

EARLE SCHOOL DISTRICT



COMPREHENSIVE SCHOOL COUNSELING PLAN

2022-2023

**1401 Third St.
Earle, AR 72394**

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Team Members

This plan was developed for K-12 students by the following team members:

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OTHER SUPPORTIVE SCHOOL PERSONNEL:

Principals
Superintendent
Instructional Facilitators
Nurse
SPED teachers
Dyslexia Specialist
Administrative Assistants
School Resource Officers
PBIS Director
Parent Family Liasion



#BulldogStrongerTogether

Section I: FOUNDATION

Belief Statements

We as counselors for Earle Public Schools, believe that all students have a right to a quality education in a safe and supportive learning environment. Also, students have a right to services that support academic, career, and personal/social growth; a right to be heard and treated with dignity and respect, and a right to a credentialed school counselor who is an advocate for student success.

Counselors in the Earle School District believe:

- All students have value and deserve to be treated with respect.
- All students can be challenged to develop their full potential.
- All students are encouraged to develop resiliency in all aspects of their lives.
- All students will be encouraged to foster necessary skills in their personal, social, academic, and career paths.
- All students have the right to make choices and accept responsibility for choices made.
- All students can expect that school is a safe and nurturing environment.

Counselors in the Earle School District believe that a comprehensive counseling program:

- Must be an integral part of the total educational process of the Earle School District.
- Is student-centered and responsive to the changing needs of our school and community.
- Uses a team approach to help build positive school environments by encouraging collaboration among counselors, teachers, administrators, families, and the community to further student achievement.
- Is continually refined and improved through systematic review and evaluation.
- Considers students' ethnic, cultural, racial, and gender differences, as well as their exceptional needs in the design and delivery of counseling services.
- Our program is responsive to the diverse needs of all students.

Counselors in the Earle School District are:

- Guided by the Ethical Standards of the American School Counseling Association (ASCA).
- Engaged in professional development programs that are essential to maintaining a quality comprehensive counseling program.
- Licensed certified school counselors are uniquely trained to deliver services and programs in the areas of academic, personal/social, and career domains.

VISION STATEMENT

Earle School District counselors are committed to providing a safe, nurturing environment where the entire learning community addresses the unique developmental needs of students and collaborates freely to ensure each student develops into a productive, reflective, caring, ethical, and contributing member of society.

MISSION STATEMENT

The counseling department at Earle Public School provides a comprehensive school counseling program, focusing on academic, personal/social and career development within a supportive, caring and nurturing environment. This in turn, will allow all children to achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

PROGRAM GOALS

We at Earle utilize the Acronym SMART when referring to the goal that we have agreed upon for our district.

Our SMART goals are as follows:

Specific - Earle School District will work to increase student attendance by 1% over the 2022-2023 school year.

Measureable - Will utilize attendance reports from E-school

Achievable - We as the Earle School District Counselors believe that this goal is attainable through utilizing resources, reward programs, PBIS, and positive reinforcement.

Results Focused- We believe that this is a realistic goal that will be attainable through a group effort including the staff members who support our comprehensive counseling program.

Time Bound - This goal is for the academic school year of 2022-2023. Results will be evaluated by the counseling staff by the end of May.

Overall school attendance will increase 1% for the 2022-2023 school year.

1. To help children understand themselves and others.
2. To prevent problems from developing.
3. To help identify children with special needs.
4. To provide crisis intervention when necessary.
5. To coordinate or facilitate efforts of others with those of parents, teachers, and administrators.
6. To help develop personalized programs, when applicable, based on each child's strengths, weaknesses and needs.

School Counseling Standards and Competencies

[ASCA School Counselor Professional Standards & Competencies \(2019\)](#)

[ASCA Ethical Standards for School Counselors \(2022\)](#)

[ASCA Student Standards: Mindsets & Behaviors for Student Success K-12
College-, Career- and Life-Readiness Standards for Every Student](#)

[G.U.I.D.E for Life](#)

Section II: MANAGEMENT

Program Assessment

Use of Time

Use of time documentation is available per request.

Annual Administrative Conference

[Elementary: Arkansas Annual Administrative Conference 2022-2023](#)

[High School: Arkansas Annual Administrative Conference 2022-2023](#)

Advisory Council

Earle Elementary and High School will create an advisory council that will consist of a variety of stakeholders from different backgrounds. The council shall meet no less than two times per year to review and support the implementation of the School Counseling Plan. The stakeholders will consist of four parents, four students, one community member, two faculty, a representative from the district office, and the school counselors. By having a representative sample of stakeholders, a diverse set of perspectives and expertise can help guide the counseling program to more success. Minutes from each meeting will be kept by a person designated by the chairperson.

