

Rose Bud High School

School Counselor Comprehensive
Counseling Program Guide

2021-2022



Rose Bud School District
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Rose Bud High School
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I. FOUNDATION

COUNSELOR BELIEF STATEMENT

I believe every student has value as a person and should be treated with respect. I believe that every student has a purpose; I believe each student has talents and abilities that are unique to the individual. I believe that Rose Bud High School can help our students discover these talents and use them to be successful in life.

SCHOOL COUNSELING VISION STATEMENT

The vision of the Rose Bud High School Counseling program is for all students to develop the knowledge and skills necessary to be personally and socially competent; to achieve academically; and to achieve career success. This will help each student reach his/her potential as respectful, responsible, productive citizens in their community.

SCHOOL COUNSELING MISSION STATEMENT

The Rose Bud High School counseling department provides a comprehensive, developmentally appropriate 7-12 counseling program, focused on academic, personal/social and career education within a supportive environment that will allow all students to achieve school success and be prepared to lead fulfilling lives as healthy, productive members in their communities.

PROGRAM GOALS FOR STUDENTS:

The Rose Bud High School counseling and guidance program lessons are developed by using the G.U.I.D.E. for life and the ASCA National Model. The Rose Bud High School guidance lessons are based on the American School counseling Mindsets and Behaviors. The ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness for Every Student describe the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development. To be successful, we believe that students need to graduate with a strong foundation of academic knowledge, experience, and proficiencies; to be successful, we believe they need an equally strong foundation of soft skills to help them get along with others, communicate well, and make positive contributions in the workplace and beyond. The Arkansas Department of Education has developed a G.U.I.D.E. for Life that has identified five guiding principles that support educators, business leaders, communities, and students in developing these skills. The five guiding principles include GROWTH (managing yourself), UNDERSTANDING (knowing yourself), INTERACTION (building relationships), DECISIONS (making responsible choices), EMPATHY (being aware of others).

Ms. Strain plans a curriculum that includes large group, small group, and individual counseling opportunities. This plan includes academic advisement, career activities, bullying prevention, suicide prevention, social/emotional learning activities, orientation activities as well as individual counseling services.

Target Goal

Each year, we try to focus on helping students work on one goal that can contribute to school success and success in life after high school. One goal Ms. Strain and Mr. Dodge have is to reduce the number of students caught vaping on our campus by at least 5% for the 2020-21 school year. During the 2020-21 school year, Ms. Strain will help provide a virtual program for all of our students (including Rambler Academy students) that gives educational information about vaping and the dangers and consequences of vaping. Students will take a pretest and posttest about this information. Ms. Strain will collect information about the number of vaping instances for the 2019-20 school year and the 2020-21 school year. This data will be compared. The goal is to reduce this number by at least 5%.

During the 2021-22 school year, our goal will be to reduce the number of students who are disciplined for cyberbullying incidents by at least 5%. During the 2021-22 school year, we plan to have a presentation for all 7-12 students about the dangers and consequences of cyberbullying; in this presentation, we will also cover information about this relates to suicide and suicide prevention. We will also have a night time presentation on these topics for parents. Ms. Strain will give the students a pretest and a posttest on these topics. Ms. Strain will also collect information about the number of cyberbullying instances for the 2021-22 school year and compare it with information from the 2020-21 school year. The goal is to reduce the number of incidents by at least 5%.

II. PROGRAM MANAGEMENT

Methods of evaluation

The principal and Ms. Strain evaluate the counseling program each year and update it as needed. Each year, counselor self-reflection, data from our numbers of students attending post secondary programs, data from our numbers of scholarship offers, data from our areas of discipline, and data from our absentee rates are considered. We also consider data from our parent survey in our handbook and feedback from students, teachers, and parents when planning our next year's program.

At the end of the 2021-22 school year, we will also have an online assessment that all students, parents, and teachers will be invited to participate in. The results will be reviewed by Mr. Dodge, the principal, Ms. Strain, and the advisory committee when planning activities for the 2022-23 school year.

