

**RAMAY JUNIOR HIGH  
SCHOOL**

**RAMAY**

**PRIDE RUNS DEEP**

**COMPREHENSIVE SCHOOL  
COUNSELING PROGRAM GUIDE  
2020-2021**



**FAYETTEVILLE  
PUBLIC SCHOOLS**  
Since 1871

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# SECTION ONE

## Introduction

Ramay Junior High School counselors provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple topics. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation and Rules regarding public school student services planning, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling programming.

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, and social/emotional development, promote and enhance the learning process for all students.” Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor.

## Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, faculty, administrators, students, parents, psychologists, social workers, and community.

## Introduction to the American School Counselor Association (ASCA) Model

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: A Framework for School Counseling Programs, 4th edition, continues to guide school counselors in developing and implementing comprehensive school counseling programs, but includes some structural reorganization. The four components are now called: define, manage, deliver and assess. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional and based on data-driven decision making. This guide will primarily follow the 3rd edition which is aligned with Act 190, The School Counseling Improvement Act of 2019. When applicable, the 4th edition will be referenced in parentheses.

The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs to promote students' 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. The old question was "What do school counselors do?" The new question is "How are students different because of the school counseling program?" Program components are focused on achieving results. Today's counselors are leaders, advocates, systemic change agents and collaborators.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.

### **National School Counseling Week**

School counselors celebrate National School Counseling week, which is held each February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

### **School Counselor Advocacy**

*This is what others observe about school counseling...*

Classroom guidance, small groups, individual counseling, coordinating committees and programs, large group professional development, parent meetings, etc.

*This is what counselors do that is not always observed, but should be shared with others...*

Vision, mission, program goals, closing the gap plans, delivery including direct counseling and administrative activities, responsive services, provision of support to students (food, school supplies, clothing, personal hygiene) etc.

### **Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program**

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. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

## **Comprehensive in Scope**

A comprehensive school counseling program will focus on all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

## **Preventive in Design**

School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools

## **Developmental in Nature**

School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

## **A Cooperative Effort**

School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

## **Leadership**

School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School counselors focus on closing achievement gaps found among all students. School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes, and by implementing school reforms and participating in professional communities and professional development opportunities.

## **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. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

## **Collaboration and Teaming**

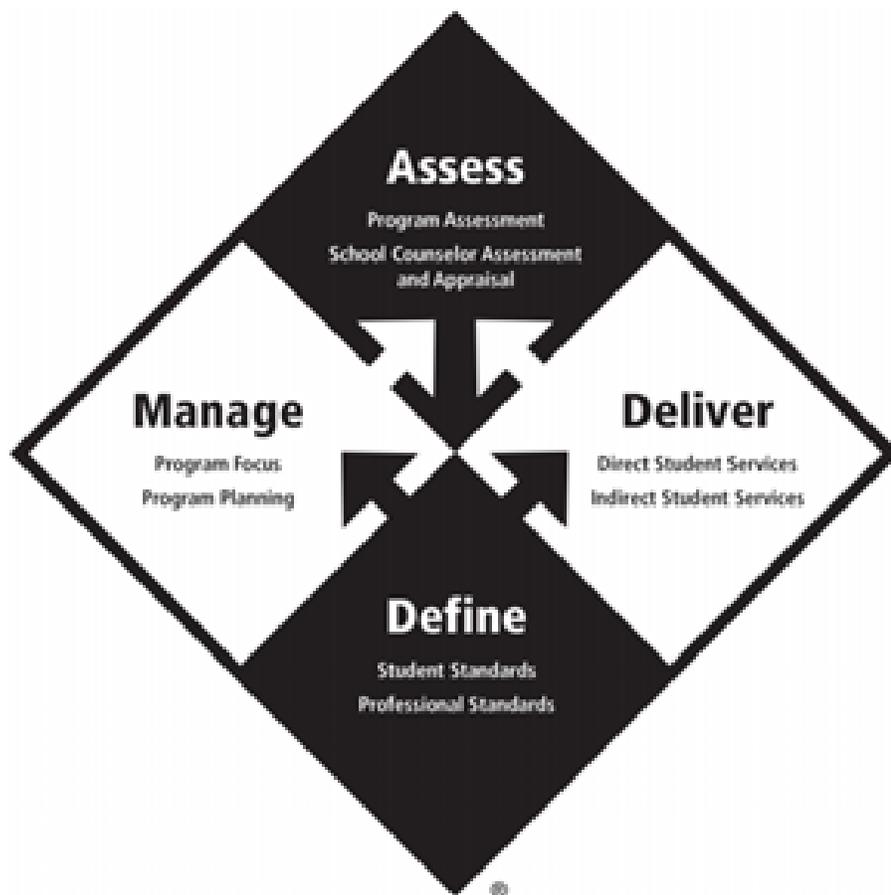
School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify achievement gaps. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members.

## **Systemic Change**

With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. 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.

# SECTION TWO

## The ASCA National Model Components



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### Define (Foundation)

The foundation serves as the solid ground upon which the comprehensive school counseling Program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career and social/emotional needs of the students in the school. This section of the manual offers an outline for a comprehensive school counseling program. You will find best practice examples and templates that can be customized for implementation at your school in the accompanying toolkit.

## **Program Focus**

Educational philosophy:

The faculty and administration of Ramay Junior High School recognize the individuality of each student and the right of that student to receive an opportunity in education to develop to his/her fullest potential. Through dedication, hard work and effective planning, a flexible academic and extracurricular program can be offered that will allow each student opportunities to experience success. Through positive discipline, we believe an atmosphere can be created in the school to enable academic, social, career, and physical development. Our school embraces Positive Behavioral Interventions and Supports (PBIS)—an evidence-based framework for developing positive behavior and school culture by teaching explicit expectations, practicing expectations, and rewarding students for meeting expectations throughout the school year. We further believe that through cooperative interaction of the administration, faculty, students, parents, and community, each student can achieve his/her academic goals, develop a love for learning, respect for self and others, and an enthusiasm for life that will help to ensure his/her success and happiness.

District Mission & Vision:

### **FPS VISION STATEMENT:**

Fayetteville Public Schools is the trusted leader in Arkansas public education where every student achieves his or her full potential.

### **FPS MISSION STATEMENT:**

We will personalize learning and exceed expectations every day in an inclusive and safe environment.

### **FPS School Counseling Mission:**

Fayetteville Public Schools' School Counseling mission is to maximize the potential of all students and to help them become productive and responsible members of society by supporting their social / emotional, academic, and career development.

### **RJHS School Counseling Vision:**

The RJHS School Counseling vision is for students to follow their individual path in acquiring the academic, career, and social emotional skills needed to become healthy, responsible, competent, and productive citizens who respect themselves and others.

### **RJHS School Counseling Mission:**

The RJHS School Counseling mission is to help students plan and prepare for their futures; to help them develop resiliency, empathy, personal responsibility, curiosity, and determination in order to

cultivate healthy relationships, pursue meaningful work and education experiences, and positively impact their communities.

