



# Hillcrest School District Comprehensive School Counseling Program

P.O. Box 50; Strawberry, AR 72469

Phone 870-376-5416 Fax 501-421-9068

K-12 School Counselor: Marnie Johnson

Email: [marnie.johnson@eagles1.k12.ar.us](mailto:marnie.johnson@eagles1.k12.ar.us)

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## **Foundation**

### Team Members

Many people play key roles in delivering counseling services to students since there is only one school counselor for the district. Administrators (principals and assistant principal), curriculum coordinators, a newly hired career coach, school resource officer, school nurse, teachers, and other staff all play important roles in the daily operations of the counseling department. The counselor also relies heavily on outside sources such as mental health providers, ETS/Trio (Educational Talent Search), local educational cooperative employees, military recruiters, college advisors and recruiters, and local business operators to deliver services.

### Beliefs

The counseling department believes that students, in general, want to succeed. Every learner has the capacity to learn and should be encouraged by the school, parents, and the community to reach their full potential. The role of the school counselor is to aid students, parents, and community members to ensure student success. The school counselor focuses on the present (thoughts and behaviors) in order to identify issues and strives to create a relationship with each student as a basis for counseling.

### Vision

The vision of the Hillcrest School Counseling Department is for all students to realize their full potential by using resources gained through educational experiences, responsible use of technology, and interaction with others.

### Mission

The mission of the Hillcrest School District is to provide a quality education for all students in a safe environment in cooperation with our community and parents. Students will be provided the opportunity to develop their potential so they may become productive citizens in our ever-changing society. The mission of the Hillcrest School Counseling Department is to advocate for the development of all students to their full potential. The district will provide a comprehensive counseling program based on the American School Counselor's Association national model to serve learners in the areas of developing mindsets and behaviors for student success in order to help them live rewarding lives.

### Program Goals and Results

#### *'22-'23 School Year*

The goal of the school counseling program for high school was for all graduates to have a certification. Teachers, the district test coordinator, the school counselor, the principal, and the curriculum coordinator all assisted with identifying and helping students get certifications. All seniors attempted a certification with 91% of the seniors obtaining a certification. Certifications included ACT Workkeys (Bronze, Silver, Gold, and Platinum in the areas of Applied Math, Literacy & Workplace Documents), Everfi Financial Literacy, Microsoft Word, and Arkansas Game and Fish Commission Hunter's Education. [Senior Scholarships and Completers](#)

One goal of the school counseling program for elementary school was for 80% of the students to complete the SEL modules in the Purpose Prep program. Unfortunately, only 34% of the elementary students completed 100% of their assigned SEL lessons. However, there were two grade

levels with significantly higher completion rates (second and third grades both had around 60% completion). The other goal for elementary was to host career education visitors at least 3 times during the school year at elementary. Due to scheduling conflicts there was only one career visit at elementary this past school year. However, that particular visit was great because a local dentist brought his entire staff so the students actually heard about 4 different careers (dentistry, dental assistant, dental hygienist, and office manager). Here are some pictures of their visit:

### [Career visitors](#)

#### *'23-'24 School Year*

The goal of the school counseling program for high school is to increase student engagement (attendance) by 5%, from the ESSA rating of 74.83% for the '22-'23 school year to 79.83% for the '23-'24 school year. The goal of the school counseling program for elementary school is to increase student engagement (attendance) by 5%, from the ESSA rating of 68.22% for the '22-'23 school year to 73.22% for the '23-'24 school year. We want students to have the mindset that it is important to be at school every day. Some of the tools that we plan to use to achieve this goal are student tracking of their own attendance data, recognition of good and improved attendance, a public relations campaign targeted at parents, communicating with families to remove barriers, and ensuring that current attendance policies are followed.