This needs and improvement survey will be utilized yearly with parents, teachers, and students to determine goals for each year. The guidance program will then be adjusted according to the results. The guidance program is designed in accordance with the American School Counselor Association (ASCA) Mindsets and Behaviors which is adopted by the state of Arkansas. The program is evaluated by the building principal in accordance with our district policy. The evaluation is discussed annually with the counselor and suggestions for improvements are made.

Use of time

According to the School Counseling Improvement Act of 2019, a school counselor must spend at least ninety percent (90%) of his/her working time during student contact days providing direct and indirect services to students. Direct and indirect services may be provided in collaboration with other school personnel and include without limitation:

- (A) Intervening with students who are at risk of dropping out of school to determine if there is a way to keep at-risk students in school;
- (B) Following-up with high school graduates;
- (C) Providing orientation programs for new students and transferring students at each level of education;
- (D) Providing academic advisement services, including without limitation:
 - (i) Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;
 - (ii) Guiding a student along the pathways to graduation;
 - (iii) Guiding a student in goal-setting experiences and course selection aligned with the student's postsecondary goals;
 - (iv) Addressing accelerated learning opportunities;
 - (v) Addressing academic deficits and the accessibility of resources;
 - (vi) Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study; and
 - (vii) Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities;
- (E) Providing a career planning process that includes without limitation:
 - (i) Guidance in understanding the relationship between classroom performance and success in school and beyond;
 - (ii) The provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;
 - (iii) Guidance in understanding the advantages of completing career certifications and internships;
 - (iv) Interpretation of augmented, criterion-referenced, or norm-referenced assessments for students and parents;
 - (v) The provision of information to a parent or legal guardian, such as through workshops on preparing for college, financial aid, and career opportunities; and
 - (vi) Encouragement to a parent or legal guardian to support partnerships in his or her student's learning and career planning processes;
- (F) Providing social and emotional skills designed to support students, including without limitation programs:

- (i) To promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making;
- (ii) To improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment;
- (iii) To develop conflict-resolution skills;
- (iv) To prevent bullying that include without limitation:
 - (a) Training programs for school employees regarding how to recognize bullying behaviors;
 - (b) Protocols for responding to bullying that is occurring in the school;
 - (c) Strategies that support a student who is being bullied; and
 - (d) Strategies that help a bystander speak out against bullying; and
- (v) To address age-appropriate suicide awareness and prevention through:
 - (a) Strategies that help identify a student who is at risk for suicide;
 - (b) Strategies and protocols that help a student who is at risk for suicide; and
 - (c) Protocols for responding to a suicide death; and

(G) Serving as a contributing member of decision-making teams, which include without limitation:

- (i) Teams that are convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
- (ii) Response-to-intervention teams;
- (iii) English language learner programs;
- (iv) Parental involvement or family engagement programs;
- (v) Positive behavioral intervention support programs; and
- (vi) Advanced placement and gifted and talented programs.

The School counseling Improvement Act of 2019 says that counselors may spend no more than 10% of the time during student contact days on administrative duties.) Administrative activities provided by a school counselor in collaboration with other school personnel include without limitation:

- (A) Coordinating state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs;
- (B) Developing master schedules;
- (C) Coordinating of:
 - (i) Teams convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
 - (ii) Response-to-intervention teams;
 - (iii) English language learner programs;
 - (iv) Parental involvement or family engagement programs;
 - (v) Positive behavioral intervention support programs;
 - (vi) Data entry; and
 - (vii) Advanced placement and gifted and talented programs; and

(D) Monitoring students in common areas such as the cafeteria, hallway, playground, and bus lines.

