

Bald Knob Comprehensive School Counseling Program 2022-2023

**Requirement of Act 190:
The School Counseling Improvement Act of 2019**



**Bald Knob Public School District
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FOUNDATION

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs. This model provides the mechanism through which school counselor teams design, coordinate, implement, manage, and evaluate their programs to promote student success. The model provides a framework for the program components, the school counselor's role in implementation, and the underlying themes of leadership, advocacy, collaboration, and systemic change.

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets & Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets & Behaviors are the foundation for classroom lessons, small groups, and activities within a comprehensive school counseling program. Arkansas school counselors also utilize the Arkansas Comprehensive School Counseling Program Guide, the Arkansas School Counselor Toolkit, and G.U.I.D.E for Life (a five step process designed to help students achieve personal success through: Growth, Understanding, Interactions, Decisions, and Empathy).

Maintaining integrity for the profession is held standard for all Arkansas school counselors. Arkansas school counselors adhere to the Code of Ethics for Arkansas Educators as well as the 2016 ASCA Ethical Standards for School Counselors. In addition, evaluations for school counselors are performed by building administrators through the Arkansas Teacher Excellence Support System (TESS) for school counselors. This evaluation serves as an administrative conference and provides an opportunity for reflection and identification of contract tasks, duties, and the school counselor's professional goals for the following school year.

Our Team

The following staff and positions play an important role in the implementation of our comprehensive school counseling program:

Superintendent	Melissa Gipson
Director of Federal Programs, District Test Coordinator	Marcy Dugger
BKHS Principal, Director of Special Services	Lisa Moore
BKHS Dean of Students	Lonnie Roberson
BKHS Counselor, HS Homeless	Paula Reynolds
BKMS Principal, Webmaster	Angela Kindrex
BKMS Dean of Students, HS & MS 504/ESL	Joey Nelson
BKMS Counselor, MS Homeless	Nicole Mitsunaga
HL Lubker Elem. Principal, Director of Special Services	Lynn Garner
HL Lubker Elem. Assistant Principal, Elem. 504/ESL	Jennifer Byrd
HL Lubker Elem. Counselor, Elem. Homeless	Teresa Johnson
HUB and SOAR Director (Alternative Education Programs)	Jake Vannada, Arch Ford
School Nurses	Whitney Pickens, RN Andrea Mason, RN
School Resource Officer	Jeremy Criss, Zack Harris
Dyslexia Specialists	Courtney Holt,Su-Ellen Cooper, Bethany Godfrey, Pam Cooley
Community Mental Health Therapists & Case Workers	Families, Inc. staff
All Other School Certified & Classified Staff	
School Board Members	

Counseling Program Belief Statements

- All students when given appropriate resources and support can achieve their maximum potential as lifelong learners.
- All students should have access to high quality school counseling services provided by full time, certified, professional school counselors.
- Counseling should be available for the three domains: academic, career, and social/emotional.
- All students should have access to individual, small group, and classroom developmentally appropriate counseling services.
- Student academic, behavioral, and engagement data will be used to review, evaluate and refine the school counseling program.

Counseling Program Vision Statement

The Bald Knob School District Counseling Program will provide a high quality, comprehensive developmental counseling program equally available to all students that addresses academic, social, and emotional needs allowing them to become responsible citizens and lifelong learners.

Counseling Program Mission Statement

The Bald Knob School District Counseling Program will support students of all backgrounds and abilities by providing ongoing, developmentally appropriate academic, career and psychosocial curriculum and resources. In partnership with parents/guardians, staff, and community stakeholders, we will strive to maximize individual potential, develop responsible citizens, and create lifelong learners.

Program Goals for the 2022-2023 Academic Year

Goal #1- Student Engagement & Attendance

ESSA student engagement scores are calculated using the following formula. Low risk students are absent less than 5% of their enrolled time and earn 1 point. Moderate risk students are absent between 5% and 10% of their enrolled time and earn .5 point. High risk students are absent more than 10% of the time and earn 0 points. Points earned are divided by points possible to create a percentage.

(Due to the COVID-19 pandemic, 2019-2020, 2020-2021& 2021-2022 data accuracy is in question and not available through DESE. We are continuing this goal for the next school year. We plan to update these numbers when the data is available.)

