

Russellville School District
Comprehensive School
Counseling Plan
2021-2022

School Counseling Plan: District Overview

The Russellville School District serves more than 5500 students enrolled in six (K-4) elementary schools, one (5) intermediate school, one (6-7) middle school, one (8-9) junior high and one (10-12) high school. The district is located in a suburban community of approximately 25,000 people and serves Russellville, Arkansas. It lies about 70 miles east of Little Rock. A residential community with a range of socio-economic levels, several of the schools being Title I designated schools. Our students excel in all areas of curricular and extra-curricular education, and Russellville school counselors play an integral role in each student's progress, from Kindergarten orientation through high school graduation.

District Vision Statement

Russellville School District will be known as the school of choice for all families within our region. The district will provide a rigorous and responsive educational system, which will prepare each student to reach his or her individual potential. From Pre-Kindergarten through grade 12, Russellville School District will develop the Whole Child by providing holistic learning that incorporates personal health, individual responsibility, social and ethical foundations, and "real-world" problem-solving. Through the effective integration of technology, Russellville School District will bridge the global community with the classroom to create a new and natural learning environment. This educational approach will enable students to be prepared for jobs of the future within a multilingual, innovative world. In addition to learning activities within the classroom, Russellville School District will provide parents and families with in-school and after-school support to ensure they are equipped to actively participate in the educational reinforcement of their children. Russellville School District will be effective in educating, equipping, and empowering each and every child to achieve his or her desired lifelong learning goals.

District Mission Statement

Russellville School District will educate, equip, and empower all students to be productive, contributing members of their school, their community, and their world, by preparing students to be college and career ready.

District Core Beliefs:

We believe Russellville Schools (RSD) are and should continue to be highly regarded.

We believe all kids from Pre-K-12 are well prepared to learn and succeed.

We believe in developing the Whole Child, providing holistic learning that incorporates personal health, individual responsibility, social and ethical foundations, and “real-world” learning.

We believe RSD students should be problem solvers who are prepared for the jobs of the future.

We believe in integrating community and classroom into a new and natural learning environment.

We believe that RSD schools should be on the cutting edge—effectively incorporating the best technologies.

We believe in providing great support for parents and families with in-school and after-school options to actively participate in the school.

We believe in equipping RSD employees for success with individualized support, professional development, and competitive salaries.

We believe RSD should address the needs of all students whether they are going to work, pursuing a trade, or going to college.

We believe that RSD should prepare students to serve a multi-lingual world.

We believe RSD should have the best developed, district-wide curriculum with resources, activities, and assessments to meet individual student's learning needs.

We believe that RSD teachers are equipped to teach 21st-century skills and are given a level of support and professional development to do their jobs.

We believe and care for the students we serve by providing high-quality learning, counseling, guidance, and nutrition.

We believe that students should have the best educational opportunities available to them through a wide variety of learning experiences that inspire their interests and ambitions.

We believe RSD exposes students to one of the most challenging, wide-ranging curricula in the state, prepares them to be competitive on the global stage, and allows them to participate in a diverse co-curricular and extra-curricular program.

School Counseling Program

The Russellville Comprehensive Counseling Plan aligns with Act 190 (2019) of the Arkansas State standards for accreditation.

1. The Russellville School District's comprehensive developmental counseling/guidance program includes all students K-12.
2. All Russellville students K-12 have access to a certified school counselor.
3. The Russellville counseling program shall prepare students to participate effectively in their current and future educational programs as age appropriate.
4. The Russellville K-12 counseling program is designed to address student competencies defined by the American School Counselor Association in the areas of:
 - academic development
 - career development

- social/emotional development

Russellville School Counselors recognize the importance of having a comprehensive counseling program that impacts students at each educational level. School counselors work with commitment, compassion, and pride in their buildings, and when part of a district-wide team to identify, assess and respond to students' needs.

Student Mindsets and Behaviors for Student Success

As a result of a comprehensive counseling program, students will develop skills, mindsets and behaviors in each of the following domains.

- Academic Development – Standards support and maximize each student's ability to learn
- Career Development – Standards help students understand the connection between school and the world of work, and to plan for and make a successful transition from school to post-secondary education and/or the world of work
- Social/Emotional Development – Standards help students manage emotions and learn and manage appropriate interpersonal skills

School counselors use these standards to assess student growth and development, guide the activities and create a program that helps students find success in all areas of their lives. To incorporate the standards, school counselors select competencies to implement in classroom lessons, small groups and activities. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and the District's vision and mission.

