

Beebe District School Counselor Comprehensive Counseling Plan



School Counselor Roles and Best Practices 2023 - 2024

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Section One: Foundation

Beebe school counselors provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple topics. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation and Rules regarding public school student services planning, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling programming.

The American School Counselor Association defines a comprehensive school counseling program as an “integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.” Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor.

Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, faculty, administrators, students, parents, psychologists, social workers, and community.

Introduction to the American School Counselor Association (ASCA) Model

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs.

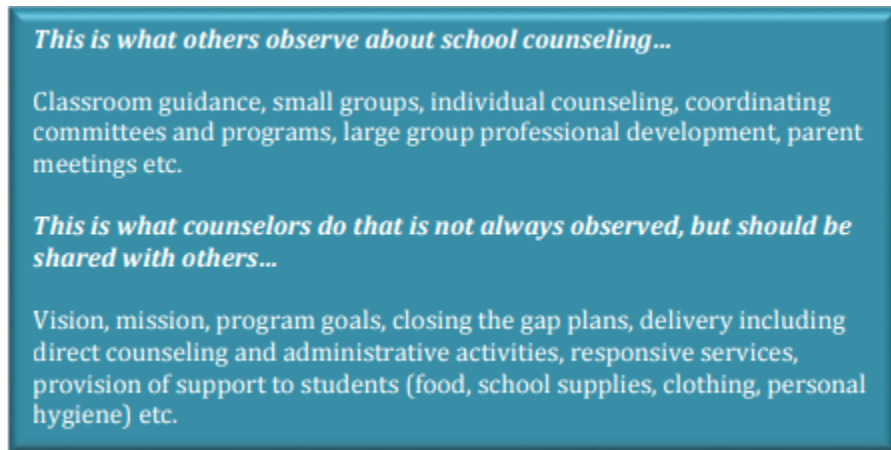
The ASCA National Model: A Framework for School Counseling Programs guides school counselors in developing and implementing a comprehensive counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional and based on data-driven decision making. It is based on four components: foundation, management, delivery and accountability.

The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs to promote students’ success. The model provides a framework for the program components, the school counselor’s role in implementation, and the underlying themes of leadership, advocacy, collaboration and systemic change. The old question was “What do school counselors do?” The new question is “How are students different because of the school counseling program?” Program components are focused on achieving results. Today’s counselors are leaders, advocates, systemic change agents and collaborators.

A comprehensive school counseling program is an integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in

academic, career, and social/emotional development, promote and enhance the learning process for all students.

School Counselor Advocacy



Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

Comprehensive in Scope

A comprehensive school counseling program will focus on all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

Preventive in Design

School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools

Developmental in Nature

School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

A Cooperative Effort

School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

Leadership

School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School counselors focus on closing achievement gaps found among all students. School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes, and by implementing school reforms and participating in professional communities and professional development opportunities.

Advocacy

School counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

Collaboration and Teaming

School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify achievement gaps. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members.

Systemic Change

With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students' academic performance and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

Beebe District School Counselors

Roles & Responsibilities

Jennifer Curtis - Early Childhood

jcurtis@beebeschools.org ♦ (501) 882-5463 ext. 1101

- Provides classroom guidance lessons
 - Provides small group counseling
 - Provides individualized counseling services to students
 - Maintains Early Childhood student records
 - Collaborates with outside agencies, DHS, and other student oriented organizations to provide services for students
 - Building Military Liaison
 - Building Leadership Team member
 - Oversees ESL students' folders and conferences
 - Works with other counselors to implement the school counseling program with fidelity
 - Family and Community Engagement Facilitator
-

Jaymie McAfee - Beebe Elementary

jmcafee@beebeschools.org ♦ (501) 882-5463 ext. 1037

- Provides classroom guidance lessons
 - Provides small group counseling
 - Provides individualized counseling services to students
 - Maintains elementary student records
 - Building Leadership Team member
 - Building GT committee member
 - Works with special education department on referrals & documentation for interventions
 - Collaborates with outside agencies, DHS, and other student oriented organizations to provide services for students
 - Works with other counselors to implement the school counseling program with fidelity
 - Family and Community Engagement Facilitator
-

Melissa Brown - Beebe Elementary

mbrown@beebeeschools.org ♦ (501) 882-5463 ext. 1125

- Provides classroom guidance lessons
 - Provides small group counseling
 - Provides individualized counseling services to students
 - Maintains elementary student records
 - Administers ATLAS
 - Building Military Liaison
 - Building Leadership Team member
 - Building GT committee member
 - Oversees ESL students' folders and conferences
 - Communicate with ESL liaison for duties (testing, etc)
 - Works with special education department on referrals & documentation for interventions
 - Collaborates with outside agencies, DHS, and other student oriented organizations to provide services for students
 - Works with other counselors to implement the school counseling program with fidelity
-

Cari Rector - Beebe Middle School

crector@beebeeschools.org ♦ (501) 882-5463 ext.2007

- Provides classroom guidance lessons
 - Provides small group counseling
 - Provides individualized counseling services to students
 - Maintains middle school student records
 - Administers ATLAS
 - Oversees ESL students' folders and conferences
 - Communicate with ESL liaison for duties (testing, etc)
 - Building Military Liaison
 - Building Leadership Team member
 - Building GT committee member
 - Schedules 5th & 6th grade students
 - Works with special education department on referrals & documentation for interventions
 - Collaborates with outside agencies, DHS, and other student oriented organizations to provide services for students
 - Works with other counselors to implement the school counseling program with fidelity
-

Nikki Mitsunaga - Beebe Junior High

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- Provides classroom guidance lessons - specific topics
 - Provides small group counseling
 - Provides individualized counseling services to students
 - Maintains Jr. High student records
 - Works with special education department on referrals; systematic observations
 - Schedules 7th & 8th grade students, virtual students, and ALE students
 - Collaborates with outside agencies, DHS, and other student oriented organizations to provide services for students
 - Works with other counselors to implement the school counseling program with fidelity; coordinates Red Ribbon Week; coordinates Kindness Week
 - College & Career Platform Coordinator (Xello); student success plan
 - Administers ATLAS
 - Oversees ESL students' folders and conferences
 - Communicate with ESL liaison for duties (testing, etc)
 - Building Military Liaison
 - Building Leadership Team Member
 - Building GT committee member
 - Building social media coordinator
 - Work with community to help coordinate the Angel Tree for 10 years - 16 years students
-

Tiffany Crafton - Beebe High School

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- Schedules 11th & 12th-grade students or others as needed
- Individual counseling with 11th & 12th-grade students or others as needed
- Lead contact for ASU - Searcy Vocational programs, Vanguard/concurrent enrollment for BHS students
- Grades for graduates & virtual students
- Manages credit checks for all students 11th through 12th grade
- Administers Civics exam to 9th graders
- Manage and enroll students for credit recovery & our virtual academy (Virtual Arkansas)
- 11th - 12th grade 504s
- 11th & 12th SPED referrals & meetings (if necessary)
- 9th - 12th grade HUB & ALE Referrals, schedules, & meetings
- Collaborates with outside agencies, DHS, and other student oriented organizations to provide services for students
- Works with other counselors to implement the school counseling program with fidelity