### [Standards and Competencies](#)

The American School Counselor Association (ASCA) outlines professional standards and competencies that school counselors need to meet the needs of students. These standards may be found here:

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

They also outline standards for counselors to follow when working with students:

#### [ASCA Ethical Standards for School Counselors](#)

#### [ASCA Student Standards: Mindsets & Behaviors for Student Success](#)

The Arkansas Department of Education, Division of Elementary and Secondary Education (DESE) G.U.I.D.E. for Life may be found here:

#### [Division of Elementary and Secondary Education - Offices - Learning Services - G.U.I.D.E. for Life](#)

## **Management**

### [Program Overview](#)

The greatest strength of the school counseling program is the ability to have personal relationships with all of the students. Students are comfortable approaching the counselor and other team members because they see them and interact with them on a daily basis. Unfortunately the key factor in strength (small school size) also contributes to areas for improvement, such as the frequency of small group or individual counseling.

### [Program Assessment](#)

Many tools may be used to assess the effectiveness of the school counseling program. Some tools that may be used include local advisory council meetings and annual administrative conferences.

### *Administrative Conferences*

Administrative conferences were held this summer with both the high school and elementary principals in preparation for the upcoming school year. Goals for both campuses were discussed.

### [Administrative Conferences](#)

### *Advisory Council*

The counseling department formed an advisory council during the '22-'23 school year that consisted of the school counselor, school resource officer, principals/designees from high school and elementary, one student from high school, one student from elementary, and one parent from that has students in high school and elementary. This committee met in the spring at the elementary campus. They reviewed the comprehensive school counseling program, discussed the new career coach position, possible filters and reporting tools. The advisory council will meet twice for the '23-'24 school year. The school nurse and the new career coach will also be added to the council. The first meeting will be in the first semester on the high school campus and in the second semester on the elementary campus. Items to be discussed will include this plan, goals for the school year, and issues that need to be addressed. [School Counseling Advisory Council Minutes](#)

## **Delivery**

Counseling will be offered to students through direct and indirect counseling and administrative activities. Although our district only has one school counselor, there are many individuals who help to fulfill our counseling activities.

### Direct Counseling

Direct counseling includes classroom, small group, and individual counseling; academic advice and individual planning for new and existing learners; transition activities for new learners or learners switching campuses; follow-up with at-risk learners including potential drop-outs; follow-up with recent high school graduates; career/vocational education decision-making; and responsive services. The school counselor does classroom counseling at elementary and high school and does small group and individual counseling as needed. Most individual counseling cases are referred to primary care physicians or mental health providers. The school contracts with Families, Inc. as our mental health provider.

Elementary classroom lessons are based on identified needs from teachers, parents, and students and also address career planning and exploration. Lessons are delivered per state guidelines (lessons are no more than 40 minutes long, no more than 3 lessons per day, and no more than 10 lessons per week). [Elementary Classroom Counseling Schedule](#)

Direct counseling programs that are used at the high school level (grades 7-12) include:

- Individual academic advisement: Students can meet with or email the counselor or career coach for more in-depth investigation of courses needed to graduate, courses needed for

specific career paths, or courses needed for certain college degrees. All students are asked individually if they want or need a schedule change at the beginning of each semester.

