

Riverview School District



Comprehensive School Counseling Plan

2023/2024

(Revised July, 2023)

Comprehensive School Counseling Plan

This plan articulates the functions served by each of the components of our school counseling program. The plan indicates development and implementation for providing student services to all students in the public school system, including area vocational-technical schools.

This plan is district based upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works.

This plan ensures coordination of the various student services and could utilize such techniques as differentiated staffing.

**RIVERVIEW SCHOOL DISTRICT STAFF RESPONSIBLE FOR IMPLEMENTING
THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN**

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Foundation

Beliefs

- All students are valued and respected regardless of their gender, race, ethnicity, culture, socio-economic background, and/or academic abilities.
- All students have the ability to learn and experience success when they attend school regularly, are supported by positive adults in a safe environment, and are given the opportunity and appropriate support(s) relative to their unique needs and abilities.
- All students deserve access to academic, career, and social/emotional support services that licensed school counselors provide through a comprehensive school counseling program.
- School counselors advocate on behalf of students and families to bridge the gap between home, school, and community to increase student achievement and prepare students for entry into post secondary institutions and careers.
- A comprehensive, developmentally appropriate school counseling program is an integral part of the total education program that provides important benefits to students by addressing their intellectual, emotional, social, physical, career and psychological needs.

Vision Statement

The Riverview School Counselors will empower all students to reach their maximum potential by using a comprehensive program that addresses academic, personal/social, and career goals. We will promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence. We envision every student's success through the collaborative efforts of school, home, and community leading to responsible and productive citizens who are college and career ready in the 21st century.

Mission Statement

The mission of the Riverview School District counselors is to provide a proactive, comprehensive, and developmentally appropriate program to address students' academic and career goals in addition to supporting their personal and social needs. This is accomplished through a partnership with parents, guardians, staff, and community members to enable all students to become successful, productive citizens and lifelong learners in a diverse and changing world.

Program Goals

District Goal

The goal of the Riverview School District Counseling Program is to support students, parents, teachers, and administration to implement procedures to help improve attendance rates on all campuses.

Elementary Action Steps	Secondary Action Steps
<p>K-6 Action Steps</p> <ul style="list-style-type: none"> • The importance of attendance will be communicated with parents and students throughout the year, including flyers sent home during Open House and Parent/Teacher Conferences and information posted on the school website and social media. • School personnel will meet with students at the beginning of the year that were identified as chronically absent. Eschool attendance data from the previous school year will be used to determine at-risk students. Those students are monitored periodically throughout the year. • School personnel will analyze eschool attendance data and make appropriate communication with the parents of students with attendance concerns. • Parents of students will be notified by mail when students have accumulated 4, 6, and 8 unexcused absences. 	<p>7-8 Action Steps:</p> <ul style="list-style-type: none"> • Parents of students will be notified when students have accumulated 4 unexcused absences. • The importance of attendance will be communicated with students throughout the year in whole group core counseling instruction. Informationals will be given during Open House and Parent/Teacher Conferences. Information and school data will be posted on the school website and social media • Counselor meets with students at the beginning of the year that were identified as chronically absent the previous school year. Those students will be monitored and met periodically throughout the year. <p>9-12 Action Steps</p> <ul style="list-style-type: none"> • The counselor will stress the importance of positive consequences of strong attendance and the negative consequences of chronic absenteeism through direct and indirect services. • School personnel will monitor attendance reports for senior students closely. • School personnel will meet with those students who are absent frequently. • School personnel will make parent/guardian contact when students have a total of 4 unexcused absences. • The counselor will adjust students' schedules should the need arise to accommodate personal issues and or problems that affect attendance.

7-12 Data Review

Riverview High School

Goal # 1: Attendance

The Riverview High School counselor recognizes the importance of student attendance, and the role that it plays in student success. We believe that consistent school attendance is critical to a student's academic achievement, social-emotional development, and college and career readiness. Furthermore, consistent school attendance helps to strengthen the relationships that exist between students and their counselors, teachers and other support staff.

When reviewing student attendance data, counselors discovered that there is a problem with 12th grade students and chronic absenteeism. Chronic absenteeism is defined at Riverview High School as absent eight or more unexcused absences in any one class period per semester. Attendance data revealed that the percent of 12th grade students with chronic absenteeism was:

School Year	Fall Semester	Spring Semester	Average
2019/2020	52%	45.6% (through Mar 13)	48.8%

Data Reviewed: Riverview High School Eschool / Cognos attendance reports, enrollment reports and student report cards

Attendance programs and services will be implemented by staff; including, school counselors, administrators, and teachers. To assist personnel monitoring of student attendance, staff will utilize the district's student management systems. In addition, the above-mentioned faculty will work collaboratively when monitoring and addressing student attendance.

Outcome Data 2021/2022 SY:

School Year	Fall Semester	Spring Semester	Average
2021/2022	13.8%	12.8%	13.3%

Actions taken included frequent attendance reports and contact/conferences with students and families as absences were accumulated.

2022-2023 Goal:

Riverview High School staff will collaborate with students and families to decrease chronic absenteeism by 3% among 9th-12th grade students by the end of the 2022-2023 school year.

(Chronic absenteeism is defined at Riverview High School as absent ten or more unexcused absences in any one class period per semester. This is a change in the policy from last year.)

Percent of Students with Chronic Absenteeism - 9+ Unexcused Absences				
School Year	Grade	Fall Semester	Spring Semester	Average
2021/2022	9	7.1%	10.7%	8.9%
	10	15.9%	22.2%	19.1%
	11	14.1%	22.5%	18.3%
	Average	12.4%	18.5%	15.5%

Outcome Data 2022/2023 SY:

Percent of Students with Chronic Absenteeism - 9+ Unexcused Absences				
School Year	Grade	Fall Semester	Spring Semester	Average
2022/2023	9	15.9%	28.4%	22.2%
	10	11%	22.5%	16.8%
	11	17.8%	26.7%	22.3%
	12	16.9%	38.6%	27.8%
	Average	15.4%	29.1%	22.3%

Percent of Students with Chronic Absenteeism - New Policy of 10 Unexcused Absences				
School Year	Grade	Fall Semester	Spring Semester	Average
2022/2023	9	7.9%	12.5%	10.2%

	10	7.5%	8.8%	8.2%
	11	11.1%	15.7%	13.4%
	12	2.4%	10.8%	6.6%
	Average	7.2%	12%	9.6%

Actions taken included frequent attendance reports and contact/conferences with students and families as absences were accumulated.

ASCA Mindsets and Behaviors Addressed: M2, M4, M5, B-LS 3, B-LS 5, B-LS 7

Riverview Junior High School

Goal #1

Concern:

Riverview Junior High continues to have a high rate of students with chronic absenteeism. Research shows that student absences directly impact a child's ability to succeed in the learning process. Chronic absenteeism is a primary cause of low academic achievement and a compelling indicator of students at risk of dropping out of school.

Data Review

Data Review: What are we doing well?

Counselors, teachers, and administrators establish positive relationships with students and families and offer support when needed. School staff members communicate with students, parents, and other school support staff when students are struggling due to absences. Student conferences are held at the beginning of the school year and continued quarterly with appointed academic advisors throughout the year. During the conferences, attainable goals are set and attendance is discussed. Attendance is checked bi-weekly and letters are sent home and/or parents are contacted through School Status after students have accumulated 4, 6, and 8 absences. Parents will be supplied with resources regarding attendance and counselors will work with students and families to remove any obstacles which contribute to chronic absenteeism.