Paige Pruitt - Beebe High School

ppruitt@beebeschools.org ♦ (501) 882-5463 ext.1064

- Schedules 9th and 10th-grade students
- Individual counseling with 9th & 10th grade students and other students as needed
- Administers ATLAS
- Oversees 9th through 12th Grade ESL students' folders and conferences
- Communicate with ESL liaison for duties (testing, etc)
- 9th & 10th grade 504s
- Maintain 9th & 10th-grade checksheets
- 9th & 10th Sped Referrals
- Collaborates with outside agencies, DHS, and other student oriented organizations to provide services for students
- Works with other counselors to implement the school counseling program with fidelity

Rachel Wisdom - Beebe High School

rwisdom@beebeschools.org ♦ (501) 882-5463 ext.1082

- Individual and small group academic and social emotional counseling 9th through 12th-grade students
- Administers ASVAB Test & PSAT to 11th graders
- Athletic Eligibility Guidance NCAA
- Military Recruitment & District Military Education Coordinator
- Senior Seminar(College & Career Planning for 12th graders)
- Junior Seminar (post-high school planning for 11th graders)
- Honor Graduates- advisement and calculation for honor graduation designation
- Academic Honors Program/Baccalaureate/Graduation
- College & Career Platform Coordinator (Xello)
- Collaborates with outside agencies, DHS, and other student oriented organizations to provide services for students
- Works with other counselors to implement the school counseling program with fidelity

Hailey Washam - Beebe School District - Mental Health Coordinator

hwasham@beebeschools.org ♦ (501) 882-5463

School Counseling Standards and Competencies - References

ASCA School Counselor Professional Standards & Competencies (2019)

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

ASCA Ethical Standards for School Counselors (2016)

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

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

<https://www.schoolcounselor.org/Standards-Positions/Standards/ASCA-Mindsets-Behaviors-for-Student-Success>

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

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

Section Two: Management

The ASCA National Model Components

Program Focus

Beliefs

The Beebe professional school counselors believe every child can learn and that all students participate in a comprehensive school counseling program designed to foster student success. The professional school counselors help accomplish this by working with students in whole groups, small groups, and individually addressing students' social-emotional, career, and academic needs. Data will be collected to determine the needs & next year's plans for the counseling program.

School Counselors meet the needs of students by:

- Creating Self-awareness
- Advocating for students
- Facilitating independence
- Encouraging student growth
- Promoting positive peer & adult relationships
- Teaching healthy coping skills
- Facilitating College/Career exploration & goal setting
- Assisting Academic Planning

Vision Statement

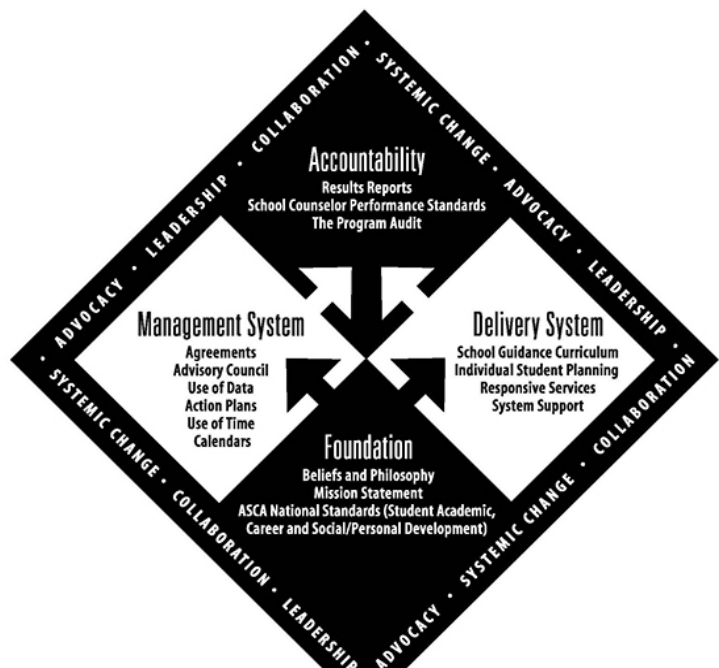
The Beebe School District professional school counselors produce high performing individuals through a comprehensive developmental school counseling program. There is a collaboration among school counselors, administration, teachers, parents, and the community.

Mission Statement

The mission of the school counseling program is to ...In support of Beebe Public Schools' mission, the school counselors advocate for all students through a comprehensive, developmental approach addressing academic, career, personal, and social skills necessary to achieve quality learning and life-long success.

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Foundation



The foundation serves as the solid ground upon which the comprehensive school counseling program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career and social/emotional needs of the students in the school. This section of the manual offers an outline for a comprehensive school counseling program. You will find best practice examples and templates that can be customized for implementation at your school in the accompanying toolkit.

Program Goals

Arkansas school counselors develop program goals that define how the vision and mission will be accomplished. School counselors use these goals to develop core curriculum, as well as small groups and closing the gap action plans. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources. (Dimmit, Carey, & Hatch, 2007). The goal statements address specific student outcomes, including improved student achievement, attendance, behavior, and school safety through one or more of the three domains: academic, career, or social/emotional development. This information can be found using the school data report card.

Refer to page 25-28 in the ASCA Model book (list of questions and data report card for developing goals).

- Improve communication among staff, parents, and students.
 - Encourage students to communicate with their teachers, check their emails, and engage in extracurricular activities/clubs/community.
 - Individual Sessions
 - Group Sessions
 - Classroom Lessons
 - Increased emails
 - face-to-face
 - form responses from teachers
 - Encourage parents/guardians to engage with their child's teachers, counselors, and administrators.
 - Meetings with families
 - Collaboration with involved people
 - SmacTalk newsletter & info to parents on social media
 - Weekly Calendar Events to Parents on social media (Week-At-A Glance)
 - Increased emails from parents/guardians
 - Encourage staff/teachers to engage with the parents/guardians, counselors, and administrators to improve overall student achievement.
 - Promote parent contact
 - Engage in conversations about students
 - Promote communication with administrators & counselors
 - parent logs - kept by teachers

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within comprehensive school counseling programs.

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

Professional Competencies

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

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

Our school counseling staff is certified in Youth Mental Health First Aid and will recertify at the appropriate times.

ASCA Ethical Standards for School Counselors

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

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

Management

The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

School Counselor Competencies Assessment

School counselor competency assessments help school counselors to self-assess their knowledge, attitudes and skills necessary to perform the range of school counselor responsibilities in all four management components (use of time assessments, needs assessments, advisory council, and annual agreements).

