

Booneville School District Comprehensive School Counseling Plan



Booneville Elementary School
Booneville Junior High School
Booneville High School

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I. Foundation

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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>

Beliefs

The belief of the Booneville School Counseling program is that it is our purpose to ensure all students and staff will succeed by creating an environment of trust and support as we celebrate even the smallest victories. Through making connections with each child, we build a trusting and loving environment that result in student growth. We will support all strides to celebrate all successes. We know trust begins with us. We all have a purpose to achieve greatness. Given the chance and support, every child can and will learn.

Vision Statement

Through a comprehensive school counseling program, we will empower our students with the knowledge and understanding to reach their maximum potential academically, socially, and emotionally. By creating an environment full of trust and support, we will embrace the struggles and achievements of all learners because we believe all students can learn and be productive in the ever changing and diverse world.

Mission Statement

Working collaboratively with all members of a student's educational team, parents, teachers, administrators and the community, the school counselor will assist students in becoming successful academically, emotionally and socially by creating an environment full of mutual respect and trust. In a diverse and changing world, we will assist our students to become productive and lifelong learners.

Program Goal:

Booneville Elementary School

From looking at our school's ESSA (Every Student Succeeds Act) scores for the counseling program, we have established that one of our areas of target is attendance. Because students who regularly attend school are more successful, we plan to target our chronically absent students, in particular those that are at risk and moderately absent.

Our plan is to increase the number of students, in each grade level, with over all satisfactory attendance by 2%. To do this, we will be working closely with the teachers, students and families by monitoring daily attendance. A target list of students will be compiled and distributed to teachers. Student welfare checks and conferencing will be made to obtain information on how we may best serve the needs of each child and family. Daily attendance percentages will be displayed each day on the school Facebook page and school marquee. In addition, regular information will be made available to parents detailing the importance of daily attendance and its correspondence to academic, social and emotional achievement.

Student data will be obtained through reports from ESSA, Cognos, ACT Aspire/ATLAS and Istation. In addition, information will be reviewed from teachers, administrators and other stakeholders to help determine growth plans of action. The school counselors will examine their plan of service at the end of each school year to monitor and adjust their plan on action. It is through this process of reaching out to our student and parents that a level of support is laid and a foundation of learning is established.

Because students who regularly attend school are more successful, we plan to target our chronically absent students, in particular those that are at risk and moderately absent. Our plan is to increase the number of students, in each grade level, with over all satisfactory attendance by 2%.

- Monitor daily attendance
- Student welfare checks and conferencing

Program Goal:

Booneville Junior High School

Our goal for the 2023-2024 academic year is to decrease demerits and office referrals by 5% compared to the 2022-2023 academic year. We are striving to create a more positive culture and environment which will, in turn, increase student engagement and positive behaviors.

We will be implementing PBIS (Positive Behavioral Interventions and Support) this academic year. A team comprised of the building principal, school counselor, and a teacher from each grade level will meet monthly to plan, reflect, discuss data and implement strategies to achieve our goal of reduced discipline referrals and demerits. The school counselor will conduct training for the BJHS staff at the beginning of the school year. Data for demerits and discipline referrals will be obtained from a school-wide behavior matrix and eSchoolPlus.

PBIS implementation will include: teaching schoolwide positive behavior expectations and procedures, positive reinforcements for all students, consistent consequences for problem behaviors, effective procedures and supervision in non-classroom areas, effective instruction and classroom management and trauma-informed training for staff.

Program Goal:

Booneville High School

1. Our goal for the district is to increase the number of students with qualifying scores on the ACT Workkeys Assessment and the amount of students earning the NCRC. (National Career Readiness Certification) by 5%. This year we had 17 seniors in a class of 86 obtain NCRC and of those three with platinum level scores.
2. Booneville High School is going to encourage and provide incentives for students obtaining either OSHA certification or NCRC. ACT WorkKeys offers additional assessments to measure interests, values and behaviors that can lead to greater job satisfaction. Helping students determine post-secondary options and career paths help validate the need for high school curriculum and success.
3. To encourage and promote students to take the ACT Workkeys Assessment:
 1. A white cord to wear at graduation for those students earning NCRC.
 2. Students earning NCRC will be recognized at class night.
 3. Students will receive ACT Workkeys Curriculum and practice through a new system NAVIANCE.
 4. Employers will be invited to an annual career fair and those students with NCRC will network for possible job opportunities.



Academic
Year _____

Annual Student Outcome Goal Plan

to
-

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

--

By		,	
	<i>End Date</i>		<i>Targeted Group</i>

will	
	<i>(increase/decrease something related to achievement, attendance or behavior)</i>

by		from		to	
	<i>Measure of change</i>		<i>Baseline data</i>		<i>Target data</i>

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

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Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

<i>M&B#</i>	<i>Statement</i>

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Student will
Student will

Possible Activities/Strategies/Interventions by School

--

Counselors

Pre-/Post-Assessment:

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

Statement	Scale
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4
Brief answer question:	

II. Management

Manage Your Program

The ASCA model provides Arkansas school counselors organizational assessments and tools designed to manage a school counseling program.

- **Arkansas Comprehensive School Counseling Program & Self- Assessment**

The Booneville School counselors use a program assessment to evaluate the school counseling program aligned to the ACT 190 School Counseling Improvement Act of 2019 and the ASCA National Model.