6-18-2005. Monitoring and support. (a) Each public school district is responsible for posting its annual comprehensive school counseling plan on the district website under state required information. (b)(1) Beginning with the 2020-2021 school year, the Department of Education shall monitor each public school district to ensure implementation and compliance with this subchapter. (2) Failure by a public school district to comply with this subchapter is a violation of the Standards for Accreditation of Arkansas Public Schools and School Districts. (c) The department shall: (1) Employ at least one (1) individual who is certified as a school counselor; (2) Provide a multilevel system of support to public school districts to assist in complying with the requirements of this subchapter; and (3) Provide guidance and technical assistance to public school districts in order to support equitable access to public school counseling services. (Approved 2/21/19)

The 2019-20 Use of Time results for the high school counselor are below:

Direct & Indirect: 94% Administrative 6%

The 2020-21 Use of Time results for the high school counselor are below:

Direct and Indirect: 88% Administrative: 12%

APPROPRIATE ACTIVITIES

The Following Are Considered Appropriate Activities For School Counselors:

- Individual student academic program planning
- Interpreting cognitive, aptitude and achievement tests
- Providing counseling to students who are tardy or absent
- Providing counseling to students who have disciplinary problems
- Providing counseling to students as to appropriate school dress
- Collaborating with teachers to present school counseling core curriculum lessons
- Analyzing grade-point averages in relationship to achievement
- Interpreting student records
- Providing teachers with suggestions for effective classroom management
- Ensuring student records are maintained as per state and federal regulations
- Helping the school principal identify and resolve student issues, needs, and problems
- Providing individual and small-group counseling services to students
- Advocating for students at individual education plan meetings, student study teams and school attendance review boards
- Analyzing disaggregated data

The Following Are Considered Inappropriate Activities for School Counselors:

- Coordinating paperwork and data entry of all new students
- Coordinating cognitive, aptitude and achievement testing programs
- Signing excuses for students who are tardy or absent
- Performing disciplinary actions or assigning discipline consequences

- Sending students home who are not appropriately dressed
- Teaching classes when teachers are absent
- Computing grade-point averages
- Maintaining student records
- Keeping clerical records
- Assisting with duties in the principal's office
- Providing therapy/long-term counseling to address psychological disorders
- Coordinating school wide individual education plans, student study teams and school attendance review boards
- Serving as a data entry clerk

Yearly Calendar at a Glance:

August: Orientation/Procedures; Schedule changes

September: Growth/Manage Self; Leadership Skills; Safety Skills; Study Skills; Student success Plans

October: Drug Education Presentations; Red Ribbon Week; Career Information; Student Success Plans

November: Preregistration; Student Success Plans

December: Suicide Prevention Presentations; Student Success Plans

January: Anti-Bullying Presentations; Empathy for Others

February: Career Activities; Self Control; Student Success Plans

March: Skills for Life; Refusal/Problem Solving/Leadership; Student Success Plans

April: Coping Skills/Social Skills; Test Taking Skills; Anti Drinking/Driving; Student success Plans

May: Safety Skills; Understanding Self; Value of Others; Student success Plans

E. Data Use in Counseling

Data is used in several ways in counseling. Information such as discipline records, absentee records and student achievement data are considered when planning our program. These records are also used in helping students individually on a regular basis. Data from our numbers of students attending post secondary programs, data from our numbers of scholarship offers, data from our areas of discipline, and data from our absentee rates is used to help improve our program. We also consider data from our parent survey in our handbook and feedback from students, teachers, and parents when planning our next year's program. We will consider the data from our numbers of students caught vaping on our campus before and after our planned activities when planning our future programs.

At the end of the 2021-22 school year, we will also have an online assessment that all students, parents, and teachers will be invited to participate. The results will be reviewed by Mr. Dodge, the principal, Ms. Strain, and the advisory committee when planning activities for the 2022-23 school year.

We also look at the numbers that indicate the counselor's use of time. This data is used to help make sure our counselor has time to help our students get needed services.

F. Action Plan

Our targeted action plan for the 2020-21 school year was to reduce the number of students caught vaping on our campus by 5%. Ms. Strain will follow this plan to achieve this goal:

1. Review the number of students caught vaping on our campus during the 2019-2020 school year. Chart this information.
2. Administer a pretest to determine the knowledge students have of the personal dangers and consequences of vaping on our campus.
3. Ms. Strain will provide an in person or virtual program for students on the dangers and consequences of vaping during the month of October.
4. Ms. Strain will administer a post test to determine if student knowledge of the dangers and consequences of vaping has improved.
5. Ms. Strain will compare the number of students caught vaping on our campus after the program is presented. We are hoping this will decrease by at least 5%.