School Counseling Program Assessment

Arkansas school counselors use a program assessment to self-evaluate the school counseling program in comparison to the ASCA National Model (ASCA, 2012).

See pages 42 and 59 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Use of Time Assessments

Use-of-time assessments are used to determine the percentage of time the counselor is providing direct counseling to students or indirect administrative services that are related to the comprehensive counseling program. Using the data from use-of-time logs provides regular feedback to the counselor and administration to ensure that the counseling program is being provided with fidelity to the students and their needs are being met. Use of time documentation also helps the counselor and leadership determine which activities or services the counselor is providing that are appropriate to the program and the Public School Student Services Plan. Calendars are used to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.

See page 63 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit

Annual Agreement

Each year, the counselor and administrator meet to develop an annual agreement. This agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This agreement should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals.

See page 64 and 65 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

School Counselor Advisory Team/Council

Creating an advisory council that consists of stakeholders supports the implementation of the counseling program. This council should meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program.

Templates can be found in the Arkansas School Counselor Toolkit.

Data Use in School Counseling

Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be evaluated on an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the counselor to reflect on his/her practice, and make adjustments to programming as needed.

See page 42 and 59 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Guidance & School Counseling Facilities

The school counseling program should be organized, intentionally planned, and managed in a manner to support the implementation, evaluation, and reflection of services being provided. Each school shall provide appropriate facilities to ensure effective confidential counseling to meet individual needs of students. To implement an effective counseling program a counselor should have private office space, private phone lines, computer and data processing tools, and an appropriate area for small group activities.

The State of Arkansas Public School Academic Facility Manual planning concepts related to current educational best practices, defines the size of the counselor's office to be incorporated into a new or renovated building. In addition, the manual's Education Planning Concept states that decentralizing administrative services, including counselors, "may provide the flexibility and opportunity for increased student contact, decreased student anonymity, and opportunities for passive supervision."

https://dese.ade.arkansas.gov/Files/20201229104954_Arkansas_School_Counselor_Toolkit.Post1.pdf

Delivery

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. The program is implemented through direct and indirect student services as well as administrative activities.

Direct Student Services (90% Direct & Indirect)

Direct services are provided for all students using a multi-tiered systems approach. These services are typically in a face-to-face format and include core curriculum classroom lessons, individual and group counseling, as well as responsive services.

Indirect Student Services (90% Indirect & Direct)

Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or in the role of contributing member of an ESOL, PBIS, RTI, parental involvement and GT etc.).

Administrative Activities (No More Than 10%)

Administrative activities include non-counseling responsibilities and are not directly related to the comprehensive school counseling program. Chairing committees and meetings (504, ESOL, PBIS, RTI, parental involvement and GT etc.), data input, developing master schedules, coordinating assessment administration, and monitoring students in common areas are all administrative activities.

Comprehensive School Counseling Program postings will be reviewed to ensure the counselor is working indirectly for or directly with students 90% of the time and is spending no more than 10% of time completing administrative activities.

District Monthly Plan

- I. August
 - A. Character Word - Perseverance & Grit
 - B. Special Events - Open House & Back to School Event
- II. September
 - A. Character Word - Respect
 - B. Special Events - Family Night at Beebe Elementary
- III. October
 - A. Character Word - Responsibility
 - B. Special Events - Homecoming (October 13) & Red Ribbon Week (Oct. 30 - Nov. 3) & P/T Conferences (October 19)
- IV. November
 - A. Character Word - Gratitude
 - B. Special Events - Freedom Run at Beebe Elementary
- V. December
 - A. Character Word - Confidence
 - B. Special Events - Food Drive/Angel Tree
- VI. January
 - A. Character Word - Acceptance
 - B. Special Events - Kindness Week
- VII. February
 - A. Character Word - Integrity
 - B. Special Events - Black History Month/National School Counselor Week (February 5 - 9) & P/T Conferences (February 15)
- VIII. March
 - A. Character Word - Cooperation
 - B. Special Events - Down Syndrome Awareness Month
- IX. April
 - A. Character Word - Empathy
 - B. Special Events - Autism Awareness Month, Military Child Awareness Month, & Diverse Ability Days
- X. May
 - A. Character Word - Determination
 - B. Special Events - Mental Health Awareness Month/Teacher & Nurse Appreciation Week

Section Three: Delivery

Arkansas Student Services Plan Requirements

Direct Services

Act 190, The School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on student contact days, providing direct and indirect services to students. These services will be delivered in person and available virtually to all students.

Classroom Core Curriculum Lessons are intentional, planned and developed based upon the needs of the students. Delivery of core curriculum through classroom lessons helps all students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide Tier 2 small group support to students, focusing on the three components of core curriculum as well. Classroom counseling lessons are a collaborative effort with teachers using the lesson information to reinforce goals for students. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in the development of the whole student. Classroom counseling lessons provide students the opportunity to be engaged in discourse and collaboration. This time allows students to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development, and organization of the classroom counseling lesson activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, school counselors can also provide support to teachers and others in the school.

The counselor can provide **no more than 3 sessions per school day and no more than 10 sessions per week. Sessions are limited to 40 minutes or less.** (Act 190)

Small Group and Individual Counseling are Tier 2 or 3 supports, and are provided to students based upon student need or request by student, teacher, administrator, or parent. These sessions can address academic advice, social/emotional concerns, or future aspirations and planning. Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs, often through core curriculum lessons in the classroom, but which may also involve seeing students individually or in groups to help them develop skills and use their resources. The school counselor uses data such as surveys and/or needs assessments to determine which small group topics would best meet the needs of the students in the school.

Working with students in small groups acknowledges that peer influence is an extremely powerful factor in student development. Groups provide participants with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. Small group sessions are planned with intended outcomes. Students develop personal goals in the group and follow-up takes place to ensure students are continuing to meet their desired goal outcomes. In addition, a small group approach enables counselors to have an

impact on a greater number of students than individual counseling can reach. It is important to remember that the group approach is not suited to every student or every situation. It is a Tier 2 support in which students are referred for counseling by staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Direct Services (90% Direct & Indirect Services)

