

Rural Special Schools



Comprehensive School Counseling Plan 2021-2022

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Section I

Foundation

Introduction

Rural Special School provides a developmental school counseling program for all students. The comprehensive counseling program is used to ensure that all our students will gain the competences they need to be successful in their academic adventures, career and goal goals, and personal and social development. The counseling program at Rural Special School is designed to promote positive self-concepts and positive school experiences for all students. Each student is a valued, unique individual with the capacity to grow and to develop into a self-directed adult possessing a positive self-image and concern for the rights of others. The function of the counselor can be divided into four main areas: counseling, consulting, coordinating, and appraising. The school counselor's primary job is counseling. This could take place by individual counseling, group counseling, or whole group enrichment. The school counselor works closely with the school staff in order to equip them with resources needed to ensure that each child is successful. In the role of coordinator, the counselor organizes programs and services to make certain that our students are ready to address what is ahead of them. The school counselor has responsibilities to the students, parents, and staff. The counselor serves as a facilitator of human relations among students, parents, and school staff.

Administration Team

District Administration:

Superintendent: Mr. Brent Howard
Assistant Superintendent: Mr. Mark Rush
Curriculum Coordinator: Melissa Howard

Central Office Staff:

Administrative Assistant/ Federal Programs: Gwen Anderson
Administrative Assistant Finance: Sue Freeman
Administrator's Secretary: Liz Meeler
Phone: (870) 269-3443 Fax: (870) 269-3446

School Administration:

Principal: Mrs. Shelia Mitchell

School Office Staff:

Administrative Assistant: Barbara Rowland
Phone: (870) 363-4365 Fax: (870) 363-4222

Mountain View School District Guidance Counselor Team:

Rural Special Schools	Kayla Knapp- kknapp@mvschools.net
Timbo Schools	Nancy Ridling- nlowery@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

Resource List

Shelia Mitchell-Principal
Kayla Knapp-Counselor
Greg Vanatter- SRO
Cindy Branscum- Stone County Health Nurse
Dale Whitfield, RN- Rural Special
Samantha Callahan, LPN- Timbo
Kim Stewart, RN- MVMV & MVHS
Robin Tate- AR Rehabilitation Services
Brody Prince- Counseling Associates
Dr. Hervey Madden- Child and Adolescent Psychiatrist
Leann Johnson- OT
Catie Galloway- OT
Megan Carpenter- Director of Ozarka College, MV campus
Lorrie Sadler- LEA
Red River Physical Therapy

Crisis/Suicide Team

Suicide Hotline 1-800-359-5541
Arkansas Child Abuse Hotline 1-800-482-5364

<u>Name/Position</u>	<u>Phone Number</u>
Kayla Knapp, Counselor	870-214-0180
Shelia Mitchell, Principal	870-213-5212
Keenan Glenn, MVSDPD	870-214-0118
Todd Hudspeth, MVSDPD	870-615-3047
Greg Vanatter, MVSDPD	870-214-8427
Mitch Lewis, RS Teacher	405-802-4367
Valerie Ganus, RS Teacher	870-213-7855
Heather Berry, RS Teacher	870-213-8202
Cindy Osburn, RS Teacher	870-591-6217
Dale Whitfield, RN - Campus Nurse	870-363-4365
Michelle Kocher, RS Employee	870-213-8135
Dylan Stewart, Clergy	870-213-8351
Scott Langford, Clergy	870-213-7477
Rachelle Stewart, First Responder	870-213-7255
Dave Smith, First Responder	870-363-4210

Belief, Vision, Mission Statements

Rural Special Belief

We, the educators of Rural Special Schools, are committed to the belief that:

- all students can and will learn;
- school counselors are advocates for all students; and
- all students deserve dignity and respect

Rural Special Vision

The vision of Rural Special is to partner with parents and community to instill in our students the belief that learning is a life-long process leading to academic, career, and social/emotional achievement.

Rural Special Mission Statement

The mission of Rural Special School is to provide a safe environment that nurtures the needs of all students, in order that they may reach their full potential in all aspects of life. Rural Special is dedicated to creating a positive learning environment that encourages students to develop a strong work ethic in academics, vocational work, and community service, so in the end students will become reflective, lifelong learners, who are productive members of society and successful leaders of the community.