Results:

After reviewing the number of students caught vaping on our campus over a two year period, Ms. Strain found that 22 students had incident reports for vaping in the 2019-2021 school year while only 15 had incident reports for this in the 2020-21 school year. in the 2019-2021 school year. That is a decline of 7 students; that is a 6.8% decline in the number of students caught vaping on our campus.

Ms. Strain administered a pretest, gave a presentation about vaping and on the dangers of vaping, and then gave a posttest in October to all students in classroom visits. Only 230 students took the pretest for the presentation; of those, only 208 took the posttest. Here is a summary of the results:

Of the 230 who took the pretest, 90.4% said they had never tried vaping; of the 203 who took the posttest, 94.7% said they now were never vaper.

On the pretest, 94.8% said they knew that E-cigarettes are not safe for youth; on the posttest 95.2% said they knew they are not safe.

On the pretest, 90.9% said they knew most E-cigarettes contain nicotine; on the posttest, 97.6% said they knew this.

On the pretest, 94.3% said they knew that nicotine is a drug that contains harmful chemicals; on the posttest, 94.2% said they knew this.

On the pretest, 94.8% said they knew that nicotine was addictive; on the posttest, 96.6% said they knew this.

On the pretest, 24.8% of students said that E-Cigarettes are just harmless water vapor; on the posttest, only 21.6% thought this.

On the pretest 93.5% knew that E-cigarettes are poisonous to children and adults; on the posttest, 96.6% knew this.

On the pretest, 93.5% said they knew that E-cigarettes can cause fires and explosions; on the posttest, 99% knew this.

Of the 230 who took the pretest, 99.1% of students said they knew that students who were caught vaping could receive disciplinary action, including In School Suspension and Out of School Suspension; of the 208 who took the posttest, 97.6% said they knew this.

Students' overall knowledge of the subject increased some on all but one question; also, the number of vaping incidents decreased by 6.8%.

Our targeted action plan for the 2021-22 school year is to reduce the number of cyberbullying incidents by 5% from the previous year. Ms. Strain will follow this plan:

1. Review the number of students caught in cyberbullying incidents on our campus during the 2020-2021 school year. Chart this information.
2. Administer a pretest to determine the knowledge students have of facts and consequences of cyberbullying.
3. Ms. Strain will provide an in person or virtual program for students on the facts and consequences of cyberbullying during the Fall. .
4. Ms. Strain will administer a post test to determine if student knowledge of facts and consequences of cyberbullying has improved.
5. Ms. Strain will compare the number of students caught in cyberbullying incidents on our campus after the program is presented. We are hoping this will decrease by at least 5%.

III. DELIVERY

Direct Services -- Guidance Curriculum

The Rose Bud High School Counselor works to deliver direct services to students during the school day. The ADE requires that each counselor spends 90% of his/her time delivering services that are provided through face to face contact with students. This includes large group guidance lessons, small group guidance, and individual lessons. Large group includes lessons that are based on the ASCA Mindsets and Behaviors and the G.U.I.D.E for life. This includes but is not limited to lessons that involve career planning and exploration, college and career readiness, academic supports and success strategies, and social/emotional development. The G.U.I.D.E. For Life focuses on student growth in five areas: Growth--Managing ourselves; Understanding--knowing yourself; Interaction--building relationships; Decisions--making responsible choices; Empathy--being aware of others.

Ms. Strain has planned a comprehensive curriculum for grades 7-12. She works with social studies and homeroom teachers each month to schedule one large group session per grader per month September- May of each year. Our curriculum will be provided digitally as much as possible, so that students attending Rambler Academy can also participate.

The overall map for 7-12 curriculum for the 2021 school year is below.