Face-to-face

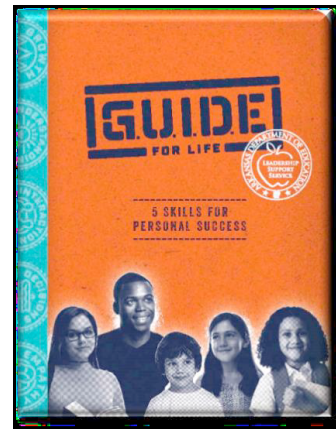
<p>Classroom Core Curriculum Lessons <i>(Tier 1 for all students)</i></p> <p>Limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week.</p>	<p>Classroom counseling lessons are developmentally appropriate, based on gaps identified through the school data review and the associated goals that are created to address those needs. They also address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific competencies in academic, social/emotional and/or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives.</p> <p>Examples: Career planning and exploration, orientation activities for new or transitioning students, addressing accelerated learning opportunities, and/or working with students on the development of their Student Success Plans.</p>
<p>Individual and Group Counseling <i>(Tier 2 or 3 based on Student need)</i></p>	<p>Small group lessons are based on the same identified gaps in the school and student needs. Small groups meet regularly over a specified amount of time. Follow-up should occur to ensure students are continuing to develop the skills taught in the small group. Pre- and post- evaluations or assessments will gather data to help determine growth in knowledge or skill attainment.</p> <p>Examples: Interpretation of assessments, individual academic planning, guidance in understanding the advantages of career certifications and internships, behavioral supports, attendance, and essential success skills.</p>
<p>Responsive Services <i>(Tier 2 or 3 based on Student need)</i></p>	<p>Responsive Services - Supporting students whose immediate concerns put the student's academic, career, or social/emotional development at risk.</p> <p>Examples:</p> <p>Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.</p>

Beebe School counselors conduct planned classroom guidance which are age appropriate, collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in the development of the whole student. Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It

allows them to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school. Beebe counselors also coordinate and cooperate with other school staff members to bring in guest speakers and programs into the school for all students covering a variety of topics.

Beebe school counselor lessons are guided by the G.U.I.D.E for Life Essential Skills. G.U.I.D.E. for Life Essential Skills

- Growth: Manage Yourself
 - Develop problem solving skills
 - Practice mindfulness
 - Persevere
- Understanding: Know Yourself
 - Increase self-awareness
 - Know your strengths and weaknesses
 - Develop critical thinking skills
- Interaction: Build Relationships
 - Treat others with respect
 - Communicate effectively
 - Seek out and offer help when needed
- Decision Making: Make Responsible Choices
 - Consider personal beliefs, safety, and the situation
 - Think through potential consequences
 - Put your best self forward
- Empathy: Be Aware of Others
 - See other perspectives
 - Value the feelings of others
 - Appreciate Diversity



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

Individual and Small Group Counseling

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

Individual and Small group lessons include but are not limited to:

- Character Education
- Friendship
- Grief
- Divorce
- Anger Management
- Study Skills
- Acceptance of Others
- Self Esteem
- Military Deployment Family Support
- Self-Responsibility

- Anti-Bullying
- Career Education

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Guidance in Understanding the Relationship between Classroom Performance and Success in School

Beebe School counselors assist students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Academic Advisement

Academic advisement begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career- plans. Informational resources should also be available and organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

Beebe school counselors are familiar with academic plans and goals for students and guide students along the pathway to graduation and their chosen career path. Counselors work with students individually and in groups to ensure they are prepared for graduation and future college/career plans.

Career Awareness and Planning in School Counseling Programs

Annotated Code 6-18-1009 states: "Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process."

At Beebe High School, guidance and classroom activities can focus on developing personal skills, career exploration and making the connection between them and the world of work. At the secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning. They can help students develop their course of studies or four-year plans so that students have a map for high school coursework. Counselors provide information to and assist students in understanding how taking more rigorous classes better prepares them for college- and work- success. Information on post-secondary opportunities and institutions, and alternative career programs are shared with students. Soft-skills are developed at all levels and the connection between them and career success is emphasized. Students in the 8th through 12th grades have access to and use Xello (career/educational tool) for exploration and practical purposes.

Orientation

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

At Beebe Schools, first grade students walk through our building and into classrooms to become familiar with the school before entering second grade. They will also attend an orientation before starting school, for only second grade students and families. Lastly, fourth grade students visit Beebe Middle School building to familiarize themselves with next year's building. Middle school students will tour the Jr. High building before entering 7th grade. Then, 8th grade students tour the high school buildings to become familiar with academic programs and social clubs opportunities for their remaining school career.

Responsive Services

Beebe school counselors work with students in the following ways in response to their needs:

- Individual or small group counseling to address
 - ◆ Obstacles to learning
 - ◆ Family/peer concerns
 - ◆ Social/emotional needs
- Student peer helpers
- Crisis counseling
- Conflict resolution
- Consultation and referrals

Indirect Services

Act 190, The School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on student contact days, providing direct and indirect services to students. Meetings and other indirect services will occur in person, over the phone, or virtually.

Indirect Services (90% Indirect & Direct Services) *Consultation, referral, on behalf of*

Consultation	Consultations are on behalf of a student. They can include interaction with a parent or legal guardian, school staff, and community agencies concerning a student's behavior, academics, or attendance.
Referrals	Indirect services include, but are not limited to, referring a student for mental health services, and child maltreatment reports.
Decision-making Teams	Serving as a contributing member of decision-making teams, which include without limitation: Section 504 Response-to-Intervention ESOL Parental Involvement or Family Engagement Positive Behavioral Intervention Support Advanced Placement & Gifted and Talented Other decision-making teams

Consultation and Coordination - On behalf of the student

An important part of the counselor's role is to collaborate with teachers and parents. Beebe School Counselors work with teachers and administrators to help create school environments that encourage student growth and learning.

Consultation can include:

- Participating in and supporting the work of the RTI team
- Conducting professional development workshops
- Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum
- Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
- Interpreting student data or assessment results
- Consulting with other specialists (e.g., social workers, psychologists, representatives from Community agencies)

The counselor can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated. Beebe counselors ensure that all students receive the services that they need and for which they are eligible.

Family and Community Engagement

Counselors may conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Many counselors provide newsletters or social media information for parents to keep them updated on school counseling programs, opportunities, or information on ways to support

their students at home. Counselors along with other school staff should encourage parents to participate in volunteer opportunities within the school setting.

The Beebe School counselors work with our individual building Parent/community engagement leaders and with Patti Mathis, the School District Community Engagement Coordinator, to encourage parents to participate in volunteer opportunities within the school setting and promote communication. Counselors at the elementary level send out newsletters to parents to keep them informed and help support the families at Beebe Elementary. Counselors also communicate with families via social media and attend conferences each semester and as needed throughout the school year.

Beebe School District has recently helped open an ARCare clinic on our campus for students and staff. This will allow our students and staff to receive medical, health, and mental health services on our campus. We are looking forward to this partnership.

Making Referrals

Beebe School counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies can include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, school counselors identify school and community resources and support behavioral and/or treatment plans determined through interagency communication. Counselors are knowledgeable and helpful in creating the link to these resources for families and students.

Participating on Decision-Making Teams

The school counselor serves as a contributing member of a decision-making team to provide feedback and intervention support to students. Examples can be found in the chart above. School counselors work with teams to advocate for students and families for the wellbeing of the student. School counselors work closely with teachers to ensure the student is making progress and accomplishing goals. Counselors also participate on different leadership teams to collaborate with school administrators, teachers, and staff to improve student achievement and overall school climate.