- New student orientation/transition: All new students meet with the counselor to discuss necessary classes as well as electives, academic goals (graduation, post-secondary training or college), and hobbies. New students are introduced to teachers, taken on a tour of the campus, and assigned one or more buddies to help them find classes and meet other students. Students who are transitioning from elementary to high school (6th graders) are given group tours during our culture day activities held on the high school campus. All students (new and returning) are invited to attend an open house before school starts in order to meet teachers and find classrooms. The first day or two of school is also used for an orientation to help students meet teachers, other students, find classrooms, and learn about classroom technology (MacBooks, Buzz learning management system, etc.). [Transition Info](#)
- Monitoring of at-risk students: All report cards and transcripts are reviewed by the curriculum coach and counselor at the end of each marking period for D's and F's. Students needing credit recovery are placed in those classes and/or summer school if at all possible. Students and parents are made aware of D's and F's and students receive academic advising about graduation credits.
- Follow-up activities with recent graduates: At the end of the school year the counselor sends out a senior exit survey to collect future plans and contact information. After graduation the counselor sends out a graduate follow-up survey to collect information about what students actually did. Information is shared with administration after data is collected. [Senior Exit Survey](#), [Graduate Follow-Up Survey](#)
- Assist students to register for the ACT: Upcoming ACT dates are posted in the two main high school buildings. Students are encouraged to get assistance to register for the ACT by electronic communication. Students who want to register for the ACT can sit in the counselor's office to get individual assistance.
- Assist seniors to register for SAMS financial assistance: Seniors meet as a group during school hours to apply for state financial aid through the SAMS system. ETS personnel usually assist the counselor in this effort.
- ASVAB Career Exploration program: The counselor schedules testing for all 11th grade students during school hours and schedules follow-up interpretation with ASVAB personnel to do career exploration during school hours. [ASVAB Reservation Form 2023](#)
- Project College Bound (with UACCB): This program provides a kick-off program including financial aid night and free FAFSA help on the high school campus during the fall, free Next-Generation Accuplacer testing for all 10th and 12th grade students, college planning, advising, and course selection/registration with the career coach, school counselor, and UACCB advisors. Dates for all of these activities are set soon after school starts to ensure implementation of all aspects of this program. See information from last year here: [UACCB Project College Bound Schedule](#), [Financial Aid Night](#), [Next-Gen Accuplacer Testing](#) ,
- Course planning program: This is a presentation given by the counselor to all students in grades 8-11 every spring before they select classes for the next school year. This includes explanations of high school courses, pathways to graduation, how grade point averages work, what transcripts look like, etc. [Course Planning](#)
- Scholarships: There is a Google document listing of all scholarships and programs available to high school students that is accessible 24/7. The school also purchased Tasselttime so that students have instant access to scholarship and college information. [Scholarships](#), [Opportunities for Learners](#)

- Concurrent Courses: The career coach will assist students to select and register for concurrent courses at local community colleges and secondary technical centers. [DocuSign](#)
- College and Career Fairs: The career coach and counselor schedule trips to local college and career fairs. These trips include but are not limited to Preview Day at BRTC (Black River Technical College) for seniors, juniors and seniors to the ArkACRAO College Fair at WBU (Williams Baptist University), sophomores to UACCB for campus tour, juniors to UACCB for career day, juniors to Hard Tech Preview Day at BRTC, and sophomores to BRTC for campus tour. This past year students with special needs visited the Lawrence County Cooperative School to tour the residential and day programs for adults (18 and older) with disabilities. Hillcrest High School also hosted its first Career Fair in the spring. Seventeen local businesses were represented. These business representatives talked to all of our high school students as well as students from neighboring districts and community members. The school is planning to make this an annual event. The district also had a Senior Graduation Walk through the elementary hallways to encourage elementary students to graduate and to congratulate seniors. [Preview Days](#), [Career Fair](#), [Senior Graduation Walk](#)
- Ralph Joseph: Juniors who are chosen to participate in the Ralph Joseph Youth Leadership class are accompanied by the counselor to other school campuses in the county to participate in classes on communications, etiquette, decision making, and diversity. [Ralph Joseph Youth Leadership Program](#)
- Student Success Plans: Hillcrest High School uses Naviance to help students develop their student success plans. Plans are started in the 8th grade Career Development class in conjunction with the facilitator for that class. Students use Naviance to investigate careers as well as college and employment opportunities. As students prepare to advance to the next grade level in the spring the career development teacher then assists the counselor and students in updating and revising plans for the future school years. Student plans include course requests for the next school year which assist in developing the master schedule and individual student schedules. Plans are sent home and learners are encouraged to discuss with parents. Parents are encouraged to discuss any questions with the counselor and/or the facilitator. [Sample Student Success Plan](#)
- Drug free club: SPUD (Students Preventing the Usage of Drugs) is sponsored by the school counselor. This club creates Red Ribbon Week activities for both high school and elementary campuses. APNA surveys are given to all students in grades 6, 8, 10 and 12 in order to provide data for local prevention coalitions and to provide feedback about local programs. [Red Ribbon Week](#)