Data Review: Barriers to learning, areas for growth, target population

During the 2022/2023 school year, 61 Riverview Junior High students had 8 or more unexcused absences in at least one course, resulting in loss of credit. This number is based on students who were enrolled as on site students for the duration of the entire school year and is up by 40 students from the previous year. 12 of these students had more than 20 unexcused absences in at least one course. Students with excessive absences the previous school year are included in the target population for this goal, but students who accumulate high absentee rates in the current school year will be in the targeted group as well. We will monitor these students grades to identify how the excessive absences correlate with academic performance and work with students as needed.

SMART Goal/Impact it has on students:

Improve success of all students by reducing the number of absences by 5% by the end of 4th quarter.

What happened? What type of data did you use to measure your goal? Did students make progress, will you continue this goal next year? Will you continue this goal with changes? Will you develop a new or additional goal for next year? Reflecting on this goal, how did it impact your school counseling program this year?

Outcome data:

For the 2022/2023 school year, data used to measure our goal included attendance records for students. Parents were notified by the school when 4, 6, and 8 unexcused absences were accumulated. Students were met with by a member of school staff quarterly to discuss attendance records. Our data for students who were on site students that had more than 8 unexcused absences remained the same numerically from attendance records.

2022/2023 Students with 8+ Unexcused Absences
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Grade	Fall	Spring
8	17 = 16%	29 = 27%
7	4 = .3%	4= .3%

Mindsets & Behaviors

B-SMS 6. Demonstrate ability to overcome barriers to learning

K-6 Data Review

Data Review: What are we doing well?

Teachers communicate with students, parents, and other school support staff when students are struggling due to absences. Letters are sent home after students have accumulated 4, 6, and 8 absences.

Data Review: Barriers to learning, areas for growth, target population

As chronic absenteeism is an ongoing problem in both elementary schools, the Riverview School District continued with the goal of increasing attendance for the 2023/2024 school year. The data collected for Judsonia Elementary and Kensett Elementary campuses is shown below.

Judsonia Elementary Attendance Data 2022/2023	
Students with 0-9 Absences	65%
Students with 10-19 Absences	23%
Students with 20+ Absences	12%

Kensett Elementary Attendance Data 2022/2023	
Students with 0-9 Absences	21%
Students with 10-19 Absences	34%
Students with 20+ Absences	45%

SMART Goal/Impact it has on students:

Improve success of all students by reducing the number of absences by the end of 4th quarter.

Judsonia Elementary Goal: Collaborate with students and families to decrease chronic absenteeism by 3% among k-6th grade students by the end of the 2023-2024 school year.

Kensett Elementary Goal: We will Implement The HERO Program, to plan/communicate with parents and students to decrease absenteeism by 25% by the end of the 2023-2024 school year.

Standards & Competencies

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

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

Mindsets and Behaviors for Student Success:

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>

G.U.I.D.E for Life: <https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life>

Professional Competencies equip counselors to meet the rigorous demands of the profession.

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>



Management

Program Assessment

The counselors at Riverview School District use multiple sources of data to evaluate and assess the effectiveness of the counseling program. Through analysis of the data from needs assessments, attendance data, and other sources, counselors articulate and adjust the goals of the counseling program yearly. Counselors meet students where they are in areas of academics,

career exploration, and social emotional learning. Counselors base delivery of their program using data driven interventions. Working relationships are maintained with teachers, administrators, parents, and stakeholders to best meet the needs of every student.

Data Use in School Counseling	
<p>Data sources that will be used to guide the Counseling Program include:</p> <ul style="list-style-type: none"> ● Attendance ● Assessment results ● Discipline/safety concerns ● Gaps identified in other school plans ● Grades ● Socio-economic status ● Migrant student status ● English Language Learners ● Drop-out ● Graduation rates ● Gender/Ethnicity ● Demographic changes over time 	<p>The following list is a sample of some of the data sources that the counselors of Riverview School District use to evaluate and assess the School Counseling Program.</p> <ul style="list-style-type: none"> ● Use of Time Assessment ● Annual Administrative Conferences ● Advisory Council ● Action Plans ● Direct, Indirect, Administrative ● Calendars ● Sharing Data Results

Long Term Goals

The overarching program goals are to help students and their families to be productive, resilient, contributing members of our community. To achieve these goals, counselors will work to improve student attendance, help students to see the connection between school and work, and to ultimately raise the graduation rate of Riverview School District. Professional development in the areas of helping families see the importance of education and help families find needed resources will help in achieving these goals.

Administrative Conference
<u>Administrative Conference Agenda & Sign In</u>
Advisory Council
An advisory council meeting did not take place in the 22-23 school year. For the 23-24 school year, a council will be established. Meetings will be held once per semester.



Delivery of Services

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

Act 190, The School Counseling Improvement Act, states that school counselors shall spend at least ninety percent (90%) of his/her time each month on student contact days providing direct and indirect counseling services to students. Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or in the role of contributing member of a decision-making team (504, ESL, PBIS, RTI, parental involvement and GT etc.)

Direct Services

At Riverview School District, the counselors implement Direct Counseling Services by utilizing the following methods. This list is not exhaustive.

- Classroom Guidance Lessons - limited to 40 minute sessions, no more than 3 classes per day and not to exceed 10 classes per week.
- Small Group Sessions
- Individual Counseling
- Orientation Programs for New Students
- Orientation Programs for Transitioning Students
- Follow-up with Graduates
- Meet with Students at Risk of Dropping Out
- Academic Advisement and Individual Planning
- Individual Age-Appropriate Career Education Guidance and Vocational Decision-Making
- Responsive services such as obstacles to learning, family & peer concerns, social/emotional needs, crisis counseling, conflict resolution, and consultation.

Indirect Services

The following types of indirect services are utilized by the counselors of Riverview School District. This list is not exhaustive.

- Consultation with parent/guardian, school staff, or community agencies concerning student behavior, academics or attendance.
- Mental Health Referrals, Dyslexia, Special Education, FINS, & Child Maltreatment Reports.
- Contributing member of the following committees:
 - Section 504 ([Coordination](#))
 - Response to Intervention
 - English Language Learners (LPAC)
 - Parental involvement or family engagement

- Behavioral Intervention Support - Behavior Plans
- Advanced Placement and Gifted and Talented
- School Leadership Committee - ACSIP

Administrative Duties

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of his/her time each month on student contact days engaging in administrative activities. In the Riverview School District, counselors serve as 504 coordinators and building test coordinators. One counselor is also responsible for the position of District Test Coordinator.

Chairing Committees and Meetings

High School	Jr. High	Kensett Elementary	Judsonia Elementary
1. Section 504 Coordinator 1. ALE Referral Meetings (member) 2. IEP Meetings (member)	1. District Test Coordinator 2. Building Test Coordinator 3. Section 504 Coordinator 4. IEP, ALE, ESL Committee Meetings 5. Lighthouse Coordinator 6. Food Pantry Coordinator	1. Parental Involvement Chair 2. Section 504 Chair 3. Building Test Coordinator 4. Pearson Point of Contact for Virtual Students 5. IEP, ESL, GT Committee Meetings 6. Lighthouse Coordinator	1. Parental Involvement Chair 2. Section 504 Chair 3. District Homeless Liaison 4. Building Test Coordinator 5. Pearson Point of Contact for Virtual Students 6. Food Bank Coordinator 7. IEP, ESL, GT Committee Meetings

Programs and Data Input

High School	Jr. High	Kensett Elementary	Judsonia Elementary
1. Master Scheduling 2. 504 Referrals 3. ALE Referrals & Scheduling	1. Master Scheduling 2. 504 Referrals 3. ALE data	1. Master Scheduling 2. 504 Referrals 3. ALE Referrals &	1. Master Scheduling 2. 504 Referrals 3. ALE data 4. District

		Scheduling 4. Building Parental Engagement Data	Homeless Data 5. Building Parental Engagement Data
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Other Duties as Assigned			
High School	Jr. High	Kensett Elementary	Judsonia Elementary
N/A	N/A	<ul style="list-style-type: none"> • Car Duty • Lunch Duty 	<ul style="list-style-type: none"> • Duty • RTI • Systematic Observations for Sped Students