We believe all students deserve:

- Respect, connection, belonging, and safety
- Access to a school counselor to discuss personal concerns
- Information about career and post-secondary planning
- Academic support and development
- Opportunities to make educational choices

We believe parent(s) / guardian(s) are:

- Essential to a student's success!
- Responsible for working with the student to monitor educational choices and progress
- Experts on the student

PROGRAM GOALS:

The RJHS Counseling Department uses a student-centered approach to partner with students, staff, families, community members, and other stakeholders to facilitate the growth of all students to help them reach the following goals:

- Goal 1: Continuously Improve Academic Performance of Each Student
  - Through a rigorous and relevant articulated curriculum, using effective instructional strategies and a comprehensive assessment system that measures success in the years before and after transition to junior high.
- Goal 2: Support the Personal/Social Growth of Each Student
  - By providing integrated opportunities for students to develop effective personal and communication skills.
- Goal 3: Support the Career Goals of Each Student
  - By providing students with opportunities to assess personal interests and aptitudes in relation to career interests, skills, values, and preferences.
- Goal 4: Engage Fayetteville and the Broader Community
  - By developing and maintaining a comprehensive, interactive, and transparent communication process.

School counselors support these goals through intentional implementation of the comprehensive school counseling program. This includes classroom guidance and large or small group sessions for students. Psychoeducation and community groups for parents are also available. Counselors also work with students individually to assist them with solving problems and reaching goals.

The annual goal for the 2020-2021 school year is: Reduce the number of Math schedule changes in the fall.

By supporting students, the Counseling Department contributes to the larger goals of Ramay Junior High School:

### RAMAY JUNIOR HIGH SCHOOL MISSION: PROVIDING THE BEST POSSIBLE EDUCATION FOR ALL STUDENTS...

- Support and provide for the emotional, physical and intellectual needs of the middle level student.
- Commit to a guaranteed, viable and sustainable curriculum.
- Monitor each student's learning using common formative assessments.
- Embrace effective, differentiated instructional strategies.
- Promote student engagement by providing access to and integrating technology into the curriculum.
- Create systems to ensure that students receive additional support for behavior and academic growth.

### **ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student**

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within comprehensive school counseling programs.

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

### **Professional Competencies**

The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

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

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership and professionalism.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

### **Manage (Management)**

The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

## **School Counselor Competencies Assessment**

School counselor competency assessments help school counselors to self-assess their knowledge, attitudes and skills necessary to perform the range of school counselor responsibilities in all four management components (use of time assessments, needs assessments, advisory council, and annual agreements).

## **School Counseling Program Assessment**

Arkansas school counselors use a program assessment to self-evaluate the school counseling program in comparison to the ASCA National Model (ASCA, 2012).

Self assessment was completed in May of 2020.

## **Use of Time Assessments**

Use-of-time assessments are used to determine the percentage of time the counselor is providing direct counseling to students or indirect administrative services that are related to the comprehensive counseling program. Using the data from use-of-time logs provides regular feedback to the counselor and administration to ensure that the counseling program is being provided with fidelity to the students and their needs are being met. Use of time documentation also helps the counselor and leadership determine which activities or services the counselor is providing that are appropriate to the program and the Public School Student Services Plan. Calendars are used to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.

During the 2019/2020 school year, counselors formally documented time during these weeks: in November and January.

Link to Annual Calendar: [Ramay Annual Counselor Calendar](#)

Junior High General Calendar: [BOY - MOY - EOY Junior High](#)

## **Annual Agreement**

Each year, the counselor and administrator meet to develop an annual agreement. This agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This agreement should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals. This agreement should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals.

[Annual agreement will be done in the fall of 2020.](#)

## **School Counselor Advisory Team/Council**

Creating an advisory council that consists of stakeholders supports the implementation of the counseling program. This council should meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program.

At this time, RJHS does not have an Advisory Council.

### **Data Use in School Counseling**

Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be evaluated on an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the counselor to reflect on his/her practice, and make adjustments to programming as needed.

Ramay school counselors administer an annual needs assessment to determine student needs at the beginning of the year in September. They also continue to work with the RTI B and RTI A committee to address student needs based on data.

### **Guidance & School Counseling Facilities**

The school counseling program should be organized, intentionally planned, and managed in a manner to support the implementation, evaluation, and reflection of services being provided. Each school shall provide appropriate facilities to ensure effective confidential counseling to meet individual needs of students. To implement an effective counseling program a counselor should have private office space, private phone lines, computer and data processing tools, and an appropriate area for small group activities.

Ramay counselor offices are conveniently located in the middle of the school (8th) and in the main office (7th) for easy access to students throughout the day.

### **Deliver (Delivery)**

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Direct services are those that are provided directly to students and administrative activities are those that are not direct, but are related to the counseling program and Public School Student Services program implementation.

### **Direct Student Services**

Direct student services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well.

Core counseling curriculum is disseminated through Advisory, Career Development, and through collaboration with core classroom teachers.

## **Responsive Services**

Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Ramay counselors respond to needs that come up throughout the year and make necessary referrals and follow up. We also regularly meet with our inhouse OGC therapists to assess the progress of students. We have Support of Students (SOS) meetings to bring together 504 coordinators/APs, SPED Designee, Therapists, Nurse, Counselors, DHS liaison and Social Workers to connect stakeholders that are working with students from all different angles.

## **Indirect Services**

Indirect services include referrals to school, district, or outside sources for additional assistance for a specific student need. School counselors consult with parents, teachers, educators and community groups to advocate for students regarding academic, career or social/emotional needs to increase student success in the school setting. Collaboration is used to ensure that all stakeholders working with the student have the same understanding of the support or program being provided. Counselors can use collaboration in teaming environments, committees, or workshops provided to school staff or parents.

## **Administrative Activities**

Administrative activities are necessary actions to maintain the logistics of a comprehensive school program and monitoring students. These are activities that are necessary so counselors can provide direct and indirect services.

# SECTION THREE

## Arkansas Student Services Plan Requirements

### Classroom Guidance (Direct Service)

Arkansas School Laws Annotated Code 6-18-1005 states: (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day and ten (10) per week.

Ramay Junior High School counselors conduct planned grade-level small and large group guidance which are age appropriate and in a collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development. Teachers utilize the Naviance grade-level curriculum through our Career Development class led by teachers for academic and career guidance. Teachers also utilize lessons through our advisory class that are adopted from the Habitudes curriculum to practice social and emotional skills. Teachers are also encouraged by counselors to continue many of these activities during their classes to assist in development of the whole student. It allows them to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

### Individual and Small Group Counseling (Direct Service)

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

Individual and Small group lessons include but not limited to:

- Character Education
- Friendship
- Grief
- Divorce
- Anger Management
- Study Skills
- Acceptance of Others
- Self Esteem
- Military Deployment Family Support
- Self-Responsibility
- Anti-Bullying
- Career Education

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

### **Guidance in Understanding the Relationship between Classroom Performance and Success in School (Direct Service)**

Ramay Junior High School counselors assist students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections. The Naviance curriculum is helpful in assisting students in making those connections as well as helping them consider many different career and educational career paths.

