

# Greene County Tech School District



## Comprehensive School Counseling Plan

2020-2021

5413 West Kingshighway

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Division of Elementary and Secondary Education–Guidance and School Counseling



# Foundation

Greene County Tech School District staff responsible for implementing and/or supporting the Comprehensive School Counseling Program Plan.

## GREENE COUNTY TECH SCHOOL DISTRICT

Gene Weeks, Superintendent  
 Amy Lucius, Assistant Superintendent  
 Scott Gerrish, Assistant Superintendent  
 Tony Harris, School Resource Officer  
 Tony Roe, School Resource Officer  
 Skyler Jones, School Resource Officer

## SOCIAL WORKERS

Leslie Stallcup - Middle School & Jr. High  
 Ersula Bruner - High School & Intermediate  
 Robin Williams - Elementary & Primary

## GREENE COUNTY TECH HIGH SCHOOL

Chad Jordan, Principal  
 Charles Nelson, Assistant Principal  
 Dale Schenk, Assistant Principal/Athletic Director  
 Kim Anderson, School Nurse  
 Lana Tedder, School Nurse  
 Christy Howe, Administrative Assistant  
 Lea Ann Tyler, Administrative Assistant  
 Pam Robinson, Administrative Assistant  
 Mary Davis, Administrative Assistant

Breta Dean, Counselor  
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 Ray Stricker, Counselor  
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## GREENE COUNTY TECH JR HIGH SCHOOL

Mike Todd, Principal  
Keith Metheny, Assistant Principal  
Angie Tibbs, School Nurse  
Vicki Bradsher, Administrative Assistant  
Diane Rogers, Administrative Assistant  
Donna Dunlap, Administrative Assistant

Jessie Mann, Counselor  
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[jessie.mann@gctsd.k12.ar.us](mailto:jessie.mann@gctsd.k12.ar.us)

## GREENE COUNTY TECH ALTERNATIVE LEARNING ENVIRONMENT

Mike Nunally, Principal  
Sara McNeil, Secretary  
Brandi Slayton, ALE Liaison

## GREENE COUNTY TECH MIDDLE SCHOOL

Jerry Dickson, Principal  
Shane Jordan, Assistant Principal  
Kim Hicks, Administrative Assistant  
Lisa Tarry, Administrative Assistant  
Bridget Reinhart, Administrative Assistant  
Gina Hobbs, School Nurse

Steven Cole, Counselor  
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## GREENE COUNTY TECH INTERMEDIATE SCHOOL

Amie Cole, Principal  
Ryan Carpenter, Assistant Principal  
Gail Joiner, Administrative Assistant  
Selena Poyner, Administrative Assistant  
Karen Hayes, Administrative Assistant  
Kristy Jones, School Nurse  
Teresa Chipman, Math Coach  
Misty Drope, Literacy Coach

Michelle Moore, Counselor  
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870-215-4440  
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## GREENE COUNTY TECH ELEMENTARY SCHOOL

Caroline Schenk, Principal  
Mary Stormes, Assistant Principal  
Sherri Anderson, Administrative Assistant  
Lisa Fry, Administrative Assistant  
Heather Mullins, Administrative Assistant  
Evan Rucker, School Nurse  
Kim Kellums, Math Facilitator  
Jodie Vines, Literacy Facilitator

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## GREENE COUNTY TECH PRIMARY SCHOOL

Letha Clark, Principal  
Amanda Finch, Assistant Principal  
Kodie Potter, Assistant Principal  
Jennifer Dortch, Administrative Assistant  
Amanda Miller, Administrative Assistant  
Amy Compton, Administrative Assistant  
Kelly Fahr, School Nurse  
Brandy Wells, School Nurse  
Rebecca Murray, Parent Engagement Facilitator  
Sherri Namors, Literacy Coach  
Julie Morgan, Math Recovery

Heather Smith, Counselor  
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## GREENE COUNTY TECH PRESCHOOL

Kodie Potter, Principal  
Janet Harris, Administrative Assistant

## **Beliefs**

All students are capable of learning. Their needs at varying levels of development, should be met. Collecting and reviewing student data to assess these needs, will help stakeholders guide students instruction and interventions to achieve their fullest potential. All students have the ability to learn and the school counselor should advocate for an education system that provides optimal learning environments for all students. The school counselor has a working parent contact where resources and supports are provided. Consultation and collaboration with parents, teachers, administrators, mental health coordinators, and students are part of the responsibilities of a school counselor

## **Vision**

The vision of the Greene County Tech School Counseling Program is to promote academic, career, and social/emotional growth for all students to be able to achieve their full potential through a comprehensive school counseling program.

## **Mission Statement**

The administration, faculty, and staff of Greene County Tech School District strive to help all students grow in knowledge, ability, and character through study, training, and experience. We believe each student can achieve mastery of essential skills to their maximum potential. We accept the responsibility to teach all students and share with the parents the responsibility to develop a positive attitude, discipline, and motivation in each student.