2018-19 ESSA Student Index Scores:

- High School - 60.16

- Middle School - 63.34
- Elementary School - 65.97

In our changing educational environment, we may be measuring student engagement rather than simply attendance. When utilizing alternate methods of instruction, assignment completion would be a measure of student engagement in the educational process. Lack of participation/engagement would equate to a physical absence.

By the end of the 2022-2023 school year, while utilizing Alternate Methods of Instruction, each building will increase student engagement by 3% as measured by the ESSA School Index.

Supplemental Data

Throughout the school year, reports are generated to identify students with absences. These reports allow us to track student attendance and target those students and/or families that need interventions. As we provide strategies and intervention, these reports should provide evidence of the effectiveness of our implementation by a decrease in the number of absences.

Mindset and Behavior Data

We will target ASCA Mindset M6, Positive attitude toward work and learning.

Attendance

- B-SMS 1 Demonstrate ability to assume responsibility.
- B-SMS 8 Demonstrate ability to balance school, home and community activities.
- B-SMS 6 Demonstrate ability to overcome barriers to learning.

Students will learn to take responsibility for attending school regularly and/or engaging in alternate methods of instruction. Students will learn to identify barriers to learning and develop strategies to overcome them.

1	2	3	4
Rarely	Sometimes	Most of the Time	Almost all of the Time

Engagement

Statement	Scale
I can take responsibility to check my assignments daily and ensure they are completed and submitted on time.	1 2 3 4
I can balance my home and/or work activities and make sure I complete assignments and submit them on time.	1 2 3 4

I can contact my teachers or the counselor if I have problems completing my work and need to find ways to access additional assistance.	1 2 3 4
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Attendance

Statement	Scale
I can take responsibility to set an alarm and get myself ready for classes on time, regardless of on site or through the virtual platform.	1 2 3 4
I can balance home and community activities while I make sure I attend school on time and regularly.	1 2 3 4
I can identify things in my life that are keeping me from attending school and/or arriving late.	1 2 3 4
I can come up with a plan to overcome the things keeping me from attending school daily and arriving on time.	1 2 3 4

Action Steps

Classroom guidance topics regarding bully prevention, growth mindset, and personal responsibility will be provided to help create a safe learning environment and develop a positive attitude toward learning.

Engagement

Teachers may refer student engagement concerns to the school counselor after they have made reasonable efforts to work with the student and follow up with parent(s)/guardian(s). The counselor would then contact students to identify barriers to engaging in learning activities and help provide solutions and support. Counselors may work with administration and parent(s)/guardian(s) to see if improvements can be made.

Attendance

Bald Knob Schools has an attendance policy and a process is in place for addressing student absences. The counselors' role is to first meet with students to assess what barriers are causing the attendance issues and help provide solutions and support. The second level contact will be with parent(s)/guardian(s) when attendance concerns continue. Counselors may also work with teachers or administration to see if improvements can be made. If these concerns continue and do not improve, counselors can work with the designated personnel to make sure a FINS (Families in Need of Services) petition is filed or submit a report for educational neglect to the Arkansas State Police Child Abuse Hotline.

Actions in Place

- Building wide attendance rewards programs in place
- Attendance reports run daily
- Letters sent to parent(s)/guardian(s) at designated days missed

- Counselor and administrator meetings with individual students
- Calls to parent(s)/guardian(s) at designated days missed
- Home visits
- Filing of FINS petition
- Reports to AR Child Abuse Hotline for educational neglect

Actions to Take

- Plan and send out information about the attendance policy, the importance of good attendance to academics, and how attendance can affect entry into the workforce and the military
- Make attendance contracts with students missing a designated number of days and find effective rewards for achieving attendance goals
- School officials will partner with students/families to address barriers to engagement

After evaluating the data collected throughout the school year, stakeholders will receive information via newsletters of the outcomes. When the updated ESSA scores are released, the data will be shared in relation to the latest scores listed.

Goal #2- Prioritizing the Normalization of Social Emotional Learning (SEL)

Assessment of needs and delivery of appropriate SEL lessons for differing age groups will be more of a priority for each building. Counselors will work with staff, parents, and students to help eliminate the stigma of SEL work in both large group, small group, and individual settings.

