TEXARKANA ARKANSAS SCHOOL DISTRICT

COUNSELING PLAN

2022-2023

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STATEMENTS

COUNSELING DEPARTMENT BELIEFS

As school counselors, we believe the counseling program is an integral part of ensuring all students reach their full potential. We believe all students can achieve academic, social/emotional, and career success with the help of a collaborative support system and the implementation of a comprehensive guidance plan.

COUNSELING DEPARTMENT VISION

Build character, develop leaders, inspire and support academic success for all students.

COUNSELING DEPARTMENT MISSION

To work collaboratively with all stakeholders to meet the needs of all students by equipping them with the social/emotional, academic, and career planning skills to reach their full potential.

SMART GOAL

COUNSELING DEPARTMENT GOAL

Our goal through the school counseling program is to provide our students with knowledge, tools, and a positive safe environment in order to achieve their goals at every level. that results in improved student behavior which shows a decrease in ISS referrals by 5%

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COUNSELOR GOAL SHEET: ACTION PLAN

Annual Student Outcome Goal	Increase student attendance by 5%

Mindsets & Behaviors

1. We will build personal relationships with students to encourage them to come to school.
2. We will offer attendance incentives.
3. We will communicate the district attendance policy to students and parents.

Mindsets & Behaviors Survey Items
1. Survey students to identify reasons for lack of attendance.
2. Survey students for incentive ideas.

Interventions

Direct Student Services	Indirect Student Services
Daily check-ins Individual counseling Small group counseling	Love and Logic training Parent phone calls and meetings Sharing data with teachers and administrators

Data Collection Plan	Results Data
Participation Data Plan	Participation Results Data
Monitoring student attendance reports each nine weeks. *We will monitor students with excessive absences bi-weekly.*	*Will monitor the outcomes at the end of each nine weeks, semester, and year.*
Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results
Pre-Intervention Data Average: Below 95%	*Post-Intervention Data Average:* Above 95%
Outcome Data Plan	Outcome Data Results1
	Final

ELEMENTARY SCHOOL COUNSELOR ASSESSMENT

School Counselor	Marci Clinton, Amanda Razaq, LeeAnn Byrd, Lorinda Clark,
Evaluator	
Position	Elementary Counselors
Date	March 7, 2022

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS	
Description	**Rating 0-3**
Mindsets	
Demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities	3
Demonstrates belief all students should have access and opportunity to a high-quality education	3
Demonstrates belief all students should have access to the school counseling program	3
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders	3
Demonstrates belief that school counselors are leaders in the school, district, state and nation	3
Demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes	3
Observations and comments:	

Description	
Behaviors: Professional Foundation	
1. Demonstrates a working knowledge of developmental, learning, counseling and education theories	2
Demonstration includes: a. Articulates knowledge of human development and learning theories that affect student success b. Articulates knowledge of established and emerging counseling theories and techniques that are effective in school settings c. Articulates knowledge of career development theories for postsecondary planning d. Uses principles of multi tiered systems of support within a school counseling program *Artifacts may include:* a. Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories b. School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief) c. Classroom and group Mindsets & Behaviors action plans d. Closing-the-gap action plan/results report	

2. Demonstrates understanding of educational systems, legal issues, policies, research and educational trends	2

Demonstration includes:
a. Explains organizational structure/governance of the American educational system and cultural, political and social influences on current educational practices
b. Explains educational systems, philosophies and theories and current trends in education, including federal and state legislation
c. Explains process for development of policy and procedures at the building, district, state and national levels
d. Explains the nature of academic, career and social/emotional counseling in schools and differences from other fields of counseling
e. Delineates the roles of student service providers, such as school social worker, school psychologist or school nurse, and ways to collaborate
f. Articulates a rationale for a school counseling program
g. Uses education research to inform decisions and programming
h. Uses current trends in technology to promote student success

Artifacts may include:
a. Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)
b. Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor's role
c. Minutes from school counseling advisory committee meetings
d. Completed ASCA National Model templates/worksheets for planning student outcome goals and interventions

3. Applies legal and ethical principles of the school counseling profession	3

Demonstration includes:
a. Practices in accordance with the ASCA Ethical Standards for School Counselors
b.   Adheres to school counselor legal responsibilities including the unique legal and ethical principles of working with minor students in a school setting
c. Adheres to the ethical and statutory limits of confidentiality
d. Fulfills legal and ethical obligations to families, teachers, administrators and other school staff
e. Consults with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
f. Resolves ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors
g. Models ethical behavior
h. Engages in continual professional development to inform and guide ethical and legal work

Artifacts may include:
a. Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process)
b. Weekly calendars, regarding documentation of critical interactions with students
c. Completion certificates of professional development experiences

4. Applies school counseling professional standards and competencies	3

Demonstration includes:
a. Stays current with school counseling research and best practices
b. Conducts self-appraisal and assessment related to school counseling professional standards and competencies
c. Uses personal reflection, consultation and supervision to promote professional growth and development
d. Develops a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

Artifacts may include:

a. Membership documentation in state and national school counselor organizations b. Completed ASCA Professional Standards & Competencies self-assessment with written plans for own professional growth c. Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought	
5. Uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of the school counseling program	2
Demonstration includes: a. Selects ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data b. Prioritizes ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals c. Selects or creates competencies aligned with the ASCA Mindsets & Behaviors for Student Success and state-specific standards *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan b. Closing-the-gap action plan/results report c. Lesson plans	
6. Demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities	3
Demonstration includes: a. Demonstrates basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors b. Explains how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school c. Maintains and communicates high expectations for every student, regardless of cultural, social or economic background d. Explains the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively e. Collaborates with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction f. Understands personal limitations and biases, and articulates how they may affect the school counselor's work *Artifacts may include:* a. Completion certificates from professional development sessions on cultural, social or environmental influences b. Lesson plans, presentations, handouts from school-counselor-led sessions designed to build cultural competence of others c. Annual professional growth plan	
7. Demonstrates leadership through the development and implementation of the school counseling program	2
Demonstration includes: a. Identifies sources of power and authority and formal and informal leadership b. Demonstrates professional and personal qualities and skills of effective leaders c. Applies a model of leadership to the school counseling program d. Creates the organizational structure and components of an effective school counseling program aligned with the ASCA National Model e. Applies the results of a school counseling program assessment to inform the design and implementation of the school counseling program f. Uses leadership skills to facilitate positive change for the school counseling program g. Defines the role of the school counselor and the school counseling program in the school crisis plan h. Serves as a leader in the school and community to promote and support student success	

i. Participates in the school improvement process to bring the school counseling perspective to the development of school goals *Artifacts may include:* a. Leadership roles in school, district or community committees focused on student success b. Participation in school counseling professional associations c. Annual student outcome goals d. Annual calendar e. Results reports f. Advisory council agendas and minutes g. Recognized ASCA Model Program (RAMP) certification	
8. Demonstrates advocacy in the school counseling program	3
Demonstration includes: a. Models school counselor advocacy competencies to promote school counseling program development and student success b. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests c. Explains the benefits of the school counseling program for students and all stakeholders d. Provides rationale for appropriate activities for school counselors e. Provides rationale for discontinuation of inappropriate activities for school counselors f. Uses data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks g. Participates in school counseling and education-related professional organizations *Artifacts may include:* a. Presentations or information shared with school board and local, state or federal oversight organizations b. Presentations or information shared with faculty and staff, parents and other school stakeholders c. Reports showing how school counselor's time could be spent more effectively for student success (complete use-of-time calculator) d. Participation in school counseling professional association advocacy events e. School-counselor-developed infographics based on results reports and disseminated to school stakeholders	
9. Creates systemic change through the implementation of the school counseling program	2
Demonstration includes: a. Acts as a systems change agent to create an environment promoting and supporting student success b. Uses data to identify how school, district and state educational policies, procedures and practices support and/or impede student success c. Uses data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps d. Develops and implements a plan to address personal and/or institutional resistance to change that better supports student success Artifacts may include: a. Reports showing change in student achievement, attendance or discipline data b. Reports showing change in course enrollment or increased access to opportunities c. Reports showing change in postsecondary success linked to National Student Clearinghouse data	
Description	**Rating 0-3**
Behaviors: Direct and Indirect Student Services	
1. Designs and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings	3
Demonstration includes: a. Uses student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction b. Assesses cultural and social trends when developing and choosing curricula	

