

Stuttgart School District Comprehensive School Counseling Program

2022- 2023

The Counselors in Stuttgart School District:

- Kim Henson - Park Avenue Elementary School (K-2) - 870-673-3563, ext. 3007
- Katie Henderson - Park Avenue Elementary School (3-4) - 870-673-3563, ext. 3008
- Julie Eldridge - Meekins Middle School (5-6) - 870-673-3565, ext. 2003
- Kim Lisko - Stuttgart Junior High School (7-8) 870-673-3562, ext. 4005 & Stuttgart High School (9) 870-673-3561, ext. 5006
- Angie Sherman - Stuttgart High School (10-12) 870-673-3561, ext . 5005
- Sana Bryant, Guidance Secretary/Records Clerk - Stuttgart Junior High school (7-8) 870-673-3562, ext. 4002 and Stuttgart High School (9-12) 870-673-3561, ext. 5041

Beliefs

The Counselors of Stuttgart School District believe in the potential and uniqueness of each student. The student's growth and learning are developmental; therefore, guidance must be comprehensive, developmental and sequential. All members of the school staff are part of the educational guidance team. Hence, guidance is the responsibility of the total school staff and faculty. The Counselor serves as an advocate and a resource person with specialized knowledge and expertise.

Vision

Our vision is that every student can succeed through collaborative efforts of school, home and community leading to responsible and productive citizenship.

Mission

The Stuttgart School District counselors will provide a comprehensive and developmentally appropriate school counseling program to address academic, career and social/emotional needs of all students in order to promote the overall well-being of our students.

School Counseling Standards and Competencies

ASCA School Counselor Professional Standards & Competencies (2019)

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

ASCA Ethical Standards for School Counselors (2016)

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

ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2014)

<https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors>

G.U.I.D.E. for Life

<http://www.arkansased.gov/divisions/learning-services/guide-for-life>

Goal

To implement a developmentally appropriate, comprehensive school counseling program to eliminate barriers to learning in the areas of academic achievement, school attendance and social emotional needs.

Actions

Park Avenue Elementary (K-4)

- Behavior Huddle
 - Will take place every Monday and used to plan for the week.
 - Will look over PBIS Rewards discipline data, address high referral locations, discuss new and ongoing general behavior consult forms, update and discuss students' behavior contracts, look at tier 2 student's data based on their behavior contracts and PBIS Rewards discipline data, inform teachers and staff, provide behavior support for teachers, and conference with students and families about additional supports inside and outside the building.
- Beginning of the Behavior Professional Development
 - School-Wide Matrix, grade levels will create classroom matrix, discuss morning meetings, relationship building, go over RTI behavior process, teach PBIS Rewards, go over how and when to submit a major and minor referral, teach how to look at your classroom data in PBIS Rewards, teach how to give points in PBIS Rewards & positive reinforcement, discuss teacher managed behaviors and strategies to use.
- Ricebird Ready behavior will focus on students being nice, working hard, and safe.
 - Ricebird Ready Behavior Expectations will be taught multiple times throughout the school year.
- Each classroom will use positive reinforcement through PBIS Rewards. Staff will plan and implement school wide behavior rewards each 9 weeks. Students will purchase items from the PBIS store.
- Each classroom will utilize a classroom behavior matrix to help provide supports for all students.
- Student voice will be utilized in the implementation of the RTI Behavior System
- Plan to meet counselor time for 90% spent on counseling
- Counselors will conduct monthly guidance lessons in the classroom using the GUIDE for Life Program
- Counselors will conduct small group counseling sessions and track students' data through the RTI process. Small groups will be based on student needs.
- Counselors may partner with Stuttgart High School and community members to provide students with mentoring services as needed.
- A professional development plan may be created as behavior RTI is implemented.
- Students with multiple discipline referrals will be given additional supports following the RTI process.
- Ricebird Ready Reset
 - The purpose of Ricebird Ready Reset is to provide student-focused behavior intervention and character building so that our students will have the social skills necessary to be able to choose their future.
- The highest referral location outside of the classroom is the playground.
- A team will participate in the Arkansas Thrive Program led by the Arkansas Department of Education. Pending approval a third grade teacher will be a member of the team based on the high frequency of third grade PBIS Referrals.
- All teachers will closely monitor student attendance. They will contact parents concerning absences and maintain a contact log. At risk students will be identified and the late transportation option will be utilized.