### **Academic Advisement (Direct Service)**

Academic advisement begins in 7th grade and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career-plans. Informational resources should also be available and organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

### **Orientation (Direct Service)**

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

At Ramay Junior High School, sixth grade students attend the Ramay 6th Grade Field Trip in the spring of their 6th grade year where they are able to speak with RJHS students about classes, activities, becoming involved and planning out their junior high journey. Students are able to walk through our building and into classrooms to become familiar with the school before entering seventh grade.

At the beginning of the school year ALL students go through a rotation station set up that explains schoolwide expectations and procedures so they can become more acclimated to the school atmosphere. All students are also shown the counseling department video as well as take the counselor needs assessment.

New students throughout the year to Ramay also receive video expectation explanations about Ramay, see the counselor video, and receive a tour from one of our student ambassadors. Student Ambassadors also eat lunch with new students on their first day and help coordinate new student orientation activities.

### **Consultation and Coordination (Indirect Service)**

An important part of the counselor's role is to collaborate with teachers and parents. Ramay Junior High School Counselors work with teachers and administrators to help create school environments that encourage student growth and learning.

Consultation can include:

- Participating in and supporting the work of the RTI team
- Conducting professional development workshops
- Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements and the McKinney Vento Act
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum
- Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
- Interpreting student data or assessment results
- Consulting with other specialists (e.g., social workers, psychologists, representatives from community agencies)

The counselor can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

### **Parental Involvement (Indirect Service)**

Counselors may conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Counselors along with other school staff should encourage parents to participate in volunteer opportunities within the school setting. Ramay provides a weekly newsletter to parents and counselors provide a monthly newsletter for specific information regarding the counseling program and important topics.

Our ELL teacher, Rebecca Gilmer, serves as the Parental Involvement Coordinator for the building.

### **Utilization of Student Records (Direct/Indirect)**

The Ramay Junior High School counselors review academic records and files, and may update them for use with students and parents, as well as for their own professional use.

### **Interpretation of Student Assessments (Direct Services)**

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

## **Interpretation of Student Assessments (Direct or Administrative Activity)**

Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

## **Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs (Direct Service)**

Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

In FPS, starting in the 8th grade, students start and maintain their Student Success Plan to explore career interest inventories, explore college/career options and opportunities, and make their 4 year plan for HS courses. At the end of 8th grade, Next Year Placement decisions for Alternative high school placement also happen according to FPS policy 5.10.

## **Making Referrals to School and Community Resources (Indirect Services)**

Counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and support the established policies and procedures for interagency communication. (See Counselor Resource List- Section Five)

## **Direct/Indirect Counseling Activity Examples – 90% of Time Monthly**

The counselor provides direct to students at least 90% of their time monthly. Examples of direct counseling and indirect services are:

- Individual social/emotional counseling
- Individual academic guidance and counseling
- Individual career education guidance and counseling and vocational decision making
- Orienting new students to the school (this does not include master scheduling)
- Consultation with students
- Class selection discussion/academic advisement with students
- Interpretation of state-mandated assessments with students
- Review records and files while assisting students
- Small group counseling sessions
- Classroom guidance sessions
- Consultation services with school personnel and outside agencies
- Making appropriate referrals
- Test interpretation about students; test interpretation for parents, faculty or community
- Planning classroom or group lessons

## Administrative Activities Examples- 10% of Time Monthly

The counselor provides administrative services no more than 10% of their time monthly. Examples of administrative services are:

- Coordinating CAP process and logistics
- Verification of course requests
- Verification of transcripts and student grades
- Updating guidance/counseling records for counselor's utilization
- Planning, managing, and evaluating the comprehensive counseling program

## Direct Services (90%) Face-to-Face with Students

### Classroom guidance

- Age appropriate
  - Based on identified goals
  - Limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week
- Career planning and exploration
  - Orientation activities for transitioning students
  - Addressing accelerated learning opportunities

### Individual and Group Counseling

- Based on student needs
  - Small groups meet regularly over a specified amount of time.
  - Follow-up should occur to ensure students are continuing to develop the skills taught in small group.
- Interpretation of assessments
  - Individual academic planning
  - Guidance in understanding the advantages of career certifications and internships
  - Behavioral supports
  - Attendance
  - School academic success skills

### Responsive Services

- Immediate concerns or crisis response
- Addressing students at risk

## Indirect Services (90%) on Behalf of Students

### Providing Consultation

- on behalf of a student
- concerning a student's behavior, academics, or attendance

- Parent or legal guardian
- School staff
- Community agencies

### Making Referrals

- School based mental health services
- Child Abuse Hotline
- Parent or guardian communications

### Member of Decision Making Teams

- Section 504
- Response-to-Intervention
- English Learners
- Parental involvement or family engagement
- Positive behavioral Intervention Support
- Advanced placement and gifted & talented

## Administrative Activities (10%) Coordination, Chair, Duties

- Coordination of Programs and
- Data Input

- Assessment
- Master schedules
- Parental Involvement Plan
- Positive behavioral support Project
- Advanced placement and gifted & talented
- English Learners (ELP)
- Section 504

	<ul style="list-style-type: none"> <li>● Response-to-Intervention</li> </ul>
Chairing Committees and Meetings	<ul style="list-style-type: none"> <li>● Parental involvement</li> <li>● Positive behavioral supports</li> <li>● English Learners</li> <li>● Section 504</li> <li>● Response-to-Intervention</li> </ul>
Assigned Duties	<ul style="list-style-type: none"> <li>● Monitoring students in common areas <ul style="list-style-type: none"> <li>– hallway, cafeteria, playground and bus lines</li> </ul> </li> </ul>

<b>90% During Student Contact Days</b>	<b>10% During Student Contact Days</b>
Participating on RTI team	Coordination of RTI program
Providing small group counseling	Developing master schedule (extended contract days do not apply)
Consulting with parents	Chairing parental involvement committee
Making referrals for school-based mental health services	Scheduling referral conferences for special education
Providing behavior supports	Coordinating the positive behavior support system for the school

## **The American School Counselor Association's Position on High-Stakes Testing and School Counseling**

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_High-StakesTesting.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_High-StakesTesting.pdf)

### **Career Awareness and Planning in School Counseling Programs (Direct Service)**

Annotated Code 6-18-1009 states: "Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children's learning and career planning process."

At Ramay Junior High School, guidance and classroom activities can focus on developing personal skills, career exploration and making the connection between them and the world of work. At the secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning. They can help students develop their course of studies or four-year plans so that students have a map for high school coursework. Counselors provide information to and assist students in understanding how taking more rigorous classes better prepares them for college- and work- success. Information on post-secondary opportunities and institutions, and alternative career programs are shared with students. Soft-skills are developed at all levels and the connection between them and career success is emphasized.

The CAP process and Student Success Plans also addresses career plans in regard to academic planning of next year courses each year in junior high.

