



HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!

COMPREHENSIVE SCHOOL COUNSELING PLAN

2025-2026

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Rogers Campus
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Rogers, Arkansas
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Haas Hall Academy at
Jones Center
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Springdale Arkansas
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TABLE OF CONTENTS

3	Foundation/Define
4	Academy Counseling Team
5	Manage: Belief, Vision, & Mission Statements
6	Goals
7	Goals, Objectives, & Strategies
14	Deliver: Direct & Indirect Services
15	Direct Services: Individual, Small Group, Group Counseling
16	Suicide Prevention
18	Bullying
19	Lesson Plans
21	Indirect Services
23	Administrative Activities
25	Calendars
28	Orientation, Interventions, Post-Graduation
30	Assessment
32	Appendix A - H
34	References

FOUNDATION

Defining the Comprehensive School Counseling Plan

Haas Hall Academy (HHA) school counselors and academic advisors (School Counseling Team) adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of the HHA comprehensive school counseling program. This model provides the mechanism through which the School Counseling Team designs, coordinates, implements, manages, and evaluates the actions required to promote scholar success.

Enhancing the learning experience for all scholars, the School Counseling Team will utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups, and activities within the comprehensive school counseling program. Haas Hall Academy counselors and academic advisors will utilize the resources provided by the Department of Elementary and Secondary Education such as [Everfi](#) and [Common Sense Media](#). Additionally, curriculum from other organizations such as Whole Health Institute and Purdue University will be utilized.

The Haas Hall Academy School Counseling Team adheres to the Code of Ethics for Arkansas Educators as well as the 2016 ASCA Ethical Standards for School Counselors. The School Counseling Team will be provided feedback on policies from the Advisory Committee and Superintendent. This feedback will provide an opportunity for reflection for the School Counseling Team's professional goals for the following school year.

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Manage: Beliefs, Vision, & Mission Statements

Beliefs: Respect, Resilience, Curiosity, Data

The Haas Hall Academy School Counseling Team believe:

- Respect: Every scholar will be respected and welcomed by the School Counseling Team.
- Resilience: Attitudes of resilience will be encouraged for every scholar in order to encourage flexible responses to adversity, trauma, or change.
- Curiosity: Every scholar should graduate from Haas Hall Academy prepared for postsecondary opportunities with the skills necessary to become lifelong learners.
- Data: The HHA school counseling team will rely on data collected throughout each year to be used when considering future needs.

Vision

The Haas Hall Academy counseling program will provide a high quality, comprehensive counseling program that is developmentally appropriate addressing the various academic, social, and emotional needs to ensure each scholar is provided the opportunity for academic and personal growth.

Mission

The Haas Hall Academy School Counseling Team will serve all scholars by providing a proactive, comprehensive, and developmentally appropriate counseling program. The School Counseling Team will support scholars in acquiring the skills, knowledge, and attitudes needed to promote personal growth, become contributing citizens, productive employees, and well-rounded adults. Counselors and Academic Advisors will address individual academic and career goals in addition to supporting personal and social needs through individual, group, and indirect services.

HAAS HALL ACADEMY COUNSELING GOALS

Goal 1: Cultivate students' self-advocacy by strengthening and supporting their relationships with peers and faculty.

Goal 2: Support students in achieving a balanced lifestyle and encourage time management.

Goal 3: Foster informed decision-making by promoting safety, health, and personal responsibility.

Goal 4: Foster a culture of inclusivity within the HHA community.

Goal 5: Promote the belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being through counseling services provided.

These goals will be effective during the 2025-2026 school year.

Program Objectives & Strategies

Goal 1: Cultivate students' self-advocacy by strengthening and supporting their relationships with peers and faculty.

Mindset: M1, M2, M4, M5

Behavior Standard: B-SS 3, B-SS 9

Desired outcome: Scholars demonstrate self-advocacy through effective interpersonal communication, expressing their needs, setting boundaries, and engaging in respectful dialogue with others.