- PAE will have a tiered series of notifications who are missing an increasing number of school days.
- PAE will provide parents and families with information about the importance of attendance as one of the primary prevention strategies through an attendance awareness letter, parent meetings, and student recognition monthly and at semester. The attendance awareness letter shared with parents at the beginning of 1st and 2nd semester will include attendance policies and procedures and attendance data that will be updated at the beginning of each semester.
- Student behavior on the bus will be improved so as to prevent students from being suspended from the bus and prevent other students and their parents from developing a negative mentality concerning riding the bus. This will be achieved by sharing bus expectations with students during the first week of school where a contract will be signed by students indicating they have been made aware of the expectations and by assigning a para to ride some of the buses that have behavioral issues for the first week of the 2022-2023 school year. Mr. Euler and Ms. Ables will work with Mr. Deaton to identify the buses that have behavior issues and assign paras as needed.
- Students will be rewarded for perfect attendance monthly and at semester while good attendance will be rewarded at semester. Perfect attendance is having no absence/tardy/early checkout all year and good attendance is having no more than 1 absence/tardy/checkout a month, 4 days a semester, and less than 8 days a year.

Meekins Middle School & Stuttgart Junior High (5-8)

- Will look over discipline data, address high referral locations, discuss new and ongoing general behavior consult forms, update and discuss students' behavior contracts, look at tier 2 student's data based on their behavior contracts and discipline data, inform teachers and staff, provide behavior support for teachers, and conference with students and families about additional supports inside and outside the building.
- Beginning of the Behavior Professional Development
- School-Wide Matrix, grade levels will create classroom matrix, relationship building, go over RTI behavior process, teach PBIS Rewards, go over how and when to submit a major and minor referral, teach how to look at your classroom data in PBIS Rewards, teach how to give points in PBIS Rewards & positive reinforcement, discuss teacher managed behaviors and strategies to use.
- Behavior Matrix Expectations will be taught multiple times throughout the school year.
- Students with multiple discipline referrals will be given additional supports following the RTI process.
- Plan to meet counselor time for 90% spent on counseling
- File a FINS (Family In Need of Services) petition with the court against students for lack of attendance.
- Each classroom will use positive reinforcement through PBIS Rewards. Students will purchase items from the PBIS store.
- Re-entry conferences

Stuttgart High School (9-12)

- Meet individually with students in academic distress who have failed enough classes to keep them from graduating within their 4-year cohort or are on track to do so. Help students gain awareness of academic status, develop an individual plan for closing the academic achievement gap, and develop a vision for future career goals.
- Call or meet with as many of the parents/guardians of the previously identified students.
- Increase school attendance:
 - Run bi-weekly attendance reports and meet with students who have excessive absences.
 - Mail out letters to parents/guardians
 - Call parents/guardians of students with excessive absences.
 - File a FINS (Family In Need of Services) petition with the court against students for lack of attendance.
- Re-entry conferences
- Participate in GUIDE for Life week
- Character Education

Program Assessment

Stuttgart School District school counselors will use the Arkansas Comprehensive School Counseling Self-Assessment to assess their program, reflect on potential goals, and develop future programs.

Advisory Council

We are working on developing an advisory council that consists of students, staff, parents, and community members.

Annual Administrative Conference

School Counselor _____

Year _____

After completing the school data summary, I have identified the following data priorities:

Based on these data priorities, the following goals were identified:

School Counseling Program Annual Goals	
1	
2	

School Counselors Use of Time	
A minimum of 90% of time is recommended for direct and indirect student services and 10% or less in administrative duties (not counseling program related).	
Use of Time from Previous School Year	
Direct and Indirect Student Services	Administrative Duties
%	%
Use of Time Plan for Current School Year	
Direct and Indirect Student Services	Administrative Duties
%	%

Ration & Caseload

The recommended ratio is one school counselor per 250 students. In Arkansas the law specifies 1:450.