Supplemental Data

As the COVID-19 pandemic continues, the need for SEL has grown exponentially in the state. In the 2021-2022 school year, our district counseling team referred more students into mental health counseling than in previous years. Unfortunately, many of those students (especially at the higher levels) did not start working with an outside therapist. Many parents/guardians agreed at first, but never follow through with the intake process. In other cases, students will agree to the services with the counselor but then deny the need for services when discussing the issue with their parent/guardian.

Mindset and Behavior Data

We will target ASCA Mindset M1, Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being.

Resiliency and Development

- B-SMS 10 Demonstrate ability to manage transitions and ability to changing situations and responsibilities.
- B-SS 2 Create positive and supportive relationships with other students.

- B- SS 3 Create relationships with adults that support success.
- B-SS 4 Demonstrate empathy
- B-SS 9 Demonstrate social maturity and behaviors appropriate to the situation and environment

The following scale will be used to assist in the continued evaluation of Social Emotional Learning.

1	2	3	4
Rarely	Sometimes	Most of the Time	Almost all of the Time

Statement	Scale
The counselors will utilize pre/post tests to gage learning.	1 2 3 4
The counselors incorporate the Capturing Kids Hearts, CASEL, and Guide for Life curriculums..	1 2 3 4
The counselors incorporate and evaluate using the ASCA Mindsets & Behaviors.	1 2 3 4
The students will actively engage in the lessons with questions and appropriate responses.	1 2 3 4

As a result of the implementation of the Capturing Kids' Hearts and Guide for Life curriculum, students shall demonstrate ASCA Behavior Standards in the classroom, their personal relationships, and in the preparation for post secondary education

Action Steps

As a counseling department, we will take the following actions:

- We will meet once a month in PLC.
- We will utilize the various CKH and Guide for Life programs and resources.
- In the spring semester we will also update our implementation plan throughout the district for the upcoming year.
- The implementation plan will address:
 - Method of delivery
 - Frequency of lessons
 - Scope and sequence of lesson plans
 - The determined role of any additional staff in lesson delivery

MANAGEMENT

Management of the Counselor Program

The Bald Knob school counselors use various means to self-assess and review the counselor program annually. We work with our Administration to review the program annually, and this year we are adding the reflection rubric to guide our review.

Use of Time

For the 2022-2023 school year, the counselors will be utilizing the Arkansas School Counselor Use-of-Time Calculator.

Our annual calendar references major events and lessons throughout the year. In order to adhere to the mandate of 90% direct and 10% indirect, the counselors' use of time will be documented at least one week per quarter.

2022-2023 Counseling Department Calendar

August	September
<ul style="list-style-type: none">● CKH Focus Word- Empathy● Food Backpack Program/Food Sacks● Monthly Character Lessons● Academic Course Planning (schedule changes, credit checks)● Assist with student enrollment● New Student Orientation● Individual Counseling● Minute Meetings● Begin to establish Ambassador Teams● Lunch Groups, based on student needs	<ul style="list-style-type: none">● CKH Focus Word- Empathy● Monthly Food Backpack Program/Food Sacks● Monthly Character Lessons● Career Exploration Process (may include inventories, lessons, career fair)● Attendance Meetings and Student Interventions● Individual Counseling● Minute Meetings● Lunch Groups, based on student needs● Establish Ambassador Teams

