

Mountain View High School



Student Services Plan 2021 - 2022

**Mountain View High School
Administration Page
210 High School Drive
Mountain View, AR 72560**

District Administration

Superintendent: Mr. Brent Howard

Assistant Superintendent: Mr. Mark Rush

Curriculum Coordinator: Melissa Howard

Central Office Staff

Administrative Assistant/Clerk-Federal Programs: Gwen Anderson

Administrative Assistant Finance: Sue Freeman

Executive Administrator's Secretary: Liz Mealer

Phone: 870-269-3443

Fax: 870-269-3446

High School Administration

Principal: Kim Cruce

Assistant Principal: Matt Sullivan

Guidance Counselor: Torey Hanna

Secretary: Taylar Sherrill

Phone: 870-269-3943

Fax: 870-269-2372

Resource List

Melissa Futrell, LEP

Brody Prince, Counseling Associates	Dr. Hervey Madden, Psych Child/Adol.
Leann Johnson, OT	Catie Galloway, OT
Michelle Moody, 504, MVMS	Matt Sullivan, 504, MVHS
Junior Barham, 504, RS	Carrie Futrell, 504, MVES
Lorrie Sadler, LEA	Dusty Mitchell, 504, TS
Kim Stewart, RN, MVMS/MVHS	Sunnie Martin, AR Rehabilitation
Kallie Avey, LPN, RS	Holly Hubberd, RN, MVES
Megan Carpenter, Director Ozarka College	Melissa Gentry, RN, Children's Medical
Physical Therapy, Local Contractor	Kimberly Richardson, SC Health Nurse
Keenan Glenn, Resource Officer	Jonathan Masters, Resource Officer

Counseling Team Information

School Website

<http://mountainviewschooldistrict.k12.ar.us>

MVHS Counselor's Website

<https://sites.google.com/mvschools.net/mvhscounselor/home>

Mountain View School District Counselors

Timbo Schools: Nancy Lowery

nlowery@mvschools.net

Rural Special Schools: Kayla Knapp

kknapp@mvschools.net

Mountain View Elementary: Sherry Johnson

sherryj@mvschools.net

Mountain View Middle School: Leigh Morrison

lmorrison@mvschools.net

Mountain View High School: Torey Hanna

thanna@mvschools.net

Mountain View High/Middle School

Suicide Crisis Team

2020-2021

Name	Day Phone	Night Phone
Keenan Glenn, Resource Officer	870-269-3943	870-214-0118
Lance Bonds, Stone Co. Sherriff	870-269-3825	870-269-3857
Matt Sullivan, MVHS Asst. Principal	870-269-3943	501-473-0425
Kim Cruce, MVHS Principal	870-269-3943	870-269-5372
Melissa Futrell, Therapist	870-269-3943	870-269-4702
Melissa Howard, Curriculum Coord.	870-269-3943	870-213-8580
Robert Ross, MVMS Principal	870-269-4335	870-363-4525
Michelle Moody, MVMS Asst. Principal	870-269-4335	870-214-3060
Kim Shelton, MVHS Media Specialist	870-269-3943	870-448-5952
Ron Simpson, M.D., MV Family Prac.	870-269-4144	870-269-8030
Kim Stewart, MVMS/MVHS Nurse	870-269-4335	870-746-4367
Tanya Stewart, MVMS Media Specialist	870-269-4335	870-269-2772
Torey Hanna, MVHS Counselor	870-269-3943	870-214-7955
Leigh Ann Morrison, MVMS Counselor	870-269-4335	417-274-8982
Will Thompson, Pastor	870-269-3628	870-269-2420

Suicide Hot Line: 1-800-359-5541

Arkansas Child Abuse Hotline: 1-800-482-5964

MVHS Comprehensive School Counseling Plan

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Section I

Foundation

A. Rules Governing Standards of Accreditation of Arkansas Public Schools

http://dese.ade.arkansas.gov/public/userfiles/Public_School_Accountability/Standards_and_Systems_Support/RULES_GOVERNING_STANDARDS_FOR_ACCREDITATION_2020.pdf

B. Act 190 – School Counselor Improvement Act of 2019

<https://www.arkleg.state.ar.us/Acts/Document?type=pdf&act=190&ddBienniumSession=2019%2F2019R>

C. Resources

Arkansas Comprehensive School Counseling Program Guide (2019)

http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/School_Counseling_Program_Guide.Post1_1.pdf

ASCA School Counselor Professional Standards & Competencies (2019)

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

ASCA Ethical Standards for School Counselors (2016)

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

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

<https://www.schoolcounselor.org/asca/media/webinars/Mindsets-Beh-Presentation.pdf>

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

<http://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life>

**ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS
PUBLIC SCHOOLS AND SCHOOL DISTRICTS**

Effective Date: July 1, 2020

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Division of Elementary and Secondary Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 1.02 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-202, 6-15-203, 6-15-207, 6-15-208, 6-15-209, and 25-15-201 et seq.

2.00 PURPOSE

- 2.01 These rules are to set forth the Standards for Accreditation of Arkansas to all public schools and public school districts and to apply the Standards for Accreditation to all public schools and public school districts for the purpose of determining accreditation of the school and district.
- 2.02 These rules describe the minimum requirements and process whereby Arkansas public schools and public school districts are accredited, the process whereby Arkansas public schools and public school districts will be cited or placed in probationary status for failure to meet the Standards for Accreditation, and to set forth the enforcement actions that may be applied to Arkansas public schools and public school districts that fail to meet the Standards for Accreditation.

3.00 DEFINITIONS – For purposes of these Rules, the following terms mean:

- 3.01 “Accredited - Cited” means the status assigned to a public school or public school district that fails to meet any Standard identified by a “C” as being a cited violation in these rules.
- 3.02 “Enforcement action” means the intervention of the State to require compliance of a public school or a public school district that fails to meet the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 3.03 “Accredited - Probation” means the status assigned to a public school or public school district that fails to meet any Standard identified by a “P” as being a probationary violation in these rules or fails to correct a violation by the specified deadline for which it acquired cited status.
- 3.04 “Division” means the Division of Elementary and Secondary Education of the Arkansas Department of Education.

3.05 "Public school" means:

3.05.1 A school operated by a public school district; or

3.05.2 An open-enrollment public charter school, as defined in Ark. Code Ann. § 6-23-103.

3.06 "Public school district" means:

3.06.1 A geographic area that qualifies as a taxing unit for purposes of ad valorem property taxes under Ark. Code Ann. § 26-1-101 et seq. and Arkansas Constitution, Article 14, § 3, and is either:

3.06.1.1 Governed by an elected board of directors; or

3.06.1.2 Under the administrative control of the State Board or the Commissioner of Education in place of an elected board of directors; or

3.06.2 An open-enrollment public charter school, as defined in Ark. Code Ann. § 6-23-103.

3.07 "Standards for Accreditation" means the series of requirements that specify what a public school or public school district shall meet in order to be fully accredited by the Arkansas Division of Elementary and Secondary Education.

3.08 "Written curriculum" includes identified sequences of student learning expectations, pacing, materials and resources used to teach the Arkansas Academic Standards and processes for evaluating mastery of the standards at particular points in time throughout the K-12 educational program.

4.00 BI-ANNUAL REVIEW AND APPROVAL OF THE STANDARDS FOR ACCREDITATION

The Division is responsible for the development of the Standards for Accreditation and shall review these standards every two years to ensure alignment with the laws of the State of Arkansas and the rules of Division.

The review process shall include:

4.01 Public notice of the intent to review the Standards. Public notice may include notice of intent provided at a State Board meeting, on the Division website, by Commissioner's Memo, or Division social media;

4.02 Organization of a committee consisting of Arkansas educators, administrators, and other stakeholders to review and provide feedback to Division staff regarding the

Standards for Accreditation, particularly the Standards found to have the most violations or in conflict with state law or rules;

- 4.03 Revision, as needed, of the Standards for Accreditation by Division staff;
- 4.04 Submission of the revised Standards for Accreditation for review by the State Board of Education and consideration for release for public comment;
- 4.05 Submission to the Senate and House Education Committees for review and feedback to the State Board of Education; and
- 4.06 Review of the Senate and House Education Committee feedback and make necessary revisions.
- 4.07 Submit Standards for Accreditation to the Board for approval.

5.00 CITED STATUS

- 5.01 A public school district shall be assigned Accredited – Cited status when it is deemed to have failed to meet any standard defined with a district cited status (“D/C”) in the Standards for Accreditation.
- 5.02 A public school shall be assigned Accredited – Cited status when it is deemed to have failed to meet any standard defined with a school cited status (“S/C”) in the Standards for Accreditation.
- 5.03 No public school or public school district shall maintain Accredited – Cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the Accredited – Cited status is assigned, unless provided otherwise in these rules.
- 5.04 Any public school or public school district that fails to remedy itself from Accredited – Cited status for violation of a particular standard after two (2) consecutive school years shall be assigned Accredited – Probation status.

6.00 PROBATIONARY STATUS

- 6.01 A public school district shall be assigned Accredited – Probation status when it is deemed to have failed to meet any standard defined with a district probationary status (“D/P”) in the Standards for Accreditation or was in Accredited – Cited status for the same violation the previous two (2) consecutive school years.
- 6.02 A public school shall be assigned Accredited – Probation status when it is deemed to have failed to meet any standard defined with a school probationary status (“S/P”) in the Standards for Accreditation or was in Accredited – Cited status for the same violation the previous two (2) consecutive school years.

- 6.03 No public school or public school district shall maintain Accredited – Probation status for violation of any standard for more than two (2) consecutive school years including the year the Accredited – Probation status is assigned.
- 6.04 Any public school or public school district that fails to remedy itself from Accredited – Probation status after the two (2) consecutive school years will be subject to mandates of Ark. Code Ann. § 6-15-207 and Section 9.00 of these Rules.

7.00 ACCREDITATION OF PUBLIC SCHOOLS AND PUBLIC SCHOOL DISTRICTS

- 7.01 A public school or public school district shall be accredited based on compliance with the Standards for Accreditation and shall be identified as Accredited.
- 7.02 A material and substantial failure to comply with any state or federal law, rule, or regulation that interferes with a public school or public school district's obligation to provide a general, suitable and efficient education may result in a recommendation of Accredited – Cited or Accredited – Probation status.
- 7.03 Any person who knowingly submits or falsifies information requested or required by the Division may be subject to licensure action pursuant to Ark. Code Ann. § 6-17-410 and other relevant state and federal law.

7.04 ACCREDITATION PROCESS

7.04.1 The Division shall annually review all public school and public school district accreditation reports.

7.04.2 The Division shall:

7.04.2.1 Investigate any suspected deficiencies in meeting the Standards for Accreditation.

7.04.2.2 Investigate all written complaints alleging violations of the Standards for Accreditation received by the Division.

7.04.2.3 Conduct additional review of public schools and public school districts identified as being at risk of failing to meet the Standards for Accreditation.

7.04.2.4 Conduct an on-site review of public schools and public school districts whenever the Division or State Board of Education deems necessary.

7.04.3 At any time, a public school or public school district which does not meet the Standards for Accreditation, as determined by the Division, shall be

notified in writing of the deficiency and the timeline for correction. Any deficiency unresolved shall be reported to the State Board of Education for consideration of action.

7.04.4 At any time but no later than May 1, the Division shall notify the public school district superintendent of the public schools or public school districts recommended accreditation status.

7.04.5 The State Board of Education will review the recommendation from the Division and make the final determination of accreditation status for the identified public schools or public school districts as outlined in Section 8.0 of these rules.

7.04.6 Public schools and public school districts classified as Accredited – Probation for more than two (2) consecutive school years shall be subject to enforcement actions pursuant to Ark. Code Ann. § 6-15-207 and Section 9.00 of these Rules.

8.00 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS

8.01 A public school or public school district may be placed in Accredited – Cited or Accredited – Probation status at any time if any violation of the Standards for Accreditation has not been corrected or the appropriate documentation detailing the public school or public school district's plan, including necessary timelines, to correct the deficiency is not received by the Division within fifteen calendar (15) days of notification of the violation.

8.02 The Division will review the submitted documentation and respond in writing with the length of time that will be allowed for correction of the deficiency.

8.03 The recommended accreditation status will be submitted to the State Board of Education for final approval.

8.04 After approval by the State Board of Education, the public school or public school district will be identified as Accredited, Accredited - Cited, or Accredited - Probation. An identification as Accredited - Cited or Accredited - Probation shall be considered the first year of identification. The identification will remain in place for the following school year which shall be considered the second year of identification.

9.00 ENFORCEMENT OF STANDARDS FOR ACCREDITATION

9.01 The State Board of Education may, on its own motion or upon petition from the Division, take any number of the following actions, listed in Section 9.03, to address a public school or public school district which has failed to meet the Standards for Accreditation at any time after a public school or public school

district has received notice of being placed in Accredited – Probation status pursuant to Section 7.04.4 of these rules. The Division shall petition the State Board of Education for enforcement action as allowed by these rules when a public school or public school district has failed to remedy all probationary violations within the specified time period for correction.

- 9.02 The State Board of Education shall take at least one of the actions listed in Section 9.03 to address any public school or public school district that is identified as Accredited - Probation for failing to meet the Standards for Accreditation for two (2) consecutive school years including the year the Accredited – Probation status was issued, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the public school or public school district could not meet the current Standards in the required time period due to impossibility caused by external forces beyond the public school or public school district's control.
- 9.03 The State Board of Education shall be allowed to take the following actions to address any public school or public school district on Accredited – Probation status for failing to meet the Standards for Accreditation:
 - 9.03.1 Require a public school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school or public school district;
 - 9.03.2 Require a public school or public school district to institute and fully implement a curriculum that is aligned to the Arkansas Academic Standards, including providing appropriate professional development at the cost of the public school district;
 - 9.03.3 Remove a particular public school from the jurisdiction of a public school district and establish alternative public governance and supervision of such school or schools;
 - 9.03.4 Require a public school district to close down or dissolve a particular public school or schools within a public school district;
 - 9.03.5 Annex a public school district or districts or parts thereof with another receiving public school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq.;
 - 9.03.6 Consolidate a public school district or districts or parts thereof with another public school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq.;
 - 9.03.7 Reconstitute the leadership of a public school district by removing permanently or suspending on a temporary basis the superintendent of the

public school district or any particular board members of a public school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the public school district, or both;

9.03.8 Accept a corrective action plan to address the violations of the Standards for Accreditation and designate the public school or public school district as being Accredited –Corrective Action; or

9.03.9 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a public school or public school district failing to meet the Standards for Accreditation.

10.00 RIGHT OF APPEAL

In the event a public school or public school district believes the Division has improperly determined that any public school or public school district has failed to meet the Standards for Accreditation, the public school district shall have a right to file its written appeal with the office of the Commissioner of Education.

10.01 Any appeal shall be held at an open hearing, and the decision of the State Board of Education shall be in open session. The appeal must be filed no later than fifteen (15) calendar days.

10.02 The following procedures shall apply to State Board of Education hearings in which the public school district believes the Division improperly determined that the public school or public school district failed to meet the Standards for Accreditation:

10.02.1 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

10.02.2 The Division shall have up to twenty (20) minutes to present its case to the State Board. The Chairperson of the State Board may allow additional time if necessary.

10.02.3 The appealing public school district shall have up to twenty (20) minutes to present its case to the State Board. The Chairperson of the State Board may allow additional time if necessary.