Ratio:

1 School Counselor per _____ students

Caseload defined by

- Grade level: _____ Students in grades: _____
- All students in building
- Other: _____ -

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

- Classroom and Group mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members:	

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

School and District Committees and Professional Work

Group	Time Commitment	School Counselor's Role

Budget Materials and Supplies

Annual Budget: \$_____

Materials and supplies needed:

--

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____

My hours will be from _____ to _____ (if a flexible schedule is used).

Roles and Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant	
Attendance Assistance/Clerk	
Data Manager/Registrar	
College and Career Center Assistant	
Other Staff	
Volunteers	

School Counselor Signature _____ Date _____

Administrative Signature _____ Date _____

Process for Providing Direct Services

Stuttgart School District meets and exceeds the required number of Counselors for this district. Each counselor has a private office, computer and telephone line which allows students and other stakeholders a protected space to meet.

Referrals may be made in a variety of ways to include, but not limited to, faculty, staff, family, peers, other agencies or themselves.

Two counselors are available on a full time basis on our largest campus. The other three campuses each have one counselor assigned. At the secondary level, there is a Counselor's Secretary assigned to assist those counselors.

Southeast Arkansas Behavioral Healthcare (SEABHC) agency meets with students and families for individual services, family services, psychological services, psychiatric services and case management services. United Family Services has an after school program which meets on the campus of Stuttgart Junior High School and is open to students in grades 5-12. A Mobile Assessor is contacted in cases of suicidal gestures/ideations or other crisis that might warrant hospitalization.

Monthly collaborative meetings are held with the counselors and representatives of SEABHC. Following the collaborative meetings, a meeting is held with the Counselors and their supervisor.

Contacts are made frequently with each counselor by the supervisor - in person visits, phone calls, texts or emails. These contacts occur as often as needed.

Counselors receive input from the building administrators, teachers, nurses, office manager, custodians, technology department, paraprofessionals, lunchroom ladies, students, family members and bus drivers. In the Stuttgart School District, the counseling program is accomplished as a team effort.

The chief factor of accomplishing the goals of the counseling program is the availability and accessibility of each counselor. They create, and maintain, relationships based on genuineness, caring, trust, honesty, respect, fairness and professionalism. They have an "open door" policy that encourages students to seek their help and support. They are advocates for the students and this is a well-known fact.

The role of a counselor is seen daily as vital to the success of the students. As a result, their time with students is protected by others in the build, by their supervisor, by administrators, by themselves and by the law.

The strategies of PBIS (Positive Behavioral Interventions and Support) will be a major component of the interventions used with students across the district. Future implementation of positive reinforcement and data collection is in the works for Stuttgart High School. Teams have been designated and trained; chairpersons have been chosen for each building. Next steps include

training the faculty and the staff for each building. This will be a district-wide approach to responding to discipline issues. With fidelity and consistency of the interventions and supports that come via PBIS, the district should make great strides in reaching its goals as listed in this plan. Each building has completed the self-assessment and behavioral expectations survey. All counselors are members of the PBIS team.

Suicide Prevention

The Stuttgart School District must complete suicide staff development as required by the ADE. Counselors will meet with any students who report intent to harm themselves (or others) and notify and provide parents with information on how to access appropriate inpatient or outpatient mental health treatment. In an immediate crisis the school counselor will assist in arranging a crisis assessment with a behavioral health provider.

Bullying Prevention

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors.

Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

Definitions:

Attribute means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation

Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

- Physical harm to a public school employee or student or damage to the public school employee's or student's property;
- Substantial interference with a student's education or with a public school employee's role in education;
- A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment;

Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.

Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;

Harassment means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

Substantial disruption means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Examples of "Bullying" may include but are not limited to a pattern of behavior involving one or more of the following:

1. Cyberbullying;
2. Mocking, taunting or belittling,
3. Demeaning humor relating to a student's actual or perceived attributes,
4. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
5. Blocking access to school property or facilities,
6. Threats of harm to student(s), possessions, or others,
7. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
8. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

"Cyberbullying" means any form of communication by electronic act that is sent with the purpose to:

- o Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- o Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

- a. Building a fake profile or website of the employee;
- b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- c. Posting an original or edited image of the school employee on the Internet;
- d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
- e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- g. Signing up a school employee for a pornographic Internet site; or

h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

Students are encouraged to report behavior they consider to be bullying, including a single action which, if allowed to continue, would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.

Post-Graduate Follow-Up

A link to a survey will be sent to the Class of 2023 in the fall through their personal emails that are obtained from individual interviews with the seniors. The form includes questions about their current situation regarding college and/or career. It also affirms that I am available to help them at any time. Please click on the link below for the survey

https://docs.google.com/forms/d/1TPRoz68TfsymK_kGiaJOTtoC7ohIB3DXhv9fOGxawnQ/edit

Counselor Duties

Administrative (A)

Activities using 10% of time in services related to guidance, counseling, and planning in school counseling programs

Direct & Indirective (D & I)

Activities using 90% of time in direct counseling services to students.

Statement of Assurance: Classroom lessons are no more than 40 minutes long and are provided no more than three sessions in one day and no more than 10 per week to ensure the counselor is available to support all students.

Park Avenue (PreK - 4):

- Conduct morning announcements with student assistance D
- Greet students and staff each morning A
- Greet adults for assemblies and programs A
- Facilitate Super Sack program - Students take food home for the week-ends I
- Locate clothing for students from the clothing closet I
- Organize Red Ribbon Week activities and coordinate them A & I
- Star Behaviors program - participate and organize I
- ESOL - attend placement and annual conference for students A
- Assist with preregistration with PreK and K students
- Positive Behavioral Interventions and Supports (PBIS) D
- Individual counseling sessions D
- Group counseling sessions D
- Family counseling sessions D
- Attend retention conferences
- Student records - update records in cumulative folders A
- Classroom guidance lessons D
- Follow up with struggling students D
- Observations of students in classrooms
- Referrals and/or consultation - behavior, academics, attendance, Department of Human Services, Southeast Arkansas Behavioral Healthcare I
- Member of Community Organization for Drug Education Board I
- Score behavior rating scale and ADD scale I
- Analyze attendance and behavior data I
- Great Kindness Challenge -facilitate the activities A
- Receive and disseminate custody and other legal documents related to students
- Create monthly counselor newsletter
- School color guard I

- School supplies closet
- Recognition of students for birthdays and attendance
- Create and update no photo list of students **A**
- Member of the building's leadership team **I**
- Orientation for new or returning students **D**
- Assist with What's Next Night - activity for students who will change to a different building for the next school year **I**
- Transfer cumulative folders to Meekins at the end of the school year **A**
- PTA-Parent Teacher Association **I**
- Greet or meet parents during Parent/Teacher Conferences **I**
- Pursue continuous professional growth **D**
- Coordinate and design yearbook **A**
- Special education duties **I**
- Attend 504 conferences **I**
- Interpret reports from other agencies
- ALE conferences -referral, placement and exit
- PBIS Facilitator **A & D**
- Members of the Behavior Intervention Team **A & D**
- Referrals to the Mobile Assessor for students making suicidal statements or gestures **D**

Meekins Middle School:

- PBIS Chairman - train teachers on strategies and consequences, provide counseling for students behavior interventions, help develop lesson plans, consult with teachers **A**
- Individual counseling sessions **D**
- Group counseling sessions **D**
- Facilitate the Super Sack program - Students taking food home for the week-end
- Scheduling **A**
- Duty **A**
- Create and update cumulative folders **A**
- Process records request - to and from **A**
- Honor roll - check for accuracy, make the list for the newspaper, print the awards and send letters to invite families to the assembly **A**
- Attend 504 conferences-I
- Community Organization for Drug Education (CODE)- Board Member
- Facilitate Red Ribbon Week activities **I**
- Facilitate activities for the Great Kindness Challenge
- Locate clothing for students **I**
- eSchool input **A**
- Greet parents or meet with parents during the Parent/Teacher Conferences **A**
- Disseminate and track documentation sheets for Parent/Teacher Conferences **A**
- Make home visits **D**

