counselors events throughout the year -Post and send printed information on upcoming events -Share resource request surveys with parents -Assist with school wide</p>	<p>Outcome/Results Data Collection: Outcome: -Results determined by end-of-year FACE needs assessments</p>
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	family engagement events	
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Ahlf Junior High Program Goals

Goal 1 : By the end of the 2021-2022 school year, the summer school rate will decline by 20% using Tier 2 Intervention services.

ASCA Mindset/ Behavior:	Action Steps:	Strategies:	Outcome/Results Data Collection:
M 2. Self-confidence in ability to succeed	Determine the students that failed one or more of the content classes for the first marking period.	Develop a plan to work with those students during Tools and/or Health/PE class.	Results determined the end of the year
B-LS 3. Use time-management , organizational and study skills	Continually check after each progress report for additional students needing academic support.	Possibly, change the Tools for Learning class to a classroom teacher for additional help in the specific area needed.	Reduce the number of students attending Summer School
B-LS 8. Actively engage in challenging coursework		Counsel with students about organizational needs and work ethic.	Reduce the number of retentions

Goal 2: By the end of the school year 80% of students will be able to identify a role of the junior high school counselor.

ASCA Mindset/ Behavior:	Strategies:	Action Steps:	Outcome/Results Data Collection:
M 3. Sense of belonging in the school environment	Referrals (parents, administration, student, faculty)	Provide individual counseling based on referrals from parents, teachers, and students	Results determined the end of the year.
	Educate students on the role of the		Survey Data

	counselor	Provide small group counseling based on student needs Classroom visits Open house Parent/Teacher conferences Continue open line communication with all parties involved - parents, students, teachers, administration, etc	
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High School Program Goals

Goal 1: Decrease Searcy High School's student retention rate by 2% by end of 2021-2022 school year.

<p>ASCA Mindset/ Behavior: A:A1.5 Identify attitudes and behaviors that lead to successful learning. A:A2.1 Apply time management and task management skills. A:B2.7 Identify post-secondary options consistent with interests, achievement,</p>	<p>Action Steps: 4 year plans are given to students starting in the 8th grade in order to plan ahead for future class options and to track where they may be lacking credits for graduation. Students struggling to grasp content in Math and English are</p>	<p>Strategies: Annual 4 year plans kept in the guidance center for reference. Student Success Plans. Maintain regular contact with parents and teachers to promote buy-in. Provide students and parents with</p>	<p>Outcome/Results Data Collection: A pre and post survey from Guide for life will provide data on student beliefs and values in regards to their high school education. Data will be collected at the end of the 2020-2021 school year on retention percentage. We will then compare</p>
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<p>aptitude and abilities.</p> <p>A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.</p>	<p>placed in RTI for support.</p> <p>Parents are contacted by teachers and counselors when a student is in need of GPA recovery.</p> <p>Classroom visits to provide information on career and post-secondary school options.</p> <p>College and Career fairs are held annually for students to explore local college and career opportunities.</p> <p>Classroom Guidance to discuss study skills and time management.</p> <p>Individual Counseling</p>	<p>access to our school website and our Guidance Center Google Classroom to maintain open communication on all opportunities.</p> <p>Student access to interest inventories for self-led exploration.</p> <p>Identify students who are demonstrating the lack of skills addressed in G.U.I.D.E. For Life.</p> <p>Summer school is provided for students lacking credit needed to move on to the next grade level on a case by case basis.</p>	<p>it with the end of the 2021-2022 school year to show a decrease in retention rates by 2%.</p> <p>Results will be determined at the end of the 2021-2022 school year.</p>
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Goal 2: Decrease student inpatient placements due to social/emotional wellness by 5% by end of 2021-2022 school year.

ASCA Mindset/ Behavior:	Action Steps	Strategies:	Outcome/Results Data Collection:
<p>PS:A2.6 Use effective communication skills.</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems.</p> <p>PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions.</p>	<p>Classroom guidance</p> <p>Individual counseling</p> <p>Students will receive resources and materials in reference to coping strategies and reducing anxiety.</p> <p>Compile a list of resources and local counseling agencies for parents and students seeking emotional wellness support.</p>	<p>Identify students who are demonstrating the lack of skills through referral to guidance center, as well as students who come in for individual counseling.</p> <p>Identify students who are demonstrating the lack of skills addressed in G.U.I.D.E. For Life</p> <p>Social Emotional Learning (SEL) Course for freshmen.</p> <p>School based mental health services on as needed basis.</p>	<p>Results will be determined at the end of the school year.</p> <p>A pre and post-test survey from Guide for life will be sent out to students at the beginning and end of year to gage their social and emotional wellbeing.</p> <p>Data will be collected at the end of 2020-2021 school year for inpatient services, and then compared to data collected at the end of the 2021-2022 school year to show a decrease in inpatient placements in relation to social and emotional wellness.</p>

Standards and Competencies

ASCA School Counselor Professional Standards & Competencies (2019)

The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

[ASCA School Counselor Professional Standards & Competencies](#)

ASCA Ethical Standards for School Counselors (2016)

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership and professionalism.