[ESD School Counseling Advisory Council Invite Letter](#)

Data Use in Counseling

CALENDARS

The Earle School District School Counselors provide an annual calendar to keep students, parents, teachers, and administrators informed and to encourage their active participation in the school counseling program. Please note that monthly topics delivered to students are subject to change based on the individual needs of each school.

Daily activities throughout the year:

- ☐ Individual, small group, and large group counseling with students;
- ☐ Collaboration with teachers, parents, and other stakeholders;
- ☐ Consultation with health and community services/agencies; and
- ☐ Coordinate student support programs and services.

Monthly Activities	
August	Meet new students, tours of school, HomeSchool testing of newly enrolled students, 504 plans, ESL plans, Migrant students, Scheduling, Families referrals, Eschool, individual counseling, Alumni Backpack giveaway, ESL tutor, counselor's survey, begin coat program, and in-service presentations
September	Guidance topic - Respect and Bully Free Zone, Meet New students, 504 plans, ESL plans, Migrant students, Scheduling, Families referrals, Eschool, Birthday Celebrations, Student and Staff of Week (on-going), individual counseling, RTI/PBIS Committee Meetings, family service meetings, 5 weeks time, take referrals for group counseling, and start recycling program, Senior meetings
October	Guidance topic - Safe and Drug-Free School, Red Ribbon Month, meet new students, Honor Roll and Merit Roll Awards, 504 plans, ESL plans, migrant students, scheduling, Families referrals, Eschool, birthday celebrations, individual counseling, small group counseling, RTI/PBIS Committee

	Meetings, family service meetings, ADHD consultation/collaboration, FAFSA nights, College Application Campaign, Begin college tours
November & December	Guidance Topics: Kindness, 504 plans, ESL plans, Migrant students, Scheduling, Families referrals, APSCN, CICO data, birthday celebrations, Star Students, individual counseling, small group counseling, RTI/PBIS Committee Meetings, family service meetings, flu-clinic.
January & February	Guidance Topic: Tolerance and Make-A-Wish, Great Kindness Challenge, ESL testing, Honor Roll and Merit Roll Awards, 504 plans, ESL plans, Migrant students, scheduling, Families referrals, APSCN, CICO data, birthday celebrations, star students, individual counseling, ADHD consultation/collaboration, RTI/PBIS Committee Meetings, family service meetings, Make-a-Wish, referrals for new group counseling services and these sessions will end at the beginning of March.
March, April & May	Guidance Topic for March is Career Exploration, April and May is Child Abuse Prevention, Honor Roll and Merit Roll Awards, 504 Plans, ESL plans, Migrant students, Scheduling, Families referrals, APSCN, CICO data, birthday celebrations, individual counseling, RTI/PBIS Committee Meetings, family service meetings, Perfect Attendance, Transition Up Day and Honor assemblies for K-2, school supplies for next year, school tours.

Section III: DELIVERY

Act 190, The School Counseling Improvement Act, states that school counselors shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students.

Direct / Indirect Counseling

At Earle Public Schools, the school counselors provide direct, indirect, and administrative services through various methods.

*Classroom Lessons, Small Group Sessions, Individual Sessions, Orientation Programs for New and Transitioning Students, Follow-Up with Graduates and Students at Risk of Dropping Out, Academic Advisement and Individual Planning, Individual Age-Appropriate Career Education Guidance and Vocational Decision-Making Responsive Services such as obstacles to learning, family/peer concerns, social/emotional needs, crisis counseling, conflict resolution, consultation, and referrals.



*Consultation, Referrals, Decision Making Teams such as Section 504, Response to Intervention, English Language Learners, Leadership, Positive Behavioral Intervention Support, Retention, and Handbook Committee



*Coordination of Programs and Data Input such as Parental Involvement, Positive Behavioral Supports, Advanced Placement and Gifted and Talented, English Language Learners, Response to Intervention, Section 504, Student Success Plans, Master Schedules, State Assessments, Charing Committees and Meetings, Duties such as supervising students in common areas such as the hallway, cafeteria, playground and bus lines.

Orientation Programs for New and Transitioning Students

New students and parents are first met by the parent facilitator for registration paperwork and initial orientation. The school counselor then meets with the student and family to discuss/review records, discuss questions or concerns, and then plan the student's schedule. The student will be provided a tour of the school, a bell schedule, and bus information (if applicable). The school counselor will remain available for any questions or concerns the student or family has and requests that the student follow up to check on how the transition to a new school is going.