- **Use of Time Calculator**

Use-of-time logs are used to determine the percentage of time the counselor is providing direct and indirect (90%) counseling services to students and completing administrative activities (10%). Using the data from use-of-time logs provides regular feedback to the counselor, administration, students, teachers and other stakeholders to ensure that the counseling program is being implemented with fidelity to the students, and their needs are being met.

- **Arkansas Annual Administrative Conference**

Counselors meet with administrators to develop a collaborative overview of the school counselor's program and percent of time to be allotted to school counseling activities. This conference provides the opportunity to share information about and advocate for the comprehensive school counseling program and show the impact it makes on students.

- **Advisory Council**

Each Monday of the month, the elementary school counselors meet with our district mental health professionals to discuss student referrals, behaviors and concerns of student's mental and academic behaviors. Present at this meeting are the school principal, assistant principal, school nurse, school counselors, SBMH Coordinator and outside agency therapists. One Monday of the month is dedicated to meeting with the School Wellness Committee. Members include counselors, SBMH coordinator, Wellness Clinic Coordinator, principals, therapists, GFESC wellness nurse, physicians, dentist and optometrist.

- **Data Use in School Counseling**

Booneville counselors use data to develop the academic, career, and social/emotional needs of the student body as a whole and also for individual students. Types of data include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners and referrals.

- **Calendars -**

Annual calendars provide an overview of school counseling activities throughout the school year and are included below:

Arkansas Comprehensive School Counseling Self-Assessment

Component One

CRI TER IA	Area for Progra m Growth	We are Workin g on This	Area of Program Strength	Support Information/Document
FOUNDATION/DEFINE				
School Counselors				
The Comprehensive School Counseling Plan includes the name and contact information for all school counselors in the district.				
Beliefs				
Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students.				Discussion questions provided in the Arkansas School Counseling Toolkit. Beliefs should be reviewed and updated periodically.
Vision Statement				
Vision statement is developed, aligned with school/district goals, is clearly articulated, and includes the counseling program's beliefs. It provides a clear picture of student success long term.				The vision statement should be reviewed annually.
Mission Statement				
Mission statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what your program will provide for your students (academically, socially/emotionally and for careers).				The mission statement should be reviewed annually.
Program Goals				
What issues do you think might be important in your school? Are they academic, related to behavior/discipline, or attendance? Reflect on potential goals you might want to develop.				
Data sources are identified and the process for reviewing the data is developed.				Things you might consider: discipline/behavior, academics, attendance, demographic data, school and district initiatives, assessment data
Data has been reviewed. Areas of concern have been identified.				What does the data tell you?
Data has been reviewed. Areas of strength have been identified.				
Growth, gaps, or student needs have been addressed by your school counseling program.				
Resources are available to address the areas for growth, gaps or student needs.				If this is an area for growth, consider collaborating with others to access resources.
Program goals have been developed and reflect the Vision and Mission Statements.				
Strategies have been developed to address the gaps or student needs identified by your data review.				
Action Steps have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns.				
Student outcomes have been clearly identified and articulated including the tools used for the process. School counseling program data will be used to provide direction to the comprehensive counseling program.				The goals should be updated annually, continued with new strategies and action steps, or completed and new goals developed. The goals and processes are included in the Comprehensive School Counseling Plan.

Component Two

CRITERIA	Area for Program Growth	We are Working on This	Area of Program Strength	Support Information/Document
PROGRAM MANAGEMENT/MANAGE				
Use-of-Time Calculator				
A use-of-time calculator is implemented in the comprehensive school counseling program.				<i>How do you keep track of the time you spend providing services to students?</i>
The school counselor provides direct and indirect services to students 90% of the time each month during student contact days.				<i>Student supports are identified in the Comprehensive School Counseling Plan. (Direct and Indirect)</i>
The school counselor completes administrative activities <i>no more than</i> 10% of the time each month during student contact days.				<i>Administrative Activities such as are identified in the Comprehensive School Counseling Plan and roles are defined in the Comprehensive School Counseling Plan. (school/district program or assessment coordination, planning, scheduling, providing professional development, duties)</i>
Annual Administrative Conference				
An administrative annual conference has been held. The conference clarifies the school counselor's roles and responsibilities.				<i>Models are available in the Toolkit. The conference document is not required to be published in the Comprehensive School Counseling Plan. It is a strong tool for advocating for your school counseling program.</i>
Advisory Council				
The counseling program includes provisions for an advisory council. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.				<i>Model is available in the Toolkit.</i>
Calendars (Annual and Weekly)				
Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselor and stakeholders as needed.				<i>Include your annual calendar in your Comprehensive School Counseling Plan. It will be updated annually.</i>
Calendars are aligned with the program goals, vision and mission, and the planned use of time indicated in the administrative annual conference.				<i>Monthly calendars are also very useful for sharing classroom lesson schedules, school-wide initiatives, etc.</i>