[ASCA Ethical Standards for School Counselors](#)

ASCA Mindsets and Behaviors for Student Success: Career-Readiness Standards for Every Student (2014)

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within comprehensive school counseling programs.

[Mindsets & Behaviors | American School Counselor Association](#)

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

[Division of Elementary and Secondary Education](#)

Section Two

Management

Delivery

Searcy school counselors utilize data and tools to ensure the improvement of the counseling program each year. Searcy school counselors use guidance and tools to help support the development of a student focused, needs-based comprehensive counseling plan. We will focus on time management to ensure we are meeting the new requirements of ACT 190.

Direct Services (90% of time)

Classroom Guidance

Searcy counselors conduct planned classroom guidance which are age appropriate and a collaborative effort with teachers to use the information to reinforce goals for students. Arkansas School Laws Annotated Code 6-18-1005 states: (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day and ten (10) per week. Teachers are encouraged by counselors to

conduct and continue many of these activities during their classes to assist in the development of the whole child. Classroom guidance provides students the opportunity to be engaged in discourse. It allows them to discuss various scenarios, and use peer feedback and self-evaluation to help them clarify academic, career, and social/emotional needs.

Core curriculum

Elementary Classroom Guidance Lesson plans available upon request

Monthly counseling topics may be adjusted based on student needs.

- August
 - Getting To Know The Counselor
 - G.U.I.D.E. for Life: Introduction
- September
 - Positive School Behaviors
 - G.U.I.D.E. for Life: Growth, Understanding, Decisions
- October
 - Safety (Personal, internet, bus, Red Ribbon Week)
 - G.U.I.D.E. for Life: Decisions
- November
 - Bullying Prevention, Friendship
 - G.U.I.D.E. for Life: Empathy, Interactions
- December
 - Gratitude, Feelings
 - G.U.I.D.E. for Life: Empathy, Interactions
- January
 - Kindness (Great Kindness Challenge)
 - G.U.I.D.E. for Life: Understanding, Interactions, Decisions, Empathy
- February
 - Character Education
 - G.U.I.D.E. for Life: Understanding, Interactions, Decisions
- March
 - Problem Solving, Growth Mindset
 - G.U.I.D.E. for Life: Growth, Decisions
- April
 - GRIT (Testing)

- G.U.I.D.E. for Life: Growth, Decisions
 - May
 - Career Planning: Searcy Elementary Schools, guidance and classroom activities focus on developing personal skills and career exploration age appropriately.
 - Career awareness (K-1)
 - Career exploration (K-3rd)
 - Community involvement
 - The knowledge and skills necessary to achieve career goals. (3rd)
 - <http://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life>
 - Transitions
 - G.U.I.D.E. for Life: Growth, Understanding, Interactions, Decisions, Empathy

Individual and Small Group Counseling

Counseling sessions are based on student needs and meet regularly over a specified amount of time. We follow-up to ensure students are continuing to develop the skills taught in the counseling sessions. Students are referred for counseling by: staff, teachers, parents, school administrators, peers, or themselves.

Individual and Small Group Counseling
<p>Individual and Small group lessons can include but are not limited to:</p> <ul style="list-style-type: none"> ○ Friendship ○ Grief ○ Divorce ○ Emotional Exploration/Response ○ Study Skills ○ Diversity ○ Self Esteem/Awareness ○ Military Deployment Family Support ○ Anti-Bullying ○ Suicide Prevention ○ Attendance

Orientation

At Searcy Schools each student and their families are invited to participate in an open house to familiarize themselves with the campus and staff. Counselors help new students to familiarize building procedures, other students, and staff. We assist new families by touring the campus upon request. Third grade students visit Southwest Middle School building to familiarize themselves with the school the next year. We also offer an Open House for students and families to come in and meet teachers and faculty at the beginning of each school year.

Academic Advisement

Academic advisement begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short and long term goals for educational decision-making. Informational resources are available and organized in such a way as to guide and provide information relevant to the student.

Career Planning: Eighth grade students complete 4 Year Plans in Career Orientation class with the assistance of the classroom teacher, junior high and 9th grade counselor. Students complete registration for 9th grade during class. Career Orientation students complete their Student Success Plans via Kuder. Students upload a resume' and sample letter of application

At-Risk Students and the School Dropout Program

Searcy school counselors strive to meet at-risk student needs. Counselors assist in instilling the importance of continuing their education at all levels. The counselors, administrators, and/or teachers make every possible effort to work with these identified students and their families to help identify specific needs. The school helps find resources to aid in the weakness area(s) through our interventions and RTI/ESSA programs.

Schools/districts follow-up with students who drop out with referrals, communication with parents, students, requests from new schools, etc. Follow-up with graduates can be through phone calls, emails and What's Next forms completed prior to graduation, or by other contact methods.

Responsive Services:

Counselors are available for responsive services for unexpected needs of our students. Responsive services are to work with students whose personal

circumstances, concerns, or problems could interfere with their wellbeing, learning, and social interactions.