Students transitioning to the 7th grade from the elementary school receive classroom guidance in the spring term with the course selection process. They participate in a Transition Up Day where they tour the high school and participate in various activities for a day i.e. meeting with current students, visiting classrooms, having lunch on the high school campus, etc.

Follow-up with Graduates and Students at-risk of Dropping out

A follow-up with graduates is conducted every spring in conjunction with data needed by the ADE/DESE Career and Technical Division to fulfill Perkins funding requirements.

Students at risk of dropping out meet one-on-one with the school counselor and principal. A planned pathway to success is offered and highly encouraged. Student progress is monitored closely with interventions and referrals made as needed. The following questions may be used as a risk assessment to help develop discussion and interventions for struggling students:

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

Why are you considering leaving?

What are your top two reasons?

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

What would improve your chances of staying in school?

Are there adults and students in the school who might help you continue to attend school or those who support you?

If yes, have you talked to them about your potential plans?

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

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

Is there anything that we as the school can do to support you in staying in school?

What are your plans if you leave school?

Full-time work ____ GED-High School Equivalency Examination ____ Military ____

College ____ Other ____ Training program or technical training for employment ____

Individual Age Appropriate Career Education Guidance and Vocational Decision-Making.

Career awareness and investigation are introduced to the students through classroom lessons, speakers, bulletin boards, field trips, and Naviance. The elementary counselor provides monthly lesson plans that cover soft skills needed to be successful in career development and employability.

The high school counselor expands the career education to the 7th - 12th grades through Naviance, speakers, career development courses, and field trips. Naviance allows counselors to have a more systematic approach to teaching students about careers and gives the school and district the ability to keep data. Students also have access to Road Trip Nation in Naviance. Students are able to review close to 3,000 videos of a variety of jobs. Counselors also use an Arkansas magazine title, *Next*.

Suicide Prevention

ESD counselors support suicide prevention efforts in the school and take all threats seriously regardless of age. Suicide prevention begins at the elementary level through guidance lessons based on wellness, self-care, safe and healthy choices, coping strategies, and resiliency building. Upper elementary students are also taught how to recognize risk factors and warning signs of mental health conditions and suicide in themselves and others. Help-seeking strategies and how to engage school resources and how to refer friends for help are also addressed through classroom guidance lessons. If needed, the elementary counselor will also provide small group suicide prevention. Suicide prevention at the high school level includes that any and all threats are taken seriously. The counselor works with students who are at risk of suicide, addresses developmentally appropriate prevention strategies, and provides awareness information to stakeholders so that students and adults are aware of signs of risk. All staff members are provided professional development on suicide awareness. They are trained on the risk factors, warning signs, protective factors, response procedures, referrals, and resources regarding youth suicide prevention. Protocols are in place for students at risk that include risk assessment, crisis checklist, collaboration with mental health agencies, referrals for support, parent notification, re-entry protocols, and actions to take after a suicide death. Both school counselors use the following resources:

[Student Risk Assessment Form, Suicide Intervention Incident Report, Emergency Conference Notice,](#)

Section IV: ACCOUNTABILITY

ACCOUNTABILITY

Counselors reflect on and evaluate our comprehensive counseling program to ensure that we are meeting the needs of our students and are able to identify how our students have changed due to the interventions of the program. Counselors may use the following tools for assessing and sharing the results of the comprehensive school counseling program.

- Feedback from provision of curriculum or programs (participation, Mindsets and Behavior, and outcome results)



- Feedback from small groups such as surveys, participation or process data, and student outcomes
- Surveys from parents, students, community members, and/or educators
- School counseling program self-assessment
- School counselor TESS
- School counselor reflections
- Review of goal setting action plan results

*Tools for
sharing results*

- Feedback from provision of curriculum or programs (participation, Mindsets and Behavior, and outcome results)
 - Feedback from small groups such as surveys, participation or process data, and student outcomes
 - Surveys from parents, students, community members, and/or educators
- School counseling program self-assessment
- School counselor TESS
- School counselor reflections
- Review of goal setting action plan results
- The following year's Comprehensive School Counseling Plan

- ESchool will be analyzed to set baseline data and adjust/set goals for the 2022-2023 school year.
- Each 9 weeks, attendance data from across the district will be entered into a shared document and analyzed. Counselors will determine the implications of the data and make recommendations to administrators and staff.
- Action plans will be created based on ongoing data. In June 2023, the end-of-year discipline data results will be summarized in a graph and presented to the assistant superintendent and other stakeholders.

