

Greene County Tech School District



Comprehensive School Counseling Plan

2023-2024

5413 West Kingshighway

Paragould, AR 72450

870.236.2762

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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

Scott Gerrish, Superintendent
 Chad Jordan, Assistant Superintendent
 Kodi Potter, Assistant Superintendent
 Caroline Schenk, District Curriculum Administrator
 Ginger Thornton, District Mental Health Coordinator
 Tony Harris, School Resource Officer
 Bailey Harris, School Resource Officer
 Matt Green, 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

Dale Schenk, Principal
 James Brittingham, Assistant Principal
 Aaron Thornton, Asst. Principal/Athletic Director
 Kim Anderson, School Nurse
 Lana Tedder, School Nurse
 Christy Howe, Administrative Assistant
 Gaye Smith, Administrative Assistant
 Devon Scott, Administrative Assistant
 Pam Robinson, Administrative Assistant

Breta Dean, Counselor
 870-215-4460
breta.dean@gctsd.k12.ar.us
 Ray Stricker, Counselor
 870-215-4460
ray.stricker@gctsd.k12.ar.us

GREENE COUNTY TECH JR HIGH SCHOOL

Charles Nelson, Principal
Tony Boyd, Assistant Principal
Angie Tibbs, School Nurse
Sara Wolfenbarger, Administrative Assistant
Diane Rogers, Administrative Assistant
Donna Dunlap, Administrative Assistant

Jessie Mann, Counselor
870-215-4450
jessie.mann@gctsd.k12.ar.us

GREENE COUNTY TECH ALTERNATIVE LEARNING ENVIRONMENT

Keith Metheny, Principal
Kara Callahan, Secretary
Brandi Slayton, ALE Liaison

GREENE COUNTY TECH MIDDLE SCHOOL

Dr. Stephanie Reddick, Principal
Shane Jordan, Assistant Principal
Kim Hicks, Administrative Assistant
Debbie Copeland, Administrative Assistant
Kelly Pollock, Administrative Assistant
Gina Hobbs, School Nurse

Steven Cole, Counselor
870-215-4480
steven.cole@gctsd.k12.ar.us

GREENE COUNTY TECH INTERMEDIATE SCHOOL

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

Lorie Boyd, Counselor
870-215-4440
Lorie.Boyd@gctsd.k12.ar.us

Michelle Moore, Counselor
870-215-4440
michelle.moore@gctsd.k12.ar.us

GREENE COUNTY TECH ELEMENTARY SCHOOL

Jerry Dickson, Principal
Amy Charles, Assistant Principal
Sherri Anderson, Administrative Assistant
Lisa Fry, Administrative Assistant
Heather Mullins, Administrative Assistant
Susan Brittingham, School Nurse
Stephanie Stewart, School Nurse
Jodie Vines, Literacy Facilitator

Cara Williams, Counselor
870-215-4430
Cara.Williams@gctsd.k12.ar.us

Michelle Moore, Counselor
870-215-4440
michelle.moore@gctsd.k12.ar.us

GREENE COUNTY TECH PRIMARY SCHOOL

Letha Clark, Principal
Amanda Finch, Assistant Principal
Julie Morgan, Assistant Principal
Amy Compton, Administrative Assistant
Rena Loyd, Administrative Assistant
Kay Ruthven, Administrative Assistant
Kelly Fahr, School Nurse
Angela Bailey, School Nurse
Rebecca Murray, Parent Engagement Facilitator
Sherri Namors, Literacy Coach
Math Recovery- Position Not Currently Filled

Heather Smith, Counselor
870-236-6439
heather.smith@gctsd.k12.ar.us

GREENE COUNTY TECH PRESCHOOL

Julie Morgan, Principal
Amanda Miller, 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. All students will have equitable access to the 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 Reflection

Primary School 22-23 Reflection	<p><i>Goal: 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.</i></p> <p>Total Primary Discipline Referrals during 2019-2020 School Year = 355 Total Primary Discipline Referrals during 2020-2021 School Year = 236 Total Primary Discipline Referrals during 2021-2022 School Year = 276 Total Primary Discipline Referrals during 2022-2023 School Year = 134</p> <p>Due to non-achievement of goal, the 2021-2022 goal remained the same for the 2022-2023 school year. GCT Primary implemented the following to aid in goal achievement: Weekly Mental Health Team Meetings, Participation in THRIVE Leadership Committee, Periodic Student Needs Assessments, Implementation of Eagle Expectations, and PBIS interventions. We also implemented a behavior section on our SAT (student assistant team) to address behaviors and not just academics. If students did not get to participate in PBIS rewards, the teacher would have the opportunity to reteach expected behaviors.</p> <p>Significant progress has been made towards this initial goal; however, our goal was not met in the 2022-2023 school year. The implementation of the above will continue along with positive rewards for good behavior.</p>
Elementary School 22-23 Reflection	<p><i>Goal: 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% (24 referrals) by the end of the year.</i></p> <p>Total Elementary Discipline Referrals during 2020-2021 School Year = 169 Total Elementary Discipline Referrals during 2021-2022 School Year = 181 Total Elementary Discipline Referrals during 2022-2023 School Year = 153</p> <p>Due to achievement of goal, the 2023-2024 goal will remain the same. Our building will continue to implement the following to aid in continual goal success for the 2023-2024 school year: Weekly Mental Health Team Meetings, Student Brag Tag implementation, School Counseling Participation in THRIVE Leadership Committee and Periodic Student Needs Assessments.</p>
Intermediate School 22-23 Reflection	<p><i>Goal: 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.</i></p> <p>Total Intermediate Discipline Referrals during 2021 School Year = 139 Total Intermediate Discipline Referrals during 2022 School Year = 212 Total Intermediate Discipline Referrals during 2023 School Year = 195</p>