c. Identifies appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or selects/develops other materials informed by research and best practice if evidence-based materials do not exist d. Demonstrates pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction e. Creates lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes f. Uses a variety of technologies in the delivery of lessons and activities g. Engages with school administrators, teachers and other staff to ensure the effective implementation of instruction h. Analyzes data from lessons and activities to determine impact on student outcomes *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan b. Closing-the-gap action plan/results report c. Lesson plans d. Annual calendar (details of specific school counseling events for the year)	
2. Provides appraisal and advisement in classroom/large-group, small-group and individual settings	2
Demonstration includes: a. Develops strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success b. Uses assessments to help students understand their abilities, values and career interests c. Includes career opportunities, labor market trends and global economics to help students develop immediate and long-range plans d. Helps students cross reference individual assessment results (e.g., MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals e. Helps students understand how academic performance relates to the world of work, family life and community service f. Helps students understand the importance of postsecondary education and/or training as a pathway to a career g. Helps students and families navigate postsecondary awareness, exploration, admissions and financial aid processes h. Connects students to workplace experiences to deepen understandings and explore career interests *Artifacts may include:* a. Completed graduation plans b. Completed post secondary plans c. Completed career interest inventories with lesson plans showing appraisal and advisement activities d. Completed strengths inventories with lesson plans showing appraisal and advisement activities e. Completed field trips to communication organizations, businesses and postsecondary institutions	
3. Provides short-term counseling in small-group and individual settings	2
Demonstration includes: a. Uses data to identify students in need of counseling intervention b. Provides support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success c. Explains the difference between appropriate short-term counseling and inappropriate long-term therapy d. Explains the impact of adverse childhood experiences and trauma, and demonstrates techniques to support students who have experienced trauma e. Responds with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan b. Group lesson/session plans	

c. Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices d. Crisis response "pack" or bag/box e. Participation/membership on district crisis response teams	
4. Makes referrals to appropriate school and community resources	3
Demonstration includes: a. Maintains a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues b. Communicates the limits of school counseling and the continuum of mental health services c. Articulates why diagnoses and long-term therapy are outside the scope of school counseling *Artifacts may include:* a. List of school and community referral sources b. School-counselor-developed school counseling brochure	
5. Consults to support student achievement and success	3
Demonstration includes: a. Gathers information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success b. Shares strategies supporting student achievement with families, teachers, administrators, teachers, school staff and community organizations c. Consults with school counselors and other education and counseling professionals when questions of school counseling practice arise d. Facilitates in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise *Artifacts may include:* a. Presentation materials from school-counselor-led trainings or workshops b. Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.) c. Schedule of parent programs d. Member of the school leadership team, data team, etc.	
6. Collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	2
Demonstration includes: a. Partners with others to advocate for student achievement and educational equity and opportunities b. Explains the potential for dual roles with families and other caretakers c. Identifies and involves appropriate school and community professionals as well as the family in a crisis situation d. Supervises school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies *Artifacts may include:* a. List of groups that partner with the school counseling program b. List of committee involvement in school, district or community focused on student success	
Observations and comments:	
Description	**Rating 0-3**
Behavior: Planning and Assessment	

1. Creates school counseling program beliefs, vision and mission statements aligned with the school and district	3
Demonstration includes: a. Analyzes personal, school, district and state beliefs, assumptions and philosophies about student success b. Composes a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission c. Analyzes the school's vision and mission statements d. Creates a school counseling vision statement describing a future world where student outcomes are successfully achieved e. Creates a school counseling mission statement aligned with school, district and state missions f. Communicates the school counseling program's vision and mission to administrators, teachers, other school staff and stakeholders *Artifacts may include:* a. Belief statements aligned with mindsets from ASCA Professional Standards & Competencies b. Vision statement describing what the school counselor hopes to see in students five-15 years in the future c. Mission statement aligned with school and district mission statement d. Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures	
2. Identifies gaps in achievement, attendance, discipline, opportunity and resources	2
Demonstration includes: a. Collects and analyzes data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities b. Reviews, disaggregates and interprets student achievement, attendance and discipline data to identify and implement interventions as needed c. Creates goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps *Artifacts may include:* a. Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities b. Goals addressing achievement, opportunity and/or information gaps c. School data summary worksheet d. Annual student outcome goal plan worksheet e. Closing-the-gap action plan/results report	
3. Develops annual student outcome goals based on student data	1
Demonstration includes: a. Uses achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans b. Writes goals in a measurable format, such as the SMART goal format, and includes baseline and target data within the goal statement c. Uses student data and results from survey tools to monitor and refine annual student outcome goals d. Communicates annual student outcome goals to administrators, teachers, other school staff and stakeholders *Artifacts may include:* a. Annual student outcome goals written in a SMART goal format including baseline and target data b. Annual student outcome goal plan worksheet c. Annual results reports	
4. Develops and implements action plans aligned with annual student outcome goals and student data	1
Demonstration includes: a. Designs and implements school counseling action plans aligned with school and annual student outcome goals and student data	

b. Determines appropriate students for the target group of action plans based on student, school and district data c. Identifies appropriate ASCA Mindsets & Behaviors for Student Success addressing needs identified in action plans d. Selects evidence-based curricula and activities to accomplish objectives, or selects/develops other materials informed by research and best practice if evidence-based materials do not exist e. Identifies appropriate resources needed to implement action plans f. Identifies intended impact on academics, attendance and discipline as result of action plan implementation g. Explains basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan and results reports b. Closing-the-gap action plan/results reports c. Annual and weekly calendars d. Annual student outcome goal plan worksheet e. Annual administrative conference template	
5. Assesses and reports program results to the school community	1
Demonstration includes: a. Explains concepts related to program results and accountability within the school counseling program b. Reviews progress toward annual student outcome goals c. Analyzes data to assess school counseling program effectiveness and to inform program development d. Collaborates with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared e. Uses data to demonstrate the value the school counseling program adds to student achievement f. Uses presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders *Artifacts may include:* a. Presentation materials with data from school counseling activities b. School data summary worksheet	
6. Uses time appropriately according to national recommendations and student/school data	2
Demonstration includes: a. Articulates the distinction between direct and indirect student services b. Assesses use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component c. Articulates the best use of a school counselor's time to meet student needs as identified through student data and annual student outcome goals d. Organizes and manages time to effectively implement the school counseling program using skills including scheduling, publicizing and prioritizing time e. Creates annual and weekly calendars to plan activities reflecting annual student outcome goals f. Identifies, evaluates and participates in fair-share responsibilities *Artifacts may include:* a. Use-of-time calculator assessment completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less) b. Annual administrative conference template and meeting notes a. Annual and weekly calendars	
7. Establishes agreement with the principal and other administrators about the school counseling program	3
Demonstration includes: a. Completes annual administrative conference templates for the school counseling program with other members of the school counseling staff	

b. Discusses school counseling annual administrative conference template with the principal and/or supervising administrator to formalize the delivery, management and assessment of the school counseling program c. Explains and models the appropriate role of the school counselor and the organization of the school counseling program d. Explains annual student outcome goals, their basis in student data and their alignment with the school improvement plan e. Advocates for the appropriate use of school counselor time based on national recommendations and student needs f. Finalizes the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator *Artifacts may include:* a. Completed annual administrative conference template signed by the administrator in charge of the school counseling program and the school counselor	
8. Establishes and convenes an advisory council for the school counseling program	2
Demonstration includes: a. Determines appropriate education stakeholders for representation on the advisory council b. Develops effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program c. Explains and discusses school data, school counseling program assessment and annual student outcome goals with the advisory council d. Records advisory council meeting notes, and distributes as appropriate e. Analyzes and incorporates feedback from the advisory council related to annual student outcome goals as appropriate *Artifacts may include:* a. List of representatives on the advisory council with their positions b. Agenda from advisory council meetings c. Minutes from advisory council meetings a. Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.)	
9. Uses appropriate school counselor performance appraisal process	3
Demonstration includes: a. Explains and advocates for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program b. Explains how school counseling activities fit within categories of a performance appraisal instrument c. Utilizes components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments *Artifacts may include:* a. Completed performance appraisal aligned with the ASCA Professional Standards & Competencies b. Artifacts demonstrated completion or progress toward completion of components of the ASCA National Model c. Recognized ASCA Model Program (RAMP) application	