### *Social Emotional Learning*

This school year ('23-'24) the district has chosen to work with Chris in The Classroom to provide materials, professional development, and curriculum to deliver SEL curriculum to all students in grades K-12. Chris or "Shoof" visited the campus this past school year for an assembly with all students and teachers. Both high school and elementary used some of these resources this past year (such as videos, posters, and books) to deliver SEL curriculum to students in grades K-12. The plan is for classroom teachers in elementary to deliver the SEL lessons with the support of the school counselor. In high school the SEL lessons will be delivered by classroom teachers during advisory time with the support of the school counselor. [Shoof at Our School](#)

Another program at school that promotes SEL is the Career to Work Transitions class for students with disabilities. This daily class taught by Myers-Davis personnel provides students with life skills, employment skills, and even work experience. This class culminates in a fun presentation day



for all of the area schools that offer the class. Other programs are offered by external agencies such as Junior Auxiliary Jewels for 7th grade girls (sponsored by the JA of Lawrence County). This program is aimed at building the self-esteem of 7th grade girls while showing them examples of successful women in various careers. Internet safety training was also provided for all students in elementary. [Transitions Class Presentation](#) , [Internet Safety K-6](#), [JA Jewels](#) .

### ***Bullying Prevention***

The Hillcrest School District will use Chris in the Classroom for bullying prevention. The school counselor and the SPUD club also do bullying prevention education and activities during Red Ribbon Week for teachers and students in grades K-12. The school district anti-bullying training program is shared with faculty and students annually during Red Ribbon week.

### ***Suicide Prevention***

The Hillcrest School District will use Chris in the Classroom for suicide prevention. Short public service announcements made by students are distributed for all teachers K-12 and students grades 5-12 to view. This educates and reminds students about the risk factors and warning signs of suicide, how to support someone in crises, and how to promote positive mental health. School employees are required to attend suicide prevention PD every 4 years. The school counselor and school resource officer attend suicide prevention training every year. During the '23-'24 school year the district will use National Suicide Prevention Week (September 11-15) to educate and train students and employees on the risk factors/warning signs of suicide, how to report if there are concerns, and what happens after a report.

Students and employees are encouraged to refer at-risk individuals to the school counselor. Lists of reasons to refer are available to employees and are discussed with students during classroom counseling. Students and employees are encouraged and trained during classroom counseling to be sensitive to threats of self-harm and to report these threats immediately to the school counselor or school resource officer. The counselor or SRO will then meet with the student to verify the threat. If the student made a threat of self-harm or it is determined that they intend to harm themselves, then their parent/guardian will be contacted to pick up the student and take them for a mental health screening. That student will be allowed to return to school with a letter of clearance from a doctor or mental health provider. [Suicide Prevention Presentation](#)

Student or employee death by suicide or any other reason is addressed in our school's continuity of operations plan (see excerpt below).

### **Death of Student or Faculty Member Outside of School**

#### **Emergency Procedure:**

The principal should use the emergency chain phone calling system to inform all faculty and staff members of the tragedy and schedule an early morning meeting (faculty and staff). The phone call and morning meeting will reduce the risk of faculty arriving at school uninformed. The purpose of the faculty/staff meeting is three fold:

1. To be sure faculty members are informed of the incident.
2. To ensure that faculty/staff members know the facts surrounding the incident so they can dispel rumors and horror stories that may crop up during the day, and
3. To announce any special schedule and/or events of the day.