	7th	8th	9th	10th	11th	12th
August	Meet the counselor General Study Skill Info Schedule Changes	New Student Orientation Schedule Changes	New student Orientation Schedule Changes	New Student Orientation Schedule Changes	New Student Orientation Schedule Changes	Schedule changes College/scholarship Search & Information--Indiv as needed
September	Study place & organization Goals for class	General Study Skills Goals-- 1 class & Career Goals	Self-respect Leadership Skills Update SSP--Ind	Dangers of texting & Driving	College/Scholarship Info Scholarship Search	College/Career Info College Fair Bridge to College
October	Drug Free Presentation Dangers of Tobacco & vaping	Drug Ed visit--anti vaping CD-Next Mag-Careers CD-Stud. Suc Plans	Drug Ed visit--anti vaping Update SSP--SG & Indiv	Drug Ed visit--Anti Vaping Update SSP--SG & Ind	Drug Ed Visit--anti vaping Next Magazine-Careers	Drug Ed visit--antivaping Next Magazine--Career Financial Aid
November	Preregistration for next year Career Planning Real Life Arkansas	Dangers of Internet Y Cyberbull. CD-Cont. SSP	Preregister for next year Update SSP--SG & Indiv	Preregister for next year Update SSP--SG & Ind	Preregistration Transcript & Grad checklist update	College visits Indiv help--college/scholarship/etc
December	Suicide Prevention SG/Ind Learning Styles Inventory	Suicide Prevention CD--SSP, Cont.	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention Ind Help--scholarships
January	Anti bullying Presentation Empathy for others	Anti-bullying Presentation Empathy for others CD-Next Magazine--Careers	Anti-Bullying Presentation Empathy for others	Anti-bullying Presentation Empathy for others Update SSP--SG & Indiv	Anti bullying Presentation Empathy for others Career Workshop	Anti-bullying Presentation Empathy for others
February	Self-Control	Student Success Plans Preregistration	Communication Skills Conflict Resolution	Real Life Arkansas Real Life Simulation Activity	KUDER Inventories Interest/values/skills	Scholarship Information Financial Aid Information
March	Problem Solving Skills	Refusal Skills	Leadership Skills	KUDER Inventories Learning Styles Inventories	Career Fair KUDER Inventories	Soft Skills
April	Standardized Test Taking Tips	Getting along with others More or antibullying	Problem solving Skills	Strategies fro coping with stress	Anti Drinking/Driving Program	Anti Drinking/Driving Program
May	Understanding Self	Being Aware of others Value of feelings of others Deversity	Safety Skills Consequences of behavior	Good Work Skills & Personal Characteristics	Decision Making Process	Graduation

Ms. Strain provides academic advice to students on an ongoing basis all year. She helps update schedules before school starts and at the beginning of the school year. Many of the small group activities and individual sessions in the Fall are updating academic plans and student success plans. In November, Ms. Strain begins the process of pre registration for the upcoming year. Some of this can be done in a classroom setting; most is done in smaller groups and individually. This continues on an ongoing basis as needed into the Spring semester.

Suicide Prevention

Each year, we plan a guest speaker who gives an anti-bullying presentation that also includes suicide prevention information. During the 2020-21 school year, we presented the information in classroom size settings. During the 2021-22 school year, we are planning to have a guest speaker presentation information to students on Cyberbullying and Suicide Prevention. We also plan to have a guest speaker present information to parents on Cyberbullying and Suicide Prevention. If an in person presentation is not possible, we will have a virtual presentation for these events. Ms. Strain will also give students information on these topics in a classroom setting. We will try to have this in either the month of December or January if possible.

During our beginning of the year teacher training, teachers are required to participate in state required training for suicide prevention. We also make sure that our teachers get information each year on how to identify students at risk and on our protocols for responding in these situations.

Bullying Prevention

Each year we present information on bullying prevention. During the 2021-22 school year, we are planning to have a guest speaker talk to students about Cyberbullying and Suicide Prevention. We are planning to have a night time presentation for parents on these topics also. If it is not possible to have an in person guest speaker on these topics, we will provide a virtual presentation for these. We will try to have this in either the month of December or January if possible.