Direct Counseling Activity Examples – 90% of Time Monthly

The counselor provides direct to students at least 90% of their time monthly. Examples of direct counseling are:

- Individual social/emotional counseling
- Individual academic guidance and counseling
- Individual career education guidance and counseling and vocational decision making
- Orienting new students to the school (this does not include master scheduling)
- Consultation with students
- Class selection discussion/academic advisement with students
- Interpretation of state-mandated assessments with students
- Review records and files while assisting students
- Small group counseling sessions
- Classroom guidance sessions

Administrative Activities Examples- 10% of Time Monthly

The counselor provides administrative services no more than 10% of their time monthly. Examples of administrative services are:

- Consultation services with school personnel and outside agencies
- Making appropriate referrals
- Test interpretation about students; test interpretation for parents, faculty or community
- Updating guidance/counseling records for counselor's utilization
- Planning, managing, and evaluating the comprehensive counseling program
- Planning classroom guidance lessons

The Role of the School Counselor in Managing Administrative Activities

Coordination of Programs and Data Input	<p>Coordination of programs including, but not limited to:</p> <ul style="list-style-type: none"> Parental Involvement Positive Behavioral Supports Advanced Placement and Gifted & Talented ESOL Response-to-Intervention Section 504 Student Success Plans <p>Coordination of assessments including, but not limited to; state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs at the building or district level</p> <p>Developing master schedules and data entry such as eSchool administration during student contact days</p>	Administrative Activities (No More Than 10%) Coordination, Chair, Duties
Chairing Committees and Meetings	<p>Chairing committees and meetings including, but not limited to:</p> <ul style="list-style-type: none"> Parental Involvement Positive behavioral supports Advanced Placement and Gifted & Talented ESOL Section 504 Response-to-Intervention 	
Duties	<p>Supervising students in common areas such as the hallway, cafeteria, playground and bus lines</p>	

Coordination of Programs and Data Input

Coordination of programs including, but not limited to:

- Parental Involvement
- Positive Behavioral
- Supports
- Advanced Placement and Gifted & Talented
- ESOL

- Response-to-Intervention
- Section 504
- Student Success Plans

Coordination of assessments including, but not limited to; state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs at the building or district level

Developing master schedules and data entry such as eSchool administration during student contact days

Student Assessments

The counselors at Beebe School District serve as Building Test Coordinators for assigned exams throughout the school year. Duties include teacher in-service, inventory of tests, distribution of tests, test security procedures, and documentation of test procedures as well as getting tests shipped/prepared for grading purposes. The counselor is also responsible for make-up testing.

All Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

Implementation of Plan

1. Each summer, the eight school counselors from the Beebe School district meet together for two days of professional development to discuss how the plan will be implemented for students in Kindergarten through the twelfth grade.
 - a. During these two days:
 - i. Counselors set out to establish a district and school wide calendar for their building - Annual Calendar
 - ii. Counselors discuss what each component of the G.U.I.D.E for Life will be implemented and incorporated into lessons for each building
 - iii. Counselors begin creating themes and lesson plans for the upcoming school year using G.U.I.D.E for Life materials
 - iv. Counselors plan for district or school wide events, such as mental health fairs, college/career fairs, etc.
 - v. Counselors work together to update the comprehensive school counseling plan for the upcoming school year
 1. Discuss strengths and weaknesses of the plan
 2. Update with changes necessary based on data and results from previous year
 3. Update individual school plans to reflect district plan
 - vi. Reflect on previous year
 - vii. Create or update the school counseling program's goal for the upcoming year
2. Goal(s)
 - a. Each year goals are evaluated and planned using planning tools from the school counselor toolkit

- b. Last school year (2022-2023), our goals included increasing communication among all stakeholders in the school system. We are hoping to continue our growth this year.
- c. Reflecting upon last year, our goal for the 2023-2024 school year will be to increase parental and community engagement through communication.
 - i. Lessons, themes, and meetings will focus on improving and increasing communication.
 - ii. Students, staff, and parents/guardians will be encouraged to increase their communication on all levels within the school system.
 - iii. Each school counselor will encourage communication among all stakeholders within the school to improve communication in all areas.
 - iv. Counselors will work with administrators, teachers, and staff to improve students' ability to communicate
 - 1. School-wide assemblies addressing resilience, involvement, etc.
 - 2. Teacher/Staff training addressing resilience, anti-racism, how to work with diverse students, and Trauma informed practices
- d. Goals will be discussed with each counselor's administrator to ensure the goal is appropriate and aligns with the school's mission, vision, and beliefs to accomplish in the upcoming year
 - i. Annual administrator agreement will be completed and signed during a meeting with administration

3. Data

- a. Google Calendar - use of time calculator
 - i. Each counselor will use Google Calendar to document the time they spend while on contract on each task or student/group
 - ii. Google Calendar data will be available to determine how each counselor is spending their time
 - iii. Track phone calls and information to and from parents
- b. Gmail will be used to track the emails from:
 - i. Parents/guardians
 - ii. Teachers/staff
 - iii. Students
- c. Social Media pages
 - i. Information will be communicated via social media to parents/guardians/students

4. Accountability

- a. Google Calendar data will be collected and analyzed to determine if counselors are being able to use their time with the 90/10 guidelines with 90% of their time being spent directly with students or indirectly on behalf of students
- b. School counselors will assess the data collected from the before mentioned sources to see increase in communication in all areas with all stakeholders.
- c. School counselors will meet with administrators at the beginning or end of the year to be evaluated using the TESS for school counselors rubric

Arkansas District and School Planning

Additional Components of Student Services Plans

The following components must be included in the school/district student services plan, **but are not typically provided or implemented by the school counselor.**

Student Success Plans

Student Success Plans help students take ownership of their coursework, as well as focusing on post-high school aspirations. Students map out their high school and post high school plans, which allows them the opportunity to personalize their education. Students use the Student Success Plan as one way to ensure they are taking the courses they need to graduate from high school. Developing the Student Success Plan allows educators, parents, and students the opportunity to converse on future planning and goal setting. Student Success Plans are developed by the end of each student's 8th grade year, and are updated annually. The development and implementation of the Student Success Plan is not the sole responsibility of the school counselor, but is a collaborative process between educators, parents, and students. Beebe students complete their student success plans using the Kuder website and update it annually in their advisory classes to reflect their courses and future plans. Additional information can be found on the Arkansas Department of Education – Division of Elementary and Secondary Education – Student Success Plan web page.

<https://dese.ade.arkansas.gov/Offices/learning-services/student-success-plan>

Our district is using Kuder as a tool to help students create and update their student success plans.