Professional Standards and Competencies

The Russellville School District school counselors will adhere to the ASCA School Counselor Professional Standards & Competencies which outlines mindsets and behaviors for school counselors. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a

comprehensive school counseling program addressing academic achievement, college/career planning and social/emotional development.

Code of Ethics for Arkansas Educators

Arkansas School Counselors follow the Code of Ethics for Arkansas Educators.

https://dese.ade.arkansas.gov/Files/20201229105113_School_Counseling_Program_Guide.Post1_1.pdf

Arkansas Teacher Excellence and Support System (TESS) for School Counselors

The Arkansas Teacher Excellence and Support System (TESS) provides a statewide system for observation and support of K-12 Teachers. Arkansas School Counselors follow the Arkansas TESS school counseling rubric.

<https://drive.google.com/file/d/1RctE48clY6k9oKmEByECKIX0wMMYsVDM/view>

ASCA School Counselor Professional Standards and Competencies (4th edition - define)

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

http://kcsd.org/archive/images/stories/Guidance/asca_national_model.pdf

2016 ASCA Ethical Standards for School Counselors (4th edition - define)

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

<https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

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

<https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life>

RSD Counselors' Beliefs

- We believe that all students can learn and succeed when they feel safe and connected at school. This connection will provide students an opportunity to learn to self-regulate and problem solve.
- It's important that everyone (administrators, teachers, counselors, families, students) understand and support the counselor's role in a comprehensive school counseling program.
- We believe services provided to students will be enhanced by data collection and reflections (self and program) of the school counseling program.
- Students' current and future success (in academics, socially/emotionally, for careers, as citizens) is the focus of the school counselor. We believe that students' diverse talents should be cultivated, and that their varying needs (academic, linguistic, social/emotional) should be met in the school setting.
- To make lasting, sustainable change, we believe in a collaborative approach that will include students' families, as well as with the students themselves.
- School Counselors receiving timely/current professional development will help meet the needs of our students, many of whom present with behavioral/emotional challenges, and whose families are impacted by a variety of complex issues.
- We believe awareness of cultural and environmental diversity within our district should be addressed throughout each school year as the diversity changes.

RSD Counselors' Vision

To partner with one another, as well as with educators, families, and the community to provide a safe environment, while empowering the whole child to become a successful, productive member of society.

RSD Counselors' Mission

The Russellville School Counseling program supports, provides services to, and develops skills in every child, every day.

Program Goals

The Russellville School Counseling Program will review annually the goals developed for the program. The goals will be focused on career development, academic development and social/emotional development.

Data Use in Comprehensive School Counseling

How do counselors use data in school counseling?

Counselors use data to:

- Advocate for student success
- Identify student barriers to learning
- Develop program goals
- Measure goal progress
- Determine effectiveness of the comprehensive school counseling program

The type of data you choose to use should be determined by the information you are seeking. When reviewing your data, consider the analysis you plan to conduct and the story you plan to tell with the outcome. In what area do you want to impact your students?

- Attendance
- Achievement
- Discipline

What skills do you want your students to acquire?

- Attitudes for learning
- Social Emotional Essential Skills
- Knowledge

Types of Data

Participation/Process Data

Participation data answers the question “what.” It describes the activity that is occurring, the target population, and how many students are affected.

Mindsets and Behavior Data/ Perception Data

Mindsets and Behavior data measure how much progress students have made toward developing the Mindsets and Behavior essentials.

Outcome Data or Results Data

Outcome data is used to show if the program, lesson, etc. has made an impact on students (data indicates students are able to apply the mindsets and behaviors you are attempting to address).

Counselor Reflection and Action

Russellville School Counseling Program Goal for 2021-2022

1. What is your concern?

The district provides the school with daily attendance reports identifying which students have been absent. At the end of the school year 2019-2020, the school receives a report identifying students with 10 or more absences for the year. The school counselors review the reports and identify the top 5% with 10 or more absences for the school year. These students will be the target for the attendance goal for Russellville School District.

2. Current Strategies

- a. Letters are sent to the homes of students with three, six, and 10 absences.
- b. The Juvenile Detention Office is notified after 10 absences.
- c. Students are considered for retention if they have 20 or more absences.