Baseline data: Survey data based on CASEL SEL framework and counselor observation indicate need for interpersonal communication development

Objective 1.1: Encourage development of interpersonal skills

- **Strategy 1.1.1:** Introduce interpersonal skills through informational posters and activities

Person(s) Responsible: Counseling Team

Timeline: First week of school

Measure of Success: Scholars begin to demonstrate positive communication skills and relationship building.

- **Strategy 1.1.2:** Follow up with individual classroom lessons based on age and classroom needs to reinforce positive interpersonal skills.

Person(s) Responsible: School Counselors, Faculty

Timeline: Throughout the school year

Measure of Success: Faculty survey indicates improvements in student behavior and communication within the classroom.

Objective 1.2: Encourage development of healthy communication skills

- **Strategy 1.2.2:** Classroom activities and providing information to scholars during counseling sessions

Person(s) Responsible: Counselors

Timeline: Throughout the year

Measure of Success: Scholars identify ways to enhance peer interactions.

Desired outcome: Scholars demonstrate ability to work with others.

- **Strategy 1.2.3:** Identify positive skills in Wellness newsletter and sharing with scholars monthly
- **Person(s) Responsible:** School Counseling Team

Timeline: Monthly

Measure of Success: Scholars demonstrate positive skills to help during more stressful times of the year.

Desired outcome: Scholars experience less social emotional struggles; therefore, fewer scholars are referred for interpersonal struggles..

Objective 1.3: Foster respectful and collaborative interactions

- **Strategy 1.3.1:** Organize activities to promote positive peer collaboration

Person(s) Responsible: Counselors, Faculty

Timeline: Throughout the year

Measure of Success: Receive feedback from the scholars regarding their experience with peer interaction

Desired outcome: Increase student's ability to work collaboratively and demonstrate respect.

Goal 2: Support students in achieving a balanced lifestyle and encourage time management.

Mindset: M1

Behavior Standard: B-SMS- 8, B-SS8, B-LS3

Baseline data: Scholar counseling sessions demonstrate scholar difficulty in time and self management skills.

Desired outcome: Scholars show increased ability to implement time and self-management skills and improved well-being.

Objective 2.1: Encourage development of time management skills

- **Strategy 1.1.1:** Teach positive organizational and time management skills to support scholars in developing effective habits and routines.
- **Person(s) Responsible:** Faculty, Counseling Team

Timeline: Periodically through school year

Measure of Success: SEL Teacher Survey Results

Strategy 2.1.2: Provide Faculty with an opportunity to share scholar feedback from classroom discussions during staff meetings, email, or otherwise in confidential settings

Person(s) Responsible: Headmasters, Faculty

Timeline: Throughout the school year

Measure of Success: Faculty collaborate on best practices to ensure scholar success

Strategy 2.1.3: Encourage development of self-management skills

Person(s) Responsible: Headmasters, Faculty, School Counseling Team

Timeline: Throughout school year

Measure of Success: Improvement in students' ability to manage themselves, resulting in better academic performance and reduced stress.

Strategy 2.1.4: Promote extracurricular activities and community involvement

Person(s) Responsible: Headmasters, Faculty, School Counseling Team

Timeline: Throughout school year

Measure of Success: Increased number of students joining and participating in extracurricular and community activities.

Goal 3: Foster informed decision-making by promoting safety, health, and personal responsibility.

Mindset: M1, M3

Behavior Standard: B-SS 2, B-SS 4, B-SS 9, B-SMS 9, B-SS 5, B-SMS 1

Baseline information: Individual counseling sessions often revolve around challenges with decision-making and personal responsibility.

Desired outcome: Scholars begin to establish healthy decision-making skills.

Objective 3.1: Foster developmentally appropriate knowledge and skills to navigate environments responsibly and safely.

- **Strategy 3.1.1:** Introduce lessons on digital wellness and healthy decision-making, such as *Ignition* by [Everfi](#), into the 7th and 8th grades.

Person(s) Responsible: Faculty, Nursing, Career Development Teachers

Timeline: Throughout the school year

Measure of Success: Referrals due to challenges with decision-making

- **Strategy 3.1.2:** Include the topic of positive decision-making in the monthly wellness newsletter.