10.02.4 The State Board may pose questions to any party at any time during the hearing.

10.02.5 The State Board shall then discuss, deliberate, and vote upon the matter.

- 10.02.6 If deemed necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations, and votes upon the matter take place at a public hearing.
- 10.02.7 The State Board shall issue a written order concerning the matter.
- 10.03 The State Board of Education may approve the classification of the public school or public school district accreditation status, as determined by the Division, or it may sustain the appeal of the district.
- 10.04 Pursuant to Ark. Code Ann. § 6-15-203, an appeal from the ruling of the State Board of Education may be made by a public school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

11.00 WAIVER AUTHORITY AND PROCESS

- 11.01 Except as provided by Ark. Code Ann. § 6-15-202(b)(2), the State Board of Education on its own motion, or on petition from the Division or from a district, may, upon a showing of just cause in a public hearing of the State Board of Education, grant a waiver of any Standard for Accreditation for no longer than one (1) school year. However, no curricula, student performance, school performance, or any standard required by law may be waived for any time period.
 - 11.01.1 Unless the timeline is waived by the Commissioner based on emergency circumstances, a petition for waiver of any Standard for Accreditation by a public school district shall be filed in the Office of the Commissioner of Education thirty (30) calendar days prior to the meeting of the State Board of Education hearing the waiver petition.
 - 11.01.2 A hearing of the State Board of Education concerning a waiver of any Standard for Accreditation shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accordance with Arkansas law, and following procedures in 10.02 of these rules, no later than May 20.
- 11.02 A waiver of any Standard for Accreditation approved by the State Board of Education shall only apply to the school year in which it was granted. The approved waiver shall not apply to the next school year.

12.00 NOTIFICATION TO THE PUBLIC

When any public school or a public school district is determined by the State Board of Education to be in Accredited – Probation or Accredited – Corrective Action status for failure to meet the Standards for Accreditation, the public school district, after exhausting its rights to appeal, shall

publish the accreditation status determination and findings of the State Board of Education to the public and the parents or guardians of each student enrolled in the public school or public school district determined to have failed to meet the Standards for Accreditation.

- 12.01 The public notice shall be in an understandable and uniform format;
- 12.02 Immediately after the State Board of Education's determination, the public notice shall be published or disseminated:
 - 12.02.1 On the website of the public school district; and
 - 12.02.2 Published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected public school district.
- 12.03 Documentation of the publication shall be posted on the district website under State – Required Information until the State Board of Education removes the status.

APPENDIX A - THE STANDARDS FOR ACCREDITATION

Standard 1: Academics

The academic system of a public school district ensures all students have access to a guaranteed viable curriculum aligned to the Arkansas Academic Standards for all academic areas.

Standard 1-A Curriculum and Instruction

1-A.1 Each public school district board of directors shall annually adopt and implement written curriculum aligned to the Arkansas Academic Standards for the operation of the school district in accordance with the laws of the State of Arkansas and the rules of the Division. Reading, writing, speaking, and personal success skills shall be incorporated into all curriculum areas. *(D/C)*

1-A.1.1 For Grades K-4, all students shall receive instruction annually in each of the following content areas *(S/P)*:

- 1-A.1.1.1 English Language Arts;
- 1-A.1.1.2 Mathematics;
- 1-A.1.1.3 Social Studies;
- 1-A.1.1.4 Science;
- 1-A.1.1.5 Fine Arts; and
- 1-A.1.1.6 Health and Safety Education and Physical Education.

1-A.1.2 For Grades 5-8, all students shall receive instruction annually in each of the following content areas *(S/P)*:

- 1-A.1.2.1 English Language Arts;
- 1-A.1.2.2 Mathematics;
- 1-A.1.2.3 Science;
- 1-A.1.2.4 Social Studies;
- 1-A.1.2.5 Fine Arts;
- 1-A.1.2.6 Health and Safety and Physical Education; and
- 1-A.1.2.7 Career and Technical Education.

1-A.1.2.8 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every elementary school in the state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in the state. *(S/P)*

1-A.1.2.9 Upon approval by the Division, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a

single course may be taught over a two-year period. Teachers shall be licensed, or teaching under an approved waiver, in the course taught with students participating in appropriate examinations. *(S/P)*

1-A.1.3 For Grades 9-12, the following content areas shall be offered annually for a total of 38 units, except as otherwise allowed by law and these rules. The list of courses, approved by the State Board of Education for each content area, is posted annually on the Division website. *(S/P)*

- 1-A.1.3.1 English Language Arts - 6 units;
- 1-A.1.3.2 Science - 5 units;
- 1-A.1.3.3 Mathematics - 6 units;
- 1-A.1.3.4 Computer Science - 1 unit;
- 1-A.1.3.5 Foreign Languages - 2 units of the same language;
- 1-A.1.3.6 Fine Arts - 3 ½ units;
- 1-A.1.3.7 Social Studies - 4 units;
- 1-A.1.3.8 Health and Safety Education and Physical Education - 1 ½ units; and
- 1-A.1.3.9 Career and Technical Education - 9 units of sequenced career and technical education courses representing three (3) occupational areas.

1-A.1.3.10 Courses offerings shall include advanced educational courses in accordance with the laws of the State of Arkansas and the rules of the Division. *(S/P)*

1-A.1.4 Following the Course Approval Process, a public school may request to combine or embed the Arkansas Academic Standards from two (2) separate courses into one (1) combined course. The public school must continue to teach the Arkansas Academic Standards for each separate course that is combined. *(S/P)*

1-A.2 A high school unit of credit shall be awarded for a course which meets for a minimum of 120 clock hours unless the public school district awards units of credit based on subject matter competency in compliance with the public school district's approved plan under Ark. Code Ann. § 6-15-216. *(S/P)*

1-A.3 Each public school district shall established procedures and monitoring processes to ensure that the content of each course offered by the district is consistent with the Arkansas Academic Standards. *(D/C)*

1-A.4 Each public school district shall adopt a school calendar and provide planned instruction per day in accordance with the laws of the State of Arkansas and the rules of the Division. By August 1, the school calendar shall be posted on the district website under State – Required Information. *(D/C)*

- 1-A.4.1 Each public school shall provide a minimum of 178 days of student-teacher interaction time. *(S/P)*
- 1-A.4.2 Except where otherwise allowed by law, each public school shall provide a planned instructional day that averages no less than six (6) hours per day or thirty (30) hours per week. Any day in which fewer than six (6) hours of instructional time is provided to students shall be counted as one-half (1/2) of a school day if at least three (3) hours of instructional time is provided to students. Any day in which fewer than three (3) hours of instructional time is provided to students shall not be counted as part of a school day. *(S/P)*
- 1-A.4.3 At least forty (40) minutes of instructional time per school day shall be used for recess for students attending public elementary schools, in accordance with the Division's nutrition and physical activity standards.
- 1-A.5 Each public school district shall comply with the laws of the State of Arkansas and the rules of the Division regarding class size and teaching load. *(D/P)*
- 1-A.6 Each public school district shall adopt instructional material consistent with the public school district's curriculum and the Arkansas Academic Standards and educational goals established by the State Board of Education in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/P)*
- 1-A.7 The district shall provide all necessary instructional materials to each student without cost to the student. *(D/P)*

Standard 1-B Academic Policies

- 1-B.1 Each public school district shall engage parents, staff, and students in the adoption or review of the written discipline policies, including a code of student behavior, in accordance with the laws of the State of Arkansas and the rules of the Division. The public school district shall notify the parent(s) or guardian and students of the rules and procedures by which the school is governed and require a signed acknowledgement from the parent(s) or guardian that they have received the school's discipline policies. *(D/C)*
- 1-B.2 Annually by August 1, each public school district shall post its written discipline policies on the district website under State – Required Information. *(D/C)*
- 1-B.3 Each public school district shall comply with the laws of the State of Arkansas and the rules of the Division regarding nutrition and physical activity standards. *(D/C)*

- 1-B.3.1 Each public school and public school district shall develop and implement a written health and wellness plan that must be submitted annually to the Division by October 1. *(D-S/C)*
- 1-B.4 Each public school district shall comply with any requirements of the Arkansas Educational Support and Accountability Act placed on the public school or public school district. *(D/P)*

Standard 1-C Student Performance

- 1-C.1 Each public school district must comply with the laws of the State of Arkansas and the rules of the Division regarding the statewide student assessment system. *(D/P)*
 - 1-C.1.1 Each public school shall assess at least 95% of its students on the annual statewide student assessment. *(S/C)*
 - 1-C.1.2 Selected public schools shall participate in any and all components of the National Assessment of Educational Progress (NAEP). *(S/C)*
- 1-C.2 Each public school district shall adopt graduation requirements in accordance with the laws of the State of Arkansas and the rules of the Division and include the graduation requirements in the student handbook. *(D/P)*
 - 1-C.2.1 Each public school district shall maintain accurate student records including graduation requirements. *(D/P)*
 - 1-C.2.2 For graduation, students must have acquired a minimum of twenty-two (22) units of credit as determined by the State Board of Education. *(S/P)*
 - 1-C.2.3 All students must pass the Arkansas civics exam with a score of at least 60% in order to graduate. This requirement shall not apply to those students exempt by law. *(S/P)*
 - 1-C.2.4 Beginning with the freshman class of 2017-2018, students in grades nine through twelve (9-12) must earn credit in a course that meets personal and family finance standards to graduate. *(S/P)*
 - 1-C.2.5 Students in grades nine through twelve (9-12) must complete at least one digital course for credit to graduate. *(S/P)*
 - 1-C.2.6 Students in grades nine through twelve (9-12) shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation (CPR) to graduate. *(S/P)*

Standard 2: Student Support Services

The student support system of a public school district ensures that all students have equitable access to opportunities and supports to meet college, career and community readiness.

Standard 2-A Equitable Opportunities

2-A.1 All policies and actions of a school district's board of directors shall be nondiscriminatory and shall be in accordance with state and federal laws and the rules of the Division. *(D/P)*

2-A.1.1 Each public school district shall file an accurate and timely Equity Compliance Report by October 15 as part of the cycle 2 submission. *(D/P)*

2-A.2 The board of directors, administrators, and employees of a public school district shall not knowingly authorize the participation of students in events or activities held at a location where some students would be excluded or not given equal treatment because of the student's race, national origin, disability, sex, or ethnic background. *(D/P)*

Standard 2-B Attendance and Enrollment

2-B.1 Each public school district board of directors shall adopt a student attendance policy and include the attendance policy in the student handbook. *(D/C)*

2-B.2 Each public school shall maintain accurate student attendance records in a format prescribed by the Division. *(D/P)*

2-B.3 Each public school shall not admit any student who has not been age-appropriately immunized as required by state and federal laws and rules unless the student has an exemption. By December 1, the school must post the required exemption report pursuant to Ark. Code Ann. § 6-18-702 on the district website under State – Required Information. *(S/C)*

Standard 2-C Comprehensive School Counseling Plan

2-C.1 Each public school district shall develop and implement a written plan for providing comprehensive school counseling services to all students in the public school system in accordance with the laws of the State of Arkansas and the rules of the Division. By August 1, the written plan shall be posted on the district website under State – Required Information. *(D/C)*

2-C.2 Each public school district shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development. *(D/C)*

Standard 2-D Media Center for Student Support

- 2-D.1 Each public school district shall annually budget and expend sufficient resources to purchase and maintain an appropriate balance of print, non-print, and electronic media that is adequate in quality and quantity to meet the academic standards for all students. *(D/C)*

Standard 2-E Health and Safety Services

- 2-E.1 Each public school district shall provide a health services program under the direction of a licensed registered nurse in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/C)*
- 2-E.2 Each public school and public school district shall maintain appropriate materials and expertise to reasonably ensure the safety of students, employees, and visitors. *(D/C)*

Standard 2-F Special Education Services

- 2-F.1 All public school district personnel, teachers, and administrators must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq., its implementing regulations at 34 C.F.R. Part 300, Ark. Code Ann. § 6-41-101 et seq., the laws of the State of Arkansas, and the rules of the Division. *(D/P)*
- 2-F.2 Each public school district shall offer a full continuum of special education services as required by the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq., its implementing regulations at 34 C.F.R. Part 300, Ark. Code Ann. § 6-41-101 et seq., the laws of the State of Arkansas, and the rules of the Division. *(D/P)*

Standard 2-G Gifted and Talented Services

- 2-G.1 Each public school district shall provide gifted and talented services in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/C)*

Standard 2-H Dyslexia Services

- 2-H.1 Each public school district shall provide screening and intervention for dyslexia in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/P)*
- 2-H.2 Each public school district shall comply with the annual dyslexia reporting as required by Ark. Code Ann. § 6-41-606. *(D/P)*

Standard 2-I Alternative Education Services

- 2-I.1 Each public school district shall provide appropriate alternative programs for students who are identified as requiring such programs to continue their education. *(D/C)*

Standard 2-J English Learner Services

- 2-J.1 Each public school district shall conduct a home language usage survey for each student upon the student's initial enrollment to identify students that need to be screened for English for Speakers of other Language Services. *(D/C)*
- 2-J.2 Each public school district shall offer a Language Instruction Educational Program for identified English Learners in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/C)*

Standard 3: District Operations and Fiscal Governance

The district operations and fiscal governance system of a public school district ensures alignment between resource allocation and meeting the needs of each student's academic success and well-being.

Standard 3-A Operating Policies, Procedures, and Training

- 3-A.1 Each public school district board of directors shall adopt and update written policies for the fiscal operation of the school district in accordance with the laws of the State of Arkansas and the rules of the Division. By August 1, the written policies shall be posted on the district website under State – Required Information. *(D/C)*
- 3-A.2 Each public school district shall adopt written personnel policies, including the salary schedules for the licensed and classified staff. By August 1, the written policies shall be posted on the district website under State – Required Information. *(D/C)*
- 3-A.3 Each public school district shall submit accurate and timely reports deemed necessary to assure compliance with federal and state law and the rules of the Division, as requested. *(D/C)*
- 3-A.4 Each public school district shall ensure compliance with the Arkansas Public School Computer Network ("APSCN") reporting and annual training requirements required by the laws of the State of Arkansas and the rules of the Division. *(D/C)*
- 3-A.5 Each public school district shall employ a general business manager responsible for the fiscal operations of the school district. *(D/C)*
- 3-A.6 Each member of a public school district board of directors shall receive annual training in accordance with the laws of the State of Arkansas and the rules of the

Division. A statement of the hours of training and instruction received by each board member for the preceding year shall be included in the annual school performance report required by the laws of the State of Arkansas. *(D/C)*

- 3-A.7 Each public school district superintendent shall file a written statement of assurance annually by October 1 in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/C)*
- 3-A.8 Except where otherwise allowed by law, each public school district shall comply with the Standards for Accreditation without using enhanced student achievement funding. *(D/C)*
- 3-A.9 By August 1, each public school district shall post all student handbooks on the district website under State – Required Information. *(D/C)*
- 3-A.10 Each public school district which has not obtained full and complete unitary status and has not been released from court supervised desegregation obligations shall seek to obtain a declaration of full and complete unitary status and release from all court supervision from the federal courts. *(D/P)*
 - 3-A.10.1 Beginning September 15 of each year, any public school district identified in Section 3-A.10 shall submit written quarterly reports to the Division detailing the district's outstanding desegregation obligations and the district's efforts towards obtaining full unitary status and release from court supervision. The detailed plan shall include the district's progress towards meeting its obligations and timelines for reaching a determination of full unitary status and release from court supervision.
 - 3-A.10.2 If the Division is unable to verify the public school district's efforts to comply with the submitted detailed plan required by these Rules, the Division shall recommend to the State Board of Education whether the public school district should be placed on Accredited – Probation status in accordance with these Rules.

Standard 3-B School-level Improvement Plans and Reporting

- 3-B.1 Each public school in Arkansas shall develop, with appropriate staff and community participation, a school-level improvement plan. School goals shall be compatible with district, state and national educational goals and shall address local needs in accordance with the laws of the State of Arkansas and the rules of the Division. The school-level improvement plans must be approved by the district and school board and posted to the district website under State – Required Information by August 1. *(D/C)*
- 3-B.2 Each public school district board of directors shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public

meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program in accordance with the laws of the State of Arkansas and the rules of the Division. The report shall detail the progress of the district and schools toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. The report shall be made available to the public and the public shall be notified of the meeting. *(D/C)*

3-B.2.1 The annual report to the public shall be posted on the district website under State – Required Information no later than 10 days after the public meeting is held. *(D/C)*

Standard 3-C Maintenance of Records and Reports

3-C.1 Each public school and public school district shall develop and implement a records retention policy that retains all reports and records necessary for effective planning, operation, and education in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/C)*

3-C.2 Each public school and public school district shall maintain permanent student records in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/C)*

Standard 3-D Food Service

3-D.1 Each public school district shall provide food services in accordance with federal and state laws and the rules of the Division. *(D/C)*

Standard 4: Human Capital

The human capital system of a public school district ensures recruitment, retention, and development of effective educators and support personnel to meet the needs of the whole child.