3. Data Review:

- a. How will you measure the impact of the goal on your students? By looking at the number of absences quarterly and seeing if there is any improvement from the previous year for targeted students.
- b. What are we really doing well? Currently we are adding support to those students who have been identified for excessive absences.
- c. Where are our barriers to learning, or areas for growth, and who will be our target population? Our target population are those students who were tagged as 10 or more absences at the end of the 2019-2020 school year. With the pandemic, we will also have a close eye on students who are starting to have chronic absences that didn't before. Our current barriers

are those who have chronic absenteeism miss a lot of quality instruction and therefore fall behind academically. Another barrier is our legal system. There does not seem to be consistency in how absenteeism is dealt with across the board.

4. SMART Goals: The Russellville School District will improve the percentage of students who have absences of 10 or more for the year by 5% per building.
 - a. Action: Identify those students who are targeted and begin to counsel the student and the families on the importance of attending school regularly. Individual improvement plans will be implemented for those students who are specifically targeted for the 2021-2022 school year. Individual improvement plans will be utilizing resources from the Arkansas Department of Education (see the following link).
<https://dese.ade.arkansas.gov/Offices/learning-services/attendance>
 - b. Action: Find out if there are any barriers towards the attendance that we as counselors can help remedy or if we can refer the family to our district social worker to help with connecting to community resources that are available.
 - c. Action: A goal of increased attendance is a part of the plan. Each school in the district will implement their own plan. Ideas include rewards for classes with perfect attendance, recognizing perfect attendance for each quarter at school assembly, and/or gift cards drawings for those with perfect attendance.
5. What happened? What type of data did you use to measure your goal? Did students make progress, will you continue this goal next year? Will you continue this goal with changes? Will you develop a new or additional goal for next year? Reflecting on this goal, how did it impact your school counseling program this year?
Process or participation data:
Perception or Mindsets and Behaviors data:
Outcome data:

The previous section of the goal will be completed at the end of the 2021-2022 school year in order to plan for the next school year's comprehensive counseling plan.

Russellville School District School Counselors

Counselor	School	Email	Phone
Robin Johnson	Center Valley Elementary	robin.johnson@rsdk12.net	479-968-4540
Pam Stokes	Crawford Elementary	pam.stokes@rsdk12.net	479-968-4677
Jennifer Fuller	Dwight Elementary	jennifer.fuller@rsdk12.net	479-968-3967
Kathy Steffy	London Elementary	kathy.steffy@rsdk12.net	479-293-4241
Sarah Connerly	Oakland Heights Elementary	sarah.connerly@rsdk12.net	479-968-2084
Haley Jackson	Sequoyah Elementary	haley.jackson@rsdk12.net	479-968-2134
Mary Ann Baker	Russellville Intermediate School	maryann.baker@rsdk12.net	479-968-2650
Leigh Anne Forehand	Russellville Middle School	leighanne.forehand@rsdk12.net	479-968-2557
Alyssa Petty	Russellville Middle School	alyssa.petty@rsdk12.net	479-968-2557
Courtney Jones	Russellville Junior High School	courtney.jones@rsdk12.net	479-968-1599
Sarah Shamsie	Russellville Junior High School	sarah.shamsie@rsdk12.net	479-968-1599
Shirley Wade	Russellville High School	shirley.wade@rsdk12.net	479-968-3151
Ellen Hefner	Russellville High School	ellen.hefner@rsdk12.net	479-968-3151
Tawnia Hoelzeman	Russellville High School	tawnia.hoelzeman@rsdk12.net	479-968-3151
Tracie Carter	Secondary Learning Center	tracie.carter@rsdk12.net	479-968-1972

Outside Agencies and School Psychologists for the District

Name/Agency	Email	Phone
Christine Tillman	christine.tillman@rsdk12.net	479-890-5733
Jessica McClure	jessica.mcclure@rsdk12.net	479-890-5733
Taylor Black	taylor.Black@rsdk12.net	479-890-5733
Matt Freeman	matt.freeman@rsdk12.net	479-890-5733
Lindsey McCrory	lindsey.mccrory@rsdk12.net	479-890-5733
Kyla Warnick, Mental Health Liaison, Russellville School District	kyla.warnick@rsdk12.net	479-890-5733
Counseling Associates Leigh Maxwell	LMaxwell@caiinc.org	479-968-1298
Community Services Inc.		479-967-3370
Connections Behavioral Health		479-219-1219

Center Valley Elementary



Robin Johnson, School Counselor

5401 SR124

Russellville, AR 72802

479-968-4540

Fax: 479-968-4603

Crawford Elementary



Pam Stokes, School Counselor
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Dwight Elementary



