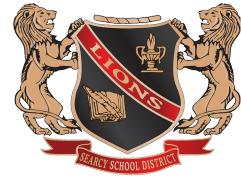




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SCHOOL COUNSELING PROGRAM HANDBOOK

2023-2024

Searcy School District
School Counseling Program
801 N. Elm Street
Searcy, Arkansas 72143
Phone: (501) 268-3517
www.searcyschools.org

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TABLE OF CONTENTS

[INTRODUCTION](#)

[SCHOOL COUNSELING PROGRAM HANDBOOK DEVELOPMENT](#)

[SEARCY SCHOOL DISTRICT STRATEGIC PLAN](#)

[SCHOOL COUNSELING PROGRAM GUIDELINES](#)

[OVERVIEW](#)

[I. DEFINE](#)

[II. MANAGE](#)

[III. DELIVER](#)

[IV. ASSESS](#)

[DEFINE](#)

[OVERVIEW](#)

[DOMAINS](#)

[NATIONAL STANDARDS](#)

[Student Standards](#)

[Professional Standards](#)

[STATE & LOCAL GUIDELINES](#)

[SCHOOL COUNSELING PROGRAM HANDBOOK](#)

[MANAGE](#)

[OVERVIEW](#)

[PROGRAM FOCUS](#)

[Vision Statement](#)

[Mission Statement](#)

[PROGRAM PLANNING](#)

[SCHOOL COUNSELOR MEETINGS / PLCs / DATA TEAMS](#)

[DATA ANALYSIS](#)

[TYPES OF DATA TO COLLECT](#)

[ANNUAL STUDENT OUTCOME GOALS](#)

[ACTION PLANS](#)

[School Counseling Curriculum Action Plans](#)

[Intentional School Counseling \(Targeted Intervention\) Action Plans](#)

[Intentional School Counseling \(Systems Change\) Action Plans](#)

[LESSON PLANS](#)

[FAMILY PARTICIPATION AND ENGAGEMENT](#)

[ANNUAL ADMINISTRATIVE CONFERENCE](#)

[Hours of Operation](#)

[Ratios and Caseload Assignments](#)

[Use of Time](#)

[Calendars](#)

[Appropriate School Counselor Roles/Position Statements](#)

[Professional Learning](#)

[STAFF DEVELOPMENT AND SUPPORT](#)

[PROGRAM MARKETING](#)

[DELIVER](#)

[OVERVIEW](#)

[MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT \(MTMDSS\)](#)

[TIER 1](#)

[School Counseling Curriculum for ALL Students](#)

[Individual Student Planning](#)

[Schoolwide Programs and Activities](#)

[Family Education](#)

[TIER 2](#)

[Small Group/Individual Counseling](#)

[Referral to Tier 2 Resources](#)

[Consultation](#)

[Collaboration](#)

[TIER 3](#)

[Short-Term Individual Counseling](#)

[Referrals to Outside Agencies](#)

[MENU OF SERVICES](#)

[ASSESS](#)

[OVERVIEW](#)

[DATA REVIEW AND PROGRAM RESULTS](#)

[SCHOOL COUNSELING PROGRAM ASSESSMENT](#)

[SCHOOL COUNSELOR SELF-APPRAISAL](#)

[SCHOOL COUNSELOR PERFORMANCE EVALUATION](#)

[SOCIAL JUSTICE \(LEADERSHIP, ADVOCACY, & SYSTEMIC CHANGE\)](#)

SCHOOL COUNSELING PROGRAM ADVISORY COMMITTEE

This school counseling program handbook was first designed and developed through a collaborative process. It serves as both a guide and a resource for school counselors and administrators as they design, implement, evaluate and improve their programs and services for students. The **Searcy School District School Counseling Team** is to be recognized for their dedication and commitment to the development of a comprehensive school counseling program handbook and for leading the way as advocates for improved programs, policies, practices and outcomes for the students of Searcy School District.

Searcy School District School Advisory Committee

McRae Elementary

Logan Mason, School Counselor
Heather Franks, Principal
Scott Jones, Assistant Principal
Kristie Kennedy, Teacher
Megan Brown, Parent/Community Member
Kinsey Beck, Parent
Kara Osbourne, SRO
Thomas Ritchie, SBMH Provider
Trey Cook, Nurse

Sidney Deener Elementary

Kay Evans, School Counselor
Jeff Graham, Principal
Olivia Stroud, Assistant Principal
Sarah Johnson, Teacher
Sarah Fraser, Parent/Community Member
Chris Smith, SRO
Jax Johnson, Student
Thomas Ritchie, SBMH Provider
Dovie Baxter, Nurse

Westside Elementary

Lincoln Dias, School Counselor
Kyle Hunt, Principal
Marsha Green, Assistant Principal
Hannah Briggs, Teacher

Elise Collier, Parent/ Community Member
Samantha Cypert, Parent/ Community Member
Mary Broadway, SRO
Thomas Ritchie, SBMH Provider
Desirae Riggan, Nurse

Southwest Middle School

Addie Cumming, School Counselor
Renee Gentry, School Counselor
Carrie Parsley, Principal
Dr. Rich O'Connell, Assistant Principal
Brian Cossey, Assistant Principal
Lauren Landers, Teacher
Carrie Steele, Parent/Community Member
Keith Ferren, SRO
Rochelle Hall, Nurse
McKenzie Watson, Nurse

AHLF Junior High

Susie Clennon, School Counselor
Chelsea Duncan, School Counselor
Johnathan Gosdin, Principal
Tonya Elsberry, Assistant Principal
Tiffany Benton, Teacher
Dana Baker, Community Member
Tricia Kauffman, Parent
Selah Ford, Student
Thomas Ritchie, SBMH Provider

Todd Meyers, SRO
Jessica Carter, Nurse

Searcy High School

Patti Pence, School Counselor
Lee Ann Blount, School Counselor
Nicholas Hughes, School Counselor
David Landers, Principal
Clay McCammon, Assistant Principal

Megan Churchwell, Assistant Principal
Chris Eubanks, Assistant Principal
April Butler, Parent/Community Member
Todd Dewitt, SRO
Thomas Ritchie, SBMH Provider
Amy Dutton, Nurse

Dr. Bobby Hart-Superintendent
Dr. Caroline Nail-Assistant Superintendent
Katie Sipes-District Lead School Counselor
Baylee Clark-District Social Worker

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Searcy Public Schools Educational Excellence

Mission: Why do we exist?

- ❖ To ensure high levels of learning for ALL stakeholders
- ❖ To meet the needs of ALL stakeholders.

Vision: What do we do to achieve our mission?

- ❖ Work collaboratively and supportively to determine curriculum, assessment, and instructional strategies.
- ❖ Create and implement policies and processes that allow for ALL stakeholders to learn at high levels.

Collective Commitments: What do we commit to?

- ❖ Working in teams to collaboratively teach the agreed upon curriculum, identify essential standards, develop common assessments, identify and practice high yield instructional strategies, and refine lessons and lesson plans.
- ❖ Developing and implementing district wide RTI procedures and processes.
- ❖ Holding ALL stakeholders (especially ourselves) to high academic standards.
- ❖ Working with students and parents to create paths to success for all students.

What principles will guide our work?

- ❖ Accountability
- ❖ Integrity
- ❖ Honor
- ❖ Empathy

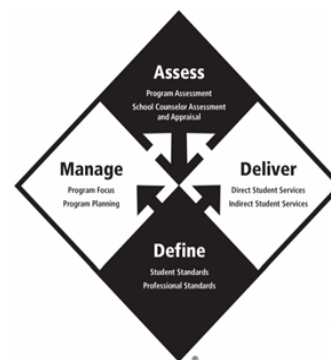
SCHOOL COUNSELING PROGRAM GUIDELINES

OVERVIEW

This section contains the Searcy School District School Counseling Program Guidelines aligned with the ASCA National Model, 4th Edition (2019), and revised by agreement of all school counselors on August 1, 2022.

I. DEFINE

- 1.1 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career, and Social/Emotional**.
- 1.2 **ASCA's National Model, ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Position Statements** will guide the school counselors' program, practice and professionalism within Searcy School District.
- 1.3 **State educational laws and codes as well as local strategic plans and guidelines** will guide the school counseling program within Searcy School District.
- 1.4 School counseling program **handbook guidelines** will be **reviewed and modified as needed each year** to establish the priorities and direction for school counseling and support services provided to students in grades K-12.



II. MANAGE

- 2.1 The Searcy School District-aligned school counseling program **vision and mission statements** define the vision and focus for managing and implementing a school counseling program for all students.
- 2.2 As members of the school staff, school counselors will assume **planning, calendaring, and management responsibilities** in the school counseling program.
- 2.3 School counselors and support staff will **meet regularly** as **Professional Learning Communities (PLCs)** to review student data and identify, prioritize, and target student needs.
- 2.4 School counselors will **use school and district data** to identify student strengths, needs, equity/access issues, achievement/opportunity gaps, barriers to success, and other systemic issues.
- 2.5 School counselors will **collect process, perception, and outcome data** to progress monitor and evaluate the management, delivery, and assessment of the school counseling program.

- 2.6 School counseling **annual student outcome (SMART) goals** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12.
- 2.7 School counselors will **develop action plans** for Tier 1 (curriculum, individual student planning, and schoolwide programs and activities) and Tier 2 (data driven interventions and systems change initiatives).
- 2.8 School counselors will **develop high-quality, detailed, engaging written lesson plans** for Tier 1 curriculum and Tier 2 small groups/interventions.
- 2.9 The school counseling program will **engage with families and encourage family collaboration** concerning academic, college/career, and social/emotional development and decision-making for all students in grades K-12.
- 2.10 School counseling departments and administrators will collaborate to determine **hours of operation** which allow adequate opportunities for students and working families to access counseling services both within and outside of the regular school day during scheduled school events.
- 2.11 The **student-to-school counselor ratio and assignment of students** to school counselors will be determined by the district administration based on the unique programmatic considerations of the school and student population. These decisions should ensure school counselors equitably address the needs of all students.
- 2.12 School counselors' **use of time** will be determined in mutual agreement by the counselors, site administrators, and the district office in accordance with the Searcy School Counseling program goals.
- 2.13 The **roles and responsibilities** of school counselors will be determined by the counselors, administrators, and district office in accordance with the national frameworks, ethical guidelines, and district priorities.
- 2.14 School counselors and those supporting the school counseling program (i.e. administrators) will be provided **school counseling specific professional learning** opportunities based on individual needs, site needs, and resources available.
- 2.15 School counselors and support staff will provide **information and materials to staff** on topics and issues that impact teaching, learning, and school climate/culture.
- 2.16 School counseling departments at each site will systematically and equitably **provide information to staff, families, and the community via multiple methods** regarding the school counseling program activities, services, and support options available.