Standard 4-A Background Checks

4-A.1 Each public school district shall not employ personnel, whether licensed or non-licensed, who have not successfully completed background checks in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/C)*

Standard 4-B Superintendent

4-B.1 Each public school district shall employ a full-time superintendent to oversee all operations of the public school district. *(D/P)*

4-B.2 Each public school district superintendent shall meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Division

unless the public school district has a licensure exception in accordance with the laws of the State of Arkansas and the rules of the Division. (D/C)

Standard 4-C Principals and other Building and District Administrators

- 4-C.1 Each public school shall employ at least a half-time principal. A full-time principal shall be employed when a public school's enrollment reaches three hundred (300). A public school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist. (D/P)
- 4-C.2 Each public school district shall employ public school principals that meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Division unless the public school district has a licensure exception in accordance with the laws of the State of Arkansas and the rules of the Division. (D/C)
- 4-C.3 Each public school district shall register with the Division any building or district level administrator, with the exception of the superintendent, that is in his or her first year of employment as an administrator and ensure these administrators receive mentoring support for their first three years. (D/C)
- 4-C.4 At least once every four years, the district shall report in the state approved platform a summative rating for each building and district level administrator, with the exception of the superintendent. (D/C)

Standard 4-D Teachers

- 4-D.1 Each public school district shall employ classroom teachers that meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Division or are teaching under a licensure exception in accordance with the laws of the State of Arkansas and the rules of the Division. (D/C)
- 4-D.2 Each public school district shall not employ an individual, including as a substitute teacher whether directly employed by the school or through a teaching services contract, whose license has been suspended or revoked by the State Board of Education for a disqualifying offense or those, licensed or unlicensed individuals, who have been sanctioned for an ethical violation in accordance with the laws of the State of Arkansas and the rules of the Division. (D/C)
- 4-D.3 Each public school district must comply with the Right to Read Act, codified in Ark. Code Ann. § 6-17-429, regarding the hiring of teachers who demonstrate proficiency in knowledge and practices of scientific reading instruction. (D/P)

- 4-D.4 Each public school district shall register with the Division any teacher that is in his or her first year of employment as a teacher and ensure these teachers receive mentoring support for their first three years. *(D/C)*
- 4-D.5 At least once every four years, the district shall report in the state approved platform a summative rating for each teacher. *(D/C)*

Standard 4-E School Counselors

- 4-E.1 Each public school district shall employ school counselors that meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Division or are working under a licensure exception in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/C)*
- 4-E.2 Each public school district shall have a student/school counselor ratio of no more than one to 450 students. *(D/P)*
- 4-E.3 Each public school district shall allot sufficient time for each school counselor to carry out the duties stated in the comprehensive school counseling plan, pursuant to Ark. Code Ann. § 6-18-2004. *(D/P)*

Standard 4-F Library Media Specialists

- 4-F.1 Each public school district shall employ library media specialists that meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Division or are working under a licensure exception in accordance with the laws of the State of Arkansas and the rules of the Division. *(D/C)*
- 4-F.2 Public schools with fewer than three hundred (300) students shall employ at least one half-time library media specialist. Public schools with three hundred (300) or more students shall employ at least one full-time library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ at least two full-time library media specialists. *(S/P)*

Standard 4-G Professional Development

- 4-G.1 Teachers and administrators must comply with the laws of the State of Arkansas and the rules of the Division regarding professional development. *(D/C)*
- 4-G.2 Each public school district shall provide professional development in scientific reading instruction in compliance with the Right to Read Act, codified in Ark. Code Ann. § 6-17-429. *(D/P)*

Standard 5: Stakeholder Communication / Family and Community Engagement

The stakeholder communication / family and community engagement system of a public school district ensures stakeholders are engaged in meaningful communication to provide an effective learning experience for each student.

Standard 5-A Comprehensive Plan for Communication and Engagement

- 5-A.1 Each public school district shall have a written plan for parent, family, and community engagement, including the scheduling of at least two (2) parent-teacher conferences each year, in accordance with the laws of the State of Arkansas and the rules of the Division. By August 1, the plan shall be posted on the district website under State – Required Information. (D/C)

Standard 6: Facilities and Transportation

The facilities and transportation system of a public school district ensures a quality learning environment for Arkansas students.

Standard 6-A Facilities and Equipment

- 6-A.1 Each public school district shall plan, construct, and maintain school facilities in accordance with federal laws, the laws of the State of Arkansas, and the rules of the Arkansas Division of Public School Academic Facilities and Transportation. (D/C)
- 6-A.2 Each public school district shall adopt and implement school safety policies and procedures in accordance with the laws of the State of Arkansas and the rules of the Division. (D/P)

1 State of Arkansas
2 92nd General Assembly
3 Regular Session, 2019

A Bill

SENATE BILL 199

4
5 By: Senator B. Davis
6 By: Representative Vaught
7

For An Act To Be Entitled

8
9 AN ACT TO REPEAL THE PUBLIC SCHOOL STUDENT SERVICES
10 ACT; TO CREATE THE SCHOOL COUNSELING IMPROVEMENT ACT
11 OF 2019; AND FOR OTHER PURPOSES.
12
13

Subtitle

14
15 TO REPEAL THE PUBLIC SCHOOL STUDENT
16 SERVICES ACT; AND TO CREATE THE SCHOOL
17 COUNSELING IMPROVEMENT ACT OF 2019.
18
19

20 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
21

22 SECTION 1. Arkansas Code § 6-15-202(f)(42), concerning the development
23 of accreditation regulations and standards, is amended to read as follows:

24 (42) Section ~~6-18-1005~~ 6-18-2003 concerning a ~~student services~~
25 comprehensive school counseling program;
26

27 SECTION 2. Arkansas Code § 6-18-707(c)(2)(B)(iii), concerning
28 definitions regarding prescription asthma inhalers or auto-injectable
29 epinephrine, is amended to read as follows:

30 (iii) A copy of an individualized healthcare plan
31 for the student ~~prepared in accordance with § 6-18-1005 and any related rules~~
32 ~~of the department.~~
33

34 SECTION 3. Arkansas Code Title 6, Chapter 18, Subchapter 10, is
35 repealed.
36

~~Subchapter 10 — Public School Student Services Act~~



1
2 ~~6-18-1001. Title.~~

3 ~~This subchapter shall be known and may be cited as the "Public School~~
4 ~~Student Services Act".~~

5
6 ~~6-18-1002. Purpose.~~

7 ~~It is the intent of the General Assembly to articulate the functions~~
8 ~~served by each of the components of a program of student services. It is~~
9 ~~further the intent of the General Assembly that each school district develop~~
10 ~~and implement a plan for providing student services to all students in the~~
11 ~~public school system, including area vocational-technical schools. Such plan~~
12 ~~shall be implemented no later than the 1991-1992 school year. It is the~~
13 ~~intent of the General Assembly that student services coordinators be given~~
14 ~~time to fulfill their responsibilities under this subchapter.~~

15
16 ~~6-18-1003. Rules.~~

17 ~~The State Board of Education is authorized to adopt rules to carry out~~
18 ~~the intent of this legislation; such rules shall include, but need not be~~
19 ~~limited to:~~

20 ~~(1) A description of the student services program at all~~
21 ~~educational levels for which the school district board of directors is~~
22 ~~responsible;~~

23 ~~(2) Criteria for the development by each school of a building-~~
24 ~~based student services plan which reflects input from parents, teachers,~~
25 ~~principals, students, and other agencies;~~

26 ~~(3) Identification of alternative student services personnel who~~
27 ~~do not meet traditional graduate school requirements and who may be used by~~
28 ~~the school district board of directors in providing the recommended student~~
29 ~~services, including, but not limited to, paraprofessionals, teachers,~~
30 ~~parents, and representatives of business and industry; and~~

31 ~~(4) Establishment of minimum standards for all areas of student~~
32 ~~services personnel.~~

33
34 ~~6-18-1004. School district plan.~~

35 ~~(a)(1) Each school district shall develop and implement a plan that~~
36 ~~ensures that individual student services are coordinated in a manner~~

~~utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service.~~

~~(2) Only those trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan will be assigned to carry out the duties of each service.~~

~~(b) Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, but are not limited to, the following:~~

~~(1) Behavioral contracting;~~

~~(2) Dispute resolution;~~

~~(3) Classroom meetings;~~

~~(4) Logical consequences;~~

~~(5) Assertive discipline;~~

~~(6) Behavior modification; and~~

~~(7) Career and academic counseling.~~

~~(c)(1) Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments.~~

~~(2) The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.~~

~~(d) The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Committee on Education and the House Committee on Education.~~

~~6-18-1005. Student services program defined.~~

~~(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:~~

~~(1) Guidance and counseling services, which shall include, but are not limited to:~~

~~(A) The availability of individual and group counseling to all students;~~

~~(B) Orientation programs for new students at each level of education and for transferring students;~~

~~(C) Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;~~

1 (D) ~~Consultation with parents, faculty, and out-of-school~~
2 ~~agencies concerning student problems and needs;~~

3 (E) ~~Utilization of student records and files;~~

4 (F) ~~Interpretation of augmented, criterion-referenced, or~~
5 ~~norm-referenced assessments and dissemination of results to the school,~~
6 ~~students, parents, and community;~~

7 (G) ~~The following up of early school dropouts and~~
8 ~~graduates;~~

9 (H) ~~A school-initiated system of parental involvement;~~

10 (I) ~~An organized system of informational resources on~~
11 ~~which to base educational and vocational decision making;~~

12 (J) ~~Educational, academic assessment, and career~~
13 ~~counseling, including advising students on the national college assessments,~~
14 ~~workforce opportunities, and alternative programs that could provide~~
15 ~~successful high school completion and postsecondary opportunities for~~
16 ~~students;~~

17 (K) ~~Coordinating administration of the Tests of Adult~~
18 ~~Basic Education or a high school equivalency pretest to students by~~
19 ~~designating appropriate personnel, other than the school guidance counselor,~~
20 ~~to administer the tests;~~

21 (L) ~~Classroom guidance, which shall be limited to forty-~~
22 ~~minute class sessions, not to exceed three (3) per day and not to exceed ten~~
23 ~~(10) per week; and~~

24 (M) ~~Guidance in understanding the relationship between~~
25 ~~classroom performance and success in school;~~

26 (2) ~~Psychological services, which shall include, but are not~~
27 ~~limited to, the following:~~

28 (A) ~~Evaluation of students with learning or adjustment~~
29 ~~problems;~~

30 (B) ~~Evaluation of students in exceptional child education~~
31 ~~programs;~~

32 (C) ~~Consultation and counseling with parents, students,~~
33 ~~and school personnel to ensure that all students are ready to succeed and~~
34 ~~that all students are preparing for college and work;~~

35 (D) ~~A system for the early identification of learning~~
36 ~~potential and factors that affect the child's educational performance;~~

1 ~~(E) A system of liaison and referrals, with resources~~
2 ~~available outside the school; and~~

3 ~~(F) Written policies that assure ethical procedures in~~
4 ~~psychological activities;~~

5 ~~(3) Visiting teacher and school social work services, which~~
6 ~~shall include, but are not limited to, the following:~~

7 ~~(A) Providing casework to assist in the prevention and~~
8 ~~remediation of problems of attendance, behavior, adjustment, and learning;~~
9 ~~and~~

10 ~~(B) Serving as liaison between the home and school by~~
11 ~~making home visits and referring students and parents to appropriate school~~
12 ~~and community agencies for assistance;~~

13 ~~(4) Career services, which shall include, but are not limited~~
14 ~~to, the dissemination of career education information, appropriate course-~~
15 ~~taking patterns, and the effect of taking more rigorous courses so that~~
16 ~~students are better prepared for college and work success;~~

17 ~~(5) Group conflict resolution services, which shall include, but~~
18 ~~are not limited to, the following:~~

19 ~~(A) Educational and social programs that help students~~
20 ~~develop skills enabling them to resolve differences and conflicts between~~
21 ~~groups;~~

22 ~~(B) Programs designed to promote understanding, positive~~
23 ~~communication, and greater utilization of a race relations specialist or~~
24 ~~human relations specialist to assist in the development of intergroup skills;~~
25 ~~and~~

26 ~~(C) Programs designed to prevent bullying;~~

27 ~~(6) Health services, which shall include, but are not limited~~
28 ~~to, the following:~~

29 ~~(A) Students with special healthcare needs, including the~~
30 ~~chronically ill, medically fragile, and technology-dependent, and students~~
31 ~~with other health impairments shall have individualized healthcare plans;~~

32 ~~(B)(i) Invasive medical procedures required by students~~
33 ~~and provided at the school shall be performed by trained, licensed personnel~~
34 ~~who are licensed to perform the task subject to § 17-87-102(10)(D) or other~~
35 ~~professional licensure statutes, unless permitted under § 17-87-103(10) and~~
36 ~~(11).~~

1 (ii) ~~The regular classroom teacher shall not perform~~
2 ~~these tasks, except that public school employees may volunteer to be trained~~
3 ~~and administer glucagon to a student with type 1 diabetes in an emergency~~
4 ~~situation permitted under § 17-87-103(11); and~~

5 (C) ~~Custodial healthcare services required by students~~
6 ~~under individualized healthcare plans shall be provided by trained school~~
7 ~~employees other than the regular classroom teachers; and~~

8 (7) ~~The distribution of a suicide prevention public awareness~~
9 ~~program developed for distribution by the Arkansas Youth Suicide Prevention~~
10 ~~Task Force.~~

11 (b) ~~School counselors shall spend at least seventy-five percent (75%)~~
12 ~~of work time each month during the school year providing direct counseling~~
13 ~~related to students and shall devote no more than twenty-five percent (25%)~~
14 ~~of work time each month during the school year to administrative activities~~
15 ~~provided that the activities relate to the provision of guidance services.~~
16

17 6-18-1006. ~~Occupational and placement specialist.~~

18 (a) ~~The occupational and placement specialist shall serve as liaison~~
19 ~~between employers and the school.~~

20 (b) ~~It is the responsibility of the district placement to make written~~
21 ~~board recommendations to the superintendent for consideration by the school~~
22 ~~district board of directors concerning areas of curriculum deficiency having~~
23 ~~an adverse effect on the employability of job candidates or progress in~~
24 ~~subsequent education experiences.~~

25 (c) ~~Furthermore, district administrative personnel shall report to the~~
26 ~~school district board of directors concerning adjustments in program~~
27 ~~outcomes, curricula, and delivery of instruction as they are made with the~~
28 ~~use of placement and follow-up information.~~

29 (d) ~~The follow-up studies conducted by occupational and placement~~
30 ~~services shall be on a statistically valid random-sampling basis when~~
31 ~~appropriate and shall be stratified to reflect the appropriate vocational~~
32 ~~programs of students graduating from or leaving the public school system.~~
33

34 6-18-1007. ~~School student services status report.~~

35 (a) ~~By January 1, 1994, and each year thereafter, the Department of~~
36 ~~Education shall compile and present to the Governor, the State Board of~~

1 ~~Education, the Senate Committee on Education, and the House Committee on~~
2 ~~Education a report outlining monitoring findings and the status of~~
3 ~~implementing each of the provisions of this subchapter by the various school~~
4 ~~districts, including which districts are in substantial compliance with the~~
5 ~~plan required under this subchapter.~~

6 ~~(b)(1)(A) By January 1, 1998, the department shall have in place a~~
7 ~~staffing structure which assures that the department's administration and~~
8 ~~field service staff are responsible for monitoring the department and local~~
9 ~~school district implementation and compliance with the provisions of this~~
10 ~~subchapter.~~

11 ~~(B) The department shall employ one (1) or more persons~~
12 ~~who shall have a minimum qualification of certification as a school~~
13 ~~counselor.~~

14 ~~(2) Each school district shall be responsible for submitting an~~
15 ~~annual report to the Assistant Commissioner of Learning Services of the~~
16 ~~Department of Education outlining its compliance with and implementation of~~
17 ~~plans for the provisions of this section.~~

18 ~~(3)(A) The Commissioner of Education, in consultation with the~~
19 ~~appropriate assistant commissioner, shall designate an individual or~~
20 ~~individuals who shall have a minimum qualification of certification as a~~
21 ~~school counselor to be responsible for coordinating the monitoring of~~
22 ~~compliance with this section.~~

23 ~~(B) The monitoring shall include interviews with~~
24 ~~administrators, counselors, students, and teachers.~~

25
26 ~~6-18-1008. Implementation.~~

27 ~~(a) The State Board of Education shall cause the Commissioner of~~
28 ~~Education to designate one (1) employee who shall be responsible for~~
29 ~~overseeing the implementation of this subchapter.~~

30 ~~(b) By January 1, 1994, and each year thereafter, the Department of~~
31 ~~Education shall compile and present to the Governor, the state board, the~~
32 ~~House Committee on Education, and the Senate Committee on Education a report~~
33 ~~outlining the status of implementing each of the provisions of this~~
34 ~~subchapter by the various school districts.~~

35
36 ~~6-18-1009. Career development.~~

~~(a) Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.~~

~~(b) School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.~~

SECTION 4. Arkansas Code Title 6, Chapter 18, is amended to add an additional subchapter to read as follows:

Subchapter 20 - School Counseling Improvement Act of 2019

6-18-2001. Title.