Responsive services may be provided but not limited to:

- Classroom Guidance
- Individual/Small Group Counseling
 - Crisis Counseling
 - Conflict Resolution
 - Consultation/referrals
 - Crisis Plan
 - All schools in the district have written procedures in place to ensure students safety in the event of a crisis. All staff have been trained to follow specific guidelines for a crisis.

Suicide Prevention

Searcy Public Schools counselors provide immediate initial threat assessments in the event that a student threatens to harm or kill him/herself. Counselors utilize the SLAP model to assess the level of the threat.

- **Specific Plan** - has the student thought about how, where and when he/she would harm or kill him/herself?
- **Lethality**-how deadly is the plan?
- **Availability of Means**-does the student have the means or access to carry out his/her plan?
- **Proximity of Help** - is the student often isolated or does he/she have access to multiple trusted adults? Does the student recognize and utilize those supports? Is the student able to verbalize reasons to not harm or kill him/herself?

If a student presents as a threat to him/herself, district protocol is followed to provide additional assessment, supervision, and intervention to promote student safety and family support.

Searcy Schools utilize the Capturing Kids Hearts program. The program focus is to build relationships and bring out the best in our students by focusing on integrity, trustworthiness, honesty, confidentiality, acceptance, joyfulness, loyalty, and service. CKH strengthens student connectedness to others and builds healthy bonds. Classroom guidance lessons focus on social/emotional learning throughout the year. These lessons include topics such as identifying and expressing feelings as well as identifying needs and wants.

- Searcy school counselors follow the district protocol for suicide prevention.

Division of Elementary and Secondary Education- Guidance and School Counseling

Suicide Prevention Resources

[Division of Elementary and Secondary Education](#)

Bully Prevention

If a Searcy Public Schools counselor is notified of a situation involving bullying, he/she consults an administrator and assists in addressing the needs of the bully and the victim (conflict mediation, restorative practice, individual counseling, etc.).

- Each staff member is trained to look for warning signs and take responsibility for resolving the issue.
- Each building has an incident report form available to notify administration of any incident that occurs.
 - Electronic forms
 - Hard copy forms
- Bully prevention lessons are provided to all students through classroom guidance, small group counseling, or individual counseling.
- Data is randomly collected through observations, referrals, and student surveys to determine program needs.
- Capturing Kids Hearts Program promotes reduction of negative behavior and allows students to build positive relationships with their peers.

Use of Time

Use-of-time assessments are used to determine the percentage of time the counselor is providing direct /indirect (90%) and administrative services (10%) that are related to the comprehensive counseling program.

Counselors use but are not limited to the following time assessments:

- Calendars
- Use of Time Trackers

Indirect Services (90% of time)

Consultation

Consultations occur on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.

Counselors collaborate with teachers to determine which type of counseling would most benefit the needs of students.

- Classroom Guidance

- Individual Counseling
- Small Group Counseling

Referrals

Indirect services include referring a student for School Based Mental Health services, and making child maltreatment reports.

Counselors establish a working relationship with staff and parents to ensure the student needs are addressed. Students can be referred for school based mental health services. A list of community resources is available at each campus.

Arkansas Child Maltreatment Act 1236 requires schools to provide training to all licensed staff. The staff is trained to recognize signs of child maltreatment, duties of mandated reporters, methods for managing disclosures, requirements of the child maltreatment act, and connecting victims to services.

- Fax Forms are available in a specific location at each campus.

Decision Making Team

- Searcy school counselors serve as a contributing member of these decision-making teams, but are not limited to:
 - Section 504
 - Response to Intervention
 - English Language Learners
 - Parental Involvement
 - Leadership Team
 - IEP
 - Process Champion Team
 - PLC Team
 - Behavior Intervention Support

Administrative Services (10% of time)

As other school staff, Searcy school counselors have fair share responsibilities. A list of sample services is provided below.

Consultation and Collaboration	Student Referrals
ACT Aspire	ELPA 21 Testing
Teacher and Staff Support	Test interpretation for parents, faculty

	or community
504 Meetings/IEP meetings	McKinney-Vento
Master Schedule	Istation
OLSAT	PSAT/NMSQT
Bus Duty	Car Duty
Red Ribbon Week Coordinator	Student Intervention
Professional Development	New Student Registration
Test Interpretation	Purple Star School Building Coordinator

Chairing Committees

- Elementary school counselors are not the chair of any committees.
- Ahlf Jr. High school counselors are not the chair of any committees.
- High school counselors are not the chair of any committees.