- Coordinate with the School Resource Officer-D
- Facilitate the administration of the Arkansas Prevention Needs Assessment
- Plan advisory activities and lessons **D**
- Crisis intervention with students having outbursts **D**
- Referrals to the Mobile Assessor for students making suicidal statements or gestures **D**
- Referrals and consultation - the Pointe and Southeast Arkansas Behavioral Healthcare
- Pursue continuous professional growth **D**
- What's Next Night **I**
- Transfer records to SJHS for students changing buildings for the next year **A**
- SPED **A & I**
- ALE conferences
- Print interim reports and report cards **A**
- Attend retention conferences **I**
- Disseminate and interpret reports received from residential facilities
- Facilitate the activities for Random Acts of Kindness
- Help with Home Access Center (HAC)-**I**
- Open and close Interim Progress Reports {IPR} and Report card {RC} links, check for missing grades,

Stuttgart Junior High School (grades 7 & 8) and Stuttgart High School (grade 9):

- Schedule students - new and returning **A**
- Orientation for students **D**
- Individual counseling sessions **D**
- Small group counseling sessions **D**
- Referrals to the Mobile Assessor for students making suicidal statements or gestures **D**
- Consultations and referrals - the Point and Southeast Arkansas Behavioral Healthcare
- Updates in eSchool **A**
- Assist with rewards and incentives for students
- Facilitate the activities for Red Ribbon Week **I**
- Facilitate the activities for Random Acts of Kindness
- Plan advisory activities and lessons **D**
- CAP Conferences **D**
- Facilitate the administration of the Arkansas Prevention Needs Assessment **A**
- Make changes to student schedules **A**
- Run individual interim reports, report cards, transcripts and records of attendance or discipline **A**
- Send REMIND messages to parents
- Provide documentation letters and information regarding proof of enrollment and information for the GEAR UP program and the Career Coach **I**

- Open and close Interim Progress Reports {IPR} and Report card {RC} links, check for missing grades, assign credit and calculate grade point average and class rank **A**
- Calculate and check Honor Roll and send this information to the local newspaper **A**
- For new students: enter 9 weeks grades in eSchool, share withdrawal grades, enter past course history for ninth grade **A**
- Semester tests **A**
- Help with Home Access Center (HAC) I
- Register students and set up for credit recovery in the 9th grade
- Register ALE students for Virtual Arkansas coursework I
- Update course offerings for grades 7 - 9 **A**
- Enter course requests **A**
- Run course requests, simple tallies, pre-assignment rosters, etc. for teachers and administrators to use for planning **A**
- Presentations to parents I
- Locate clothing for new or homeless students
- Classroom meetings or sessions **D**
- Help create attendance improvement plans
- Assist in development of Student Success Plans
- Community Organization for Drug Education Board Member
- Prevention Education Program Board Member and President
- Attend 504 conferences I
- SPED **A & I**
- Pursue continuous professional growth **D**
- ALE classes **D**
- ALE conferences - referral, placement and exit
- Disseminate and interpret reports from residential facilities
- Check eligibility for sports participation I
- Clubs I
- Summer school APEX - **Not part of student contact days**

Stuttgart High School grades 10 -12:

- Organize College and Post-Secondary Fair **D**
- Parent information Night - one for juniors and one for seniors
- Organize financial aid workshops I
- Facilitate ASVAB Test **A**
- Organize Senior Recognition Night and Signing Day
- Facilitate local scholarship process **D**
- Facilitate Arkansas Prevention Needs Assessment **A**
- Create Youniversal accounts for seniors **D**
- Apply for FAFSA IDs for seniors **D**
- Review courses for next year's schedule **A**
- Input in eSchool past course history for incoming students **A**
- Assist students in registering for ACT throughout the year I