Component Three

CRITERIA	Area for Program Growth	We are Working on This	Area of Program Strength	Support Information/Document
<i>DELIVERY/DELIVER</i>				
Direct Counseling				
Individual and Group counseling is available to all students.				<i>Services are described in Comprehensive School Counseling Program Plan. This is reviewed and updated annually.</i>
The counselor delivers school counseling core curriculum lessons to classroom groups – Not more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.				<i>Classroom core curriculum lessons are based upon goals that are developed. Core curriculum lessons are reviewed and updated annually. What are you actually providing or addressing?</i>
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.				<i>Describe your process for orienting students in your Comprehensive School Counseling Plan.</i>
Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle and high school.				<i>Focus on student goal setting.</i>
Interpretation of student academic and educational assessment results is provided.				
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.				
The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.				<i>What SEL strategies are you using or providing for your students? How are you promoting cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making? Include this information in your Comprehensive School Counseling Plan.</i>
Bullying prevention is developmentally appropriate in design and delivery within the school.				<i>Are you supporting school educators to recognize bullying behaviors? Are you implementing protocols, strategies to support students, and strategies to help students identify and access a trusted adult? Include your processes in the Comprehensive School Counseling Plan.</i>
Suicide prevention is developmentally appropriate in design and delivery within the school.				<i>Are you supporting programs for school educators on how to identify students at risk for suicide? Are you implementing strategies to address suicide awareness, identify a student at risk, and protocols for responding to a student in crisis? Include your processes in the Comprehensive School Counseling Plan.</i>
The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age-appropriate career planning process.				<i>Elementary and secondary What processes have you developed and how is it implemented with your students? This is included in the Comprehensive School Counseling Plan and is reviewed and updated annually.</i>
The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits and the accessibility to resources, providing student surveys and inventories and using data to support students who show potential to engage in rigorous coursework.				<i>What processes have you developed and how is it implemented with your students? Secondary - Align activities to the Student Success Plan in grades 8 and above.</i>
Parents are encouraged to build partnerships with their student's career planning process.				<i>What process have you developed and how is it implemented with your students?</i>

CRITERIA	Area for Program Growth	We are Working on This	Area of Program Strength	Support Information/Document
<i>DELIVERY/DELIVER</i>				
Indirect Counseling				
Consultations are held on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and/or community agencies concerning a student's discipline/behavior, academics, or attendance.				<i>How might you provide this support in your school?</i>
Referrals are made to support services in the school or district and with community agencies.				<i>Child Maltreatment Hotline calls are indirect services.</i>
The counselor serves as a contributing member of decision-making teams. Which teams are you participating in? (English Language Learner, GT, 504, RTI, PBIS, etc.)				<i>Which teams are you participating in? (English Language Learner, GT, 504, RTI, PBIS, etc.) Include this information in your Comprehensive School Counseling Plan.</i>
Component Four				
CRITERIA	Area of Program Strength	We are Working on This	Area for Program Growth	Support Information/Document
<i>ACCOUNTABILITY/ASSESS</i>				
School Counseling Program Assessment				
The Comprehensive School Counseling Program Self - Assessment has been completed and areas to address are identified.				
Data Tracking				
School data results are analyzed, and implications for results over time have been considered.				<i>Data is used to highlight or identify access, equity issues and gaps in student support.</i>
Use-of-time assessments are analyzed and used to guide decisions for the school counseling program.				
Program Results (Participation, Mindsets & Behaviors, and Outcome Data)				
Participation, Mindsets & Behaviors, and Outcome data results are analyzed, and data is used to develop the comprehensive school counseling program.				<i>Include student outcomes in your Comprehensive School Counseling Plan.</i>
Program results are shared with stakeholders.				<i>Summary data is included in the Comprehensive School Counseling Plan. How are your interventions working? Reflect on your processes and progress.</i>
Evaluation and Improvement				
The school counselor uses results from the program evaluation, and other data sources, to develop the comprehensive school counseling program, and uses the results annually to update the program as needed.				<i>Goals and results are updated annually in the Comprehensive School Counseling Plan.</i>
The school counselor reflects on the comprehensive school counseling program and identifies areas of strength and identifies areas for improvement.				
Evaluation results data are presented to others (school, district, and/or other stakeholders).				<i>Identify how your data is shared in your Comprehensive School Counseling Plan.</i>

Component Five

CRITERIA	Area of Program Strength	We are Working on This	Area for Program Growth	Support Information/Document
<i>Administrative activities are activities that are not directly related to the comprehensive school counseling program and are absent of any direct or indirect student services or interaction.</i>				
Administrative Activities				
The counselor coordinates state and local assessments, 504 teams, English Language Learner committees, RTI or PBIS teams, and or family and community engagement activities or any other chair/coordination of programs or meetings.				<i>What activities do you regularly coordinate, and what teams or meetings do you regularly chair?</i>
The counselor does data entry or scheduling in the school or district.				<i>What data input do you regularly provide? For secondary counselors - Do you develop and enter data in the master schedule? Are you the eSchool administrator?</i>
The counselor is assigned supervisory duties in common areas of the school (cafeteria, playground, hallways, bus lines).				<i>Include this information in your Comprehensive School Counseling Plan.</i>

Calendars

Weekly Calendars

Weekly calendars provide a snapshot of what the counselor's plans are for the week and can include classroom core curriculum lessons, small groups, time for planning, individual counseling, and other consultation or administrative activities.

Annual Calendars

Annual or yearly calendars provide an overview of counseling programs and services provided throughout the school year.