7-12 Delivery of Services
<p>Classroom Lessons - The junior high and high school counselors make every effort to provide classroom guidance lessons on age and grade level appropriate topics as needed. We work closely with teachers who graciously give us their class time for our presentations for whole class lessons. Classroom lessons in junior and high school typically last 20-45 minutes. At times, we work collaboratively with the advisory teachers to cover topics during advisory time. This is especially true of College and Career topics and use of our selected CCR tool.</p> <p>Orientation / Transition - The high school is a 9-12 high school campus and shares several teachers and classrooms with the junior high, which is located on our same campus. The high school counselor works collaboratively with the junior high counselor to provide an orientation meeting with incoming 9th grade students in the spring semester. New students to the junior high and high school are given an orientation meeting with the counselor at the time of enrollment. This includes a tour of the campus, explanation of our flex schedule, the handbook, and academic advisement - course selection for their desired schedule. The junior high counselor provides an orientation day in April for upcoming seventh graders. At this time,</p>

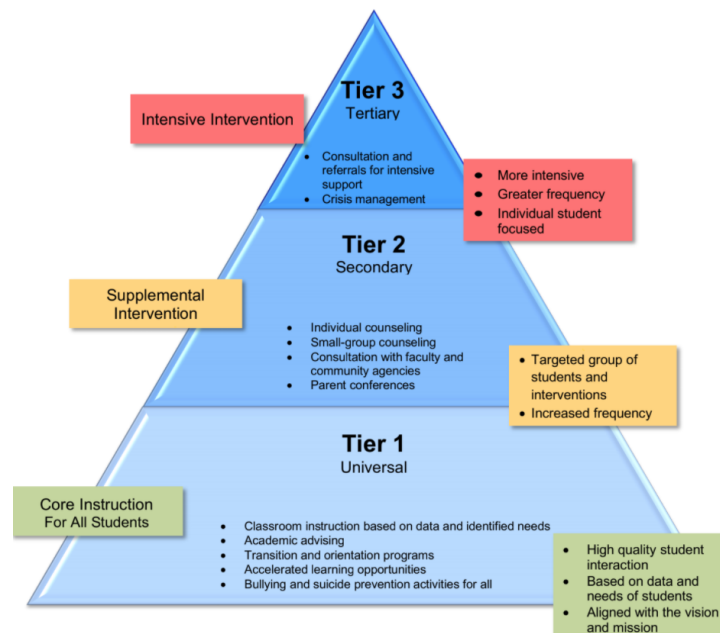
the students and parents tour the campus and meet teachers of extracurricular activities to encourage students to be a part of school culture.

Academic Advisement - Academic Advisement is an ongoing process in junior and high school. In the spring semester, the counselors work with students to select courses for the upcoming year. We encourage students to select courses that will help them meet their college and career goals. The counselors take this time to help students review their Student Success Plans and make any needed adjustments. Throughout the year, the counselors work with students on future planning for high school courses and activities and post high school plans. Periodic meetings are held with students to check the progress of movement toward their academic, college and career goals. During designated times for schedule change requests, counselors direct students to consider their future plans and how any changes will affect those plans. The counselors work collaboratively with the teachers who serve as students' advisors for time in advisory to be devoted to college and career exploration and planning.

Career Planning Process - The junior and high school counselors work with students on career planning in several ways. The counselors work with students individually and during advisory periods in collaboration with advisors and classroom guidance lessons. We encourage students to take rigorous courses to help them be prepared for college and the world of work. The counselors ask students to plan for college after high school in order to have more options for their future. The counselors provide activities to allow for college and career exploration using the selected CCR tool, college campus visits, career fairs, guest speakers from colleges, the military and the world of work. The high school counselor helps students enroll in college courses through ASU-Beebe and ASU- Searcy and make them aware of our Advanced Placement courses taught on our campus and through Virtual Arkansas.

Multi-Tiered System of Support

The high school and junior high counselors follow a model that coordinates with the school RTI model as seen below. Tier 1 includes services given to all students through classroom lessons. Tier 2 provides interventions more focused on common needs for small groups of students. Tier 3 is focused on intensive interventions for students at an individual level.



Student Success Plans - The high school counselor works in collaboration with the junior high counselor to help students create the student success plans in the 8th grade. The plans then move up with the student. The Success Plans are reviewed at least annually with the student and adjustments made as needed. The Student Success Plans serve as the foundation for future planning. The junior high counselor collaborates with the career teacher to develop student success plans and four year plans that align with each student's postsecondary goals.

Suicide Prevention - Counselors share with students vital information about suicide prevention. Counselors convey this information through direct and indirect services and posted signage. The counselors work with students on understanding "Don't suffer alone and in silence - talk to someone" and when dealing with a friend "Be a friend, don't keep it quiet - tell an adult". When counselors deal with a student who expresses thoughts of suicide, the district policy is to require a risk assessment by a licensed mental health professional. The school offers to use our contracted mental/behavioral health agency at no financial expense to the student's family.

Bullying Prevention - In junior and high school, counselors work with students to help them understand what bullying is and is not, to know the difference between being a bystander and an upstander. Bullying stops in less than 10 seconds, 57% of the time when someone intervenes on behalf of the victim. The high school counselors try to help students learn

upstander behaviors, assertive phrases and to always tell an adult if they witness a bullying incident. The counselors work individually with students who bully by helping them with empathy skills, conflict resolution skills and personal introspection. In this area, counselors deliver services through classroom guidance lessons, small group, individual counseling, guest speakers, advisory lessons in collaboration with advisor teachers, posted signage, group email and hand out materials. All bullying incidents reported by students are shared with a building administrator. *In the end we will not remember the words of our enemies, but the silence of our friends.*” Martin Luther King Jr.

Career Planning

The counselors at Riverview School District utilize many methods to help students plan for life after secondary school. Some of the tools that are used are listed below. Tools used at each level include:

Considerations in Future Planning (High School)

- The G.U.I.D.E. for Life Essential Skills
- Leader in Me Curriculum
- Kuder
- ACT <https://www.act.org>
- College Board
- Arkansas Career Model ·
<https://dcte.ade.arkansas.gov/docs//Resources/arkansas-career-model-cte.pdf>
- College and Career Exploration
- Graduation Pathways
- Graduation Requirements
<http://dese.ade.arkansas.gov/divisions/learning-services/curriculum-support/arkansas-graduation-requirements>
- Alternate Pathway to Graduation
<http://dese.ade.arkansas.gov/divisions/learning-services/special-education/alternate-pathway-to-graduation>
- Post High School Planning
- Four-year colleges, tech schools, concurrent credit, articulated credit
- ArkACRAO - <https://arkacrao.org/directory/#/institutions>
- Accelerated Learning
- Advanced coursework (AP, Concurrent Credit)
- Internships, Apprenticeships
- Mentorships
- Industry Certifications
- Career Readiness Certificates
<https://www.dws.arkansas.gov/programs/career-readiness-certification/>

- Discover Arkansas
- College for YOU-Scholarship Information
- Local Scholarships
- Student Success Plans including Resume
- FAFSA
- Bureau of Labor Statistics
- Arkansas Job Link
- Arkansas State Jobs
- College Application Checklist

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

- Goal Setting and Planning for Success

Riverview High School counselors meet with students to help them see the importance of education and the tie between school attendance and performance and work. Through direct counseling students learn the importance of setting goals and how to do so.

- Student Success Plans

Student Success Plans help students take ownership of their coursework and focus on post-high school success. Counselors work with students alongside teachers annually to develop and maintain their student success plan.