	<p>Due to non-achievement of goal, the 2021-2022 goal remained the same for the 2022-2023 school year. GCT Intermediate implemented the following to aid in goal achievement: Weekly Mental Health Team Meetings, Participation in THRIVE Leadership Committee, Periodic Student Needs Assessments</p> <p>The goal was not met in the 2022-2023 school year. The implementation of the above will continue along with positive rewards for good behavior.</p>
Middle School 21-22 Reflection	<p><i>Goal: 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.</i></p> <p>Total Middle School Discipline Referrals during 2021 School Year = 178 Total Middle School Discipline Referrals during 2022 School Year = 158 Total Middle School Discipline Referrals during 2023 School Year = 329</p> <p>Due to COVID-19 pandemic and the state of emergency, and the amount of quarantined students from the 2021 school year, the data collected was not sufficient. Discipline referrals did decrease by 10% but the goal will be continued for the 2022-2023 school year. Our building will implement the following to aid in goal achievement for the 2022-2023 school year: Middle School will continue to implement Heartbridge, social-emotional learning, and implement more of the Guide for Life.</p> <p>Our numbers for the 22-23 school year increased greatly but students were written up for not doing their work more frequently this year than in years past. We will continue to implement social-emotional learning and the Guide for Life into the classrooms.</p>
Junior High 22-23 Reflection	<p><i>Goal: 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.</i></p> <p>Total Junior High Discipline Referrals during 2020 School Year = 203 Total Junior High Discipline Referrals during 2021 School Year = 105 Total Junior High School Discipline Referrals during 2022 School Year = 505 Total Junior High School Discipline Referrals during 2023 School Year = 721</p> <p>Due to COVID-19 pandemic and the state of emergency, data collected was not sufficient for the 2020-2021 School Year.. Discipline referrals did decrease by 10% but the goal was continued for the 2021-2022 school year at the Junior High.</p> <p>Our number of disciplines increased greatly even above the amount before Covid. This is due to some new factors. Students were written up if they refused to wear a mask correctly. Students newly received a discipline referral this year for not doing their work. The cell phone policy had changed and there was an increase in discipline referrals for not following this policy.</p> <p>The goal was continued into the 2022-2023 school year at the Junior High. We will implement a new program, Medal of Honor along with Guide for Life and new Bi-Weekly Mental Health Team Meetings to better meet our goal. We will also arrange for outside speakers to come and address topics such as bullying, internet safety, and vaping.</p> <p>The goal was not met in the 2022-2023 school year. The implementation of the above</p>

	<p>will continue along with positive referrals and positive rewards for good behavior. Character development and social/emotional weekly support lessons will also be implemented in the 2023-2024 school year.</p>
<p>High School 22-23 Reflection</p>	<p>Goal: <i>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.</i></p> <p>Total High School Discipline Referrals during 2020 School Year = 432 Total High School Discipline Referrals during 2021 School Year = 235 Total High School Discipline Referrals during 2022 School Year = 439 Total High School Discipline Referrals during 2023 School Year = 284</p> <p>Due to COVID-19 pandemic and the state of emergency, and the amount of Virtual students from the 2021 school year, the data collected was not sufficient. Discipline referrals did decrease by 10% in 2021 but the data was not an accurate account. Our number of disciplines increased back to the original amount before Covid.</p> <p>Since the goal was not met, the goal will be continued into the 2022-2023 school year at the High School. We will implement more Capturing Kids Hearts, Building relationships with students, and implementing more of the Guide for Life to better meet our goal.</p> <p>We met our and exceeded it during the 2022-23 school year. We accomplished this by implementing more Capturing Kids Hearts, Building relationships with students, and implementing more of the Guide for Life. We will continue using these programs for positive outcomes.</p>

Goal: The school counseling program will support the implementation of strategies and activities to support and maximize each student's ability to learn. The school counseling program will encourage students to believe in using abilities to their fullest to achieve high-quality results and outcomes. The goal for 2023-2024 is to lower the number of students failing academic courses and needing retention, students needing IRI's, take summer school, or high school credit recovery. The intended goal is to decrease failures by 20% by the end of the school year.