### **Arkansas District and School Planning**

#### **Additional Components of Student Services Plans**

The following components must be included in the school/district student services plan, but are not typically provided or implemented by the school counselor.

#### **Alternative Methods of Classroom Management**

The Student Services Plan addresses alternative methods of classroom management. These methods can include, but are not limited to: behavior contracts, dispute resolution, classroom meetings, logical consequences, assertive discipline, behavior modification and career and academic counseling. Alternative methods are consistently implemented and reinforced by all school staff.

#### **Follow-up of School Dropouts and Graduates**

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 What's Next forms completed prior to graduation, or by other contact methods.

## **TABE Testing (Pre-High School Equivalency Examination)**

The counselor may support the coordination of the Test for Adult Basic Education or the High School Equivalency Examination pretest. However, the counselor does not administer the test, but refers to other appropriate personnel to administer the assessment.

## **Group Conflict Resolution Services**

These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding and positive communication.

Conflict solving for students could include: dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

## **Visiting Teacher and Social Work Services**

Visiting teacher and social work services provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning concerns. The visiting teacher or social worker functions as a liaison between the home and school. They may provide home visits and refer students and parents to appropriate school and community agencies for assistance.

Ramay counselors maintain direct communication with social workers and have scheduled SOS meetings to ensure that needs are met.

## **Occupational and Placement Services**

Occupational and placement services personnel shall serve as a liaison between employers and the school to develop connections between the school and business and industry.

## **Psychological Services**

The district provides psychological services to students to ensure that they are ready to succeed and are being prepared for college- and/or career- readiness. These services include, but are not limited to:

- Evaluation of students with learning or adjustment problems
- Evaluation of students for exceptional student programs
- Consultation with parents, students and school personnel to ensure students are ready to succeed
- Provision of an early identification system of learning potential and factors that might affect educational performance
- System for liaison and referrals with available resources
- Written policies that assure ethical procedures in psychological services.

Evaluations are conducted by Mandy Miller, Psychological Examiner and School Psychologist. She is certified by the State Licensing Board as a School Psychology Specialist (SPS). She is in a full-time position with Ramay Junior High and Woodland Junior High.

## **School Health Services**

Each school district shall have a health services program. The program shall include screening, referral and follow-up procedures for all students. Students with special health care needs, medically fragile, and technology-dependent students will have individualized healthcare plans. Custodial health care services required by students with individualized health care plans shall be provided care by trained school employees, other than the classroom teacher. Students who require invasive medical procedures shall be cared for by a trained person who is licensed to perform the task. Classroom teachers shall not perform these tasks with the exception of administering glucagon to a student with Type I diabetes, providing the teacher is trained, and the situation is an emergency.

Nurse at Ramay Junior High School: Ashley Hicks

## **Suicide Prevention Public Awareness Program**

The distribution of a suicide prevention public awareness program should be provided

Ramay Junior High School recognizes that September is Suicide Awareness month. Activities/Resources include: publicizing suicide prevention lifeline website and phone number with students and faculty, an article in the counselor newsletter, and more resources available in the counseling office.

## **ADE Guidance and School Counseling Suicide Prevention Resources**

<http://www.arkansased.gov/divisions/learning-services/guidance-and-schoolcounseling/student-support>

## **At-Risk Students and the School Dropout Program**

The plan should be designed to include a system for tracking the district's dropouts, including an exit interview, and follow-up when possible. Local goals for improvement should be set by the district, such as reducing the number of dropouts, the number of incidents of suspensions, school vandalism, attendance, etc.

<http://www.arkleg.state.ar.us/education/HigherEd/Documents/DropoutPreventionToolkit.pdf>

## **Alternative Student Services Personnel**

In order to provide the services set forth in the Act, a district may utilize the following types of personnel in addition to any standard student services personnel: professionals or paraprofessionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers. These individuals may provide only the services they are trained, certified, or licensed to perform.

# SECTION 4

## **Assess (Accountability)**

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results.

Initially, the counselor will develop or review a school data profile and answer some guiding questions such as: what are the strengths in the school, what concerns do you have about the data, are there achievement gaps, has attendance changed over time, and are there safety concerns? This exercise is important for school counselors so that they understand how the data was collected and how to interpret the data.

Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program.

<https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/SchoolDataProfile.xls>

See pages 99--116 in the ASCA Model book (2012).

# **LEGISLATION/RULES FOR SCHOOL COUNSELING SERVICES**

The purpose of Act 190 was to repeal the Public School Student Services Act and create the School Counseling Improvement Act of 2019. New changes include 90% of time spent in direct and indirect counseling services and the posting of a Comprehensive School Counseling Plan that ensures comprehensive school counseling services are provided to all students and is posted on the district website by August 1, 2018. Additionally, each public school district shall allot sufficient time for each school counselor to carry out responsibilities according to ACT 190.

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~~6-18-1001. Title.~~

~~This subchapter shall be known and may be cited as the "Public School Student Services Act".~~

~~6-18-1002. Purpose.~~

~~It is the intent of the General Assembly to articulate the functions served by each of the components of a program of student services. It is further the intent of the General Assembly that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational technical schools. Such plan shall be implemented no later than the 1991-1992 school year. It is the intent of the General Assembly that student services coordinators be given time to fulfill their responsibilities under this subchapter.~~

~~6-18-1003. Rules.~~

~~The State Board of Education is authorized to adopt rules to carry out the intent of this legislation; such rules shall include, but need not be limited to:~~

~~(1) A description of the student services program at all educational levels for which the school district board of directors is responsible;~~

~~(2) Criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies;~~

~~(3) Identification of alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school district board of directors in providing the recommended student services, including, but not limited to, paraprofessionals, teachers, parents, and representatives of business and industry; and~~

~~(4) Establishment of minimum standards for all areas of student services personnel.~~

~~6-18-1004. School district plan.~~

~~(a)(1) Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner~~

1 ~~utilizing such techniques as differentiated staffing so as to make maximum~~  
2 ~~use of the contribution of each service.~~

3 ~~(2) Only those trained and certified in the appropriate~~  
4 ~~specialty or following a Department of Education's deficiency removal plan~~  
5 ~~will be assigned to carry out the duties of each service.~~

6 ~~(b) Each school district plan shall reflect the use of alternative~~  
7 ~~methods of classroom management. Such methods may include, but are not~~  
8 ~~limited to, the following:~~

9 ~~(1) Behavioral contracting;~~

10 ~~(2) Dispute resolution;~~

11 ~~(3) Classroom meetings;~~

12 ~~(4) Logical consequences;~~

13 ~~(5) Assertive discipline;~~

14 ~~(6) Behavior modification; and~~

15 ~~(7) Career and academic counseling.~~

16 ~~(c)(1) Each school district plan shall provide for a district level~~  
17 ~~tracking system for school dropouts and for students who fail to reach~~  
18 ~~proficiency on state mandated assessments.~~

19 ~~(2) The tracking system shall include provisions for student~~  
20 ~~services personnel in all schools to conduct exit interviews of students who~~  
21 ~~are dropping out of school and for follow-up of such students when possible.~~