Person(s) Responsible: School Counselors/Academic Advisors

Timeline: Throughout the year

Measure of Success: Newsletter is completed and distributed

- **Strategy 3.1.3:** Require all faculty members to have completed professional development training related to Teen Suicide Prevention Awareness to emphasize potential consequences of cyberbullying: (Teen Suicide Awareness - Arkansas IDEAS - HWB23001)

Person(s) Responsible: Faculty

Timeline: Every year

Measure of Success: Ensure all faculty have completed training if hired for 2025-2026 school year

Objective 3.2: Proactively intervene in bullying situations and unhealthy behaviors to create a safer school environment.

- **Strategy 3.2.1:** Implement small group counseling sessions as needed based on teacher/scholar referrals.

Person(s) Responsible: School Counselors, Faculty, Headmasters

Timeline: As needed

Measure of success: Bullying situations are resolved and fewer unhealthy behaviors are reported.

- **Strategy 3.2.2:** Individual counseling will be offered as related to bullying or unhealthy behaviors..

Person(s) Responsible: School Counselors, Faculty, Headmasters

Timeline: As needed

Measure of success: Bullying situations are resolved and fewer unhealthy behaviors are reported.

Objective 3.3: Educate students, staff, and families about the risks of online predators, sexting, vaping, and drug use to encourage proactive reporting and safety.

- **Strategy 3.3.1:** Presentation from local non-profit organization

Person(s) Responsible: School Counselors

Timeline: Spring 2026

Measure of success: Presentation is conducted and discussed

- **Strategy 3.3.2:** Provide and discuss protocol for reporting negative or risky behaviors to school officials with scholars

Person(s) Responsible: All HHA staff, Counseling Team

Timeline: Case by case basis

Measure of success: Scholars are provided with a plan for reporting unsafe behaviors.

Goal 4: Identify ways to ensure all scholars feel included in the HHA community.

Mindset: M2, M3

Behavior Standard: B-LS 7, B-LS 10, B-SS 8

Baseline information: Survey data from previous school years show that a small percentage of scholars do not feel welcome or believe their family culture is not fully understood by the HHA community (Appendix C).

Desired outcome: Follow-up surveys demonstrate an increase in feelings of inclusivity.

- **Strategy 4.1.1:** Complete Arkansas IDEAS: Creating a Culture that Connects ([IAB21012](#))

Person(s) Responsible: Faculty

Timeline: Onboarding

Measure of success: All faculty and staff complete the training during professional development time prior to beginning of school year

- **Strategy 4.1.2:** Encourage faculty members to implement positive behavior plans in the classroom.

Person(s) Responsible: Headmasters, School Counseling Team, Faculty

Timeline: As needed, August professional development trainings

Measure of success: Fewer scholars are referred to Headmasters for discipline.

Objective 4.2: Identify and provide opportunities for scholars to gain a better understanding of and empathy for peers from different backgrounds.

- **Strategy 4.2.1:** Present scholar-led multicultural activities/programs to the entire scholar body.

Person(s) Responsible: Various scholar clubs/activities.

Timeline: Monthly

Measure of Success: Scholar evaluations of activities/programs and the increased number of programs that are presented.

- **Strategy 4.2.2:** Promote cultural activities led by scholars outside the school

Person(s) Responsible: Committee on Diversity and Equity, Scholars, Parents/Guardians

Timeline: Monthly

Measure of Success: The number of programs promoted increases by

- **Strategy 4.2.4:** Provide professional development regarding SEL learning
Person(s) Responsible: Faculty, Administration, Counseling Team
Timeline:
Measure of success: New faculty become more adept at incorporating SEL learning into classroom instruction

Objective 4.3: Identify and address areas of inequality among scholars

- **Strategy 4.3.1:** Promote uniforms assistance program
Person(s) Responsible: Admissions Office, Headmasters
Timeline: Summer
Measure of success: Program is promoted in school materials
- **Strategy 4.3.2:** Offer assistance to scholars needing help with school supplies that help facilitate learning
Person(s) Responsible: Superintendent, Admissions Office, Headmasters
Timeline: Ongoing
Measure of success: Program is promoted in school materials

Goal 5: Promote the belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being through counseling services provided.

