

HEBER SPRINGS SCHOOL DISTRICT COMPREHENSIVE SCHOOL GUIDANCE PLAN (K-12) 2020-2021

Heber Springs Elementary: 501-362-8155

Devin Thomas - Elementary Counselor, Co-BTC devin.thomas@hssd.k12.ar.us

Emily Richard - Part-time Elementary Counselor, Co-BTC emily.richard@hssd.k12.ar.us

Megan Adams - Assistant Principal megan.adams@hssd.k12.ar.us

Roxanne Riddle - Principal roxanne.riddle@hssd.k12.ar.us

Julie Douglass - Instructional Facilitator, Parental Involvement Coordinator
julie.douglass@hssd.k12.ar.us

Heber Springs Middle School: 501-362-2488

Michelle Graham - Middle School Counselor, 504 coordinator, BTC
michelle.graham@hssd.k12.ar.us

Rita Lee - Principal rita.lee@hssd.k12.ar.us

Amy Cornett - Instructional Facilitator, DTC amy.cornett@hssd.k12.ar.us

Heber Springs High School: 501-362-3141

Shannon Martin - High School Counselor, Parent Involvement coordinator
shannon.martin@hssd.k12.ar.us

Emily Richard - Part-time High School Counselor emily.richard@hssd.k12.ar.us

Mecahel Cresswell - Instructional Facilitator, BTC mecahel.cresswell@hssd.k12.ar.us

Brad Reese - Assistant Principal, 504 Coordinator brad.reese@hssd.k12.ar.us

Marc Griffin - High School Principal marc.griffin@hssd.k12.ar.us

The American School Counselor Association defines a comprehensive school counseling program as an “integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, social/emotional development, promote and enhance the learning process for all students.”

INTRODUCTION TO THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs. The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. The ASCA model has been used as a framework for the Arkansas Comprehensive Counseling Program Guide and the Arkansas School Counselor Toolkit. The model is:

Comprehensive in Scope-The model focuses on all students

Preventive in Design-The school counselors work to design programs and services that emphasize proactive preventative education.

Developmental in Nature-School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students.

Cooperative Effort-School counselors collaborate with many stakeholders to ensure a high-quality program.

Leadership-School counselors serve as leaders who are engaged in a system wide change to ensure student success.

Advocacy-School counselors advocate for students’ academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience.

Collaboration and Teaming-School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the identified goals for every student.

Systemic Change-School counselors have access to critical data about student placement, students’ academic performance, and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

The Heber Springs School District is located in Cleburne County, Arkansas. Population is around 7,000 citizens. The district is near both Greers Ferry Lake and the Little Red River. Many of the residents live at or below the poverty line. Currently, enrollment sits at 1,499. Fifty-three percent of the student population is on free and reduced lunches. Due to the district's location, much of the community is dependent on tourism in the summer months. With the Covid pandemic, this has really affected our community. The high poverty level brings several challenges for the school system. Attendance is a problem in the elementary, middle, and high schools. With the possibility of a blended learning environment for the upcoming school year, attendance for onsite instruction and regular engagement in an online platform will need to be emphasized. The basic belief in the importance and value of education is non-existent in several students' core belief systems.

FOUNDATION

The following are the counselors in the Heber Springs School District: Shannon Martin-High School Counselor (501-362-3141), Michelle Graham-Middle School Counselor (501-362-2488), Devin Thomas-Elementary Counselor (501-362-8155), and Emily Richard-part time High School/part time Elementary counselor (501-362-3141 or 501-362-8155). Each counselor has a strong support team of principals, school nurses, teachers, coaches, paraprofessionals, and school resource officers who work to make sure all students are successful. The foundation serves as the solid ground upon which the comprehensive school counseling program is built.

BELIEFS

The following beliefs are an integral part of each counselor in the Heber Springs School District:

1. We believe that a school counselor should provide a safe, respectful environment for all students.
2. We believe that a school counselor is an advocate for ALL students.
3. We believe that ALL students have the ability to achieve success and deserve to be surrounded by an environment of high expectations.
4. We believe that school counselors are an integral part of a students' total educational experience. School counselors promote personal, academic, and career success.

VISION

- As school counselors, we will provide a safe, confidential, and respectful place for students. We will build relationships with all students and the community that will enable us to advocate, guide, and mentor students to the best of our ability. We will work collaboratively with students, teachers, parents, and administrators to implement a comprehensive school counseling program based on data to fulfill the needs of all students in the Heber Springs School District.