Booneville Elementary Counseling Program Calendar

August	Orientation/New Student Tours/Check-Ins Schedules/Class Placement School Supplies Intro to Counseling Lessons Backpack Program 504 Meetings & Annual Reviews Individual & Group Counseling
First 9 Weeks	G.U.I.D.E. for Life: Growth: Manage Yourself Understanding: Know Yourself Individual Counseling Istation Test Prep/Istation Test Backpack Program SBMH Team Meeting (Weekly) Wellness Meeting (Monthly) Individual & Group Counseling Parent Teacher Conferences RTI Meetings

Second 9 Weeks	G.U.I.D.E. for Life: Interactions: Build Relationships Drug Free/Anti-Bullying Backpack Program ATLAS Interim Test Prep/ATLAS Interim Test Istation Test Prep/Istation Test Red Ribbon Week SBMH Team Meeting Team Meeting (Weekly) Wellness Meeting (Monthly) Individual & Group Counseling RTI Meetings
Third 9 Weeks	G.U.I.D.E. for Life: Decisions: Making Responsible Choices Backpack Program SBMH Team Meeting Individual & Group Counseling SBMH Team Meeting (Weekly) Wellness Meeting (Monthly) Parent Teacher Conferences RTI Meetings
Fourth 9 Weeks	G.U.I.D.E. for Life: Empathy: Be Aware of Others Individual Counseling Istation Test Prep/Istation Test ATLAS Interim Test Prep/ ALTAS Interim Test ATLAS Test Prep/ALTAS Aspire Backpack Program SBMH Team Meeting Individual & Group Counseling SBMH Team Meeting (Weekly) Wellness Meeting (Monthly) RTI Meetings 6th Grade Scheduling/Transition
May	Review Comprehensive Plan SBMH Team Meeting (Weekly) Wellness Meeting (Monthly) Individual & Group Counseling

Booneville Junior High Counseling Program Calendar

August	January
<ul style="list-style-type: none"> • Open House • New Student Tours • Schedule Changes • Individual Counseling • Backpack Program • 504 Meetings & Annual Reviews • 7th Grade Parents' Meeting 	<ul style="list-style-type: none"> • Schedule Changes • Suite 360 SEL • SEL in Digital Life • Individual & Group Counseling • Backpack Program • SBMH Team Meetings • Restorative Conferences
September	February
<ul style="list-style-type: none"> • Suite 360 SEL • Suicide Prevention Assembly • Parent/Teacher Conference • Student Success Plans • Individual & Group Counseling • Career Day • Backpack Program • SBMH Team Meetings • Restorative Conferences 	<ul style="list-style-type: none"> • Suite 360 SEL • SEL in Digital Life • Random Acts of Kindness Week • Parent/Teacher Conferences • Individual & Group Counseling • Backpack Program • SBMH Team Meetings • Restorative Conferences
October	March
<ul style="list-style-type: none"> • Suite 360 SEL • Student Success Plans • Red Ribbon Week • Individual & Group Counseling • Backpack Program • SBMH Team Meetings • Restorative Conferences 	<ul style="list-style-type: none"> • Suite 360 SEL • SEL in Digital Life • Individual & Group Counseling • Backpack Program • SBMH Team Meetings • 8th Grade Scheduling for Upcoming School Year/Transitioning
November	April
<ul style="list-style-type: none"> • Suite 360 SEL • Anti-Bullying • Individual & Group Counseling • SEL in Digital Life • Canned Food Drive • Backpack Program • SBMH Team Meetings • Restorative Conferences 	<ul style="list-style-type: none"> • Suite 360 SEL • SEL in Digital Life • Individual & Group Counseling • 504 Meetings & Annual Reviews • Backpack Program • SBMH Team Meetings • 7th Grade Scheduling for Upcoming School Year/Transitioning
December	May
<ul style="list-style-type: none"> • Suite 360 SEL • SEL in Digital Life • Individual & Group Counseling • Shop with a Cop • Backpack Program • SBMH Team Meetings • Restorative Conferences 	<ul style="list-style-type: none"> • Suite 360 SEL • Individual & Group Counseling • Backpack Program • SBMH Team Meetings • 6th Grade Scheduling for Upcoming School Year/ JH Visit Day • Awards Assembly

Booneville High School Counseling Program Calendar

<p>August- New Student Orientation, Schedules released on HAC/ Schedule Changes. College Application Process- All seniors through English & Math classes. Register for the ATU College Fair. Registering for the AP College Board classes and assisting students with logins and password creation. Title 1 Parental Engagement information meetings. PSAT to juniors and the importance for scholarships. 504 meetings and annual reviews Remind Campaign-Please join counselors remind for important school news. Guide for Life Weekly FLEX Schedule- Mondays- SEL Tuesdays- Club Meetings/Make-Up Sessions for missing work. Wednesdays-ACT Practice Thursdays- ACT Practice Fridays- Make-Up Sessions for Missing Work</p>	<p>December - Seniors-assisting with housing and scholarships BHS Angel Tree Failed semester grade reports- letters to seniors and parent in risk of not graduating. FAFSA appointments for those still lacking FAFSA. Guide for Life Weekly FLEX Schedule- Mondays- SEL Tuesdays- Club Meetings/Make-Up Sessions for missing work. Wednesdays-ACT Practice Thursdays- ACT Practice Fridays- Make-Up Sessions for Missing Work</p>
<p>September- *Begin Kuder Assessment and review of Student Success Plans. Process is in grades 10-12 in JAG class as well as English classes. *Preparation for ACT registration and ACT Saturday Prep classes. *Host Financial Aid/College Success Night. Preparing to complete FAFSA in October. Seniors-Attend the ATU College Fair. *Parent Teacher Conferences *NCAA registration for athletes grades 10-12 by appointment *Suicide Awareness Week the Text HOME to 741741 to connect with a Crisis Counselor. Table tents, Remind Texts, Etc. Guide for Life Weekly FLEX Schedule-</p>	<p>January- *WATC Tour all Sophomores *Pre-Registration for the Fall Semester *Individual appointments for review of schedules and transcripts -Val and Sal determination Guide for Life Weekly FLEX Schedule- Mondays- SEL Tuesdays- Club Meetings/Make-Up Sessions for missing work. Wednesdays-ACT Practice Thursdays- ACT Practice Fridays- Make-Up Sessions for Missing Work</p>