This subchapter shall be known and may be cited as the "School Counseling Improvement Act of 2019".

6-18-2002. Definitions.

As used in this subchapter:

(1) "Administrative activities" means activities that are not directly related to the comprehensive school counseling plan and are absent of any direct student services or interaction;

(2) "Direct services" means services that are provided through face-to-face contact with students, including without limitation:

(A) Regular classroom guidance 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;

(B) Individual and group counseling;

(C) Responsive services on behalf of students whose immediate personal concerns and problems put the student's academic, career, or social and emotional development at risk, including the administration of a risk-assessment; and

(D) Interventions for students that are:

(i) At risk of dropping out of school; or

(ii) Exhibiting dangerous behaviors, such as drug use, self-harm, or gang activity; and

(3) "Indirect services" means consultations between a student, a parent or legal guardian, school staff, and community agencies concerning a

1 student's academic, career, and social and emotional needs.

2
3 6-18-2003. Comprehensive school counseling program and plan framework.

4 (a) Each public school district shall:

5 (1) Develop and implement a comprehensive school counseling
6 program that ensures student services are coordinated in a manner that
7 provides comprehensive support to all students; and

8 (2) Have a written plan for a comprehensive school counseling
9 program that:

10 (A) Is implemented by an Arkansas-certified school
11 counselor, a counselor serving under an additional licensure plan, or a
12 school employee acting as a school counselor under a waiver granted under §
13 6-15-103(c);

14 (B) Utilizes state and nationally recognized counselor
15 frameworks;

16 (C) Is reviewed annually and updated as needed by the
17 school counselor in collaboration with the building administrator and other
18 stakeholders;

19 (D) Is systemically aligned to kindergarten through grade
20 twelve (K-12) within the public school district; and

21 (E) Contains the following four (4) components of a
22 comprehensive school counseling program:

23 (i) Foundation, which includes without limitation:

24 (a) Vision statements;

25 (b) Mission statements; and

26 (c) Program goals;

27 (ii) Management, which utilizes assessments and
28 other data to develop, implement, and evaluate a comprehensive school
29 counseling program;

30 (iii) Delivery, which focuses on direct and indirect
31 services through the implementation of a comprehensive school counseling
32 program; and

33 (iv) Accountability, which ensures regular analysis
34 of the comprehensive school counseling program that is provided.

35 (b) The comprehensive school counseling program required under
36 subsection (a) of this section shall:

1 (1) Guide students in academic pursuits, career planning, and
 2 social and emotional learning;

3 (2) Follow the comprehensive school counseling program guidance
 4 provided by the Department of Education;

5 (3) Include goals that are developed annually based on the
 6 vision and mission statements that are shared by stakeholders to ensure
 7 equitable access to opportunities for all students; and

8 (4) Identify student needs through a multilevel school data
 9 review that includes without limitation:

10 (A) Data analysis;

11 (B) Use-of-time data review;

12 (C) Program results data; and

13 (D) Communication and contact with administrators,
 14 parents, students, and stakeholders.

15
 16 6-18-2004. Comprehensive student services.

17 (a) Sufficient time at each public school shall be allotted for the
 18 school counselor to carry out the duties stated in the comprehensive school
 19 counseling plan required under § 6-18-2003.

20 (b)(1) A school counselor shall spend at least ninety percent (90%) of
 21 his or her working time during student contact days providing direct and
 22 indirect services to students.

23 (2) Direct and indirect services may be provided in
 24 collaboration with other school personnel and include without limitation:

25 (A) Intervening with students who are at risk of dropping
 26 out of school to determine if there is a way to keep at-risk students in
 27 school;

28 (B) Following-up with high school graduates;

29 (C) Providing orientation programs for new students and
 30 transferring students at each level of education;

31 (D) Providing academic advisement services, including
 32 without limitation:

33 (i) Developing an individual planning system to
 34 guide a student to access and monitor the student's own educational, career,
 35 and social and emotional progress;

36 (ii) Guiding a student along the pathways to

1 graduation;

2 (iii) Guiding a student in goal-setting experiences
3 and course selection aligned with the student's post-secondary goals;

4 (iv) Addressing accelerated learning opportunities;

5 (v) Addressing academic deficits and the
6 accessibility of resources;

7 (vi) Providing student assessment reviews, interest
8 inventories, or academic results needed to develop, review, and revise a
9 student's plan of study; and

10 (vii) Providing support for students who show
11 potential so they are more likely to engage in rigorous coursework and take
12 advantage of post-secondary opportunities;

13 (E) Providing a career planning process that includes
14 without limitation:

15 (i) Guidance in understanding the relationship
16 between classroom performance and success in school and beyond;

17 (ii) The provision of resources to identify career
18 interests and aptitudes to assist a student in age-appropriate college and
19 career planning;

20 (iii) Guidance in understanding the advantages of
21 completing career certifications and internships;

22 (iv) Interpretation of augmented, criterion-
23 referenced, or norm-referenced assessments for students and parents;

24 (v) The provision of information to a parent or
25 legal guardian, such as through workshops on preparing for college, financial
26 aid, and career opportunities; and

27 (vi) Encouragement to a parent or legal guardian to
28 support partnerships in his or her student's learning and career planning
29 processes;

30 (F) Providing social and emotional skills designed to
31 support students, including without limitation programs:

32 (i) To promote cultural and social awareness,
33 positive communication and relationship skills, collaboration with others,
34 and responsible decision making;

35 (ii) To improve culture and climate in the school so
36 that all students can feel that they are in a safe and supportive

1 environment;

2 (iii) To develop conflict-resolution skills;

3 (iv) To prevent bullying that include without

4 limitation:

5 (a) Training programs for school employees
6 regarding how to recognize bullying behaviors;

7 (b) Protocols for responding to bullying that
8 is occurring in the school;

9 (c) Strategies that support a student who is
10 being bullied; and

11 (d) Strategies that help a bystander speak out
12 against bullying; and

13 (v) To address age-appropriate suicide awareness and
14 prevention through:

15 (a) Strategies that help identify a student
16 who is at risk for suicide;

17 (b) Strategies and protocols that help a
18 student who is at risk for suicide; and

19 (c) Protocols for responding to a suicide
20 death; and

21 (G) Serving as a contributing member of decision-making
22 teams, which include without limitation:

23 (i) Teams that are convened under Section 504 of the
24 Rehabilitation Act of 1973, Pub. L. No. 93-112;

25 (ii) Response-to-intervention teams;

26 (iii) English language learner programs;

27 (iv) Parental involvement or family engagement
28 programs;

29 (v) Positive behavioral intervention support
30 programs; and

31 (vi) Advanced placement and gifted and talented
32 programs.

33 (c)(1) Administrative activities performed by a school counselor shall
34 not exceed more than ten percent (10%) of the school counselor's time spent
35 working during student contact days.

36 (2) Administrative activities provided by a school counselor in

1 collaboration with other school personnel include without limitation:

2 (A) Coordinating state assessments, cognitive achievement
3 assessments, advanced placement programs, and language acquisition testing
4 programs;

5 (B) Developing master schedules;

6 (C) Coordinating of:

7 (i) Teams convened under Section 504 of the
8 Rehabilitation Act of 1973, Pub. L. No. 93-112;

9 (ii) Response-to-intervention teams;

10 (iii) English language learner programs;

11 (iv) Parental involvement or family engagement
12 programs;

13 (v) Positive behavioral intervention support
14 programs;

15 (vi) Data entry; and

16 (vii) Advanced placement and gifted and talented
17 programs; and

18 (D) Monitoring students in common areas such as the
19 cafeteria, hallway, playground, and bus lines.

20
21 6-18-2005. Monitoring and support.

22 (a) Each public school district is responsible for posting its annual
23 comprehensive school counseling plan on the district website under state
24 required information.

25 (b)(1) Beginning with the 2020-2021 school year, the Department of
26 Education shall monitor each public school district to ensure implementation
27 and compliance with this subchapter.

28 (2) Failure by a public school district to comply with this
29 subchapter is a violation of the Standards for Accreditation of Arkansas
30 Public Schools and School Districts.

31 (c) The department shall:

32 (1) Employ at least one (1) individual who is certified as a
33 school counselor;

34 (2) Provide a multilevel system of support to public school
35 districts to assist in complying with the requirements of this subchapter;
36 and

1 (3) Provide guidance and technical assistance to public school
2 districts in order to support equitable access to public school counseling
3 services.
4
5

6 APPROVED: 2/21/19
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ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a school counseling program including:

1. Professional foundation – the essential skills that are the basis of a school counselor’s professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

ASCA School Counselor Professional Standards & Competencies

MINDSETS

School counselors believe:

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program.

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PA 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PA 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		B-PA 7. Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy for a school counseling program		B-PA 8. Establish and convene an advisory council for the school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		B-PA 9. Use appropriate school counselor performance appraisal process

PROFESSIONAL FOUNDATION

B-PF 1. Apply developmental, learning, counseling and education theories

- a. Use human development theories to have an impact on developmental issues affecting student success
- b. Use learning theory to support student achievement and success, including students with diverse learning needs
- c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
- e. Use career development theories to promote and support postsecondary planning
- f. Use principles of multitiered systems of support within the context of a school counseling program to provide instruction and interventions matched to student need

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

- a. Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- b. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
- c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
- d. Explain the history of school counseling to create a context for the current state of the profession and school counseling programs
- e. Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
- f. Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success
- g. Articulate a rationale for a school counseling program
- h. Use education research to inform decisions and programming
- i. Use current trends in technology to promote student success

B-PF 3. Apply legal and ethical principles of the school counseling profession

- a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting
- c. Adhere to the ethical and statutory limits of confidentiality
- d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff
- e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
- f. Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors
- g. Model ethical behavior
- h. Engage in continual professional development to inform and guide ethical and legal work

B-PF 4. Apply school counseling professional standards and competencies

- a. Stay current with school counseling research and best practices
- b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies
- c. Use personal reflection, consultation and supervision to promote professional growth and development
- d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a school counseling program

- a. Select ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data
- b. Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals
- c. Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standards

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

- a. Demonstrate 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

PROFESSIONAL FOUNDATION, cont.

- b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
- c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
- d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
- e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
- f. Understand personal limitations and biases, and articulate how they may affect the school counselor's work

B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program

- a. Identify sources of power and authority and formal and informal leadership
- b. Identify and demonstrate professional and personal qualities and skills of effective leaders
- c. Apply a model of leadership to a school counseling program
- d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
- e. Apply the results of a school counseling program assessment to inform the design and implementation of the school counseling program
- f. Use leadership skills to facilitate positive change for the school counseling program
- g. Define the role of the school counselor and the school counseling program in the school crisis plan
- h. Serve as a leader in the school and community to promote and support student success
- i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-PF 8. Demonstrate advocacy for a school counseling program

- a. Model school counselor advocacy competencies to promote school counseling program development and student success
- b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- c. Explain the benefits of a school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders
- d. Articulate and provide rationale for appropriate activities for school counselors
- e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors
- f. Use 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. Participate in school counseling and education-related professional organizations

B-PF 9. Create systemic change through the implementation of a school counseling program

- a. Act as a systems change agent to create an environment promoting and supporting student success
- b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success
- c. Use 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. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

B-SS 1. Design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

- Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
- Assess cultural and social trends when developing and choosing curricula
- Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
- Create 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
- Use a variety of technologies in the delivery of lessons and activities
- Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
- Analyze data from lessons and activities to determine impact on student outcomes

B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings

- Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
- Use assessments to help students understand their abilities, values and career interests
- Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
- Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
- Help students understand how academic performance relates to the world of work, family life and community service
- Help students understand the importance of postsecondary education and/or training as a pathway to a career
- Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
- Connect students to workplace experiences to deepen understandings and explore career interests

B-SS 3. Provide short-term counseling in small-group and individual settings

- Use data to identify students in need of counseling intervention

- Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success
- Explain the difference between appropriate short-term counseling and inappropriate long-term therapy
- Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
- Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

B-SS 4. Make referrals to appropriate school and community resources

- Maintain 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
- Communicate the limits of school counseling and the continuum of mental health services
- Articulate why diagnoses and long-term therapy are outside the scope of school counseling

B-SS 5. Consult to support student achievement and success

- Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success
- Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations
- Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise
- Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

- Partner with others to advocate for student achievement and educational equity and opportunities
- Explain the potential for dual roles with families and other caretakers
- Identify and involve appropriate school and community professionals as well as the family in a crisis situation
- Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

PLANNING AND ASSESSMENT

B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district

- a. Analyze personal, school, district and state beliefs, assumptions and philosophies about student success
- b. Compose 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. Analyze the school's vision and mission
- d. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved
- e. Create a school counseling mission statement aligned with school, district and state missions
- f. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

- a. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities
- b. Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed
- c. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

B-PA 3. Develop annual student outcome goals based on student data

- a. Use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans
- b. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement
- c. Use student data and results from survey tools to monitor and refine annual student outcome goals
- d. Communicate annual student outcome goals to administrators, teachers, other school staff and stakeholders

B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data

- a. Design and implement school counseling action plans aligned with school and annual student outcome goals and student data
- b. Determine appropriate students for the target group of action plans based on student, school and district data

- c. Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans
- d. Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- e. Identify appropriate resources needed to implement action plans
- f. Identify intended impact on academics, attendance and discipline as result of action plan implementation
- g. Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research

B-PA 5. Assess and report program results to the school community

- a. Explain concepts related to program results and assessment within a school counseling program
- b. Review progress toward annual student outcome goals
- c. Analyze data to assess school counseling program effectiveness and to inform program development
- d. Collaborate with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared
- e. Use data to demonstrate the value the school counseling program adds to student achievement
- f. Use 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

B-PA 6. Use time appropriately according to national recommendations and student/school data

- a. Articulate the distinction between direct and indirect student services
- b. Assess 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. Articulate the best use of a school counselor's time to meet student needs as identified through student data and program goals
- d. Organize and manage time to effectively implement a school counseling program using skills including scheduling, publicizing and prioritizing time
- e. Create annual and weekly calendars to plan activities reflecting annual student outcome goals
- f. Identify, evaluate and participate in fair-share responsibilities

PLANNING AND ASSESSMENT, cont.