MISSION

- The school counseling program at the Heber Springs School District promotes personal, academic, and career success with all students in a respectful, safe environment in order to prepare students to reach their highest potential.

A comprehensive counseling plan promotes success for all students. Our district's core beliefs of advocacy, safety, and confidentiality lay the groundwork for our vision and mission statements. A well-developed plan can assist students in providing resources that will help them reach their highest potential. The beliefs, vision, and mission statements tie in together. Students need an advocate. Students need a safe place to come to when they are burdened. Counselors must work with other faculty and staff members in order to meet the needs of all students. Data needs to be consistently examined to determine what programs would be beneficial to students. High expectations must be set for all students. The foundation of a solid comprehensive plan can help all students achieve success.

CHALLENGES

- Chronic absenteeism has been an issue in all three campuses. Overall, students seem to not make the connection between school attendance and a quality education. Parents are often unaware of the negative impact of chronic absenteeism. With the blended learning environment for the next school year, students need to maintain consistent engagement whether on site or online. Data has been reviewed on the effects of absenteeism and tests scores, classroom performance, and basic mastery of skills. With our goal, we hope to work with parents, teachers, and students to impress the importance of attendance/student engagement. Each counselor will take a more proactive role in working with their building leaders and staff to help maintain student attendance/engagement onsite and online for the upcoming academic year 2020-2021.

GOAL

- Decrease excessive absenteeism/lack of online student engagement (as defined by 8 absences or more) by 3% per semester compared to the available totals from the previous year.

ACTION STEPS

ELEMENTARY

- Guidance lessons on the importance of regular attendance/engagement in online or blended learning. (included)
- Phone calls home when students miss school three days in a row or are not engaged in online learning 3 days in a row.
- Regular check-ins with students who miss more than 6 days in a semester.
- Attendance Matters posters/bulletin board

MIDDLE SCHOOL

- Attendance talks at beginning of school year and at parent night
- Work with general education teachers in their classrooms to help them stress importance of attendance/engagement
- Phone calls home when students miss school three days in a row or are not engage in online learning 3 days in a row
- Check-ins with students who are at six absences
- Semester test incentives for good attendance

HIGH SCHOOL

- Attendance talks at beginning of school year and at parent night
- Work with general education teachers in their classrooms to help them stress importance of attendance/engagement
- Phone calls home when students miss school three days in a row or are not engage in online learning 3 days in a row
- Semester test incentives for good attendance

The Importance of Attendance/Student Engagement (onsite or online: grades K - 5)

Introduction:

- Welcome students
- Brief check-in - how are we doing?
- Introduce the meaning of “participation” and “student engagement”

Learning Objective:

- Students will be able to make connections between attendance and personal success both in and out of the classroom.

Main:

- Why is student engagement important?
- Talk about ways we can make sure we are participating and engaging in classroom lessons
- Discuss what happens when we do not engage in our education
- Play “Participation Game Show”
 - This game allows students to go into deeper thinking when it comes to the importance of participation and student engagement. They will receive a “sketch it, imagine if, or act it out” card that will ask them to explain what they would do or what could happen if...”
 - These scenario cards can be easily changed based on grade level. This will allow students to really see how student engagement and participation is crucial to their education.

Conclusion/Connection:

- Watch the importance of attendance and participation video:
<https://www.youtube.com/watch?v=hEDQWgvJwHU>
- Exit slip - 3 things that I learned today or short discussion on ways we can “engage” in classroom lessons (depending on time)

ASCA Mindsets and Behavior Standards:

M 3. Sense of belonging in the school environment

M 6. Positive attitude toward work and learning

B-LS 7. Identify long- and short-term academic, career and social/ emotional goals

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 6. Demonstrate ability to overcome barriers to learning

B-SS 3. Create relationships with adults that support success

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

DELIVERY OF SERVICES

DIRECT SERVICES (FACE-TO-FACE)

Act 190, The School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on student contact days, providing direct and indirect services to students. Each building achieves this percentage by providing classroom core curriculum lessons, small group counseling, individual counseling, and responsive services.