Career Information

Each grade level of students participates in appropriate career planning activities each year. Seventh graders work through a career planning program that includes taking interest inventories and finding out about careers in their areas of interest; this includes but is not limited to our Real Life Arkansas Website. We are using the KUDER website with our students for career planning. We are helping them build their Student Success Plans with the KUDER System. Our eighth grade students participate in a career development class that has a lot of Career Planning activities. Each of these students develop a Student Success Plan which includes but is not limited to a plan of the courses they need to take while in Rose Bud High School; this will help ensure on time graduation and a smooth transition to college, vocational training, or the work world after high school. The plan also includes interest inventories, work values inventories, and skills inventories as well as career exploration in their specific areas of interest.

Ninth through twelfth grade students add to this Student success Plan each year. Eleventh and Twelfth grade students begin applying for college scholarships, college admissions, and vocational school admission. Students have the ability to become a vocational completer in one of our vocational programs of study offered on our campus, at Quitman High School, or at the area vocational center at the ASU Beebe Campus in Searcy; some of these classes are provided on the ASU Beebe at Heber Springs Campus.

Social/Emotional Learning

Ms. Strain plans a curriculum that incorporates the social/emotional skills outlined in the G.U.I.D.E. for life and the ARSCA Mindsets and Behaviors.

Ms. Strain and the elementary school counselor are working together to be sure that all of these skills have been taught at some point in our K-12 programs. Ms. Strain presents many of these in a large group setting. Some small group sessions are offered on an as needed basis. Ms. Strain and The Forge counselors offer help to students individually who struggle with using these skills.

Orientation/Transition

Rose Bud High School works to help our new students get comfortable with our campus each year. We offer a tour to our upcoming seventh graders in May of each year. We give all students orientation sessions at the beginning of each year during their home room classes. New students who enter our district throughout the year, get a tour and information from our counselor's office and student helpers.

Individual Counseling

Individual counseling is offered at Rose Bud High School on an as needed basis. Ms. Strain plans a schedule which allows time for helping students individually each day in areas such as academic advice, college, scholarship, and career information and help with applications. She also schedules students who need help with social/emotional skills. Students are provided a calendar that has open times and can sign up. Parents can call or email Ms. Strain to ask for help in academic or social/emotional areas. Ms. Strain also leaves time in the day to help a student who suddenly needs emotional support or has a personal emergency. In the event that a student is experiencing a need for ongoing personal counseling, Ms. Strain will discuss this with the student, contact the parent and offer to refer the student to an agency that can help them on a regular basis. We have a school based health clinic on our campus. Counselors from The Forge Counseling Group in Searcy (501) 825-3077 have an office in the clinic; they have agreed to provide free services to our students with a referral from our school personnel. In the event that a parent prefers to use another agency, Ms. Strain will help provide them phone numbers and other contact information. There is a list of many agencies that provide counseling and other services to students and parents in our area in the Additional Resources section of this plan. We have an online form that students, teachers, and parents can use to refer students for individual sessions with MS. Strain; this can be used to sign up for help with academic issues, career information, college and scholarship information as well as social/emotional issues. Ms. Strain will email back to set up an appointment time for them to come to the counselor's office or to have a Zoom or phone meeting as needed.

Small Group Counseling

Small group counseling is offered on an as needed basis. If Ms. Strain sees a need that several students have, she will invite students to join a small group that addresses that issue. Parents can refer their children and students can also ask for help in any of the areas listed below:

Individual and Small group lessons include but not limited to:

- Character Education
- Friendship
- Grief
- Divorce
- Anger Management
- Study Skills
- Acceptance of Others
- Self Esteem
- Suicide prevention

- Military Deployment Family Support
- Self-Responsibility
- Anti-Bullying
- Academic advising
- Schedule/class choices
- Career Education
- College/secondary vocational school planning and application
- Scholarship planning and application
- Financial aid planning and application

IV. Accountability

Each year our comprehensive counseling program is evaluated through counselor self-reflection and a review of the program with the principal. We also use information from a parent survey in our handbook and look at data about discipline issues and absenteeism at our school. At the end of the 2021-22 school year, we will have an online assessment and ask for participation from teachers, parents, and students to evaluate our program and help set goals for the following year.