Mindset: M1

Behavior Standard: B-SMS 7, B-SMS 8, B-SMS 9

Baseline information: Survey data from previous school years show that some scholars remain unaware of the school's counseling services (Appendix C)..

Desired outcome: Follow-up survey demonstrates improved awareness of counseling services.

Objective 5.1: Increase awareness of individual counseling services offered to scholars

- **Strategy 5.1.1:** Introduce counselors and academic advisors to all scholars through announcements and in-classroom introductions
Person(s) Responsible: Counselors, Academic Advisors
Timeline: August 2025 , January 2026

Measure of Success: Scholar Experience Survey (asks scholars if they are aware of counseling services on campus)(Appendix C)

- **Strategy 5.1.2:** Provide opportunity for scholars to make appointments with the School Counseling Team through online appointment system

Person(s) Responsible: School Counselors

Timeline: Throughout the year

Measure of Success: Online appointment system implemented and promoted

- **Strategy 5.1.3:** Increase classroom instruction based on individual classroom needs. Examples may include: identifying values, creating individual behavior modification plans, identifying goals, career planning, college and academic planning

Person(s) Responsible: School Counselors, Academic Advisors

Timeline: As needed throughout the year

Measure of Success: Scholars have greater awareness of counseling and advising services

Objective 5.2: Foster collaborative relationships with faculty

- **Strategy 5.2.1:** Monitor AIP (Academic Intervention Plan) data and reach out to scholars in need.

Person(s) Responsible: Counselors, Academic Advisors, Headmasters

Timeline: Review weekly

Measure of Success: The number of scholars on AIP decreases

- **Strategy 5.2.2:** Follow up with Faculty and Administration to seek ways to support scholars struggling with courses

Person(s) Responsible: School Counseling Team, Faculty

Timeline: Continuous

Measure of Success: The number of scholars on AIP decreases

Deliver:

Direct, Indirect, Administrative

TIER 1

Direct and Indirect services provided to all scholars

Classroom topics comprise:

- Career planning and exploration
- Orientation activities for new or transitioning scholars
- Addressing accelerated learning opportunities
- Developing Student Success Plans
- Academic Planning Nights to discuss SSPs, college applications, and financial aid
- Suicide and bullying prevention/awareness

TIER 2

Direct and Indirect services provided to small groups

Topics of discussion comprise:

- Interpretation of assessments
- Career counseling
- Behavioral supports
- Attendance
- Essential social and growth skills
- Individual and group academic planning
- Conferences with caretakers

TIER 3

Direct and indirect services are provided to individuals. May include responsive services addressing immediate or short term needs such as crisis intervention for scholars at risk.

Topics of discussion comprise:

- Individual academic planning
- Time management skills
- Attendance
- Essential social and growth skills
- Crisis management
- 1:1 social skill counseling; small group counseling
- DHS consultation
- Outside mental health referrals

Direct Services

Individual Counseling — Tier 2 and 3

Scholars have access to the counselor on an individual basis for the purpose of discussing private personal growth and areas of concerns. The counselor helps the scholar strive to reach his/her/their goals and resolve his/her/their personal conflicts or concerns. Counselors also support scholars in the development of their academic, career, and essential skills planning as well supporting scholars in the development of their future goals. Referrals for individual counseling may be made by parents, teachers, administrators, other school personnel, or self-referral by the scholar. Academic Advisors will work with scholars individually to create and update SSP documents.

Emergency referrals include, but are not limited to:

- Suspected child abuse (physical or mental)
- Any behavior change which is sudden or unusual
- Traumatic family experiences
- Or indications of hostility between child and teacher or peer group.