Assemble the school district's crisis counseling team and other resource persons so they can plan to assist at the school.

Substitute teachers, as necessary, need to be scheduled. They, too, need training before meeting with students.

An end-of-the-day meeting should be held to evaluate and debrief the day's procedures as well as to identify further concerns for the days to come.

### **Classroom Procedure:**

The principal should announce the death of the teacher/student and the known facts of the death to the first class of the day (or to the entire student body). Teachers should follow through on the announcement as dictated by reaction by students in their respective classes.

Although distraught, faculty and staff members should remain as calm as possible and serve as a "source of strength" for students. Teachers, dealing with their own grief, may not know what responses to offer or may try to do too much. Students rarely expect perfect answers or controlled indifference, but find teachers most helpful as empathic listeners. Do not attempt to explain why a person dies (or has died by suicide).

In the case of a suicide situation, simply say, "Sometimes a person becomes distraught and depressed. When this occurs, he/she oftentimes can't see a resolution to a problem (or situation) other than taking his or her own life. There is an overwhelming feeling of hopelessness. This is tragic. If you are ever in a similar situation, discuss your problem(s) with someone you trust-preferably an adult (with counseling training). No problem is as great that you should consider suicide".

Refer all rumors to the principal so that they can be addressed in the debriefing session.

Not all students will grieve or respond to death/suicide in the same manner. Some will want to relieve the hurt by discussion, others by avoiding the issue. Each person will experience a grieving process that is "normal" for him/her.

These reactions are typical and should be affirmed by teachers/counselors. Time should be allowed to express their grief reactions in the classrooms and discussions. Students should be allowed to express their grief and discuss openly their feelings, fears, and concerns that surround the events.

Teachers should refer to the crisis counseling team any student who appears to have difficulty coping with the death of the teacher/student. (Teachers must know the location of the special crisis center where they can send extremely upset students throughout the day for special counseling or help in dealing with the tragedy.)

Funeral arrangements should be explained and students should be informed that they will be allowed to attend the funeral if they have a note from home. The administration might consider holding a memorial assembly program based on the students' response to the death.

The school should return to its regular schedule, even abbreviated as it relates to activities and assignments, as soon as possible. Teachers need not turn class sessions into group therapy or recreation times, but may scale down expectations in response to change in energy levels.

The personal belongings of the deceased should be removed and protected so that they can be given to the family at a



later date.

### **Days Following a Death/Suicide Procedure:**

Individual and group responses to loss may remain intense for extended periods. Teachers should remain on the lookout for students who might show signs of depression related to the recent death/suicide. These students should be referred for counseling. Parents of the depressed students should be contacted and invited to a special meeting to help their children understand and cope with his or her feelings. Warning signs that could suggest further difficulty for their children might be discussed, as well as sources for help.

### **Media Coverage Procedure:**

The superintendent or principal will be the official spokesperson for the district. All staff members should refer news personnel to the superintendent or his designee.

It is extremely important to have honest, accurate coverage of the incident reported to the media. Any personal references to the deceased should be checked and cleared with the family to avoid any problems in the community. The school's sympathy should be reported, but regarding a suicide situation, the idea should be conveyed that a life was cut short that could have been saved if the individual had reached out for help. Do not allow student interviews by the media without parents' permission and then only off campus.

## **Death of a Student/Staff Member at School**

### **Emergency Procedure:**

1. Principal will call 911. Make sure the 911 operator understands that there has been a death at your school.
2. If possible, stay on the line until you are instructed to disconnect by the 911 operator.
3. The building principal should be notified as soon as a death occurs and should document all information as soon as it is available.
4. The principal will notify the superintendent's office who will immediately notify the proper departments.
5. The crisis coordinator will convene the local crisis team, if needed.
6. The principal will notify the deceased person's next of kin.
7. The principal will be responsible for controlling the release of all information concerning death of staff member or student.
8. The details of funeral should be shared with the entire staff.
9. The deceased family's wishes should be followed and the school liaison appointed by the principal should be in direct contact with the family.
10. Issues regarding confidentiality and student's right to privacy should be maintained.
11. The personal belongings of the deceased should be removed and protected so that they can be given to the family at a later date.
12. Dispel rumors and refer all rumors to the principal so that they can be addressed in the debriefing session.
13. Evacuate the immediate area, segregate witnesses and protect the scene of the event.