III. DELIVER

- 3.1 All students (K-12) will be provided age and grade appropriate planned **school counseling curriculum** that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.

- 3.2 School counselors will help students monitor and manage their own learning, as well as to **establish personal goals and future plans**.
- 3.3 School counselors will meet with all students (grades 8-12) to **develop Student Success Plans** beginning in eighth grade, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.
- 3.4 School counselors will coordinate **school/district-wide programs and activities** in alignment with the school counseling curriculum to support the academic, college/career, and social/emotional development of students.
- 3.5 School counseling programs and services will be provided to **educate, engage, and increase family participation** in the areas of academic, college/career and social/emotional development and decision making for all students grades K-12.
- 3.6 **Intentional, targeted, data-driven interventions** will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns.
- 3.7 School counselors will **utilize site and district resources**, as well as collaborate with local businesses, industries, and agencies to develop community resources, to provide Tier 2 support and increase opportunities for students and families.
- 3.8 School counselors will **consult** with administrators, teachers, staff, families, and other key stakeholders regularly to provide information, professional opinions, and recommendations about students' needs, and to receive feedback on the emerging needs of students.
- 3.9 School counselors will participate in internal school and district committees, teams, partnerships, and advisory boards to **collaborate** on student needs, support programs in the school and community, and gain support for the school counseling program.
- 3.10 **Short-term Tier 3 school counseling support** will be provided to students as appropriate during times of crisis, transition, heightened stress, critical change, or other situations in which Tier 2 support is not adequate.
- 3.11 School counselors will **refer to school, district, and community resources** when students' needs extend beyond the role and responsibilities of the school counselor.

IV. ASSESS

- 4.1 School counselors will annually select Tier 1 and Tier 2 activities to **assess their effectiveness** and determine how students are different as a result.
- 4.2 School counselors will systematically **share the impact of their Tier 1 and Tier 2 activities** with key stakeholders (i.e., Flashlight presentations, one pagers, highlight reels, results reports).

- 4.3 School counselors will annually **complete a program assessment** to determine program strengths and areas of thoughtfulness for improvement (i.e. ASCA School Counseling Program Assessment or Arkansas Program Assessment).
- 4.4 School counselors will annually **self-assess their attitudes, knowledge, and skills** based on the ASCA School Counselor Professional Standards and Competencies Assessment to facilitate professional growth.
- 4.5 The **school counselor performance evaluation tool** will reflect the duties and responsibilities expected of school counselors, as defined by the ASCA National Model, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Guidelines, and the Searcy School District School Counseling Program Handbook (this document).
- 4.6 School counselors serve as **leaders in the school community** to promote and support student success and act as **systems change agents** to create an environment that promotes and supports student success.

DEFINE

OVERVIEW

The *Define* component includes the *defining* documents of the school counseling profession. The ASCA National Model calls for three sets of standards to help school counselors to develop, implement and evaluate the school counseling program. The first are the *ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*, which detail the attitudes, knowledge, and skills students need for academic success, college/career readiness, and social/emotional development. The other two types of standards are for school counselors, including the *ASCA School Counselor Professional Standards & Competencies* and the *ASCA Ethical Standards for School Counselors*. Additionally, district, local and state codes, laws, and initiatives guide the development of the school counseling program, including this handbook which should be updated annually.

DOMAINS

- 1.1 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career, and Social/Emotional.**

Within the Searcy School District, three broad domains will guide school counseling activities: academic, college/career, and social/emotional development. Within the academic domain, school counselors support and enhance students' learning environments and equip students with tools to assist them in learning. For college/career development, school counselors assist students in understanding the connection between school and the world of work and in planning for transition from school to the postsecondary pathway of their choice. To address social/emotional development, school counselors

help students with the management of self and emotions as well as the application of interpersonal and relationship skills.

School counselors operate within all three of these domains to address developmentally appropriate student needs. Oftentimes, elementary school counselors place a greater emphasis on social/emotional development while high school counselors do so with college/career development; however, school counselors at all levels should address all three domains.

NATIONAL STANDARDS

- 1.2 ASCA's National Model, **ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Position Statements** will guide the school counselors' program, practice and professionalism within Searcy School District.

Student Standards

The [ASCA Mindsets and Behaviors for Student Success](#) are student standards that guide and/or align with the development of the program for all students. They outline what all students should know, understand, and be able to do as a result of participating in a school counseling program. These 35 standards contain six Mindset standards and 29 Behavior standards in three subcategories of Learning Strategies, Self-Management Skills, and Social Skills. The standards are research-based and are organized based on the non-cognitive factors in [Teaching Adolescents to Become Learners \(University of Chicago, 2012\)](#).

Grade-level competencies are the specific, measurable objectives that students attain as they make progress toward a standard. Competencies for the ASCA Mindsets and Behaviors are housed in the online database at www.schoolcounselor.org/studentcompetencies. Student competency attainment assures equitable access to school counseling services for all students, and the selected student standards and competencies are aligned with academic content standards at the state and district level.

School counselors are also encouraged to consider the other student standards, such as:

- [Eight Components of College and Career Readiness \(NOSCA\)](#)
- [CASEL Core Competencies](#)
- [Learning for Justice Social Justice Standards](#)
- [National Career Employability Standards](#)
- [G.U.I.D.E. for Life](#)

Professional Standards

Professional standards ensure school counselors are equipped to meet the demands and rigor of the professional practice. Professional standards outline the attitudes, knowledge, and skills that guide and advise the daily practice of the school counselor. The following foundational documents serve to guide expectations for the school counseling program and the practice and professionalism of the school counselor.

- [ASCA School Counselor Professional Standards and Competencies](#) serve as a guide for school counselor self-evaluation and formulation of professional development plans.
- [ASCA Ethical Standards for School Counselors](#) specify the principles of ethical behavior and serve as standards of accepted practice, guiding the school counselor’s decision-making process to protect both the students and school counselor.
- [ASCA Position Statements](#) guide and support the recommended role of the school counselor and are approved each year by the Governing Board of the American School Counselor Association.
- [ASCA National Model Executive Summary](#) is the abbreviated version of the defining publication for the school counseling profession.

STATE & LOCAL GUIDELINES

1.3 **State educational laws and codes** as well as **local strategic plans and guidelines** will guide the school counseling program within Searcy School District.

In addition to the professional standards outlined in the national framework, state foundational documents also serve to guide expectations for the school counseling program and school counselor’s practice. For example, [Act 190- School Counselor Improvement Act of 2019](#), which was revised in 2019, reflects Arkansas’ legislature’s recommendations for districts with comprehensive school counseling programs. Local school and district strategic plans also serve as guides for the school counseling program and school counselor’s role. Ultimately, best practice is for school counseling program activities and interventions to be aligned with local and state initiatives.

SCHOOL COUNSELING PROGRAM HANDBOOK

1.4 School counseling program **handbook guidelines** will be **reviewed and modified each year** to establish the priorities and direction for school counseling services provided to students in grades K-12.

As districts develop comprehensive school counseling programs, they also develop the school counseling program handbook (this document) to outline the priorities and future direction of the school counseling program. The purpose is to implement common practices with consistency between and among all schools. The handbook is intended to be a living, breathing document that is modified and updated as needed; therefore, it is reviewed and modified annually by a local committee of school counselors and school counselor leaders.

MANAGE

OVERVIEW

The managed component of the ASCA National Model includes program focus and program planning. The vision school counselors have for their students and the program mission they create to reach that

vision make up the program focus. Program planning is essential to ensure efficiency and effectiveness in the delivery of activities to address the developmental needs of all students. To assist with program planning, there are tools to help school counselors to organize their programs and assessments to determine if desired results are reached.

As a part of managing their programs, school counselors collaborate with their level specific colleagues throughout the district to ensure agreed-upon “franchised” services (curriculum and interventions) are calendared and provided district wide. School counselors use data to set local priorities and to drive decision-making on the use of time. They also collaborate with school counselors at different levels to plan and support appropriate articulation activities to ensure a smooth school transition process for students. Planning and meeting with colleagues is essential to ensuring school counseling programs are delivered systemically throughout the district.

PROGRAM FOCUS

- 2.1 The Searcy School District-aligned school counseling program **vision and mission statements** define the vision and focus for managing and implementing a school counseling program for all students.

PORTRAIT OF A GRADUATE

Elementary/Middle

Every 3rd grade student in Searcy Schools will continue to develop age-appropriate social skills and a strong sense of belonging to be a competent, well-rounded, and service-oriented friend, student, and family member.

Junior High

Every 8th grade student in Searcy Schools will cultivate a positive sense of self, exhibit motivated self-directed learning, while demonstrating competent communication and conflict resolution skills.

High School

Every graduate of Searcy Schools will showcase their ability and strong growth mindset by demonstrating commitment and adaptability in their college, work, and social environments while embodying empathy, respect, and self-control.

Vision Statement

The Searcy Public Schools counseling program strives to prepare students for all areas of life: academic, social/emotional and career readiness. We will provide the tools necessary for students to become successful and responsible citizens.

Mission Statement

The Searcy Public Schools counseling program seeks to collaborate with stakeholders to ensure students are prepared for future endeavors.

PROGRAM PLANNING

- 2.2 As members of the school staff, school counselors will assume **planning, calendaring, and management responsibilities** of the school counseling program.

While school counselors work collaboratively with others and include the voices of stakeholders in their programs, they are ultimately responsible for planning the school counseling program. School counselors plan by using data to drive their programs, tools and assessments to increase the efficiency of the programs, and collaborative processes to implement their programs.

SCHOOL COUNSELOR MEETINGS / CTMs / DATA TEAMS

- 2.3 School counselors and support staff will **meet regularly** as **Collaborative Team Meeting** (CTMs) to review student data and identify, prioritize, and target student needs.

School counselors and support staff will analyze student data with administration during CTMs to drive priorities for school counseling services. Based on student data, school counselors and support staff will develop a plan of action to meet student needs.

- District school counselors will meet monthly for collaborative team meetings.
- Grade level counselors will meet as needed for program development.