Small Group — Tier 2 and 3

The Haas Hall Academy School Counseling program involves planned counseling activities for all scholars. These age-related exercises foster scholar's academic, personal, and social growth. Group counseling is an invaluable part of most school counselors' work. Working with scholars in groups acknowledges that peer influence is an extremely powerful factor in scholars' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their self-reflection and empathy of others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. Small Group services at Haas Hall Academy comprise:

- Collaboration skills
- Professional etiquette
- Bullying
- Anxiety
- Depression
- Study Skills
- Self-Injury (Cutting)

Responsive Services — Tier 2 and 3

Responsive services are services whose immediate concerns put the scholar's academic, career, or social and emotional development at risk. These services are usually immediate or short-term needs such as a crisis intervention for a scholar. Responsive services at Haas Hall Academy comprise:

Individual or small group counseling to address

- Obstacles to learning
- Family/peer concerns
- Social/emotional needs
- Grief
- Personal endangerment/suicide risk
- Crisis Counseling
 - Death
 - Conflict Resolution
 - Consultation and referrals

Suicide Prevention — Tier 1, 2, 3

Suicide prevention starts with recognizing the warning signs and taking the responsibility to address them seriously. Professional development with all Haas Hall Academy staff includes yearly training on suicide prevention.

Warning signs include any of the following:

- Talking about killing or harming oneself
- Talking or writing a lot about death or dying
- Seeking out things that could be used in a suicide attempt
- Feelings of Hopelessness
- Dramatic mood swings
- Sudden personality changes such as switching from outgoing to withdrawn or well behaved to rebellious.
- Loss of interest in day-to-day activities
- Neglect of appearance
- Big changes in eating or sleeping habits
- Self-loathing or self hatred
- Saying goodbye
- Getting affairs in order

The School Counseling Team impress upon scholars the importance of speaking up if they are worried about another scholar or themselves.

The School Counseling Team will respond quickly to scholars in crisis by evaluating the immediate danger of the scholar by determining if the scholar has a plan or the means to carry out the plan, a time set for doing it and the intention of suicide.

Once a level of risk is determined, counselors at Haas Hall Academy will act according to the best interest of the scholar. These actions may include calling a crisis center, informing parents/guardians and administration, offering counseling and support.

Counselors inform scholars of the Suicide Hotline number by posting it in building as well as providing information directly to scholars as needed. The National Suicide Prevention Lifeline can be accessed by calling 1-800-273-TALK, texting 741-741, or visiting www.suicidepreventionlifeline.org.

Counseling lessons about social/emotional learning are taught throughout the year. Scholars are taught to recognize suicide warning signs and encourage friends to reach out if a peer is struggling.

If a scholar makes comments suggesting suicidal ideation, the following protocol will be used by faculty/staff:

- Keep scholar with you until you can get him/her/them to the counselor
- If counselor is unavailable, take scholar to nurse or other available staff
- Contact parent/guardian
- Ensure a staff member stays with scholar until parent/guardian has scholar in their care
- Use the Suicide Reporting Form
- Advise parent/guardian of nearby facilities with free 24/7 assessments
 - Facilities include:

Springwoods Behavioral Health

www.springwoodsbehavioral.com

(479) 316-6307

Vantage Point Behavioral Health

www.vantagepointnwa.com/admissions

(866) 943-9269

- Inform your headmaster and campus counselor
- Request letter documenting visit
- Document actions taken using Suicide Risk Reporting Form (Appendix A)

Bullying Prevention — Tier 1, 2, 3

The Haas Hall Academy bullying prevention starts with recognizing the unwanted behaviors and taking the responsibility to address them seriously.

Bullying behaviors can include any of the following:

Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Cyber-bullying is conducted through text message or other social media platforms.

Cyber-bullying includes:

- Sending threats or negative comments through digital formats
- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm
- Spreading rumors about someone
- Embarrassing someone online

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.

Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions.

Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Lesson Plans

Act 190, the School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on scholar contact days, providing direct and indirect services to scholars. The counselor can provide no more than 3 sessions per school day and no more than 10 sessions per week. Sessions are limited to 40 minutes or less. (Act 190)

Classroom Core Curriculum Lessons are intentional, planned, and developed based upon the needs of the scholars. Delivery of core curriculum through classroom lessons helps all scholars build skills and competencies that are age-appropriate and focused on the counselor/academy mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs.