October	November
<ul style="list-style-type: none"> ● CKH Focus Word- Self Direct ● Red Ribbon Week/Anti-Bullying ● Monthly Food Backpack Program/Food Sacks ● Monthly Character Lessons ● Career Exploration Process (may include inventories, lessons, career fair) ● Attendance Meetings and Student Interventions ● Individual Counseling ● Minute Meetings ● Academic Counseling (low or failing grades) ● Lunch Groups, based on student needs ● Use of Time calculator documentation 	<ul style="list-style-type: none"> ● CKH Focus Word- Teamwork ● Blessings from BK ● Monthly Food Backpack Program/Food Sacks ● Monthly Character Lessons ● Services for families (holiday meals and gifts) ● Attendance Meetings and Student Interventions ● Individual Counseling ● Minute Meetings ● Academic Counseling (low or failing grades) ● Lunch Groups, based on student needs
December	January
<ul style="list-style-type: none"> ● CKH Focus Word- Responsibility ● Monthly Food Backpack Program/Food Sacks ● Monthly Character Lessons ● Services for families (holiday meals and gifts) ● Administrative Meeting ● Attendance Meetings and Student Interventions ● Individual Counseling ● Academic Counseling (low or failing grades) ● Lunch Groups, based on student needs ● Use of Time calculator documentation 	<ul style="list-style-type: none"> ● CKH Focus Word- Respect ● Great Kindness Challenge ● Monthly Food Backpack Program/Food Sacks ● Monthly Character Lessons ● Career Exploration Process (may include inventories, lessons, career fair) ● Academic Course Planning (schedule changes, credit checks) ● Attendance Meetings and Student Interventions ● Individual Counseling ● Update Ambassador Teams ● Academic Counseling (low or failing grades) ● Lunch Groups, based on student needs

February	March
<ul style="list-style-type: none"> ● CKH Focus Word- Kindness ● Monthly Food Backpack Program/Food Sacks ● Monthly Character Lessons ● Career Exploration Process (may include inventories, lessons, career fair) ● Attendance Meetings and Student Interventions ● Individual Counseling ● Minute meetings ● Academic counseling (low or failing grades) ● Lunch Groups, based on student needs 	<ul style="list-style-type: none"> ● CKH Focus Word-Courage ● Monthly Food Backpack Program/Food Sacks ● Monthly Character Lessons ● Career Exploration Process (may include inventories, lessons, career fair) ● Attendance Meetings and Student Interventions ● Individual Counseling ● Minute meetings ● Academic counseling (low or failing grades) ● Lunch Groups, based on student needs ● Use of Time calculator documentation
April	May
<ul style="list-style-type: none"> ● CKH Focus Word- Perseverance ● Senior Signing Day and Academic Awards ● Monthly Food Backpack Program/Food Sacks ● Monthly Character Lessons ● Career Exploration Process (may include inventories, lessons, career fair) ● Attendance Meetings and Student Interventions ● Individual Counseling ● Minute meetings ● Academic counseling (low or failing grades) ● Lunch Groups, based on student needs 	<ul style="list-style-type: none"> ● CKH Focus Word- Integrity ● Academic Awards ● Monthly Food Backpack Program/Food Sacks ● Administrative Meeting ● Monthly Character Lessons ● Individual Counseling ● Minute meetings ● Academic counseling (low or failing grades) ● Lunch Groups, based on student needs ● Use of Time calculator documentation ● Comprehensive School Counseling Plan review and revisions

Administrative Conferences

School counselors work closely with administration to evaluate the counseling program, set program goals, and encourage professional growth. These conferences may also include the school counselor's TESS goals and evaluation. It is a time of reflection to celebrate strengths, evaluate use of time, and acknowledge student impact. Administrators and counselors may take advantage of this time to identify materials or resources needed as they plan for future growth and program development.

Advisory Council

The Bald Knob Counseling Program is still working to establish an advisory council. This is an aspect we hope to fully integrate in the near future. An advisory council is a valuable tool for sharing information about our program, describing how it impacts students, and gaining insight from our various stakeholders. This insight will guide goal-setting, while also creating strong community partnerships. Counseling assistance and support are provided to students in individual or small group settings during times of transition, heightened stress, critical change, or other situations impeding student success.

Direct and Indirect Activities

Act 190, The School Counseling Improvement Act, states that a school counselor shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students. Bald Knob school counselors engage in a variety of direct and indirect student services within the academic, career, and social/emotional domains.