*School
Counselor
Reflection*

- Counselors and administrators will reflect on progress toward the goal and determine if desired outcomes have been met, whether to continue with this goal with possible new action steps.

Section V - APPENDIX

RESEARCH SUPPORTING COMPREHENSIVE COUNSELING PROGRAMS

**American School Counselor Association (ASCA) Empirical Research Studies
Supporting the Value of School Counseling**

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf>

The School Counselor and Comprehensive School Counseling Programs

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf

**National Association for College Admission Counseling (NACAC): Effective
Counseling in Schools Increases
College Access**

https://www.nacacnet.org/globalassets/documents/publications/research/2018_soca/soca18.pdf

University of Massachusetts Amherst

Paving the Road to College: How School Counselors Help Students Succeed

<https://www.umass.edu/schoolcounseling/uploads/TheChicagoReport.pdf>

Effectiveness of School Counseling

<https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdf>

Measuring the Impact of School Counselor Ratios on Student Outcomes

<https://www.schoolcounselor.org/asca/media/asca/Publications/EffectivenessRatiosOutcomes-ResearchReport.pdf>

Exploring the Career and College Readiness of High School Students Serviced by RAMP and Non-

RAMP School Counseling Programs in North Carolina

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/EffectivenessCCR-ResearchReport.pdf>

Promoting Positive Youth Development Through School-based Social and Emotional Learning

Interventions: A Meta-analysis of Follow-up Effects

<https://casel.org/2017-meta-analysis/>

The Economic Value of Social and Emotional Learning

<http://blogs.edweek.org/edweek/rulesforengagement/SEL-Revised.pdf>

ASCA Position Paper - The School Counselor and Trauma-Informed Practice

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_TraumaInformed.pdf

ASCA Position Paper - The School Counselor and Social/Emotional Development

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf

ASCA Position Paper - The School Counselor Multi-Tiered System of

Supports

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_MultitieredSupportSystem.pdf

The School Counselor and Mental Health

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf

ADE Student Support Toolkit (Suicide Prevention, Bullying, Military Families, New Legislation, and School Health Services)

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-schoolcounseling/student-support>

GLOSSARY OF TERMS

Academic Advisement is provided for class selection by establishing academic goals in elementary, middle, and high school.

Action or Closing the Gap Plans are developed to identify how goals will be implemented including strategies, competencies, activities, timeline, milestones and means of evaluation.

Advisory council is a representative group of stakeholders who review the comprehensive school counseling plan and provide feedback and recommendations to the counseling staff, administration, and district.

Advocacy is the process of identifying underrepresented students and supporting them in their efforts to reach their highest potential as well as actively supporting the profession of school counseling and supporting policies that promote student success.

Calendars are maintained by school counselors and are distributed to educators, students, and parents regularly. Planning, visibility and credibility are enhanced by

effective use of an annual school counseling program calendar, monthly calendars, and a weekly calendar.

Career planning process helps students attain skills and attitudes and identify opportunities for successful transition from high school to post-secondary training or education.

Chairing includes presiding over meetings and committees.

Classroom counseling lessons, or core curriculum, is the curriculum component of school counseling that consists of developmentally appropriate lessons designed to assist students in achieving desired competencies and is presented systematically through classroom and group activities.

Comprehensive School Counseling Programs are an integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career and social/emotional development to promote academic achievement and meet developmental needs. School counseling programs are based on the developmental age of the students and are conducted on a consistent and planned basis to assist students in achieving specified competencies.

Consultation is used to provide school counseling feedback and support while communicating with educators and stakeholders concerning student problems and needs.

Coordination includes organizing, scheduling, and providing documentation for programs and assessments.

Data-driven identifies systems that make decisions concerning future actions that are based on information, survey reports, assessments, statistics or other forms of data.

Delivery systems identify how the comprehensive school counseling program is organized and delivered.

Direct services are counseling services that are provided directly to students: individual, small group, classroom core curriculum lessons, and responsive services. They are provided in a face-to-face format.

Ethical standards are adhered to by school counselors. They include ethical, legal and professional standards developed by the state educational agency and national school counseling organizations.

Evaluation is used to determine progress on the implementation of goals, action plans, or comprehensive school counseling programs.

Foundation identifies the beliefs, vision, mission, and goals set forth in the comprehensive school counseling plan.