22 ~~(d) The superintendent of a school district not in substantial~~  
23 ~~compliance with the terms of its plan may be requested to appear before the~~  
24 ~~Senate Committee on Education and the House Committee on Education.~~

25  
26 ~~6-18-1005. Student services program defined.~~

27 ~~(a) "Student services program" means a coordinated effort, which shall~~  
28 ~~include, but is not limited to:~~

29 ~~(1) Guidance and counseling services, which shall include, but~~  
30 ~~are not limited to:~~

31 ~~(A) The availability of individual and group counseling to~~  
32 ~~all students;~~

33 ~~(B) Orientation programs for new students at each level of~~  
34 ~~education and for transferring students;~~

35 ~~(C) Academic advisement for class selection by~~  
36 ~~establishing academic goals in elementary, middle, and high school;~~

- 1                   (D) ~~Consultation with parents, faculty, and out-of-school~~  
 2 ~~agencies concerning student problems and needs;~~  
 3                   (E) ~~Utilization of student records and files;~~  
 4                   (F) ~~Interpretation of augmented, criterion-referenced, or~~  
 5 ~~norm-referenced assessments and dissemination of results to the school,~~  
 6 ~~students, parents, and community;~~  
 7                   (G) ~~The following up of early school dropouts and~~  
 8 ~~graduates;~~  
 9                   (H) ~~A school-initiated system of parental involvement;~~  
 10                   (I) ~~An organized system of informational resources on~~  
 11 ~~which to base educational and vocational decision-making;~~  
 12                   (J) ~~Educational, academic assessment, and career~~  
 13 ~~counseling, including advising students on the national college assessments,~~  
 14 ~~workforce opportunities, and alternative programs that could provide~~  
 15 ~~successful high-school completion and postsecondary opportunities for~~  
 16 ~~students;~~  
 17                   (K) ~~Coordinating administration of the Tests of Adult~~  
 18 ~~Basic Education or a high school equivalency pretest to students by~~  
 19 ~~designating appropriate personnel, other than the school guidance counselor,~~  
 20 ~~to administer the tests;~~  
 21                   (L) ~~Classroom guidance, which shall be limited to forty-~~  
 22 ~~minute class sessions, not to exceed three (3) per day and not to exceed ten~~  
 23 ~~(10) per week; and~~  
 24                   (M) ~~Guidance in understanding the relationship between~~  
 25 ~~classroom performance and success in school;~~  
 26                   (2) ~~Psychological services, which shall include, but are not~~  
 27 ~~limited to, the following;~~  
 28                   (A) ~~Evaluation of students with learning or adjustment~~  
 29 ~~problems;~~  
 30                   (B) ~~Evaluation of students in exceptional child education~~  
 31 ~~programs;~~  
 32                   (C) ~~Consultation and counseling with parents, students,~~  
 33 ~~and school personnel to ensure that all students are ready to succeed and~~  
 34 ~~that all students are preparing for college and work;~~  
 35                   (D) ~~A system for the early identification of learning~~  
 36 ~~potential and factors that affect the child's educational performance;~~

1                   ~~(E) A system of liaison and referrals, with resources~~  
2 ~~available outside the school, and~~

3                   ~~(F) Written policies that assure ethical procedures in~~  
4 ~~psychological activities;~~

5                   ~~(3) Visiting teacher and school social work services, which~~  
6 ~~shall include, but are not limited to, the following:~~

7                   ~~(A) Providing casework to assist in the prevention and~~  
8 ~~remediation of problems of attendance, behavior, adjustment, and learning;~~  
9 ~~and~~

10                   ~~(B) Serving as liaison between the home and school by~~  
11 ~~making home visits and referring students and parents to appropriate school~~  
12 ~~and community agencies for assistance;~~

13                   ~~(4) Career services, which shall include, but are not limited~~  
14 ~~to, the dissemination of career education information, appropriate course-~~  
15 ~~taking patterns, and the effect of taking more rigorous courses so that~~  
16 ~~students are better prepared for college and work success;~~

17                   ~~(5) Group conflict resolution services, which shall include, but~~  
18 ~~are not limited to, the following:~~

19                   ~~(A) Educational and social programs that help students~~  
20 ~~develop skills enabling them to resolve differences and conflicts between~~  
21 ~~groups;~~

22                   ~~(B) Programs designed to promote understanding, positive~~  
23 ~~communication, and greater utilization of a race relations specialist or~~  
24 ~~human relations specialist to assist in the development of intergroup skills;~~  
25 ~~and~~

26                   ~~(C) Programs designed to prevent bullying;~~

27                   ~~(6) Health services, which shall include, but are not limited~~  
28 ~~to, the following:~~

29                   ~~(A) Students with special healthcare needs, including the~~  
30 ~~chronically ill, medically fragile, and technology dependent, and students~~  
31 ~~with other health impairments shall have individualized healthcare plans;~~

32                   ~~(B)(i) Invasive medical procedures required by students~~  
33 ~~and provided at the school shall be performed by trained, licensed personnel~~  
34 ~~who are licensed to perform the task subject to § 17-87-102(10)(D) or other~~  
35 ~~professional licensure statutes, unless permitted under § 17-87-103(10) and~~  
36 ~~(11).~~

1                   (ii) ~~The regular classroom teacher shall not perform~~  
 2 ~~these tasks, except that public school employees may volunteer to be trained~~  
 3 ~~and administer glucagon to a student with type 1 diabetes in an emergency~~  
 4 ~~situation permitted under § 17-87-103(11); and~~

5                   (C) ~~Custodial healthcare services required by students~~  
 6 ~~under individualized healthcare plans shall be provided by trained school~~  
 7 ~~employees other than the regular classroom teachers; and~~

8                   (7) ~~The distribution of a suicide prevention public awareness~~  
 9 ~~program developed for distribution by the Arkansas Youth Suicide Prevention~~  
 10 ~~Task Force.~~

11                   (b) ~~School counselors shall spend at least seventy five percent (75%)~~  
 12 ~~of work time each month during the school year providing direct counseling~~  
 13 ~~related to students and shall devote no more than twenty five percent (25%)~~  
 14 ~~of work time each month during the school year to administrative activities~~  
 15 ~~provided that the activities relate to the provision of guidance services.~~

16  
 17                   6-18-1006. ~~Occupational and placement specialist.~~

18                   (a) ~~The occupational and placement specialist shall serve as liaison~~  
 19 ~~between employers and the school.~~

20                   (b) ~~It is the responsibility of the district placement to make written~~  
 21 ~~board recommendations to the superintendent for consideration by the school~~  
 22 ~~district board of directors concerning areas of curriculum deficiency having~~  
 23 ~~an adverse effect on the employability of job candidates or progress in~~  
 24 ~~subsequent education experiences.~~

25                   (c) ~~Furthermore, district administrative personnel shall report to the~~  
 26 ~~school district board of directors concerning adjustments in program~~  
 27 ~~outcomes, curricula, and delivery of instruction as they are made with the~~  
 28 ~~use of placement and follow-up information.~~