Alternative Methods of Classroom Management

The Student Services Plan addresses alternative methods of classroom management. These methods can include, but are not limited to: behavior contracts, dispute resolution, classroom meetings, logical consequences, assertive discipline, behavior modification and career and academic counseling.

Alternative methods are consistently implemented and reinforced by all school staff. Beebe school counselors will work with administrators, teachers, and parents to support classroom management and reinforce the student handbook to support our school climate.

Follow-up of School Dropouts and Graduates

Beebe High School counselors will implement measures to help decrease student dropouts and follow up with dropouts and graduates to further assist them in their educational endeavors. Counselors will promote school attendance and completion by identifying and working with at-risk students. 8th - 12th grade students will have access to Kuder (career/education planning tool), which will be shared with and used by school counselors to further our career exploration. Communication will continue with students to encourage them after high school. Students who are at risk for dropping out will be offered the opportunity to attend our HUB/DREAM academy program, which provides an alternate method to earning their high school diploma.

TABE Testing (Pre-High School Equivalency Examination)

The counselor may support the coordination of the Test for Adult Basic Education or the High School Equivalency Examination pretest. However, the counselor does not administer the test, but refers to other appropriate personnel to administer the assessment. ASU-Beebe, across the street from our campus, will be used for this testing, if needed.

Group Conflict Resolution Services

These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding and positive communication.

Conflict solving for students could include: dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

Visiting Teacher and Social Work Services

Visiting teachers and social work services provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning concerns. The visiting teacher or social worker functions as a liaison between the home and school. They may provide home visits and refer students and parents to appropriate school and community agencies for assistance.

Occupational and Placement Services

Occupational and placement services personnel shall serve as a liaison between employers and the school to develop connections between the school and business and industry.

Psychological Services

The district provides psychological services to students to ensure that they are ready to succeed and are being prepared for college- and/or career- readiness. These services include, but are not limited to:

- Evaluation of students with learning or adjustment problems
- Evaluation of students for exceptional student programs
- Consultation with parents, students and school personnel to ensure students are ready to succeed
- Provision of an early identification system of learning potential and factors that might affect educational performance
- System for liaison and referrals with available resources
- Written policies that assure ethical procedures in psychological services.

Evaluations are conducted by Misty Knighton and Karen Gajeski, who are our licensed school psychological examiners.

School Health Services

Each school district shall have a health services program. The program shall include screening, referral and follow-up procedures for all students. Students with special health care needs, medically fragile, and technology-dependent students will have individualized healthcare plans. Custodial health care services required by students with individualized health care plans shall be provided care by trained school employees, other than the classroom teacher. Students who require invasive medical procedures shall be cared for by a trained person who is licensed to perform the task. Classroom teachers shall not perform these tasks with the exception of administering glucagon to a student with Type I diabetes, provided the teacher is trained, and the situation is an emergency.

Each Beebe building has its own nurse who works with school counselors, teachers, parents and students to provide necessary services to students.

New to our district is our ARCare facility, where students and school staff are able to go and receive health care at little or no cost.

Suicide Prevention Public Awareness Program

The distribution of a suicide prevention public awareness program are provided and made available in the counseling center and in classrooms.

ADE Guidance and School Counseling Suicide Prevention Resources

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

Section Four: Accountability

Accountability

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results.

Initially, the counselor will develop or review a school data profile and answer some guiding questions such as: what are the strengths in the school, what concerns do you have about the data, are there achievement gaps, has attendance changed over time, and are there safety concerns? This exercise is important for school counselors so that they understand how the data was collected and how to interpret the data.

Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program.

School Data Profile Template Tool

<https://www.cde.state.co.us/postsecondary/sccgpschooldataprofile>

See pages 99-116 in the ASCA Model book (2012).

Tools for Assessing the Comprehensive School Counseling Program

Use of Time Calculator

Beebe school counselors use Google Calendar to document how time is spent during the day. This program records and separates our time into direct, indirect, and administrative tasks performed. Data can be pulled from the program to determine results and outcomes of our program and work. Counselors enter their daily tasks and work with students into the program to maintain data to support the school counseling program.

Data

Beebe school counselors maintain records in Google Calendar for use to support the school counseling program. Data is also collected via surveys from parents/students/community members/staff/administrators, Google Forms, feedback from small groups/individuals, and

self-assessments. Beebe school counselors present this data to administrators, parents, community members, and other members of the school counseling advisory council.

Arkansas TESS School Counselor Rubric

The Arkansas Teacher Excellence and Support System provides statutory direction for reform of teacher and leader evaluation systems. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, provides critical information to state, district and school educators in the form of essential data and feedback to ensure College and Career Readiness leading to access and achievement for all Arkansas students.

The following resources provide school counselors with Arkansas Teacher Excellence and Support System (TESS) counseling specific guidance documents.

Aligning Danielson Framework with ASCA's School Counselor Competencies and Ethical Standards

https://education.sdsu.edu/cepa/resources/map/documents/aligning_danielson_framework_asca_scc_credentials.pdf

TESS Smart Card for Counselors

https://dese.ade.arkansas.gov/Files/20201228163919_Smart_Card_School_Counselor.pdf

TESS for Specialty Areas - Counselors

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

TESS Artifacts and Evidence for Counselors

https://dese.ade.arkansas.gov/Files/20201228144828_TESS_Examples_of_Artifacts_Counselors_Update_04282014.pdf

National School Counseling Week

School counselors celebrate National School Counseling week, which is held the first full week of February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors help students achieve school success and plan for a career.

Link to additional information:

<https://www.schoolcounselor.org/Events-Professional-Development/Events/National-School-Counseling-Week>

School Profiles

Beebe Early Childhood

2023-2024

Beebe School District

Beebe Early Childhood (K-1)

501-882-5463 ext. 1101

<https://www.beebebadgers.org/o/early-childhood>

Principal: Michelle Jenkins

Assistant Principal: Ashley Brinkman

School Resource Officer: Jon Cave

Counselor: Jennifer Curtis

Nurse: Lindsay Nurse

Beebe is a rural community between Cabot and Searcy with a population of 8,100+. Beebe is the home of Arkansas State University - Beebe Campus (ASUB).

Beebe Early Childhood has approximately 500 students in Kindergarten and 1st grade. Our campus includes one building in which all student needs are met.

Beebe Elementary School

2023-2024

Beebe School District

Beebe Elementary School (2-4)

501-882-5463 ext. 1037 or 1125

<https://www.beebebadgers.org/o/elementary>

Principal: Rob Rollins

Assistant Principals: Shannon Marshall and Kristen Roberts

School Resource Officer: Andrew Napolitano

Counselors: Melissa Brown & Jaymie McAfee

Nurse: Anna Evans and Brandi Crowell (Nurse Supervisor)

Beebe is a rural community between Cabot and Searcy with a population of 8,100+. Beebe is the home of Arkansas State University - Beebe Campus (ASUB) Beebe Elementary School has around 750 students in 2nd through 4th grade. The school also houses 110 pre-Kindergarten students. The campus includes 1 building in which all students' needs are met.