Resources

- Rules Governing Standards of Accreditation of Arkansas Public Schools
http://dese.ade.arkansas.gov/public/userfiles/Legal/Legal-Current%20Rules/ADE_282_-_Standards_for_Accreditation.pdf
- Act 190 – School Counselor Improvement Act of 2019
http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/ACT_190_The_School_Counseling_Improvement_Act_of_2019.pdf
- Arkansas Comprehensive School Counseling Program Guide (2019)
http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/School_Counseling_Program_Guide.Post1_.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>

Program Goal

Concern

Most of our students end up choosing between 3 career options: Nursing, education, or welding. I want our students to realize that there are more career options. I feel like they limit themselves because of the norm of our small community.

Data Review

By their senior year, students will be exposed to many different career options. Student success plans will be reviewed to determine if career options are expanding for the students.

Barriers and strengths

Given the fact that we live in rural Arkansas, a big barrier is simply the fact of exposure. Many of our kids do not realize their options. The strength is that we are a small school and that we have the opportunity to have a one-on-one setting where the students will be able to explore the options with an educated adult. The student success plans can be worked on individually between that adult and student. They are truly individualized.

Smart Goal

Through exposure to a variety of careers, we believe that 95% of students will have a career plan in place by the time that they graduate high school.

Actions/ Tasks

The counselor, in conjunction with classroom teachers, will work to expose students to a variety of careers starting in kindergarten. This exposure will come in many forms:

- College visits
- Whole group counseling lessons
- Career Fairs
- Career Development Classes
- Kuder Assessment
- one on one development of Student Success Plans
- Exit surveys

Outcomes

Exit surveys will be used by the school counselor to determine if 95% of the students have a career chosen by the time they graduate.

SECTION 2

II. Management

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.

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.

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.

Direct Services include:

- a) 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: Career planning and exploration and working with students on the development of their Student Success Plans. The G.U.I.D.E. for Life Essential Skills and the ASCA Mindsets and Behaviors will be used. 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.
- b) Individual and Group Counseling-Individual and group counseling are available to all students and based on student needs. Examples include: Interpretation of assessments, individual academic planning, guidance in the advantages of career certifications, behavioral supports, attendance, and school academic success skills.
- c) 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.

Indirect Services include:

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.

- a) Consultation- Consultations occur on behalf of a student. Examples include: Interactions with a parent or legal guardian, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.

- b) Referrals- Indirect services include referring a student for mental health services and making child maltreatment reports.
- c) Decision Making Teams-The school counselor is a contributing member of the ESOL, 504, and Gifted and Talented teams.

Administrative Activities

The school counselor completes administrative activities no more than 10 percent of the time each month during student contact days. Examples include: Registering and scheduling students in classes; printing Interim Progress Reports (IPR's) and report cards; serving as the Parental Involvement coordinator; and assisting with the ACT and Civics exams.

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.

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.

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.

Annual Calendar	
August *Character education quotes placed on TV announcements *School theme is posted *Orientation for 7 th grade students and new students *High school schedule changes *Enroll/register new students *Elementary Theme: Making friends/ bullying prevention	January *Career Fair-district counselors, community members, high school students *Order honor cords & valedictorian & salutatorian medals for graduation *Seniors-scholarship applications *Elementary lessons-Career
September *Attend articulation workshop *Make corrections/updates in e-School before October state report *Suicide prevention lessons *Elementary Theme- Attitude	February *Complete vocational completer report *ACT exam (coordinator) *Seniors-scholarship applications *Elementary Theme: National week of Kindness
October *Senior Night/Financial Aid Night/FAFSA-seniors and parents/guardians *Senior College Fair *Junior Career Day *Attend state fall counselor update meeting *Elementary lessons: Red Ribbon Week-drug prevention	March *Character education quotes placed on daily school announcements *Student schedules for next school year *Eighth grade students – Develop Student Success plans *Elementary lesson-Manners
November *ASVAB test *Civics Exam *Complete vocational report *Elementary lessons –Citizenship *Thanksgiving Break	April *Kindergarten registration *Hand out student schedules for next year *Prepare for graduation *Elementary lessons – Study Skills/ Importance of School
December *Meet with high school students for schedule changes for next semester *Elementary lessons-Compassion	May *6 th grade orientation to 7 th grade, school tour, Smart Core/waiver discussion *Prepare for high school graduation *Elementary lessons – G.U.I.D.E. for Life *Update Comprehensive Counseling Plan