29                   (d) ~~The follow up studies conducted by occupational and placement~~  
 30 ~~services shall be on a statistically valid random sampling basis when~~  
 31 ~~appropriate and shall be stratified to reflect the appropriate vocational~~  
 32 ~~programs of students graduating from or leaving the public school system.~~

33  
 34                   6-18-1007. ~~School student services status report.~~

35                   (a) ~~By January 1, 1994, and each year thereafter, the Department of~~  
 36 ~~Education shall compile and present to the Governor, the State Board of~~

1 ~~Education, the Senate Committee on Education, and the House Committee on~~  
2 ~~Education a report outlining monitoring findings and the status of~~  
3 ~~implementing each of the provisions of this subchapter by the various school~~  
4 ~~districts, including which districts are in substantial compliance with the~~  
5 ~~plan required under this subchapter.~~

6 ~~(b)(1)(A) By January 1, 1998, the department shall have in place a~~  
7 ~~staffing structure which assures that the department's administration and~~  
8 ~~field service staff are responsible for monitoring the department and local~~  
9 ~~school district implementation and compliance with the provisions of this~~  
10 ~~subchapter.~~

11 ~~(B) The department shall employ one (1) or more persons~~  
12 ~~who shall have a minimum qualification of certification as a school~~  
13 ~~counselor.~~

14 ~~(2) Each school district shall be responsible for submitting an~~  
15 ~~annual report to the Assistant Commissioner of Learning Services of the~~  
16 ~~Department of Education outlining its compliance with and implementation of~~  
17 ~~plans for the provisions of this section.~~

18 ~~(3)(A) The Commissioner of Education, in consultation with the~~  
19 ~~appropriate assistant commissioner, shall designate an individual or~~  
20 ~~individuals who shall have a minimum qualification of certification as a~~  
21 ~~school counselor to be responsible for coordinating the monitoring of~~  
22 ~~compliance with this section.~~

23 ~~(B) The monitoring shall include interviews with~~  
24 ~~administrators, counselors, students, and teachers.~~

25  
26 ~~6-18-1008. Implementation.~~

27 ~~(a) The State Board of Education shall cause the Commissioner of~~  
28 ~~Education to designate one (1) employee who shall be responsible for~~  
29 ~~overseeing the implementation of this subchapter.~~

30 ~~(b) By January 1, 1994, and each year thereafter, the Department of~~  
31 ~~Education shall compile and present to the Governor, the state board, the~~  
32 ~~House Committee on Education, and the Senate Committee on Education a report~~  
33 ~~outlining the status of implementing each of the provisions of this~~  
34 ~~subchapter by the various school districts.~~

35  
36 ~~6-18-1009. Career development.~~

1       ~~(a) Each school counselor shall provide a career planning process for~~  
 2 ~~each student to include career awareness, employment readiness, career~~  
 3 ~~information, and the knowledge and skills necessary to achieve career goals.~~

4       ~~(b) School counselors shall also encourage parents, during regular~~  
 5 ~~parent conferences, to support partnerships in their children's learning and~~  
 6 ~~career planning processes.~~

7  
 8       SECTION 4. Arkansas Code Title 6, Chapter 18, is amended to add an  
 9 additional subchapter to read as follows:

10           Subchapter 20 - School Counseling Improvement Act of 2019

11  
 12           6-18-2001. Title.

13           This subchapter shall be known and may be cited as the "School  
 14 Counseling Improvement Act of 2019".

15  
 16           6-18-2002. Definitions.

17           As used in this subchapter:

18           (1) "Administrative activities" means activities that are not  
 19 directly related to the comprehensive school counseling plan and are absent  
 20 of any direct student services or interaction;

21           (2) "Direct services" means services that are provided through  
 22 face-to-face contact with students, including without limitation:

23           (A) Regular classroom guidance limited to forty-minute  
 24 class sessions, not to exceed three (3) class sessions per day and not to  
 25 exceed ten (10) class sessions per week;

26           (B) Individual and group counseling;

27           (C) Responsive services on behalf of students whose  
 28 immediate personal concerns and problems put the student's academic, career,  
 29 or social and emotional development at risk, including the administration of  
 30 a risk-assessment; and

31           (D) Interventions for students that are:

32           (i) At risk of dropping out of school; or

33           (ii) Exhibiting dangerous behaviors, such as drug  
 34 use, self-harm, or gang activity; and

35           (3) "Indirect services" means consultations between a student, a  
 36 parent or legal guardian, school staff, and community agencies concerning a

1 student's academic, career, and social and emotional needs.

2

3 6-18-2003. Comprehensive school counseling program and plan framework.

4 (a) Each public school district shall:

5 (1) Develop and implement a comprehensive school counseling  
6 program that ensures student services are coordinated in a manner that  
7 provides comprehensive support to all students; and

8 (2) Have a written plan for a comprehensive school counseling  
9 program that:

10 (A) Is implemented by an Arkansas-certified school  
11 counselor, a counselor serving under an additional licensure plan, or a  
12 school employee acting as a school counselor under a waiver granted under §  
13 6-15-103(c);

14 (B) Utilizes state and nationally recognized counselor  
15 frameworks;

16 (C) Is reviewed annually and updated as needed by the  
17 school counselor in collaboration with the building administrator and other  
18 stakeholders;

19 (D) Is systemically aligned to kindergarten through grade  
20 twelve (K-12) within the public school district; and

21 (E) Contains the following four (4) components of a  
22 comprehensive school counseling program:

23 (i) Foundation, which includes without limitation:

24 (a) Vision statements;

25 (b) Mission statements; and

26 (c) Program goals;

27 (ii) Management, which utilizes assessments and  
28 other data to develop, implement, and evaluate a comprehensive school  
29 counseling program;

30 (iii) Delivery, which focuses on direct and indirect  
31 services through the implementation of a comprehensive school counseling  
32 program; and

33 (iv) Accountability, which ensures regular analysis  
34 of the comprehensive school counseling program that is provided.

35 (b) The comprehensive school counseling program required under  
36 subsection (a) of this section shall:

1           (1) Guide students in academic pursuits, career planning, and  
2 social and emotional learning;

3           (2) Follow the comprehensive school counseling program guidance  
4 provided by the Department of Education;

5           (3) Include goals that are developed annually based on the  
6 vision and mission statements that are shared by stakeholders to ensure  
7 equitable access to opportunities for all students; and

8           (4) Identify student needs through a multilevel school data  
9 review that includes without limitation:

10                   (A) Data analysis;

11                   (B) Use-of-time data review;

12                   (C) Program results data; and

13                   (D) Communication and contact with administrators,  
14 parents, students, and stakeholders.

15  
16           6-18-2004. Comprehensive student services.

17           (a) Sufficient time at each public school shall be allotted for the  
18 school counselor to carry out the duties stated in the comprehensive school  
19 counseling plan required under § 6-18-2003.

20           (b)(1) A school counselor shall spend at least ninety percent (90%) of  
21 his or her working time during student contact days providing direct and  
22 indirect services to students.