Considerations in Future Planning (Junior High)

- Relationship between middle/high school coursework and preparing for high school credits
- How to access interest/abilities inventories and use them to explore the world of work
- College and career research tools
- Career Development course for all 8th graders
- Essential Skills – G.U.I.D.E. for Life
- GPA and how it impacts graduation, scholarships eligibility, college admission
- Transitional plans from middle to high school
- Student Success Plans
- Student Data Cards

K-6 Delivery of Services

Classroom Lessons - Classroom counseling lessons are age appropriate, and based on specific competencies in academic, social/emotional or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives.

Orientation / Transition - Riverview Elementary Schools serves students in Pre-K through 6th grade. The students who are in our Pre-K program transition into our kindergarten classes. Kindergarten and 6th grade orientation as they transition from Pre-K to Kindergarten and 6th Grade to the Jr. High Campus. **New students to the district** are greeted by members of the new student club. These students will aid the new student through their transition to the new school. The counselor will also meet the new student and parent and help them through the process.

Academic Advisement - The students are being monitored by their Classroom teachers as well as support staff in (the area of Academics). The counselor is in constant communication with them and celebrates those who achieve Honor Roll status with a Celebration at the end of each nine weeks. The counselor also. Helps students set goals concerning their academic success.

Social Emotional Learning - The counselor will provide social emotional learning support to all students. Social/emotional skills will be taught through classroom lessons, small group and individual counseling.

Career Planning Process - The counselor will focus on developing age-appropriate essential skills (G.U.I.D.E for life), career exploration, and making the connection between skill development and the world of work. Teachers will reinforce the learning in their classrooms.

Attendance Program - The counselor monitors the attendance of all students, encouraging students to be here everyday ready and on-time. Students are recognized and celebrated for their achievement.

Suicide Prevention - Counselors share with students vital information about suicide prevention. This information is conveyed through individual counseling, small group counseling, classroom guidance lessons, group email, guest speakers, posted signage and hand out materials. The school offers to use our contracted mental/behavioral health agency at no financial expense to the student's family.

Bullying Prevention - Our goal is to help students understand what bullying is and is not. It is important for students to know the difference between being a bystander and an upstander. The counselor works individually with students who are bullied/being a bully by helping them with empathy skills, conflict resolution skills and personal introspection. The counselor delivers services through classroom guidance lessons, small group, individual counseling, guest speakers, advisory lessons in collaboration with advisor teachers, posted signage, group email and hand out materials. All bullying incidents are reported to a building administrator via an incident form.



School Counseling Calendars

Riverview High School

AUGUST	Direct Services	Indirect Services	Administration
	<p>Create and finalize student schedules with individual students</p> <p>Grade level schedule pick up days 9-12 -students and parents</p> <p>New student enrollment: Schedule, tour and review past experience</p> <p>Help students enroll in ASU-Beebe and ASU-Searcy courses</p> <p>Individual Counseling - Respond to specific needs of students</p> <p>Crisis intervention and management</p> <p>Academic and career advisement</p>	<p>Records - Review new student records to make sure they have best schedule, adequate credits and on track for graduation</p> <p>Open House</p> <p>Make referrals for students in need of additional services</p> <p>Distribute 504 plans to teachers</p> <p>Enroll students in Virtual Arkansas Courses</p> <p>Schedule and monitor college/military visits</p> <p>Parent collaboration and consultation</p> <p>Staff and</p>	<p>Entering past course history into Eschool for new students</p> <p>Entering summer school grades into Eschool</p> <p>Enter student schedules in Eschool</p> <p>504 case management 9-12</p> <p>Create list of students and drop off and pick up times for transportation to ASU-Searcy</p>

	<p>Meet with new students to district, small group and individually to address their specific needs and concerns</p> <p>Student schedule changes</p>	<p>Administration collaboration and consultation</p> <p>Community Agencies - Renew collaborative relationships with community mental health professionals and other resource serving agencies</p> <p>Counseling Program planning and coordination</p>	
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September	Direct Services	Indirect Services	Administration
	<p>Classroom Visits - 12th grade Scholarships and college admissions</p> <p>9th-10th grades - The importance of credits and GPA</p> <p>11th grade- Where am I on my path to graduation?</p>	<p>Possible Regional College Articulation Meeting</p> <p>Participate in IEP, ELL and ALE meetings</p> <p>IEP student observations</p>	<p>Send senior records to colleges of choice</p> <p>Building Test Coordination - Training meeting/webinar,</p> <p>504 Case Management 9-12</p>

	<p>Individual Counseling - Respond to specific needs of students</p> <p>Crisis intervention and management</p> <p>Academic and career advisement</p> <p>National Suicide Prevention Week discussions and interventions</p> <p>Meet with new students to district, small group and individually to address their specific needs and concerns</p> <p>Progress Reports - Meet with students experiencing difficulties with grades</p> <p>Help students with ACT registration</p> <p>New student enrollment: Schedule, tour and review past experience</p>	<p>Update scholarship and college admission application information and process apps returned to counselor</p> <p>Letters of recommendation for seniors</p> <p>Schedule Upward Bound assembly and student interviews for 9th grade</p> <p>Schedule ASMSA assembly for 9th and 10th grades</p> <p>Counseling Program planning and coordination</p> <p>Make referrals for students in need of additional services</p> <p>Schedule and monitor college/military visits</p> <p>Parent collaboration and consultation</p> <p>Staff and Administration collaboration and consultation</p> <p>Review progress report grades</p> <p>Area Fall Counselor Meeting</p>	<p>Entering past course history into Eschool for new students</p>
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October	Direct Services	Indirect Services	Administration
	<p>Financial Aid Night - Seniors and their parents for information on available financial aid and how to apply (FAFSA)</p> <p>Report Cards - Meet with students experiencing difficulties</p> <p>Classroom Visits - 9-12 Using your CCR digital platform</p> <p>Red Ribbon Week Activities</p> <p>Bullying Prevention class/advisory discussions and presentations</p> <p>Possible College / Career Fair at ASU-Beebe 12th grade</p> <p>Individual Counseling - Respond to specific needs of students</p>	<p>Parent / Teacher Conferences</p> <p>Review first quarter report cards</p> <p>Schedule ASVAB 11th-12th grades</p> <p>Participate in IEP, ELL and ALE meetings</p> <p>IEP student observations</p> <p>Update scholarship and college admission application information and process apps returned to counselor</p> <p>Letters of recommendation for seniors</p> <p>Counseling Program planning and coordination</p> <p>Make referrals for students in need of additional services</p>	<p>Building Test Coordination</p> <p>504 Case Management 9-12</p> <p>Send senior records to colleges of choice</p>

	Crisis intervention and management Academic and career advisement Help students with ACT registration Assist seniors with scholarship and college admission applications	Schedule and monitor college/military visits Parent collaboration and consultation Staff and Administration collaboration and consultation	
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November	Direct Services	Indirect Services	Administration
	Second quarter progress reports - Meet with students experiencing difficulties Meet with 8th grade students in collaboration with junior high counselor and careers teacher to create Student Success Plans Individual Counseling - Respond to specific needs of students Crisis intervention and management Academic and career advisement	Review second quarter progress reports Meet with parents/students of seniors who are struggling academically Make referrals for students in need of additional services Participate in IEP, ELL and ALE meetings IEP student observations Update scholarship and college admission application information	Building Test Coordination - Training meetings or webinars (ACT), (Civics Exam) 504 Case Management 9-12 Arkansas Prevention Needs Assessment Survey Coordinator