## Program Goal

**Goal 1: The school counseling program will support the creation of a positive environment that results in improved student behavior and a decrease in discipline referrals by 10% by the end of the year.**

Action Steps:	Tier 1 Initiatives:	Tier 2 Preventions/ Interventions:	Tier 3 Intensive Interventions:	Data Point
<b>Primary - Recognizing &amp; Preventing Bullying Behaviors</b>	<p>*Facilitate programs to improve school culture:            -Creating healthy relationships between the staff, students, guardians, community and stakeholders.            -Character Work of the Month            New Student Orientation            - Choose Love-SEL,            -Pacer's National Bullying Prevention Center- Year long Toolkit: All in            -Classroom Guidance,            - Anti-Bullying Month,            -Staff PD on Recognizing Bullying and Reporting/ Investigation Forms,            -Student/Teacher/Parent Surveys            -G.U.I.D.E for Life.</p> <p>*Parental Involvement:            -Family/Community Engagement Nights            -Communication through media modalities (newsletters, school facebook, &amp; remind).</p> <p>*Serve on committees:            -Building leadership            -Backpack program /</p>	<p>-Individual Counseling            -Small group referral            - Character Education            - Family Service Meetings            -Student Find Tracker            -Parent/Student Conferences            -SAT (RTI) Meetings            -Bullying Tracker            -Staff PD on Recognizing and Reducing Bullying Bx            -Whole classroom intervention when needed            -Pacer's National Bullying Prevention Center-Year long Toolkit: All in</p>	<p>-Mental Health referral            -Consult with DHS and juvenile court case workers            -Crisis management when needed            -Alternative Learning Environment Placement            -FINS report            -DHS report            -Weekly student check-ins            -Staff PD on Recognizing and Reducing Bullying Bx            -Whole Classroom intervention when needed</p>	<p>-Total # of Discipline Referrals            -Total # of Bullying Reports( identifying common bx, locations, grades, etc)            -Total # of True Findings</p>

	Holiday assistance -Clothing Closet -SAT (RTI) Meetings			
<b>Elementary</b>	*Facilitate programs to improve school culture: -Creating healthy relationships between the staff, students, guardians, community and stakeholders. -New Student Orientation - Choose Love-SEL, -Classroom Guidance classes -Student of the Month -Student/Teacher/Parent Surveys -G.U.I.D.E for Life.  *Parental Involvement: Communication through media modalities (facebook,).  *Serve on committees: -SAT (RTI) Meetings	-Individual Counseling -Small group counseling -Parent/Student Conferences -SAT (RTI) Meetings -Whole classroom intervention when needed	-Mental Health referral -Consult with DHS and juvenile court case workers -Crisis management when needed -DHS report -Weekly student check-ins	Total Number of Discipline Referrals.
<b>Intermediate</b>	*Facilitate programs to improve school culture: -Building relationships between students, teachers, parents, and community members. -Provide resources and training for staff regarding trauma affected students -G.U.I.D.E. for Life -Guidance classes for all students -Minute Meetings for all students. *Parental Involvement activities:	-Character education -Individual counseling -Small-group counseling -Parent conferences -SAT (RTI) meetings -Whole classroom intervention when needed -Staff PD on Recognizing and Reducing Bullying	-Mental Health referral -Consult with DHS and juvenile court case workers -Crisis management when needed -Alternative Learning Environment Placement -Provide information for FINS report -DHS report -Weekly student check-ins -Staff PD on Recognizing and Reducing Bullying	Total # of Discipline Referrals



	<ul style="list-style-type: none"> <li>-Communication through Class Dojo, emails, and phone calls</li> <li>-Provide resources for families regarding student needs.</li> </ul> <p>*Serve on committees:</p> <ul style="list-style-type: none"> <li>-Building leadership</li> <li>-Backpack program/Holiday assistance</li> <li>-SAT (RTI) meetings</li> </ul>			
<b>Middle School</b>	<p>*Facilitate programs to improve school culture:</p> <ul style="list-style-type: none"> <li>-Building relationships between students, teachers, parents, and community members.</li> <li>-Provide resources and training for staff regarding trauma affected students</li> <li>-Heartbridge/G.U.I.D.E. for Life</li> </ul> <p>*Parental Involvement activities:</p> <ul style="list-style-type: none"> <li>-Communication through Remind texts, emails, and phone calls</li> <li>-Provide resources for families regarding student needs.</li> </ul> <p>*Serve on committees:</p> <ul style="list-style-type: none"> <li>-Building leadership</li> <li>-Backpack program/Holiday assistance</li> <li>-SAT (RTI) meetings</li> <li>-Safety Team, District and Student</li> <li>-Student Council/Drug</li> </ul>	<ul style="list-style-type: none"> <li>-Mentoring program</li> <li>-Character education</li> <li>-Individual counseling</li> <li>-Small-group counseling</li> <li>-Family service meetings</li> <li>-Parent conferences</li> <li>-SAT (RTI) meetings</li> <li>-Whole classroom intervention when needed</li> <li>-Staff PD on Recognizing and Reducing Bullying</li> </ul>	<ul style="list-style-type: none"> <li>-Mental Health referral</li> <li>-Consult with DHS and juvenile court case workers</li> <li>-Crisis management when needed</li> <li>-Alternative Learning Environment Placement</li> <li>-FINS report</li> <li>-DHS report</li> <li>-Weekly student check-ins</li> <li>-Staff PD on Recognizing and Reducing Bullying</li> <li>-Whole Classroom intervention when needed</li> </ul>	-Total # of Discipline Referrals