ARKANSAS MIDDLE SCHOOL COUNSELING ASSESSMENT

School Counselor Angela Lovelis, Cassandra Rhone, Meredith Welch

Evaluator Kendrick Smith

Position Counselors

Date March 7, 2022

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS	
Description	**Rating 0-3**
Mindsets	
Demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities	3
Demonstrates belief all students should have access and opportunity to a high-quality education	3
Demonstrates belief all students should have access to the school counseling program	3
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders	3
Demonstrates belief that school counselors are leaders in the school, district, state and nation	3
Demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes	3
Observations and comments:	

Description	
Behaviors: Professional Foundation	
1. Demonstrates a working knowledge of developmental, learning, counseling and education theories	2
Demonstration includes: a. Articulates knowledge of human development and learning theories that affect student success b. Articulates knowledge of established and emerging counseling theories and techniques that are effective in school settings c. Articulates knowledge of career development theories for postsecondary planning d. Uses principles of multi tiered systems of support within a school counseling program *Artifacts may include:* a. Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories b. School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief) c. Classroom and group Mindsets & Behaviors action plans d. Closing-the-gap action plan/results report	

2. Demonstrates understanding of educational systems, legal issues, policies, research and educational trends	2
Demonstration includes: a. Explains organizational structure/governance of the American educational system and cultural, political and social influences on current educational practices b. Explains educational systems, philosophies and theories and current trends in education, including federal and state legislation c. Explains process for development of policy and procedures at the building, district, state and national levels d. Explains the nature of academic, career and social/emotional counseling in schools and differences from other fields of counseling e. Delineates the roles of student service providers, such as school social worker, school psychologist or school nurse, and ways to collaborate f. Articulates a rationale for a school counseling program g. Uses education research to inform decisions and programming h. Uses current trends in technology to promote student success *Artifacts may include:* a. Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.) b. Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor's role c. Minutes from school counseling advisory committee meetings d. Completed ASCA National Model templates/worksheets for planning student outcome goals and interventions	
3. Applies legal and ethical principles of the school counseling profession	2
Demonstration includes: a. Practices in accordance with the ASCA Ethical Standards for School Counselors b. Adheres to school counselor legal responsibilities including the unique legal and ethical principles of working with minor students in a school setting c. Adheres to the ethical and statutory limits of confidentiality d. Fulfills legal and ethical obligations to families, teachers, administrators and other school staff e. Consults with school counselors and other education, counseling and legal professionals when ethical and legal questions arise f. Resolves ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors g. Models ethical behavior h. Engages in continual professional development to inform and guide ethical and legal work *Artifacts may include:* a. Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process) b. Weekly calendars, regarding documentation of critical interactions with students c. Completion certificates of professional development experiences	
4. Applies school counseling professional standards and competencies	2
Demonstration includes: a. Stays current with school counseling research and best practices b. Conducts self-appraisal and assessment related to school counseling professional standards and competencies c. Uses personal reflection, consultation and supervision to promote professional growth and development d. Develops a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations *Artifacts may include:*	

a. Membership documentation in state and national school counselor organizations b. Completed ASCA Professional Standards & Competencies self-assessment with written plans for own professional growth c. Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought	
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i. Participates in the school improvement process to bring the school counseling perspective to the development of school goals *Artifacts may include:* a. Leadership roles in school, district or community committees focused on student success b. Participation in school counseling professional associations c. Annual student outcome goals d. Annual calendar e. Results reports f. Advisory council agendas and minutes g. Recognized ASCA Model Program (RAMP) certification	
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Description	Rating 0-3
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1. Designs and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings	2
Demonstration includes: i. Uses student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction j. Assesses cultural and social trends when developing and choosing curricula	

k. Identifies appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or selects/develops other materials informed by research and best practice if evidence-based materials do not exist l. Demonstrates pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction m. Creates lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes n. Uses a variety of technologies in the delivery of lessons and activities o. Engages with school administrators, teachers and other staff to ensure the effective implementation of instruction p. Analyzes data from lessons and activities to determine impact on student outcomes *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan b. Closing-the-gap action plan/results report c. Lesson plans d. Annual calendar (details of specific school counseling events for the year)	
2. Provides appraisal and advisement in classroom/large-group, small-group and individual settings	2
Demonstration includes: i. Develops strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success j. Uses assessments to help students understand their abilities, values and career interests k. Includes career opportunities, labor market trends and global economics to help students develop immediate and long-range plans l. Helps students cross reference individual assessment results (e.g., MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals m. Helps students understand how academic performance relates to the world of work, family life and community service n. Helps students understand the importance of postsecondary education and/or training as a pathway to a career o. Helps students and families navigate postsecondary awareness, exploration, admissions and financial aid processes p. Connects students to workplace experiences to deepen understandings and explore career interests *Artifacts may include:* f. Completed graduation plans g. Completed post secondary plans h. Completed career interest inventories with lesson plans showing appraisal and advisement activities i. Completed strengths inventories with lesson plans showing appraisal and advisement activities j. Completed field trips to communication organizations, businesses and postsecondary institutions	
3. Provides short-term counseling in small-group and individual settings	2
Demonstration includes: f. Uses data to identify students in need of counseling intervention g. Provides support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success h. Explains the difference between appropriate short-term counseling and inappropriate long-term therapy i. Explains the impact of adverse childhood experiences and trauma, and demonstrates techniques to support students who have experienced trauma j. Responds with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response *Artifacts may include:* f. Classroom and group Mindsets & Behaviors action plan g. Group lesson/session plans	

h. Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices i. Crisis response "pack" or bag/box j. Participation/membership on district crisis response teams	
4. Makes referrals to appropriate school and community resources	3
Demonstration includes: d. Maintains a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues e. Communicates the limits of school counseling and the continuum of mental health services f. Articulates why diagnoses and long-term therapy are outside the scope of school counseling *Artifacts may include:* a. List of school and community referral sources b. School-counselor-developed school counseling brochure	
5. Consults to support student achievement and success	3
Demonstration includes: e. Gathers information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success f. Shares strategies supporting student achievement with families, teachers, administrators, teachers, school staff and community organizations g. Consults with school counselors and other education and counseling professionals when questions of school counseling practice arise h. Facilitates in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise *Artifacts may include:* e. Presentation materials from school-counselor-led trainings or workshops f. Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.) g. Schedule of parent programs h. Member of the school leadership team, data team, etc.	
6. Collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	3
Demonstration includes: e. Partners with others to advocate for student achievement and educational equity and opportunities f. Explains the potential for dual roles with families and other caretakers g. Identifies and involves appropriate school and community professionals as well as the family in a crisis situation h. Supervises school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies *Artifacts may include:* a. List of groups that partner with the school counseling program b. List of committee involvement in school, district or community focused on student success	
Observations and comments:	
Description	**Rating 0-3**
Behavior: Planning and Assessment	