Beebe Middle School

2023-2024

Beebe School District

Beebe Middle School (5-6)

501-882-5463 ext. 2007

<https://www.beebebadgers.org/o/middle-school>

Principal: Paula Courson

Assistant Principal: Katrina Mills

Dean of Students: Scott Chism

School Resource Officer: Greg Meharg

Counselor: Cari Rector

Nure: Stacy Driskill

Beebe is a rural community between Cabot and Searcy with a population of 8,100+. Beebe is the home of Arkansas State University - Beebe Campus (ASUB). Beebe Middle School is on the McRae campus of Beebe Public Schools. BMS houses approximately 525 5th and 6th grade students. The campus includes 2 main buildings which include the classrooms; activity classrooms and therapy classrooms are also included on the campus.

Beebe Junior High School

2023-2024

Beebe School District

Beebe Junior High (7-8)

501-882-5463 ext. 1060

<https://www.beebebadgers.org/o/jr-high>

Principal: Kelli McNeill

Assistant Principal: Gabriel Rhynes

Dean of Students: Forrest Haley

School Resource Officer: Drew Pannell

Counselor: Nicole Mitsunaga

School Nurse: Elizabeth Barton

Beebe is a rural community between Cabot and Searcy with a population of 8,100+. Beebe is the home of Arkansas State University - Beebe Campus (ASUB).

Beebe Junior High School has almost 530 students in 7th and 8th grades. Our campus includes 1 main building in addition to several other buildings being used for other programs and athletic activities. All 7th grade students take a semester of Key Code, nine weeks of general music, and nine weeks of art. They also take PE or athletics. All 8th grade students take a semester of Career Development, nine weeks of health, and nine weeks of PE. Students have the opportunity to enroll in the following elective programs: Introduction to World Agriculture Science, Leadership and Service Learning, Exploring Personal Finance, Computer Science, Flight and Space, Automation and Robotics, Design and Modeling, App Creators, Medical Detectives, Band, Choir, Art, Introduction to AFJROTC, and EAST. We offer Honors math, science, and English for students who desire a challenge and to prepare them for Honors courses at the high school level. BJHS students also have the opportunity to participate in a variety of clubs, extracurricular activities, and athletic programs.

Beebe High School

2023-2024

Beebe School District

Beebe High School (9-12)

501-882-5463 ext. 1067, 1082, 1247, or 1064

<https://www.beebebadgers.org/o/high-school>

Principal: Mark Bivens

Assistant Principals: Cheryl Nesler and Justin Edwards

Dean of Students: Lee Wimberley

School Resource Office: Zack Rigsby

Counselor: Rachel Cox, Tiffany Crafton, Paige Pruitt

Nurse: Kendra Rainey and Heather Sterling

Beebe is a rural community between Cabot and Searcy with a population of 8,100+. Beebe is the home of Arkansas State University - Beebe Campus (ASUB).

Beebe High School has a little over 1,000 students in 9th through 12th grades. Our campus includes 3 main buildings in addition to several other buildings being used for other programs and athletic activities. Students have the opportunity to complete programs in Agriculture, Family and Consumer Sciences, Health Services, Business & Marketing, AFJROTC, Unmanned Aerial Systems, Criminal Justice, Computer Science, Audio Visual Technology & Communication, and Engineering. Beebe High School students in grades 11 and 12 have the opportunity to attend Arkansas State University - Searcy Technical Institute during the school day. Students can also obtain college credits via our partnership with the ASUB Vanguard Program. Students have the opportunity to take classes virtually to obtain credits and fulfill high school graduation requirements. Beebe also offers a wide range of Honors and Advanced Placement courses for students who desire challenge and to become an honor graduate. BHS students also have the opportunity to participate in a variety of clubs, extracurricular activities, and athletic programs.

Section Five: Additional Resources
Legislation/Rules for School Counseling Services
ACT 190 The School Counseling Improvement Act of 2019

An Act to Repeal the Public School Student Services Act; To Create the School Counseling Improvement Act Of 2019; And for Other Purposes.

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

Subchapter 10 - Public School Student Services Act

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

Subchapter 20 - School Counseling Improvement Act of 2019 6-18-2001. Title.

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

6-18-2002. Definitions.

As used in this subchapter:

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

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

(A) Regular classroom guidance limited to forty-minute class sessions, not to exceed three (3) class sessions per day and not to exceed ten (10) class sessions per week;

(B) Individual and group counseling;

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

(D) Interventions for students that are:

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

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

(3) "Indirect services" means consultations between a student, a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs.

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

(a) Each public school district shall:

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

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

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

(B) Utilizes state and nationally recognized counselor frameworks;

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

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

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

(i) Foundation, which includes without limitation:

(a) Vision statements;

(b) Mission statements; and

(c) Program goals;

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

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

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

- (b) The comprehensive school counseling program required under subsection (a) of this section shall:
- (1) Guide students in academic pursuits, career planning, and social and emotional learning;
 - (2) Follow the comprehensive school counseling program guidance provided by the Department of Education;
 - (3) Include goals that are developed annually based on the vision and mission statements that are shared by stakeholders to ensure equitable access to opportunities for all students; and
 - (4) Identify student needs through a multilevel school data review that includes without limitation:
 - (A) Data analysis;
 - (B) Use-of-time data review;
 - (C) Program results data; and
 - (D) Communication and contact with administrators, parents, students, and stakeholders.

6-18-2004. Comprehensive student services.

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

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

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

- (A) Intervening with students who are at risk of dropping out of school to determine if there is a way to keep at-risk students in school;
- (B) Following-up with high school graduates;
- (C) Providing orientation programs for new students and transferring students at each level of education;
- (D) Providing academic advisement services, including without limitation:
 - (i) Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;
 - (ii) Guiding a student along the pathways to graduation;
 - (iii) Guiding a student in goal-setting experiences and course selection aligned with the student's post-secondary goals;
 - (iv) Addressing accelerated learning opportunities;
 - (v) Addressing academic deficits and the accessibility of resources;
 - (vi) Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study; and
 - (vii) Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities;
- (E) Providing a career planning process that includes without limitation:
 - (i) Guidance in understanding the relationship between classroom performance and success in school and beyond;
 - (ii) The provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;
 - (iii) Guidance in understanding the advantages of completing career certifications and internships;
 - (iv) Interpretation of augmented, criterion-referenced, or norm-referenced assessments for students and parents;
 - (v) The provision of information to a parent or legal guardian, such as through workshops on preparing for college, financial aid, and career opportunities; and
 - (vi) Encouragement to a parent or legal guardian to support partnerships in his or her student's learning and career planning processes;
- (F) Providing social and emotional skills designed to support students, including without limitation programs:
 - (i) To promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making;