Elementary Counselors-

Classroom Guidance Lessons: Classroom lessons address important personal and social skills needed to help elementary level students develop positive peer and adult interactions. Classroom lessons are limited to forty minute class sessions, not to exceed three (3) per day, and not to exceed ten (10) per week to ensure that the school counselor is available to support all students' needs. Lessons focus on a variety of topics such as courage, forgiveness, gratitude, compassion in action, and self control. Lessons can also focus on helping students develop the personal competencies needed to thrive at home and school. These skills include understanding the importance of attendance, developing a growth mindset, understanding of self, ability to build relationships, making responsible choices, and developing empathy for others.

Individual Counseling: Individual counseling is offered on a short-term basis for a variety of student concerns that may affect them academically, socially, or emotionally. Students are referred by administration, teachers, or parents to address topics such as behavior management skills, attendance issues, family changes, interpersonal issues, trauma, grief, bullying, or growth mindset development skills.

Small Groups: Small groups provide additional learning experiences giving children the opportunity to build relationships, practice new skills, and learn through the support of group members. Small group topics may include: peer relations, social skills, self-esteem, and anger management. Elementary counselors are also scheduled to do small group social skills lessons with special populations.

Responsive Services: Responsive services are utilized when students demonstrate an immediate need requiring help with de-escalation, crisis intervention, suicide risk, or trauma behaviors.

Middle School Counselor- Classroom counseling examples: career planning and exploration lessons, orientation activities for new students, transition activities, working with students on Student Success plans, and bullying lessons. Individual counseling examples: academic planning, accelerated learning opportunities, behavioral support,

stress management, trauma/grief, attendance, and essential skills (organization, managing frustration levels). Group counseling examples: conflict management and resolution and bullying issues. Responsive services examples: crisis intervention, suicide risk, trauma-addresses immediate need of student.

High School Counselors- Large group counseling examples: career planning and exploration lessons, orientation activities for new students, transition activities, working with students on Student Success plans. Individual counseling examples: academic planning, interpretation of assessments, accelerated learning opportunities, behavioral support, stress management, trauma/grief, attendance, and essential skills (organization, managing frustration levels). Group counseling examples: conflict management and resolution and bullying. Responsive services examples: crisis intervention, suicide risk, trauma-addresses immediate need of student.

INDIRECT SERVICES

Elementary Counselors-

Consultations: The elementary counselors regularly meet with teachers and parents as a part of the school counselor's role in helping students succeed. Consultations include teacher and parent meetings to discuss noticed social, emotional, and academic concerns, behavior, and attendance issues as well.

Referrals: The elementary school counselors also help families make connections to community resources and services to help their child at home. Referrals include school based mental health services, FUMC Lighthouse Mentoring program, and Christmas Mall. Counselors also help organize Shoe and Coat Day with the FUMC outreach program.

Community Student Engagement: In the Fall the elementary counselors plan celebrations and activities to help students connect with local first responders and military. In the Spring we organize a week of Kindness activities to teach students to carry Kindness beyond the school day.

Decision Making Teams: Occasionally the elementary counselors are members of the IEP, 504, GATE identification, and LPAC committees as well.

Middle School Counselor- I sit in on special education meetings when needed (especially during annual reviews when discussing plans for the next school year). Regularly, I have consultations on behalf of a student with parents, teachers, other school personnel, and community agencies. I also am the point of referral for Methodist

Counseling services (school has a contract with Methodist). I make referrals with outside agencies to meet students' needs-for example, coordinate with the Food Bank of Arkansas, Christmas Mall, Methodist Outreach Program (shoes/coats), and am coordinator of the Middle School Emergency Fund. I work with Girls of Promise, Arkansas State University-Heber Springs, and Baptist Health on programs benefiting our students.

High School Counselors-

Consultations: The high school counselors regularly meet with teachers and parents as a part of the school counselor's role in helping students succeed. Consultations include teacher and parent meetings to discuss noticed social, emotional, and academic concerns, behavior, and attendance issues as well.

Referrals: The high school counselors help families make connections to community resources and services to help their child at home. Referrals include school based mental health services, private mental health services, child abuse hotline calls as necessary, connections to community help opportunities such as food programs for students and families and the annual Christmas Mall.

Community Student Engagement: In the fall the high school counselors plan a college/career fair for our students, take seniors to Bridge to College at ASU Heber Springs and plan and host a Financial Aid Night for seniors and parents. In the Spring we host a second Financial Aid Night, take juniors to the college/career day at ASU Heber Springs. Throughout the year we organize and host "Working Lunch" for students in grades 10-12. (Working lunch consists of community professionals, business leaders and tradesmen coming during lunch to share their career experiences with our students who sign up to attend during their lunch time.) We work with local law enforcement and mental health providers to provide educational opportunities for students on legal, mental health, and safety issues that affect students and their families. We collaborate with local churches and individuals who help provide emergency needs for students.