1. Creates school counseling program beliefs, vision and mission statements aligned with the school and district	3
Demonstration includes: g. Analyzes personal, school, district and state beliefs, assumptions and philosophies about student success h. Composes a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission i. Analyzes the school's vision and mission statements j. Creates a school counseling vision statement describing a future world where student outcomes are successfully achieved k. Creates a school counseling mission statement aligned with school, district and state missions l. Communicates the school counseling program's vision and mission to administrators, teachers, other school staff and stakeholders *Artifacts may include:* e. Belief statements aligned with mindsets from ASCA Professional Standards & Competencies f. Vision statement describing what the school counselor hopes to see in students five-15 years in the future g. Mission statement aligned with school and district mission statement h. Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures	
2. Identifies gaps in achievement, attendance, discipline, opportunity and resources	2
Demonstration includes: d. Collects and analyzes data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities e. Reviews, disaggregates and interprets student achievement, attendance and discipline data to identify and implement interventions as needed f. Creates goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps *Artifacts may include:* f. Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities g. Goals addressing achievement, opportunity and/or information gaps h. School data summary worksheet i. Annual student outcome goal plan worksheet j. Closing-the-gap action plan/results report	
3. Develops annual student outcome goals based on student data	2
Demonstration includes: e. Uses achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans f. Writes goals in a measurable format, such as the SMART goal format, and includes baseline and target data within the goal statement g. Uses student data and results from survey tools to monitor and refine annual student outcome goals h. Communicates annual student outcome goals to administrators, teachers, other school staff and stakeholders *Artifacts may include:* a. Annual student outcome goals written in a SMART goal format including baseline and target data b. Annual student outcome goal plan worksheet c. Annual results reports	
4. Develops and implements action plans aligned with annual student outcome goals and student data	2
Demonstration includes: h. Designs and implements school counseling action plans aligned with school and annual student outcome goals and student data	

i. Determines appropriate students for the target group of action plans based on student, school and district data j. Identifies appropriate ASCA Mindsets & Behaviors for Student Success addressing needs identified in action plans k. Selects evidence-based curricula and activities to accomplish objectives, or selects/develops other materials informed by research and best practice if evidence-based materials do not exist l. Identifies appropriate resources needed to implement action plans m. Identifies intended impact on academics, attendance and discipline as result of action plan implementation n. Explains basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan and results reports b. Closing-the-gap action plan/results reports c. Annual and weekly calendars d. Annual student outcome goal plan worksheet e. Annual administrative conference template	
5. Assesses and reports program results to the school community	2
Demonstration includes: g. Explains concepts related to program results and accountability within the school counseling program h. Reviews progress toward annual student outcome goals i. Analyzes data to assess school counseling program effectiveness and to inform program development j. Collaborates with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared k. Uses data to demonstrate the value the school counseling program adds to student achievement l. Uses presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders *Artifacts may include:* a. Presentation materials with data from school counseling activities b. School data summary worksheet	
6. Uses time appropriately according to national recommendations and student/school data	1
Demonstration includes: g. Articulates the distinction between direct and indirect student services h. Assesses use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component i. Articulates the best use of a school counselor's time to meet student needs as identified through student data and annual student outcome goals j. Organizes and manages time to effectively implement the school counseling program using skills including scheduling, publicizing and prioritizing time k. Creates annual and weekly calendars to plan activities reflecting annual student outcome goals l. Identifies, evaluates and participates in fair-share responsibilities *Artifacts may include:* c. Use-of-time calculator assessment completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less) d. Annual administrative conference template and meeting notes b. Annual and weekly calendars	
7. Establishes agreement with the principal and other administrators about the school counseling program	2
Demonstration includes: g. Completes annual administrative conference templates for the school counseling program with other members of the school counseling staff	

h. Discusses school counseling annual administrative conference template with the principal and/or supervising administrator to formalize the delivery, management and assessment of the school counseling program i. Explains and models the appropriate role of the school counselor and the organization of the school counseling program j. Explains annual student outcome goals, their basis in student data and their alignment with the school improvement plan k. Advocates for the appropriate use of school counselor time based on national recommendations and student needs l. Finalizes the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator *Artifacts may include:* a. Completed annual administrative conference template signed by the administrator in charge of the school counseling program and the school counselor	
8. Establishes and convenes an advisory council for the school counseling program	2
Demonstration includes: f. Determines appropriate education stakeholders for representation on the advisory council g. Develops effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program h. Explains and discusses school data, school counseling program assessment and annual student outcome goals with the advisory council i. Records advisory council meeting notes, and distributes as appropriate j. Analyzes and incorporates feedback from the advisory council related to annual student outcome goals as appropriate *Artifacts may include:* d. List of representatives on the advisory council with their positions e. Agenda from advisory council meetings f. Minutes from advisory council meetings b. Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.)	
9. Uses appropriate school counselor performance appraisal process	2
Demonstration includes: d. Explains and advocates for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program e. Explains how school counseling activities fit within categories of a performance appraisal instrument f. Utilizes components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments *Artifacts may include:* d. Completed performance appraisal aligned with the ASCA Professional Standards & Competencies e. Artifacts demonstrated completion or progress toward completion of components of the ASCA National Model f. Recognized ASCA Model Program (RAMP) application	

HIGH SCHOOL COUNSELING ASSESSMENT

School Counselor Sherry Grimes, Pat Hearn, Louanne Smith, Audrey Wright
Evaluator Michael Odom
Position Principal
Date

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS

Description	Rating 0-3
Mindsets	
Demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities	3
Demonstrates belief all students should have access and opportunity to a high-quality education	3
Demonstrates belief all students should have access to the school counseling program	3
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders	3
Demonstrates belief that school counselors are leaders in the school, district, state and nation	3
Demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes	3
Observations and comments:	

Description	
Behaviors: Professional Foundation	
1. Demonstrates a working knowledge of developmental, learning, counseling and education theories	2
Demonstration includes: a. Articulates knowledge of human development and learning theories that affect student success b. Articulates knowledge of established and emerging counseling theories and techniques that are effective in school settings c. Articulates knowledge of career development theories for postsecondary planning d. Uses principles of multi tiered systems of support within a school counseling program *Artifacts may include:* a. Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories b. School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief) c. Classroom and group Mindsets & Behaviors action plans d. Closing-the-gap action plan/results report	

2. Demonstrates understanding of educational systems, legal issues, policies, research and educational trends	2
Demonstration includes: a. Explains organizational structure/governance of the American educational system and cultural, political and social influences on current educational practices b. Explains educational systems, philosophies and theories and current trends in education, including federal and state legislation c. Explains process for development of policy and procedures at the building, district, state and national levels d. Explains the nature of academic, career and social/emotional counseling in schools and differences from other fields of counseling e. Delineates the roles of student service providers, such as school social worker, school psychologist or school nurse, and ways to collaborate f. Articulates a rationale for a school counseling program g. Uses education research to inform decisions and programming h. Uses current trends in technology to promote student success *Artifacts may include:* a. Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.) b. Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor's role c. Minutes from school counseling advisory committee meetings d. Completed ASCA National Model templates/worksheets for planning student outcome goals and interventions	
3. Applies legal and ethical principles of the school counseling profession	3
Demonstration includes: a. Practices in accordance with the ASCA Ethical Standards for School Counselors b. Adheres to school counselor legal responsibilities including the unique legal and ethical principles of working with minor students in a school setting c. Adheres to the ethical and statutory limits of confidentiality d. Fulfills legal and ethical obligations to families, teachers, administrators and other school staff e. Consults with school counselors and other education, counseling and legal professionals when ethical and legal questions arise f. Resolves ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors g. Models ethical behavior h. Engages in continual professional development to inform and guide ethical and legal work *Artifacts may include:* a. Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process) b. Weekly calendars, regarding documentation of critical interactions with students c. Completion certificates of professional development experiences	
4. Applies school counseling professional standards and competencies	2
Demonstration includes: a. Stays current with school counseling research and best practices b. Conducts self-appraisal and assessment related to school counseling professional standards and competencies c. Uses personal reflection, consultation and supervision to promote professional growth and development d. Develops a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations *Artifacts may include:*	