### **Indirect Counseling**

Indirect counseling includes consultations on behalf of students, referrals, and serving as a team member on behalf of students. Helping students with academic advisement and planning is a joint effort among the counselor, career coach, teachers, administrators, college advisors, and

educational talent search staff. At-risk learners are seen by the counselor, principal, assistant principal, curriculum coordinator, and teachers.

### Administrative Activities

Administrative activities of the school counselor include coordination of programs, chairing committees, and participation on committees in an advisory role. The school counselor is the eschool administrator for the district and is also the chair for the following programs: 504, ELL, foster liaison, and homeless liaison. The school counselor is a contributing team member for PLC leadership, RTI, SPED, and career education teams.

This past school year (22-23) the counselor continued to work on adding students who were served for dyslexia to the 504 program and students who were dismissed from SPED but who still needed support in the classroom. There are not currently any ELL students in our district. Foster and homeless liaison duties usually occur at initial enrollment by communication with families and providing services when needed. For both elementary and high school RTI programs the counselor serves as an academic and mental health advisor. Some students were referred for outside counseling services as a result of these meetings. Career and technical education teams include the counselor as a resource in order to ensure that students are placed in the correct career pathway courses. PLC teams include the counselor as a leader to motivate and encourage teachers and to help teams focus on what's important (student learning).

### Calendar

The calendar outlines typical activities of the school counselor during the year.

#### *June*

- Finalize senior transcripts (HS)
- Eschool rollover (ALL)
- ACT test (HS)
- Summer PD (ALL)

#### *July*

- Master schedule in eschool (ALL)
- Student schedules in eschool (ALL)
- ACT test (HS)
- Summer PD (ALL)

#### *August*

- Schedule changes (HS)
- Ralph Joseph Youth Leadership (HS)
- Project College Bound planning workshop (HS)
- ACT registration (HS)

#### *September*

- ArKACRAO articulation workshop (HS)
- ACT test (HS)
- Elementary classroom counseling (ELEM)
- Fall counselor's meeting (ALL)

- Ralph Joseph Youth Leadership (HS)
- Homeless list (ALL)
- 504 meetings (ALL)
- Financial aid training (HS)
- ACT registration (HS)
- Suicide prevention week (ALL)

#### *October*

- Assist learners with spring semester concurrent applications (w/Career Coach HS)
- ACT test (HS)
- Next-Gen Accuplacer testing (w/Career Coach and ETS HS)
- Financial Aid Night (w/Career Coach HS)
- SAMS scholarship applications (w/Career Coach and ETS HS)
- Cycle 2 (eschool) (ALL)
- Report cards (HS)
- Ralph Joseph Youth Leadership (HS)
- Red ribbon week (ALL)
- 504 meetings (ALL)
- College fair at WBU (w/Career Coach and ETS HS)

#### *November*

- Elementary classroom counseling (ELEM)
- Ralph Joseph Youth Leadership (HS)
- APNA Survey (ALL)
- Angel tree forms (ALL)
- ACT registration (HS)

#### *December*

- ACT test (HS)
- Angel tree (ALL)

#### *January*

- Schedule changes (HS)
- Report cards & transcripts (HS)
- ACT registration (HS)
- Graduate Follow-Up Survey (HS)

#### *February*

- ACT test (HS)
- Eschool database for next year setup (ALL)
- ACT registration (HS)
- Elementary classroom counseling (ELEM)