Jennifer Fuller, School Counselor
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London Elementary



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479-293-4241
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Oakland Heights Elementary



Sarah Connerly, School Counselor
1501 S. Detroit Street
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479-968-2084
Fax: 479-890-5956

Sequoyah Elementary



Haley Jackson, School Counselor
1601 W. 12th Street
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Russellville Intermediate School



Mary Ann Baker, School Counselor
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Fax: 479-967-5538

Russellville Middle School



LeighAnne Forehand, School Counselor

Alyssa Petty, School Counselor

1203 W. 4th Place

Russellville, AR 72801

479-968-2557

Fax: 479-967-5574

Russellville Junior High School



Courtney Jones, School Counselor

Sarah Shamsie, School Counselor

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Russellville, AR 72801

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Fax: 479-890-6419

Russellville High School



Shirley Wade, School Counselor
Ellen Hefner, School Counselor
Tonyia Hoelzeman, School Counselor
2203 S. Knoxville
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Secondary Learning Center



Tracie Carter, School Counselor
1000 S. Arkansas Avenue
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479-968-1972
Fax: 479-967-5602

Manage Program

The school counselor uses tools to manage the comprehensive school counseling program. Questions the counselor reflects on:

- What are the strengths of the comprehensive school counseling program?
- What are areas that might need improvement?
- What overarching program goals are needed (long term)?
- What professional development will help me meet my goals?

Tools Used for Managing Program

Arkansas School Counseling Self-Assessment

- To be completed yearly and kept on file in each building for their individual program's purposes.
- Found on pgs. 16-21 of the Arkansas School Counseling Toolkit
- <https://app.luminpdf.com/viewer/5ecf27f8c879ef001280370a>

Use of Time Calculator

- Variety of ways can be used to do this. Arkansas Department of Education School counseling Department gives an example.

- To be kept on file in each building for use in self-assessment and use the administrative annual conference.

Arkansas Annual Administrative Conference

- To be held annually between counselor and administration in each building.
- To be kept on file in each building as needed to refer to for program evaluation.

School Counseling Plan: Delivery System

School counselors provide services to students, parents, school staff and the community in the following areas: Direct Student Services (Core Curriculum, Individual Student Planning, and Responsive Services), Indirect Student Services, and System Support. At least 90% of an RSD School Counselor's time is spent working directly and indirectly to support students. No more than 10% of an RSD School Counselor's time is spent on system support.

Direct Counseling

The school counseling/guidance core curriculum instruction is provided in classes and small groups to address student competencies related to academic development, career development, and social/emotional development by a certified school counselor

Act 190, The School Counseling Improvement Act, states that a school counselor 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 school counseling/guidance core curriculum instruction is provided in classes and small groups to address student competencies related to academic development, career development, and social/emotional development by a certified school counselor.

Direct student services include:

- Individual counseling, assessment and advisement
- Responsive services
- Crisis response interventions
- Group counseling
- Core curriculum and classroom activities
- Post-secondary education and career planning
- Attendance, academic, behavioral or adjustment monitoring and support

Core Curriculum

The Russellville School District has aligned school counseling curriculum K-12. Each level identifies essential questions, desired outcomes, assessment evidence, and resources and activities to support learning. The curriculum maps are intended to be active, evolving documents with an annual review and updates. Curriculum maps are especially beneficial to new counselors, who are able to quickly assimilate to Russellville's counseling program at each level.

Classroom Lessons and Small Group Sessions/Individual Counseling

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

1. Growth: Manage Yourself
 - a. Develop Problem Solving Skills
 - b. Practice Mindfulness
 - c. Persevere
2. Understanding: Know Yourself
 - a. Increase Self-Awareness
 - b. Know your strengths and weaknesses
 - c. Develop critical thinking skills
3. Interaction: Build Relationships
 - a. Treat others with respect
 - b. Communicate effectively

- c. Seek out and offer help when necessary
- 4. Decision Making: Make Responsible Choices
 - a. Consider personal beliefs, safety and the situation
 - b. Think through potential consequences
 - c. Put your best self forward
- 5. Empathy: Be aware of others
 - a. See other perspectives
 - b. Value the feelings of others
 - c. Appreciate diversity

Orientation Programs for New and Transitioning Students

Russellville School District School Counselors have a Transition Day each year to transition those students moving up in buildings. Each Building has different transition activities planned according to age appropriateness. All schools in the Russellville School District have a New student Program where students are paired with other students to help them orient to their new school successfully.