a. Membership documentation in state and national school counselor organizations b. Completed ASCA Professional Standards & Competencies self-assessment with written plans for own professional growth c. Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought	
5. Uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of the school counseling program	2
Demonstration includes: a. Selects ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data b. Prioritizes ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals c. Selects or creates competencies aligned with the ASCA Mindsets & Behaviors for Student Success and state-specific standards *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan b. Closing-the-gap action plan/results report c. Lesson plans	
6. Demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities	3
Demonstration includes: a. Demonstrates basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors b. Explains how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school c. Maintains and communicates high expectations for every student, regardless of cultural, social or economic background d. Explains the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively e. Collaborates with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction f. Understands personal limitations and biases, and articulates how they may affect the school counselor's work *Artifacts may include:* a. Completion certificates from professional development sessions on cultural, social or environmental influences b. Lesson plans, presentations, handouts from school-counselor-led sessions designed to build cultural competence of others c. Annual professional growth plan	
7. Demonstrates leadership through the development and implementation of the school counseling program	3
Demonstration includes: a. Identifies sources of power and authority and formal and informal leadership b. Demonstrates professional and personal qualities and skills of effective leaders c. Applies a model of leadership to the school counseling program d. Creates the organizational structure and components of an effective school counseling program aligned with the ASCA National Model e. Applies the results of a school counseling program assessment to inform the design and implementation of the school counseling program f. Uses leadership skills to facilitate positive change for the school counseling program g. Defines the role of the school counselor and the school counseling program in the school crisis plan h. Serves as a leader in the school and community to promote and support student success	

i. Participates in the school improvement process to bring the school counseling perspective to the development of school goals *Artifacts may include:* a. Leadership roles in school, district or community committees focused on student success b. Participation in school counseling professional associations c. Annual student outcome goals d. Annual calendar e. Results reports f. Advisory council agendas and minutes g. Recognized ASCA Model Program (RAMP) certification	
8. Demonstrates advocacy in the school counseling program	3
Demonstration includes: a. Models school counselor advocacy competencies to promote school counseling program development and student success b. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests c. Explains the benefits of the school counseling program for students and all stakeholders d. Provides rationale for appropriate activities for school counselors e. Provides rationale for discontinuation of inappropriate activities for school counselors f. Uses data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks g. Participates in school counseling and education-related professional organizations *Artifacts may include:* a. Presentations or information shared with school board and local, state or federal oversight organizations b. Presentations or information shared with faculty and staff, parents and other school stakeholders c. Reports showing how school counselor's time could be spent more effectively for student success (complete use-of-time calculator) d. Participation in school counseling professional association advocacy events e. School-counselor-developed infographics based on results reports and disseminated to school stakeholders	
9. Creates systemic change through the implementation of the school counseling program	3
Demonstration includes: a. Acts as a systems change agent to create an environment promoting and supporting student success b. Uses data to identify how school, district and state educational policies, procedures and practices support and/or impede student success c. Uses data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps d. Develops and implements a plan to address personal and/or institutional resistance to change that better supports student success Artifacts may include: a. Reports showing change in student achievement, attendance or discipline data b. Reports showing change in course enrollment or increased access to opportunities c. Reports showing change in postsecondary success linked to National Student Clearinghouse data	

Description	Rating 0-3
Behaviors: Direct and Indirect Student Services	
1. Designs and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings	2
Demonstration includes: q. Uses student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction r. Assesses cultural and social trends when developing and choosing curricula	

s. Identifies appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or selects/develops other materials informed by research and best practice if evidence-based materials do not exist t. Demonstrates pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction u. Creates lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes v. Uses a variety of technologies in the delivery of lessons and activities w. Engages with school administrators, teachers and other staff to ensure the effective implementation of instruction x. Analyzes data from lessons and activities to determine impact on student outcomes *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan b. Closing-the-gap action plan/results report c. Lesson plans d. Annual calendar (details of specific school counseling events for the year)	
2. Provides appraisal and advisement in classroom/large-group, small-group and individual settings	2
Demonstration includes: q. Develops strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success r. Uses assessments to help students understand their abilities, values and career interests s. Includes career opportunities, labor market trends and global economics to help students develop immediate and long-range plans t. Helps students cross reference individual assessment results (e.g., MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals u. Helps students understand how academic performance relates to the world of work, family life and community service v. Helps students understand the importance of postsecondary education and/or training as a pathway to a career w. Helps students and families navigate postsecondary awareness, exploration, admissions and financial aid processes x. Connects students to workplace experiences to deepen understandings and explore career interests *Artifacts may include:* k. Completed graduation plans l. Completed post secondary plans m. Completed career interest inventories with lesson plans showing appraisal and advisement activities n. Completed strengths inventories with lesson plans showing appraisal and advisement activities o. Completed field trips to communication organizations, businesses and postsecondary institutions	
3. Provides short-term counseling in small-group and individual settings	3
Demonstration includes: k. Uses data to identify students in need of counseling intervention l. Provides support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success m. Explains the difference between appropriate short-term counseling and inappropriate long-term therapy n. Explains the impact of adverse childhood experiences and trauma, and demonstrates techniques to support students who have experienced trauma o. Responds with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response *Artifacts may include:* k. Classroom and group Mindsets & Behaviors action plan l. Group lesson/session plans	

m. Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices n. Crisis response "pack" or bag/box o. Participation/membership on district crisis response teams	
4. Makes referrals to appropriate school and community resources	3
Demonstration includes: g. Maintains a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues h. Communicates the limits of school counseling and the continuum of mental health services i. Articulates why diagnoses and long-term therapy are outside the scope of school counseling *Artifacts may include:* a. List of school and community referral sources b. School-counselor-developed school counseling brochure	
5. Consults to support student achievement and success	3
Demonstration includes: i. Gathers information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success j. Shares strategies supporting student achievement with families, teachers, administrators, teachers, school staff and community organizations k. Consults with school counselors and other education and counseling professionals when questions of school counseling practice arise l. Facilitates in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise *Artifacts may include:* i. Presentation materials from school-counselor-led trainings or workshops j. Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.) k. Schedule of parent programs l. Member of the school leadership team, data team, etc.	
6. Collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	3
Demonstration includes: i. Partners with others to advocate for student achievement and educational equity and opportunities j. Explains the potential for dual roles with families and other caretakers k. Identifies and involves appropriate school and community professionals as well as the family in a crisis situation l. Supervises school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies *Artifacts may include:* a. List of groups that partner with the school counseling program b. List of committee involvement in school, district or community focused on student success	
Observations and comments:	

Description	Rating 0-3
Behavior: Planning and Assessment	

1. Creates school counseling program beliefs, vision and mission statements aligned with the school and district	2

Demonstration includes:
m.   Analyzes personal, school, district and state beliefs, assumptions and philosophies about student success
n.   Composes a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
o.   Analyzes the school's vision and mission statements
p.   Creates a school counseling vision statement describing a future world where student outcomes are successfully achieved
q.   Creates a school counseling mission statement aligned with school, district and state missions
r.   Communicates the school counseling program's vision and mission to administrators, teachers, other school staff and stakeholders

Artifacts may include:
i.   Belief statements aligned with mindsets from ASCA Professional Standards & Competencies
j.   Vision statement describing what the school counselor hopes to see in students five-15 years in the future
k.   Mission statement aligned with school and district mission statement
l.   Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures

2. Identifies gaps in achievement, attendance, discipline, opportunity and resources	3

Demonstration includes:
g.   Collects and analyzes data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities
h.   Reviews, disaggregates and interprets student achievement, attendance and discipline data to identify and implement interventions as needed
i.   Creates goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

Artifacts may include:
k.   Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities
l.   Goals addressing achievement, opportunity and/or information gaps
m.   School data summary worksheet
n.   Annual student outcome goal plan worksheet
o.   Closing-the-gap action plan/results report

3. Develops annual student outcome goals based on student data	2

Demonstration includes:
i.   Uses achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans
j.   Writes goals in a measurable format, such as the SMART goal format, and includes baseline and target data within the goal statement
k.   Uses student data and results from survey tools to monitor and refine annual student outcome goals
l.   Communicates annual student outcome goals to administrators, teachers, other school staff and stakeholders