The **Director of Counseling** will organize and set agendas, which might include the following:

1. *Information and Announcements* (e.g., discussion about new school or district policies, practices, or procedures, such as a new registration process or new report cards)
2. *Specific Student Concerns* (e.g., individual student issues; questions about handling certain student concerns, such as soliciting suggestions for a mentor of a new foster student; students with high level of risk, such as student who is suicidal)
3. *Program Management* (e.g., climate survey data analysis, finalizing action plans, scheduling groups)
4. *School Counselor Concerns* (e.g., how to work with a teacher who appears to be stressed, or how to talk with an angry parent.)

DATA ANALYSIS

- 2.4 School counselors will **use school and district data** to identify student strengths, needs, equity/access issues, achievement/opportunity gaps, barriers to success, and other systemic issues.

A comprehensive school counseling program is data-driven. School counselors must be able to show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, achievement, and related data. Data-informed school counselors are consistently reviewing school data to determine trends, inequities and student needs.

School counselors determine which Tier 1 curriculum topics to deliver based on student development needs, current school/district data, student standards, and their professional wisdom. At Tiers 2 & 3, school counselors also use data elements to determine interventions for students in need of more. Below are sample data metrics within the three domains of academic, college/career, and social/emotional development to consider in the identification or prioritization of student needs for intentional interventions.

Examples of ACADEMIC Data Elements

LEVEL	TIER 2 - Academic Data Elements (Examples)
Elementary	<ul style="list-style-type: none"> ● Students who are missing X% of class time (absent) ● Students who receive multiple (X#) N's and U's on work skills/study habits portion of the report card. ● Students identified through non-cognitive surveys as struggling with perseverance, academic mindsets, learning strategies, etc. ● Students missing more than X% of classwork assignments ● Students in upper grades with X# D's and F's on quarterly report card
Middle School	<ul style="list-style-type: none"> ● Students with X# or more "in danger of failing" marks on 1st progress report ● Students with X# or more "Fs" on 1st quarter/trimester/semester report card ● Students who do not meet the requirements for grade promotion ● Eligible students who don't enroll in rigorous courses (i.e. Algebra)
High School	<ul style="list-style-type: none"> ● Students with X# or more "Fs" on 1st progress ● Students with X# or more "Fs" on quarter report card ● Dramatic drop in students' academic work (ex. 3.5-1.8 in a semester) ● Student with GPA <2.0 ● Students with >XX% credit deficiency ● Student 1-2 class credits short of college eligibility

LEVEL	TIER 3 - Academic Data Elements (Examples)
Elementary	<ul style="list-style-type: none"> ● Chronic lack of attendance (in class or online) after multiple interventions ● Lack of academic progress after multiple T2 interventions ● New student arrives grade levels below with no previous interventions or IEP ● Dramatic drop in student's academic work
Middle School	<ul style="list-style-type: none"> ● Chronic lack of attendance (in class or online) after multiple interventions ● Lack of academic progress after multiple T2 interventions ● New student arrives grade levels below with no previous interventions or IEP ● Dramatic drop in students academic work

	<ul style="list-style-type: none"> ● Students not meeting the requirements for grade promotion after interventions
High School	<ul style="list-style-type: none"> ● Students who failed to promote from 8th grade but advanced to 9th grade ● Freshmen at risk of being off-track ● Credit deficient without opportunity to graduate with their class ● Dramatic drop in student's academic work (ex. 3.5-1.9 in a semester) ● Student transfers in with less than 50% credits needed for grade level.

Examples of COLLEGE/CAREER Data Elements

LEVEL	TIER 2 - College/Career Data Elements (Examples)
Elementary	<ul style="list-style-type: none"> ● Upper grade students who have not completed college/career assessments provided in Tier 1 curriculum ● Student and parent groups (EL, foster youth, students with disabilities, undocumented youth, and others historically underrepresented) that would benefit from information - <i>in addition to Tier 1</i> - on college/career and financial aid knowledge and opportunities to promote post secondary aspirations
Middle School	<ul style="list-style-type: none"> ● Students who have completed less than XX% of career readiness curriculum ● Students who have completed less than XX% of college knowledge curriculum ● Student groups traditionally marginalized, underserved or underrepresented (undocumented, foster youth, students with disabilities, first generation students) who would benefit from curriculum - <i>addition to Tier 1</i> - on college/career and financial aid to promote post secondary readiness and aspirations ● Students whose PSAT 8 scores do not match high school course selection
High School	<ul style="list-style-type: none"> ● Students in grades 10-12 without a post secondary plan ● Students who score at low levels on “college knowledge” assessments ● Students who have completed less than 50% of career assessments/inventories ● 12th graders without a completed FAFSA/DREAM Act application after Nov. 1st. ● Students short credits to be eligible for college ● Students who “qualify” via AP potential but are not in AP courses ● Students who have not applied to a post secondary institution or do not have some other concrete postsecondary plan ● Students who show early signs of “summer melt” (e.g. returning intent to enroll, paying housing deposit, attending orientations, etc.)

LEVEL	TIER 3 - College/Career Data Elements (Examples)
High School	<ul style="list-style-type: none"> ● Students who receive letter rescinding their acceptance to university ● Students flagged for verification on the FAFSA ● Students who lose academic or athletic scholarships ● Students who are at high risk for “summer melt” ● Students without a concrete post secondary plan by spring of senior year

Examples of SOCIAL/EMOTIONAL Data Elements

LEVEL	TIER 2 - Social/Emotional Data Elements (Examples)
K-12	<ul style="list-style-type: none"> ● Students who are absent more than XX% of time or XX days ● Students who are classified as habitually tardy to school and/or individual class periods ● Students with (X#) N's Us or comments in citizenship on their report cards ● Students who have XX# discipline referrals ● Students who have been suspended ● Students with 504s for behavior and/or mental health issues ● Students with IEPs for behavior and/or mental health issues ● Students traditionally marginalized or bullied (LGBTQI, foster youth, homeless, special needs, etc.) ● Students identified as at risk on mental health screeners

LEVEL	TIER 3 - Social/Emotional Data Elements (Examples)
PreK-12	<ul style="list-style-type: none"> ● Students whose truancy escalates despite Tier 2 interventions ● Students whose behaviors escalate despite Tier 2 interventions ● Students who exhibit self harm or threats to self or others ● Students who have been referred to child services ● Students who are experiencing trauma, grief, or crisis ● Students who enter school through foster systems ● Students who enter system with Functional Behavioral Assessment (FBA) or Behavior Support Plan (BSP) ● Students returning from school after hospitalizations, placement, or incarceration ● Students identified as at high risk on mental health screeners

Districtwide school counseling teams collaboratively prioritize a set of Tier 2 data elements that they commit to regularly collect and analyze at each school site. A “fishnet” approach for Tier 2 data elements is recommended; this means all school counselors intentionally and proactively analyze certain data elements at specific time intervals throughout the school year (e.g., *students who have multiple discipline referrals; who are in danger of retention; who have missed more than 5 days in the first month of school*). This ensures a system is in place district wide for school counselors to schedule time-specific intervention points when data will be gathered to equitably address student needs through interventions.

Individual and Small Group Counseling

Counseling sessions are based on student needs and meet regularly over a specified amount of time. We follow-up to ensure students are continuing to develop the skills taught in the counseling sessions. Students are referred for counseling by: staff, teachers, parents, school administrators, peers, or themselves.

Individual and Small Group Counseling
Individual and Small group lessons can include but are not limited to: <ul style="list-style-type: none"> ○ Friendship ○ Grief

- Divorce
- Emotional Exploration/Response
- Study Skills
- Diversity
- Self Esteem/Awareness
- Military Deployment Family Support
- Anti-Bullying
- Suicide Prevention
- Attendance

At-Risk Students and the School Dropout Program

Searcy school counselors strive to meet at-risk student needs. Counselors assist in instilling the importance of continuing their education at all levels. The counselors, administrators, and/or teachers make every possible effort to work with these identified students and their families to help identify specific needs. The school helps find resources to aid in the weakness area(s) through our interventions and RTI/ESSA programs.

Schools/districts follow-up with students who drop out with referrals, communication with parents, students, requests from new schools, etc. Follow-up with graduates can be through phone calls, emails and Senior Exit Surveys completed prior to graduation, as well as other follow up post-graduation surveys through Google Forms. Data is compiled every year

Responsive Services:

Counselors are available for responsive services for unexpected needs of our students. Responsive services are to work with students whose personal circumstances, concerns, or problems could interfere with their wellbeing, learning, and social interactions.

Responsive services may be provided but not limited to:

- Classroom Guidance
- Individual/Small Group Counseling
 - Crisis Counseling
 - Conflict Resolution
 - Consultation/referrals
 - Crisis Plan
 - All schools in the district have written procedures in place to ensure students safety in the event of a crisis. All staff have been trained to follow specific guidelines for a crisis.

Suicide Prevention

Searcy Public Schools counselors provide immediate initial threat assessments in the event that a student threatens to harm or kill him/herself. Counselors utilize a Suicide Risk Assessment Screener Tool to assess the level of the threat.

If a student presents as a threat to him/herself, district protocol is followed to provide additional assessment, supervision, and intervention to promote student safety and family support.

Searcy Schools utilize the Capturing Kids Hearts program. The program focus is to build relationships

and bring out the best in our students by focusing on integrity, trustworthiness, honesty, confidentiality, acceptance, joyfulness, loyalty, and service. CKH strengthens student connectedness to others and builds healthy bonds. Classroom guidance lessons focus on social/emotional learning throughout the year. These lessons include topics such as identifying and expressing feelings as well as identifying needs and wants.

- Searcy school counselors follow the district protocol for suicide prevention.

Division of Elementary and Secondary Education- Guidance and School Counseling Suicide Prevention Resources

[Division of Elementary and Secondary Education](#)

Bully Prevention

If a Searcy Public Schools counselor is notified of a situation involving bullying, he/she consults an administrator and assists in addressing the needs of the bully and the victim (conflict mediation, restorative practice, individual counseling, etc.).