B-PA 7. Establish agreement with the principal and other administrators about the school counseling program

- a. Complete managing templates for the school counseling program with other members of the school counseling staff
- b. Discuss school counseling with the principal and/or supervising administrator to formalize delivering, managing and assessing the school counseling program
- c. Explain and model the appropriate role of the school counselor and the organization of the school counseling program
- d. Explain annual student outcome goals, their basis in student data and their alignment with the school improvement plan
- e. Advocate for the appropriate use of school counselor time based on national recommendations and student needs
- f. Finalize the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator

B-PA 8. Establish and convene an advisory council for the school counseling program

- a. Determine appropriate education stakeholders for representation on the advisory council

- b. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program
- c. Explain and discuss school data, school counseling program assessment and annual student outcome goals with the advisory council
- d. Record advisory council meeting notes, and distribute as appropriate
- e. Analyze and incorporate feedback from the advisory council related to annual student outcome goals as appropriate

B-PA 9. Use appropriate school counselor performance appraisal process

- a. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program
- b. Explain how school counseling activities fit within categories of a performance appraisal instrument
- c. Utilize components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

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Mountain View High School

Beliefs, Vision, and Mission Statement

Mission Statement

At Mountain View High School, our mission is to inspire all students to successfully learn academically, achieve personal goals and strive socially once out in the world with the tools given to them while attending our school.

Vision

As the Mountain View High School Counselor, it is my vision to set forth an environment where students feel they can be unique individuals who are safe, important, and valued while they are exploring the person they want to be academically and socially, while molding and pursuing their future selves.

Beliefs

At Mountain View High School, we believe:

- 1. All students' self-esteem shall be built up regardless of his/her level of academic maturity.**
- 2. We should inspire in each student the desire to learn, the desire for self-improvement, and the foundation of good citizenship.**
- 3. In the importance of empowering our students by providing them with both an appreciation of knowledge and skills to live in a rapidly changing world.**

****We believe in our students, our future, and ourselves****

Program Goal – College and Career Opportunities

Concern – Students are not comprehending the importance of choosing a field of study, whether college, trade, or career bound, during high school to reap the benefits of the scholarships and/or opportunities available to them.

Data Review – Student success post-secondary choices will be reviewed as well as grants and scholarships offered and accepted to current graduating seniors. Each grade will also take a survey regarding the help or lack thereof they feel was provided to them for feedback and improvement.

Barriers and Strengths – The barriers are such that students have little concept of time. Very few of them take the seriousness of college and trade school deadlines, career day, career fairs, college fairs, FAFSA night, etc. until right before graduation. The strengths include the size of our school. MVHS is a small school, so reaching out to students and focusing on seniors individually, preparing a plan for them, and working with them is doable. We also have a strong community that is willing to work with students, such as giving them a tour or experience in a work field.

SMART Goal – We believe through the implementation of the resources we have that involve college and career opportunities, 90% of students will have a post-secondary plan in place before graduating high school.

Actions/Tasks – The counselor will work side by side each student from September until April. There will be multitudinous opportunities for students to reap the benefits and knowledge from the counselor and those they are put into contact with. This includes:

- Coffee with the Counselor – Students will be called in alphabetically to the library to sit down, have a beverage and snacks, and discuss their plans/concerns/questions for their high school career/post-graduation journey.
- College Visits – The counselor will schedule colleges to come in and visit with any junior/senior interested in said college.
- Seniors will go to a college fair hosted by Ozarka in Melbourne.
- Juniors will go to a career fair hosted by UACCB in Batesville
- FAFSA Night – A financial aid director from Ozarka, our community college in our town, will come one evening and help seniors and parents fill out their FAFSA after the October 1 opening.

- Classroom Visits – The counselor will visit classrooms to touch base with students, focusing on seniors no less than once a month.
- Career Day – MVHS will host a career day, where multitudinous careers from the community are brought in. Students will be able to visit the career fields they are interested in pursuing post-graduation and ask questions/get information.
- Exit Surveys – Students will partake in, at minimum, three surveys during the course of the school year. The counselor will view these surveys to see who has a post-secondary plan and who still needs assistance. These surveys will be filed in the students' file to have access to the changes made to their post-graduation plans.

Outcomes - Post-Secondary Success will be reviewed in May of students' senior year based on college acceptance, scholarship offers, trade school acceptance, and career opportunities granted to students prior to graduation. This will be documented in a chart to visualize whether the program goal of 90% was reached or not. The following questions will be answered:

- Was the goal achieved?
- What could have went better?
- What changes and revisions will take place for next year?
- How did the goal impact the school counseling program?
- Was this goal beneficial to the students at MVHS?



Section II

Management

A. School Counseling Program Assessment

The Comprehensive School Counseling Program Self-Assessment has been completed and areas to address were identified. The assessment is on file in the school counselor's office.

B. Use-of-Time Assessment

The school counselor's activities and time spent serving students is logged, documented, and kept on file in the school counselor's office.

C. Direct and Indirect Services

The school counselor provides direct and indirect services to students 90 percent of the time each month during student contact days. Direct services include classroom lessons, individual and group counseling, and responsive services.

1. Direct Services

Classroom Lessons

Classroom lessons are developmentally appropriate, based on the needs of the students. 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 district initiatives.

Examples include:

- College Preparation
- Career Planning and Exploration
- Student Success Plans
- The G.U.I.D.E. for Life Essential Skills
- The ASCA Mindsets and Behaviors.
- Copies of lesson plans presented will be kept on file in the school counselor's office. Classroom lessons are 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.

Individual and Group Counseling

Individual and group counseling are available to all students and based on student need.

Examples include:

- Interpretation of assessments
- Individual academic planning
- Guidance in the advantages of career certifications
- Behavioral support
- Attendance
- Academic success skills.

Responsive Services

Responsive services support students whose immediate concerns put the student's academic, career, or social/emotional development at risk.

Examples include:

- Immediate or short-term needs such as crisis intervention for students at risk, conflict resolution, consultation, and referrals.

2. Indirect Services

Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or participation as a contributing member of a decision-making team.

- **Consultation**

Consultations occur on behalf of a student.

This includes 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 mental health services and making child maltreatment reports.

- **Decision Making Teams**

The school counselor is a contributing member of the ESOL, 504, and Gifted and Talented teams.

D. Administrative Activities

The school counselor completes administrative activities no more than ten percent of the time each month during student contact days.

Examples include:

- Registering and scheduling students in classes
- Printing Interim Progress Reports and Report Cards
- Serving as the Advanced Placement (AP) coordinator
- Assisting with the ACT and Civics exams.

E. Annual Administrative Conference

An annual administrative conference is held between the principal and counselor to evaluate, revise, and update the current comprehensive school counseling plan; discuss professional development needed to implement the plan; discuss roles and responsibilities of the school counselor; and set program goals for the upcoming school year. An annual agreement is signed and kept in the school counselor's office.

F. Advisory Council

The counseling program advisory council advises program goals, reviews program results, makes recommendations, and advocates for the school counseling program. The council meets annually. A list of members and meeting notes are kept in the school counselor's office.

G. Annual Calendar

An annual calendar is developed and implemented. The calendar is aligned with the program goal, vision, mission, and the planned use of time indicated in the annual administrative conference. Due to Covid-19, some of the activities listed may have to be revised.

H. Resources

ASCA School Counselor Professional Standards & Competencies (2019)

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

Ethical Standards- The counselor abides by the Code of Ethics for Arkansas Educators

<http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators>

2021-2022

Guidance Counselor Calendar

August <ul style="list-style-type: none"> • Prepare student achievement days • New Student Reg. • Open House 9 - 12 • Professional Dev. w/ teachers • Offer schedule changes first five days of school • Welcome Back! Visit with all students • Classroom Lesson: Meet the Counselor 	September <ul style="list-style-type: none"> • PSAT visit w/ Juniors • Schedule FAFSA night for seniors • Articulation • Visit with seniors about Ozarka college courses • IPRs • Absenteeism Calls each week • Classroom Lesson: Bullying and Suicide Prevention 	October <ul style="list-style-type: none"> • Report Cards • Honor Roll • PSAT Test w/ Juniors • Ozarka College Fair w/ Seniors • UACCB w/ Juniors • Honor Roll • Classroom Lesson: RED RIBBON WEEK Activities • Absenteeism Calls each week 	November <ul style="list-style-type: none"> • IPR • ASVAB • Citizenship Exam • Register seniors for Spring Ozarka courses • APNA • Absenteeism Calls each week • Classroom Lesson: Attendance • Visit with Seniors 2x • Visit with Juniors
December <ul style="list-style-type: none"> • Upload SPED for ACT • Schedule changes before break • Report Cards • Classroom Lesson: College/Career/Purpose • Career Fair 	January <ul style="list-style-type: none"> • Honor Roll • Transcripts • Announce Val/Sal and Honor Grads • Pay for eligible Ozarka students • Finalize any schedule changes • Visit with Seniors 2x • Classroom Lesson: Social Skills 	February <ul style="list-style-type: none"> • Begin next year's schedule requests • Junior ACT • ACT Teacher Training • Begin Senior Exit Forms • IPR • 8th Grade Tours of the High School • Edit Master Schedule • Classroom Lesson: Internet Safety 	March <ul style="list-style-type: none"> • Report Cards • STATE FBLA Exam • ACT Make up for Jrs • Order AP Exams • Order ACT Plaques • Honor Roll • Revisit Senior Exit Forms 2x • Press Release for Honor Grads • Classroom Lesson: Social Media Stress
April <ul style="list-style-type: none"> • Help w/ ACT Aspire • IPRs • Stone Co. Scholarship Found. Fundraiser • Register Juniors w/ Ozarka • Revisit Senior Exit Forms • Set Master Schedule • Pre PSAT Sign Ups • Advertise Summer School sign ups • Classroom Lesson: Year in Review 	May <ul style="list-style-type: none"> • Senior Finals • Senior Day (Prepare Scholarships) • Graduation • AP Exams • Report Cards • Honor Roll • Final Transcripts • Enter Ozarka Grades • Failing Letters sent Home • AP Exam Invoice • Classroom Lesson: Safe Summer 	June <ul style="list-style-type: none"> • Extra Contract Days – Scheduling, sending final transcripts to colleges, etc. 	July <ul style="list-style-type: none"> • Extra Contract Days – scheduling, returning calls about questions, etc.

**Classroom Lessons (Based on one subject): I take one day for each grade and visit them in a core class to present the lesson. Each lesson is tailored to that specific grade and edited for any issues that have arisen.

**Each week there will be small group sessions based on need.



Section III

Delivery

A. Individual and Group Counseling

1. Individual and Group Counseling

Individual and group counseling are available to all students and based on student needs. Services provided are reviewed and updated annually. The TeachTown program will be utilized by the school district. TeachTown offers a blend of computer-delivered and teacher-led ABA instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics, and cognitive skills.

Examples of individual and group counseling include

- Interpretation of assessments
- Individual academic planning
- Guidance in the advantages of career certifications, college/trade school, behavioral supports, attendance, and school academic success skills.

B. Classroom Lessons

1. Classroom lessons are developmentally appropriate and based on student needs. Services provided are reviewed and updated annually. 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 district initiatives.

Examples of classroom lessons include:

- Career planning and exploration
- Working with students on the development of their Student Success Plans
- Lessons incorporating The G.U.I.D.E. for Life Essential Skills
- The ASCA Mindsets and Behaviors
- Character education lessons.

They also address the components of the School Counseling Improvement Act of 2019. Lesson plans presented will be kept on file in the school counselor's office.

2. Classroom lessons are 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.

C. Orientation/Transition Programs

1. New/transferring students meet with the school counselor. The school counselor discusses the student's class schedule and school procedures, provides a tour of the school, and introduces the student to his/her classmates. A volunteer classmate serves as a mentor to the student for the first day of class.
2. Eighth grade students meet with the high school counselor at minimum three times in the spring semester to assist with their transition to the ninth grade, where high school course credits begin. They will also tour the high school, during a non-academic period, before they do course requests for their freshmen year. During this tour, students will be able to focus on electives/vocational courses of which they get to choose to be a part of.

D. Academic Advisement

1. The school counselor meets with students concerning their academic progress. Students who are in danger of failing or who are struggling are met with to discuss a plan of action. The school counselor may include teachers, the principal, and parents/guardians when meeting with students.
2. The school counselor meets individually and in groups with students to discuss their schedules and academic goals for the next school year and update their Student Success Plans.
3. The school counselor meets with students to discuss the relationship between classroom performance and success in school.
4. The school counselor meets to discuss test results with students (ACT, ACT Aspire, ASVAB, PSAT, AP, etc.)
5. The school counselor meets with seniors to discuss college/trade school opportunities, FAFSA, college application deadlines, sending required documents, etc.
6. As part of the Interstate Compact on Education Opportunity for Military Children, the Arkansas Council on Military Children helps to ensure the uniform treatment of dependent children transferring between school districts and states.

http://dese.ade.arkansas.gov/public/userfiles/Legal/State_Council_for_Interstate_Compact_Military_Families/Guide_for_Parents_School_Officials_and_Public_Administrators.pdf

E. Social/Emotional Learning (SEL)

1. The school counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.
2. The school counselors in the Mountain View School District will be utilizing the TeachTown program to help students with their SEL skills.
3. The school counselor will incorporate the G.U.I.D.E. for Life in classroom lessons.

F. Activities and Programs

A variety of programs are utilized to promote understanding and positive communication.

1. Bullying Prevention

- Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of their dignity, and detracts from the safe environment necessary to promote student learning.
- The school counselor will coordinate age appropriate bullying prevention lessons for students during September and October, National Bullying Prevention Awareness Month. Students will be given a pretest before the lessons and a posttest after the lessons to evaluate the effectiveness of them.

2. Bullying Prevention Resources

- a. ACT 1029 – Anti-Bullying Policy of 2019
http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Act1029.pdf
- b. DESE Bullying Prevention Guide
<http://dese.ade.arkansas.gov/divisions/communications/safety/anti-bullying>
- c. Bullying Prevention Roles
http://dese.ade.arkansas.gov/public/userfiles/Communications/School_Safety/Bullying%20Prevention%20Guidance%20Section%203%20%20Roles%20Graphic.pdf
- d. Prevent Bullying and Cyberbullying
<https://www.schoolsafety.gov/prevent/bullying-and-cyberbullying>
- e. Stop Bullying
<http://www.stopbullying.gov/>
- f. SAMHSA (Substance Abuse and Mental Health Services Administration)
<http://www.samhsa.gov/>
- g. Eyes on Bullying
<http://eyesonbullying.org/>
- h. Common Sense Education
<https://commonsensemedia.org/educators/cyberbullying-toolkit>
- i. National Crime Prevention Council
<https://www.ncpc.org/resources/bullying>
- j. DESE Resources
<http://dese.ade.arkansas.gov/divisions/communications/safety/cyber-security-resources>
- k. Arkansas IDEAS-Bullying
http://ideas.aetn.org/course_catalog?subject=Health&tess=2a

3. Suicide Prevention

- Every day someone in Arkansas dies by suicide. Every fifth day that person is a youth between 10-24 years of age. Suicide can often be prevented if we know what the warning signs are and how to intervene.
- Subsequent to the passing of the Jason Flatt Act, licensed school personnel are required to obtain at least two hours of professional development every five years in the area of suicide awareness and prevention. The school counselor will complete this professional development on a yearly basis. The school counselor will coordinate age appropriate suicide prevention lessons during September, National Suicide Prevention Week. Students will be given a pretest before the lessons and a posttest after the lessons to evaluate the effectiveness of them.
- The school counselor will coordinate a school crisis/suicide team and provide them with training resources on identifying students at risk and protocols to respond to a student in crisis. A list of crisis/suicide team members is kept on file in the school counselor's office.

4. Suicide Prevention Resources

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/student-support>

G. Career Planning

1. Students in ninth through twelfth grades will update their Student Success Plans on a yearly basis.
2. Students will be made aware of the vocational programs of study, what classes to complete to become a vocational completer, and what skills are needed to receive a certificate in a vocational program.
3. Students in high school will be given the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test.
4. A career fair will be held on the Mountain View District campus for high school students.
5. Students in the eleventh grade will attend a career fair at UACCB, and students in the twelfth grade will attend a college fair at Ozarka College.
6. Representatives from colleges will visit the school to speak to students about career opportunities.
7. Seniors will be visited, at minimum once a month, to touch base on post-graduation plans, help with scholarships, sending transcripts/shot records/ACT scores, etc.

H. Career Planning Resources

ACT – *<https://www.act.org>*

College Board – *<https://www.collegeboard.org>*

Arkansas Career Model -
<https://dcte.ade.arkansas.gov/docs/OccupationalAreas/CareerPathway/arkansas-career-model-cte.pdf>

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

Arkansas College and Career Planning System-Kuder –
<https://arkansas.kuder.com/landing-page>

ArkACRAO – <https://arkacrao.org/>

Discover Arkansas – <http://www.discover.arkansas.gov>

College for YOU – Scholarship Information – <https://scholarships.adhe.edu>

Student Success Plan –
<http://dese.ade.arkansas.gov/divisions/learning-services/student-success-plan>

FAFSA – <https://studentaid.ed.gov/sa/fafsa>

Bureau of Labor Statistics – https://www.bls.gov/oes/current/oes_ar.htm

Arkansas Job Link – <https://www.arjoblink.arkansas.gov/ada/r/>

Arkansas State Jobs – <https://www.ark.org/arstatejobs/index.php>

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

Arkansas NEXT: A Guide to Life after High School – www.arkansasnext.com

I. Accelerated Learning

1. Students in eighth through twelfth grades are made aware of Advanced Placement (AP) courses and will be informed on the academic progress and criteria to be eligible for the accelerated learning programs.
2. Students in eighth through twelfth grades are made aware of concurrent/dual credit courses.
3. The counselor in collaboration with teachers and parents/guardians will review results from state testing and students' academic progress to develop a course of study conducive to the academic achievement of students, which may include accelerated learning programs.
4. Job shadowing opportunities will be made available to students.
5. Students will be made award of career readiness certificates.
<https://www.dws.arkansas.gov/programs/career-readiness-certification/>

J. At-Risk Students & The School Dropout Program

Any pupil, who leaves school for any reason except death, before graduation or completion of a program of studies, without transferring to another school or registering to home school, is considered a dropout. Documentation of receiving school is filed for exiting students and current home school students are on file in the counselor's office.

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

Characteristics of Youth-At-Risk are:

1. Excessive absenteeism or irregular attendance
2. Poor or failing grades
3. Low math and reading scores and overall achievement
4. Failure and retention in at least one grade
5. Lack of participation in school and extra-curricular activities
6. Dissatisfaction with teachers and traditional school structure
7. Failure to see relevance of education to personal desires
8. Gifted, learning disabled, or handicapped
9. Below average in basic skills
10. Uncooperative, inattentive, unmotivated
11. Suspension, expulsion, or other disciplinary action
12. Feelings of rejection, alienation, isolation, insecurity, inadequacy
13. Association with disaffected peer group
14. Lack of encouragement to stay in school
15. Low self-esteem/self-concept
16. Lack of future orientation
17. Poor decision-making skills
18. Alcohol or drug problems
19. Health problems
20. Pregnancy/marriage
21. Delinquency
22. Desire/need to work
23. Family disturbance, e.g., separation/divorce, violence, death
24. Racial or ethnic minority
25. Non-English speaking home
26. Low socioeconomic background
27. Parent (s) or sibling (s) not finishing school
28. Lack of parental emphasis on importance of education
29. Frequent moves
30. Poor communication between school and home
31. Attending a poorly financed school

K. ALTERNATIVE LEARNING ENVIRONMENT (ALE)

1. **Overview-** Through the development of the Mountain View Alternative Education School Program, the Mountain View District will work to address the needs of at-risk students in the district. The program will establish an environment and system which will strive to break the cycle of school failure, illiteracy and dependency through an emphasis on the completion of a high school diploma or its equivalent. This commitment will include opportunities to obtain skills in literacy, life and job skills, problem solving and decision-making skills to young people ages 10 - 21.
2. **Program Description-** The Mountain View School District emphasizes, in its mission, the importance of addressing the needs of individual students in order to develop their unique potential. In support of that mission, Mountain View Alternative Education School has been specifically designed to address the individual needs of students at-risk of dropping out of school. The following offerings will be available:

English; Social Studies; Math; Science; Life Skills; Job Skills;
Problem Solving/Decision Making; Character Education

The educational instructional model will incorporate an instructional support system which will enable teachers to give more individual (one-on-one) and small group attention to all students. Individual academic programs and student progress will be continually monitored and adjusted to meet changing learner/instructional objectives. School counselors will assist teachers in the development of instructional strategies which link learning to the world of work. Teachers will take every opportunity to involve students in class work which promotes the development of skills needed to gain and maintain employment. Those skills will include but are not limited to the following: development of resumes, filling out applications, interviewing skills, appropriate communication skills, work ethics, etc.

Students will receive training and counseling in self-esteem and stress management through sessions with teachers and counselors. Appropriate decision-making and character development will be other areas of emphasis.

Potential students may refer themselves, they may be referred by parents, or they may be referred by a school principal. Each candidate for admission will be required to go through the referral application process. All candidates must complete an application and the interview/admission procedures, prior to admission. Entrance conferences will be conducted by the Alternative Education Placement Team consisting of principal, counselor, parent or legal guardian, a teacher, and the ALE instructor.

Classroom Lesson Resources

G.U.I.D.E. to Life

<http://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life>

Attendance Game Show

<https://www.teacherspayteachers.com/Product/ATTENDANCE-LESSON-Attending-School-Matters-Class-Quiz-Show-Attendance-Group-3994742>

College Week

<https://theresponsivecounselor.com/2013/10/college-awareness-week.html>

Career Jenga

<http://www.counselorclique.com/2015/09/career-jenga.html>

Social Skills

<https://www.teacherspayteachers.com/Product/192-Social-Skills-Scenario-Task-Cards-and-192-Worksheets-BUNDLE-248-PAGES-4227285>

Internet Safety

<https://www.teacherspayteachers.com/Product/Internet-Safety-Cyberbullying-Unit-171845>

Social Media

https://www.counselorkeri.com/2019/04/25/social-media-lesson/?utm_source=pinterest&utm_medium=social

Senior Message

https://www.teacherspayteachers.com/Product/Senior-Bulletin-Board-Dear-Underclassmen-4598703?utm_source=Pinterest&utm_campaign=Senior+Bulletin+Board+2&utm_medium=social&utm_content=smartloop&utm_term=46685796

Kindness

<https://phshook.com/652/features/the-kindness-wall-increases-optimism-in-pewaukee-high-school/#photo>

MEET THE COUNSELOR!



Mrs. Torey
Hanna

the basics!

Hi! My Name is Mrs. Hanna! I will be your counselor for your high school career. You will come to me for all your needs ranging from advice, wanting to talk, college/career planning, graduation, scholarships, and all in between! Although I know many of you from teaching in the middle school, those years are flying by and I see many new faces!



my childhood!



I was born and raised in Mountain View where I attended elementary, middle, and high school! I have one brother, a step brother, and two step sisters! I played basketball from 3rd grade until I graduated. I graduated from Mountain View High School in 2010.

my education!

In May 2014, I graduated with my bachelors in Secondary English Education with a minor in ESL from ATU. I started my first teaching job in August of 2014 teaching 8th grade English. In December of 2018, I graduated with a master's degree in School Counseling from UCA! I started my new job in 2018.

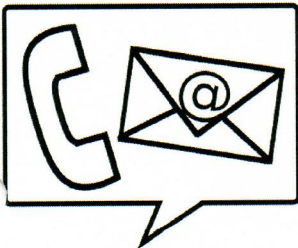


my favorites!

Food: Steak
Animal: Sea Turtles
Color: Sea Green/Turquoise
Drink: Dr. Pepper
Season: Summer
Sport: Basketball
Fast Food: Chick-Fil-A
Hobby: Crafting/Landscaping
Subject: English
Store: TJMaxx
Dessert: Choc. Chip Cookies
Restaurant: Landrey's
Flower: Hydrangea

Riley Ann & Ollie Kate

contact me!



Email: thanna@mvschools.net
Counselor Website:
<https://sites.google.com/mvschools.net/mvhs-counselor/home>
School Phone Number: (870)-269-3943



Counselor's Website

For important dates, ACT, college info, scholarships, and more:

<https://sites.google.com/mvschools.net/mvhscounselor/home>

VOCATIONAL COMPLETER FORM

Name: _____ Graduation Year: _____

Preferred Program of Study: Agri Business FACS Criminal Justice

Agriculture Science & Technology	Business & Marketing Technology	Family & Consumer Sciences
Cluster: Agriculture, Food & Natural Resources	Cluster: Finance	Cluster: Human Services & Education
Pathway: Animal Systems	Pathway: Accounting	Pathway: Family & Community Services
Survey of Agricultural Systems	Computerized Business Applications	Family and Consumer Sciences
Animal Science	Medical Office Management	Food Safety and Nutrition
Elective:	Computerized Accounting	Life & Fitness Nutrition
		Fashion and Interior Design
		Elective:
Pathway: Power, Structural & Technical Systems	Certifications:	Certifications:
Survey of Agricultural Systems		
Agricultural Mechanics		
Elective:		
Certifications:		

Mountain View High School

Senior Interview #1 Fall Semester

Name _____

What do you plan to do following your high school graduation? (Check one)

_____ Four Year College/University _____ Two Year Community College

List Top Three (3) Colleges/Universities:

_____ Have you had your transcript sent to the college/university of your choice? _____
(Check for these deadlines. Fill out a transcript request in Mrs. Hanna's office to have one sent.)

_____ Vocational Program _____ Military: Army/Navy/Air Force/Marines/Nat. Guard

_____ Work What type of job? _____

Do you have an NCAA Account? _____ yes _____ no (NCAA Account= Playing sports on a college team)

What is your highest ACT Score? _____

Do you plan on taking another ACT test? _____

Is there anything specific I can do to help you this year?

Torey Hanna

High School Counselor

thanna@mvschools.net

Mountain View High School

Senior Interview #2 Fall Semester

Name _____

Permanent Address _____

Student Phone Number _____ E-mail Address _____

Parent Information:

Parent's/Guardian's Name _____ Phone Number: _____

E-mail Address _____

What do you plan to do following your high school graduation? (Check one)

_____ Four Year College/University _____ Two Year Community College

List Top Three (3) Colleges/Universities: _____

Have you had your transcript sent to the college/university of your choice? _____

(Check for these deadlines. Fill out a transcript request in Mrs. Hanna's office to have one sent.)

_____ Vocational Program _____ Military: Army/Navy/Air Force/Marines/Nat. Guard

_____ Work What type of job? _____

If you are furthering your education, where do you plan to attend? _____

Do you have an NCAA Account? _____ yes _____ no (NCAA Account= Playing sports on a college team)

What is your highest ACT Score? _____

Have you completed your YOUniversal scholarship application? _____ yes _____ no

An ACT score of 19 makes students eligible for the Arkansas Academic Challenge Scholarship.

Have you completed your FASFA (Free Application for Student Financial Aid)? _____ yes _____ no

Have you set up your Username ID and Password for the FASFA? _____ yes _____ no

*Students must have a Username ID and Password.

What did you find to be the most beneficial program at Mountain View High School?

What recommendations would you make to improve Mountain View High School?

Let me know if I can help you in any way!

Torey Hanna

High School Counselor

SENIOR EXIT FORM

NAME: _____

PARENTS: _____

PERMANENT MAILING ADDRESS: _____

(include city) _____

PERMANENT PHONE NUMBER: _____

HIGHEST ACT SCORE: _____
(ACT sticker to be placed on final transcript)

COLLEGE(S)/OTHER (SEND FINAL TRANSCRIPT)

I HAVE A NCAA ACCOUNT AND NEED A FINAL TRANSCRIPT SENT _____
(NCAA account = playing sports on a college team) (YES/NO)

PLANS FOR NEXT FALL _____

SCHOLARSHIPS/AWARDS/ETC RECEIVED (Include \$\$ amounts if known. ONLY list scholarships to the school you plan to attend – this information will be used for announcements at Senior Day, etc. Please update this as you receive awards/monies that you want announced on Senior Day. Note- All scholarship monies will be verified with the college/university/trade school listed above.)

(Signature)

Mountain View High School

Junior Interview Fall 2019

Name: _____

- How many times have you taken the ACT? _____
- What is your highest ACT score if you have taken it? _____
- After high school, I plan to (circle one):
 - a. Go to a community (2 year) college
 - b. Go to a 4 year college/university
 - c. Go to work or join the military
- If you are going to college, what are your top three college choices?

- If you plan on working, where? Or which branch of the military?

- What is your ideal future career?

Do you think the counselor's website will be helpful to you? _____

What else would you like to see added to the website? _____

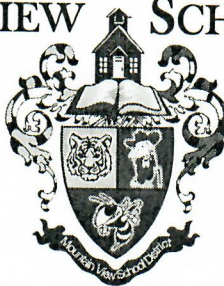
Let me know if I can help you in any way!

Torey Hanna

High School Counselor

MOUNTAIN VIEW SCHOOL DISTRICT

210 High School Drive
Mountain View, Arkansas 72560



Phone (870) 269-3443
Fax (870) 269-3446

Summer School 2020

Dear Parent/Guardian,

Your child has not passed a core credit course that is required for graduation. Mountain View High School is offering summer school _____. By attending and passing the course(s) in summer school, your child will receive credit toward graduation. Payment is **due** on the first day of classes. If you have any questions, please do not hesitate to contact me.

Best Regards,

Torey Hanna
Mountain View High School
Guidance Counselor
870-269-3943
thanna@mvschools.net

Student Name	Course	Cost

Please check one:

- ☐ Yes, I want my child to attend summer school to gain credit toward graduation.
☐ No, I do not want my child to attend summer school.

Parent Signature _____ Date _____

BOARD OF EDUCATION

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Mountain View High School

Four Year Graduation Plan

22 Credits

English – 4 Credits

- ☐ English I
- ☐ English II
- ☐ English III or AP English Language
- ☐ English IV or AP English Literature

Mathematics – 4 Credits

- ☐ Algebra I
- ☐ Geometry
- ☐ Algebra II or Bridges to Algebra II (Algebra II will be your fourth math)
- ☐ Math Elective (Higher than Algebra II – College Algebra, PreCal/Trig, Calculus, Statistics, Trans Math)

Sciences – 3 Credits with Labs

- ☐ Physical Science
- ☐ Biology
- ☐ Chemistry, Physics, Environmental Science, Anatomy/Physiology, AP Environmental Science

Social Studies – 3 Credits

- ☐ Civics – ½ credit
- ☐ Economics – ½ credit
- ☐ World History or AP World History
- ☐ U.S. History or AP US History
 - ☐ Citizenship Exam

Additional Requirements

- ☐ Health & Safety – ½ credit
 - ☐ Digital Learning Course
- ☐ Physical Education – ½ credit
- ☐ Personal Communications – ½ credit
- ☐ Fine Arts – ½ credit (Music Appreciation/Art/Band/Choir)
- ☐ Personal Finance – ½ credit

Electives (EX – Art, Choir, Band, Survey of Ag, Business, FACS, Spanish, etc) – 6 Credits

_____	_____
_____	_____
_____	_____

https://www.ark.org/adhe_financialaid/login.aspx



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OZARKA COLLEGE

Financial Aid

FAFSA Step-by-Step

DEFINITIONS:

FAFSA: Free Application for Federal Student Aid (Pell grants, Federal work study, etc.)

FSA ID: The Federal Student Aid ID (FSAID) is the username and password all students (and parents of dependent students) must set up to log into federal student aid websites such as fafsa.gov and studentloans.gov. Please note: the dependent student and a parent must EACH have an e-mail address and EACH set up FSA ID user names and passwords.

STEPS TO Create your FSAID's:

- _____ 1. Navigate to the Federal Student Aid login page (fsaid.ed.gov)
- _____ 2. On the 'Create an FSAID' tab,
 - enter a username
 - enter a password (include numbers, letters, characters),
 - enter your PERMANENT email address (NOT your high school email)
 - Click on **CONTINUE**
- _____ 3. Enter your name, date of birth, Social Security number, contact information, and challenge questions and answers.
- _____ 4. Review your information, and read and accept the terms and conditions.
- _____ 5. Confirm your email address and your cell phone number (recommended). A secure code will be sent to the email address (and/or one will be sent to the cell #) you entered when you created your FSA ID. Once you verify your email address and/or cell phone #, you can use it instead of your username to log-in to the FAFSA website.
- _____ 6. **RECORD YOUR ID's and email used below, and keep this document with your College application/ financial aid records**

Student FSA ID

- Email used: _____
- Username: _____
- Password: _____

Parent FSA ID

- Email used: _____
- Username: _____
- Password: _____

STEPS TO FILL OUT THE FAFSA

1. With your FSAID's, log in to the FAFSA website to **START A NEW FAFSA**

FAFSA Website: studentaid.ed.gov/sa/fafsa

_____ Click on "START HERE>" and follow the on-screen instructions

_____ Once logged in, **BE SURE TO SELECT THE CORRECT SCHOOL YEAR FAFSA.**

Students starting college in Fall 2020 will complete at 2020-2021 FAFSA application and use their 2018 tax information (2 years prior).

Enter a save key for your 20-21 FAFSA application (any 4-digit # you can recall)

_____ Fill in the demographic, parent, and school information requested.

HELPFUL FAFSA TIPS TO AVOID MAKING COMMON ERRORS:

- ⇒ Periodically hit the "SAVE" button at the top of the screen
- ⇒ Read all questions **CAREFULLY** and answer accurately
 - **LEVEL** in college: If you have never attended college, your level will be "First-year, never attended," **EVEN IF YOU HAVE COMPLETED CONCURRENT HIGH SCHOOL COURSES FOR COLLEGE CREDIT** (Do NOT select GRAD/PROF as your level. GRAD/PROFESSIONAL= Masters degree and doctoral degrees)
 - "Have you completed your first bachelors?" Always answer "NO" (unless you have completed a 4-year COLLEGE degree already)
 - If you are a male at least 18 years of age, and have not already registered for the Selective Service, be aware that you will not be eligible for federal aid until you have registered with the Selective Service. The FAFSA will offer you the option to register through the FAFSA, or you may register online at _____

_____ Fill in the financial information for self (if any) and parents (if you are a dependent student)

- ⇒ If you have filed a tax return for your 2018 income, you will be given an option to "Link to the IRS." Parents will need to enter their FSAID on the dependent student's FAFSA at this point to allow the student to link the parent's tax return)
 - To successfully LINK your 2018 tax return to your FAFSA (the quickest, easiest, and smoothest way to complete your FAFSA and lessen your chances of being selected for verification), **YOU SHOULD HAVE YOUR 2018 Federal and STATE Tax returns handy.**
 - If you elect to LINK taxes, select that option. On the information screen that will appear, enter your name, address, and filing status **EXACTLY** as it appears on your return. If successful, you will avoid having to key financial information into your FAFSA.
 - If you are unable to LINK your taxes, refer to your 2018 printed copy of your tax return to key the income data into your FAFSA.
- 2. SIGN YOUR FAFSA
- 3. SUBMIT YOUR FAFSA
- 4. PRINT or SAVE the CONFIRMATION of your SUBMITTED FAFSA



Financial Aid-Frequently Asked Questions

1. How do I apply for financial aid?
2. When do I apply for financial aid?
3. What types of financial aid do I apply for when I complete the FAFSA?
4. Do I need to be admitted to Ozarka before I can apply for financial aid?
5. I already know I do not qualify for a Pell grant. Why should I complete the FAFSA?
6. Do my parents have to provide their information for me to receive federal aid?
7. Do I have to be enrolled full-time to receive financial aid?
8. How do I apply for scholarships?
9. How do I apply for a loan?
10. What should I know about student loans before I apply for one?
11. What are "Loan Entrance" and "Loan Exit" exams/counseling sessions?
12. What if I request a loan, but later change my mind?
13. How do I apply for the Federal Work/Study program (campus employment)?
14. When is my financial aid paid?

1. How do I apply for financial aid?

Qualifying for federal, state, and some private sources of financial aid begins with your completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA application registers you to receive Federal Student Aid for which you may be eligible. (See question 3 for types of aid that use the FAFSA)

- Set up your Federal Student Aid username and password (FSAID) at www.fsaaid.ed.gov
- Start a new FAFSA at www.fafsa.ed.gov. You will need your FSAID username and password to begin the application. (Paper applications are also available, but the online application process is much more efficient.)
- Be sure to enter Ozarka's school code—**013217**—in the school information section of the FAFSA.

2. When do I apply for financial aid?

The school year begins on July 1 and runs through June 30. FAFSA applications for the upcoming school year may be entered starting on October 1 prior to the next school year. Prospective and continuing students are encouraged to complete their FAFSA as soon as possible after October 1. The sooner your application is complete, the sooner you will know about your financial aid package.

The FAFSA must be updated every school year. It typically takes one week for the online application to be processed (assuming that no additional documents are requested). When the electronic results from the federal processor are received by the Financial Aid department, we will contact you if any additional documentation is necessary.

3. What types of financial aid do I apply for when I complete the FAFSA?

Your eligibility for all forms of Federal Financial Aid, including Pell Grant, FSEOG, Direct Loans and Work Study are determined when you complete the FAFSA. You must also have a current FAFSA on file to qualify for aid provided through the Arkansas Department of Higher Education such as the Arkansas Challenge Scholarship.

4. Do I need to be admitted to Ozarka before I can apply for financial aid?

No. You can apply for financial aid at any time after October 1 each year. However, you will only be able to receive aid after you have been admitted to a college in a degree, or minimum 1-year certificate, program. Certificates of Proficiency do not qualify for federal student aid.

5. I already know I do not qualify for a Pell grant. Why should I complete a FAFSA?

Many families mistakenly believe they don't qualify for aid, preventing them from receiving aid for which they may be eligible simply because they fail to apply. However, there ARE sources of federal aid available to students who do not qualify based on income. Unsubsidized Student Loans are available regardless of need, but students must have a current FAFSA to request them. Also scholarships such as the Arkansas Challenge require the FAFSA to be filed before students will be considered, regardless of financial need. There is no reason not to apply.

6. Do my parents have to provide their information for me to receive federal aid?

Not always.

If you are age 24 or above, or married, or have a child, you are considered to be an **INDEPENDENT** student. Your parent's information will not be needed.

If you are under age 24, not married, and have no children, then you are typically considered to be a **DEPENDENT** student, and your parents will need to provide their information on the FAFSA.

However, if your parents do not provide your support, and/or you cannot provide their information for whatever reason, you may receive special consideration. **See a financial aid representative to learn how.**

7. Do I have to be enrolled full-time to receive financial aid?

No. If you are eligible for enough Pell grant funding, you MAY receive Pell for any number of credit hours enrolled. The Pell award amount will be based on your level of enrollment. (See full explanation on Pell award calculation on last page) *To be eligible for a student loan, you must be enrolled at least half-time (6+ credit hours.)*

8. How do I apply for scholarships?

Apply for Ozarka Foundation Scholarships through your Ozarka student portal, myOzarka. You will have access to this once you are officially classified as an Ozarka student. Log on to your myOzarka, click on the FINANCE tab, and click on the link "Apply for Scholarships."

Apply for the Arkansas Challenge and other opportunities available through the State of Arkansas at www.adhe.edu.

Private scholarships may be found by searching 'free' scholarship engines such as www.freescholarshipsearch.com.

9. How do I apply for a loan?

In your myOzarka account under the FINANCE tab, click on REQUEST A LOAN. Then complete Online Loan Entrance Counseling and sign your Master Promissory Note at www.studentloans.gov. Last, complete face-to-face loan entrance counseling with a financial aid specialist.

10. What should I know about student loans before I apply for one?

- Student Loans are a serious financial burden, and should be your last option for funding your education. You should exhaust all other sources before requesting a student loan.
- If you take out loans, you will be required to begin making payments on your loans six months after you are no longer enrolled in college (the six-month 'grace' period).
- If you are income-eligible for a Pell grant, you will be eligible for SUBSIDIZED loans. Subsidized loans do not begin to accrue interest until your six-month grace period has ended and your loans go into a repayment status.
- Students needing loans above the subsidized limit or students who are not Pell-eligible may request an UNSUBSIDIZED loan. For unsubsidized loans, interest begins accruing when the loan is disbursed to the student.



OZARKA COLLEGE

Financial Aid

Staying Eligible for Financial Aid: What You MUST Know

Federal regulations require the college to establish and apply reasonable standards of Satisfactory Academic Progress (SAP) for the purpose of awarding financial assistance under all programs authorized by Title IV of the Higher Education Act (**including Pell Grants, Student Loans, and Federal Work/Study programs**). The standards must demonstrate that students are progressing in their programs at a satisfactory pace.

(Note: The complete SAP Policy can be viewed at https://www.ozarka.edu/finaid/file_display.cfm?form=PO)

The College will conduct a review of each student's academic progress at the end of each payment period: Summer I, Summer II, Fall, and Spring terms to determine whether or not a student is eligible to continue receiving Federal Aid.

QUALITY OF WORK STANDARD: Students must successfully complete **(grade of C or better)** at least **67% of all hours attempted** during each evaluation period, plus maintain a minimum overall AND semester **grade point average of 2.0**. EXAMPLES:

Attempted Hours	Minimum Successfully Completed Hours To Meet SAP Standards
3	2
6	4
9	6
12	8
15	10

PACE STANDARD: In addition, students who have not completed a program by the time they have attempted **1.5 times the credit hours required** to complete **will lose eligibility** for further Federal Aid on that program. EXAMPLES:

Hours Required to Complete a Program	Maximum <u>Attempted</u> Hours that Federal Aid Will Cover (<u>150%</u> of Hrs. Required)
30	45
52	78
60	90
66	99

11. What are Loan 'Entrance Exam' and 'Exit Exam' counseling sessions?

The federal government requires all first-time student loan borrowers to participate in loan counseling prior to receiving a Federal Student Loan. Even though you may have done an entrance exam at another college, Ozarka College requires that you complete this step in the loan process before a loan will be certified to you. During this session, you will review basic facts about loans, managing your education expenses and your rights and responsibilities as a student loan borrower.

You are also required to complete the 'exit counseling' when you complete your degree at Ozarka or before you transfer to another college or totally withdraw.

12. What if I request a student loan and later change my mind?

You may cancel all or a portion of your loan by informing the financial aid office in writing. If the loan has not been disbursed, you may do this at any time. If the loan has been disbursed, you must contact the Business Office concerning the return of funds. Your loan information is found on your myOzarka student account (award, credits, refund amounts, etc.).

13. How do I apply for the Federal Work/Study Program (campus employment)?

Complete a Work/Study application which can be obtained at any Ozarka College admissions office or Financial Aid office, or online through the Financial Aid web page on Ozarka.edu.

14. When is my financial aid paid?

Financial Aid Payment Dates for Pell Grant and Student Loans are posted each semester on the Financial Aid information site. Pell refunds usually will disburse about a month into the semester. Loan disbursements are divided into 2 payments—the first will be 6-8 weeks into the semester, and the second will be after mid-term grades post. Other forms of aid disburse when they become available to the school, typically within the first 2 months of the semester.



OZARKA COLLEGE

Financial Aid

How Your Pell Award is Calculated

- Pell grant eligibility is primarily dependent on family income, household size, and the number of individuals in the household enrolled in college. There are other factors, but these apply to everyone.
- EFC= "Expected Family Contribution," the amount that the federal government would "EXPECT" your family to be able to contribute out-of-pocket for your education expenses. Your EFC is based on the information you reported on your FAFSA about your family's income and household size.

- An EFC of \$0 is eligible for the maximum Pell for that year, if enrolled full-time each semester. HOWEVER, partial Pell can be awarded for ANY number of credit hours enrolled—
See table>>>>>>>>>>

# of credit hours enrolled per semester	Enrollment Status	Annual 19-20 Pell Award (if EFC is \$0.00/ eligible for full Pell)	Semester Pell Award (if EFC is \$0.00/ eligible for full Pell)
12+	Full-time	\$6195	\$3098
9-11	3/4 time	\$4646	\$2323
6-8	1/2 time	\$3098	\$1549
1-5	1/4 time	\$1549	\$775

- EFC's above \$0 and less than \$5577 (for 2019-2020), will be eligible for less than a full Pell grant.

- EFC's above \$5576 are NOT eligible for Pell.

- Maximum Pell for 2019-2020 = \$6195 for the year divided between your fall and spring semesters (\$3098 per semester). If you attend in the summer, you may be able to receive an additional amount, dependent on your enrollment status.

Key Pell Limits: TIME LIMITS and AMOUNT LIMITS

- Pell eligible students have the equivalent of 6 full-time years (12 full-time semesters) of Pell Grant funding available to complete through a 4-year degree (Bachelor's degree).
- However, students who attempt more than 1.5 times (150%) the number of credit hours in their degree program without actually completing the program will not be able to receive further federal aid (Pell or student loans) for that program.

- How many credit hours are in your program?** _____ **How many credit hours have you attempted?** _____
- Credit Hours Attempted/Total Credit Hours in Program =** _____

- Pell LEU= Pell Lifetime Eligibility Used.** Pell LEU is measured in increments of **100% per year** of full-time school enrollment (or **50% per semester** of full-time enrollment). Students have up to **6 full-time years** to complete, therefore **600%** is the LEU Limit. **EXAMPLES:**

- Student A enrolls in 12 credit hours in a fall semester and receives the full amount of Pell for which he/she is eligible for THAT semester. Student A has therefore used **50%** of his/her LEU (lifetime eligibility). Each semester of full-time enrollment uses another 50% LEU, to a maximum of 600% LEU (Equivalent of 6 full-time years of enrollment).
- Student B enrolls in 6 credit hours in a fall semester, and is therefore at a "half-time" enrollment status. Student B will receive HALF of the full Pell amount for which he/she is eligible that semester, resulting in an LEU of **25%** for that semester. If this is student B's first semester to receive Pell, he/she will have **575% LEU remaining**.

- What is your current Pell LEU?** _____ % out of 600%

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2

PAY FOR COLLEGE

Students with an ACT score qualify for more scholarships because many colleges require scores for merit-based awards. Without one, you could miss out on thousands of dollars.

3

PLAN YOUR FUTURE

ACT scores do more than get you into college. Your results include a college and career planning section that directs you toward the best path to success.

4

STAND OUT

ACT scores can help you stand out in a crowded field of applicants with similar high school grades.

5

SECURE A SUPERScore

When you take the ACT more than once, you can average your best section scores for an ACT Superscore.



FEE WAIVERS

Ask your counselor if you qualify for a fee waiver to take the ACT test for free. Fee waivers cover the basic registration and late fees for up to 4 national tests and provide free access to The Official ACT® Self-Paced Course, Powered by Kaplan®.