<p>Mondays- SEL</p> <p>Tuesdays- Club Meetings/Make-Up Sessions for missing work.</p> <p>Wednesdays-ACT Practice</p> <p>Thursdays- ACT Practice</p> <p>Fridays- Make-Up Sessions for Missing Work</p>	
<p>October-</p> <p>*Red Ribbon Week Activities- Planned week of activities as well as guest speakers. Counselor is in every math class to touch base with every student.</p> <p>*PSAT test</p> <p>*ACT December Registration</p> <p>*All seniors complete ADHE Universal Application for Academic Challenge and other financial Aid resources.</p> <p>*Community Scholarship Applications</p> <p>*Social Media Awareness-What you place on social media can hurt your college chances, scholarship opportunities, etc.</p> <p>End of first 9weeks-failed grades meetings</p> <p>Guide for Life Instruction</p> <p>Weekly FLEX Schedule-</p> <p>Mondays- SEL</p> <p>Tuesdays- Club Meetings/Make-Up Sessions for missing work.</p> <p>Wednesdays-ACT Practice</p> <p>Thursdays- ACT Practice</p> <p>Fridays- Make-Up Sessions for Missing Work</p>	<p>February-</p> <p>Graduation Preparation-Speaking parts assigned.</p> <p>ACT Aspire Test Training and preparation</p> <p>Guide for Life</p> <p>Weekly FLEX Schedule-</p> <p>Mondays- SEL</p> <p>Tuesdays- Club Meetings/Make-Up Sessions for missing work.</p> <p>Wednesdays-ACT Practice</p> <p>Thursdays- ACT Practice</p> <p>Fridays- Make-Up Sessions for Missing Work</p>
<p>November-ASVAB encouraged to 11th and 12th graders for career aptitude</p> <p>Bullying Prevention in the science classes- <i>Choose Love</i> program.</p> <p>Guide for Life</p> <p>Weekly FLEX Schedule-</p> <p>Mondays- SEL</p> <p>Tuesdays- Club Meetings/Make-Up Sessions for missing work.</p> <p>Wednesdays-ACT Practice</p> <p>Thursdays- ACT Practice</p>	<p>March-April</p> <p>ACT Aspire</p> <p>Determine candidates for ALE program</p> <p>Guide for Life Instruction</p> <p>ACE Advisory Meetings</p> <p>Weekly FLEX Schedule-</p> <p>Mondays- SEL</p> <p>Tuesdays- Club Meetings/Make-Up Sessions for missing work.</p> <p>Wednesdays-ACT Practice</p>

<p>Fridays- Make-Up Sessions for Missing Work</p> <p>Weekly FLEX Schedule-</p> <p>Mondays- SEL</p> <p>Tuesdays- Club Meetings/Make-Up Sessions for missing work.</p> <p>Wednesdays-ACT Practice</p> <p>Thursdays- ACT Practice</p> <p>Fridays- Make-Up Sessions for Missing Work</p>	<p>Thursdays- ACT Practice</p> <p>Fridays- Make-Up Sessions for Missing Work</p> <p>Weekly FLEX Schedule-</p> <p>Mondays- SEL</p> <p>Tuesdays- Club Meetings/Make-Up Sessions for missing work.</p> <p>Wednesdays-ACT Practice</p> <p>Thursdays- ACT Practice</p> <p>Fridays- Make-Up Sessions for Missing Work</p>
<p>May-Graduation, AP Testing, Determine summer school needs</p> <p>Guide for Life Instruction</p> <p>Weekly FLEX Schedule-</p> <p>Mondays- SEL</p> <p>Tuesdays- Club Meetings/Make-Up Sessions for missing work.</p> <p>Wednesdays-ACT Practice</p> <p>Thursdays- ACT Practice</p> <p>Fridays- Make-Up Sessions for Missing Work</p>	
<p>June-Summer school/ work on schedules</p>	

III. Program Delivery

Delivering the Counseling Core Curriculum

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students.

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 Tier 2 small group support to students based on data that indicates that this intervention will be beneficial to the growth of the student. 90% of the school counselor's time will be spent on direct and indirect student services. 10% will be designated as administrative duties as assigned.

A. Direct Counseling Services:

Knowing that 90% of our counseling time is to be spent on direct and indirect services, the majority of our time will be in offering direct services to our students through classroom lessons, individual and/or group counseling, along with responsive services/conflict resolutions. With the optimum goal being the developmental of our students, we will work with parents, teachers, students and administration to provide services that will promote growth academically, socially and emotionally.

• Classroom Core Curriculum Lessons – Individual/Group

A comprehensive school counseling program involves planned classroom lessons for all students in collaboration with classroom teachers. The counselor is 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. Booneville Schools also provide individual and group counseling services to students as needed. These services may include regularly scheduled meetings with students based upon a referral as well as responsive services on behalf of students whose immediate personal concerns and problems put the student's academic, career, or social and emotional development at risk, and may include the administration of a risk-assessment. Responsive Services also include intervening on behalf of students exhibiting dangerous behaviors, such as drug use, self-harm, or gang activity. Students are referred to school counselors by: teachers, parents, school based

mental health personnel, school administrators, or themselves.