Individual Student Planning/ Academic Advisement

Counselors monitor students' progress so they may achieve success in academic, career and social/emotional areas. This may be accomplished by:

- Supporting students in the development of their academic, career and essential skills planning.
- Providing opportunities for students to access accelerated learning opportunities such as internships, advanced coursework, and career certifications.
- Guiding students along pathways to graduation.
- Guiding students in goal setting experiences aligned with their future aspirations
- Providing reviews of student academic achievement, interests, or other survey assessment areas to help guide and support the development of their future goals
- Supporting students to an understanding of the relationship between classroom performance and success in school and beyond.

Responsive Services

School counselors provide support and interventions to meet the needs of students. This may be accomplished through:

- **Individual and Small Group Counseling:** Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- **Crisis Counseling:** Short-term counseling is provided to students, families or staff as an immediate intervention to a crisis or emergency situation.
- **Consultation and Referrals:** consultation with and referral to outside agencies as needed.

Indirect Counseling

School counselors work behind the scenes to ensure students benefit from their education. This may be accomplished through:

- Making referrals to appropriately licensed or certified individuals, either inside or outside of the school setting
- Consulting and/or collaborating with families, school staff and community agencies
- Providing leadership and advocacy on behalf of students and families

Act 190, The School Counseling Improvement Act, states that a school counselor 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

through participation as a contributing member of a decision-making team (504, English Language Learner, PBIS, RTI, parental involvement, GT, etc.).

Administrative Activities

School counselors review and assess the effectiveness of the counseling program. This is accomplished through:

- **Collaboration:** Participate in building and district-wide committees.
- **Professional Development:** Participate in on-going training, workshops, conferences, meetings, and college visits.
- **Communication:** Provide information about school counseling events utilizing such social media as Remind, School Messenger, Twitter, Instagram and Facebook and email blasts.
- **Program Management and Evaluation:** Collect and analyze data to evaluate the program and make adjustments as needed

Act 190, The School Counseling Improvement Act, states that a school counselor shall devote no more than ten percent (10%) of his/her time each month, on student contact days, engaging in administrative activities

Annual Calendar Overview

The following are the program overviews for each level in Russellville School District.

Elementary-

The ASCA Mindsets and Behaviors for Students Success with K-5 Scope and Sequence

Category 1: Mindset Standards School Counselors encourage the following mindsets for all students.
<ol style="list-style-type: none">1. Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being.2. Self-confidence in ability to succeed.3. Sense of belonging in the school environment.

4. Understanding that post secondary and life-long learning are necessary for long-term career success.
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
6. Positive attitude toward work and learning.

Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical thinking skills to make informed decisions. <ul style="list-style-type: none"> ● Personal Safety ● Medicine/Drugs ● Healthy Choices/Hygiene ● Career ● School Success ● Goals 	1. Demonstrate ability to assume responsibility. <ul style="list-style-type: none"> ● Overarching under Healthy Choices, Social Skills and Goals Lessons 	1. Use effective oral and written communication skills and listening skills. <ul style="list-style-type: none"> ● Personal Safety ● School Success ● All Social Skills Lessons
3. Use time-management, organizational and study skills. <ul style="list-style-type: none"> ● Goals ● School Success 	2. Demonstrates self-discipline and self-control. <ul style="list-style-type: none"> ● Overarching under Healthy Choices, Social Skills and Goals Lessons 	2. Create positive and supportive relationships with other students. <ul style="list-style-type: none"> ● School Success ● All Social Skills Lessons
4. Apply self-motivation and self-direction to learning. <ul style="list-style-type: none"> ● Career ● School Success ● Goals 	3. Demonstrate ability to work independently. <ul style="list-style-type: none"> ● School Success ● Goals 	4. Demonstrate empathy. <ul style="list-style-type: none"> ● Bullying/ Internet ● Friendship ● Conflict Resolution ● Peer Pressure ● Building Character ● Teamwork
5. Apply media and technology skills. <ul style="list-style-type: none"> ● Personal Safety ● Bullying/Internet ● Careers ● School Success 	5. Demonstrate perseverance to achieve long- and short-term goals. <ul style="list-style-type: none"> ● Career ● School Success ● Goals 	5. Demonstrate ethical decision-making and social responsibility. <ul style="list-style-type: none"> ● Medicine/Drugs ● All Social Skills Lesson
6. Set high standards of quality. <ul style="list-style-type: none"> ● School Success 	6. Demonstrate ability to overcome barriers to learning. <ul style="list-style-type: none"> ● Career 	6. Use effective collaboration and cooperation skills. <ul style="list-style-type: none"> ● Manners