Artifacts may include:
a.   Annual student outcome goals written in a SMART goal format including baseline and target data
b.   Annual student outcome goal plan worksheet
c.   Annual results reports

4. Develops and implements action plans aligned with annual student outcome goals and student data	2

Demonstration includes:
o.   Designs and implements school counseling action plans aligned with school and annual student outcome goals and student data

p. Determines appropriate students for the target group of action plans based on student, school and district data q. Identifies appropriate ASCA Mindsets & Behaviors for Student Success addressing needs identified in action plans r. Selects evidence-based curricula and activities to accomplish objectives, or selects/develops other materials informed by research and best practice if evidence-based materials do not exist s. Identifies appropriate resources needed to implement action plans t. Identifies intended impact on academics, attendance and discipline as result of action plan implementation u. Explains basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan and results reports b. Closing-the-gap action plan/results reports c. Annual and weekly calendars d. Annual student outcome goal plan worksheet e. Annual administrative conference template	
5. Assesses and reports program results to the school community	2
Demonstration includes: m. Explains concepts related to program results and accountability within the school counseling program n. Reviews progress toward annual student outcome goals o. Analyzes data to assess school counseling program effectiveness and to inform program development p. Collaborates with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared q. Uses data to demonstrate the value the school counseling program adds to student achievement r. Uses presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders *Artifacts may include:* a. Presentation materials with data from school counseling activities b. School data summary worksheet	
6. Uses time appropriately according to national recommendations and student/school data	2
Demonstration includes: m. Articulates the distinction between direct and indirect student services n. Assesses use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component o. Articulates the best use of a school counselor's time to meet student needs as identified through student data and annual student outcome goals p. Organizes and manages time to effectively implement the school counseling program using skills including scheduling, publicizing and prioritizing time q. Creates annual and weekly calendars to plan activities reflecting annual student outcome goals r. Identifies, evaluates and participates in fair-share responsibilities *Artifacts may include:* e. Use-of-time calculator assessment completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less) f. Annual administrative conference template and meeting notes c. Annual and weekly calendars	
7. Establishes agreement with the principal and other administrators about the school counseling program	2
Demonstration includes: m. Completes annual administrative conference templates for the school counseling program with other members of the school counseling staff	

n. Discusses school counseling annual administrative conference template with the principal and/or supervising administrator to formalize the delivery, management and assessment of the school counseling program o. Explains and models the appropriate role of the school counselor and the organization of the school counseling program p. Explains annual student outcome goals, their basis in student data and their alignment with the school improvement plan q. Advocates for the appropriate use of school counselor time based on national recommendations and student needs r. Finalizes the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator *Artifacts may include:* a. Completed annual administrative conference template signed by the administrator in charge of the school counseling program and the school counselor	
8. Establishes and convenes an advisory council for the school counseling program	2
Demonstration includes: k. Determines appropriate education stakeholders for representation on the advisory council l. Develops effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program m. Explains and discusses school data, school counseling program assessment and annual student outcome goals with the advisory council n. Records advisory council meeting notes, and distributes as appropriate o. Analyzes and incorporates feedback from the advisory council related to annual student outcome goals as appropriate *Artifacts may include:* g. List of representatives on the advisory council with their positions h. Agenda from advisory council meetings i. Minutes from advisory council meetings c. Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.)	
9. Uses appropriate school counselor performance appraisal process	2
Demonstration includes: g. Explains and advocates for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program h. Explains how school counseling activities fit within categories of a performance appraisal instrument i. Utilizes components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments *Artifacts may include:* g. Completed performance appraisal aligned with the ASCA Professional Standards & Competencies h. Artifacts demonstrated completion or progress toward completion of components of the ASCA National Model i. Recognized ASCA Model Program (RAMP) application	

ASCA National Model Components	Yes	Comments
MANAGE		
Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.	x	We verified with ASCA and felt confident that we aligned with the criteria necessary.
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.	x	After looking at ASCA we felt that our mission statement aligned great!
Data		
School data summary prioritizing data points addressed through the school counseling program completed.	x	It does align with ASCA and we prioritized it by taking 3 - 5 grade (as a whole), looked at the main discipline ,and then categorized it by gender and ethnicity.
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.	x	After looking at our campus we reviewed the priority of the school and our plan focused on that improvement.
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.	x	The gap at our school that we saw was one of the greatest is what we focused on, we feel this plan will help focus on those gaps.
c. Goals written in SMART format: specific, measurable, attainable, relevant, time-bound.	x	Goals created using the SMART format.
Use-of-Time Calculator		
Use-of-time calculator completed at least twice a year.	x	Use-of-time calculator completed bi-yearly.
Annual Administrative Conference		
Conference held with the supervising administrator. Template completed and signed by the school counselor and supervising administrator within the first two months of school.	x	We made sure that our plan worked to where it could be reviewed by the administrators at the beginning of the school year.
Advisory Council		
Agendas and minutes completed from at least two meetings (one from the fall and one from the spring).	x	Agendas have been created for fall and spring meetings.

Action Plans		
Classroom and group Mindsets & Behaviors action plan detailing classroom lessons and groups aligned with the ASCA Mindsets & Behaviors completed.	x	We made sure that our mindsets and behaviors came from the counseling website and aligned with ASCA's mindsets and behaviors.
Closing-the-gap action plan aligned with the ASCA Mindsets & Behaviors completed.	x	Our plan to close the gap in discipline did align with ASCA's mindsets and behaviors.
Lesson Plans		
Lesson plans identify activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.	x	Lesson plans have been developed and how we will deliver those and how we will use the data has been addressed.
Calendars (Annual and Weekly)		
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.	x	With following the YAG for our school, we aligned it to where it meets our goal and closes the gap in a reasonable time.
Weekly calendars available for each school counselor.	x	We use this to make sure we stay on track to fulfilling our goal in a decent time frame.
DELIVER		
Direct Student Services		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.	x	Lessons are outlined on how to be delivered successfully.
Small-group sessions are delivered and outlined using lesson/session plans.	x	Small-group sessions are planned to be delivered to students.
Indirect Student Services		
Indirect student services are reflected on weekly calendars.	x	This is how we monitor if our 5% is being met and how far we need to go to reach our goal.

COUNSELORS USE OF TIME

A minimum of 90% of my time will be spent providing direct and indirect counseling services.

Services or Activities	Percent of Time	Discussion Topics	Activities Include
Direct Services Provided to Students (at least 90% of time). Face-to-face contact with student	15%	Goal Setting, Career Planning, Academic Planning, Organization, Bullying, Suicide Prevention, Student Needs Assessments	Classroom Guidance Lessons
	10%	Self-Esteem, Conflict Resolution, Coping Skills, Bullying, Grief, Traumatic Experiences, Peer Pressure, Drug Use/Abuse, Suicidal Thoughts/Ideations	Small group counseling (Why Try curriculum, PBIS Tier II interventions)
	10%	Self-Esteem, Conflict Resolution, Coping Skills, Bullying, Grief, Traumatic Experiences, Peer Pressure, Drug Use/Abuse, Suicidal Thoughts/Ideations	Individual counseling / Referral for outside therapy
Indirect Services Included in 90% On behalf of a student	10%	Accommodation Plans, Behavior Plans, Referral for Alternate Placement	Attending academic and behavior related meetings (504, IEP, Tier II, etc.)
	5%	Student Success Plans	Classroom lessons, Naviance
	10%	Behavior Interventions, Classroom Management	Small groups with teachers and parents

Administrative Activities Not related to comprehensive school counseling program (no more than 10% of time)	30%	504 Annual Reviews	504 Coordinator (Plan, conduct, and complete paperwork for 504 meetings)
	5%	Scheduling	Change student schedules when allowed or necessary
	5%	Event Planning and Support	Help support the administrative team to plan and carry out awards assemblies, parent scheduling nights, reward events, parental involvement events, clubs, dances, meet the teacher, parent/teacher conference

DISTRICT ANNUAL ADMINISTRATIVE CONFERENCE

School
Counselor _____   Year _____

After a review of the school data, the following priorities were identified:

_____

_____

_____

Based on these priorities, the following goals were identified:

Annual Student Outcome Goals
1
2

School Counselor Use of Time

A minimum of 90% of time is recommended for direct and indirect student services and 10% or less in program planning and school support.