23           (2) Direct and indirect services may be provided in  
24 collaboration with other school personnel and include without limitation:

25                   (A) Intervening with students who are at risk of dropping  
26 out of school to determine if there is a way to keep at-risk students in  
27 school;

28                   (B) Following-up with high school graduates;

29                   (C) Providing orientation programs for new students and  
30 transferring students at each level of education;

31                   (D) Providing academic advisement services, including  
32 without limitation:

33                           (i) Developing an individual planning system to  
34 guide a student to access and monitor the student's own educational, career,  
35 and social and emotional progress;

36                           (ii) Guiding a student along the pathways to

- 1 graduation;
- 2 (iii) Guiding a student in goal-setting experiences  
3 and course selection aligned with the student's post-secondary goals;
- 4 (iv) Addressing accelerated learning opportunities;  
5 (v) Addressing academic deficits and the  
6 accessibility of resources;
- 7 (vi) Providing student assessment reviews, interest  
8 inventories, or academic results needed to develop, review, and revise a  
9 student's plan of study; and
- 10 (vii) Providing support for students who show  
11 potential so they are more likely to engage in rigorous coursework and take  
12 advantage of post-secondary opportunities;
- 13 (E) Providing a career planning process that includes  
14 without limitation:
- 15 (i) Guidance in understanding the relationship  
16 between classroom performance and success in school and beyond;
- 17 (ii) The provision of resources to identify career  
18 interests and aptitudes to assist a student in age-appropriate college and  
19 career planning;
- 20 (iii) Guidance in understanding the advantages of  
21 completing career certifications and internships;
- 22 (iv) Interpretation of augmented, criterion-  
23 referenced, or norm-referenced assessments for students and parents;
- 24 (v) The provision of information to a parent or  
25 legal guardian, such as through workshops on preparing for college, financial  
26 aid, and career opportunities; and
- 27 (vi) Encouragement to a parent or legal guardian to  
28 support partnerships in his or her student's learning and career planning  
29 processes;
- 30 (F) Providing social and emotional skills designed to  
31 support students, including without limitation programs:
- 32 (i) To promote cultural and social awareness,  
33 positive communication and relationship skills, collaboration with others,  
34 and responsible decision making;
- 35 (ii) To improve culture and climate in the school so  
36 that all students can feel that they are in a safe and supportive

- 1 environment;
- 2 (iii) To develop conflict-resolution skills;
- 3 (iv) To prevent bullying that include without
- 4 limitation:
- 5 (a) Training programs for school employees
- 6 regarding how to recognize bullying behaviors;
- 7 (b) Protocols for responding to bullying that
- 8 is occurring in the school;
- 9 (c) Strategies that support a student who is
- 10 being bullied; and
- 11 (d) Strategies that help a bystander speak out
- 12 against bullying; and
- 13 (v) To address age-appropriate suicide awareness and
- 14 prevention through:
- 15 (a) Strategies that help identify a student
- 16 who is at risk for suicide;
- 17 (b) Strategies and protocols that help a
- 18 student who is at risk for suicide; and
- 19 (c) Protocols for responding to a suicide
- 20 death; and
- 21 (G) Serving as a contributing member of decision-making
- 22 teams, which include without limitation:
- 23 (i) Teams that are convened under Section 504 of the
- 24 Rehabilitation Act of 1973, Pub. L. No. 93-112;
- 25 (ii) Response-to-intervention teams;
- 26 (iii) English language learner programs;
- 27 (iv) Parental involvement or family engagement
- 28 programs;
- 29 (v) Positive behavioral intervention support
- 30 programs; and
- 31 (vi) Advanced placement and gifted and talented
- 32 programs.
- 33 (c)(1) Administrative activities performed by a school counselor shall
- 34 not exceed more than ten percent (10%) of the school counselor's time spent
- 35 working during student contact days.
- 36 (2) Administrative activities provided by a school counselor in

1 collaboration with other school personnel include without limitation:  
2 (A) Coordinating state assessments, cognitive achievement  
3 assessments, advanced placement programs, and language acquisition testing  
4 programs;  
5 (B) Developing master schedules;  
6 (C) Coordinating of:  
7 (i) Teams convened under Section 504 of the  
8 Rehabilitation Act of 1973, Pub. L. No. 93-112;  
9 (ii) Response-to-intervention teams;  
10 (iii) English language learner programs;  
11 (iv) Parental involvement or family engagement  
12 programs;  
13 (v) Positive behavioral intervention support  
14 programs;  
15 (vi) Data entry; and  
16 (vii) Advanced placement and gifted and talented  
17 programs; and  
18 (D) Monitoring students in common areas such as the  
19 cafeteria, hallway, playground, and bus lines.  
20  
21 6-18-2005. Monitoring and support.  
22 (a) Each public school district is responsible for posting its annual  
23 comprehensive school counseling plan on the district website under state  
24 required information.  
25 (b)(1) Beginning with the 2020-2021 school year, the Department of  
26 Education shall monitor each public school district to ensure implementation  
27 and compliance with this subchapter.  
28 (2) Failure by a public school district to comply with this  
29 subchapter is a violation of the Standards for Accreditation of Arkansas  
30 Public Schools and School Districts.  
31 (c) The department shall:  
32 (1) Employ at least one (1) individual who is certified as a  
33 school counselor;  
34 (2) Provide a multilevel system of support to public school  
35 districts to assist in complying with the requirements of this subchapter;  
36 and

1                   (3) Provide guidance and technical assistance to public school  
2 districts in order to support equitable access to public school counseling  
3 services.

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APPROVED: 2/21/19

# Arkansas TESS School Counselor Rubric

The Arkansas Teacher Excellence and Support System provides statutory direction for reform of teacher and leader evaluation systems. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, provides critical information to state, district and school educators in the form of essential data and feedback to ensure College and Career Readiness leading to access and achievement for all Arkansas students.

The following resources provide school counselors with Arkansas Teacher Excellence and Support System (TESS) counseling specific guidance documents.