- Change schedules at semester for students who are failing PreAP or AP classes or for seniors who need a semester of credit recovery to graduate **D**
- Assist with disability applications **I**
- Write letters about child support payments **I**
- Confirm graduation dates for graduates requested by potential employers **A**
- Work with military recruiters **I**
- Work with a representative of Rehab Services **I**
- Help with Home Access Center (HAC) and NEST **I**
- Supply documentation for GEAR UP **A**
- Classroom meetings and visits **D**
- Individual counseling sessions **D**
- Group counseling sessions **D**
- Crisis intervention **D**
- Referrals to Mobile Assessor for students who make suicidal statements or gestures **D**
- Input and update eSchool **A**
- Community Organization for Drug Education Board Member
- Facilitate Random Acts of Kindness **I**
- Homecoming **I**
- SPED **A & I**
- Attend 504 conferences **I**
- Pursue continuous professional growth **D**
- Disseminate and interpret reports received from residential facilities **A**
- Check eligibility for participation in sports **I**
- Attend ALE conferences - referral, placement and exit **I**
- Check seniors progress toward graduation **D**
- Semester tests **A**
- Send transcripts upon request **A**
- Write recommendation letters **A**

Please note these designations:

- **D** - Direct Counseling Services
- **I** - Indirect Counseling Services
- **A** -Administrative Activities

Considering Dropping Out - Let's TALK First!

*Are you considering dropping out of school? If so, when are you thinking of leaving?

*Why are you thinking about dropping out? What are the two main reasons?

*What are some of the barriers keeping you from staying in school?

*What can we do to remove those barriers? What would improve your chances of staying in school?

*Are there adults or students who might help you to stay in school? If so, have you talked to them about your potential plans to drop out? Was talking to them helpful?

*What school programs or classes have you enjoyed the most and why?

*What school programs or classes have you enjoyed the least and why?

*We certainly want you to finish your education! Is there anything that we as a school can do to support you staying in school?

*What are your immediate plans if you leave school?

___ Full time work at _____

___ GED- High school equivalency exam

___ Training program or technical training for employment

___ Military

___ College (2 or 4 year)

- - - - -

*What are your plans 2 years from now if you leave school?

Annual Calendar for PreK - 6

August:

Signing Day/Open House

Classroom visits which focus on Rules and Procedures

Guidance lessons

September:

Annual ESOL conferences

October:

Parent/Teacher conferences

Red Ribbon Week **November:**

Arkansas Prevention Needs Assessment (for 6th grade students)

December:

January:

Great Kindness Challenge

February:

Parent/Teacher conference

March:

April:

Summative assessment for ACT Aspire

May:

End of year retention conferences

504 conferences

What's Next Night

Monthly events:

For Park Avenue: Attend Community Organization for Drug Education meetings, Lunch Bunch with ESL students, Recognize Star Behavior,

For Meekins: Attend Community Organization for Drug Education meetings, Coffee with the Counselor, Behavior Rewards (every 9 weeks) and attend Collaborative Meetings with Counselors and members of The Pointe

Potential guidance lesson topics:

Bullying, behavior, choices and consequences, self-esteem, drugs and alcohol, grief, career information and grades

Annual Calendar for 7 - 12**August:**

Open House/ Orientation Schedules
and schedule changes

September:

Classroom visits
Suicide prevention slides and resources
Post-Secondary Fair
Senior Parent Meeting
Financial Aid Night
Prepare Interim Progress
Reports

October:

Parent/Teacher Conference
Prepare Report cards
Red Ribbon Week
Help students create Youniversal accounts with ADHE
Create FSA IDs
Administer PSAT/NMSQT
Junior Parent Meeting
Facilitate National ACT Assessment

November:

Arkansas Prevention Needs Assessment Survey (grades 8, 10 and 12):