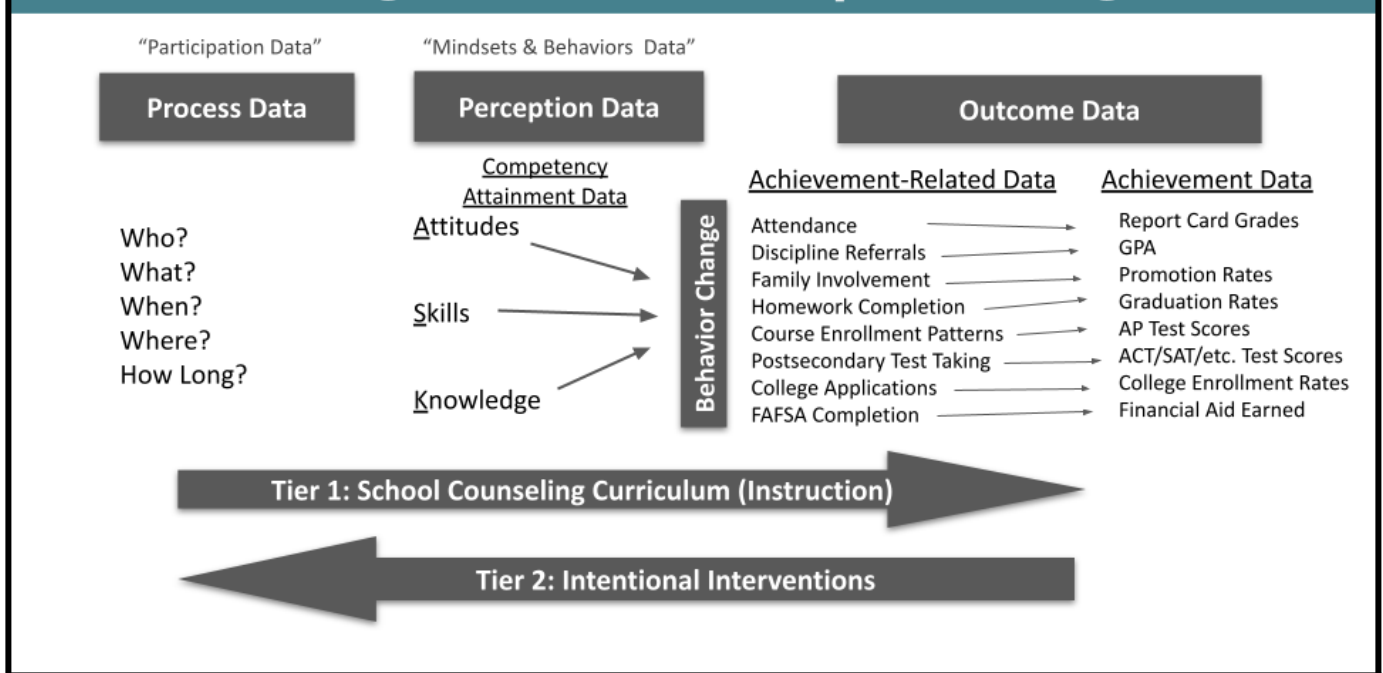
- Each staff member is trained to look for warning signs and take responsibility for resolving the issue.
- Each building has an incident report form available to notify administration of any incident that occurs.
 - [Electronic forms](#)
 - [Hard copy forms](#)
- Bully prevention lessons are provided to all students through classroom guidance, small group counseling, or individual counseling.
- Data is randomly collected through observations, referrals, and student surveys to determine program needs.
- Capturing Kids Hearts Program promotes reduction of negative behavior and allows students to build positive relationships with their peers.

TYPES OF DATA TO COLLECT

2.5	School counselors will collect process, perception, and outcome data to progress monitor and evaluate the management, delivery, and assessment of the school counseling program.
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Data-responsive school counselors use data to determine the effectiveness of the school counseling program and to make adjustments for future practice. While the manage component guides school counselors in data collection, the assess component helps with the data analysis of program results.

Hatching Results Conceptual Diagram



Source: Hatch, T. (Adapted from 2006)

ANNUAL STUDENT OUTCOME GOALS

- 2.6 School counseling **annual student outcome (SMART) goals** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12.

Annual student outcome goals guide the delivery of the program and the development of school counseling curriculum, targeted and intensive interventions, and closing the gap activities. Goal statements include desirable outcomes for students, are based on data, identify the measurable impact school counselors will make on achievement, attendance, or discipline, and focus on issues related to opportunity, attainment and achievement gaps. These goals are aligned with the Searcy Public Schools Strategic Plan and the district/school goals and priorities.

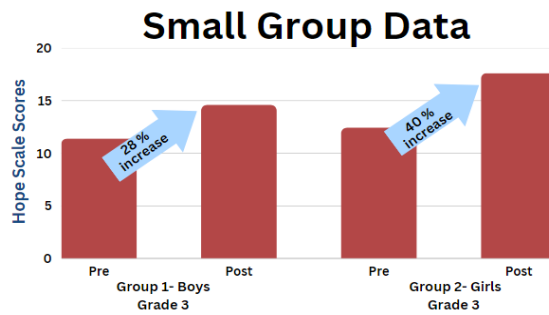
The district wide goal is to increase the number of students across the district "on track" as defined by buildings.

[Smart Goals](#)

2022-2023 ANNUAL STUDENT OUTCOME GOAL RESULTS

McRae Elementary

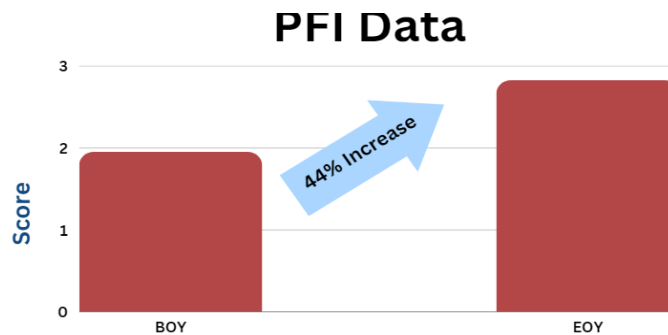
If 3rd grade students increase hope with small group interventions, then they will increase their sense of belonging in the school setting. If 3rd grade students increase their feelings of hope, then they will increase their academic engagement.



Sidney Deener Elementary

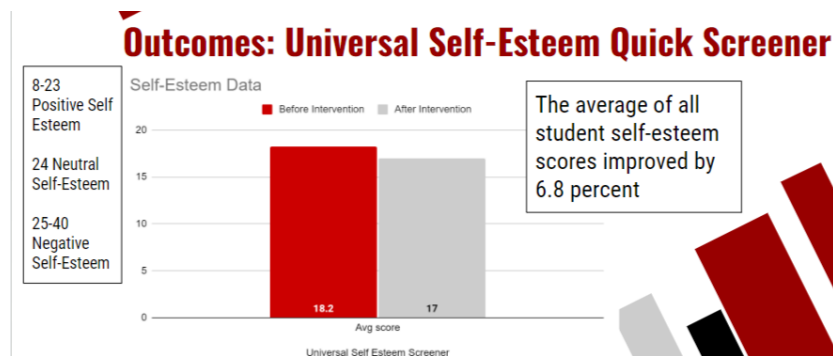
If 3rd grade students increase hope with small group interventions:

- they will increase their sense of belonging in the school setting
- they will increase their academic engagement.



Westside Elementary School

Increase sense of belonging in students who scored low on HOPE scale.



Southwest Middle School

If our students' sense of school belonging increases, then the number of "on-track" students will also increase. If the number of "on-track" students increases, then by May 2023, the number of students with six or more passing semester grades will increase by 1% from 891 students to 900 students.

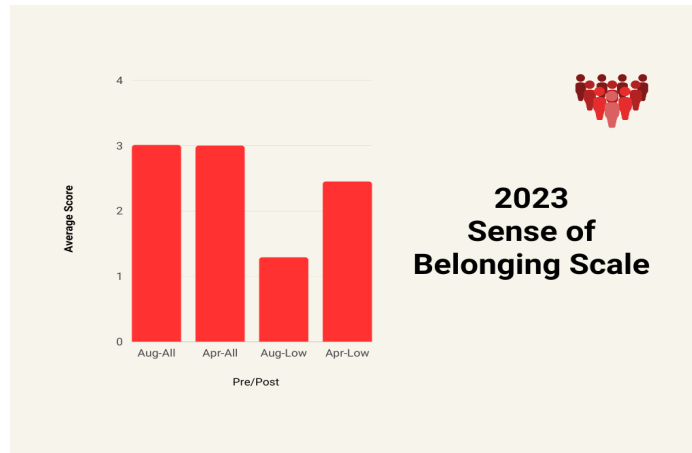
2022

891 “On Track” Students (95.6%)

2023

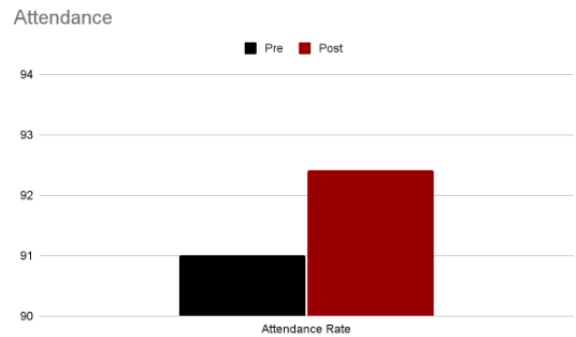
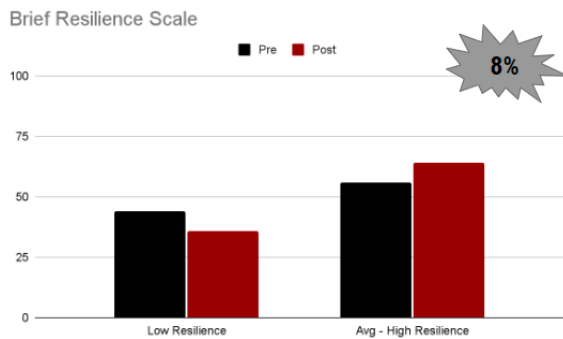
899 “On Track” Students (99.2%)

3.6% increase for current enrollment



Ahlf Junior High

If students are equipped and practice resiliency, then students will have a sense of school belonging. If students feel a sense of belonging, then attendance will increase. By May 2023, the attendance rate for students at Ahlf Junior High will increase by 4% from 91% to 95% .



ACTION PLANS

- 2.7 School counselors will **develop action plans** for Tier 1 (curriculum, individual student planning, and schoolwide programs and activities) and Tier 2 (data driven interventions and systems change initiatives).

Action plans assist school counselors in developing effective plans to teach students the developmentally appropriate knowledge, attitudes and skills to impact their achievement, attendance, and/or discipline. These plans ensure there is a systematic approach to providing all students with school counseling program activities.