	<p>Help students with ACT registration</p> <p>Assist seniors with scholarship and college admission applications</p>	<p>and process apps returned to counselor</p> <p>Letters of recommendation for seniors</p> <p>Counseling Program planning and coordination</p> <p>Schedule and monitor college/military visits</p> <p>Parent collaboration and consultation</p> <p>Staff and Administration collaboration and consultation</p>	
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DECEMBER	Direct Services	Indirect Services	Administration
	<p>Credit recovery advisement</p> <p>Requests for 2nd sem. Schedule changes</p> <p>Individual Counseling - Respond to specific needs of students</p> <p>Crisis intervention</p>	<p>Make referrals for students in need of additional services</p> <p>Send out Fall semester senior survey</p> <p>Participate in IEP, ELL and ALE meetings</p> <p>IEP student</p>	<p>Enter ASU-Beebe and ASU-Searcy course grades into Eschool</p> <p>Enter schedule changes into Eschool</p> <p>Building Test Coordination - Webinar trainings</p> <p>504 Case</p>

	<p>and management</p> <p>Academic and career advisement</p> <p>Assist seniors with scholarship and college admission applications</p> <p>Meet with At Risk Students - thinking of dropping out</p> <p>Seniors at Risk- Counselor, administrator and parent meetings for seniors in danger of not graduating (check monthly from now to end of year & evaluate if ALE is a possibility to assist w/ graduation)</p>	<p>observations</p> <p>Update scholarship and college admission application information and process apps returned to counselor</p> <p>Seniors at Risk- Counselor, administrator and parent meetings for seniors in danger of not graduating</p> <p>Letters of recommendation for seniors</p> <p>Counseling Program planning and coordination</p> <p>Schedule and monitor college/military visits</p> <p>Parent collaboration and consultation</p> <p>Staff and Administration collaboration and consultation</p>	<p>Management</p>
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JANUARY	Direct Services	Indirect Services	Administration
	<p>Credit Recovery Advisement</p> <p>Finalize 2nd sem. Schedules with students</p> <p>New student enrollment: Schedule, tour and review past experience</p> <p>Individual Counseling - Respond to specific needs of students</p> <p>Crisis intervention and management</p> <p>Academic and career advisement</p> <p>Assist seniors with scholarship and college admission applications</p> <p>Help students with ACT registration</p> <p>Classroom Visits - <i>College and career options 9-12</i></p> <p>Meet with At Risk Students - thinking of dropping out</p>	<p>Enroll students in Virtual Arkansas Courses 2nd sem.</p> <p>Records - Review new student records to make sure they have best schedule, adequate credits and on track for graduation</p> <p>Seniors at Risk- Counselor, administrator and parent meetings for seniors in danger of not graduating</p> <p>Follow up with last year's graduates</p> <p>Make referrals for students in need of additional services</p> <p>Participate in IEP, ELL and ALE meetings</p> <p>Counseling Program planning and coordination</p> <p>Schedule and monitor college/military visits</p> <p>Parent collaboration and consultation</p> <p>Staff and</p>	<p>Enter and update student schedules in Eschool</p> <p>Enter past course history for new students in Eschool</p> <p>Building Test Coordination - Webinars and training - ASPIRE, ACT</p> <p>504 Case Management 9-12</p>

		Administration collaboration and consultation	
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FEBRUARY	Direct Services	Indirect Services	Administration
	<p>Classroom visits - 11th grade- Prepare for the ACT, create ACT student account, non-test portions of the answer sheet 12th grade-Local scholarships</p> <p>Financial Aid Night #2 for students and parents</p> <p>Possible College Visit 12th grade to Harding</p> <p>Progress Reports - Meet with students experiencing difficulties with grades</p> <p>Individual Counseling - Respond to specific needs of students</p> <p>Crisis intervention and management</p> <p>Academic and career advisement</p>	<p>Follow up with last year's graduates</p> <p>Parent / Teacher conferences</p> <p>Seniors at Risk- Counselor, administrator and parent meetings for seniors in danger of not graduating</p> <p>Update graduation checklists for grades 10-12 to assist in academic advisement and next year's course planning</p> <p>Make referrals for students in need of additional services</p> <p>Schedule and monitor college/military visits</p> <p>Parent collaboration and consultation</p>	<p>Building Test Coordination - Webinars and training-ACT, ASPIRE</p> <p>504 Case Management 9-12</p>

	Meet with At Risk Students - thinking of dropping out	Staff and Administration collaboration and consultation Review progress report grades	
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MARCH	Direct Services	Indirect Services	Administration
	Classroom visits - 10th-11th grades Success Plan review, course requests for next year Report Cards - Meet with students experiencing difficulties Help students with ACT registration Individual Counseling - Respond to specific needs of students Crisis intervention and management Academic and career advisement Seniors at Risk - Counselor, administrator and parent meetings for seniors in danger of not graduating	Review third quarter report cards Update graduation checklists for grades 9-12 to assist in academic advisement and next year's course planning Make referrals for students in need of additional services Schedule and monitor college/military visits Parent collaboration and consultation Staff and Administration collaboration and consultation	Building Test Coordination - Webinars and training-ACT, ASPIRE Building Test Coordination Administer 11th grade - ACT test 504 Case Management 9-12

APRIL	Direct Services	Indirect Services	Administration
	<p>Classroom visits - 9th grade Success Plan review, course requests for next year</p> <p>College visit ASU-Searcy Grades 9-10</p> <p>Meet with 8th grade students in collaboration with junior high counselor and careers teacher to create Student Success Plans</p> <p>Assist seniors with scholarship and college admission applications</p> <p>Individual Counseling - Respond to specific needs of students</p> <p>Crisis intervention and management</p> <p>Academic and career advisement</p> <p>Meet with At Risk Students - thinking of dropping out</p>	<p>Make referrals for students in need of additional services</p> <p>Schedule and monitor college/military visits</p> <p>IEP student observations</p> <p>Parent collaboration and consultation</p> <p>Staff and Administration collaboration and consultation</p> <p>Participate in IEP, ELL and ALE meetings</p> <p>Counseling Program planning and coordination</p>	<p>District Test Coordination - Webinars and training- ASPIRE ASPIRE Administration</p> <p>Building Test Coordination ASPIRE Administration grades 9-10</p> <p>504 Case Management</p>
MAY	Direct Services	Indirect Services	Administration

	<p>Credit recovery advisement</p> <p>Assist seniors with scholarship and college admission applications</p> <p>Help students with ACT registration</p> <p>Individual Counseling - Respond to specific needs of students</p> <p>Crisis intervention and management</p> <p>Academic and career advisement</p> <p>Meet with At Risk Students - thinking of dropping out</p>	<p>Make Summer School referrals</p> <p>Send out Spring semester Senior Survey</p> <p>Schedule and monitor college/military visits</p> <p>IEP student observations</p> <p>Parent collaboration and consultation</p> <p>Staff and Administration collaboration and consultation</p> <p>Participate in IEP, ELL and ALE meetings</p> <p>Counseling Program planning and coordination</p>	<p>Enter ASU-Beebe and ASU-Searcy course grades into Eschool</p> <p>Send final transcripts to seniors' colleges of choice</p> <p>District Test Coordination</p> <p>504 Case Management</p> <p>504 Annual Review Meetings</p> <p>Begin work on Master Schedule</p>
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School Counseling Program Calendar

AUGUST	Direct Services	Indirect Services	Administration
	<p>Meet the Counselor/Counselor Role/When to Visit the Counselor Presentation to grade levels</p> <p>School counseling program needs assessment given to students</p> <p>Individual short-term counseling and support</p> <p>Crisis counseling and management as needed</p> <p>Referral to school and community based services as needed</p>	<p>Open House</p> <p>Collaboration with elementary counselors for incoming students in need of services</p> <p>Dyslexia lists passed out to teachers</p> <p>Meet with ELL coordinator to review LPACs</p> <p>Participation in the development of academic and behavior accommodation/modification plans (e.g. Section 504 Plans, IEPs and EPs)</p> <p>Ongoing collaboration with parent, teachers, and administration</p>	<p>Scheduling & schedule changes (first week of student contact days)</p> <p>District Test Coordination - PD webinars, NWEA training of building coordinators grades K-2</p> <p>504 Chair: Section 504 student accommodations passed out to teachers to sign off (building 504 chair)</p> <p>File Smart Core waivers/mark in eSchool</p>