These results will be shared with the principal and our advisory committee. We will use them to direct our updated plan for the 2021-22 school year.

V. Additional Resources

Counselor's Resource List	Phone	City	Contact #	Cell #
Rose Bud Police Department	882-3365	Beebe	Chief Stephen Schaumleffel	
School Resource Officer	206-1154		Dana Bryant	
Office of Emergency Services	268-6102	Searcy		
DHS - Searcy	268-8696			
Arkansas Children's Hospital	800-468-6933	Little Rock		
White County Medical Center	268-6121	Searcy		
UAMS	870-219-7083			

Tobacco Education Coordinator WDM Co-op	882-5467	Beebe	Becky Lamb	
A Woman's Place - Beebe Center	882-7695 882-7694	Beebe		
Attorney General's office	800-448-3014 682-1020			
Kidz Kan, LLC - Occupational Therapy	726-2046		Kelly Lewis	
Pryor Physical Therapy -	368-0947 268-5001	Searcy	Robbie Pryor	
The Forge Counseling Group	(501) 825-3077	Searcy		
Reaper Physical Therapy	279-9233 268-2525	Searcy		
Searcy Physical Therapy	268-2513	Searcy		
Healthworks - Screenings	380-4660	WCMC Searcy	Judy Glenn, RN	
Arkansas Health Department	882-5128	Beebe		
Arkansas Health Department	268-6102	Searcy		
White County Children's Safety Center	388-1636	Searcy	Kathy Helpenstill	
Counseling Agencies				
Families Inc.	501-305-2359	Searcy	Thomas Ritchie Josh Medley Paula Butterfield	434-0000 504-559-349 7 593-0996

Harding Marriage & Family Counseling	279-4315	Searcy		
Health Resources of AR	268-4181	Searcy	Sherry Lowery	281-6691
Tri Therapy	268-5008	Searcy		
Family Service Agency	372-4242			
Woods, Mitchell, & Assoc.	870-793-6774			
The Pointe	501-223-3322	Little Rock		
Mobile Assessor, Rivendell	501-316-1255		Deon Aaron	501-804-2503
Behavioral Hospitals				
Bridgeway	771-1500 800-245-0011			
Methodist Behavioral Health Hospital	501-803-3388			
Pinnacle Point Hospital	223-3322 800-880-3322			
Rivendell	501-316-1255	Benton	Elizabeth Knight Arlene Franklin	
Unity Courage Health Center	501-278-3450	Searcy		
Wilbur Mills Substance Abuse Treatment Center	501-268-7777	Searcy	Rod Smith Barbara Hacker	
Hotlines				
Arkansas DHS Child Abuse Hotline	800-482-5964			

Arkansas Domestic Violence Hotline	800-269-4668			
Crimes Against Children Hotline	800-269-4668			
Crank/Meth Helpline	800-480-5965			
Suicide Hotline	800-784-2433			
Other Resources				
AR Advocate for Children & Families	317-9678			
AR Sheriffs Boys's Ranch	870-793-2380			
Easter Seals	227-3600			
Brandon Burlsworth Foundation	866-534-2875			
Rose Bud First Baptist - Food Pantry, Clothes,	556-5740 556-0774 556-5114			Bro. Mitch Vickers
Possible Resources for Homeless Children or Families				
Emergency Receiving Home (for children over 6 only - no adults)	729-3239	Judsonia	Juanita Gay	
White Co Domestic Violence Prevention	278-5130	Searcy	Phyllis Goodin	

Battered Women's Shelter of Central Ark.	329-2255	Conway		
HOPE - Shelter	278-4673	Searcy		
Haven House - Shelter	362-6757	Heber Springs		
Cleburne County Homeless Shelter	362-8486	Heber Springs		
Dorcus House - Shelter	374-4022	Little Rock		
Independence County Homeless Shelter	870-793-2311	Batesville		
Migrant Shelter	724-6227			