	Free			
<b>Junior High</b>	<p>Facilitate programs to improve school culture:</p> <ul style="list-style-type: none"> <li>-Building relationships between students, teachers, parents, and community members.</li> <li>-Provide resources and training for staff regarding trauma affected students</li> <li>-G.U.I.D.E. for Life</li> </ul> <p>Parental Involvement activities:</p> <ul style="list-style-type: none"> <li>-Communication through Remind texts, emails, and phone calls</li> <li>-Provide resources for families regarding student needs.</li> </ul> <p>Serve on committees:</p> <ul style="list-style-type: none"> <li>-Building leadership</li> <li>-Backpack program/Holiday assistance</li> <li>-SAT (RTI) meetings</li> </ul>	<p>Mentoring program</p> <p>Character education</p> <p>Individual counseling</p> <p>Small-group counseling</p> <p>Family service meetings</p> <p>Parent conferences</p> <p>SAT (RTI) meetings</p>	<p>Mental health referral</p> <p>Consult with DHS and juvenile court case workers</p> <p>Crisis management when needed</p> <p>Alternative Learning Environment Placement</p>	<p>Total Number of Discipline Referrals.</p>

<b>High School</b>	<p>Facilitate programs to improve school culture:</p> <ul style="list-style-type: none"> <li>*Building relationships between students, teachers, parents, and community members.</li> <li>*Provide resources and training for staff regarding trauma affected students</li> <li>*G.U.I.D.E. for Life</li> <li>*Capturing Kids Hearts</li> </ul> <p>Parental Involvement activities:</p> <ul style="list-style-type: none"> <li>*Communication through Remind texts, emails, and phone calls</li> </ul> <p>Serve on committees:</p> <ul style="list-style-type: none"> <li>*Building leadership</li> <li>*Backpack program / Holiday assistance</li> <li>*SAT (RTI) Meetings</li> </ul>	<p>Mentoring program</p> <p>Character education</p> <p>Individual counseling</p> <p>Small-group counseling</p> <p>Family service meetings</p> <p>Parent conferences</p> <p>SAT (RTI) Meetings</p>	<p>Mental health referral</p> <p>Consult with DHS and juvenile court case workers</p> <p>Crisis management when needed</p> <p>Alternative Learning Environment Placement</p>	<p>Total Number of Discipline Referrals.</p>
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## Standards & Competencies

### **2016 ASCA Ethical Standards for School Counselors**

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/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>

G.U.I.D.E for Life

<http://www.arkansased.gov/divisions/learning-services/guide-for-life>

### **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/asca/media/asca/home/SCCompetencies.pdf>



# Management

## Program Assessment

GCT school counselors will use the Arkansas Comprehensive School Counseling Self-Assessment to assess their program, reflect on potential goals, and develop future programs.

## Use of Time Calculators

Use-of-time calculators are used to determine the percentage of time the counselor is providing direct and indirect counseling services to students and completing administrative activities. Using the data from use-of-time logs provides regular feedback to the counselor, administration, students, teachers and other stakeholders to ensure that the counseling program is being implemented with fidelity to the students, and their needs are being met. Use of time documentation also helps the counselor and other stakeholders determine which activities or services the counselor is providing that are appropriate to the program and the School Counseling Improvement Act of 2019.

## Annual Administrative Conference

Each year, the counselor and administrator meet to develop a collaborative overview of the school counselor's program and percent of time to be allotted to school counseling activities. This conference identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This conference should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals. This conference provides the opportunity to share information about and advocate for the comprehensive school counseling program and show the impact it makes on students.

## **School Counselor Advisory Council**

**\*\*Beginning 2020-2021**

GCT advisory council consists of stakeholders that support the implementation of the counseling program. This council will 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.

Advisory Council Members (at least)

- 3 Elementary Counseling Representatives (1 kindergarten, 1 elementary, 1 intermediate)
- 3 Secondary Counseling Representatives (1 junior high, 1 high school, 1 middle school)
- 1 Elementary Administrator
- 1 Secondary Administrator
- 1 District Level Administrator
- 1 School Board Member
- 1 Kindergarten Parent Member
- 1 Elementary Parent Member
- 1 Secondary Parent Member
- 1 Junior High Student
- 1 High School Student
- 1 Community Member

## **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, make adjustments to programming as needed, and is coordinated with building level school improvement initiatives.

## Action Plan

Each GCT Building has developed their own action plan based on the ASCA Mindsets & Behaviors.