## **Aligning Danielson Framework with ASCA's School Counselor Competencies and Ethical Standards**

[http://www.arkansased.gov/public/userfiles/Learning\\_Services/Guidance\\_School\\_Counseling/Aligning\\_Daniels\\_on\\_Framework\\_with\\_ASCA\\_SCC\\_and\\_ESSC2.pdf](http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Aligning_Daniels_on_Framework_with_ASCA_SCC_and_ESSC2.pdf)

## **TESS Smart Card for Counselors**

[http://www.arkansased.gov/public/userfiles/Learning\\_Services/Guidance\\_School\\_Counseling/Smart\\_Card\\_School\\_Counselor.pdf](http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Smart_Card_School_Counselor.pdf)

## **TESS for Specialty Areas - Counselors**

<http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-for-specialty-areas/school-counselor-tessdocuments>

## **TESS Artifacts and Evidence for Counselors**

[http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/TESS/TESS%20Artifacts%20and%20Evidence/TESS\\_Examples\\_of\\_Artifacts\\_Counselors\\_Updated\\_04282014.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/TESS/TESS%20Artifacts%20and%20Evidence/TESS_Examples_of_Artifacts_Counselors_Updated_04282014.pdf)

# SECTION FIVE

## Resource List

Counselor's Resource List	Phone	City	Contact #	Cell #
Fayetteville Police Department	Elliot Lubker	Fayetteville		
DHS liaison- Hanna Burge				
Social Worker- Melissa Rogers				
FIT Coordinator- Lisa Hughey				
OGC	479-750-2020	Fayetteville		
<a href="#">District School Counselors</a>				

## Fayetteville Public Schools Counselor and Social Worker Directory

ALLPS	Melissa Rogers	200-6983	<a href="mailto:melissa.rogers@g.fayar.net">melissa.rogers@g.fayar.net</a>
ALLPS	Carlos Chicas	445-1229	<a href="mailto:carlos.chicas@g.fayar.net">carlos.chicas@g.fayar.net</a>
Asbell	Sara Blickenstaff	435-1373	<a href="mailto:sara.blinkenstaff@fayar.net">sara.blinkenstaff@fayar.net</a>
Asbell	Cameron Magness	445-1062	<a href="mailto:cameron.magness@fayar.net">cameron.magness@fayar.net</a>
Butterfield	Kim Buck	313-5340	<a href="mailto:kimberly.buck@fayar.net">kimberly.buck@fayar.net</a>
Butterfield	Kaitlyn Lee	445-1029	<a href="mailto:kaitlyn.lee@fayar.net">kaitlyn.lee@fayar.net</a>
FHS	Kim Buck	313-5340	<a href="mailto:kimberly.buck@fayar.net">kimberly.buck@fayar.net</a>
FHS	Jody Wood	445-1535	<a href="mailto:jody.wood@fayar.net">jody.wood@fayar.net</a>
FHS	Cindy Alley	445-1537	<a href="mailto:cindy.alley@fayar.net">cindy.alley@fayar.net</a>
FHS	Curt Champion	445-1187	<a href="mailto:curt.champion@fayar.net">curt.champion@fayar.net</a>
FHS	Joey Newman	445-1536	<a href="mailto:joey.newman@fayar.net">joey.newman@fayar.net</a>
FHS	Lesli Zeagler	445-1180	<a href="mailto:lesli.zeagler@fayar.net">lesli.zeagler@fayar.net</a>
FHS	Staci Petrich	445-1162	<a href="mailto:staci.petrich@fayar.net">staci.petrich@fayar.net</a>
FHS	Seanne Farrar	445-1242	<a href="mailto:seanne.farrar@fayar.net">seanne.farrar@fayar.net</a>
FHS	Rajhi Thompson	445-1173	<a href="mailto:Rajhi.thompson@g.fayar.net">Rajhi.thompson@g.fayar.net</a>
FVA	Kim Buck	313-5340	<a href="mailto:kimberly.buck@fayar.net">kimberly.buck@fayar.net</a>
FVA	Saundra Colvin	445-1681	<a href="mailto:saundra.colvin@fayar.net">saundra.colvin@fayar.net</a>
Happy Hollow	Taylor Jackson	387-8363	<a href="mailto:taylor.jackson@fayar.net">taylor.jackson@fayar.net</a>
Happy Hollow		445-1408	
Holcomb	Sara Blickenstaff	435-1373	<a href="mailto:sara.blinkenstaff@fayar.net">sara.blinkenstaff@fayar.net</a>
Holcomb	Mollie Samples	445-1147	<a href="mailto:mollie.samples@fayar.net">mollie.samples@fayar.net</a>
Holcomb	Kelsey Brodie	445-1147	<a href="mailto:kelsey.brodie@fayar.net">kelsey.brodie@fayar.net</a>
Holt	Sara Blickenstaff	435-1373	<a href="mailto:sara.blinkenstaff@fayar.net">sara.blinkenstaff@fayar.net</a>
Holt	Jane Corrigan	445-1124	<a href="mailto:jane.corrigan@fayar.net">jane.corrigan@fayar.net</a>
Leverett	Taylor Jackson	387-8363	<a href="mailto:taylor.jackson@fayar.net">taylor.jackson@fayar.net</a>
Leverett	Erin Clark	445-1051	<a href="mailto:erin.clark@fayar.net">erin.clark@fayar.net</a>

McNair	Melissa Rogers	200-6983	<a href="mailto:melissa.rogers@fayar.net">melissa.rogers@fayar.net</a>
McNair	Heather Dugger (5th)	718-0255	<a href="mailto:heather.dugger@fayar.net">heather.dugger@fayar.net</a>
McNair	Katy Seifritz (6th)	718-0283	<a href="mailto:katy.seifritz@fayar.net">katy.seifritz@fayar.net</a>
Owl Creek	Lisa Hughey	347-9785	<a href="mailto:lisa.hughey@fayar.net">lisa.hughey@fayar.net</a>
Owl Creek	Bonni Behrend (K-4)	718-0214	<a href="mailto:bonni.behrend@fayar.net">bonni.behrend@fayar.net</a>
Owl Creek	Mary Martin (5-6)	718-0212	<a href="mailto:mary.martin@fayar.net">mary.martin@fayar.net</a>
RJHS	Melissa Rogers	200-6983	<a href="mailto:melissa.rogers@fayar.net">melissa.rogers@fayar.net</a>
RJHS	Ashley Pointer (7 <sup>th</sup> )	445-1102	<a href="mailto:Ashley.pointer@g.fayar.net">Ashley.pointer@g.fayar.net</a>
RJHS	Sarah Brown (8 <sup>th</sup> )	445-1101	<a href="mailto:Sarah.brown@g.fayar.net">Sarah.brown@g.fayar.net</a>
Root	Taylor Jackson	387-8363	<a href="mailto:taylor.jackson@fayar.net">taylor.jackson@fayar.net</a>
Root	Jennifer Lavender	445-1021	<a href="mailto:jennifer.lavender@fayar.net">jennifer.lavender@fayar.net</a>
Vandergriff	Taylor Jackson	387-8363	<a href="mailto:taylor.jackson@fayar.net">taylor.jackson@fayar.net</a>
Vandergriff	Elizabeth Rogers	445-1042	<a href="mailto:elizabeth.rogers@fayar.net">elizabeth.rogers@fayar.net</a>
Washington	Sara Blinkenstaff	435-1373	<a href="mailto:sara.blinkenstaff@fayar.net">sara.blinkenstaff@fayar.net</a>
Washington	Tara Lechtenberger	445-1072	<a href="mailto:tara.lechtenberger@fayar.net">tara.lechtenberger@fayar.net</a>
WJHS	Melissa Rogers	200-6983	<a href="mailto:melissa.rogers@fayar.net">melissa.rogers@fayar.net</a>
WJHS	Carolyn Jordan (7 <sup>th</sup> )	445-1262	<a href="mailto:carolyn.jordan@fayar.net">carolyn.jordan@fayar.net</a>
WJHS		445-1263	