#### *March*

- Assist learners with fall and summer semester concurrent applications (w/Career Coach HS)
- Report cards (HS)

- ACT Registration (HS)
- Student success plans (w/Career Development Facilitator and Career Coach HS)

#### *April*

- ACT test (HS)
- Project College Bound registration (HS)
- State mandated testing (HS)
- Student success plans (w/Career Development Facilitator and Career Coach HS)
- Senior Exit Survey (HS)

#### *May*

- Report cards (HS)
- ACT registration (HS)
- Graduation (HS)

### School Profiles

#### *Hillcrest School District:*

Superintendent: Mickel Smith

#### *Hillcrest High School Profile 2023-2024*

Counseling office phone: 870-376-5416, ext. 1006

Website: <http://hillcrest.k12.ar.us/>

Principal: Mike Nunnally

School Counselor: Marnie Johnson

Community Description: We are located in rural northeast Arkansas in a primarily farming community. Our district is physically very large but very sparsely populated. It includes the towns of Lynn, Strawberry, Saffell, Smithville, and Poughkeepsie.

School Description: We have around 181 students on the high school campus at Strawberry. Our student population is around 70% free/reduced lunch. Internet service is mostly available but not reliable in many areas.

Programs: Concurrent credit courses with UACCB are available both in career and technical and general education courses, concurrent credit courses with BRTC are available for career and technical courses, honors courses, Advanced Placement courses, CRC / Career Readiness Certificate testing, Ralph Joseph Youth Leadership Program, Project College Bound with UACCB

Grading Scale: 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59 and below=F

#### *Hillcrest Elementary School Profile 2023-2024*

Counseling office phone: 870-376-5416, ext. 1006

Website: <http://hillcrest.k12.ar.us/>

Principal: Shawn Rose

Assistant Principal: Josh Smith

School Counselor: Marnie Johnson

Community Description: We are located in rural northeast Arkansas in a primarily farming community. Our district is physically very large but very sparsely populated. It includes the towns of Lynn, Strawberry, Saffell, Smithville, and Poughkeepsie.

School Description: We have around 227 students on the elementary school campus at Lynn. Our student population is around 70% free/reduced lunch. Internet service is mostly available but not reliable in many areas.

Programs: Spelling Bee, GT / Gifted and Talented, Chess, Quiz Bowl

Grading Scale: 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59 and below=F

## **Accountability**

The '22-'23 goal of the school counseling program for high school was for all graduates to have a certification. All seniors attempted a certification with 91% of the seniors obtaining a certification. The high school plans to continue to pursue 100% certification for graduating seniors.

One '22-'23 goal of the school counseling program for elementary school was for 80% of the students to complete the SEL modules in the Purpose Prep program. Unfortunately, only 34% of the elementary students completed 100% of their assigned SEL lessons. However, there were two grade levels with significantly higher completion rates (second and third grades both had around 60% completion). While accessibility was not an issue (because students have one-to-one access for computers K-12) the importance of SEL was not communicated effectively by the school counseling office. The plan for the '23-'24 school year is to use a more personal approach to SEL by using Chris in the Classroom resources. The hope is that more student and teacher engagement will result in more social emotional learning! [SEL](#)

The other '22-'23 goal for elementary was to host career education visitors at least 3 times during the school year at elementary. Due to scheduling conflicts there was only one career visit at elementary this past school year. However, that particular visit was great because a local dentist brought his entire staff so the students actually heard about 4 different careers. The plan is to continue career visitors at elementary for this coming school year.

Results will be shared annually with administrators at the administrative conference and with stakeholders through the publication of this plan and social media.

## **Additional Resources**

Arkansas DESE School Counseling page:

<https://dese.ade.arkansas.gov/Offices/learning-services/guidance-and-school-counseling>

ACT:

[www.actstudent.org](http://www.actstudent.org)

FAFSA:

<https://studentaid.gov/h/apply-for-aid/fafsa>