Core curriculum addresses academic growth, career exploration/development, and social/emotional needs. Some of the topics presented in classroom counseling lessons, individual counseling or small group counseling are described below:

“G.U.I.D.E. for Life” Essential Skills:

Growth: Manage Yourself

- Develop problem solving skills
- Practice mindfulness
- Persevere

Understanding: Know Yourself

- Increase self-awareness
- Know your strengths and weaknesses
- Develop critical thinking skills

Interaction: Build Relationships

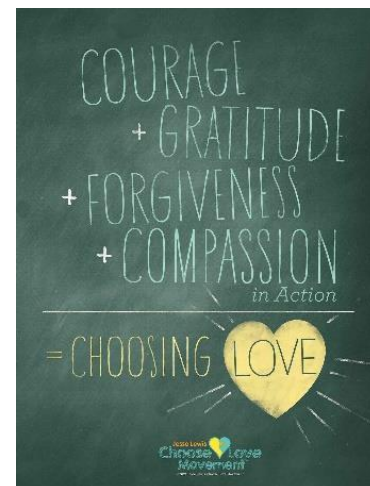
- Treat others with respect
- Communicate effectively
- Seek out and offer help when needed

Decision Making: Make Responsible Choices

- Consider personal beliefs, safety and the situation
- Think through potential consequences
- Put your best self forward

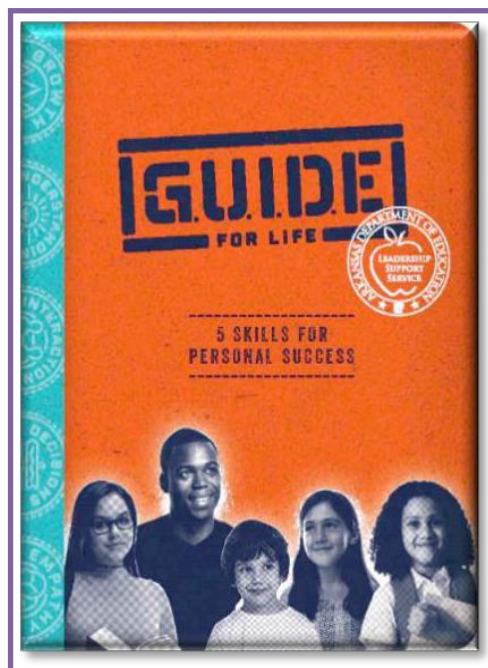
Empathy: Be Aware of Others

- See other perspectives
- Value the Feelings of Others
- Appreciate Diversity



Choose Love Movement:

Courage
Gratitude
Forgiveness
Compassion in Action



Navigate/Suite 360:

CASRL-Aligned Character Development & Social-

A comprehensive and robust solution for character development and positive mental health, social and emotional wellness, behavior intervention, and restorative practices for schools of all sizes.

- Improve academic performance and classroom behavior
- Help students manage emotions and make better decisions
- Encourage students to have positive attitudes about themselves and the people around them

SEL in Digital Life (Common Sense Education):



SEL IN DIGITAL LIFE

SELF-AWARENESS

Oversharing and Your Digital Footprint (Grades 6–8)

Social media can be a place to connect, learn, and, most of all, share. But do kids know how social media can influence how they feel and act online? Help students think critically about how the pressure to share on social media can affect their emotions, their behavior, and how other people see them online.



SEL IN DIGITAL LIFE

SELF-MANAGEMENT

Checking Our Digital Habits (Grades 6–8)

We use digital media every day, from texting, streaming TV shows, and gaming all the way to using voice assistants or ordering our food online. For today's kids, it's a lot more than just "screen time." Through this quick activity, students reflect on their media use to identify a strategy for achieving balance in their online and offline lives.



SEL IN DIGITAL LIFE

RESPONSIBLE DECISION-MAKING

Who Are You Talking to Online? (Grades 6–8)

Games, social media, and other online spaces give kids opportunities to meet and chat with others outside their real-life communities. But how well do kids actually know the people they're meeting and interacting with? Help students be discerning about the people they talk to online, the types of information they share, and the decisions they make when talking to others online.



SEL IN DIGITAL LIFE

RELATIONSHIP SKILLS

Friendships & Social Media (Grades 6–8)

For most middle schoolers, being on social media can mean connecting with friends, sharing pictures, and staying up to date. But it can also mean big-time distractions, social pressures, and more. Help students reflect on both the positive and negative aspects of social media and how to use it in ways that build healthy and positive relationships.



SEL IN DIGITAL LIFE

SOCIAL AWARENESS

Dealing with Digital Drama (Grades 6–8)

Miscommunication is a common occurrence online and on social media. Plus, the anonymity of being online makes it easier for someone to say things they wouldn't say in person. In this quick activity, students practice taking different perspectives to identify strategies they can use to de-escalate digital drama.



● Orientation Programs

Orientation helps students make a smoother transition from one school setting to another and is also a process for parents and stakeholders to learn about the procedures and services available at each level. At the beginning of the school year, teachers, counselors, and administration meet with parents to discuss expectations and how the child, parent, and teacher can work together for a successful year of learning. Student and parents are able to go meet teachers before the first day of school. As new students enter school throughout the year, counselors facilitate tours and orientation information.