The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can also provide Tier 2 small group support to scholars, focusing on the three components of core curriculum. Classroom counseling lessons are a collaborative effort with faculty using the lesson information to reinforce goals for scholars. Faculty are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole scholar.

Classroom counseling lessons provide scholars the opportunity to be engaged in feedback and self-reflection to help them clarify their academic, career, and social/emotional interests. School counselors take the lead in the planning, development, and organization of the classroom counseling lessons activities being provided.

To ensure alignment of the school counseling program and consistency of scholar behaviors, school counselors can also provide support to teachers and others in the school. Classroom Core Curriculum Lessons may focus on social and emotional learning, college and career planning, orientation for new scholars, and organization/study skills.

Social Emotional Learning

Particular attention will be paid to the SEL needs of our scholars. SEL curriculum from organizations such as Everfi, Purdue University, and CommonSense will be used.

College and Career Planning

Career planning is an essential part of the educational counseling experience. School counselors provide a career planning process for scholars that include career awareness, employment readiness, career information, and/or the knowledge and skills necessary to achieve career goals. Xello, a college and career planning software, will be used as a career discovery tool. Xello will also be used to help create scholar Success Plans.

Academic Advisors will address career planning while meeting to create and update Student Success Plans. During this time Academic Advisors will:

- Provide career planning materials
- Work with scholars to select the proper high school courses that will help prepare for a future career
- Prepare scholars for admission to institutions of higher learning
- Provide current materials for career awareness, exploration, resume building and interview skills
- Facilitate visits with representatives from institutions of higher education
- Provide information regarding college fairs

Indirect Services

Indirect Counseling Consultation — Tier 2 and 3

Consultation with faculty and the administration occurs on behalf of the scholar. Counselors can serve as a resource for teachers concerning specific scholar's problems or general issues. A major part of the counselor's role is to collaborate with faculty, parents or legal guardians, school staff, and community agencies concerning a scholar's behavior/discipline, academics or attendance. Counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

Counselors' work with teachers and administrators to help create the kind of school environments that stimulate growth and learning. Their emphasis is on making the educational process more personal and increasing teachers' and administrators' understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning;

how adults' expectations, biases, and behaviors affect scholars; and ways of helping scholars cope with success and failure.

Consultation involves:

- Assisting teachers in working with individuals or groups of scholars.
- Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum.
- Assisting in the identification and development of programs for scholars with special needs.
- Participating in school committees that address substance abuse, gifted and talented education, curriculum development, coordination of each grade level, and school accreditation.
- Interpreting scholar information, such as results of standardized tests for scholars and team members.
- Consulting with other specialists (e.g., psychologists and representatives from community agencies when necessary

Referrals — Tier 2 and 3

Counselors establish and maintain close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help scholars and their families' cope with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication.

Some agencies available in our area for referrals are:

Vantage Point of Northwest Arkansas
4253 N. Crossover Road
Fayetteville, AR 72703
855-972-5534

Springwoods Behavioral Health
1955 W. Truckers Drive
Fayetteville, AR 72704
479-316-6307

Arkansas state law requires schools to cooperate with and provide access to Department of Human Services staff.

Some typical tasks that counselors may be involved with while helping scholars and their families gain access to the services they need include:

- Referring scholars and parents with special needs to resources in and outside the school.
- Maintaining contacts with outside resources.
- Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines.
- Following up on referrals.

Decision Making Teams — Tier 2 and 3

Members of the Counseling Department at Haas Hall Academy serve as a contributing member of decision-making teams, which comprise:

- Section 504
- Response-to-Intervention
- English Language Learners
- Caretaker Involvement
- Leadership Teams
- District Support Plan
- Individual Education Plan (IEP) Administrative Activities

Administrative Activities

Coordination of Programs and Data at Haas Hall Academy

Members of the counseling team will coordinate the following programs:

- 1.. Coordinate creation and maintenance of Student Success Plans
 - Create Student Success Plans
 - Maintain all programs related to the Student Success Plans
2. Coordinate academic and career planning
 - Create and maintain scholar accounts in Xello
 - Facilitate career planning activities
 - Completed in 7th and 8th grade study and career classes
 - Included in Senior Application Seminar
3. Collaborate with administrators to ensure scholars are provided opportunities to grow academically
 - Collaborate with administration to create Master Schedule
 - Change Schedules as needed
 - Identify errors in transcripts
4. Parental/Guardian Involvement Plan
 - Parental Involvement
 - Parental involvement includes active Parent-Faculty Council organizations at each campus, school open houses, Haas Hall community-wide correspondence, progress reports, Parent-Teacher conferences, and meetings with individual parents for specific concerns and phone calls.
 - To achieve this goal, parents/guardians are provided with an opportunity to meet the headmasters, teachers, and academic advisors during Open House night as the school year begins. Information regarding how to contact the counselors and academic advisors is handed out at this time. It is also available online and made available in HHA community-wide correspondence..

The school counselor offers consultation with parents concerning:

- Techniques for helping their children meet academic, personal, and social potential.
- Development of study habits.
- Explanations of the different standardized testing agencies.
- Disaggregation of the scholar's test results. (ACT Aspire/ACT/PSAT)
- Counteracting negative peer pressure
- Preventing substance abuse
- College and career planning

Managing Disruptive Behaviors

In order to maintain the therapeutic relationship with all scholars and stay in compliance with ASCA Code of Ethics (A.5.c.), counselors at Haas Hall Academy are not directly responsible for managing scholar discipline issues. However, all Haas Hall Academy staff are encouraged to monitor and report behavior to headmasters that is counter to expectations outlined in the Scholar Handbook. Additionally, counselors at Haas Hall Academy may participate in meetings related to discipline issues in order to help facilitate communication and empathy among all participants.

2025-2026 Calendars

Academic Calendar

The 2025-2026 Academic calendar:

 2025-2026 District Calendar Original Style 2 Pages

The 2025-2026 College & Academic Advising calendar:

 2025-2026 Academic Advising Calendar

Counseling Calendar

August • Back to school orientation • Manage schedule changes • Facilitate visits with college representatives • Senior Application Seminar • Conduct RTI meetings as necessary • Wellness Newsletter	September • Welcome event for 7th graders • Facilitate visits with college representatives • Wellness newsletter: Suicide Prevention • Review SSP needs of incoming scholars • Practice PSAT for all scholars • Participate in RTI meetings as necessary • Parent/Faculty/Scholar Conferences • Meet with seniors individually to discuss college application plan • Send initial transcripts for seniors as needed • Senior Parent Night
October • Financial Aid Night for 12th graders • Wellness newsletter: Positive Digital Behavior • Facilitate visits with representatives from higher education institutions	November • Participate in RTI meetings as necessary • Wellness newsletter: Gratitude • Facilitate visits with representatives from higher education institutions • Participate in RTI meetings as necessary

• PSAT assessment for all scholars • Meet with seniors to discuss college application plan • Send initial transcripts for seniors as needed • Participate in RTI meetings as necessary • Participate in IEP/504 meetings as necessary	• Participate in IEP/504 meetings as necessary • Academic Planning Night for 11th graders (October) • Meet with seniors to discuss college application plan • Send initial transcripts for seniors as needed
December • Participate in RTI meetings as necessary • Participate in IEP/504 meetings as necessary • Wellness newsletter: Stress Management • Confirm all transcripts and letters of recommendation are uploaded and received • School Counseling Advisory Committee meeting	January • Participate in RTI meetings as necessary • Participate in IEP/504 meetings as necessary • Wellness newsletter • Begin creating SSP for 8th graders • Academic Planning Nights for 8-10th graders • Send mid-year transcripts • Complete Arkansas Governor's School applications
February • Participate in RTI meetings as necessary • Participate in IEP/504 meetings as necessary • Wellness newsletter • Coordinate ACT testing for 11th graders • Update SSP documents for 9-11th graders April	March • Participate in RTI meetings as necessary • Participate in IEP/504 meetings as necessary • Wellness newsletter • Update SSP documents for 9-11th graders May