- (ii) To improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment;
 - (iii) To develop conflict-resolution skills;
 - (iv) To prevent bullying that include without limitation:
 - (a) Training programs for school employees regarding how to recognize bullying behaviors;
 - (b) Protocols for responding to bullying that is occurring in the school;
 - (c) Strategies that support a student who is being bullied; and
 - (d) Strategies that help a bystander speak out against bullying; and
 - (v) To address age-appropriate suicide awareness and prevention through:
 - (a) Strategies that help identify a student who is at risk for suicide;
 - (b) Strategies and protocols that help a student who is at risk for suicide; and
 - (c) Protocols for responding to a suicide death; and
 - (G) Serving as a contributing member of decision-making teams, which include without limitation:
 - (i) Teams that are convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
 - (ii) Response-to-intervention teams;
 - (iii) English language learner programs;
 - (iv) Parental involvement or family engagement programs;
 - (v) Positive behavioral intervention support programs; and
 - (vi) Advanced placement and gifted and talented programs.
- (c)(1) Administrative activities performed by a school counselor shall not exceed more than ten percent (10%) of the school counselor's time spent working during student contact days.
- (2) Administrative activities provided by a school counselor in collaboration with other school personnel include without limitation:
- (A) Coordinating state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs;
 - (B) Developing master schedules;
 - (C) Coordinating of:
 - (i) Teams convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
 - (ii) Response-to-intervention teams;
 - (iii) English language learner programs;
 - (iv) Parental involvement or family engagement programs;
 - (v) Positive behavioral intervention support programs;
 - (vi) Data entry; and
 - (vii) Advanced placement and gifted and talented programs; and
 - (D) Monitoring students in common areas such as the cafeteria, hallway, playground, and bus lines.
- 6-18-2005. Monitoring and support.**
- (a) Each public school district is responsible for posting its annual comprehensive school counseling plan on the district website under state required information.
 - (b)(1) Beginning with the 2020-2021 school year, the Department of Education shall monitor each public school district to ensure implementation and compliance with this subchapter.
- (2) Failure by a public school district to comply with this subchapter is a violation of the Standards for Accreditation of Arkansas Public Schools and School Districts.
- (c) The department shall:
 - (1) Employ at least one (1) individual who is certified as a school counselor;
 - (2) Provide a multilevel system of support to public school districts to assist in complying with the requirements of this subchapter; and
 - (3) Provide guidance and technical assistance to public school districts in order to support equitable access to public school counseling services.

Beebe School District Resource List

Counselor's Resource List	Phone	City	Contact	Cell #
Beebe Police Department	882-3365	Beebe	Police Chief	
DHS - Searcy	268-8696			
Arkansas Children's Hospital	800-468-6933	Little Rock		
UAMS	870-219-7083			
Tobacco Education Coordinator WDM Co-op	882-5467	Beebe	Becky Lamb	
	800-448-3014			
Attorney General's office	682-1020			
Child Safety Center (White County)	501-268-4748	414 Rodgers Drive Searcy	Robin Connell	
Kidz Kan, LLC - Occupational Therapy	726-2046		Kelly Lewis	
Pryor Physical Therapy - Physical Therapy	368-0947	Searcy	Robbie Pryor	
Healthworks - Screenings	380-4660	Unity Health	Judy Glenn, RN	
Arkansas Health Department	882-5128	Beebe		
Arkansas Health Department	268-6102	Searcy		
White County Children's Safety Center	388-1636	Searcy	Kathy Helpenstill	
Counseling Agencies				
Life Within	501-232-2600	Beebe	Thomas Ritchie	434-0000
Families Inc.	501-305-2359	Searcy		
	877-595-8869			
Harding Marriage & Family Counseling	279-4347	Searcy		
Tri Therapy Occupational Therapy	268-5008	Searcy	Barbara Murphy	
Family Service Agency	372-4242	NLR		
The Pointe	501-279-9220	Searcy		
Mobile Assessor, Rivendell	501-316-1255		Deon Aaron	501-804-2 503
Behavioral Hospitals				

Bridgeway	1-800-245-0011	NLR		
	501-771-1500			
Methodist Behavioral Health Hospital	501-803-3388	Maumelle		
	501-223-3322			
Pinnacle Pointe Hospital	1-800-880-3322	Little Rock		
Rivendell	1-888-581-5091		Gary Tharp	
	501-316-1255	Benton	David Streett	
Unity Courage Health Center	1-844-255-8229			
	Intake Referral 501-278-3450	Searcy		
Wilbur Mills Substance Abuse Treatment Center (This is for students found with drugs at school. If they have no insurance, they should be able to receive services for free.)	501-268-7777	Searcy	(parent can call and set up an appointment)	
Hotlines				
Arkansas DHS Child Abuse Hotline	800-482-5964			
Arkansas Domestic Violence Hotline	800-269-4668			
Crimes Against Children Hotline	800-269-4668		Gary Glisson	618-8900
Crack/Meth Helpline	800-480-5965			
Suicide Hotline	800-784-2433			
Other Resources				
AR Advocate for Children & Families	317-9678			
AR Sheriff's Boys's Ranch	870-793-2380			
Easter Seals	227-3600			
Arkansas Rehabilitation Services Division	268-4542	501 West Arch	Robin Tate	
		Searcy, AR 72143	Dianne Smith	
	501-833-1490	NLR	Robin Hunt	robin.hunt@arkansas.gov
Lion's Club - Children in need of eyeglasses application in nurse's office (mail applications)		500 West Louisiana St. Beebe, AR	Bill Long	
Brandon Burlsworth Foundation "Eyes of a Champion" (eye care for those who do not have AR Kids, Medicare, or other ins.)	http://www.brandonburlsworth.org/eyes_of_a_champion.htm			

The Parent Center	882-8420	Beebe	Patti Mathis	
Ministerial Alliance - Food Pantry, Clothes,	882-3342	Beebe	Bro. Bob Hall	
Beebe Christian Outreach Center	111 E. Center St.	Beebe	Debbie Egley/Jolita Williams	
Possible Resources for				
Homeless Children or Families				
Emergency Receiving Home (for children over 6 years only- no adults)	729-3239	Judsonia	Juanita Gay	
Jacob's Place Homeless Mission	(501) 380-8283	Searcy		office@jacobsplace.org
White Co Domestic Violence Prevention	278-5130	Searcy	Phyllis Goodin	
Battered Women's Shelter				
HOPE - Shelter	278-4673	Searcy		
Haven House - Shelter	362-6757	Heber Springs		
Cleburne County Homeless Shelter	362-8486	Heber Springs		
Dorcus House - Shelter	374-4022	Little Rock		
Independence County Homeless Shelter	870-793-2311	Batesville		
Migrant Shelter	724-6227			