SEPTEMBER	Direct Services	Indirect Services	Administration
	<p>Study Skills</p> <p>Minute Meetings</p> <p>SEL advisory activities</p> <p>Individual short-term</p>	<p>Ongoing collaboration with parent, teachers, and administration</p> <p>Participation in the development of academic and behavior</p>	<p>Building Test Coordinator: Set up first NWEA MAP Growth Test session with all students, set up testing for students with accommodations, run</p>

	<p>counseling and support</p> <p>Crisis counseling and management as needed</p> <p>Referral to school and community based services as needed</p>	<p>accommodation/modification plans (e.g. Section 504 Plans, IEPs and EPs)</p> <p>Wellness Committee Meeting</p>	<p>reports for teachers</p> <p>504 Chair Continue to monitor 504 students and aid teachers/parents, hold meetings as needed</p> <p>Spelling bee registration</p>
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OCTOBER	Direct Services	Indirect Services	Administration
	<p>Bullying: What it is/is not, how to report, impact of bullying</p> <p>Red Ribbon Week</p> <p>Small Group</p> <p>SEL advisory activities</p> <p>Honor Roll student lunch</p> <p>Individual short-term counseling and support</p> <p>Crisis counseling and management as needed</p> <p>Referral to school and community based services as needed</p>	<p>Contact parents for Christmas for Kids and Christmas dinner box assistance</p> <p>Parent/Teacher Conferences-Counselor Booth</p> <p>Ongoing collaboration with parent, teachers, and administration</p> <p>Participation in the development of academic and behavior accommodation/modification plans (e.g. Section 504 Plans, IEPs and EPs)</p>	<p>Data PLC with teachers</p> <p>504 Chair Continue to monitor 504 students and aid teachers/parents, hold meetings as needed</p>

NOVEMBER	Direct Services	Indirect Services	Administration
	Responsibility	Ongoing collaboration	504 Chair

	<p>Small group</p> <p>SEL advisory activities</p> <p>Individual short-term counseling and support</p> <p>Crisis counseling and management as needed</p> <p>Referral to school and community based services as needed</p>	<p>with parent, teachers, and administration</p> <p>Participation in the development of academic and behavior accommodation/modification plans (e.g. Section 504 Plans, IEPs and EPs)</p>	<p>Continue to monitor 504 students and aid teachers/parents, hold meetings as needed</p> <p>Building Test Coordinator Coordinate APNA survey</p> <p>Coordinate school spelling bee</p> <p>Arkansas Prevention Needs Assessment Survey Coordinator</p>
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DECEMBER	Direct Services	Indirect Services	Administration
	<p>Gratitude</p> <p>Individual short-term counseling and support</p> <p>SEL advisory activities</p> <p>Crisis counseling and management as needed</p> <p>Referral to school and community based services as needed</p>	<p>Ongoing collaboration with parents, teachers, and administration</p> <p>Contacting parents for Christmas for Kids and food boxes pickup</p> <p>Participation in the development of academic and behavior accommodation/modification plans (e.g. Section 504 Plans, IEPs and EPs)</p> <p>Contact parents for Christmas for Kids and Christmas dinner box assistance pickup</p>	<p>504 Chair Continue to monitor 504 students and aid teachers/parents, hold meetings as needed</p> <p>District Test Coordinator Work with HS test coordinator for ACT</p>

JANUARY	Direct Services	Indirect Services	Administration
	Decision Making Small Group SEL advisory activities Individual short-term counseling and support Crisis counseling and management as needed Referral to school and community based services as needed	Ongoing collaboration with parent, teachers, and administration Participation in the development of academic and behavior accommodation/modification plans (e.g. Section 504 Plans, IEPs and EPs)	Enter and update student schedules in Eschool Building Test Coordinator: Set up first NWEA MAP Growth Test session with all students, set up testing for students with accommodations, run reports for teachers 504 Chair Continue to monitor 504 students and aid teachers/parents, hold meetings as needed

FEBRUARY	Direct Services	Indirect Services	Administration
	Empathy SEL advisory activities Small Group: Study Skills Individual short-term counseling and support Crisis counseling and management as needed Referral to school and community based services as needed	Parent/Teacher Conferences-Counselor Booth Ongoing collaboration with parent, teachers, and administration Participation in the development of academic and behavior accommodation/modification plans (e.g. Section 504 Plans, IEPs and EPs)	504 Chair Continue to monitor 504 students and aid teachers/parents, hold meetings as needed District Test Coordinator Work with HS test coordinator for ACT

MARCH	Direct Services	Indirect Services	Administration
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	<p>Communication</p> <p>SEL advisory activities</p> <p>Individual short-term counseling and support</p> <p>Crisis counseling and management as needed</p>	<p>Ongoing collaboration with parent, teachers, and administration</p> <p>Participation in the development of academic and behavior accommodation/modification plans (e.g. Section 504 Plans, IEPs and EPs)</p>	<p>Building Test Coordinator: Set up NWEA MAP Growth Test session with all students, set up testing for students with accommodations, run reports for teachers</p> <p>504 Chair Continue to monitor 504 students and aid teachers/parents, hold meetings as needed</p> <p>District Test Coordinator Work with HS test coordinator for ACT</p> <p>Work with building test coordinators for ACT Aspire administration</p>
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APRIL	Direct Services	Indirect Services	Administration
	<p>Conflict Resolution</p> <p>SEL advisory activities</p> <p>Individual short-term counseling and support</p> <p>Crisis counseling and management as needed</p> <p>Referral to school and community based services as needed</p>	<p>Ongoing collaboration with parent, teachers, and administration</p> <p>Participation in the development of academic and behavior accommodation/modification plans (e.g. Section 504 Plans, IEPs and EPs)</p>	<p>Building Test Coordinator: -Set up ACT Aspire test sessions with all students, set up testing for students with accommodations -Hold teacher testing training for teachers in the junior building</p> <p>504 Chair Continue to monitor 504 students and aid teachers/parents, hold meetings as needed</p>

			<p>Scheduling Visit with 6th grade campuses and 7th grade to gather schedule requests for the next school year</p> <p>District Test Coordinator Work with building test coordinators for ACT Aspire administration</p>
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MAY	Direct Services	Indirect Services	Administration
	<p>SEL advisory activities</p> <p>Individual short-term counseling and support</p> <p>Crisis counseling and management as needed</p> <p>Referral to school and community based services as needed</p> <p>6th grade orientation</p> <p>8th Graders in Careers: -Collaborate with Career teacher for 4 year plans</p>	<p>Ongoing collaboration with parent, teachers, and administration</p> <p>Participation in the development of academic and behavior accommodation/modification plans (e.g. Section 504 Plans, IEPs and EPs)</p>	<p>504 Chair Continue to monitor 504 students and aid teachers/parents, hold meetings as needed</p> <p>Building Test Coordinator ACT Aspire makeups</p> <p>Scholar's Banquet Coordination for jr high</p>