Action Steps:	Tier 1 Initiatives:	Tier 2 Preventions/ Interventions:	Tier 3 Intensive Interventions:	Data Point
Primary	<p>*Facilitate programs to improve school culture: -Creating healthy relationships between the staff, students, guardians, community and stakeholders. -Student of the Month New Student Orientation - Choose Love-SEL, -Center- Year long Toolkit: All in -Classroom Guidance, -Student/Teacher/Parent Surveys -G.U.I.D.E for Life. PBIS Bully Reporting Form</p> <p>*Parental Involvement: -Family/Community Engagement Nights -Communication through media modalities (newsletters, school facebook, & remind). *Serve on committees: -Building leadership -Backpack program / Holiday assistance -Clothing Closet -SAT (RTI) Meetings -AR Thrive Leadership</p>	<p>-Individual Counseling -Small group referral - Character Education - Family Service Meetings -Student Find Tracker -Parent/Student Conferences -SAT (RTI) Meetings -Whole classroom intervention when needed Individual counseling Small-group counseling Pull Out Interventions Check-in/check-out</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 -Bx Student IRI's Summer school Remediation Day Tx</p>	<p>-Total # of Student IRI's -Total # of Students attending summer school -Total # of Students brought to SAT (RTI) -Total # of remediation -Total # of students below benchmark for standardized testing</p>

Elementary	<ul style="list-style-type: none"> *Facilitate programs to improve school culture: <ul style="list-style-type: none"> -Creating healthy relationships between the staff, students, guardians, community and stakeholders. -New Student Orientation -Classroom Guidance classes -Student of the Month -Student/Teacher/Parent Surveys -G.U.I.D.E for Life. -Facilitate Red Ribbon Week *Parental Involvement: Communication through media modalities (facebook,). *Serve on committees: <ul style="list-style-type: none"> -SAT (RTI) Meetings -Building Leadership (THRIVE) 	<ul style="list-style-type: none"> -Individual Counseling -Small group counseling -Parent/Student Conferences -SAT (RTI) Meetings -Whole classroom intervention when needed -Staff PD on Child Maltreatment/Bullying 	<ul style="list-style-type: none"> -Mental Health referral -Consult with DHS and juvenile court case workers -Crisis management when needed -DHS report -Weekly student check-ins -Weekly staffings with Families Inc./Mental Health Team 	<ul style="list-style-type: none"> -Total # of Students attending summer school -Total # of Students brought to SAT (RTI)
Intermediate-	<ul style="list-style-type: none"> *Facilitate programs to improve school culture: <ul style="list-style-type: none"> -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 *Parental Involvement activities: <ul style="list-style-type: none"> -Communication through Class Dojo, emails, and phone calls 	<ul style="list-style-type: none"> -Character education -Individual counseling -Small-group counseling -Parent conferences -SAT (RTI) meetings -Whole classroom intervention when needed -Staff PD on Recognizing and Reducing Bullying 	<ul style="list-style-type: none"> -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 -Weekly Staff Meetings 	<ul style="list-style-type: none"> -Total # of Students attending summer school -Total # of Students brought to SAT

	<ul style="list-style-type: none"> -Provide resources for families regarding student needs. *Serve on committees: <ul style="list-style-type: none"> -Building leadership (THRIVE) -Backpack program/Holiday assistance -SAT (RTI) meetings 		with Families, Inc./Mental Health Team	
Middle School	<ul style="list-style-type: none"> *Facilitate programs to improve school culture: <ul style="list-style-type: none"> -Building relationships between students, teachers, parents, and community members. -Provide resources and training for staff regarding trauma affected students -Heartbridge/G.U.I.D.E. for Life *Parental Involvement activities: <ul style="list-style-type: none"> -Communication through Remind texts, emails, and phone calls -Provide resources for families regarding student needs. *Serve on committees: <ul style="list-style-type: none"> -Building leadership -Backpack program/Holiday assistance -SAT (RTI) meetings -Safety Team, District and Student -Student Council/Drug Free 	<ul style="list-style-type: none"> -Mentoring program -Character education -Individual counseling -Small-group counseling -Family service meetings -Parent conferences -SAT (RTI) meetings -Whole classroom intervention when needed -Staff PD on Recognizing and Reducing Bullying 	<ul style="list-style-type: none"> -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 -Whole Classroom intervention when needed 	Total number of students that failed a core class (English, Math, Social Studies, Science)

Junior High	<p>Facilitate programs to improve academic school culture:</p> <ul style="list-style-type: none"> -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 -Medal of Honor: Character Development Program -Weekly Social/Emotional Lessons & Check Ins -Weekly Mental Health Team Meetings -Speaker Presentations <p>Parental Involvement activities:</p> <ul style="list-style-type: none"> -Communication through Remind texts, emails, and phone calls -Provide resources for families regarding student needs. <p>Serve on committees:</p> <ul style="list-style-type: none"> -Building leadership -Backpack program/Holiday assistance -SAT (RTI) meetings 	<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>Zero Lab</p> <p>Pull Out Interventions</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>Summer School</p> <p>Credit Recovery</p>	<p>Total number of students that failed a core class (English, Math, Social Studies, Science)</p>
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High School	<p>Facilitate programs to improve school culture: *Building relationships between students, teachers, parents, and community members.</p> <p>*Provide resources and training for staff regarding trauma affected students</p> <p>*G.U.I.D.E. for Life</p> <p>*Capturing Kids Hearts</p> <p>Parental Involvement activities: *Communication through Remind texts, emails, and phone calls</p> <p>Serve on committees: *Building leadership *Backpack program / Holiday assistance *SAT (RTI) Meetings</p>	<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>Remediation</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 Students who Failed Courses</p>
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Standards & Competencies

2022 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/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2021)

<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>

Professional Standards and 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>

Arkansas School Counseling Program Guide

https://dese.ade.arkansas.gov/Files/20201229105113_School_Counseling_Program_Guide.Post1.1.pdf

Arkansas School Counselor Toolkit

https://dese.ade.arkansas.gov/Files/20201229104954_Arkansas_School_Counselor_Toolkit.Post1.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. GCT Counselors will use a use-of-time calculator to determine their percentages of time used in counseling.

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, pre/post assessments, assessment scores, behavioral screeners or behavioral referrals, etc. We will use data from Eschool, Cognos, Bus Conduct, Smartdata and APNA. 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">• Classroom Guidance• Small Group Sessions• Individual Sessions• Orientation Programs for New and Transitioning Students• Follow-Up with Graduates and Students at Risk of Dropping Out• Academic Advisement and Individual Planning• Individual Age-Appropriate Career Education Guidance and Vocational Decision-Making• Student Success Plans• Responsive Services such as obstacles to learning, family/peer concerns, social/emotional needs, student peer helpers, crisis counseling, conflict resolution, consultation and referrals.
Indirect Services	<ul style="list-style-type: none">• Consultation• Referrals• 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 Gifted/Talented.
Administrative Services	<ul style="list-style-type: none">• 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

	<ul style="list-style-type: none"> ● Chairing Committee and Meetings ● Duties such as supervising students in common areas such as the hallway, cafeteria, playground and bus lines.
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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)
August <ul style="list-style-type: none"> ● Character Word of the Month/Week ● Introduce School Counselor and Role to New students ● Finalize schedules ● Open house for students and parents ● New student schedules & Registration ● Determine student needs for backpack program and school supplies ● Identify at-risk students and add them to Family Service Tracker ● Pull attendance and discipline data from previous year ● No-show students ● Section 504 Review/Disbursement ● Update Staff on Protocols/Procedures related to School Counseling Program-DHS Reporting/Bullying Reports 	August <ul style="list-style-type: none"> ● Finalize schedules ● Open house for students and parents ● New student schedules & Registration ● ASU concurrent registration at GCT ● Determine student needs for backpack program and school supplies ● Identify McKinney Vento students ● Consultation with students about credits and graduation status ● Identify at-risk students and add them to mentoring program ● Register students for ACT ● Pull attendance and discipline data from previous year ● No-show students ● Section 504/LPAC Plan Disbursement

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

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

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



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
- Student Success Plans Created/Updated
- Social/Emotional Lessons

Individual and Group Counseling	<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>Elementary(K-6) examples:</p> <ul style="list-style-type: none"> ● Attendance ● Building Friendships ● Bullying Prevention ● Social Skills ● Grief ● Anger Management ● Regulating Emotions ● Making Good Choices ● Anxiety ● Listening Skills ● Self-Esteem ● Self Regulation <p>Secondary(7-12) Examples:</p> <ul style="list-style-type: none"> ● Student Success Plan <ul style="list-style-type: none"> ○ Address Accelerated Learning Opportunities ○ Address academic deficits and interventions ○ Guide the student along pathways to graduation ○ Include college and career planning components ● Academic/Attendance Advisement ● Scheduling ● Attendance ● Anxiety ● Bullying Prevention ● Suicide Prevention ● Support at-risk students
Responsive Services	<p>Responsive Services - Supporting students whose immediate concerns put the student's academic, career, or social and emotional development at risk.</p>	<p>Elementary(K-6) examples:</p> <ul style="list-style-type: none"> ● At-Risk Attendance/Academic ● Crisis Response ● Food Assistance ● Clothing Assistance ● School Supply Assistance <p>Secondary(7-12) Examples:</p> <ul style="list-style-type: none"> ● At-Risk Attendance/Academic ● Crisis Response ● Food Assistance

		<ul style="list-style-type: none"> ● Clothing Assistance ● School Supply Assistance
Indirect Service Activities		
Consultation	<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>Elementary(K-6) examples:</p> <ul style="list-style-type: none"> ● Parent-Teacher Conferences ● Mental Health Referrals ● Family Services ● Student Support Meeting (Child Find) <p>Secondary(7-12) Examples:</p> <ul style="list-style-type: none"> ● Parent-Teacher Conferences ● School-Based Mental Health ● Family Services
Referrals	<p>Indirect services include referring a student for School Based Mental Health services, child maltreatment reports, and parent or guardian communications.</p>	<p>Elementary(K-6) Examples:</p> <ul style="list-style-type: none"> ● School Based Mental Health ● FINS ● Family Services ● Hotline Reports ● SAT (RTI) <p>Secondary(7-12) Examples:</p> <ul style="list-style-type: none"> ● School Based Mental Health ● FINS ● Family Services ● Hotline Reports ● SAT (RTI)
Decision Making Teams	<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>Elementary(K-6) Examples:</p> <ul style="list-style-type: none"> ● Alternative Placement ● Family Services ● LPAC ● 504 ● Leadership ● Registration ● SAT (RTI) ● Gifted/Talented Placement <p>Secondary(7-12) Examples:</p> <ul style="list-style-type: none"> ● Alternative Placement ● Family Services

		<ul style="list-style-type: none"> • LPAC • 504 • Leadership • Registration • SAT (RTI)
Administrative Activities - No More than 10% of time		
Coordination of Programs and Data Input	<p>Coordination of programs including, but not limited to:</p> <p>Parental Involvement Positive Behavioral Supports Advanced Placement and Gifted & Talented English Language Learner Response-to-Intervention Section 504 Student Success Plans</p> <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>	<p>Elementary(K-6) Examples:</p> <ul style="list-style-type: none"> • 504 Building Coordinator • State Assessment Building Coordinator/Interim State Assessment Building Coordinator/Other • Registration of Students • Student Records • Preparing SAT (RTI) Records <p>Secondary(7-12) Examples:</p> <ul style="list-style-type: none"> • Master Scheduling • LPAC Meetings • 504 Building Coordinator • State Assessment Building Coordinator • Student Records • Preparing SAT (RTI) Records
Chairing Committees and Meetings	<p>Chairing committees and meetings including, but not limited to:</p> <p>Parental Involvement Positive behavioral supports Advanced Placement and Gifted & Talented English Language Learner Section 504 Response-to-Intervention</p>	<p>Elementary(K-6) Examples:</p> <ul style="list-style-type: none"> • 504 Building Coordinator <p>Secondary(7-12) Examples:</p> <ul style="list-style-type: none"> • Student Success Plan Coordinator • 504 Building Coordinator
Duties	Supervising students in common	Elementary(K-6):

	areas such as the hallway, cafeteria, playground and bus lines	Hallway/Lunch Duty (no more than 60 minutes weekly) Secondary Examples: <ul style="list-style-type: none"> N/A
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Bully Prevention/Programs & Protocol

	Elementary Prevention <ul style="list-style-type: none"> Whole Group, Small Group, and Individual Interventions <ul style="list-style-type: none"> Bullying Kindness SEL-Impulse Control, Friendship, Anger, Manners, Grief Conflict Resolution Work Ethic Mental Health Referrals 	Secondary Prevention <ul style="list-style-type: none"> Whole Group, Small Group, and Individual Interventions <ul style="list-style-type: none"> Bullying Kindness SEL-Impulse Control, Friendship, Anger, Manners, Grief Conflict Resolution Work Ethic Mental Health Referrals Anti-Bullying Speaker/Presentation G.U.I.D.E. for Life lesson Medal of Honor Secondary Protocol <ul style="list-style-type: none"> Bullying Reports sent to Administration Required Bully Prevention Professional Development A building principal, or designee, who receives a credible report or complaint of bullying shall: <ol style="list-style-type: none"> As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying: <ol style="list-style-type: none"> Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco
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		<p>parentis of a student that their student is the victim in a credible report of bullying; and</p> <p>b. Prepare a written report of the alleged incident of bullying;</p> <p>2 Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.</p> <p>3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.</p> <p>4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:</p> <p>a. That a credible report or complaint of bullying against their student exists;</p> <p>b. Whether the investigation found the credible report or</p>
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		<p>complaint of bullying to be true;</p> <p>c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and</p> <p>d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;</p> <p>5. Make a written record of the investigation, which shall include:</p> <p>a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;</p> <p>b. Any action taken as a result of the investigation; and</p> <p>6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying. and to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.</p>
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Suicide Prevention/Protocol

	Elementary Prevention <ul style="list-style-type: none">• Classroom Guidance• Individual Counseling• Small Group Counseling• Referrals Elementary Protocol <ul style="list-style-type: none">• Following Pages	Secondary Prevention <ul style="list-style-type: none">• Individual counseling• SBMH referrals• G.U.I.D.E. for Life lesson• Medal of Honor Secondary Protocol <ul style="list-style-type: none">• Following Pages
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CRISIS ASSESSMENT PROTOCOL:

1. -Once threat is made: make sure student is supervised by an adult the entire time.
2. -Make contact with parent/guardian.
 - Explain the situation and ask for preferred mental health agency to send student.
 - If threat is a 'harm to others' explain that discipline records will be sent to mental health agency.
3. -Call preferred mental health agency and set up an appointment time.
 - Fax over Crisis Assessment form.
 - Attach discipline records if necessary.
4. -When parent/guardian pickup student notify them of appointment time with mental health agency & student can return with notification from mental health agency.
 - Advise of Safety Plan until mental health appointment.
5. -Student may return once the mental health agency sends notification to school.

CRISIS FLOW CHART

Has student verbalized (oral or written) thoughts or a plan to harm self in the past 72 hours?

YES

NO

*Contact guardian, advise of situation, get verbal permission to evaluate
*Does student already receive mental health services?
*school based or outside provider

*Refer for School-Based Mental Health Services
*notify Director of School-Based Mental Health of student concerns

YES

NO

*Contact student's primary mental health provider for an evaluation
*Contact Director of School Based Mental Health

*Contact Director of School Based Mental Health
*Contact School Based Mental Health professional for an evaluation
*insurance information and if family is interested in starting services is beneficial

Does student need hospitalization?

Does student need hospitalization?

YES

NO

Does parent agree to treatment?

Develop a safety plan and follow up with mental health provider

YES

NO

Student will wait in school counselor's office until ambulance arrives

Must get second opinion (ER) and send results of evaluation to school

YES

NO

Does parent agree to treatment?

Develop a safety plan and follow up with mental health provider

YES

NO

Student will wait in school counselor's office until ambulance arrives

Must get second opinion (ER) and send results of evaluation to school

Has student verbalized (oral or written) thoughts or a plan to harm others in the past 72 hours?

YES

NO

*Contact guardian and advise of the situation
*Contact Director of School-Based Mental Health
*Contact local law enforcement
*Does the student already receive mental health services?

*Refer for School-Based Mental Health Services
*notify Director of School-Based Mental Health of student concerns

YES

NO

*Contact student's primary mental health provider
*Keep in school counselor's office until law enforcement arrives

Refer for School-Based Mental Health Services



School Behavioral Threat Assessment & Management Training: Worksheet for Screening Exercise

This Behavioral Threat Assessment Screening Tool is for informational purposes only. If the user feels there is imminent danger they should first call 9-1-1 and follow established emergency procedures. A user should only proceed with the Screening Tool when the situation is deemed safe. This Screening Tool is designed to be used as a guide to determine if conducting a threat assessment is necessary. The Screening Tool is not a threat assessment and should not be used to determine levels of risk or danger. If a school determines a threat assessment is necessary, they should follow the school's established Behavioral Threat Assessment and Management procedures. The Screening Tool is NOT a substitute for professional training. Training is available through Ontic Technologies ontic.co.

Screening Questions:

Read through the initial report and answer the following questions. (Use a new Worksheet for each Initial Report to be screened in the exercise.)

1. Does this matter require immediate police response? Is there imminent danger to a person or place?

☐ YES ☐ NO

If **YES**, follow emergency procedures and, when safe to do so, run a Threat Assessment. If **NO**, answer additional Screening Question 2.

2. Based on the initial report, is there a need to run a threat assessment? *Answer each of following questions, based upon the initial report:*

2a) Has the person threatened violence or made any other communications about intent or plans for violence?

☐ YES ☐ NO

2b) Have other behaviors raised concern about violence to others / self & others, such as sexual assault, dating violence, stalking/cyberstalking, domestic violence assault. (* If any of these behaviors are present, please notify Title IX Coordinator.)

☐ YES ☐ NO

2c) Is there a fearful victim or third party (e.g., someone who is taking protective action) or is someone concerned about the behavior?

☐ YES ☐ NO

2d) Are there unanswered questions or another reason to run a threat assessment?

☐ YES ☐ NO

FOLLOW THESE INSTRUCTIONS:

If **NO** to ALL parts of Question 2 (Question 2a, 2b, 2c, AND 2d), document your responses and close the case.

If **YES** to ANY part of Question 2 (Question 2a, 2b, 2c, OR 2d), answer the following question:

3). Is the student known to have a Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP), 504 Plan, Individualized Education Program (IEP), and/or health plan?

☐ YES ☐ NO

If **NO** or unknown, run a Threat Assessment.

If **YES**, immediately notify SPED personnel involved and answer Question 3a).

3a). Is the threatening behavior a known baseline behavior?

☐ YES ☐ NO

If **NO**, run a Threat Assessment.

If **YES**, answer Question 3b)

3b). Can the threatening behavior be managed under existing FBA/BIP/IEP/504 Plan?

☐ YES ☐ NO

If **NO**, run a Threat Assessment.

If **YES**, refer to SPED/504 personnel, then document and close matter.

FINAL DETERMINATION: Is there a need to conduct a threat assessment?

☐ YES ☐ NO



K-12 Threat Assessment Case Worksheet

When running a threat assessment, this Case Worksheet can guide the team through the behavioral threat assessment process, including gathering information ("collecting the dots"), analyzing the information ("connecting the dots"), making an assessment, and developing an intervention plan.

Determine Location of Person of Concern and Any Identified Targets

As the team starts to gather information, determine the location (if known) of the person of concern and any identified targets (i.e., anyone who has been named as being the target of the threat). Follow your school/district safety protocols to determine if any of the parties involved should be isolated for safety.

Gather Information from Multiple Sources

The team should gather as much information as possible on the person of concern. Information can be sought from an array of sources, including teachers, administrators, school staff, external sources, etc.

Information Source	Team Member Responsible	Results
Reporting party <input type="checkbox"/> Interviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
Current teachers <input type="checkbox"/> Interviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
Counselors <input type="checkbox"/> Interviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
Support staff <input type="checkbox"/> Interviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
Person of concern (if can be interviewed safely) <input type="checkbox"/> Interviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
Parents <input type="checkbox"/> Interviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
Law enforcement/ LE Records <input type="checkbox"/> Interviewed/Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
External agencies/ Records <input type="checkbox"/> Interviewed/Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		

Prior Threats <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
Educational Records <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
Behavioral/Disciplinary Records <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
MTSS/Intervention Data <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
Social Media <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available		
Search of student, locker, car <small>(according to district policy)</small> <input type="checkbox"/> Conducted <input type="checkbox"/> Not Conducted <input type="checkbox"/> Not applicable		
Other:		
Other:		

Analyze Information

The investigative questions below are based upon research conducted by the Secret Service/National Threat Assessment Center. The questions are designed to assist the team with organizing and analyzing the information the team has gathered, and to identify information that may still be missing. The team's responses here can be used to answer the assessment questions in the Assessment section of this tool.

1. What first brought the person of concern to the team's attention? What are the person's motive(s) and goal(s) behind that threatening or troubling behavior?
2. Has the person of concern communicated any ideas or intent to engage in violence?

3. Has the person of concern shown inappropriate interest in any of the following (mark all that apply)?
- ☐ Previous attacks or attackers (e.g., historical events, current events)
 - ☐ Weapons (including recent acquisition of any relevant weapon)
 - ☐ Incidents of mass violence (terrorism, workplace violence, mass murderers)
 - ☐ Obsessive pursuit, stalking, or monitoring of others
 - ☐ Murder-suicide
 - ☐ Other:
4. Has the person of concern engaged in attack-related behaviors (i.e., any behavior that moves an idea of harm forward toward actual harm)?
5. Does the person of concern have the capacity to carry out an act of targeted violence?
6. Is the person of concern experiencing hopelessness, desperation, and/or despair?
7. Does the person of concern have a trusting relationship with at least one meaningful person (e.g., a teacher, family member, coach, counselor, advisor, etc.)?
8. Does the person of concern view violence as an acceptable, desirable, or the only way to solve problems?

9. Is the person of concern's conversation and "story" consistent with his or her actions?

10. Are other people concerned about the person of concern's potential for violence?

11. What circumstances might affect the likelihood the person of concern may decide to engage in violence or resort to violence – either increase the likelihood or decrease it?

Other important information for consideration:

Is the student on a 504 plan? ☐No ☐Yes - Disability: _____

****If yes, the 504 coordinator and/or a representative from the special education team must be engaged in the threat assessment process. Proceed with a and b below.*

Is the student on an IEP and receiving special education services? ☐No ☐Yes - Disability: _____

****If yes, a representative from the special education team must be engaged in the threat assessment process. Proceed with a and b below.*

- a) Is the behavior consistent with typical baseline behavior related to the disability? ☐No ☐Yes ☐Unsure
- b) Is the behavior currently being managed/addressed by their 504/IEP plan? ☐No ☐Yes ☐Unsure
- c) Could disability be impacting the person of concern's ability to understand consequences of behavior and/or regulate behavior? ☐No ☐Yes ☐Unsure

**Responses to a, b & c need to be considered when making the assessment and also with management and intervention planning. 504/Special Education protocols and procedures must be followed if any changes need to be made to IEP/504 plans.*

Make the Assessment

The team should review and discuss the responses obtained above. Using that information, the team should then answer the two assessment questions below to determine whether the team believes that the person of concern poses a threat of violence.

Assessment Question 1

Does the person of concern pose a threat of violence to others? (The person of concern appears to be on a pathway to violence or is otherwise preparing to engage in violence) ☐ No ☐ Yes ☐ Unsure

Does the person of concern pose a threat of violence to self? (The person of concern appears to be on a pathway to potential self-harm) ☐ No ☐ Yes ☐ Unsure

**If yes or unsure, a suicide risk assessment must also be conducted.*

- ☐ YES – If “YES” to one or both, do all of the items below:
 - Document assessment
 - Develop and implement a case management / intervention plan
 - Monitor implementation of the case management plan, re-assess, and update case management plan as needed
 - Document all efforts
 - Skip Assessment Question 2 (do not answer)
- ☐ No to both
 - Go to Assessment Question 2

Assessment Question 2

If the person of concern does not pose a threat of violence/self-harm at this time, does the person show some other need for help or intervention, such as mental health care?

- ☐ YES – If “YES”, do all of the items below:
 - Develop and implement an intervention and monitoring plan to refer person to needed resources
 - Monitor to ensure referral occurs
 - Document assessment
 - Document referral and monitoring efforts
- ☐ NO
 - Document assessment
 - Close the case

Develop and Implement an Intervention and/or Monitoring Plan

Based upon the needs identified, BTAM teams are to develop an intervention and management plan if "yes" was answered on one or both of the assessment questions on previous page. Record below the interventions and supports appropriate to be implemented to mitigate potential harm to self and/or others.

MONITORING

<input type="checkbox"/> Check-in, checkout <input type="checkbox"/> Backpack search <input type="checkbox"/> Locker search <input type="checkbox"/> Clothing search <input type="checkbox"/> Social media monitoring <input type="checkbox"/> Adult/increased monitoring <input type="checkbox"/> Late arrival/early dismissal <input type="checkbox"/> Adult escorts from class-to-class, etc. <input type="checkbox"/> Modify daily schedule (reduce free, unsupervised time; travel card)	<input type="checkbox"/> On-going progress monitoring <input type="checkbox"/> Safety contract <input type="checkbox"/> Track attendance <input type="checkbox"/> No contact agreement <input type="checkbox"/> Ongoing collaboration between school and parent/guardian <input type="checkbox"/> Parent/guardian will provide increased supervision <input type="checkbox"/> Monitor for precipitating events (i.e., anniversaries, losses, perceived injustice, etc.) <input type="checkbox"/> Restrictions: _____	<input type="checkbox"/> Home visits (home-school connectedness, weapons check, etc.) <input type="checkbox"/> Ankle monitor <input type="checkbox"/> Ongoing collaboration with agency supports, probation/juvenile diversion, mental health professionals Specify: _____ <input type="checkbox"/> Detained, incarcerated, or placed under intensive supervision Specify: _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
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RELATIONSHIP BUILDING

<input type="checkbox"/> Establish system for student to seek support proactively from an adult <input type="checkbox"/> Peer mentor <input type="checkbox"/> Adult mentor <input type="checkbox"/> Provide feedback and monitoring <input type="checkbox"/> Peer supports	<input type="checkbox"/> Increase engagement in school activities <input type="checkbox"/> Increase engagement in community activities <input type="checkbox"/> Engage in leadership activities <input type="checkbox"/> Decrease isolation <input type="checkbox"/> De-escalation training for staff	<input type="checkbox"/> Monitor reactions to grievances, precipitating events and provide supports <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
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SKILL DEVELOPMENT/RESILIENCY BUILDING

<input type="checkbox"/> Academic supports <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Anger management <input type="checkbox"/> Social skills group <input type="checkbox"/> Social-emotional learning/curriculum <input type="checkbox"/> Participation in school activities/clubs	<input type="checkbox"/> Identify triggers and (self) initiate time-out <input type="checkbox"/> Supports from behavior specialist <input type="checkbox"/> Conduct functional behavioral assessment (FBA) <input type="checkbox"/> Develop behavioral intervention plan (BIP)	<input type="checkbox"/> Family supports/resources <input type="checkbox"/> Counseling – in school <input type="checkbox"/> Counseling – outside of school <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
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DISCIPLINE

<input type="checkbox"/> Letter of Apology <input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Warning <input type="checkbox"/> Restorative Practice <input type="checkbox"/> Removing privileges <input type="checkbox"/> Identify triggers and (self) initiate time-out <input type="checkbox"/> Behavior Contract <input type="checkbox"/> No-contact order	<input type="checkbox"/> Parent Meeting <input type="checkbox"/> Detention <input type="checkbox"/> Suspension <input type="checkbox"/> Alternative to Suspension <input type="checkbox"/> Habitually Disruptive Plan <input type="checkbox"/> Alternative placement <input type="checkbox"/> Expulsion <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Ticketed by law enforcement <input type="checkbox"/> Charges filed by law enforcement <input type="checkbox"/> Law Enforcement Diversion Program <input type="checkbox"/> Court issues protective orders <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
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ADDITIONAL INTERVENTIONS

<input type="checkbox"/> Revise IEP/504 Plan <input type="checkbox"/> Intervention team referral Specify: _____ <input type="checkbox"/> Change in transportation <input type="checkbox"/> Evaluation – psychiatric/psychological <input type="checkbox"/> Special education assessment <input type="checkbox"/> Drug/alcohol intervention	<input type="checkbox"/> Change in class schedule <input type="checkbox"/> Change in school day schedule (e.g., delayed start, reduced day) <input type="checkbox"/> Change of placement to access more intensive services <input type="checkbox"/> McKinney-Vento/foster care referral <input type="checkbox"/> Social service referral	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
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Additional strategies to be utilized in case management:

Referrals Made to Outside Agencies/Providers:

Agency/Provider Name	Date of Referral	Parent/Guardian Agreed to Pursue Referral?	Date Parent Contacted Provider	Outcome of Referral (e.g., counseling started on [date], appt scheduled for [date], etc.)
		<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> unsure		
		<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> unsure		
		<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> unsure		

Additional notes:

Denote the specific responsibilities of professionals, parents, and other caregivers to ensure the intervention and management plan is implemented.

Who Needs to be Involved?	What Needs to Be Done	Timeline?
Administrator(s)		
Teachers		
Counselor		
School Psychologist		
School Social Worker		
Other Mental Health Provider		
Support staff		
Family		
SRO/Law enforcement		
External agencies		
Coaches/Advisor		
Other: _____		
Other: _____		

Career Planning Services

Elementary

- Career Day
- Interest Inventory
- Multiple Intelligences Lessons
- Career Exploration Lessons

Secondary

- College & Career Fair
- Graduation Meetings
- Student Success Plans
- Kuder
- Job Shadow Program



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 2022, discipline reports from Bus Conduct software, eSchool, Cognos, Smartdata, and Educator Handbook software will be analyzed to set baseline data and adjust/set goals for the 2022/2023 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 2023, 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.



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/Publications-Research/Research/Impact-of-School-Counseling>

Better School Counselors, Better Outcomes

[Education Next-Better School Counselors, Better Outcomes](#)

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

<https://www.cambridge.org/core/journals/journal-of-benefit-cost-analysis/article/economic-value-of-social-and-emotional-learning/D9A12352A7CF1B39E9A2B7EA4C68F150>

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

<https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Trauma-Informed-Practice>

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

<https://schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Social-Emotional-Developm>

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

<https://dese.ade.arkansas.gov/Offices/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

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

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-tool-kit.html>

RTI Arkansas

<https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/response-to-intervention>

****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.