● **Academic Advisement**

Academic advisement begins in elementary school 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 are available and organized in such a way as to guide students and provide information relevant to their plans. Counselors and teachers assist students in understanding the relationship between school and classroom performance and their future college or career aspirations. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas. Students in eighth grade will have an individualized Student Success Plan which will be updated each year.

● **Career Awareness & Planning**

At the elementary level, guidance and classroom activities focus on developing essential skills (G.U.I.D.E for Life), career exploration and making the connection between them and the world of work.

● **Assessment & Testing**

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities, the Student Success Plan, core curriculum, and standardized test results. Counselors use different assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

● **Responsive Services/Conflict Resolutions**

These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are 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. Booneville Public Schools use a variety of programming to instill and foster positive group conflict resolution skills. Current programs include Conscious Discipline, PBIS and Choose Love.

● **Bullying Prevention**

Counselors provide programs for school employees on how to recognize bullying behaviors. Professional Development is provided by the school district. Classroom lessons and individual counseling is used to teach students skills so that they can move from “bystanders” to “upstanders” and reach out for help when they see

bullying taking place. Counselors work with students who bully, those who are the target of bullying behaviors, and those who witness such behavior. Counselors help support the District Anti-Bullying Policy posted on the District website. The district currently uses the Jesse Lewis Choose Love Movement.

● **Suicide Prevention**

Every two years, suicide prevention training is presented to teachers and staff members. School counselors provide age appropriate suicide awareness and prevention guidance to all students every school year. If any employee has reason to believe, either by virtue of direct knowledge or a report from another person, that a person is in any danger of harming him/herself, that employee is to report the situation to the principal and/or counselor. If the person has threatened or has displayed alarming warning signals, appears to have a plan, or is in imminent danger and requires intervention, counselors will assess the situation and notify the student's parent(s) or guardian. Consultation with School Based Mental Health and/or Mobile Assessment may be used as needed. Parents will be provided with referral sources and failure of parents to provide professional support may result in school officials reporting negligence to the DHS. Confidentiality shall be maintained throughout these procedures unless the safety of the student is at stake. Please see the attached Emotional, Behavioral, Crisis Intervention Plan.

B. Indirect Counseling Services:

While the majority of our counseling time will be devoted to direct services, a lot of our time will be applied to our students indirectly. Through the field of consultation, we will meet and collaborate with parents, teachers and community agencies concerning a student's behavior/discipline, academics and attendance. Based upon our collaborations, we will continue to provide our services through either referrals for School Based Mental Health services or providing direct services as requested by the support team. Other referrals may also be written providing support to our students individually. Examples may be child maltreatment or abuse reports. Furthermore, some of our time will be devoted to attending team meetings where decisions are made concerning our students' academic, social and emotional well-being. Among these are IEP, 504, RTI, Parent & Family Engagement and SBMH meetings.

● **Consultation**

Consultation in school counseling programs occur on behalf of a student. Teachers use counselors as a resource, seeking consultation on specific student's problems and on general issues. A major part of the counselor's role is to collaborate with teachers and parents. Typically, consultation involves:

- Interactions with parents, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom counseling guidance curriculum
- Interpreting student information, such as results of standardized tests for

students and team members

- Consulting regularly with other specialists (e.g., SBMH therapists, case managers psychologists, representatives from community agencies)
- Assist parents in accessing services their child needs through school and community resources

• Referrals

Counselors establish and maintain close working relationships with staff of 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 establish policies and procedures for interagency communication. Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need may include:

- Identifying and assisting students and their parents with special needs by referring them to resources in and outside the school.
- Maintaining contacts with outside resources.
- Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues. The United Way Community Resources Guide is utilized and the district sponsors a Parent Center to help families in need of food and personal hygiene items.
- Developing a student referral system and following up on referrals. Counselors refer students to School Based Mental Health services and provide information for local private mental health agencies.
- Refer students to the Alternative Learning Program as needed.
- Complete child maltreatment reports as needed.

• Collaboration Teams

Counselors serve as a contributing member of decision-making teams to provide feedback and intervention supports to students.

- Students with special needs Individual Education Plan meetings
- Student Success Team-formerly Response-to-Intervention to help low performing and at-risk students.
- Section 504 Accommodation plan meetings
- English Language Learners
- Parental & Family Engagement
- Positive Behavioral Intervention Support
- Advanced Placement and Gifted and Talented
- Alternative Learning Program
- Leadership Meetings
- Professional Learning Communities

• Administrative Activities

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

counselor administrative activities:

- RTI Committee
- Parental & Family Engagement
- Positive Behavioral Intervention Support
- Advanced Placement and Gifted and Talented
- Alternative Learning Program
- Leadership Meetings
- Test Administrator
- Section 504 Accommodation plan meetings
- Car Duties – Before/After School
- eSchool Building Coordinator
- Scheduling

IV. Accountability

School counselors reflect on and evaluate the comprehensive counseling program to ensure they are meeting the needs of their students and are able to identify how their students have changed due to the interventions of the program.

The following tools will be used to assess the Booneville Public Schools' comprehensive school counseling program

- Use-of-Time calculator
- Surveys from parents, students, community members, and/or educators
- School Counseling program self-assessment
- School Counselor Teacher Excellence and Support System (TESS)
- School counselor reflections
- Review of goal setting action plan results

Sharing results of the data ensures that others are aware of and understand the process school counselors use to develop programs that support student success. The following will be used to share the results and to determine changes/updates to the comprehensive school counseling program.