Riverview K-6 Calendar


August	September
<p>Student Placement/Class Rosters</p> <p>Scheduling Students</p> <p>Registration - meet with parents/Students</p> <p>Update staff on protocols/procedures related to school Counseling Program (ie: attendance, homeless, school supply needs)</p> <p>Open House</p> <p>Meet with outside site based Mental Health Professionals to coordinate services</p> <p>Meet your School Counselor/ Minute Meetings</p> <p>Coordinate Food for Kids Program - Ark Foodbank</p> <p>Classroom Guidance Lessons-/Character Education</p> <p>Small Group Sessions/Identification</p> <p>Individual counseling sessions</p> <p>Organize Student Clubs</p> <p>Behavior Plans</p> <p>Referrals for outside services/agencies</p> <p>Maltreatment Reports</p> <p>Teacher Consultations</p> <p>Special Education Observations /Attend Conferences as needed</p> <p>ESL-Attend conferences, as needed</p> <p>Monthly Newsletter</p> <p>GT Committee Meetings, as needed</p> <p>Update 504 Files and hold necessary meetings</p> <p>Parent Involvement Plan</p> <p>Master Schedules</p> <p>Administer School Counseling Needs Assessment (teachers & students)</p> <p>Maintain weekly attendance records for H-E-R-O Attendance Program.</p>	<p>Schedule new students as they enroll</p> <p>Registration - meet with parents/Students</p> <p>Meet with outside site based Mental Health Professionals to coordinate services</p> <p>Meet your School Counselor/ Minute Meetings</p> <p>Food for kids weekly food distribution - Ark Foodbank</p> <p>Classroom Guidance Lessons-/Character Education</p> <p>Small Group Sessions/Identification</p> <p>Individual counseling sessions</p> <p>Supervise student club meetings</p> <p>Behavior Plans</p> <p>Referrals for outside services/agencies</p> <p>Maltreatment Reports</p> <p>Teacher Consultations</p> <p>Special Education Observations /Attend Conferences, as needed</p> <p>ESL-Attend conferences, as needed</p> <p>Monthly Newsletter</p> <p>GT Committee Meetings, as needed</p> <p>Maintain 504 Files and hold necessary meetings</p> <p>Parent Involvement Activities</p> <p>Master Schedules</p> <p>Celebrate National Hispanic Month</p> <p>Maintain weekly attendance records for H-E-R-O Attendance Program</p>

October	November
<p>Food for kids weekly food distribution - Ark Foodbank</p> <p>Classroom Guidance Lessons-/Character Education</p> <p>Small Group Sessions/Identification</p> <p>Individual counseling sessions</p> <p>Supervise student club meetings</p> <p>Behavior Plans</p> <p>Referrals for outside services/agencies</p> <p>Maltreatment Reports</p> <p>Teacher Consultations</p> <p>Special Education Observations /Attend Conferences, as needed</p> <p>ESL-Attend conferences, as needed</p> <p>Monthly Newsletter</p> <p>GT Committee Meetings, as needed</p> <p>Maintain 504 Files and hold necessary meetings</p> <p>Maintain weekly attendance records for H-E-R-O Attendance Program</p> <p>Parent Involvement Activities</p> <p>Red Ribbon Week Activities</p> <p>Anti-Bullying Prevention</p> <p>Fire Safety Prevention</p> <p>Parent Teacher Conference</p> <p>Nine week Academic Celebration</p> <p>Good Behavior Reward</p> <p>Christmas 4 Kids Program - Identify and Coordinate</p>	<p>Food for kids weekly food distribution - Ark Foodbank</p> <p>Classroom Guidance Lessons-/Character Education</p> <p>Small Group Sessions/Identification</p> <p>Individual counseling sessions</p> <p>Supervise student club meetings</p> <p>Behavior Plans</p> <p>Referrals for outside services/agencies</p> <p>Maltreatment Reports</p> <p>Teacher Consultations</p> <p>Special Education Observations /Attend Conferences, as needed</p> <p>ESL-Attend conferences, as needed</p> <p>Monthly Newsletter</p> <p>GT Committee Meetings, as needed</p> <p>Maintain 504 Files and hold necessary meetings</p> <p>Parent Involvement Activities</p> <p>School wide Service Project</p> <p>Maintain Christmas-4- Kids records and meet with stakeholders</p> <p>Maintain weekly attendance records for H-E-R-O Attendance Program</p>

December	January
<p>Food for kids weekly food distribution - Ark Foodbank</p> <p>Classroom Guidance Lessons-/Character Education</p> <p>Small Group Sessions/Identification</p> <p>Individual counseling sessions</p> <p>Supervise student club meetings</p> <p>Behavior Plans</p> <p>Referrals for outside services/agencies</p> <p>Maltreatment Reports</p> <p>Maintain weekly attendance records for H-E-R-O Attendance Program</p> <p>Teacher Consultations</p> <p>Special Education Observations /Attend Conferences, as needed</p> <p>ESL-Attend conferences, as needed</p> <p>Monthly Newsletter</p> <p>GT Committee Meetings, as needed</p> <p>Maintain 504 Files and hold necessary meetings</p> <p>Parent Involvement Activities</p> <p>Christmas-4- Kids deliveries</p>	<p>Food for kids weekly food distribution - Ark Foodbank</p> <p>Classroom Guidance Lessons-/Character Education</p> <p>Small Group Sessions/Identification</p> <p>Individual counseling sessions</p> <p>Supervise student club meetings</p> <p>Behavior Plans</p> <p>Referrals for outside services/agencies</p> <p>Maltreatment Reports</p> <p>Teacher Consultations</p> <p>Special Education Observations /Attend Conferences, as needed</p> <p>ESL-Attend conferences, as needed</p> <p>Monthly Newsletter</p> <p>GT Committee Meetings, as needed</p> <p>Maintain 504 Files and hold necessary meetings</p> <p>Parent Involvement Activities</p> <p>Nine week Academic Celebration</p> <p>Good Behavior Reward</p> <p>Maintain weekly attendance records for H-E-R-O Attendance Program</p>

February	March
<p>Food for kids weekly food distribution - Ark Foodbank</p> <p>Classroom Guidance Lessons-/Character Education</p> <p>Small Group Sessions/Identification</p> <p>Individual counseling sessions</p> <p>Supervise student club meetings</p> <p>Behavior Plans</p> <p>Referrals for outside services/agencies</p> <p>Maltreatment Reports</p> <p>Teacher Consultations</p> <p>Special Education Observations /Attend Conferences, as needed</p> <p>ESL-Attend conferences, as needed</p> <p>Monthly Newsletter</p> <p>GT Committee Meetings, as needed</p> <p>Maintain 504 Files and hold necessary meetings</p> <p>Parent Involvement Activities</p> <p>Black History Month</p> <p>Parent Teacher Conference</p> <p>Maintain weekly attendance records for H-E-R-O Attendance Program</p>	<p>Food for kids weekly food distribution - Ark Foodbank</p> <p>Classroom Guidance Lessons-/Character Education</p> <p>Small Group Sessions/Identification</p> <p>Individual counseling sessions</p> <p>Supervise student club meetings</p> <p>Behavior Plans</p> <p>Referrals for outside services/agencies</p> <p>Maltreatment Reports</p> <p>Teacher Consultations</p> <p>Special Education Observations /Attend Conferences, as needed</p> <p>ESL-Attend conferences, as needed</p> <p>Monthly Newsletter</p> <p>GT Committee Meetings, as needed</p> <p>Maintain 504 Files and hold necessary meetings</p> <p>Parent Involvement Activities</p> <p>Nine week Academic Celebration</p> <p>Good Behavior Reward</p> <p>Maintain weekly attendance records for H-E-R-O Attendance Program</p> <p>ACT Aspire Trainings and enter data into portal</p>