Direct Services may include, but is not limited to the following:

- Classroom lessons
- Small groups
- Individual counseling
- Orientation programs for new and transitioning students
- Follow up with graduates and at risk students
- Interpreting assessment results to assist student other's understanding
- Academic advisement and individual planning
- Career education
- Family concerns
- Peer concerns
- Social/emotional needs
- Conflict resolution
- Grief
- Crisis counseling
- Consultation

- Referrals to community resources

Indirect Services may include, but is not limited to the following:

- Consultation
- Referrals
- Being a part of decision making teams such as Section 504, RtI (Response to Intervention), ELL (English Language Learners), behavioral intervention support
- Being a part of committees such as Handbook, Parental Involvement, Wellness

Classroom Lessons

The school counseling core curriculum addresses academic growth, career exploration, and social emotional learning. This curriculum is intentional, planned, and developmentally appropriate based on student needs. Classroom guidance lessons do not exceed three per day or ten per week. Students receive lessons on a rotating basis. Classroom lessons are not to be more than 40 minutes at a time, and should not exceed three per day or ten per week.

DELIVERY

Administrative Activities

ACT 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of his/her time each month, on student contract days, engaging in administrative activities.

Indirect Services may include, but is not limited to the following:

- Coordination of programs
- Chairing of committees and meetings
- Data input
- Working on the master schedule
- Working with state or district assessments
- Duties such as supervising students which can compromise the student/counselor relationship when counselors are viewed as disciplinarians

Multi-Tiered School Counseling

Bald Knob school counselors work with students on a multi-tiered model.

Tier 1 includes direct and indirect work with all students. These contacts are often in a classroom or assembly setting. They can include school wide activities and initiatives, along with student advisement. It can also include staff and family training, and working in community partnerships.

Tier 2 includes direct and indirect work with some identified students. This can look like

small groups, individual counseling, and advisement. Consultations and collaboration can be with teachers/staff, parents/guardians, and community partners.

Tier 3 includes indirect services for a very few identified students. Students at this level have chronic and complex needs and typically need to be referred to community resources. Work at this level would look like consulting and collaborating, facilitating appropriate referrals, and working as part of a wrap around support team.

Orientation Programs for New and Transitioning Students

New Students

Before the start of each school year, each building hosts an open house. Students and their families are invited to our facilities to pick up schedules and class assignments, meet teachers and school staff, and receive information to set up school accounts. Bald Knob Schools receive many new students throughout the year. These students are welcomed and supported in various ways throughout our district.

- The new student and the student's parent(s) or guardian(s) are introduced to the building level principal and school counselor.
- The lead secretary in each building reviews all enrollment paperwork and transcripts, then begins the process of records requests.
- In the upper levels, the school counselor meets with the student individually to gain some introductory information, including student schedule preferences and any individual academic needs.
- The school counselor (or designee) will create the student a schedule based on information received. They will make contact with any other personnel that need to access information about the student, such as the 504/ESL Coordinator, Special Services Coordinator, Migrant program, Dyslexia Specialists, nurses or other necessary personnel.
- If the new student will remain on campus for classes, the student is paired with a student ambassador who escorts them throughout the building for their first day on campus. They are introduced to teachers and staff, become familiar with classrooms and campus layout, and become acquainted with our student population.
- If the student is utilizing the school's online program on instruction, the school counselor (or designee) will introduce the student to the program and help them to understand the expectations of working at home.

Transitioning Students

Bald Knob Schools has an established process for transitioning students between each building level. These transitions typically occur as kindergarteners enter school, when 5th graders transfer to middle school in 6th grade, and when 8th graders transition to 9th grade at the high school. Transitions also occur when students move to one of our

Alternative Learning Environments and graduate.

Incoming Kindergarten students

- The elementary school holds a Kindergarten Round-Up each year in March.
- The parents fill out the enrollment forms, while the student meets all of the Kindergarten teachers.
- In July, each student will come to the elementary school at the appointment time that was set during Round-Up, for testing.

6th graders transitioning to Middle School

- The middle school counselor meets with the 5th graders and takes them on a tour of the school building, with the help of 8th grade Ambassadors.
- The middle school counselor talks with them about the middle school environment along with the clubs and activities available to them.
- Information sent home with students about the transition.
- BKMS Student Council members meet with 5th grade students to teach them how to open up lockers, and answer questions.
- There is an Open House specifically for these students and their parent(s)/guardian(s).

8th graders transitioning to High School

- The high school counselor and graduation coach meet with 8th graders in the spring. Students are provided information regarding classes, pre-requisites, and elective offerings.
- 8th graders develop their individual Student Success Plans. These plans provide a guide through their high school years, with college and/or career goals in mind.
- Students are guided through choosing their courses for 9th grade.
- Students are brought to the high school during the spring semester by the graduation coach during a designated class for a tour of the building.
- At Open House, students and parents or guardians enjoy a tour of the high school, along with visits to classrooms and introductions to their high school teachers.

Follow-up with Graduates and Students At Risk of Dropping Out

The school counselors, administrators, and other designees meet with individual students at risk for dropping out and help develop a plan for them to complete their high school education. The counselor also provides information regarding JAG (Jobs for Arkansas Graduates), youth apprenticeship programs, Job Corps, home school, virtual school, the ASU Searcy GED program, and alternate learning programs including the Bald Knob HUB and SOAR (ALE programs).

Previously, the high school counselor, graduation coach, and/or CTE teachers have called and/or emailed the most recently graduated senior class to determine their

participation in 2-year vocational settings, 4-year colleges, the work force, and the military. The results of those responses are being evaluated for consideration of implementing a different program for the 2022-2023 school year.

Career Planning

The elementary counselor introduces students to a variety of jobs and careers, helping them to explore potential future careers.

- The middle school counselor utilizes classroom guidance lessons to guide students through interest inventories. The results help students connect interests with careers.
- All 8th graders are enrolled in a career development course that helps students utilize interests and abilities in various career fields. Students are exposed to a variety of career clusters.
- All 9th grade students will be enrolled in a semester length Freshmen Academy. This class will further assist students in their transition to the high school.
- At all levels, various community members are invited to share about their careers, discussing their job and the training needed for the vocation at an age appropriate level.
- Students identify the knowledge and skills necessary to achieve their career goals.
- *The Arkansas Next Magazine: A Guide to Life After High School and Career Watch* magazines are utilized to guide students through the many resources and information regarding college and career opportunities.
- In high school Career and Technical Education classes, students are provided an opportunity to receive certifications to prepare them for future career goals.
- In high school JAG (Jobs for Arkansas Graduates) classes, students are taught the necessary other skills to be successful in the workforce, with an emphasis on soft skills.

The high school counselor, along with the graduation coach, works with all students in grades 9 through 12 to discuss the differences among and importance of standardized and criterion-referenced testing as implemented to determine career interest, college readiness, and entrance options into various postsecondary programs. Students learn about the ASVAB, PSAT, SAT, ACT, ACT Aspire, and Next-Generation Accuplacer assessments.

Student Success Plans

All students will begin the creation of their student success plan (SSP) in grade 8 and continue refining it until they graduate high school. SSPs will be periodically added to during their 8th grade year during the assigned mentor time. By the end of their 8th grade year students will map out their high school course plan. During their high school career they will continue to tweak the courses in their SSP as well as explore college and career options. Students will also use their SSP to document their high school

accomplishments, build their resume, and prepare to begin their post K-12 lives.

Academic Advisement and Individual Planning

According to Act 190, a comprehensive school counseling program includes the following without limitation:

- Support students in the development of their academic, career, and essential skills planning;
- Provide opportunities for students to access accelerated learning opportunities such as internships, advanced coursework, and career certifications.
- Guide students along pathways to graduation.
- Guide students in goal setting experiences aligned with their future aspirations
- Provide reviews of students' academic achievement, interests, or other survey assessment areas to help guide and support the development of their future goals
- Support students to develop an understanding of the relationship between classroom performance and success in school and beyond.

Academic advice and individual planning services are delivered in several ways: instruction, appraisal, advisement, and counseling. Such services are delivered at developmentally appropriate levels for students.

The counselors engage students in discussion of Student Success Plans. They also assist students in course selection aligning high school courses to career goals. Using a variety of data points, the school counselor assists with student recommendations for the Gifted and Talented Program, advanced placement, and concurrent/college classes. Using a variety of data points, the school counselor also assists with student recommendations for referrals for special education testing, a Section 504 plan, ALE referrals, and dyslexia therapy.

Bullying Prevention

Act 190 states that comprehensive school counseling programs provide strategies, protocols and staff training on recognizing bullying behaviors, responding to bullying, assisting students who are targets of bullying, and empowering students to become allies for targeted students. Bald Knob School District has a policy addressing bully prevention in the student handbook. Additionally, all certified staff periodically receive training on bully prevention.

All students in grades K-8 participate in classroom guidance lessons which address bully prevention. Various resources are utilized, to include Capturing Kids Hearts.

All students in grades 9 through 12 are made aware of district anti-bullying policies during yearly orientations. Students are informed of how to report instances of school

bullying and are reminded that the school counselor, assistant principals, and Dean of Students are in-person resources.

Suicide Prevention

Act 190 states that comprehensive school counseling programs have strategies and protocols to identify and help students at risk for suicide as well as protocols for responding to death by suicide.

All certified staff periodically receive suicide awareness training from the school counselors using the Arkansas Gatekeepers program. This training includes identifying risk factors, appropriate response to students, and a referral to the school counselor or other mental health professional. Additionally, all teachers and staff members are provided with the district crisis plan. This plan addresses steps to be taken should any employee have reason to believe, either by virtue or direct knowledge or a report from another person, that a student or staff member is in any danger of harming himself/herself.

In grades K-8, prevention is embedded in classroom guidance lessons regarding stress management, emotion management, conflict resolution, and communication skills. High school students are taught about symptoms of anxiety and depression, risk factors for suicide, warning signs of suicide, how to seek help for themselves or others, and available resources in both individual counseling sessions, guidance lessons, and health classes.

SEL (Social Emotional Learning)

Social Emotional Learning skills will be taught through the use of the Capturing Kids Hearts program, information from CASEL (The Collaborative for Academic, Social, and Emotional Learning), Guide for Life, and other resources. ASCA Mindsets and Behaviors will also be addressed at age appropriate levels.

ACCOUNTABILITY

Assessing the Program

At the end of this school year, the school counselors will take time to review the data collected and reflect on the program. We will meet with the Administrators and other stakeholders to identify the highlights and gaps in the program's ability to effectively support students.

Data Sharing Plan and Results

The District Counseling Plan will be posted to the district website for all stakeholders to

view. The information will be presented in easy to read information and graphics that are understandable to all stakeholders. During future August back to school inservices, administrators, faculty, and staff will be made aware of the school year's comprehensive counseling plan. The presentation focus for the 2022-2023 school year will be on the attendance and SEL goals for the counseling program.

Reflection

The counseling committee will meet monthly again during the 2022-2023 school year to monitor and evaluate the plan, and make adjustments as needed. Toward the end of the spring of 2023, we will meet again to evaluate the entire plan focusing on the two goals set for 2022-2023. The Annual Reflection Rubric will be used to evaluate the 2022-2023 plan.

Annual Reflection Rubric					
Great - It is Done	Working on it	More Time Needed	Updates will take place in the posted plan or will be kept as school counselor reflections and artifacts.	Post in Plan	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The counselor/program self-assessment has been reviewed and updated.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Counselor team, vision, mission and belief statements have been reviewed and updated as needed.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data regarding student outcomes from the current year have been reviewed, analyzed, and implications for results over time have been considered.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Results from the review of student outcomes is reflected in the plan.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Planning for the next year is taking place. What will be the desired outcomes as a result of your interventions? Will you consider participation/process data, Mindsets and Behaviors or perception data, or outcome/results data?	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Smart goal(s) for the next year are developed, data is reviewed, action steps or tasks are developed, and desired outcomes are clearly defined. What will be your goal(s) for the next year? How do you plan to impact student access to learning?	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Annual calendar is updated.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advisory council meeting information is included if available.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summary of how direct and indirect services are being provided to students has been outlined. Summary of administrative activities provided is outlined and updated as needed. (Include small group information, classroom lessons)	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Suicide prevention and bullying prevention models are updated as needed.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Developmentally appropriate career planning process and/or exploration is described, and/or updated as needed.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional standards have been reviewed.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lessons, supporting documents, other artifacts are updated and included in plan as needed.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data sharing has taken place, or is planned.	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Materials for data sharing are updated and included in plan. (charts, graphs, presentation notes, etc.)	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New plan is posted for following year no later than August 1 of each year.	<input type="checkbox"/>	