Gaps are identified when desired student outcomes are not being met by a student or small group of students. Data is reviewed to evaluate current student levels of performance to find areas of concern that can be addressed.

Indirect services include consultations between a parent or legal guardian, school staff, and community agencies concerning a student's academic, career and social and emotional needs. It also includes referrals for more frequent and more intensive interventions on behalf of a student or small group of students.

Individual student planning is used to coordinate ongoing systemic activities designed to assist individual students in establishing personal goals and developing future plans.

Leadership is an essential skill for school counselors as they develop and manage a comprehensive school counseling program. It supports academic achievement and student development, advances effective delivery of the comprehensive school counseling program, promotes professional identity, and overcomes challenges or role inconsistency. (Shillingford & Lambie, 2010)

Management system addresses the allocation of resources to best address the goals and needs of the program.

Mission statements outline steps to accomplish the vision. They identify the Who, What, How, and Why for students. Mission statements must be aligned with the mission of the school system within which the program operates.

Orientation is a process for students, teachers, parents, and stakeholders to learn about the school counseling program, the roles of the school counselor, and the services available to students, families, and staff. Orientation can also help students make smoother transitions from one school setting to another.

The G.U.I.D.E. for Life defines essential knowledge, attitudes and skills students should obtain to help them get along with others, communicate well, and make positive contributions in the workplace and beyond.

Outcome or results data demonstrate that learning, performance or behavioral change has occurred. How are students different as a result of the school counseling program?

Process/Participation data measures what students and others observe or perceive regarding knowledge gained, attitudes and beliefs held or competencies achieved.

Perception/Mindsets and Behaviors data answers the question “what.” It describes the activity that is occurring; the target population and how many students are affected.

Self-Assessment is the assessment used to review strengths of the school counseling program, and areas for improvement. Data from the profile is used to guide the school counseling program.

Responsive services meet students’, parents’, and teachers’ immediate need for intervention, referral, consultation, or information.

Risk analysis is the procedure identified in the Standard Operating Procedures and is based on the review of comprehensive school counseling plans that are posted

on district websites as well as other district data and technical assistance needs. Support is provided to districts based on multi-tiered identified risks.

School Counseling Assessments are tools used to measure the strength of the implementation of the comprehensive school counseling program. Data from assessments can be used to identify student needs and show student growth (pre/post-test).

Social/Emotional Development maximizes each student's individual growth and social maturity in the areas of personal management, social interaction, and self efficacy.

Standard Operating Procedures provide information and guidance on the process that will take place to ensure that school counselors are providing multitiered comprehensive support to all students.

Systemic Change is change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

System support consists of professional development, consultation, collaboration, teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling program.

Vision Statements identify what you want to see going forward in your comprehensive school counseling program (what is the picture you see in your mind about your students' success)? They identify long-range, desired outcomes for students.

REFERENCES

American School Counselor Association (2019). ASCA National Model A Framework for School Counseling Programs. Alexandria, VA: American School Counselor Association.

American School Counselor Association (2019). ASCA National Model Implementation Guide: Manage and Assess. Alexandria, VA: American School Counselor Association.

Gysbers, N.C. & Henderson, P. (2012). Developing and Managing Your School Counseling Program. Alexandria, VA: American Counseling Association.

Kaffenberger, C. & Young, A. (2018). Making Data Work. Alexandria, Alexandria, VA: American School Counselor Association.

Hermann, M., Remley, T., & Huey, W. (2017). Ethical and Legal Issues in School Counseling. Alexandria, VA: American School Counselor Association.

Stone, C. (2017). Ethics and Law: American. School Counselor Association, Alexandria, VA: American School Counselor Association.

Division of Elementary and Secondary Education
Guidance and School Counseling

<http://www.arkansased.gov/divisions/learningservices/guidance-and-school-counseling/professional-school-counseling-resources>

American School Counselor Association <https://www.schoolcounselor.org>
Arkansas School Counselor Association
<https://www.arschoolcounselor.org/home/home/>

Arkansas Counseling Association
<http://www.arcounseling.org>

College Board Counselor Resources
<https://professionals.collegeboard.org/guidance/counseling/counselor-resources>

ACT Counselor Resources

<https://www.act.org/content/act/en/k12-educators-and-administrators/counselortoolkit.html>

RTI Arkansas

<http://www.arkansased.gov/divisions/learning-services/curriculum-andinstruction/rti>

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/historical.aspx&sessions=2019R&chamber=All&act=190](http://www.arkleg.state.ar.us/SearchCenter/Pages/historical.aspx&sessions=2019R&chamber=All&act=190)