ASCA Mindsets & Behaviors

## Direct, Indirect, and Administrative

School Counselors provide direct, indirect and administrative services at Greene County Tech Public Schools.

Direct Services	<ul style="list-style-type: none"><li>• Classroom Guidance</li><li>• Small Group Sessions</li><li>• Individual Sessions</li><li>• Orientation Programs for New and Transitioning Students</li><li>• Follow-Up with Graduates and Students at Risk of Dropping Out</li><li>• Academic Advisement and Individual Planning</li><li>• Individual Age-Appropriate Career Education Guidance and Vocational Decision-Making</li><li>• Student Success Plans</li><li>• Responsive Services such as obstacles to learning, family/peer concerns, social/emotional needs, student peer helpers, crisis counseling, conflict resolution, consultation and referrals.</li></ul>
Indirect Services	<ul style="list-style-type: none"><li>• Consultation</li><li>• Referrals</li><li>• Decision Making Teams such as Section 504, Response to Intervention, English Language Learners, Parental Involvement or Family Engagement, Positive Behavioral Intervention Support, Advanced Placement and</li></ul>

	Gifted/Talented.
Administrative Services	<ul style="list-style-type: none"> <li>• Data Input, Advanced Placement and Gifted and Talented, English Language Learners, Response to Intervention, Section 504, Student Success Plans, Master Schedules, State Assessments, Student Registration</li> <li>• Chairing Committees and Meetings</li> <li>• Duties such as supervising students in common areas such as the hallway, cafeteria, playground and bus lines.</li> </ul>



# Annual Calendar

Daily activities throughout the year:

- Individual, small group, and large group counseling with students
- Collaboration with teachers, parents, and other stakeholders
- Consultation with site-based mental health and community services/agencies
- Coordinate student support programs and services

Elementary(K-6)	Secondary(7-12)
<p><b>August</b></p> <ul style="list-style-type: none"> <li>• <b>Character Word of the Month</b></li> <li>• <b>Introduce School Counselor and Role to New students</b></li> <li>• <b>Finalize schedules</b></li> <li>• <b>Open house for students and parents</b></li> <li>• <b>New student schedules &amp; Registration</b></li> <li>• <b>Determine student needs for backpack program and school supplies</b></li> <li>• <b>Identify at-risk students and add them to Family Service Tracker</b></li> <li>• <b>Dynamic Screener for new ESL students</b></li> <li>• <b>Pull attendance and discipline data from previous year</b></li> <li>• <b>No-show students</b></li> <li>• <b>Section 504/LPAC Plan Review/Disbursement</b></li> <li>• <b>Update Staff on Protocols/Procedures related to School Counseling Program-DHS Reporting/Bullying Reports</b></li> <li>• <b>Consult with Site Based Mental Health on incoming/shared students</b></li> <li>• <b>Introduce the school counselor and role</b></li> <li>• <b>Renaissance training for staff</b></li> <li>• <b>Teacher Needs Assessment</b></li> </ul>	<p><b>August</b></p> <ul style="list-style-type: none"> <li>• <b>Finalize schedules</b></li> <li>• <b>Open house for students and parents</b></li> <li>• <b>New student schedules &amp; Registration</b></li> <li>• <b>ASU concurrent registration at GCT</b></li> <li>• <b>Determine student needs for backpack program and school supplies</b></li> <li>• <b>Identify McKinney Vento students</b></li> <li>• <b>Consultation with students about credits and graduation status</b></li> <li>• <b>Identify at-risk students and add them to mentoring program</b></li> <li>• <b>Register students for ACT</b></li> <li>• <b>Pull attendance and discipline data from previous year</b></li> <li>• <b>No-show students</b></li> <li>• <b>Section 504/LPAC Plan Disbursement</b></li> </ul>

<ul style="list-style-type: none"> <li>• Initial Minute Meetings</li> </ul>	
<b>September</b> <ul style="list-style-type: none"> <li>• Character Word of the Month</li> <li>• Begin Classroom Guidance Lessons</li> <li>• Small Groups and Individual Co. referrals made</li> <li>• Administer School Counseling Program Student Needs Assessment</li> <li>• Enroll students in Supplementary Food Programs</li> <li>• Student Find list made-Schedule conferences accordingly</li> <li>• Renaissance Testing- Fall Cycle</li> <li>• Fall Counselors Regional Meeting</li> <li>• SAT (RTI) meeting</li> <li>• Student/Family Needs Meeting</li> <li>• Initial Minute Meetings</li> </ul>	<b>September</b> <ul style="list-style-type: none"> <li>• ArkACRAO Articulation Workshop</li> <li>• Register students for ACT</li> <li>• Administer school counseling program needs assessment</li> <li>• Student Success Plans</li> <li>• Section 504 Annual Reviews</li> </ul>
<b>October</b> <ul style="list-style-type: none"> <li>• Small-Groups Start</li> <li>• Character Word of the Month</li> <li>• Red Ribbon Week Activities</li> <li>• Anti-Bullying Prevention</li> <li>• Parent Conferences</li> <li>• Year 3 Novice Teacher Training</li> <li>• SAT (RTI) meeting</li> <li>• Student/Family Needs Meeting</li> <li>• ACT Aspire Interim I and Training</li> </ul>	<b>October</b> <ul style="list-style-type: none"> <li>• Financial Aid Night</li> <li>• PSAT</li> <li>• College/Career Fair</li> <li>• ASU Concurrent Enrollment Tour</li> <li>• ACT Aspire Interim #1</li> <li>• ASMSA Visit</li> <li>• Register students for ACT</li> <li>• Identify first quarter failures and hold conferences</li> <li>• Parent/Teacher Conferences</li> <li>• Red Ribbon Week/Anti Bullying Activities</li> <li>• ASVAB Exam</li> </ul>
<b>November</b> <ul style="list-style-type: none"> <li>• Character Word of the Month</li> <li>• Identify Christmas for kids</li> <li>• Food Drive- Gratitude</li> <li>• SAT (RTI) meeting</li> <li>• Student/Family Needs Meeting</li> </ul>	<b>November</b> <ul style="list-style-type: none"> <li>• APNA Survey</li> <li>• In danger of failing conferences</li> <li>• Identify Christmas for kids</li> <li>• High school counselors visit with junior high classes</li> </ul>

	<ul style="list-style-type: none"> <li>● Civics Exam</li> </ul>
<b>December</b> <ul style="list-style-type: none"> <li>● Character Word of the Month</li> <li>● Christmas for kids delivery</li> <li>● SAT (RTI) meeting</li> <li>● Student/Family Needs Meeting</li> <li>● ACT Aspire Interim 2</li> </ul>	<b>December</b> <ul style="list-style-type: none"> <li>● Schedule Changes</li> <li>● Christmas for kids delivery</li> <li>● Concurrent registration</li> </ul>
<b>January</b> <ul style="list-style-type: none"> <li>● Character Word of the Month</li> <li>● Renaissance Testing- Winter Cycle</li> <li>● SAT (RTI) meeting</li> <li>● Student/Family Needs Meeting</li> <li>● Students Create Cards for Nursing Home</li> </ul>	<b>January</b> <ul style="list-style-type: none"> <li>● Schedule changes</li> <li>● Parent meetings of students in danger of not graduation</li> <li>● ELPA21 administration</li> <li>● Student Success Plans</li> <li>● Credit Recovery Enrollment</li> </ul>
<b>February</b> <ul style="list-style-type: none"> <li>● Character Word of the Month</li> <li>● ELPA 21 Summative Testing</li> <li>● Great Acts of Kindness</li> <li>● Parent/Teacher Conferences</li> <li>● SAT (RTI) meeting</li> <li>● Student/Family Needs Meeting</li> <li>● ACT Aspire Interim 3</li> </ul>	<b>February</b> <ul style="list-style-type: none"> <li>● ELPA Summative Assessments</li> <li>● Boys/Girls State</li> <li>● Parent/Teacher Conferences</li> <li>● ACT State Test</li> </ul>
<b>March</b> <ul style="list-style-type: none"> <li>● Character Word of the Month</li> <li>● SAT (RTI) meeting</li> <li>● Student/Family Needs Meeting</li> <li>● March Madness Attendance Competition</li> </ul>	<b>March</b> <ul style="list-style-type: none"> <li>● Next year registration</li> <li>● NEACTC Tour</li> <li>● BRTC Tour</li> <li>● Industry Presentations</li> <li>● Paragould Youth of the Month</li> <li>● ACT Aspire Interim #2</li> </ul>
<b>April</b> <ul style="list-style-type: none"> <li>● Character Word of the Month</li> <li>● Renaissance Testing- Spring Cycle</li> <li>● SAT (RTI) meeting</li> </ul>	<b>April</b> <ul style="list-style-type: none"> <li>● ACT Aspire Summative Testing</li> <li>● Next year registration</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Student/Family Needs Meeting</b></li> </ul>	
<b>May</b> <ul style="list-style-type: none"> <li>• <b>Character Word of the Month</b></li> <li>• <b>1st Grade Tour Elementary Campus</b></li> <li>• <b>SAT (RTI) meeting</b></li> <li>• <b>Student/Family Needs Meeting</b></li> <li>• <b>Mental Health Awareness Month</b></li> <li>• <b>Awards Ceremony</b></li> <li>• <b>ACT Aspire Summative</b></li> <li>• <b>3rd Grade Tour of Intermediate Building</b></li> <li>• <b>5th Grade Tour of Middle school</b></li> </ul>	<b>May</b> <ul style="list-style-type: none"> <li>• <b>Senior Awards</b></li> <li>• <b>Graduation</b></li> <li>• <b>Eagle Scholar Awards</b></li> <li>• <b>End of Year Awards Assembly</b></li> <li>• <b>Complete Arkansas School Counseling Program Self-Assessment</b></li> </ul>
<b>June</b> <ul style="list-style-type: none"> <li>• <b>Transfer 504/LPAC folders to Appropriate Buildings</b></li> <li>• <b>Analyze/Share Bullying Reports with Admin</b></li> <li>• <b>EOY Docs</b></li> <li>• <b>PD</b></li> </ul>	<b>June</b> <ul style="list-style-type: none"> <li>• <b>Student schedules</b></li> <li>• <b>Review data and update school counseling program</b></li> </ul>
<b>July</b> <ul style="list-style-type: none"> <li>• <b>Develop Google Bullying Reports/Investigation Reports</b></li> <li>• <b>Develop Teacher/Student Needs Assessment</b></li> <li>• <b>Create Student/Family Tracking Form</b></li> <li>• <b>Meeting with Building Admin regarding program expectations/plans</b></li> </ul>	<b>July</b> <ul style="list-style-type: none"> <li>• <b>Student schedules</b></li> <li>• <b>Student meetings</b></li> <li>• <b>Parent Meetings</b></li> <li>• <b>Meetings with Faculty</b></li> </ul>



# 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 devote no more than ten percent (10%) of his/her time each, on student contact days, engaging in administrative activities. Examples can be found in the chart below.

The following Direct, Indirect, and Administrative Service activities are performed by GCT school counselors.

## Direct Service Activities

### Classroom Lessons

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.

Classroom counseling lessons are age 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.

### Elementary(K-6) examples:

#### Classroom lessons to promote

- Growth (G)- Manage Yourself- regulate emotions
- Understanding (U)-Know Yourself
- Interaction (I)-Build Relationships
- Decisions (D)-Make Responsible Choices
- Empathy (E)-Be Aware of Others

### Secondary(7-12) Examples:

- Utilizing career teachers
- Kuder Career Assessment
- Scholarships/Financial Aid
- Resumes

<b>Individual and Group Counseling</b>	<p>Small group lessons are based on the same identified gaps in the school and student needs. They meet regularly over a specified amount of time. Follow-up occurs 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 efficacy.</p>	<p><b>Elementary(K-6) examples:</b></p> <ul style="list-style-type: none"> <li>● Attendance</li> <li>● Building Friendships</li> <li>● Bullying Prevention</li> <li>● Social Skills</li> <li>● Grief</li> <li>● Anger Management</li> <li>● Regulating Emotions</li> <li>● Making Good Choices</li> <li>● Anxiety</li> <li>● Listening Skills</li> <li>● Self-Esteem</li> </ul> <p><b>Secondary(7-12) Examples:</b></p> <ul style="list-style-type: none"> <li>● Student Success Plan <ul style="list-style-type: none"> <li>○ Address Accelerated Learning Opportunities</li> <li>○ Address academic deficits and interventions</li> <li>○ Guide the student along pathways to graduation</li> <li>○ Include college and career planning components</li> </ul> </li> <li>● Academic/Attendance Advisement</li> <li>● Scheduling</li> <li>● Bullying Prevention</li> <li>● Suicide Prevention</li> <li>● Support at-risk students</li> </ul>
<b>Responsive Services</b>	<p><b>Responsive Services – Supporting students whose immediate concerns put the student’s academic, career, or social and emotional development at risk.</b></p>	<p><b>Elementary(K-6) examples:</b></p> <ul style="list-style-type: none"> <li>● At-Risk Attendance/Academic</li> <li>● Crisis Response</li> <li>● Food Assistance</li> <li>● Clothing Assistance</li> <li>● School Supply Assistance</li> </ul> <p><b>Secondary(7-12) Examples:</b></p> <ul style="list-style-type: none"> <li>● At-Risk Attendance/Academic</li> <li>● Crisis Response</li> <li>● Food Assistance</li> <li>● Clothing Assistance</li> <li>● School Supply Assistance</li> </ul>

## Indirect Service Activities

<b>Consultation</b>	<p>Consultations occur on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.</p>	<p><b>Elementary(K-6) examples:</b></p> <ul style="list-style-type: none"> <li>● Parent-Teacher Conferences</li> <li>● Mental Health Referrals</li> <li>● Family Services</li> <li>● Student Support Meeting (Child Find)</li> </ul> <p><b>Secondary(7-12) Examples:</b></p> <ul style="list-style-type: none"> <li>● Parent-Teacher Conferences</li> <li>● School-Based Mental Health</li> <li>● Family Services</li> </ul>
<b>Referrals</b>	<p>Indirect services include referring a student for School Based Mental Health services, child maltreatment reports, and parent or guardian communications.</p>	<p><b>Elementary(K-6) Examples:</b></p> <ul style="list-style-type: none"> <li>● School Based Mental Health</li> <li>● FINS</li> <li>● Family Services</li> <li>● Hotline Reports</li> <li>● SAT (RTI)</li> </ul> <p><b>Secondary(7-12) Examples:</b></p> <ul style="list-style-type: none"> <li>● School Based Mental Health</li> <li>● FINS</li> <li>● Family Services</li> <li>● Hotline Reports</li> <li>● SAT (RTI)</li> </ul>
<b>Decision Making Teams</b>	<p>Serving as a contributing member of decision-making teams, which include without limitation:</p> <p>Section 504</p> <p>Response-to-Intervention</p> <p>English Language Learners</p> <p>Parental Involvement or Family Engagement Positive Behavioral Intervention Support Advanced Placement and Gifted and Talented</p>	<p><b>Elementary(K-6) Examples:</b></p> <ul style="list-style-type: none"> <li>● Alternative Placement</li> <li>● Family Services</li> <li>● LPAC</li> <li>● 504</li> <li>● Leadership</li> <li>● Registration</li> <li>● SAT (RTI)</li> </ul> <p><b>Secondary(7-12) Examples:</b></p> <ul style="list-style-type: none"> <li>● Alternative Placement</li> <li>● Family Services</li> <li>● LPAC</li> <li>● 504</li> <li>● Leadership</li> <li>● Registration</li> </ul>

		<ul style="list-style-type: none"> <li>• SAT (RTI)</li> </ul>
<b>Administrative Activities - No More than 10% of time</b>		
<b>Coordination of Programs and Data Input</b>	<p>Coordination of programs including, but not limited to:</p> <p>Parental Involvement Positive Behavioral Supports Advanced Placement and Gifted &amp; Talented English Language Learner 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</p>	<p><b>Elementary(K-6) Examples:</b></p> <ul style="list-style-type: none"> <li>• LPAC Meetings</li> <li>• 504 Building Coordinator</li> <li>• State Assessment Building Coordinator</li> <li>• Registration of Students</li> <li>• Student Records</li> <li>• Preparing SAT Records</li> </ul> <p><b>Secondary(7-12) Examples:</b></p> <ul style="list-style-type: none"> <li>• Master Scheduling</li> <li>• LPAC Meetings</li> <li>• 504 Meetings</li> <li>• State Assessment Building Coordinator</li> </ul>
<b>Chairing Committees and Meetings</b>	<p>Chairing committees and meetings including, but not limited to:</p> <p>Parental Involvement Positive behavioral supports Advanced Placement and Gifted &amp; Talented English Language Learner Section 504 Response-to-Intervention</p>	<p><b>Elementary(K-6) Examples:</b></p> <ul style="list-style-type: none"> <li>• 504 Building Coordinator</li> </ul> <p><b>Secondary(7-12) Examples:</b></p> <ul style="list-style-type: none"> <li>• Student Success Plan Coordinator</li> <li>• 504 Building Coordinator</li> </ul>
<b>Duties</b>	<p>Supervising students in common areas such as the hallway, cafeteria, playground and bus lines</p>	<p><b>Elementary(K-6):</b> Hallway Duty (10 min. Daily @ Elem)</p> <p><b>Secondary Examples:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>



## Bully Prevention/Programs & Protocol

	<b>Elementary Prevention</b> <ul style="list-style-type: none"> <li>• Whole Group, Small Group, and Individual Interventions <ul style="list-style-type: none"> <li>○ Bullying</li> <li>○ Kindness</li> <li>○ SEL-Impulse Control, Friendship, Anger, Manners, Grief</li> <li>○ Conflict Resolution</li> <li>○ Work Ethic</li> <li>○ Mental Health Referrals</li> </ul> </li> </ul>	<b>Secondary Prevention</b> <ul style="list-style-type: none"> <li>• Whole Group, Small Group, and Individual Interventions <ul style="list-style-type: none"> <li>○ Bullying</li> <li>○ Kindness</li> <li>○ SEL-Impulse Control, Friendship, Anger, Manners, Grief</li> <li>○ Conflict Resolution</li> <li>○ Work Ethic</li> <li>○ Mental Health Referrals</li> </ul> </li> </ul> <b>Secondary Protocol</b> <ul style="list-style-type: none"> <li>• <a href="#">GCT Handbook pgs. 13-15</a></li> </ul>
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## Suicide Prevention/Protocol

	<b>Elementary Prevention</b> <ul style="list-style-type: none"> <li>• Classroom Guidance</li> <li>• Individual Counseling</li> <li>• Small Group Counseling</li> <li>• Referrals</li> </ul> <b>Elementary Protocol</b> <ul style="list-style-type: none"> <li>• <a href="#">Crisis Flowchart</a></li> </ul>	<b>Secondary Prevention</b> <ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• SBMH referrals</li> </ul> <b>Secondary Protocol</b> <ul style="list-style-type: none"> <li>• <a href="#">Crisis Flowchart</a></li> </ul>
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## Career Planning Services

	<b>Elementary</b> <ul style="list-style-type: none"> <li>• Career Day</li> <li>• Interest Inventory</li> <li>• Multiple Intelligences Lessons</li> <li>• Career Exploration Lessons</li> </ul>	<b>Secondary</b> <ul style="list-style-type: none"> <li>• College &amp; Career Fair</li> <li>• Graduation Meetings</li> <li>• Student Success Plans</li> <li>• Kuder</li> <li>• Job Shadow Program</li> </ul>
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# Accountability

Greene County Tech Public School Counselors reflect on and evaluate our comprehensive counseling program to ensure that we are meeting the needs of our students and are able to identify how our students have changed due to the interventions of the program. Counselors may use the following tools for assessing and sharing results of the comprehensive school counseling program.

## Tools for Assessing the Comprehensive School Counseling Program

- Use-of-Time calculator
- Feedback from provision of curriculum or programs (participation, Mindsets and Behavior, and outcome results)
- Feedback from small groups such as surveys, participation or process data, and student outcomes
- 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**

### **-Data Sharing Plan**

In June 2020, discipline reports from Bus Conduct software, Educator Handbook software, and eSchool will be analyzed to set baseline data and adjust/set goals for the 2020/2021 school year. Each 9 weeks, discipline data from across the district will be entered in a shared document and analyzed. Counselors will determine the implications of the data and make recommendations to administrators and staff. Action plans will be created based on ongoing data. In June 2021, the end of year discipline data results will be summarized in a graph and presented to the assistant superintendent and other stakeholders. Counselors and administrators will reflect on progress toward the goal and determine if desired outcomes have been met, whether to continue with this goal with possible new action steps.

(Link to data at end of 2020-2021)



# Additional Resources

## **Research Supporting Comprehensive School Counseling Programs**

**American School Counselor Association (ASCA)**

**Empirical Research Studies Supporting the Value of School Counseling**

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf>

**The School Counselor and Comprehensive School Counseling Programs**

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_ComprehensivePrograms.p](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf)

[Df](#)

**National Association for College Admission Counseling (NACAC): Effective Counseling in Schools**

**Increases College Access**

[https://www.nacacnet.org/globalassets/documents/publications/research/2018\\_soca/soca18.pdf](https://www.nacacnet.org/globalassets/documents/publications/research/2018_soca/soca18.pdf)

**University of Massachusetts Amherst**

**Paving the Road to College: How School Counselors Help Students Succeed**

<https://www.umass.edu/schoolcounseling/uploads/TheChicagoReport.pdf>

**Effectiveness of School Counseling**

<https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdf>

**Promoting Positive Youth Development Through School-based Social and Emotional Learning**

**Interventions: A Meta-analysis of Follow-up Effects**

<https://casel.org/2017-meta-analysis/>

**The Economic Value of Social and Emotional Learning**

<http://blogs.edweek.org/edweek/rulesforengagement/SEL-Revised.pdf>

**ASCA Position Paper - The School Counselor and Trauma-Informed Practice**

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_TraumaInformed.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_TraumaInformed.pdf)

**ASCA Position Paper - The School Counselor and Social/Emotional Development**

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_SocialEmotional.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf)

**ADE Student Support Toolkit (Suicide Prevention, Bullying, Military Families, New Legislation, and School Health Services)**

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

## **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 as well as 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 helps 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 the 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. 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. It also includes 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)

**Management system** addresses the allocation of resources to best address the goals and needs of the program.

**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. How are students 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.

**Risk analysis** is the procedure identified in the Standard Operating Procedures 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 multi-tiered identified risks.

**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; transformational; change affecting more than an individual or series of individuals; 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.

## **References**

American School Counselor Association (2019). ASCA National Model A Framework for School Counseling Programs. Alexandria, VA: American School Counselor Association.

American School Counselor Association (2019). ASCA National Model Implementation Guide: Manage and Assess. Alexandria, VA: American School Counselor Association.

Gysbers, N.C. & Henderson, P. (2012). Developing and Managing Your School Counseling Program. Alexandria, VA: American Counseling Association.

Kaffenberger, C. & Young, A. (2018). Making Data Work. Alexandria, Alexandria, VA: American School Counselor Association.

Hermann, M., Remley, T., & Huey, W. (2017). Ethical and Legal Issues in School Counseling. Alexandria, VA: American School Counselor Association.

Stone, C. (2017). Ethics and Law: American. School Counselor Association, Alexandria, VA: American School Counselor Association.

Division of Elementary and Secondary Education  
Guidance and School Counseling

<http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/professional-school-counseling-resources>

American School Counselor Association

<https://www.schoolcounselor.org>

Arkansas School Counselor Association

<https://www.arschoolcounselor.org/home/home/>

Arkansas Counseling Association

<http://www.arcounseling.org>

College Board Counselor Resources

<https://professionals.collegeboard.org/guidance/counseling/counselor-resources>

ACT Counselor Resources

<https://www.act.org/content/act/en/k12-educators-and-administrators/counselor-toolkit.html>

RTI Arkansas

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/rti>

## **\*\*ACKNOWLEDGEMENTS\*\***

### **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.

<http://www.arkleg.state.ar.us/assembly/2019/2019R/Acts/Act190.pdf>