School Counseling Curriculum Action Plans

School counseling curriculum action plans are designed to assure that curriculum is provided for every student in the school. These plans consider the following: lesson topic; ASCA domain (academic, college/career, social/emotional) and the Mindsets & Behaviors standard(s) to be addressed; description of the actual curriculum to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activity; means of evaluating students' attitudes, skills, and knowledge (ASK) using pre-/post-tests or demonstration of competency; expected achievement and achievement-related results for students; indication that the plan has been reviewed and signed by an administrator. See the action plan template at the end of this section. For a completed example, please refer to [The Use of Data in School Counseling, 2nd Edition](#) (Hatch & Hartline, 2021).

[Core Curriculum Action Plan](#)

LESSON PLANS

2.8 School counselors will **develop high-quality, detailed, engaging written lesson plans** for Tier 1 curriculum and Tier 2 small groups/interventions.

School counselors develop lesson plans that will support equity in lesson facilitation between and among school counselors across the district. Developing written lesson plans help ensure that the lesson is taught in a way that supports students in learning the intended developmental attitudes, knowledge, and skills required.

High-quality lesson plans include several major components such as measurable objectives, alignment to standards, student engagement strategies, detailed procedures, and a method of assessment (i.e. pre/post test). Detailed lesson plans also ensure that new school counselors, or those transferring into the district, are able to deliver the lesson with minimal training or support from others.

As school counselors develop districtwide lesson plans (using the [ASCA Lesson Plan Template](#)), they are hyperlinked within the district wide action plans included within this handbook.

FAMILY PARTICIPATION AND ENGAGEMENT

2.9 The school counseling program will **engage with families and encourage family collaboration** concerning academic, college/career, and social/emotional development and decision-making for all students in grades K-12.

Research has shown that family engagement can improve student test scores, attendance, and behavior as well as social skills, relationships, and feelings toward school. Involving families can lead to better outcomes for students and schools.

ACTIVITIES TO INCREASE FAMILY PARTICIPATION

- District Open House
- Parent Teacher Conferences
- Honors Assembly

Hours of Operation

2.10 School counseling departments and administrators will collaborate to determine **hours of operation** which allow adequate opportunities for students and working families to access counseling services both within and outside of the regular school day.

Hours of operation will be determined by contract as well as school/district hours of operation. Schools with College and Career Centers should make every attempt to consider hours of operation that benefit students and family needs. When completing the ASCA Annual Administrative Conference Template, school counselors are encouraged to consult with their administrators regarding the possibility of arranging flexible arrival times, lunchtimes, and afterschool times, to ensure student needs are met.

Ratios and Caseload Assignments

2.11 The **student-to-school counselor ratio and assignment of students** to school counselors will be determined by the district administration based on the unique programmatic considerations of the school and student population. These decisions should ensure school counselors equitably address the needs of all students.

Consideration of the pros and cons of caseload assignment by alphabet, grade level, domain, or pathway must be taken when determining ratios and student assignments. While little research exists on this topic, school counselors report advantages and disadvantages to each (Akos, Schuldt, & Walendin, 2009; Mackey, 2013). Caseload decisions tend to impact elementary and middle schools less than they do high schools. Regardless of the student assignment method selected, the most important variable for student success is the ability of the entire team to work together as a collective unit, when designing the programs and services students will receive.

Use of Time

2.12 School counselors' **use of time** will be determined in mutual agreement by the counselors, site administrators, and the district office in accordance with the Searcy School Counseling program goals.

While ASCA recommends that school counselors spend 80% of their time in direct and indirect services to students with the other 20% in program planning and school support, Arkansas' Act 190 of 2019 requires that school counselors spend 90% in direct and indirect service with the other 10% in program planning and school support.

Type of Services	Definition	Examples	Arkansas Act 190
Direct Services to Students	In-person interactions between school counselors and students	<u>School Counseling Core Curriculum</u> : Structured lessons to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. Class sessions up to 40 minutes, not to exceed 3 sessions per day or 10 sessions per week.	90% or more
		Individual Student Planning: Ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.	
		<u>Responsive Services</u> : Activities designed to meet students' immediate needs and concerns, including individual or small-group counseling and crisis response.	
Indirect Services for Students	Services provided on behalf of students as a result of the school counselor's interactions with others	Referrals: Directing students, parents, and families to school and community resources for additional assistance within the three domains.	
		Consultation: Sharing strategies that support student achievement with parents, teachers, other educators, and community organizations. Serving as student advocates to promote student development within the	

		three domains.	
		Collaboration: Teaming, partnering, resource sharing, serving on committees and advisory boards, etc.	
		Program Planning and School Support: School counseling program foundation, management, and accountability tasks (lesson planning, data analysis, developing programs and events, etc.)	
Administrative Duties	Necessary services and duties needed to run the daily operations of the school	Involvement in school leadership teams and other administrative planning committees	10% or less

Calendars

School counselors develop and publish a master calendar for the year that includes an overview of counseling and support activities. Each spring, the school counseling team is encouraged to spend an entire day designing the next year’s calendar using the following guidelines. It is recommended that the calendar be shared with all stakeholders; therefore, school counselors are encouraged to post and share calendars to assist in communication with families, students, administration and staff.

Elementary

Elementary Annual Calendar 2023-2024				
Month	Kindergarten	First Grade	Second Grade	Third Grade
August Respect	-Open House -ALE Placement Meeting throughout the year -THRIVE implementation Be Kind: Social Skills -Listening	-Open House -ALE Placement Meeting throughout the year -THRIVE implementation Be Kind: Social Skills -Friendship	-Open House -ALE Placement Meeting throughout the year -THRIVE implementation Be Kind: Social Skills - Understanding Conflict Resolution	-Open House -ALE Placement Meeting throughout the year -THRIVE implementation Be Kind: Social Skills - Perspective Taking
September Responsibility	-BOY Data Collection -Istation Testing -THRIVE implementation Be Kind: Social Skills -Listening	-BOY Data Collection -Istation Testing -THRIVE implementation Be Kind: Social Skills -Friendship	-BOY Data Collection -Istation Testing -THRIVE implementation Be Kind: Social Skills - Understanding Conflict Resolution	-BOY Data Collection -THRIVE implementation Be Kind: Social Skills - Perspective Taking
October Gratitude	-Red Ribbon Week -Christmas for Kids Referral Be Kind: Social Skills -Listening	-Red Ribbon Week -Christmas for Kids Referral Be Kind: Social Skills -Friendship	-Red Ribbon Week -Christmas for Kids Referral Be Kind: Social Skills - Understanding Conflict Resolution	-Red Ribbon Week -Christmas for Kids Referral Be Kind: Social Skills - Perspective Taking
November	-Canned Food Drive	-Canned Food Drive	-Canned Food Drive	-Canned Food Drive

Empathy	Be Strong: Executive Functioning -Following Directions	Be Strong: Executive Functioning -Focusing	Be Strong: Executive Functioning -Engagement	Be Strong: Executive Functioning -Flexible Thinking
December Perseverance	-Christmas 4 Kids Be Strong: Executive Functioning -Following Directions	-Christmas 4 Kids Be Strong: Executive Functioning -Focusing	-Christmas 4 Kids Be Strong: Executive Functioning -Engagement	-Christmas 4 Kids Be Strong: Executive Functioning -Flexible Thinking
January Self Confidence	-Istation Testing Be Strong: Executive Functioning -Following Directions	-Istation Testing Be Strong: Executive Functioning -Focusing	-Istation Testing -GT Testing Be Strong: Executive Functioning -Engagement	Be Strong: Executive Functioning -Flexible Thinking
February Honesty	-Kindness Week Be Well: Emotion Regulation -Identifying Emotions	-Kindness Week Be Well: Emotion Regulation -Emotion Awareness	-Kindness Week Be Well: Emotion Regulation -Emotion Regulation	-Kindness Week Be Well: Emotion Regulation -Emotion Advocacy
March Cooperation	-ELPA 21 Testing Be Well: Emotion Regulation -Identifying Emotions	-ELPA 21 Testing Be Well: Emotion Regulation -Emotion Awareness	-ELPA 21 Testing Be Well: Emotion Regulation -Emotion Regulation	-ELPA 21 Testing Be Well: Emotion Regulation -Emotion Advocacy
April Courage	-Istation Testing -Month of Military Children Be Well: Emotion Regulation -Identifying Emotions	-Istation Testing -Month of Military Children Be Well: Emotion Regulation -Emotion Awareness	-Istation Testing -Month of Military Children Be Well: Emotion Regulation -Emotion Regulation	-ATLAS Testing -Month of Military Children Be Well: Emotion Regulation -Emotion Advocacy
May Creativity	-Kindergarten Screening -Annual 504/IEP -Field Day Careers	-Annual 504/IEP -Field Day Careers	-Annual 504/IEP -Field Day Careers	-Annual 504/IEP -District Field Day -ATLAS Testing Careers

Southwest Middle School Calendar of Services

<p>August:</p> <ul style="list-style-type: none"> -Registration -Open House -Orientation Activities -Beginning-of-Year Needs Assessment with Students -Classroom Guidance: Resources Within the 	<p>September:</p> <ul style="list-style-type: none"> -Start Small Group Counseling Round 1 -Coffee with the Counselor: Taking a Stand Against Bullying/CKH -Classroom Guidance: Terrace Metrics-Hope 	<p>October:</p> <ul style="list-style-type: none"> -Parent/Teacher Conferences: Coffee With The Counselors: Promoting Student Success at Home -Bullying Awareness -Red Ribbon Week -Classroom Guidance: Unit 1
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School/Meet the Counselor		cont...
November: -Family Literacy Night -Veterans Day -Classroom Guidance: Terrace Metrics-Global Satisfaction	December: -Classroom Guidance: Unit 2 cont...	January: -Start Small Group Counseling Round 2 -Great Kindness Week -Classroom Guidance: Terrace Metrics-Grit (6), Character Strong ($\frac{4}{5}$)
February: -Parent/Teacher Conferences:Coffee with the Counselors: Cyber Safety and Digital Citizenship -Classroom Guidance: Unit 3 cont...	March: -Classroom Guidance: Character Strong (4-6) -Scheduling Meetings -Family Math Night -College & Career Spirit Week	April/May: -Purple Up Day (Military Families) -Rising Fourth Grade Tour -End of Year Needs Assessment for Students and Staff -Classroom Guidance: Unit 4 cont...