ASCA School Counselor Professional Standards and Competencies and Ethical Standards

a) ASCA School Counselor Professional Standards and Competencies

The standards and competencies have been reviewed.

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

b) Ethical Standards

The counselor abides by the Code of Ethics for Arkansas Educators

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

SECTION III

Delivery

Direct Services

Individual Counseling

Individual counseling sessions are used to provide students with in-depth help and consultation in a private setting. The counselor has been trained in the necessary skills to provide a helpful learning situation. Individual counseling is 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.

- (1) Examples of individual and group counseling include: Anger management, bullying prevention, suicide prevention, grief, friendships, manners, anxiety and stress management, study skills, or communication skills.

Whole Group Lessons

Classroom lessons are developmentally appropriate and based on student needs. Skills that help students to be successful in social settings will be the focus. Services provided are reviewed and updated annually. 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. 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.

- (1) Examples of classroom lessons include: Career planning and exploration, bullying prevention, suicide prevention, lessons incorporating The G.U.I.D.E. for Life Essential Skills and the ASCA Mindsets and Behaviors; self-understanding, interpersonal communication skills, problem solving, decision making, conflict resolution skills, study skills, substance abuse prevention, and other character education lessons.

Orientation/Transition Programs

The counselor works with new or upcoming students to make the transition process as easy as possible. The program includes:

- (1) New/transferring students meeting 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) Sixth grade students meeting with the school counselor one class period per week during the fall semester to start orienting them to high school and work on academic, career, and social/emotional learning.
- (3) Seventh grade students meeting with the school counselor one class period per month during the fall semester to assist with their transition to high school and work on academic, career, and social/emotional skills.
- (4) High School students meeting with the school counselor one class period per month during the year to assist with graduation requirements. In collaboration with their career development class, their Student Success Plans are created. Academic and social/emotional skills are also addressed.

Responsive Services

Responsive services are services whose immediate concerns put the student's academic, career, or social and emotional development at risk. These services are usually immediate or short-term needs such as a crisis intervention for a student.

- (1) Examples of responsive services are: study skills, immediate social/emotional needs, suicide risk, death/ grieving, conflict resolution, referrals, and consultation.

Academic Advisement

To properly place students in the academic setting. Counselors act in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives. The counselor will discuss test scores with students to ensure that they are utilizing their strengths appropriately. Examples of academic advisement include:

- (1) The school counselor meets with students concerning their academic progress. Students who are in danger of failing or who are struggling, and 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, etc.)
- (5) 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

Indirect Services

Indirect Services are services that are provided on behalf of the students. As a result of effective indirect services, the students are provided an advocate. Through indirect services, the school counselor enhances student achievement and promotes equity and access for all students.

Consultation

Consultation is the process of providing and seeking information and recommendations on behalf of the student. School counselors provide and seek consultation in order to promote student success. A major part of the counselor's role is to interact with parents or legal guardians, school staff, and community agencies concerning a student's social/ emotional, academic, and career exploration growth.. Counselors' work with teachers and administrators to help create a safe school environment that stimulates growth and learning.

- Examples of consultation include: Assisting teachers in working with individual students, providing teachers with materials and resources, participating in school committees to advocate for student success, consulting with outside agencies (i.e. psychologists and representatives from community agencies).

Referrals

The school counselor's role is to refer a student to another person or agency within or outside the school for additional specialized assistance when needed. In order to do this, counselors must maintain a relationship with the outside agencies. The counselor must be able to identify when outside agencies are required and contact the appropriate agency for the situations.