Use of Time from Previous School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties

Use-of-Time Plan for Current School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties

Participants:

The school counseling advisory council will meet on the following dates:
Planning and Results Documents

The following documents have been developed for the school counseling program:	
x	Vision and Mission
x	Annual Calendar
x	Goal setting worksheet or planning document
x	Use-of-time calculator
x	School counseling program goals
x	Accountability/results/reflection from current and previous year
x	ASCA Mindsets and Behaviors
	Other_____

Meeting Notes:

ELEMENTARY ANNUAL CALENDAR

School: All Campuses   Academic Year: 2022-2023

A minimum of 90% of time recommended for direct and indirect student services and 10% or less in program planning and school support

| Month | Delivering | | Program Planning and School Support *(Defining, Managing, Assessing, Fair-Share Responsibilities)* |
	Direct Student Services Activities *(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)*	**Indirect Student Services Activities** *(Significant collaborations, leadership and advocacy activities)*	
Ongoing Services	Everything suggested above	504 meetings; IEP;	
August	Meet the Counselor	Providing school supplies; Stocking clothes closet; Monthly flyer	
September	Skills needed for educational achievement: Expected/Unexpected behaviors	Monthly flyer	
October	Personal Safety and Drug Awareness	Red Ribbon Week; Monthly flyer; Awards Assembly	
November	Friendships Skills	Can food drive; spirit week; Monthly flyer	
December	Stress Reduction/Coping Skills	Secret Santa; Monthly flyer, UIL Competitions	
January	Conflict Resolution	Awards Assembly; Monthly flyer	
February	Feelings and Emotions	Valentine-grams; Stock extra valentines; Monthly flyer	
March	College and Career Readiness	Career fair; Monthly flyer	
April	Testing Preparations	Test Prep; Monthly flyer	
May	Transitions	EOY awards, banquets, assembly and trips; Monthly flyer	

School: Middle School and High School   Academic Year: 2022-2023

A minimum of 90% of time recommended for direct and indirect student services and 10% or less in program planning and school support

Month	Delivering		Program Planning and School Support *(Defining, Managing, Assessing, Fair-Share Responsibilities)*
	Direct Student Services Activities *(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)*	Indirect Student Services Activities *(Significant collaborations, leadership and advocacy activities)*	
Ongoing Services	- New Student Enrollment - Meet and distribute 504 updates - Academic advising for failures; assign credit recovery - NCAA and NAIA - Scholarship opportunities (seniors) - Reset passwords for students to access grades online and/or log in	- Transcript review, including credit recovery enrollment 504 updates - Course description guide - Test preparation, including ACT, ACT Aspire, PSAT, ASVAB, Accuplacer	
August	- Open House - Student Orientation and Scheduling, including Meet the Teacher and Schedule pick up		
September	- PSAT 8/9 Test administration - TRIO/Upward Bound recruitment - Parent/teacher conferences		
October	- PSAT Test administration - Red Ribbon Week - FAFSA Workshop Night (seniors) - Arkansas Challenge Scholarship Night (seniors)		
November	- ASVAB - Arkansas Governor's School presentation (juniors)		
December	- Arkansas Governor's School applications (juniors) - Senior transcript review - Academic advising for failures		
January	- Arkansas Governor's School applications (juniors) - Academic advising for failures; assign credit recovery - Concurrent credit, Collegiate Academy, Secondary Career		

	Center presentations ● Course selections for the upcoming year ● Senior transcript review		40
February	● 8th grade Academic Planning and Orientation meeting ● Parent/teacher conferences ● Parent meetings: course selection for the upcoming school year ● Girls/Boys State applications ● ACT demographic information (juniors) ● ACT Prep classes ● Senior Scholarship Night		
March	● ACT (juniors) ● ACT Aspire demographic information (9th-10th) ● ACT Aspire ● Graduation Planning Meeting		
April	● ACT Aspire (9th - 10th) ● Graduation Planning Meeting		
May	● Senior Awards Program ● Graduation ● Counselor Plan Review		

DESCRIPTIVE SERVICES

Act 190, The School Counseling Improvement Act, states that school counselors shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students.

The following strategies are either best practices, or required in the Comprehensive School Counseling Program. This list includes ideas for strategies, but is not exhaustive.

Act 190, The School Counseling Improvement Act states that school counselors shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students.

Indirect services are provided on behalf of a student, and are typically consultative, referral- based, or in the role of contributing member of a decision-making team (504, English Language Learner, PBIS, RTI, parental involvement and GT etc.). Examples can be found in the chart below.

Direct Services (At Least 90% with Indirect) Face-to-Face	**Classroom Lessons**	**Classroom counseling lessons are age appropriate, based on gaps identified through the school data review, and the associated goals that are created to address those needs. They also address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific competencies in academic, social/emotional and/or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives.**
	Limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week.	*Examples: Career planning and exploration, orientation activities for new or transitioning students, and addressing accelerated learning opportunities.
	Individual and Group Counseling	**Small group lessons are based on the same identified gaps in the school and student needs. They meet regularly over a specified amount of time. Follow-up should occur to ensure students are continuing to develop the skills taught in the small group. Pre- and Post- evaluations or assessments will gather data to help determine growth in knowledge or skill efficacy.**
		Examples: Interpretation of assessments, individual academic planning, guidance in understanding the advantages of career certifications and internships, behavioral supports, attendance, and school academic success skills.

Indirect Services (At Least 90% with Direct) On Behalf Of	**Responsive Services**	**Responsive Services - Supporting students whose immediate concerns put the student's academic, career, or social and emotional development at risk.**
		Examples: Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.
	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.**
	Referrals	Indirect services include **referring** a student for School Based Mental Health services, child maltreatment reports, and parent or guardian communications.
	Decision Making Teams	Response-to-Intervention Parental Involvement or Family Engagement ESOL Positive Behavioral Intervention Support Advanced Placement & Gifted and Talented

Smart Goal: The school counseling program will support the creation of a positive environment that results in improved student behavior and a decrease in ISS referrals by 5% by the end of the year.

Elementary Action Steps	Secondary Action Steps	Data Point
Tier 1 Initiatives:	**Tier 1 Initiatives:**	**Total # of Discipline**
Facilitate programs to improve school culture:	**Facilitate programs to improve school culture:**	**Referrals**
Capturing Kids Hearts	**Building relationships between students, teachers, parents, and community members.**	
Character Building Word of the Month	**Provide resources and training for staff regarding trauma affected students**	
Student Recognition Programs to incentivise students	**Parental Involvement activities:**	
Provide staff development on trauma and trauma informed schools	**Communication through Remind texts, emails, and phone calls**	
Programs to meet basic student needs (Weekly Backpack Food Program, Share and Wear Clothing, Holiday assistance Programs, Stuff the Bus School Supplies)	**Bowl of Culture**	
Parent/Community Involvement Nights	**Community nights**	
Parent Communication through texts, calls, and e-mail	**Serve on committees:**	
Kindness Campaign/Cans to motivate positive student behavior	**Equity team**	
Classroom Guidance Lessons	**Building leadership**	
	Backpack program/Holiday assistance	
	Advisory board	
Tier 2 Preventions/Interventions	**Tier 2 Preventions/Interventions**	
Small Group Counseling	**Mentoring program**	

Use behavior reports to identify students	Character education
Family Service Meetings to review discipline data and discuss specific students and/or target behaviors	Individual counseling
Check in-Check Out-daily support for students needing assistance	Small-group counseling Family service meetings Parent conferences Advisory board meetings Choices program
Tier 3 Intensive	**Tier 3 Intensive Intervention**
Individual counseling	Mental health referral
Refer to school based mental health and community agencies (mental health, juvenile court (FINS),	Consult with DHS and juvenile court
	Case workers
	Crisis management when needed

ADMINISTRATIVE ROLES

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of his/her time each month, on student contact days, engaging in administrative activities. Examples can be found in the chart below.

Administrative Activities (No more than 10%) Coordination, Chair, Duties	**Coordination of Programs and Data Input**	Coordination of programs including, but not limited to:
		Parental Involvement Positive Behavioral Supports Advanced Placement and Gifted & Talented Response-to-Intervention ESOL Section 504 Student Success Plans Coordination of assessments including, but not limited to; state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs at the building or district level Developing master schedules and data entry such as eSchool administration during student contact days
	Chairing Committees and Meetings	Chairing committees and meetings including, but not limited to:
		Parental Involvement Advanced Placement and Gifted & Talented Section 504 Response-to-Intervention Positive behavioral supports ESOL
	Duties	Supervising students in common areas such as the hallway, cafeteria, playground and bus lines; parent pick up/drop off

ANNUAL STUDENT OUTCOME GOAL PLAN

Academic Year   <u>August 2022</u>   to   <u>May 2023</u>

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

Category II Office Referrals

By	May 2022		Grades 6-8
	End Date		*Targeted Group*

will	Decrease ISS referrals by 5%
	(increae/decrease something related to achievement, attendance or discipline)

by	Discipline Documentation	from	warnings	to	Iss time spent
	Measure of change		*Baseline data*		*Target data*

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Teacher documentation of RTI and Parent Conferencing

Mindsets & Behavior Data:
Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B#	*Mindsets & Behaviors Statement*
B-SMS 1	The ability to assume responsibility
B-SS 3	Ability to create relationships with adults that support learning

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Student will acknowledge behavior and the reason why this behavior occurred
Student will Have a person to check in with daily to work on goals

Possible Activities/Strategies/Interventions by School Counselors

Group Counseling (Why Try Curriculum); Daily Check-In; Goals and Achievements; Individual Counseling; Tier II Behavior Intervention Team

Pre-/Post-Assessment:
Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
Rarely	*Sometimes*	*Most of the time*	*Almost All the time*

Statement	Scale
I think I am a good reader	1 2 3 4
I get frustrated when I am not getting attention	1 2 3 4
I set goals at the beginning of each day	1 2 3 4
I know I am capable of achieving the goals I set	1 2 3 4
Brief answer question:	
Brief answer question:	

CAREER PLANNING

The counselors at TASD utilize many methods to help students plan for life after secondary school. Some of the tools that are used are listed below.

Tools used within the District

- The G.U.I.D.E. for Life Essential Skills

- Xello

- ACT https://www.act.org

- College Board

- Arkansas Career Model · https://dcte.ade.arkansas.gov/docs//Resources/arkansas-career-model-cte.pdf

- College and Career Exploration

- Graduation Pathways

- Graduation Requirements
http://dese.ade.arkansas.gov/divisions/learning-services/curriculum-support/arkansas-graduation-requirements

- Alternate Pathway to Graduation-
http://dese.ade.arkansas.gov/divisions/learning-services/special-education/alternate-pathway-to-graduation

- Post High School Planning

- Four-year colleges, tech schools, concurrent credit, articulated credit

- ArkACRAO - https://arkacrao.org/directory/#/institutions

- Accelerated Learning

- Advanced coursework (AP, Concurrent Credit)

- Internships, Apprenticeships

- Mentorships

- Industry Certifications

- Career Readiness Certificates https://www.dws.arkansas.gov/programs/career-readiness-certification/

- Discover Arkansas

- College for YOU-Scholarship Information

- Local Scholarships

- Student Success Plans including Resume

- FAFSA

- Bureau of Labor Statistics

- Arkansas Job Link

- Arkansas State Jobs

- College Application Checklist
https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Application-Checklist.pdf

- Goal Setting; Planning for Success; Direct counseling; Student Success Plans

- Student Success Plans

SUICIDAL BEHAVIOR and CLIENT SUICIDE

AWARE Mental Health Policies and Procedures Manual

Policy

All forms of suicidal ideation or suicide threats will be taken seriously. Action must be taken in the case of every person contemplating suicide - whether it is a chronic or an acute ideation. When in doubt whether a situation is high or low risk, the response must be in line with the high-risk possibility.

Texarkana Arkansas District/AWARE Mental Health program clinician will be immediately informed in all cases of suicide threats, attempts, or actual client suicide.

SCOPE

All Texarkana Arkansas School District/AWARE Mental Health program staff, students, and clients are covered by this policy.

DEFINITION

Suicide Risk Factors: Individuals may be more likely to contemplate suicide at certain points in their lives or if certain conditions exist.

The following factors should be considered in assessing suicide risk:
- **Means** is what the client intends to use to commit suicide. The more lethal the means, the more serious the risk (e.g. a gun is a more serious threat than pills) Moreover, the more available the method, the more serious the risk. (e.g. Loaded gun).
- **Plan** is how the client will carry out his/her suicide. A more detailed and specific suicide plan indicates a greater risk.
- **Intent or motivation** reflects whether the client has a reason to live or not. The greater the motivation to die, the greater the risk.
- **History:** and individical who as attempted suicide in the past may be at a higher risk of achieving their goal than someone who has no histroy of suicide attempts.
- **Age:** There is an invreaded rate of suicide in person under 20 yrs of age and elederly persons also present a serious risk.
- **Gender:** Men have a higher rate dying by suicide than women. Men tend to seek help only when problems have reached serious proportions
- **Stress** Someone with a lot of stress in their life is at greater risk for suicide.
- **Resources:** A person with fewer resources and supports is at greater risk than a person with considerable resources. The more socially isolated the individual, the greater the risk.

Procedures

1. **Assess suicide risk**

   1.1 Client's suicide risk will be assessed at intake. Texarkana Arkansas School District/AWARE Mental Health program clinician and/or coordinating agency clinician.) If there are any concerns with respect to this, the Texarkana Arkansas School District/AWARE Mental Health

   1.2 Staff working with clients will continue this assessment during service and respond accordingly.

   1.3 To determine the seriousness of the suicide risk, assess the client again the stuicide risk factors

2. **Serving clients with suicidal ideation (on the phone or in the office)**

   2.1 Staff will establish a relationship with clients presenting a suicidie risk and will continually assess what they will use, a plan and motivation/intention to commit suicide. When in doubt whether a situation is high or low risk, pursue a response that assumes high risk possibility.

   2.2 In high risk situations of a client with active suicidal ideation, the client must be continuously engaged while the staff tries to get help. Clients who are in the TASD/AWARE Mental Health program must be continuously engaged and not left alone.

   2.3 Communicate clearly that you do not want the person to take his/her life.

   2.4 Help the person identify the problem and reframe it. Do not offer unrealistic outcomes.

   2.5 Establish a suicide prevention plan with the client (eg direct the person tot he hospital, to a supportive friend or family member)

   2.6 Go with the client or make direct contact with a resource (eg. police, family doctor, psychiatrist) to ensure follow up happens.

   2.7 Get the assistance of 911

   2.8 Immediately consult the Texarkana Arkansas School District/AWARE Mental Health program clinician and district administration with respect to the situation and the prevention plan.

   2.9 Document all actions and responses in the client record.

SHARING PLAN

Texarkana Arkansas School District's goal is to provide data from reports to show how our students benefit from a school counseling program. We will use the data we receive to educate stakeholders about the impact of the program which affects the student's achievement, attendance, and discipline. The program results will be available on the schools website at https://www.tasd7.net/. All counseling related documents including the comprehensive school counseling plan and schedules will be posted to the website. We will also have a slideshow presentation available to stakeholders. We will have one-page handouts available on the website or that can be picked up at the school campus. We will also have a more detailed report for the administrators and school board members to view.