Ahlf Junior High Annual Calendar

*Dependant upon Student needs and unexpected occurrences/crisis'

	7th	8th
August	Open House New Student Registration Schedule Changes Monitoring Student Needs through self reporting, teacher/parent referral Alternative Learning Environment placement meetings - throughout the year as needed	Open House New Student Registration Schedule Change Monitoring Student Needs through self reporting, teacher/parent referral Alternative Learning Environment placement meetings - throughout the year as needed
September	Schedule Change Deadline Progress Reports- Teacher Referral for Student needs	Schedule Change Deadline Progress Reports- Teacher Referral for Student needs

	<p>Teacher Referral for school supplies/backpack program</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Register new students - as completed in Powerschool-throughout the school year</p>	<p>Teacher Referral for school supplies/backpack program</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Register new students - as completed in Powerschool-throughout the school year</p>
October	<p>ACT Aspire Interim I - testing groups and testing scheduled</p> <p>Report Cards -RTI - Tier 2 interventions from Data (schedule)</p> <p>Student Success Plans</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Christmas for Kids reach out</p>	<p>ACT Aspire Interim I - testing groups and testing scheduled</p> <p>Report Cards -RTI - Tier 2 interventions from Data (schedule)</p> <p>Student Success Plans</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Christmas for Kids reach out</p>
November	<p>Student Academic Progress</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Thanksgiving Break</p>	<p>Student Academic Progress</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Thanksgiving Break</p>
December	<p>ACT Aspire Interim II - testing groups (Changes) and testing scheduled</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Christmas Break</p>	<p>ACT Aspire Interim II - testing groups (Changes) and testing scheduled</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Christmas Break</p>

<p>January</p>	<p>Beginning of 2nd Semester- New Students</p> <p>Schedule changes for second semester</p> <p>Data Review for Struggling Students from first semester - plan for these students (ALE, Failing conference (504), etc</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>	<p>Beginning of 2nd Semester- - New Students</p> <p>Schedule changes for second semester</p> <p>Data Review for Struggling Students from first semester - plan for these students (ALE, Failing conference (504), etc</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>
<p>February</p>	<p>Parent-Teacher Conferences- Progress Reports</p> <p>ELPA 21 Testing</p> <p>ACT Aspire Interim III - testing groups (Changes) and testing scheduled</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>	<p>Parent-Teacher Conferences- - Progress Reports</p> <p>ELPA 21 Testing</p> <p>ACT Aspire Interim III - testing groups (Changes) and testing scheduled</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>
<p>March</p>	<p>Registration for next grade -2022-2023</p> <p>Report Cards - Third nine weeks</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>	<p>Registration for next grade -2022-2023</p> <p>Report Cards - Third nine weeks</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>
<p>April</p>	<p>ACT Aspire-Summative Testing - testing groups (Changes) and testing scheduled</p> <p>504 Meeting - review</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>	<p>ACT Aspire-Summative Testing - testing groups (Changes) and testing scheduled</p> <p>504 Meeting - review</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p>

	Summer School/Retention/Promoted - Collaboration	Summer School/Retention/Promoted - Collaboration
May	<p>ACT Aspire-Summative - testing groups (Changes) and testing scheduled</p> <p>Scheduling for 2022-2023</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Communicate with parents regarding summer school and retentions</p>	<p>ACT Aspire-Summative- testing groups (Changes) and testing scheduled</p> <p>Scheduling for 2022-2023</p> <p>Monitoring Student Needs through self reporting, teacher/parent referral</p> <p>Communicate with parents regarding summer school and retentions</p>

Searcy High School Annual Calendar

*Dependant upon student needs and unexpected occurrences/crisis'

	9th	10th	11th	12th
A u g u s t	<p>District Professional Development</p> <p>Schedule Corrections</p> <p>New Student Registration</p> <p>Scheduling updates for students who recovered credits during summer school.</p> <p>Student Needs Assessment</p>	<p>District Professional Development</p> <p>Schedule Corrections</p> <p>New Student Registration</p> <p>Scheduling updates for students who recovered credits during summer school.</p> <p>Student Needs Assessment</p>	<p>District Professional Development</p> <p>Schedule Corrections</p> <p>New Student Registration</p> <p>Concurrent Enrollment Registration-ASU</p> <p>Scheduling updates for students who recovered credits during summer school.</p> <p>Student Needs Assessment</p>	<p>District Professional Development</p> <p>Schedule Corrections</p> <p>New Student Registration</p> <p>Concurrent Enrollment Registration-ASU</p> <p>ALE (Graduation credit recovery)</p> <p>Scheduling updates for students who recovered credits during summer school.</p> <p>Student Needs Assessment</p>

S e p t e m b e r	Labor Day	Labor Day	Labor Day	Labor Day
	Schedule Correction Deadline	Schedule Correction Deadline	Schedule Correction Deadline	Schedule Correction Deadline
	Class Drop Deadline	Class Drop Deadline	Class Drop Deadline	Class Drop Deadline
	Progress Reports	Progress Reports	Progress Reports	Progress Reports
	Classroom Visit: Welcome to High School	Classroom Visit: Building Connections	Classroom Visit: Building Connections	Classroom Visit: Building Connections
O c t o b e r	College Fair	College Fair	College Fair	College Fair
	Parent-Teacher Conferences	Parent-Teacher Conferences	Parent-Teacher Conferences	Parent-Teacher Conferences
	Bullying Awareness	Bullying Awareness	Bullying Awareness	Bullying Awareness
	Red Ribbon Week	Red Ribbon Week	Red Ribbon Week	Red Ribbon Week
N o v e m b e r	Angel Tree Reachout	Angel Tree Reachout	Angel Tree Reachout	Angel Tree Reachout
	Scheduling for 2024-25	Scheduling for 2024-25	Scheduling for 2024-25	Scheduling for 2024-25
	Thanksgiving Break	Thanksgiving Break	Health Survey	Health Survey
	Veteran's Day	Veteran's Day	Thanksgiving Break	Thanksgiving Break
	Classroom Visit: Building Connections	Classroom Visit: Building Connections	Veteran's Day Classroom Visit: Building Connections	Veteran's Day Classroom Visit: Building Connections
D e c e m b e r	Christmas Break	Christmas Break	Concurrent Spring Enrollment-ASU Christmas Break	Concurrent Spring Enrollment-ASU Civics Exam Christmas Break

J a n u a r y	MLK Day Beginning of 2nd Semester Scheduling for 2024-2025 Great Kindness Challenge	MLK Day Beginning of 2nd Semester Scheduling for 2024-2025 Great Kindness Challenge	MLK Day Beginning of 2nd Semester Scheduling for 2024-2025 Great Kindness Challenge	MLK Day Beginning of 2nd Semester Scheduling for 2024-2025 Great Kindness Challenge
F e b r u a r y	President's Day National School Counselor Week Parent-Teacher Conferences Scheduling for 2024-25 Classroom Visit: Building Connections	President's Day National School Counselor Week Parent-Teacher Conferences Scheduling for 2024-25 Classroom Visit: Building Connections	President's Day National School Counselor Week Parent-Teacher Conferences Scheduling for 2024-25 Classroom Visit: Building Connections ACT	President's Day National School Counselor Week Parent-Teacher Conferences Scheduling for 2024-25 Classroom Visit: Building Connections
M a r c h	Spring Break Career Fair Yearly Evaluation with Supervisor	Spring Break Career Fair Yearly Evaluation with Supervisor	Spring Break Career Fair Yearly Evaluation with Supervisor	Spring Break Career Fair Yearly Evaluation with Supervisor
A p r i l	Scheduling Entry Student Needs Post-Test Good Friday Purple-UP Day	Scheduling Entry Student Needs Post-Test Good Friday Purple-UP Day	Scheduling Entry Student Needs Post-Test' Good Friday Purple-UP Day	Scheduling Entry Student Needs Post-Test Good Friday Purple-UP Day
M a y	Comprehensive School Counselor Goal Review and Plan Updates Summer School Planning/Communication with Students/Staff/Parents	Comprehensive School Counselor Goal Review and Plan Updates Summer School Planning/Communication with Students/Staff/Parents	Comprehensive School Counselor Goal Review and Plan Updates Summer School Planning/Communication with Students/Staff/Parents	Computations for Graduation Summer School Letters Comprehensive School Counselor Goal Review and Plan Updates

			<p>Master schedule building and manipulation for next school year.</p> <p>Arkansas Virtual super-user registration (August-May)</p>
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Appropriate School Counselor Roles/Position Statements

2.13 The **roles and responsibilities** of school counselors will be determined by the counselors, administrators, and district office in accordance with the national frameworks, ethical guidelines, and district priorities.

School counselors and administrators should collaboratively review recommendations for school counseling and non-school counseling activities ([ASCA's table of appropriate and inappropriate activities for school counselors](#)). Every effort should be made to create a collaborative plan to reassign non-school counseling activities in support of school counselors performing the appropriate responsibilities indicated in this handbook.

Delineation of roles and responsibilities for other service providers who work with students should be in alignment with professional organization’s recommendations for practice to ensure a streamlined service delivery model in accord with training, license, and certification parameters. In addition, school counselors are encouraged to collaborate with their administrator to create a list of appropriate work responsibilities for clerks, secretaries, and other non–credentialed staff who support and assist the school counseling program.

The Searcy School District School Counseling Program agrees to utilize the **Position Statements** of the American School Counselor Association (ASCA) as guidelines in recommending the following roles for school counselors. The Position Statements can be found at <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements>.

Professional Learning

2.14 School counselors and those supporting the school counseling program (i.e. administrators) will be provided **school counseling specific professional learning** opportunities based on individual needs, site needs, and resources available.

Professional learning is essential to keep abreast of emerging knowledge and to improve the ability of school counselors to help all students achieve the intended results of the school and district. Thoughtful, well-designed professional learning will be provided to school counselors through a combination of district, site-based, and outside provider opportunities. The administrator and school counselor will discuss professional learning needs and opportunities.

STAFF DEVELOPMENT AND SUPPORT

- 2.15 School counselors and support staff will provide **information and materials to staff** on topics and issues that impact teaching, learning, and school climate/culture.

At times, school counselors can best support student learning and development by informing and educating their staff regarding various topics. As needed, school counselors deliver staff development or distribute materials to staff.

PROGRAM MARKETING

- 2.16 School counseling departments at each site will systematically and equitably **provide information to staff, families, and the community via multiple methods** regarding the school counseling program activities, services, and support options available.

Communicating with staff, families, businesses, civic organizations and social services to share the programs, activities and outcomes ensures school counselors are communicating about the needs of all students and how the school counseling program impacts student success.

OPPORTUNITIES FOR INCREASED COMMUNICATION AND DISTRIBUTION OF INFORMATION

- [School District/ Building Website](#)
- Schoology
- One Pagers
- Flashlights
- Social Media
- School Handbook

DELIVER

OVERVIEW

The *Deliver* component of the school counseling program is focused on services and strategies provided to and for students. These include interactions with students and others as school counselors seek to promote equity and access to support achievement for all students. **ASCA recommends school counselors spend 90% of their time in the delivery of both direct and indirect student services.** Direct student services are in-person interactions between students and school counselors; indirect student services are interactions with others within or outside the school setting on behalf of students. Within the fourth edition of the ASCA National Model, indirect student services include collaboration, consultation, and referrals while direct student services include

- [Instruction](#) (Classroom, Small-Group, and Individual);
- [Appraisal and Advisement](#) (activities to ensure students develop future goals and plans); and
- [Counseling](#) (individual or small group interventions designed to meet students' immediate needs).

MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT (MTMDSS)

Multi-Tiered System of Support (MTSS) is a comprehensive framework that addresses the academic and behavioral needs of all students within the educational system. Research shows that schools benefit

from having available multiple evidence-based interventions of varying intensity to meet the range of behavioral, social-emotional, and academic needs of all students. While MTSS is focused on two areas (academic and behavioral), school counselors focus on *three* domains: 1) academic, 2) college/career, and 3) social/emotional. To align with the work of the school counselor and other support personnel, a *Multi-Tiered, Multi-Domain System of Supports (MTMDSS)* can be utilized.

Much like MTSS, the MTMDSS framework organizes a continuum of instruction and interventions to meet students' needs with the goals of: 1) Ensuring all students receive developmentally appropriate instruction; 2) Maximizing student achievement; and 3) Increasing the social and behavioral competencies of students. The MTMDSS Model organizes school instruction and intervention services into three levels, or Tiers. As stakeholders in the development of students' academic, college/career, and social/emotional development, school counselors and other support personnel (college access partners, school psychologists, social workers, etc.) provide components of and support in the MTMDSS process.

TIER 1: CORE [UNIVERSAL] PROGRAM FOR ALL STUDENTS (100%)

The core program comprises the delivery of services that all students receive (school counseling curriculum, individual student planning, and school-wide events). **School counseling curriculum** is standards- and competency-based, developmental in nature, preventative and proactive in design, and comprehensive in scope. **Individual Student Planning** includes college and career readiness and 4-6 year planning. **District/school-wide activities** for all students, such as national awareness campaigns, support this work as does family engagement.

TIER 2: TARGETED INTERVENTIONS FOR SOME STUDENTS (20%)

Targeted data driven interventions (small group counseling/instruction, referral to interventions on campus, etc.) are designed for *students* who are identified by pre-scheduled and predetermined data screening elements. These include, for example, attendance, behavior, work skills and study habits (report card marks), course failure, credit deficiency and/or equity and access issues. Tier 2 includes *short term* progress monitoring and collaboration among teachers, families, and the school counselor until improvement and/or referral to appropriate services can be found and implemented. Tier 2 activities are designed for students who: 1) exhibit barriers to learning; 2) are struggling to achieve academic success; and/or 3) who are identified as deserving of instruction and/or support in addition to Tier 1 curriculum activities (foster youth, dual language learners, historically marginalized student groups, etc.).

TIER 3: INTENSIVE INTERVENTIONS FOR A FEW STUDENTS (5-10%)

Individualized student interventions are designed for students to address additional needs, including emergency and crisis response events. These include short-term solution focused counseling to address life change events (divorce, death, imprisonment of a family member, etc.) and unresolved challenges unaffected within Tiers 1 and 2. Tier 3 intensive interventions are provided on a limited basis and, if unresolved, lead to referrals to outside services. This includes *short-term* consultation and collaboration among teachers, families, and the school counselor until the concern or crisis is resolved and/or referral to appropriate responsive services can be identified and implemented.

Comparison of MTMDSS and ASCA Model Deliver Language

	Multi-Tiered, Multi-Domain System of Support (MTMDSS)	ASCA Model 4th Edition
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Tier 1	School Counseling Curriculum (Direct)	Classroom Instruction (Direct)
	Individual Student Planning (Direct)	Appraisal & Advisement (Direct)
	District/School Wide Activities & Programs (Direct)	Large Group Instruction (Direct)
Tier 2	Small Group (Direct)	Small Group Instruction (Direct) Small Group Counseling (Direct)
	Individual (Direct)	Individual Instruction (Direct) Individual Counseling (Direct)
	Referrals to Resources (Indirect)	Referrals (Indirect)
	Consultation/Collaboration (Indirect)	Consultation/Collaboration (Indirect)
Tier 3	Referral to Resources (Indirect)	Referrals (Indirect)
	Individual Counseling (Direct)	Individual Counseling (Direct)

TIER 1

School Counseling Curriculum for ALL Students

- 3.1 All students (K-12) will be provided age and grade appropriate planned **school counseling curriculum** that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.

School counseling curriculum K-12 includes equitable learning opportunities for all students through quality and engaging instruction. Curriculum lessons are delivered to *all* students by school counselors and/or by approved support staff (overseen by school counselors). The curriculum is delivered through direct instruction, ideally in the classroom. Agreed upon lesson content is comprehensive, preventative, and proactive in nature. The agreed upon district-wide curriculum designed by Searcy school counselors promotes continuous improvement in student knowledge, attitudes, and skills in three domain areas: a) academic, b) college/career, and c) social/emotional development.

In addition to delivering district-wide agreed upon curriculum, schools may develop additional lessons based on district priorities and/or unique site data-driven needs and demographic considerations.

School Counseling Curriculum Scope & Sequences include:

- Grade Level
- Lesson Title
- ASCA Domain(s) & Mindset/Behavior Standards
- Curriculum Content & Materials

- Projected Start/End Dates
- Evaluation Methods (Perception, or “Mindsets and Behaviors” Data, and Outcome Data)

STUDENT SUCCESS PLAN

- 3.2 School counselors will help students monitor and manage their own learning, as well as to **establish personal goals and future plans.**

Student success plan consists of ongoing systematic activities provided by school counselors designed to assist students in establishing personal goals and developing future plans, such as student success plans, and graduation plans. Individual planning is implemented through appraisal and advisement.

- 3.3 School counselors will meet with all students beginning in 8th grade to **develop a student success plan**, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.

A critically important component of the individual learning plan is **course planning**. School counselors (or other school officials) will review each student’s transcript and academic plan at least once each year (typically during registration) to validate appropriate course placement. School counselors (or other school officials) will complete a standardized Searcy Public Schools academic review annually, beginning in junior high, where plans for postsecondary options are reviewed, and a signed agreement is reached with student and family for the student’s coursework in the upcoming year.

A **standardized electronic version** of the academic review plan or SSP will be developed so that plans can follow the student from one grade level to the next or from one school to another within the district for annual review and modification. School counselors will keep a copy of the academic review form and/or will have access to the form through the approved electronic system. See the ASCA Position Statement on [The School Counselor and Individual Student Planning for Postsecondary Preparation](#) for additional information on the school counselor’s role in Individual Student Planning.

Student Success Plan Requirements

- Interests and Skills Test taken on [Naviance: College and Career Readiness Tool](#)
- Academic and Career Goal loaded on [Naviance: College and Career Readiness Tool](#)
- 3 Favorite Schools selected on [Naviance: College and Career Readiness Tool](#)
- Parents Invited on [Naviance: College and Career Readiness Tool](#)
- Cover Letter, Resume, Extracurricular Activities, and 6-Year Plan created on [Naviance: College and Career Readiness Tool](#).

Student Success Plan Templates

[Naviance: College and Career Readiness Tool](#)

[Cover Letter](#)

[Resume](#)

[Extracurricular Activities](#)

[6-Year Plan](#)

Video Links

[All About Me: Interests, Skills, and Goals](#)


[Cover Letter Video](#)

[Resume Video: 1st Day](#)

[Resume Video: 2nd Day](#)

[Saving Colleges to Favorites and Uploading Extracurricular Activities to SSP Video](#)

[How to Add Your 6-Year Plan and Parent Invite Video](#)

6 Year Plan						
Searcy Public School District						
	First Name: _____		Career Cluster: Agriculture: Food & Natural Resources		Career Focus: _____ (What do you want to be?)	
	Last Name: _____		College/Career Ready Objective: _____		Advisor: _____ (Enter Teacher/Staff Member Last Name)	
	Today's Date: _____ (Change the date everytime you work on this)		Counselor: _____ (Use Dropdown arrow)		Diploma Type: _____	
	7th Grade	8th Grade	9th Grade (Freshman)	10th (Sophomore)	11th (Junior)	12th (Senior)
Core:	7th Grade Course Descriptions	8th Grade Course Descriptions	Course descriptions can be found at the end of Graduation Requirements & Education Pathway Booklet.			
English						
Math						
Science						
Social Studies/History						
Electives:						
PE *						
Health*						
Tech/Keycode/Career (7th & 8th Only)						
Band/Strings/Choir/Fine Arts*						
Athletics						
Tools for Learning (7&8) / HeartBridge (9th)			SEL			
Oral Communications (9-12 only)*						
Personal & Family Finance (10-12 Only)*						
Elective						
Elective						
Elective						
Elective						
Total Credits Towards Graduation			0			
					Credits from Jr. High toward Graduation (Only Algebra & Physical Science will count)	
SPS Graduation Requirements & Pathways					Total Credits Toward Graduation (Grades 9-12)	0
					Total Credits toward Graduation	0

you are currently enrolled in or have previously taken. Use a Red font for courses not yet taken but plan on taking in the future.

Schoolwide Programs and Activities

- 3.4 School counselors will coordinate school/district-wide programs and activities in alignment with the school counseling curriculum to support the academic, college/career, and social/emotional development of students.

School counselors coordinate, oversee and/or participate in various school or district wide events aligning with the school counseling curriculum to further support student academic, college/career and social/emotional development. See below for an action plan template for districtwide programs and activities, as well as a completed example:

Searcy Public Schools School District-Wide Events			
Grade Level(s)	Event	Description	Date
K-12th	Celebrate Life	Suicide Prevention	September
K-12th	Bullying Awareness Day	All students wear orange to promote bully awareness.	October
K-12th	Red Ribbon Week	Drug Awareness	Last Week of October
K-12th	Veterans Day	Honor veterans and their families.	November
K-12th	Great Kindness Challenge	Teach students to be kind and a variety of ways to be kind.	Last week of January
K-12th	National School Counseling Week	Recognize the contributions of school counselors	First week of February
K-12th	Purple Up	Schools honor and celebrate students who have been affected by a parent/guardian in military service.	April
3rd	Transition to Middle School	Field trips to feeder school	May
6th	Transition to Jr High School	Field trips to feeder school	May
9-12th	College and Career Day	Local Colleges/tech programs in Arkansas present to students.	October

9-12th	Career Fair	Local businesses and schools around Arkansas come and present to students during walk-throughs.	March
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3.5 School counseling programs and services will be provided to **educate, engage, and increase family participation** in the areas of academic, college/career, and social/emotional development and decision making for all students grades K-12.

School counselors provide or oversee family education that aligns with the school counseling curriculum, supporting students’ academic, college/career and social/behavioral needs. Increase intentionality for family engagement for the 2022-2023 school year.

TIER 2

3.6 **Intentional, targeted, data-driven interventions** will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns.

Tier 2 of the Searcy School Counseling Program consists of activities to meet the data driven and immediate needs and concerns of students in academic achievement, college/career readiness and social/emotional issues. This component is initiated through data mining (discussed in the Manage component), student self-referral, teachers, families, or others. While school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Tier 2 services are identified through analyzing data to determine student needs and delivered through strategies including: individual and small group counseling, referrals, consultation, and collaboration.

Small Group/Individual Counseling

Short-term counseling is provided in small groups or on an individual basis for students expressing academic challenges, difficulties dealing with relationships, personal concerns, or normal developmental tasks. Counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature.

Referral to Tier 2 Resources

3.7 School counselors will **utilize site and district resources**, as well as collaborate with local businesses, industries, and agencies to develop community resources, to provide Tier 2 support and increase opportunities for students and families.

Referrals vary based on student need. School counselors may refer students and families to tutoring for additional academic support, to websites or training for college/career support, to community agencies

for social/emotional support, or to internal school site supports such as peer mediation, restorative justice practices and conflict resolution. Additionally, school counselors work within the community to procure additional in-school resources to support students.

Consultation

3.8 School counselors will **consult** with administrators, teachers, staff, families, and other key stakeholders regularly to provide information, professional opinions, and recommendations about students' needs, and to receive feedback on the emerging needs of students.

School counselors consult with key stakeholders regularly to provide information and strategies to address concerns in academic, college/career, and social/emotional needs of students. School counselors serve as student advocates to support student achievement, equity, access, and success. Specifically, school counselors consult with the Director of Counseling Services.

- Administrative team
- Other school counselors at their site and in the district
- Teacher
- Families
- School Nurse
- Special Ed case carriers
- Classified employees
- Athletic coaches
- Program coordinator(s) (i.e. McKinney-Vento, ELL, 504, Etc.)
- School Resource Officer
- College access partners
- Community agencies
- Child welfare and attendance (CWA)
- Instructional coaches
- School counseling interns

Collaboration

3.9 School counselors will participate in internal school and district committees, teams, partnerships, and advisory boards to **collaborate** on student needs, support programs in the school and community, and gain support for the school counseling program.

School counselors will have the opportunity to collaborate in a variety of ways to support the school counseling program. Through teaming and partnering, they work with educators, families, and the community to improve resource sharing, provide joint presentations, or form partnerships with a specific focus or agenda. Serving on district committees, school counselors advocate for all students and work to remove barriers to learning, to improve programs, policies and practices supporting access and equity. Selection of committee topics may vary per site.

At a minimum, there should be a school counselor representative on the school leadership team, grade level teams, and Student Support Teams (SSTs).

COMMITTEE/TEAM PARTICIPATION	K-3	MS	JH	HS
Instructional Leadership Teams	✓	✓	✓	
Handbook Committee			✓	✓
Student Support Teams RTI			✓	
Mental Health Task Force	✓	✓	✓	✓
Referral Committee (ALE, GT, 504, IEP)	✓	✓	✓	✓

TIER 3

Short-Term Individual Counseling

- 3.10 **Short-term Tier 3 school counseling supports** will be provided to students as appropriate during times of crisis, transition, heightened stress, critical change, or other situations in which Tier 2 support is not adequate.

Individual counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature. School counselors do not provide therapy. When necessary, referral sources are used to connect students/families to appropriate resources.

Crisis counseling provides prevention, intervention, and follow-up. When a crisis occurs, the site principal (in collaboration with the school counseling team) decides whether or not the site crisis intervention team or the district crisis team will handle the situation. One or both are called into action. Counseling and support are provided to students and families facing emergency situations. When necessary, appropriate outside referral sources are utilized.

Referrals to Outside Agencies

- 3.11 School counselors will **refer to school, district, and community resources** when students' needs extend beyond the role and responsibilities of the school counselor.

When a student's needs extend beyond the brief, short-term, targeted approaches provided by school counselors, it is the ethical responsibility of the school counselor to refer the student or family to outside resources for additional assistance. School counselors connect students and families with referral sources, utilizing district agreed upon services with outside agencies to support academic, college/career or social/emotional needs. Examples include dealing with crises such as suicide ideation, violence, abuse, and terminal illness. These referral sources may include mental health agencies, employment and training programs, juvenile services, and other social and community services.

Community Outreach/Agencies

- The Pointe, school based mental health
- Life Within, school based mental health
- 100 Families/District Social Worker, for community and state resources

Referral Process for Coordinated School-Based Mental Health Services

Initiating the process:

- Principals, SPED committees, and school counselors, can all make referrals.
 - Parents must complete the consent portion of the referral form.
 - The remainder of the referral form is completed.
 - The building principal/assistant principal and the school counselor must sign off on every SBMH referral.
 - Supporting documentation may be attached to the referral form.
 - The completed referral form will be emailed to Katie Sipes (ksipes@searcyschools.org)

Determination:

- The Counseling Director reviews the referral form, and sends the determination to the building principal and school counselor.
 - If the student qualifies for SBMH:
 - The school counselor and principal will be notified of the approval and updated with progress.
 - The mental health agency will initiate the in-take process.
 - When the intake process is complete, the therapist will meet with the school counselor to determine the best time to meet with the student at school.
 - The school counselor will notify the IEP folder holder or 504 folder holder if the student receives SPED/504 services.
 - If the student does not qualify:
 - The referral form will be returned to the building level school counselor with an explanation as to why the referral was denied. The Director of Counseling will contact the student's parent/guardian to explain why the referral was denied.

Monitoring:

- The therapist will work with the building level school counselor to determine the best time to see a student.
- The therapist will submit their schedule to the Director of Counseling.
- Communication between the school counselor, building principal, and therapist is **essential and ongoing**.
- Weekly staffing between the Director of Counseling and SBMH Therapists to check-in on progress, intakes, barriers, etc.
- Therapists sign-in at buildings

To streamline the referral process, **one referral form** will be used. The flow of the referral form will follow the steps outlined below:

- Building (referral form is completed and signed)
 - Central Office (referral form is reviewed and approve or denied)
 - Counseling Agency (if approved the form is forwarded to the Mental Health Agency)
 - Back to the building to notify when the intake has been completed and services have started. (Or if denied, a reason for denial will be sent to the building)

ASSESS

OVERVIEW

The fourth component of the comprehensive school counseling program calls for the school counselor to assess program effectiveness. School counselors collect and analyze school and school counseling program data to determine how students are *different* as a result of their activities and interventions. School counselors use data to show the contributions of the school counseling program to student attendance, behavior and achievement. School counselors analyze program assessments to guide future action and improve results for all students. The performance of the school counselor is evaluated on standards of practice expected of school counselors implementing a comprehensive school counseling program.

DATA REVIEW AND PROGRAM RESULTS

- 4.1 School counselors will annually select Tier 1 and Tier 2 activities to **assess their effectiveness** and determine how students are different as a result.

A school counseling program must answer the question, “*How are students different as a result of the school counseling program?*” School counselors will collect and use data that links school counseling program activities to competency attainment and student outcomes. This component focuses on data analysis, program results, evaluation and improvement.

Measuring results is vital to the school counseling program for several important reasons:

1. Professional and program evaluation: What works? What doesn't?
2. Professional and program improvement: How do we improve?
3. Program advocacy: Ensuring program sustainability
4. Student advocacy: Promoting equity and access
5. Systemic change: Promoting improved policies, practices and procedures.

- 4.2 School counselors will systematically **share the impact of their Tier 1 and Tier 2 activities** with key stakeholders (i.e., Flashlight presentations, one pagers, highlight reels, results reports).

School counselors share the impact of their activities with key stakeholders to educate them about the program impact on student achievement, attendance and discipline as well as to communicate the organizational structure and philosophy of the school counseling program. Both the [ASCA Professional Standards and Competencies](#) and the [ASCA Ethical Standards](#) call for school counselors to share the results of their programs.

SCHOOL COUNSELING PROGRAM ASSESSMENT

- 4.3 School counselors will annually **complete a program assessment** to determine program strengths and areas of thoughtfulness for improvement (i.e. ASCA School Counseling Program Assessment or Arkansas Program Assessment).

The program assessment is used to assess the school counseling program's progress toward full implementation of a comprehensive school counseling program in alignment with the ASCA National Model. Assessments are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. The findings of both program assessment and results guide future actions within the program by identifying strengths and areas of thoughtfulness where improvement may be needed.

SCHOOL COUNSELOR SELF-APPRAISAL

- 4.4 School counselors will annually **self-assess their attitudes, knowledge, and skills** based on the [ASCA School Counselor Professional Standards and Competencies Assessment](#) to facilitate professional growth.

School counselors may utilize the assessment for self- assessment, to set personal goals, and to drive professional development. It is recommended that school counselors complete a self-appraisal annually to determine needed areas of growth.

SCHOOL COUNSELOR PERFORMANCE EVALUATION

- 4.5 The **school counselor performance evaluation tool** will reflect the duties and responsibilities expected of school counselors, as defined by the ASCA National Model, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Guidelines, and the Searcy School District School Counseling Program Handbook.

School counselors should be evaluated on their performance as a school counselor.

SOCIAL JUSTICE (LEADERSHIP, ADVOCACY, & SYSTEMIC CHANGE)

- 4.6 School counselors serve as **leaders in the school community** to promote and support student success and act as **systems change agents** to create an environment that promotes and supports student success.

As trained leaders who are skilled at counseling, advocacy, team building and collaboration, school counselors use data to promote the success of all students. As an outcome, school counselors seek to ensure all students receive equitable access to services, interventions and academic opportunities. By taking the lead to collect and analyze school and/or district level data, school counselors identify existing gaps in student achievement. Implemented strategies and supports not only address existing gaps in achievement, but advocate for necessary systemic change.