- Possible agencies for referral are: Counseling Associates, Child Abuse Hotline, Stone County Medical Center, Stone County Sherriff's Office, Mountain View School District Police Department.

Decision Making Teams

Counselors might be asked to participate in committees that make decisions on behalf of the student. Counselors should serve as an advocate for students.

- Committees might include: 504 teams, parental involvement, leadership, and IEP.

Career Planning

To introduce the student to the world of work and to assist them in choosing, preparing for, and entering appropriate careers by helping students to understand the value of working, helping students relate interests to career choices, and helping students to relate school performance to job choice 19 and success. Students in kindergarten through fifth grade will explore careers using KuderGalaxy, and students in sixth through twelfth grades will explore careers using Kuder.

Examples of career planning include:

- (1) Students in 7th grade will meet with the counselor to discuss which curriculum the student will choose to follow.
- (2) Students in eighth grade will develop their Student Success Plans. Parents/guardians will take an active role in developing the plans by attending a parent night to develop the plans.
- (3) Students in ninth through twelfth grades will update their Student Success Plans on a yearly basis.
- (4) 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.
- (5) A career fair will be held on the Mountain View District campus for high school students.
- (6) 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.
- (7) Representatives from colleges will visit the school to speak to students about career opportunities.

Career Planning Resources

- (1) ACT – <https://www.act.org>
- (2) College Board – <https://www.collegeboard.org>
- (3) Arkansas Career Model – <https://dcte.ade.arkansas.gov/docs/OccupationalAreas/CareerPathway/arkansas-career-model-cte.pdf>
- (4) Graduation Requirements – <http://dese.ade.arkansas.gov/divisions/learning-services/curriculum-support/arkansas-graduation-requirements>
- (5) Arkansas College and Career Planning System-Kuder – <https://arkansas.kuder.com/landing-page>
- (6) ArkACRAO – <https://arkacrao.org/>
- (7) Discover Arkansas – <http://www.discover.arkansas.gov>
- (8) College for YOU – Scholarship Information – <https://scholarships.adhe.edu>
- (9) Student Success Plan – <http://dese.ade.arkansas.gov/divisions/learning-services/student-success-plan>
- (10) FAFSA – <https://studentaid.ed.gov/sa/fafsa>
- (11) Bureau of Labor Statistics – https://www.bls.gov/oes/current/oes_ar.htm
- (12) Arkansas Job Link – <https://www.arjoblink.arkansas.gov/ada/r/>
- (13) Arkansas State Jobs – <https://www.ark.org/arstatejobs/index.php>
- (14) College Application Checklist –

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

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

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) Students in 8th grade are given the opportunity to take Algebra I.
- (4) Job shadowing opportunities will be made available to students.
- (5) Students will be made aware of vocational certificates.

At-Risk Students & The School Dropout Program

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 underserved, 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 extracurricular 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

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 homeschool, 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.

ALTERNATIVE LEARNING ENVIRONMENT (ALE)

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.

- 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.

SECTION IV

Accountability

The Comprehensive School Counseling Program Self-Assessment

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

Data Tracking

The counselor will use the exit survey to determine if students have a career chosen by the time they graduate. Student success plans will also be used to track this information throughout their high school career.

Program Results

- (1) 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.
- (2) 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.

Evaluation and Improvement

- (1) 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.
- (2) The school counselor will reflect on the comprehensive school counseling program, and areas of strength and areas of improvement will be identified.
- (3) 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.
- (4) 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 Duties

Assessments/Teams

- The school counselor serves as the test coordinator for the ACT and civics exams and serves as test coordinator and administrator for the Advanced Placement (AP) exams.
- The school counselor serves as a room supervisor for the ACT Aspire and ACT Aspire Interim tests.
- The school counselor serves as the Gifted and Talented coordinator for the district and teacher.
- The school counselor serves as the parental involvement coordinator for the elementary and high school.
- The school counselor attends 504 and IEP meetings when needed.

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.

Supervisory Duties

The school counselor is assigned daily lunch duty and morning duty once a week. The school counselor also teaches a social studies class and a physical education class.