Decision Making Teams: When appropriate the counselors are members of IEP, 504, and LPAC committees.

ADMINISTRATIVE ACTIVITIES

Elementary Counselors- Building Test Coordinators, Daily car rider dismissal duty

Middle School Counselor-Scheduling of new students, 504 Coordinator, Building Test Coordinator, occasional special education designee, work with Career Development Teacher on start of Student Success Plans

High School Counselors- Parent Involvement Coordinator, Master schedule, scheduling students, Student Success Plans

Elementary Ongoing Duties

Individual Counseling

Classroom Guidance

Small Group Guidance

Social Skills Small Groups With Special Populations

Work On Attendance/ Student Engagement Goal action steps

Conflict Management

Referrals to Outside Agencies/Mental Health Counseling

SBMH Staffings

New Students Tours / New Student Welcome

Child Abuse Hotline Calls

Consultations with DHS

Building Test Coordinators

Greet Students Each Morning

Car Rider Daily Dismal Duty

Elementary Yearly Calendar 2020-2021

August:

- Open House- Meet & Greet students and their families
- Guidance Lessons begin for all grade levels- Introduce growth mindset
- Social skills small groups with special populations
- Lunch Bunch begins- groups of students are selected (on a rotating basis) to eat lunch with their counselor for a week in order to build connections and work on social skills
- "Pawsitive" Panther student recognition every Friday
- Counselors help organize Lighthouse Mentoring program student referral for FUMC

September:

- Guidance Lessons and Lunch Bunch continue throughout the month with focus on Social Emotional Learning and G.U.I.D.E for Life skills development.
- "Pawsitive" Panther student recognition every Friday

- Social skills small groups with special populations
- 9/11 Remembrance and Emergency Responders Celebration hosted by Counselors
- Fall Counselor Meeting at Co-op
- NWEA K-2 & 3-5 Fall testing
- Parent/Teacher Fall Conferences

October:

- Guidance Lessons and Lunch Bunch continue throughout the month with focus on Social Emotional Learning and G.U.I.D.E for Life skills development.
- "Pawsitive" Panther student recognition every Friday
- Social skills small groups with special populations
- Blue Up Against Bullying Day
- Red Ribbon Week hosted by Counselors

November:

- Guidance Lessons and Lunch Bunch continue throughout the month with focus on Social Emotional Learning and G.U.I.D.E for Life skills development.
- "Pawsitive" Panther student recognition every Friday
- Social skills small groups with special populations
- Veterans Day Program hosted by Counselors and led by elementary students
- Fall SHOE & COAT DAY organized by Counselors in coordination with FUMC
- Counselors organize Christmas Mall applications sent home for identified elementary student families
- Counselors organize elementary Thanksgiving Basket delivery

December:

- Guidance Lessons and Lunch Bunch continue throughout the month with focus on Social Emotional Learning and G.U.I.D.E for Life skills development.
- "Pawsitive" Panther student recognition every Friday.
- Social skills small groups with special populations

January:

- Guidance Lessons and Lunch Bunch continue throughout the month with focus on Social Emotional Learning and G.U.I.D.E for Life skills development.
- "Pawsitive" Panther student recognition every Friday.
- Social skills small groups with special populations
- Literacy Night hosted by Parental Involvement Coordinator
- NWEA K-2 & 3-5 Winter testing

February:

- Guidance Lessons and Lunch Bunch continue throughout the month with focus on Social Emotional Learning and G.U.I.D.E for Life skills development.
- "Pawsitive" Panther student recognition every Friday
- Social skills small groups with special populations
- Counselor Meeting at Co-op

March:

- Guidance Lessons and Lunch Bunch continue throughout the month with focus on Social Emotional Learning and G.U.I.D.E for Life skills development.
- "Pawsitive" Panther student recognition every Friday
- Social skills small groups with special populations
- Kindness Week at the Elementary school hosted by Counselors
- Parent/Teacher Spring Conferences

- STEAM Night hosted by Parental Involvement Coordinator

April:

- Guidance Lessons and Lunch Bunch continue throughout the month with focus on Social Emotional Learning and G.U.I.D.E for Life skills development.
- "Pawsitive" Panther student recognition every Friday
- Social skills small groups with special populations
- Spring SHOE DAY organized by Counselors in coordination with FUMC
- Kindergarten Registration/ Parent orientation
- Head Start tours given by Counselors
- NWEA K-2 & 3-5 Spring testing

May:

- Guidance Lessons and Lunch Bunch continue throughout the month with focus on Social Emotional Learning and G.U.I.D.E for Life skills development.
- "Pawsitive" Panther student recognition every Friday
- Social skills small groups with special populations
- Summer Activity Fair hosted by Parental Involvement Coordinator

MIDDLE SCHOOL ONGOING DUTIES

INDIVIDUAL COUNSELING

PERSONAL/SOCIAL COUNSELING

CONFLICT MANAGEMENT

CLASSROOM GUIDANCE

SMALL GROUP COUNSELING

REFERRALS TO OUTSIDE COUNSELING/MENTAL HEALTH AGENCIES

NEW STUDENT ENROLLMENT/SCHEDULING

COORDINATE WITH FOOD BANK FOR BACKPACK PROGRAM

CALLS TO CHILD ABUSE HOTLINE

FACILITATE STUDENT OF THE MONTH RECOGNITION PROGRAM

504 COORDINATOR-REGULAR MEETINGS WITH STUDENTS

BUILDING TEST COORDINATOR

HELP CAREER DEVELOPMENT TEACHER START STUDENT SUCCESS PLANS

SPECIAL EDUCATION ANNUAL REVIEWS

WORK ON ATTENDANCE/STUDENT ENGAGEMENT GOAL

MIDDLE SCHOOL CALENDAR 2020-2021

August:

- 6th Grade Orientation
- Open House 7th/8th grade
- Meet with new students to district
- Help coordinate mentor groups

- Welcoming introduction all grades
- Coordinate with teachers on school supply needs for students
- Schedule changes

September:

- Coordinate with 6th grade teachers and meet with students struggling to adjust to middle school
- Bullying lesson with 6th graders/bully box
- parent/teacher fall conference
- Fall meeting at Co-op
- Progress Reports-meet with students individually with multiple failing grades
- Mentor meetings

October:

- Naviance/Career planning meetings with 8th graders in Career Development-coordinate with CD teacher on Student Success Plans
- Red Ribbon Week
- Homecoming Week
- Interim I
- 6th grade dance
- Mentor meetings

November:

- Progress Reports-meet with students individually with multiple or failing grades
- Shoe/Coat Drive coordinating with First United Methodist Church
- Coordinating with all counselors on Christmas Mall Applications
- Living History Night
- Coordinate Thanksgiving Baskets

December:

- Meet with Career Development Teacher on Success Plan progress
- Schedule changes for 2nd semester
- Mentor meetings

January:

- Girls of Promise Applications
- Schedule changes

February:

- Counselor meeting at co-op
- ACT Aspire Interim II
- Progress Reports-meet with students individually that have multiple failing grades
- Career planning meetings with 8th graders in Career Development
- Coordinate with Career Development teacher with Naviance and Student Success Plans

March:

- Parent/teacher spring conferences
- Mentor meetings

April:

- Progress Reports-meet with students individually that have failing grades
- CAPS Conferences for 8th graders with High School

- ACT Aspire Testing
- Special Education Annual Reviews
- 7th/8th Grade Dance

May:

- STEAM Night
- Mentor meetings
- Field Day/Talent Show

June/July:

- Schedules for next school year
- Review incoming 504 plans
- Update Comprehensive Plan
- Reflection

HIGH SCHOOL ON-GOING DUTIES

Individual Student Counseling

Personal/Social Counseling

Group Counseling

Classroom Guidance

New Student Enrollment

Coordination of Campus Visitors (Military, College Reps, etc.)