April	May
<p>Food for kids weekly food distribution - Ark Foodbank</p> <p>Classroom Guidance Lessons-/Character Education</p> <p>Small Group Sessions/Identification</p> <p>Individual counseling sessions</p> <p>Supervise student club meetings</p> <p>Behavior Plans</p> <p>Referrals for outside services/agencies</p> <p>Maltreatment Reports</p> <p>Teacher Consultations</p> <p>Special Education Observations /Attend Conferences, as needed</p> <p>ESL-Attend conferences, as needed</p> <p>Monthly Newsletter</p> <p>GT Committee Meetings, as needed</p> <p>Maintain 504 Files and hold necessary meetings</p> <p>Parent Involvement Activities</p> <p>Career Fair</p> <p>Maintain weekly attendance records for H-E-R-O Attendance Program</p> <p>Update and Maintain ACT Aspire Testing Portal</p> <p>Administer ACT Aspire Assessment</p> <p>Parent Involvement Activities</p> <p>Christmas-4- Kids deliveries</p>	<p>Food for kids weekly food distribution - Ark Foodbank</p> <p>Classroom Guidance Lessons-/Character Education</p> <p>Small Group Sessions/Identification</p> <p>Individual counseling sessions</p> <p>Supervise student club meetings</p> <p>Behavior Plans</p> <p>Referrals for outside services/agencies</p> <p>Maltreatment Reports</p> <p>Teacher Consultations</p> <p>Special Education Observations /Attend Conferences, as needed</p> <p>ESL-Attend conferences, as needed</p> <p>Monthly Newsletter</p> <p>GT Committee Meetings, as needed</p> <p>Maintain 504 Files and hold necessary meetings</p> <p>Parent Involvement Activities</p> <p>Career Fair</p> <p>Maintain weekly attendance records for H-E-R-O Attendance Program</p> <p>Update and Maintain ACT Aspire Testing Portal</p> <p>Administer ACT Aspire Makeup Assessments</p> <p>Nine week Academic Celebration</p> <p>Good Behavior Reward</p>

	Accountability

Riverview School Counselors reflect on and evaluate our counseling program to ensure that the ever changing needs of our students are met. The following tools are used for assessing and sharing results.

Tools for Assessing the Comprehensive School Counseling Program


- Use-of-Time Calculator - counselors will periodically record a sampling of daily/weekly activities.
- Feedback from provision of curriculum or programs (participation, Mindsets and Behavior, and outcome results)
- Feedback from small groups
- Surveys from parents, students, community members, and/or educators
- School counseling program self-assessment
- School counselor TESS
- School counselor reflections
- Review of goal setting action plan results

Tools for Sharing Results

- Presentations (School, district, parents, other stakeholders)
- Handouts
- Webpages
- Inclusion in school improvement plan
- Data reports
- The following year's Comprehensive School Counseling Plan

School Counselor Reflection

It was very difficult to accurately analyze all students' attendance data due to mandatory quarantine of many students. Improving attendance is still necessary to improve student success. Therefore, the Riverview School District will continue to implement programs to improve student attendance for the 2022/2023 school year.

	<div data-bbox="747 235 1099 277" data-label="Section-Header"> <h2>Additional Resources</h2> </div>
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Research supporting comprehensive School Counseling Program:

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/school-counselors/about-asca/mindsets-behaviors>

Glossary of Terms

Academic Advisement is provided for class selection by establishing academic goals in elementary, middle, and high school.

Action or Closing the Gap Plans are developed to identify how goals will be implemented including strategies, competencies, activities, timeline, milestones, and means of evaluation.

Advisory council is a representative group of stakeholders who review the comprehensive school counseling plan and provide feedback and recommendations to the counseling staff, administration, and district.

Advocacy is the process of identifying underrepresented students and supporting them in their efforts to reach their highest potential, actively supporting the profession of school counseling, and supporting policies that promote student success.

Calendars are maintained by school counselors and are distributed to educators, students, and parents regularly. Planning, visibility, and credibility are enhanced by effective use of an annual school counseling program calendar, monthly calendars, and a weekly calendar.

Career planning process helps students attain skills and attitudes and identify opportunities for successful transition from high school to post-secondary training or education.

Chairing includes presiding over meetings and committees.

Classroom counseling lessons, or core curriculum, is the curriculum component of school counseling that consists of developmentally appropriate lessons designed to assist students in achieving desired competencies and is presented systematically through classroom and group activities.

Comprehensive School Counseling Programs are an integral part of the total educational program that help every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and social/emotional development to promote academic achievement and meet developmental needs. School counseling programs are based on the developmental age of students and are conducted on a consistent and planned basis to assist students in achieving specified competencies.

Consultation is used to provide school counseling feedback and support while communicating with educators and stakeholders concerning student problems and needs.

Coordination includes organizing, scheduling, and providing documentation for programs and assessments.

Data-driven identifies systems that make decisions concerning future actions that are based on information, survey reports, assessments, statistics, or other forms of data.

Define (4th edition) school counselors develop comprehensive school counseling programs based on three sets of standards (Mindsets and Behaviors for Student Success, ASCA School Counselor Professional Standards & Competencies and ASCA Ethical Standards).

Delivery systems identify how the comprehensive school counseling program is organized and delivered.

Direct services are counseling services that are provided directly to students: individual, small group, classroom core curriculum lessons, and responsive services. They are provided in a

face-to-face format.

Ethical standards are adhered to by school counselors. They include ethical, legal, and professional standards developed by the state educational agency and national school counseling organizations.

Evaluation is used to determine progress on the implementation of goals, action plans, or comprehensive school counseling programs.

Foundation identifies the beliefs, vision, mission, and goals set forth in the comprehensive school counseling plan.

Gaps are identified when desired student outcomes are not being met by a student or small group of students. Data is reviewed to evaluate current student levels of performance to find areas of concern that can be addressed.

Indirect services include consultations between a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs. These services also include referrals for more frequent and more intensive interventions on behalf of a student or small group of students. Individual student planning is used to coordinate ongoing systemic activities designed to assist individual students in establishing personal goals and developing future plans.

Leadership is an essential skill for school counselors as they develop and manage a comprehensive school counseling program. It supports academic achievement and student development, advances effective delivery of the comprehensive school counseling program, promotes professional identity, and overcomes challenges or role inconsistency (Shillingford & Lambie, 2010).

Mission statements outline steps to accomplish the vision. They identify the Who, What, How, and Why for students. Mission statements must be aligned with the mission of the school system within which the program operates.

Orientation is a process for students, teachers, parents, and stakeholders to learn about the school counseling program, the roles of the school counselor, and the services available to students, families, and staff. Orientation can also help students make smoother transitions from one school setting to another. The G.U.I.D.E. for Life defines essential knowledge, attitudes, and skills students should obtain to help them get along with others, communicate well, and make positive contributions in the workplace and beyond.

Outcome or results data demonstrate that learning, performance, or behavioral change has occurred. This data shows how students are different as a result of the school counseling program.

Process/Participation data measures what students and others observe or perceive regarding knowledge gained, attitudes and beliefs held, or competencies achieved.

Perception/Mindsets and Behaviors data answers the question "what." It describes the activity that is occurring; the target population, and how many students are affected.

Self-Assessment is the assessment used to review strengths of the school counseling program and areas for improvement. Data from the profile is used to guide the school counseling program.

Responsive services meet students', parents', and teachers' immediate need for intervention,

referral, consultation, or information.
consultation, or information.

Risk analysis is the procedure identified in the DESE Standard Operating Procedures for School Counseling programs and is based on the review of comprehensive school counseling plans that are posted on district websites as well as other district data and technical assistance needs. Support is provided to districts based on the level of identified risk.

School Counseling Assessments are tools used to measure the strength of the implementation of the comprehensive school counseling program. Data from assessments can be used to identify student needs and show student growth (pre/post-test).

Social/Emotional Development maximizes each student's individual growth and social maturity in the areas of personal management, social interaction, and self-efficacy.

Standard Operating Procedures provide information and guidance on the process that will take place to ensure that school counselors are providing multi-tiered comprehensive support to all students.

Systemic Change is change affecting the entire system; it is transformational, affecting more than an individual or series of individuals. The focus of the change is upon the dynamic of the environment, not the individual.

System support consists of professional development, consultation, collaboration, teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling program.

Vision Statements identify what you want to see going forward in your comprehensive school counseling program (what is the picture you see in your mind about your students' success)? They identify long-range, desired outcomes for students