Register online at act.org/bts



English Practice Test Questions

45  75 

MINUTES QUESTIONS

Measures:

Your understanding of English,
production of writing and knowledge
of language skills

Math Practice Test Questions

60  60 

MINUTES QUESTIONS

Measures:

The mathematical skills you have typically
acquired in courses up to the beginning of
grade 12

Reading Practice Test Questions

35  40 

MINUTES QUESTIONS

Measures:

Reading comprehension commonly
encountered in first-year college
curricula

Science Practice Test Questions

35  40 

MINUTES QUESTIONS

Measures:

The interpretation, analysis, evaluation,
reasoning and problem-solving skills
required in biology, chemistry, Earth/space
sciences and physics

Writing Practice Test Questions

40  1 

MINUTES PROMPT

Measures:

The optional writing section measures
writing skills taught in high school
English classes and in entry-level
college composition courses

ACT

MOUNTAIN VIEW SCHOOL DISTRICT

210 High School Drive
Mountain View, Arkansas 72560



Phone (870) 269-3443

Fax (870) 269-3446

TASSEL Time

Total Academic Student Services & Educational Learning

Our school is making available an educational resource tool which allows our students, parents and faculty access from home or school 24 hours a day, 7 days a week. We have unlimited access to the resources inside the Tasseltime Website by using the username and password provided below. Go to www.tasseltime.com and select the "student login" tab from the top right corner of the home page. You will be prompted for a username and password. Once you enter the username and password provided below you will then have access to the entire site from the Member Home page. If you select the "Parent" tab/link from the menu, you will be able to select the link called "Tasseltime Tutorial." This tutorial link will give you an overview of the pages and resources provided within this Website, or you can also access the following link for a brief overview:
http://www.tasseltime.com/demo_student.htm

Kindergarten thru sixth grade students visit the following pages to find information and resources provided for your age group: Parent, 3rd-6th grade, content/subject area, additional resources, and parent involvement.

Seventh thru twelfth grade students visit the following pages to find information and resources provided for your age group: Military, Career, College, ACT, SAT, Athletics, Financial Aid, Essays, Scholarships, 7th-12th grade, and Subject Area. Pay specific attention to the grade appropriate tutorials at the bottom of the Scholarship page. These tutorials will help you navigate through the site while understanding the career/college planning process for your grade level. On the scholarship pages pay specific attention to the PDF documents suggested for you to download to further help you understand the career/college planning process.

Username: mvstudent

Password: mvdistrict

2019-2020 Academic Scholarship Comparison Chart
Per semester

Institution	ATU	ASU	HSU	UA	UAFS	UCA	UALR	SAU			
Tuition & Fees	\$4,628	\$4,450	\$4,406	\$4,693	\$3,670	\$4,594	\$4,765	\$4,490			
Room & Board	\$3,709	\$4,365	\$3,603	\$5,702	\$4,181	\$3,733	\$4,345	\$3,512			
TOTAL	\$8,336	\$8,815	\$8,009	\$10,394	\$7,851	\$8,327	\$9,110	\$8,002			
Scholarship Deadline	Priority: November 15 Final: February 15	Priority: December 1 Final: February 15	June 1	Priority: November 15 Final: February 1	November 15	Priority: December 14 Final: February 14	Priority: December 1 Final: March 1	March 1			
ACT 19	\$1,000 Requires 17-20 ACT Limited number awarded competitively.	N/A	N/A	*Scholarships are highly competitive and are awarded to top candidates in the applicant pool. Required supplemental scholarship materials: Submission of 3 works with your written review (4-6 sentences each); essay response to given prompt; resume that includes co-curricular activities, academic honors, and academic coursework. Note: No definitive ACT or GPA requirements are listed.	\$1,750 (\$750 is for housing. For 2 years only.) Requires 2.7 GPA	N/A	N/A	N/A			
ACT 20	\$1,500 Requires 3.0 GPA		\$1,250 Requires 2.5 GPA OR 2.5-2.99 GPA and 20-36 ACT		\$2,250 (\$750 is for housing. For 2 years only.) Requires 3.2 GPA				\$500 Requires 3.25 GPA For 2 years only.	\$1,000 Requires 3.0 GPA	\$1,000 No GPA requirement
ACT 21											
ACT 22											
ACT 23	\$2,000 Requires 3.0 GPA		\$1,750 Requires 3.0-3.24 GPA and 23-36 ACT OR \$2,000 Requires 3.25 GPA			\$2,000 Requires 3.0 GPA					
ACT 24	\$2,500 Requires 3.0 GPA	\$1,500 Requires 3.25 GPA									
ACT 25	\$3,000 Requires 3.0 GPA	\$3,360 (\$1,860 is for housing) Requires 3.25 GPA	\$3,250 Requires 3.25-3.49 GPA OR \$3,500 Requires 3.5 GPA			\$1,750 Requires 3.25 GPA	\$2,000 (\$500 is for housing) Requires 3.0 GPA	\$3,300 No GPA requirement			
ACT 26	\$3,500 Requires 3.0 GPA	\$3,485 (\$1,860 is for housing) Requires 3.25 GPA					\$3,000 (\$1,000 is for housing) Requires 3.25 GPA				
ACT 27		\$3,610 (\$1,860 is for housing) Requires 3.25 GPA				\$3,000 (\$500 is for housing) Requires 3.25 GPA and 27-36 ACT					
ACT 28	\$4,000 Requires 3.0 GPA	\$4,110 (\$1,860 is for housing) Requires 3.5 GPA	\$4,750 (\$250 is for housing) Requires 3.25-3.49 GPA and 28-36 ACT OR \$5,000 (\$250 is for housing) Requires 3.5 GPA			\$2,750 (\$750 for housing. For 2 years only.) Requires 3.5 GPA	\$4,000 (\$2,000 is for housing) Requires 3.5 GPA	\$4,500 No GPA requirement			
ACT 29		\$4,360 (\$1,860 is for housing) Requires 3.5 GPA				\$3,500 (\$500 is for housing) Requires 3.5 GPA					
ACT 30		\$4,500 Requires 3.0 GPA	\$4,610 (\$1,860 is for housing) Requires 3.5 GPA								
ACT 31			\$6,000 (\$500 is for housing) Requires 3.5 GPA			\$4,250 (\$1,000 is for housing) Requires 3.5 GPA	\$5,000 (\$2,500 is for housing) Requires 3.5 GPA	\$5,500 No GPA requirement			
ACT 32-36	N/A										
Honors	Award: \$1,000-\$3,000 stipend bundled with a qualifying academic scholarship. Application Requirements: 3.5 GPA, 27 ACT (or top 10% of graduating class), essay, and interview. Deadline: November 29	Award: \$7,500 scholarship for 8 semesters (\$1,860 is for housing and \$1,500 is for a meal plan). Application Requirements: 3.5 GPA, 32 ACT resume, essay, and 2 reference letters. Deadline: December 1	Award: No additional scholarship offered. Honors students compete for regular academic scholarships. Application Requirements: 26 ACT and 2 references. Deadline: Not listed	Award: Honors students may apply for fellowships. These range from \$9,000 to \$9,250 per semester. Application Requirements: 3.5 GPA and 28 ACT. Deadline: January 15	Award: \$3,500 scholarship for 8 semesters. Optional \$1,250 for housing for 2 years. Application Requirements: 3.5 GPA, 27 ACT, and an interview. Deadline: December 15	Award: \$5,000 scholarship for 8 semesters and a private dorm room upgrade. Application Requirements: 3.5 GPA, 2 references, and 2 essays. Deadline: January 15	Award: Amounts vary, can include tuition/fees, housing, study abroad funding, and a laptop. Application Requirements: 3.25 GPA, 26 ACT, 2 recommendation letters, interview, and 2 essays. Deadline: February 1	Award: \$300 scholarship for 8 semesters. Application Requirements: 2 recommendation letters and 2 essays. Deadline: Not listed			

*** All academic scholarship, room, and board rates were obtained from each institution's Admissions Office or website. Room and board rates were averaged using rates for the resident meal plans and Double-Room Standard Housing available to freshmen (excludes Honors, Greek, and international housing). Tuition and fee data was collected from ADHE's "2019-2020 Annualized Tuition and Fees for Public Four-year Institutions" report based on 15 credit hours. Information for non-academic scholarships is available on each institution's website. Please keep in mind that there are limited funds available at each institution and all academic scholarships are awarded competitively unless otherwise stated. Updated 8/29/2019

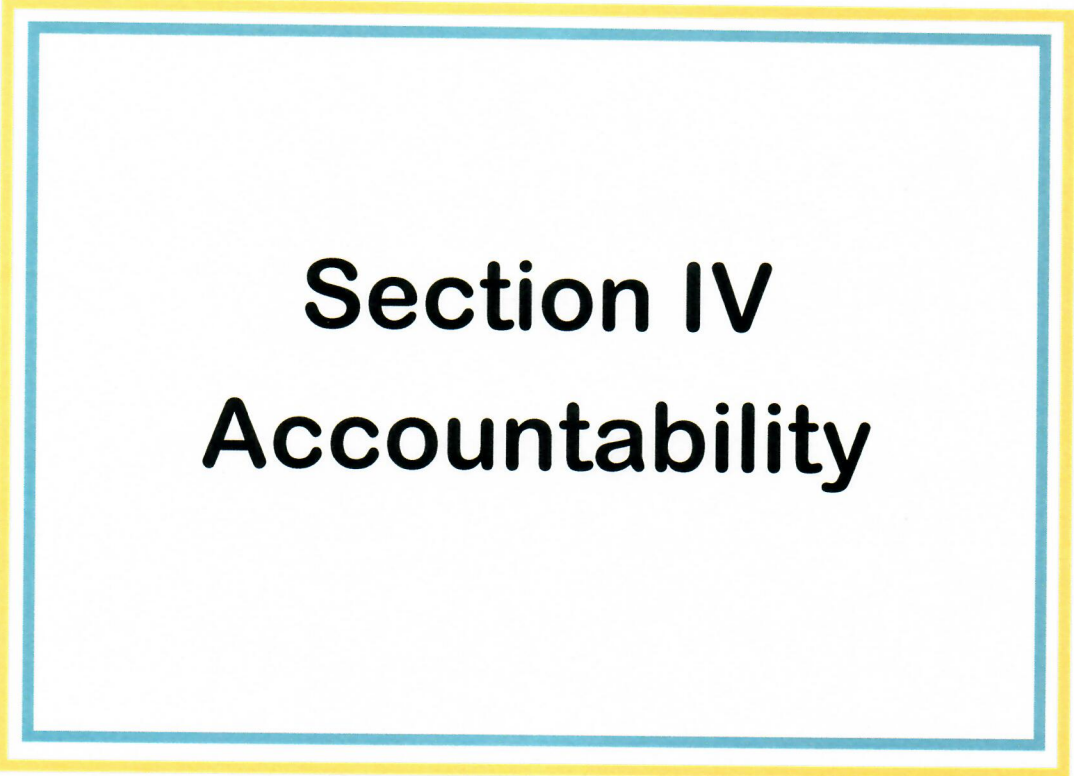
RED RIBBON WEEK 2019

**OCTOBER 23: CHASING THE DRAGON
VIDEO PRESENTED BY OFFICER GLENN**

**OCTOBER 24: GUEST SPEAKERS CALLIE
TAYLOR AND DR. BISHOP**

**OCTOBER 30: EVERYONE WEAR RED – RED
RIBBON PICTURE ON THE FOOTBALL FIELD**

**HOMEROOMS: DECORATE YOUR
HOMEROOM TEACHER'S DOOR WITH A
“SAY NO TO DRUGS” THEME FOR A
CHANCE TO WIN A PIZZA PARTY!!
DEADLINE TO DECORATE IS OCTOBER 25!**



Section IV

Accountability

A. The Comprehensive School Counseling Program Self Assessment

The Comprehensive School Counseling Program Self-Assessment will be revisited and areas to address will be identified.

B. Data Tracking

Data gathered from the results of post-secondary plans will be documented in a chart.

Data gathered from Post-Secondary Success will be reviewed in May of students' senior year based on college acceptance, scholarship offers, trade school acceptance, and career opportunities granted to students prior to graduation. This will be reviewed, analyzed, and documented in a chart.

Based on the results of the data, any gaps in student support will be discussed in the annual administrative conference.

Use-of-time assessments will be analyzed and used to guide decisions for the comprehensive school counseling program.

C. Program Results

Participation, mindsets and behaviors, and outcome data results will be analyzed. The data will be used to develop/update the comprehensive school counseling program. Student outcomes will be included.

The program results will be shared with the faculty and the advisory council, and summary data will be included in the Comprehensive School Counseling Plan. Reflection on the processes and progress of the plan will be discussed to determine what interventions are/are not working.

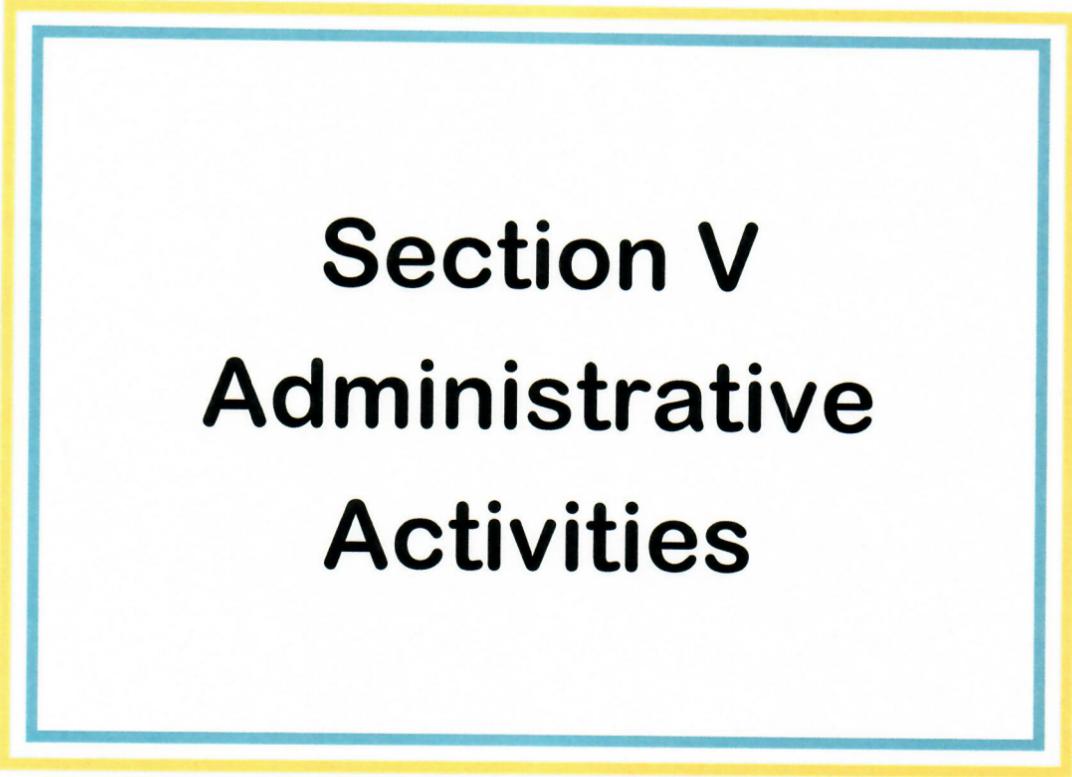
D. Evaluation and Improvement

The school counselor will use results from the program evaluation and other data sources to develop the comprehensive school counseling program. The program and the goal(s) and results will be updated annually.

The school counselor will reflect on the comprehensive school counseling program, and areas of strength and areas of improvement will be identified.

Evaluation results data will be shared with the advisory council at the annual meeting, and they will be shared with the faculty during an in-service day.

The school counselor will recommend changes/updates to the comprehensive school counseling program based on the data and results during the annual administrative conference. The changes identified will be included in the comprehensive school counseling plan.



Section V
Administrative
Activities

A. Assessments/Teams

The school counselor serves as the test coordinator for the ACT, ASVAB, Advanced Placement (AP) Exams, and Civics Exam.

The school counselor serves as test coordinator and administrator for the PSAT.

The school counselor serves as a room supervisor for the ACT Aspire and ACT Aspire Interim tests when needed.

The school counselor serves on the Gifted and Talented Committee.

The school counselor attends 504 and IEP meetings when needed.

B. Data Entry

The school counselor registers students and enters class schedules in e-School.

The school counselor enters data in the master school in e-School.

The school counselor updates and makes changes in e-School and maintains student records.

The school counselor runs calculations for Interim Progress Reports (IPRs) and report cards in e-School and distributes them.

C. Supervisory Duties

The school counselor is assigned morning duty every morning before school begins from 7:40 until 8:00.

The school counselor helps monitor areas during activities when and if needed.