Student Applications and Recommendations

Local, State and National Scholarship Applications

National Merit Applications

NCAA Applications

ROTC/Military Academy Applications

Foreign Exchange Students

Referrals to Outside Counseling/Mental Health Agencies

Connecting Parents and Students to resources

Transcript Evaluations

Parent/Teacher/Administrator Conferences

Conflict Management (student/teacher/administration)

Child Abuse Hotline Calls

Assisting students with ACT Application process

Assisting students and parents with FAFSA Application process

Liaison with ASUBeebe Heber Springs

Public Relations

Work on Attendance/Student Engagement Goal

HIGH SCHOOL YEARLY CALENDAR 2020-2021

August:

- New Student Registration
- Open House
- New Student Registration
- Balancing class numbers
- Schedule Corrections
- Distribution of Test Scores to Parents
- Schedule SPED Classes

September:

- Senior Class Visits (Focus: College/Career Planning, Credit Checks)
- Junior Class Visits (Focus: College/Career Planning, Credit Checks, ACT)
- Articulation Conference

October:

- Sophomore Class Visits (Focus: College/Career Planning, ACT)
- Freshman Class Visits (Focus: Understanding transcripts, credits, college/career planning)
- College Fair for Grades 10-12
- Individual/Small Group conferences with Seniors (applications and deadlines for college/post grad plans)

November:

- ASUB at Heber Springs Bridge to College for Seniors
- Plan and Host Financial Aid Night for Seniors and Parents

December:

- ASVAB (Armed Services Vocational Aptitude Battery)
- End of semester course/schedule adjustments and counseling
- Senior CAP Conferences - Individually with parents in guidance office

January:

- Springs Semester schedule adjustments
- Senior CAP Conferences - Individually with parents in guidance office
- Work on Course Catalog

February:

- Financial Aid Night
- Senior CAP Conferences - Individually with parents in guidance office
- CAP Conferences - Upcoming sophomores and juniors

March:

- Master Schedule
- Student Services Plan
- CAP Conferences - Upcoming sophomores and juniors

April:

- Large group visit with 8th grade students (Focus: How to prepare for HS)
- CAP Conferences - Upcoming freshmen
- Class Scheduling for Fall

May:

- Complete Future Plans Form with Seniors
- Arkansas Scholars Program (Identify students who have met the criteria)
- Academic Signing
- Academic Awards Planning (Include script)
- Graduation

June/July:

- Official Transcripts to Colleges
- Official Transcripts to NCAA Clearinghouse
- Student Schedules for Up-coming Year
- Re-organizing and Updating Student File

CAREER PLANNING

Elementary School- Elementary counselors promote career awareness and address the importance of attendance through guidance lessons. Counselors promote the G.U.I.D.E for Life Essential Skills through guidance lessons as well. Elementary counselors plan a 9/11 Remembrance and Celebration, as well as a Veterans Day ceremony, to highlight service jobs and connect students with local community helpers. Several elementary teachers host community leaders to highlight careers throughout the year as well.

Middle School- Work with Career Development teacher on Student Success Plans, academic planning with students individually and in groups, discuss accelerated learning opportunities in school and with outside agencies, work with high school on CAPS conferences (emphasis on class selections in career related areas), attendance counseling

High School- Work with Career Coach on Student Success Plans, academic planning with students individually and in groups, discuss accelerated learning opportunities in school and with outside agencies, work with middle school on CAPS conferences (emphasis on class selections in career related areas), attendance counseling, College and Career Fair, Bridge to College at ASUBeebe Heber Springs, Working Lunch

DROPOUT PREVENTION

Elementary School- Elementary counselors will call the parent/guardian of students who are absent/or do not participate in online learning for three consecutive days of school. Counselors will also meet with students who are in attendance trouble (defined as 6 or more absences per semester) to discuss the importance of attendance and how it relates to success in and out of the classroom.

Middle School- Attendance counseling (importance of attendance and how it relates to success in and out of the classroom), consultations with parents and students on credit recovery/summer school programs, individual counseling on successful habits, organizational skills, etc.

High School- Attendance counseling (importance of attendance and how it relates to success in and out of the classroom), consultations with parents and students on credit recovery/summer school programs, individual counseling on successful habits, organizational skills, etc.

DATA SHARING

The district school counselor team will utilize questionnaires as documentation when meeting with students with excessive absences or lack of student engagement in online learning. At the end of the school year, we will review the attendance data and share data collected with administrators. Data will include documentation of counselor efforts to decrease excessive absenteeism/lack of online student engagement (as defined by 8 absences or more) by 3% per semester compared to the available totals from the previous year.

RESULTS

Each counselor will complete a reflection questionnaire pertaining to positive and negative outcomes related to the attendance/engagement goal. Counselors will include this reflection in the following year's Comprehensive Counselor Plan to help determine actions needed to form new SMART goals for the 2021-2022 academic school year.