Sophomore Parent Meeting

Assist with administration of the ASVAB

Classroom visits

Prepare Interim Progress Reports

December:

Facilitate National ACT Assessment

Classroom visits

January:

Prepare Report Cards

Schedule changes

Prepare Local Scholarship packets for seniors

February:

Parent/Teacher Conference

Random Acts of kindness

Classroom visits

Hand out Local Scholarship

packets

State ACT for juniors

Prepare Interim Progress

Reports

March:

Classroom visits

Prepare Report Cards

April:

Start working on master schedule for the next school year

Classroom visits - course selection for the upcoming year

CAP Conferences

Organize scholarships that are coming in

Facilitate the National ACT assessment

Prepare Interim Progress Reports

May:

Graduation practice

Graduation

What's Next Night

Senior Recognition Night

Classroom visits

June:

Prepare Report Cards

Summer school

Scheduling

July:

Scheduling

Classroom visit topics: transcripts, NCAA requirements, honor graduate requirements, credits, graduation requirements, ACT date information, scholarship information, suicide, abuse, career options, registration for selective service, creating FSA IDs, creating Youniversal accounts and important dates

Career Planning

Elementary (K - 4):

- Career exploration - begin exploration of the world of work - talk about options
- Roleplay various jobs
- Discuss job qualifications, training and responsibilities
- Career days and other career events and programs
- Emphasize reputation building begins now
- Conflict resolution

Middle/Junior High (grades 5 - 8):

- Developing habits affect you for life
- Timely and regular school attendance at school sets the stage for those behaviors in the work world
- Conflict resolution
- Relationship between middle/junior high/high school coursework and preparing for high school credits
- Interest and skills inventories used to explore potential education and career paths
Ex. Kuder
- College and career research tools.
- Student Success Plans - google sites - reviewed at CAP conferences (8th grade)
https://docs.google.com/document/d/1mfj036ggK-vSaQFS_f-2VHmnRGVn2t2W/edit?usp=sharing&oid=112436545999242126690&rtpof=true&sd=true
- Career days and other career events
- AR Next Magazine - 8th grade
- Tasselttime

High School (9 - 12):

- ACT [https:// www.act .org](https://www.act.org)
- ASVAB
- Student Success Plan - google sites - reviewed at CAP conferences
- College Board <https:// www .collegeboard.org>
- Post-Secondary College and Career Fair
- Graduation requirements
- Work program
- Accelerated Learning-AP Coursework, Industry Certifications, Completer Certifications
- Local Scholarships
- FAFSA <https://studentaid.ed.gov/sa/fafsa>
- Post High School Planning
- College for YOU - Scholarship information - <https://scholarships.adhe.edu>
- ARKACROA
- Tasselttime

Arkansas Mindsets and Behaviors Chosen for Focus

Mindsets:

M.5 Belief in using abilities to their fullest to achieve high-quality results and outcomes - G/U/D

M.6 Positive attitude toward work and learning - U/D

Behavior Learning Strategies:

B-LS 4. Apply self-motivation and self-direction to learning - E/G/U/D

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

Self-Management Skills:

B-SMS 1. Demonstrate ability to assume responsibility- D/G B-SMS 2.

Demonstrate self-discipline and self-control - D/G

B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards - E/G/1

B-SMS 7. Demonstrate effective coping skills when faced with a problem - U/G

Social Skills:

B-55 2. Create positive and supportive relationships with other students -1/E B-55 5.

Demonstrate ethical decision-making and social responsibility - 1/D/E

B-55 9. Demonstrate social maturity and behaviors appropriate to the situation and environment - U/1/D

GUIDE for Life

Data Review

The Stuttgart Public School Counselors feel confident to meet the needs of our students academically, socially, and emotionally. We will use the data collected from the coming year to adequately meet the needs of all students.

Stakeholder Sharing

The Stuttgart Public School Counselors will work together with PTO and The Parental Involvement Committee to better serve our students. Information is shared through social media, parent meetings, PTO meetings, and the school district website.