- Handouts
- Inclusion in school improvement plan
- Data reports
- The following year's Comprehensive School Counseling Plan

ACT 190 The School Counseling Improvement Act of 2019

An Act to Repeal the Public School Student Services Act; To Create the School Counseling Improvement Act Of 2019; And for Other Purposes.

SECTION 3. Arkansas Code Title 6, Chapter 18, Subchapter 10, is 35 repealed.
~~Subchapter 10—Public School Student Services Act~~

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

Subchapter 20 - School Counseling Improvement Act of 2019
6-18-2001. Title.

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

6-18-2002. Definitions.

As used in this subchapter:

- (1) "Administrative activities" means activities that are not directly related to the comprehensive school counseling plan and are absent of any direct student services or interaction;
- (2) "Direct services" means services that are provided through face-to-face contact with students, including without limitation:
 - (A) Regular classroom guidance 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;
 - (B) Individual and group counseling;
 - (C) Responsive services on behalf of students whose immediate personal concerns and problems put the student's academic, career, or social and emotional development at risk, including the administration of a risk-assessment; and
 - (D) Interventions for students that are:
 - (i) At risk of dropping out of school; or
 - (ii) Exhibiting dangerous behaviors, such as drug use, self-harm, or gang activity; and
- (3) "Indirect services" means consultations between a student, a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs.

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

- (a) Each public school district shall:
 - (1) Develop and implement a comprehensive school counseling program that ensures student services are coordinated in a manner that provides comprehensive support to all students; and
 - (2) Have a written plan for a comprehensive school counseling program that:
 - (A) Is implemented by an Arkansas-certified school counselor, a counselor serving under an additional licensure plan, or a school employee acting as a school counselor under a waiver granted under § 6-15-103(c);
 - (B) Utilizes state and nationally recognized counselor frameworks;
 - (C) Is reviewed annually and updated as needed by the school counselor in collaboration with the building administrator and other stakeholders;
 - (D) Is systemically aligned to kindergarten through grade twelve (K-12) within the public school district; and
 - (E) Contains the following four (4) components of a comprehensive school counseling program:
 - (i) Foundation, which includes without limitation:
 - (a) Vision statements;
 - (b) Mission statements; and
 - (c) Program goals;
 - (ii) Management, which utilizes assessments and other data to develop, implement, and evaluate a comprehensive school counseling program;
 - (iii) Delivery, which focuses on direct and indirect services through the implementation of a comprehensive school counseling program; and
 - (iv) Accountability, which ensures regular analysis of the comprehensive school counseling program that is provided.
- (b) The comprehensive school counseling program required under subsection (a) of this section shall:
 - (1) Guide students in academic pursuits, career planning, and social and emotional learning;
 - (2) Follow the comprehensive school counseling program guidance provided by the Department of Education;

- (3) Include goals that are developed annually based on the vision and mission statements that are shared by stakeholders to ensure equitable access to opportunities for all students; and
- (4) Identify student needs through a multilevel school data review that includes without limitation:
 - (A) Data analysis;
 - (B) Use-of-time data review;
 - (C) Program results data; and
 - (D) Communication and contact with administrators, parents, students, and stakeholders.

6-18-2004. Comprehensive student services.

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

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

- (2) 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 post-secondary 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.
- (c)(1) Administrative activities performed by a school counselor shall not exceed more than ten percent (10%) of the school counselor's time spent working during student contact days.
- (2) 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.

<http://www.arkleg.state.ar.us/assembly/2019/2019R/Acts/Act190.pdf>

<http://www.arkleg.state.ar.us/SearchCenter/Pages/SearchResults.aspx?guid=e44c40ff-22f8-4a36-969e-45680fe4ead8&Source=http://www.arkleg.state.ar.us/SearchCenter/Pages/historicalact.aspx&sessions=2019R&chamber=All&ac>

Advisory Council Documentation:

Wellness Agenda

Monday, October 10, 2022

- Update from our providers:
 - Sherry Elliott
 - Quarter Report Data
- Mental Health
 - Laura Pennington-Quarter Data Report
- Lucy Ray
 - Fall Conference dates-November 14-15
 - Optometry start date-Monday, November
- Dr. Emily Kimes-
- Rhonda Whitehead- Director of Child Nutrition

Questions/Comments?

Advisory Council Documentation:

Booneville Elementary School SBMH Weekly Meetings

Date: _____

- Laura Pennington - SBMH Therapist/Coordinator
- Cara Hicks – WACGC Therapist
 - Update on referrals pending
 - New concerns & updates
 - Discussion & notes on current students
- Jyme Beth Diffie – Principal/Jenifer Herrera – Asst. Principal
 - Discipline Concerns & Comments
- Jessica Walker – School Nurse
 - Questions & Concerns
- Lucy Ray – Bearcat Care Center Coordinator
 - Updates & Comments
- Debbie Rainwater/Erin Baker – School Counselors
 - Referrals & Concerns

Jyme Beth Diffie, Principal _____

Jenifer Herrera, Assistant Principal _____

Laura Pennington, SBMH Coordinator _____

Cara Hicks, WACGC Therapist _____

Lucy Ray, Bearcat Care Center Coordinator _____

Jessica Walker, School Nurse _____

Erin Baker, PK-2 Counselor _____

Debbie Rainwater, 3-6 Counselor _____

Notes:

