

Jonesboro School District



Comprehensive School Counseling Plan

2025-2026

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Foundation

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Beliefs

Jonesboro school counselors believe that all students can be successful. Through our interactions with students and stakeholders, we implement programs that ensure all students benefit from the school counseling program based on student needs and data collected through various forms.

Vision

Jonesboro counselors are committed to providing social, emotional, career, and academic support to help our students reach a standard of excellence.

Mission Statement

The Jonesboro School District counselors implement a comprehensive school counseling program that focuses on relationships, collaboration, excellence, and innovation among students, parents, educators, and community members. We welcome all students into a safe, caring, and stimulating educational environment filled with enriched activities and opportunities. Students will be equipped with the knowledge, skills, and support needed to achieve success in academics, college/career readiness, and social/emotional development.

Program Goals

Goal 1: The school counseling program will support the creation of a positive environment that results in improved student behavior and a decrease in discipline referrals resulting in In School Suspension by 3% by the end of the 24/25 year.

Goal 2: The school counseling program will support the creation of a positive environment that results in improved student attendance and a decrease in students who are chronically absent by 5% by the end of the 24/25 year.

Action Steps	Data Point
<p>Tier 1 Initiatives: Facilitate programs to improve school culture:</p> <ul style="list-style-type: none"> ● Building relationships between students, teachers, parents, and community members. ● Character Building Word of the Month (elementary) ● Student Recognition Programs to incentivise students ● Provide staff development on trauma and trauma informed schools ● Programs to meet basic student needs (Weekly Backpack Food Program, Share and Wear Clothing, Holiday assistance Programs, Stuff the Bus School Supplies) ● Parent/Community Involvement Nights ● Parent Communication through texts, calls, and e-mail ● Bowl of Culture (secondary) ● Kindness Campaign/Cans to motivate positive student behavior (elementary) ● Serve on committees: Building leadership, Advisory Board, Equity Team (secondary) ● Project PEACE (secondary) 	<p>Total # of Discipline Referrals</p>
<p>Tier 2 Preventions/Interventions</p> <ul style="list-style-type: none"> ● Classroom Guidance Lessons to build social emotional skills and self regulation in students (elementary) ● Use behavior reports to identify students and behaviors for small group interventions ● Weekly/Bi-Weekly Family Service Meetings to review discipline data and discuss specific students and/or target behaviors ● Check in-Check Out-daily support for students needing assistance ● Mentoring Program ● Individual Counseling ● Parent Conferences ● Advisory Board Meetings ● Choices Program (secondary) 	

<ul style="list-style-type: none"> ● Project PEACE (secondary) 	
Tier 3 Intensive <ul style="list-style-type: none"> ● Individual counseling ● Refer to school based mental health and community agencies (mental health, juvenile court (FINS), ● Hispanic Center, DHS assist families ● Crisis management when needed ● Project PEACE (secondary) 	

Standards & Competencies

2016 ASCA Ethical Standards for School Counselors

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

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

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

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>

Professional Competencies

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

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>



Management

Program Assessment

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

Use of Time Calculators

Use-of-time calculators are used to determine the percentage of time the counselor is providing direct and indirect counseling services to students and completing administrative activities. 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. Use of time documentation also helps the counselor and other stakeholders determine which activities or services the counselor is providing that are appropriate to the program and the School Counseling Improvement Act of 2019. This year counselors will submit a time audit and selected dates throughout the year. The dates/forms were coordinated through the central office counseling liaison.

https://docs.google.com/document/d/1M9nSBeSFisYNGG8bJo6B7zo6kHacoy_xIoCnKRV_tGg/view

Annual Administrative Conference

Each year, the counselor and administrator meet to develop a collaborative overview of the school counselor's program and percent of time to be allotted to school counseling activities. This conference identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This conference should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals. 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.

School Counselor Advisory Council

****Beginning 2020-2021**

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

Advisory Council Members (at least)

2 Elementary Counseling Representatives (1 kindergarten, 1 elementary)–Dianne Langford, Jenna Green

2 Secondary Counseling Representatives (1 junior high, 1 high school)– Lindsey Kelley, Stephanie Pointer

1 Elementary Administrator–Shalon Tate, HWES Principal

1 Secondary Administrator– Ellen Webb, STEM Principal

1 District Level Administrator – Mandy Zipfel

1 School Board Member– Ashleigh Givens

1 Kindergarten Parent Member– TBD

1 Elementary Parent Member– Bianca Palmer

1 Secondary Parent Member– Amy Stanley, Tiffany Sloan

1 Junior High Student– E'Meko Palmer

1 High School Student– TBD

Director of Student Health Services – Von McDaniel

1 Community Member– Bridgette Craig

Data Use in School Counseling

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

Action Plan

Each JPS Building has developed their own action plan based on the ASCA Mindsets & Behaviors.

[ASCA Mindsets & Behaviors](#)

Direct, Indirect, and Administrative

School Counselors provide direct, indirect and administrative services at Jonesboro Public Schools.

Direct Services	<ul style="list-style-type: none">● Classroom Lessons● Small Group Sessions● Individual Sessions● Orientation Programs for New and Transitioning Students● Follow-Up with Graduates<ul style="list-style-type: none">-Senior Graduate Follow up Form-Graduates are sent information to their personal emails throughout the following school year:<ul style="list-style-type: none">*Inviting them to college and career fairs*Posting local job opportunities*Offering help with building resumes, job applications, college and scholarship applications, FAFSA.*Asking what they are currently doing and any plans they are making.● At-Risk students that were dropped for lack of attendance:<ul style="list-style-type: none">-Contact parents-District files F.I.N.S. petition for students under 18 years old-For students 18 years of age: Provide information for local G.E.D. program, Arkansas Youth Challenge Program, Arkansas Virtual Academy, Arkansas Connections Academy<ul style="list-style-type: none">*https://www.asun.edu/adulteducation*https://www.aryouthchallenge.com/our-mission.html*https://arva.k12.com/*https://www.connectionsacademy.com/● Academic Advisement and Individual Planning● Individual Age-Appropriate Career Education Guidance and Vocational Decision-Making
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	<ul style="list-style-type: none"> • Responsive Services such as obstacles to learning, family/peer concerns, social/emotional needs, student peer helpers, crisis counseling, conflict resolution, consultation and referrals.
Indirect Services	<ul style="list-style-type: none"> • Consultation • Referrals • Decision Making Teams such as Section 504, Response to Intervention, English Language Learners, Parental Involvement or Family Engagement, Positive Behavioral Intervention Support, Advanced Placement and Gifted/Talented.
Administrative Services	<ul style="list-style-type: none"> • 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 • Chairing Committees and Meetings • Duties such as supervising students in common areas such as the hallway, cafeteria, playground and bus lines.

Annual Calendar

Daily activities throughout the year:

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

K-12

August

- **Campus Transitioning Conferences between K/1st counselors**
- **Meet with new parents/students registering**
- **Open house for students/parents**
- **Finalize Schedules (secondary)**
- **Provide Staff Training for Students in Transition (Homeless Info.)**
- **Inform Staff about Act 1029 (forms to use and how to identify)**
- **Update Staff on Protocols/Procedures related to School Counseling Program**
- **Coordinate School Supply Distribution**
- **Consult with Site Based Mental Health on incoming students**
- **Introduce the school counselor and role**
- **Student placement**
- **Determine student needs for backpack program**
- **Pull attendance and discipline from previous year. Identify at-risk students and add to mentoring program.**
- **No show students**
- **ASU concurrent registration at JHS (secondary)**
- **Consultation with students about credits and graduation status (secondary)**
- **Register students for ACT (secondary)**
- **As 504 case manager with administrative supervision, begin process of 504 annual reviews**

September

- **Begin Classroom Guidance Lessons (elementary)**
- **Begin Small Groups and Individual Co.**
- **Administer School Counseling Program Needs Assessment**
- **Enroll students in Supplementary Food Programs**
- **Identify students in transition who qualify for McKinneyVeto Act**
- **DARE Begins**
- **ArkACRAO Articulation Workshop**
- **Fall Counselors Regional Meeting**
- **Register students for ACT (secondary)**
- **Boys and girls clubs begin; Tutoring identification**
- **Character Education Programs begin**
- **Meetings with I-team begin to discuss student behavior/attendance/progress**
- **ASVAB Exam (secondary)**
- **Student Success Plans (secondary)**
- **Contact parents, have meetings with 504 review committees, distribute 504 accommodations to teachers.**