Annual Calendars

Elementary

	Kindergarten	First	Second	Third
August	Getting To Know The Counselor Registration assistance Open House	Getting To Know The Counselor Open House	Getting To Know The Counselor Open House	Getting To Know The Counselor Open House
September	Positive School Behaviors Istation	Positive School Behaviors Istation	Positive School Behaviors Istation	Positive School Behaviors

October	Safety (personal, internet, bus) Red Ribbon Week	Safety (personal, internet, bus) Red Ribbon Week	Safety (personal, internet, bus) Red Ribbon Week	Safety (personal, internet, bus) Red Ribbon Week ACT Aspire Interim 1
November	Bully Prevention, Friendship Canned Food Drive	Bully Prevention, Friendship Canned Food Drive	Bully Prevention, Friendship Canned Food Drive	Bully Prevention, Friendship Canned Food Drive
December	Gratitude, Feelings Christmas 4 Kids	Gratitude, Feelings Christmas 4 Kids	Gratitude, Feelings Christmas4 Kids	Gratitude, Feelings Christmas 4 Kids Act Aspire Interim 2
January	Kindness Istation Great Kindness Challenge	Kindness Istation Great Kindness Challenge	Kindness Istation OLSAT Great Kindness Challenge	Kindness Great Kindness Challenge
February	Character ELPA21	Character ELPA21	Character ELPA21	Character ELPA21 Act Aspire Interim 3
March	Problem Solving, Growth Mindset	Problem Solving, Growth Mindset	Problem Solving, Growth Mindset	Problem Solving, Growth Mindset

April	Career Awareness Istation Kindergarten Round-Up Annual IEP and 504 Meetings Honor Military Families	Career Awareness Istation Annual IEP and 504 Meetings Honor Military Families	Career Awareness Istation Annual IEP and 504 Meetings Honor Military Families	Career Awareness Act Aspire Summative Annual IEP and 504 Meetings Honor Military Families
May	Reflection, Goal Setting Assist with Kindergarten Screening Field Day Annual IEP and 504 Meetings	Reflection, Goal Setting Field Day Annual IEP and 504 Meetings	Reflection, Goal Setting Field Day Annual IEP and 504 Meetings	Reflection, Goal Setting 3rd- District Field Day Field Day Annual IEP and 504 Meetings Student Records

Southwest Middle School Calendar of Services

<p align="center">August:</p> <ul style="list-style-type: none"> -Registration -Open House -Orientation Activities -Beginning-of-Year Needs Assessment with Students -Classroom Guidance: Resources Within the 	<p align="center">September:</p> <ul style="list-style-type: none"> -Start Small Group Counseling Round 1 -Coffee with the Counselor: Taking a Stand Against Bullying/CKH -Classroom Guidance: Courage 	<p align="center">October:</p> <ul style="list-style-type: none"> -Parent/Teacher Conferences -Red Ribbon Week -Classroom Guidance: Personal Safety/Suicide Prevention
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<p>School/Introduction to the "Choose Love" Curriculum</p>		
<p>November: -Family Literacy Night -Classroom Guidance: Courage in Friendships/Communication Strategies -FACE Round Table/Committee Meetings</p>	<p>December: -Coffee with the Counselor: Technology Safety -Mid-Year Needs Assessment with Students and Staff -Classroom Guidance: Gratitude</p>	<p>January: -Start Small Group Counseling Round 2 -Classroom Guidance: Forgiveness -Family Math Night</p>
<p>February: -Coffee with the Counselors: Wellness -Classroom Guidance: Compassion -Parent/Teacher Conferences</p>	<p>March: -Classroom Guidance: Test Prep/ Career -Scheduling Meetings</p>	<p>April/May: -Coffee with the Counselor: Preparing for Junior High -Rising Fourth Grade Tour -End of Year Needs Assessment for Students and Staff -Classroom Guidance: Career -FACE Round Table/Committee Meetings</p>

Ahlf Junior High Annual Calendar

*Dependant upon Student needs and unexpected occurrences/crisis?

	7th	8th
August	<p>Open House</p> <p>New Student Registration</p> <p>Schedule Changes</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Alternative Learning Environment placement meetings - throughout the year as needed</p>	<p>Open House</p> <p>New Student Registration</p> <p>Schedule Change</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Alternative Learning Environment placement meetings - throughout the year as needed</p>
September	<p>Schedule Change Deadline</p> <p>Progress Reports- Teacher Referral for Student needs</p> <p>Teacher Referral for school supplies/backpack program</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Register new students - as completed in Powerschool- throughout the school year</p>	<p>Schedule Change Deadline</p> <p>Progress Reports- Teacher Referral for Student needs</p> <p>Teacher Referral for school supplies/backpack program</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Register new students - as completed in Powerschool- throughout the school year</p>
October	<p>ACT Aspire Interim I - testing groups and testing scheduled</p> <p>Report Cards -RTI - Tier 2 interventions from Data (schedule)</p> <p>Student Success Plans</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>	<p>ACT Aspire Interim I - testing groups and testing scheduled</p> <p>Report Cards -RTI - Tier 2 interventions from Data (schedule)</p> <p>Student Success Plans</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>

	Christmas for Kids reach out	Christmas for Kids reach out
November	<p>Student Academic Progress</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Thanksgiving Break</p>	<p>Student Academic Progress</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Thanksgiving Break</p>
December	<p>ACT Aspire Interim II - testing groups (Changes) and testing scheduled</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Christmas Break</p>	<p>ACT Aspire Interim II - testing groups (Changes) and testing scheduled</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Christmas Break</p>
January	<p>Beginning of 2nd Semester- New Students</p> <p>Schedule changes for second semester</p> <p>Data Review for Struggling Students from first semester - plan for these students (ALE, Failing conference (504), etc</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>	<p>Beginning of 2nd Semester- - New Students</p> <p>Schedule changes for second semester</p> <p>Data Review for Struggling Students from first semester - plan for these students (ALE, Failing conference (504), etc</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>
February	<p>Parent-Teacher Conferences- Progress Reports</p> <p>ELPA 21 Testing</p>	<p>Parent-Teacher Conferences- - Progress Reports</p> <p>ELPA 21 Testing</p>

	<p>ACT Aspire Interim III - testing groups (Changes) and testing scheduled</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>	<p>ACT Aspire Interim III - testing groups (Changes) and testing scheduled</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>
March	<p>Registration for next grade -2021-2022</p> <p>Report Cards - Third nine weeks</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>	<p>Registration for next grade -2021-2022</p> <p>Report Cards - Third nine weeks</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>
April	<p>ACT Aspire-Summative Testing - testing groups (Changes) and testing scheduled</p> <p>504 Meeting - review</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Summer School/Retention/Promoted - Collaboration</p>	<p>ACT Aspire-Summative Testing - testing groups (Changes) and testing scheduled</p> <p>504 Meeting - review</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Summer School/Retention/Promoted - Collaboration</p>
May	<p>ACT Aspire-Summative - testing groups (Changes) and testing scheduled</p> <p>Scheduling for 2021-2022</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>	<p>ACT Aspire-Summative- testing groups (Changes) and testing scheduled</p> <p>Scheduling for 2021-2022</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Communicate with parents regarding summer school and retentions</p>

	Communicate with parents regarding summer school and retentions	
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Searcy High School Annual Calendar

*Dependant upon student needs and unexpected occurrences/crisis'

	9th	10th	11th	12th
A u g u s t	District Professional Development Schedule Changes New Student Registration Scheduling updates for students who recovered credits during summer school.	District Professional Development Schedule Changes New Student Registration Scheduling updates for students who recovered credits during summer school.	District Professional Development Schedule Changes New Student Registration Concurrent Enrollment Registration-ASU Scheduling updates for students who recovered credits during summer school.	District Professional Development Concurrent Enrollment Registration-ASU Eschool Registration and scheduling review Master Schedule (year round) ALE check Scheduling updates for students who recovered credits during summer school.
S e p t e m b e r	Labor Day Schedule Change Deadline Class Drop Deadline Progress Reports Classroom Visits Social and Emotional Wellness G.U.I.D.E for life.: Growth: Manage Yourself	Labor Day Schedule Change Deadline Class Drop Deadline Progress Reports Social and Emotional Wellness G.U.I.D.E for life.: Growth: Manage Yourself	Labor Day Schedule Change Deadline Class Drop Deadline Progress Reports Social and Emotional Wellness G.U.I.D.E for life.: Growth: Manage Yourself	Labor Day Schedule Change Deadline Class Drop Deadline Progress Reports SIS troubleshooting Social and Emotional Wellness G.U.I.D.E for life.: Growth: Manage Yourself
O c t o	College Fair Parent-Teacher Conferences	College Fair Parent-Teacher Conferences	College Fair Parent-Teacher Conferences	College Fair Parent-Teacher Conferences

b e r		PSAT/NMSQT		
N o v e m b e r	Angel Tree Reachout Scheduling for 2021-2022 Thanksgiving Break	Angel Tree Reachout Thanksgiving Break	Angel Tree Reachout Health Survey Thanksgiving Break	Angel Tree Reachout Health Survey Thanksgiving Break
D e c e m b e r	Christmas Break	Return PSAT/NMSQT scores Christmas Break	Concurrent Spring Enrollment-ASU Christmas Break	Concurrent Spring Enrollment-ASU Civics Exam Christmas Break
J a n u a r y	MLK Day Beginning of 2nd Semester Scheduling for 2021-2022 High School Retention G.U.I.D.E.: Understanding: Know Yourself	MLK Day Beginning of 2nd Semester Scheduling for 2021-2022 High School Retention G.U.I.D.E.: Understanding: Know Yourself	MLK Day Beginning of 2nd Semester Scheduling for 2021-2022 High School Retention G.U.I.D.E.: Understanding: Know Yourself ACT Preparation	MLK Day Beginning of 2nd Semester Scheduling for 2021-2022 High School Retention G.U.I.D.E.: Understanding: Know Yourself
F e b r u a r y	President's Day Parent-Teacher Conferences Scheduling for 2021-2022	President's Day Parent-Teacher Conferences Scheduling for 2021-2022	President's Day Parent-Teacher Conferences Scheduling for 2021-2022 ACT	President's Day Parent-Teacher Conferences Scheduling for 2021-2022
M a r c h	Spring Break	Spring Break Yearly Evaluation with Supervisor	Spring Break Yearly Evaluation with Supervisor	Spring Break

		Schedule Entry	Schedule Entry	
A p r i l	Scheduling Entry	Scheduling Entry	Scheduling Entry	Scheduling Entry
	Student Needs Post-Test	Student Needs Post-Test	Student Needs Post-Test'	Student Needs Post-Test
	Good Friday	Good Friday	Good Friday	Good Friday
	ACT Aspire-Summative	ACT Aspire-Summative		
M a y	Comprehensive School Counselor Goal Review and Plan Updates	Comprehensive School Counselor Goal Review and Plan Updates	Comprehensive School Counselor Goal Review and Plan Updates	Computations for Graduation Summer School Letters
	ACT Aspire Make-ups	ACT Aspire Make-ups	Summer School Letters	Comprehensive School Counselor Goal Review and Plan Updates
	Summer School Letters	Summer School Letters		Master schedule building and manipulation for next school year.
				Arkansas Virtual super-user registration (August-May)

Multi-Tiered Services:
Tier 1: For All Students <ul style="list-style-type: none"> • Classroom Guidance Counseling • Transition/ Orientation Programs
Tier 2: Strategic Intervention <ul style="list-style-type: none"> • Individual counseling • Small group counseling • Consultation with faculty • Parental contact and/or meeting • Community Resources
Tier 3: Intensive Intervention <ul style="list-style-type: none"> • School Based Mental Health Referral • Behavior RTI • Crisis intervention

Section Three

Accountability

Accountability and evaluation of our school counseling programs is an absolute necessity. School counselors and the school counseling programs answer the question, “How are students different as a result of the school counseling program?” Searcy School counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results.

Program Goal Results 2020-2021

McRae, Sidney Deener and Westside Elementary Schools:

Goal 1: Improve conflict resolution skills in counseling to decrease the number of teachers identifying this as a need for our school by 5%.

Goal 1 results:

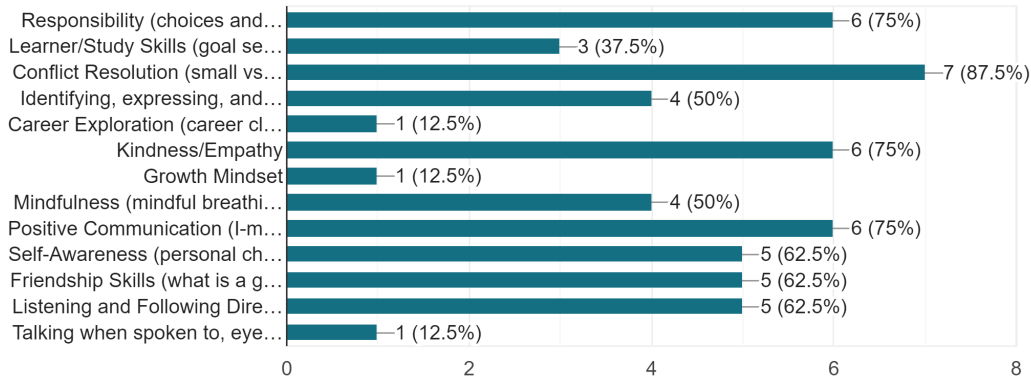
Counselors spend time focusing on these skills during classroom guidance, counseling individual counseling, and small group counseling .We will continue with our conflict resolution goal for the 2021-2022 school year.

2021 Needs Assessment Data: (Chart 1-McRae, Chart 2 Sidney Deener, Chart 3 Westside)

My students need the following skill areas taught and practiced in classroom counseling lessons:

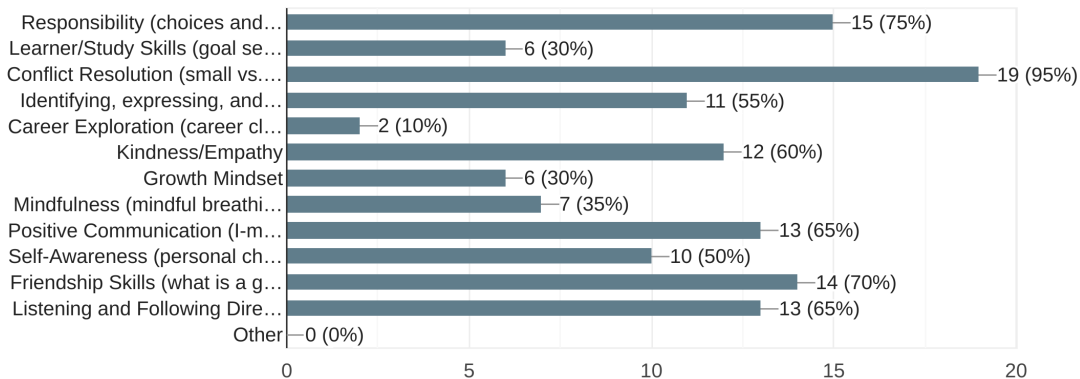
(select up to 5)

8 responses



My students need the following skill areas taught and practiced in classroom counseling lessons:(select up to 5)

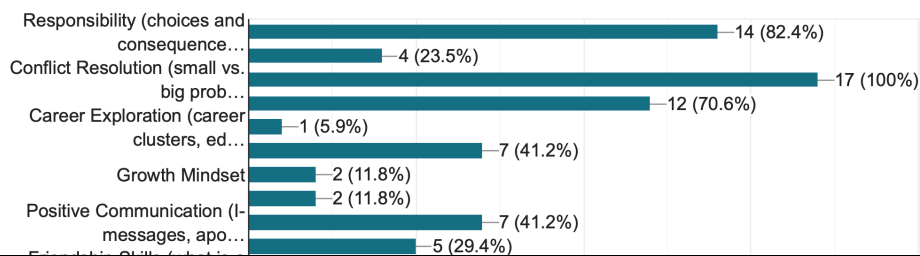
20 responses



My students need the following skill areas taught and practiced in classroom counseling lessons:

(select up to 5)

17 responses



Goal Summary:

Elementary counselors will continue the goal to increase conflict resolution skills for the 2021-2022 school year. Needs assessment results indicate the same student needs as 2019-2020 school year data.

Goal 2: Increase elementary student attendance rates by .2% for the school year.

Goals 2 results:

Elementary schools focused on attendance by contests, parent contact, incentives, letters, and individual counseling. Attendance results were not accurately determined for the 2019-2020 school year due to Covid-19. We will continue with this goal for the 2020-2021 school year.

2019-2020 Attendance Data

McRae	Sidney Deener	Westside
95.67%	94.69%	96.48%

2020-2021 Attendance Data

McRae	Sidney Deener	Westside
96.03%	94.53%	97.57%

Goal Summary:

Overall elementary schools increased attendance by .2%. Therefore, the attendance goal for 2020-2021 was reached. Counselors will continue to focus on improving student attendance in the upcoming year.

Southwest Middle School:

Goal: The number of Southwest Middle School students who identify at least one school staff member that they trust to go to for help will increase from 85% to 90% by May 2021.

ASCA Mindset/ Behavior: M3: Sense of belonging in the school	Strategies: -Utilize Capturing Kids' Hearts Process in the counseling setting	Action Steps: -Good things/ affirmations -Identify students for individual and	Outcome/Results Data Collection: Outcome: -Results determined by
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environment B-SS 3. Create relationships with adults that support success	-Individual/ group/ classroom counseling	group counseling -Schedule classroom guidance lessons	end-of-year needs assessment
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Goal Summary:

Sent via Google Classroom to virtual students and given in-person during classroom Guidance lessons, the 2020-2021 end-of-year needs assessment showed that 91% of students could name at least one trusted adult at school. Therefore, the goal was reached. SWMS counselors will continue to implement the listed action steps to build rapport with students.

2020-2021 End-of-Year Needs Assessment Data:

Category	End-of-Year Data (2020)	End-of-Year Data (2021)
Students who can name at least one adult at school that they would trust to ask for help	85%	91%

Goal: The number of Southwest Middle School students who express concern about transitioning back to in-person instruction after extended AMI instruction will decrease from 48% to 24% by December 2020.

ASCA Mindset/ Behavior: M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment B-SMS 10. Demonstrate ability to manage	Strategies: -Provide additional orientation opportunities for rising 4th graders -Provide additional closure activities and opportunities for 5th/6th grade students	Action Steps: -Provided digital school tour and schedule in-person tours upon request (once approved by ADE) -Send parent survey to rising 4th grade parents -Provide	Outcome/Results Data Collection: Outcome: -Results determined by mid-year and end-of-year needs assessments
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transitions and ability to adapt to changing situations and responsibilities	-Individual and group counseling	orientation presentation during first week of school -Schedule time for 5th/6th grade students to visit prior classrooms -Identify students for individual and group counseling	
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Goal Summary:

Sent via Google Classroom to virtual students and given in-person during classroom Guidance lessons, the 2020-2021 mid-year needs assessment showed that 8% of students expressed concern about transitioning back to in-person instruction. Therefore, the goal was reached. SWMS counselors will continue to provide targeted interventions for students transitioning to onsite instruction for the 2021-2022 school year.

2020-2021 Mid-Year Needs Assessment Data:

Category	End-of-Year Data (2019-2020)	Mid-Year Data (2020-2021)
Students expressing concern about returning to in-person instruction after extended AMI learning	48%	8%

Ahlf Junior High:

Goal 1 : By the end of the 2020-2021 school year, the summer school rate will decline by half using Tier 2 Intervention services.

Goal 1 results: Student academic achievement was impacted greatly due to the COVID 19 pandemic. Student instructional options were given for both onsite and virtual learning. Student progress was monitored throughout the year with interventions implemented based on student needs. Tools for learning, student

conferencing, parent contact, as well as a remediation program were implemented. The APEX program was utilized for the remediation program to help students recover courses failed from the first semester. Students were given the opportunity to work with assigned teachers after school on Tuesdays and Thursdays as well as on virtual Fridays. Data results from interventions are listed below.

Remediation program offered	42 - 7th grade students 46 - 8th grade students 88 Total students offered Remediation program
Number of students who recovered failed courses through APEX	39 students - varied courses - English, Math, Science, Social Studies - many recovered more than 1 course
Number of total courses completed in APEX	72 Total courses completed
Number of students who did not take advantage of remediation program	21 students

After the remediation program was completed at the end of April, student academic standing was evaluated to determine summer school students as well as retention possibilities. 46 students are enrolled in summer school to avoid retention. 22 students were placed on the retention list.

Goal Summary: Although our goal for the 2020-2021 school year was not achieved, many factors impacted achievement such as onsite and virtual learning changes, instructional delivery method changes, and educational decisions made by all parties involved. Our retention rate is higher than previous years as well as students enrolled in summer school. However, when assessing student achievement throughout the year, the number was decreased with the implementation of the interventions listed above.

Goal 2: By the end of the 2020-2021 school year, 100% of students will be able to identify and explore 3 career interests.

Goal 2 results: All 8th grade students were enrolled in Career Development where students completed a Student Success Plan to explore future career and academic options in an assisted environment. All students developed a plan for courses to take in high school and a plan for the upcoming year.

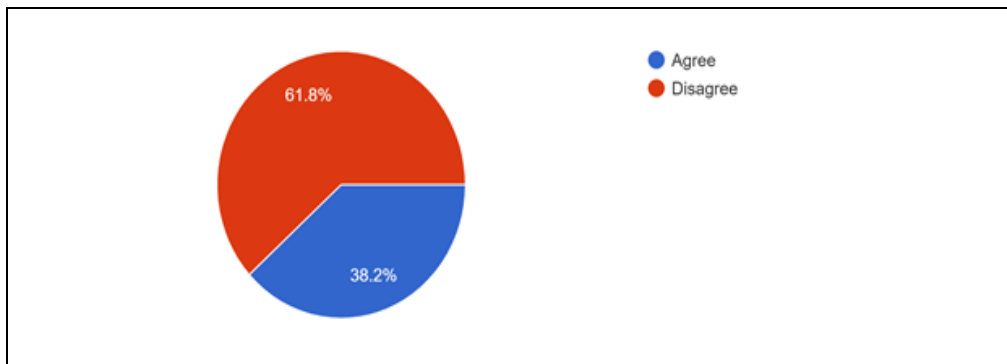
Goal Summary: Students will continue progressing through the Kuder program in order to help guide and assist them for their upcoming academic years.

Searcy High School: Assist students in the process of growing personal, social, educational, and career development.

Goal 1 results: Students were given access to resources to help guide them in planning for their future throughout the year. Parents and students were contacted to discuss educational goals and credit recovery. There were constant updates on available information to students on our Guidance Center Google Classroom for onsite and virtual students. Individual counseling and classroom counseling was also utilized. *Based on the results, there was some improvement in regards to their confidence in planning for their future educational goals. There was also a possible discrepancy in results due to the current pandemic that has affected this 2020-2021 school year.*

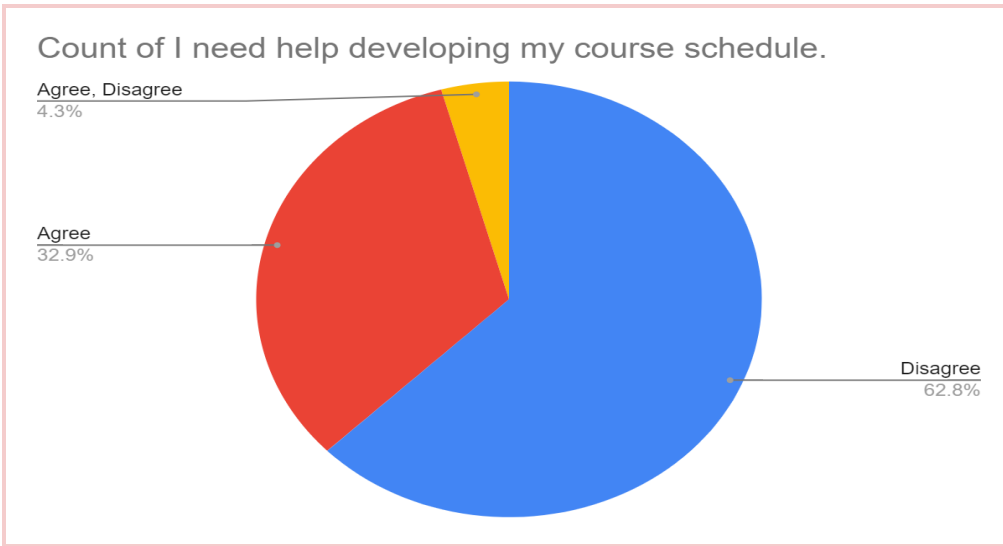
Question: *I need help developing my course schedule.*

Pre-test Results:



Post-test Results:

Searcy Schools Data Sharing Plan



Searcy Schools comprehensive school counseling program data will be shared annually with staff, administration, and stakeholders via print and digital resources. This data will include annual goal summaries, needs assessment data, and additional pertinent information. Annual goals/results will be reviewed and discussed within each year's revised comprehensive school counseling plan.

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