	<ul style="list-style-type: none"> • School Success • Goals 	<ul style="list-style-type: none"> • Conflict Resolution • Teamwork
7. Identify long- and short-term academic, career and social/emotional goals. <ul style="list-style-type: none"> • Career • School Success • Goals 	7. Demonstrate effective coping skills when faced with a problem. <ul style="list-style-type: none"> • Bullying/Internet • Friendship • Conflict Resolution • Peer Pressure • Teamwork • School Success 	8. Demonstrate advocacy skills and ability to assert self, when necessary. <ul style="list-style-type: none"> • Bullying/Internet • Peer Pressure • Friendship
	9. Demonstrate personal safety skills. <ul style="list-style-type: none"> • Personal Safety • Medicine/Drugs 	9. Demonstrate social maturity and behaviors appropriate to the situation and environment. <ul style="list-style-type: none"> • Personal Safety • Medicine/ Drugs • All Social Skills Lessons

Scope and Sequence of Topics by Month			
August	September	October	November
Who is the School Counselor?	Manners Friendship (Conflict Resolution, Bullying)	Healthy Choices (Drugs, Peer Pressure)	Goals (School Success, Long/Short term)
December	January	February	March
Building Character (Compassion, Kind Acts, Empathy)	Bullying (Internet) Kindness CHallenge	Building Character (Tolerance, Honesty)	Building Character Conflict Resolution
April	May		
Career Awareness	Teamwork Personal Safety		

Middle School, Junior High School, High School-

Secondary Yearly SEL Calendar 2021-2022

August	September	October
Self-Awareness	Self-Awareness	Self-Management
Identifying Emotions Recognizing Strengths	Accurate Self-Perception Self-Confidence	Impulse Control Stress Management

	Self-Efficacy	Self-Discipline
November	December	January
Self-Management	Social Awareness	Social Awareness
Self-Motivation Goal Setting Organizational Skills	Perspective-Taking Empathy	Appreciating Diversity Respect for Others
February	March	April
Relationship Skills	Relationship Skills	Responsible Decision-Making
Communication Social Engagement	Relationship Building Teamwork	Identifying Problems Analyzing Situations Solving Problems
May		
Responsible Decision-Making		
Evaluating Reflecting Ethical Responsibility		

** Each Building will fill out an Arkansas Mindsets and Behaviors Action Planning Tool and keep on file in each building for planning purposes in developing student goals and lesson plans. See examples on pages 37 and 38 of lesson plan templates to use in your counseling program.

School Counseling Plan: Assess

Russellville School Counselors will regularly evaluate the effectiveness of their program by monitoring student achievement, behavioral referrals, social-emotional well-being, graduation rates, diploma types and other measures to assess how students are different as a result of the school counseling program. The school counseling program components will be reviewed through data analysis, program results and evaluation.

Data Analysis

The collection, analysis, and reporting of data ensures that decisions about students are made based on evidence. The use of data replaces subjectivity with objectivity and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

Program Results

Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform

decisions related to program improvements. Counselors will annually review the program to identify trends, areas of success and areas in need of improvement. This information will be shared, as needed, with other faculty members.

Evaluation and Improvement

Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance using the Arkansas TESS evaluation for school counselors, and review of program goals created at the beginning of the year.

Sample School Counselor End of Year Reflections

The school counselor reflects on the comprehensive school counseling program for the school year and identifies areas of strength.

The school counselor reflects on the comprehensive school counseling program for the school year and identifies areas for growth.

The school counselor evaluates the implementation of the annual goal(s) to determine if student outcomes are as desired.

The school counselor makes changes/updates to the comprehensive school counseling program based upon data and goal implementation outcomes.

The school counselor determines how results will be shared with others (school, district, and/or other stakeholders).

School Counseling Plan: Summary

The Russellville School District has developed a district-wide and building-level comprehensive school counseling plan that complies with Arkansas regulation requirements. In accordance with the requirements, the plan is:

- Developed by or under the direction of a certified school counselor,
- Filed in the district office and available for review by any individual,
- Available on the school district's website,
- Updated annually
- Established to describe the scope and sequence of what students will learn as a result of the counseling program,

- Created to provide for an annual assessment of the program results.

Established August 2021