- **Prepare data for October 1 report**

October

- **Red Ribbon Week Activities**
- **Anti-Bullying Prevention**
- **Parent Conferences**
- **College Application Month (secondary)**
- **Financial Aid Night (secondary)**
- **College 101 Retreat (secondary)**
- **PSAT (secondary)**
- **College/Career Fair (secondary)**
- **ASU Concurrent Enrollment Tour (secondary)**
- **ASMSA Visit (secondary)**
- **Register students for ACT (secondary)**
- **Identify first quarter failures and hold conferences (secondary)**

November

- **APNA Survey**
- **DARE Graduation (elementary)**
- **Pak-a-Sak**
- **In danger of failing conferences (secondary)**
- **Identify Christmas for kids**
- **High school ambassadors and counselors visit with junior high classes**

December

- **Identify and sign up families who may need holiday assistance (Emporium/Shop with a Cop)**
- **9th grade JHS/NEACTC Tour (secondary)**
- **Schedule Changes (secondary)**
- **Concurrent registration (secondary)**
- **CPR for early grads (secondary)**

January

- **1st Semester Award Banquet**
- **Parent Conferences of At-Risk Students**
- **Schedule changes (secondary)**
- **Parent meetings of students in danger of not graduation (secondary)**
- **ELPA21 administration**

- **Student Success Plans (secondary)**
- **Governor's school (secondary)**

February

- **ELPA Summative Assessments**
- **Preview Nights for prospective students and their families**
- **College and Career Fair (secondary)**
- **Boys/Girls State (secondary)**

March

- **Parent Conferences**
- **Next year registration (secondary)**

April

- **ACT Aspire Summative Testing**
- **Kindergarten Registration/Student Screening**
- **Next year registration (secondary)**
- **Senior Awards (secondary)**

May

- **End of the Year Award Banquet**
- **Awards Ceremonies and Graduations**
- **Complete Arkansas School Counseling Program Self-Assessment**
- **Graduation**

June

- **Campus Transitioning Conferences between K/1st counselors/admin**
- **Review data and update school counseling program**
- **Student schedules/rosters**

July

- **Student schedules/rosters**

Bully Prevention/Programs & Protocol

Elementary Prevention

- Whole Group, Small Group, and Individual Interventions
 - Bullying
 - Kindness
 - SEL-Impulse Control, Friendship, Anger, Manners, Grief
 - Conflict Resolution
 - Work Ethic

Elementary Protocol

- [Elementary Incident Report Form](#)

Secondary Prevention

- Sophomore Girls empowerment program
- Counseling Groups
- One School One Book focusing on bullying including classroom discussions
- I am the “I” in Kind -catch students doing acts of kindness

Secondary Protocol

- [District Incident Report Form](#)

Suicide Prevention/Protocol

Elementary Prevention

- Individual Counseling
- Small Group Counseling
- MSHS Referrals

Elementary Protocol

- [Crisis Flowchart](#)

Secondary Prevention

- Individual counseling
- SBMH referrals

Secondary Protocol

- [Crisis Flowchart](#)

Career Planning Services

Elementary

***Counselors provide opportunities for all students to develop the mindset and behaviors necessary to learn work-related skills, a positive attitude toward learning, and the value of a strong work ethic through our classroom guidance lessons and small groups.**

- Kindergarten
 - Introducing Careers and World of Work
 - Community Resources Unit
 - Community Helper Day

Secondary

- 7th Grade
 - Acquire Behaviors & Skills for Career Readiness
 - KeyCode Course
 - Helping Students understand the connection between school and the world of work
 - Academic Advisory Meetings
- 8th Grade
 - Acquire Behaviors & Skills for Career Readiness
 - Career Development

- 1st grade
 - Career Awareness
 - Paws In JobLand
 - Career Day
 - Interest Inventory
 - Sharon Katz Cooper Career Books
- 2nd Grade
 - Career Exploration
 - Paws In JobLand
 - Career Day
 - Interest Inventory
 - Sharon Katz Cooper Career Books
- 3rd Grade
 - Career Exploration
 - Paws in JobLand
 - Career Day
 - Interest Inventory
 - Sharon Katz Cooper Career Books
- 4th Grade
 - Identifying Interests and Abilities
 - Career Day
 - Interest Inventory
 - Holland Codes-Identify specific Career Clusters
- 5th Grade
 - Identifying Interests and Abilities
 - Personality Traits to Career Interest Guidance Lessons
 - Career Day
 - Holland Codes-Identify specific Career Clusters
 - Interest Inventory
- 6th Grade
 - Identifying Interests and Abilities
 - Personality Traits to Career Interest Guidance Lessons
 - Career Day
 - Holland Codes-Identify specific Career Clusters
 - Interest Inventory

- Course**
- Advising students on multiple postsecondary pathways
 - Kuder
 - Helping Students understand the connection between school and the world of work
 - Academic Advisory Meetings
 - Student Success Plans
 - Provide College and Career Awareness through exploration, planning and decision making
 - Job Shadowing
 - 9th Grade
 - Acquire Behaviors & Skills for Career Readiness
 - Keystone Course
 - Advising students on multiple postsecondary pathways
 - Kuder
 - Helping Students understand the connection between school and the world of work
 - Academic Advisory Meetings
 - Student Success Plans
 - NEA Career & Tech Center & High School Tour
 - Provide College and Career Awareness through exploration, planning and decision making
 - Job Shadowing
 - Career Overviews with Community Partners
 - 10th Grade
 - Connecting Students to Early College/Workforce Programs
 - Concurrent Credit Courses
 - NEACTC Course Offerings
 - CTE Certifications
 - ASU on-campus course offerings
 - Be Pro Be Proud Skilled

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Workforce interviews ■ Internship & Job Shadow Program ■ Manufacturing Day at ASU Newport Jonesboro campus ■ Community speakers for job specific programs ○ Creating a postsecondary readiness and college going culture <ul style="list-style-type: none"> ■ Student Success Plans ■ Career Coaches ■ Kuder ○ Recognizing and supporting essential developmental factors key to future success <ul style="list-style-type: none"> ■ Advising ■ ASVAB (Age 16+) ■ Hispanic Emerging Leaders Program ■ Workkeys ○ Help students plan the transition from school to postsecondary education/the world of work <ul style="list-style-type: none"> ■ Career & College Fair ■ Online Assessments: <ul style="list-style-type: none"> ● https://www.16personalities.com/free-personality-test ● https://careerwise.minnstate.edu/careers/clusterSurvey ● https://www.careeronestop.org/getmyfuture/toolkit/interest-assessment.aspx ● https://arkansas.kuder.com/landing-page ● 11th Grade <ul style="list-style-type: none"> ○ Connecting Students to Early College/Workforce Programs <ul style="list-style-type: none"> ■ Concurrent Credit Courses ■ NEACTC Course Offerings ■ CTE Certifications
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	<ul style="list-style-type: none"> ■ ASU on-campus course offerings ■ Be Pro Be Proud Skilled Workforce interviews ■ Internship & Job Shadow Program ■ Manufacturing Day at ASU Newport Jonesboro campus ■ Community speakers for job specific programs ○ Creating a postsecondary readiness and college going culture <ul style="list-style-type: none"> ■ Student Success Plans ■ Career Coaches ■ Kuder ○ Recognizing and supporting essential developmental factors key to future success <ul style="list-style-type: none"> ■ Advising ■ ASVAB (Age 16+) ■ Hispanic Emerging Leaders Program ■ Workkeys ■ Junior Leadership (Chamber of Commerce) ○ Help students plan the transition from school to postsecondary education/the world of work <ul style="list-style-type: none"> ■ Career & College Fair ■ Online Assessments: <ul style="list-style-type: none"> ● https://www.16personalities.com/free-personality-test ● https://careerwise.minnstate.edu/careers/clusterSurvey ● https://www.careeronestop.org/getmyfuture/toolkit/interest-assessment.aspx ● https://arkansas.kuder.com/landing-page <ul style="list-style-type: none"> ● 12th Grade
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- **Connecting Students to Early College/Workforce Programs**
 - **Concurrent Credit Courses**
 - **NEACTC Course Offerings**
 - **CTE Certifications**
 - **ASU on-campus course offerings**
 - **Be Pro Be Proud Skilled Workforce interviews**
 - **Internship & Job Shadow Program**
 - **Manufacturing Day at ASU Newport Jonesboro campus**
 - **Community speakers for job specific programs**
- **Creating a postsecondary readiness and college going culture**
 - **Student Success Plans**
 - **Career Coaches**
 - **Kuder**
 - **Graduation meetings**
- **Recognizing and supporting essential developmental factors key to future success**
 - **Advising**
 - **ASVAB (Age 16+)**
 - **Hispanic Emerging Leaders Program**
 - **Workkeys**
 - **Junior Leadership (Chamber of Commerce)**
- **Help students plan the transition from school to postsecondary education/the world of work**
 - **Career & College Fair**
 - **Online Assessments:**
 - <https://www.16personalities.com/free-personality-test>
 - <https://careerwise.minnstate.edu/careers/clusterSurvey>
 - <https://www.careero>

nestop.org/getmyfuture/toolkit/interest-assessment.aspx

- <https://arkansas.kudler.com/landing-page>



Delivery of Services

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.

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. Examples can be found in the chart below.

The following Direct, Indirect, and Administrative Service activities are performed by JPS school counselors.

Direct Service Activities

Classroom Lessons

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.

Classroom counseling lessons are age appropriate, based on gaps identified through the school data review, and the associated goals that are created to address those needs. They also address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific competencies in academic, social/emotional and/or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives.

Elementary examples: Classroom lessons to promote

- growth (self management)
- understanding (self knowledge)
- interactions (building relationships)
- decisions (making responsible choices)

		<ul style="list-style-type: none"> • empathy (being aware of others). <p>Lessons are developed by utilizing a variety of programs and resources.</p> <p>Secondary Examples:</p> <ul style="list-style-type: none"> • Utilizing career coaches • Kuder Career Assessment • Credits 101 (9th grade) • AR Next (8th grade)
Individual and Group Counseling	<p>Small group lessons are based on the same identified gaps in the school and student needs. They meet regularly over a specified amount of time. Follow-up occurs to ensure students are continuing to develop the skills taught in the small group. Pre- and Post- evaluations or assessments will gather data to help determine growth in knowledge or skill efficacy.</p>	<p>Elementary examples:</p> <ul style="list-style-type: none"> • Building Friendships • Grief • Anger Management • Making Good Choices • Test and General Anxiety • Listening Skills <p>Secondary Examples:</p> <ul style="list-style-type: none"> • Student Success Plan • Academic/Attendance Advisement • Scheduling • Bullying Prevention • Suicide Prevention • Support at-risk students
Responsive Services	<p>Responsive Services - Supporting students whose immediate concerns put the student's academic,</p>	<p>Elementary examples:</p> <ul style="list-style-type: none"> • At-Risk

	career, or social and emotional development at risk.	<p>Attendance/Academic</p> <ul style="list-style-type: none"> • Crisis Response • Food Assistance • Clothing Assistance • School Supply Assistance <p>Secondary Examples:</p> <ul style="list-style-type: none"> • At-Risk Attendance/Academic • Crisis Response • Food Assistance • Clothing Assistance • School Supply Assistance
Indirect Service Activities		
Consultation	Consultations occur on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.	<p>Elementary:</p> <ul style="list-style-type: none"> • Parent-Teacher Conferences • Mental Health • Family Services • PLC <p>Secondary Examples:</p> <ul style="list-style-type: none"> • Parent-Teacher Conferences • School-Based Mental Health • Family Services
Referrals	Indirect services include referring a student for School Based Mental Health services, child maltreatment reports, and parent or guardian communications.	<p>Elementary:</p> <ul style="list-style-type: none"> • School Based Mental Health • FINS • Family Services • iTeam • Hotline Reports

		Secondary Examples: <ul style="list-style-type: none"> • School Based Mental Health • FINS • Family Services • iTeam • Hotline Reports
Decision Making Teams	<p>Serving as a contributing member of decision-making teams, which include without limitation:</p> <p>Section 504</p> <p>Response-to-Intervention</p> <p>English Language Learners</p> <p>Parental Involvement or Family Engagement</p> <p>Positive Behavioral Intervention Support Advanced Placement and Gifted and Talented</p>	Elementary: <ul style="list-style-type: none"> • iTeam (RTI) • Family Services • Class Placement • LPAC Meetings • Leadership Secondary Examples: <ul style="list-style-type: none"> • iTeam • Family Services • LPAC • 504 • Leadership • Registration
Administrative Activities - No More than 10% of time		
Coordination of Programs and Data Input	<p>Coordination of programs including, but not limited to:</p> <p>Parental Involvement</p> <p>Positive Behavioral Supports</p> <p>Advanced Placement and Gifted & Talented English Language Learner Response-to-Intervention</p> <p>Section 504</p> <p>Student Success Plans</p> <p>Coordination of assessments including, but not limited to; state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs at the building or district level</p> <p>Developing master schedules and data entry such as eSchool administration during student contact days</p>	Elementary: <ul style="list-style-type: none"> • Facilitate Basic Needs Programs • Facilitate Mentoring Program • Dyslexia Testing • State Assessment Assistance • LPAC Meetings Secondary Examples: <ul style="list-style-type: none"> • Master Scheduling • Dyslexia Testing • LPAC Meetings • 504 Meetings • State Assessment Helper

Chairing Committees and Meetings	Chairing committees and meetings including, but not limited to: Parental Involvement Positive behavioral supports Advanced Placement and Gifted & Talented English Language Learner Section 504 Response-to-Intervention	Elementary: <ul style="list-style-type: none"> • Family Services Secondary Examples: <ul style="list-style-type: none"> • iTeam (RTI) • Student Success Plan Coordinator
Duties	Supervising students in common areas such as the hallway, cafeteria, playground and bus lines	Elementary: <ul style="list-style-type: none"> • Car/Bus/Walker Duty Secondary Examples: <ul style="list-style-type: none"> • Transition Duty

	<h1>Accountability</h1>
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Jonesboro Public School 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 results of the comprehensive school counseling program.

Tools for Assessing the Comprehensive School Counseling Program
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- Use-of-Time calculator
- 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 Educator Effectiveness
- School counselor reflections
- Review of goal setting action plan results

Data Results

- [Use of Time Results](#)
- Goal Setting Action Plan Results
 - Goal 1: The school counseling program will support the creation of a positive environment that results in improved student behavior and a decrease in ISS incidents by 3% by the end of the year.
 - **Results: JPS saw a 18.9% decrease in ISS incidents for the 24/25 school year. Incidents dropped from 2783 to 2257.**
 - Goal 2: The school counseling program will support the creation of a positive environment that results in improved student attendance and a decrease in students who are chronically absent by 5% by the end of the 24/25 year.
 - **Results: As a district, we decreased the number of students who were chronically absent by 10.53% (38%-34%). We will continue to work on this goal and will plan to decrease students who are chronically absent by 5% by the end of the 24/25 year.**
- Survey Results: Overall the feedback from admin/teacher survey results was positive. The overwhelming majority felt that the counseling program is effective and impacting student outcomes. Next steps from the feedback will be to look at guidance lessons/small groups and make sure they are developed to address student needs.

Tools for Sharing Results

- Presentations (School, district, parents, other stakeholders)
- Handouts
- Webpages
- Inclusion in school improvement plan
- Data reports
- The following year's Comprehensive School Counseling Plan

School Counselor Reflection

-Data Sharing Plan

In June 2024, discipline reports from Bus Conduct software, Educator Handbook software, and eSchool were analyzed to set baseline data and adjust/set goals for the 2024/25 school year. Each 9 weeks, discipline data from across the district will be entered in 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 2025, the end of year discipline data results will be summarized in a graph and presented to the assistant superintendent and other stakeholders. 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.



Additional Resources

Research Supporting Comprehensive School 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.p](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf)

[Df](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/soca_a18.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/Effectiveness-RatiosOutcomes-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/Effectiveness-CCR-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-school-counseling/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 multi-tiered 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/learning-services/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/counselor-toolkit.html>

RTI Arkansas

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

****ACKNOWLEDGEMENTS****

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)(i) 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&act=190>