• Participate in RTI meetings as necessary • Participate in IEP/504 meetings as necessary • Wellness newsletter • Coordinate ACT Aspire Testing • Update SSP documents for 9-11th graders • Girls and Boys State applications	• Collaborate with faculty regarding scholar placement for following year • Wellness newsletter (Topic: Test Prep) • Provide resources for scholars to use over summer break • Coordinate AP Testing • Participate in RTI meetings as necessary • Participate in IEP/504 meetings as necessary • Graduation and scholarship presentation
June • School Counseling Advisory Committee meeting • Send final transcripts to appropriate institutions • Review and update Comprehensive School Counseling Plan • Essay writing workshop for rising seniors • Provide input regarding master schedule	July • Professional development • Senior schedule review • Review AP scores and consider appropriate placement of scholars • Counseling program planning • Update school profile

Orientation and Transition

Orientation is a process for scholars, faculty, and parents/guardians to learn about the school counseling program, the roles of the school counselors and academic advisors, and the services available. Orientation can also help scholars make smoother transitions from one school setting to another. The Academy hosts informational meetings each year before and after the lottery. Additionally, new scholars are encouraged to reach out to Academic Advisors over the summer for individual sessions. Group sessions, particularly related to 7th grade scholars and their caretakers, are planned to help integrate the scholars into the school. Older scholars new to the academy will be provided opportunities for transitional support.

Interventions

Academic Intervention Plan (AIP)

Haas Hall Academy's Academic Intervention Plan (AIP) intervenes and tracks the academic progress of scholars deemed in academic jeopardy. Academic jeopardy is defined as a scholar with a 'D' or below in any course. Haas Hall Academy has a minimum 2.5 cumulative GPA requirement for graduation.

Scholars in academic jeopardy, along with their parent(s) must attend a weekly academic progress meeting held each Tuesday from 2:40 – 3:30 p.m

Scholars and their parent(s) will meet with faculty and administration to prepare an AIP. The AIP will be created, modified and monitored by faculty. Faculty will establish benchmarks that must be met on a weekly basis and evidence of academic improvement from the scholar must be demonstrated.

Scholars involved in AIP must also attend tutoring. Scholar-specific arrangements will be made for peer-to-peer tutoring. Scholars involved in AIP may not participate in any extra-curricular activities until academic improvement has been noted and a faculty member has released the scholar from academic jeopardy during a regularly scheduled AIP meeting.

Additional information regarding AIP can be found in the Scholar Handbook.

Tutoring Services

Haas Hall Academy provides a robust peer-to-peer tutoring program that is available to all scholars free of charge. Volunteer tutors are scholars who have shown mastery of the subject in which they are allowed to tutor.

Transfer/Dropout Interventions

Haas Hall Academy is an open-enrollment school of choice providing a rigorous college preparatory experience. Multiple academic and counseling interventions are offered to all scholars to support academic success and prevent transfers or scholar drop out.

Post-Graduation

Graduates will be provided with a final copy of their transcript along with information on how to contact the College & Academic Advisor in the future should they need additional enrollment or transfer support. Their Student Success Plan may be shared when requested. A sample email is as follows:

Congratulations, Graduate!

Your final transcript was submitted to the school indicated in the Final Transcript request form. Attached is a copy for your records. [Please keep this handy for future scholarship, membership, or driving discount applications.](#)

Please know you are always welcome to reach out for future assistance with your higher-ed needs. You may email the permanent address listed below:

Bentonville Campus: BentonvilleCAA@haashall.org

Fayetteville Campus: FayettevilleCAA@haashall.org

Rogers Campus: LaneCAA@haashall.org

Springdale Campus: JonesCAA@haashall.org

The Academic Advising Team wishes you the very best with your future endeavors!

Assessment

Standards and Competencies

Haas Hall Academy follows the American School Counseling Association model for Standards and Competencies.

Use of time

Act 190, the School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on scholar contact days, providing direct and indirect services to scholars. In order to facilitate a better understanding of how time of the school counselor is being used, a time-tracking Google Form ([HERE](#)) will be used during the 2024-2025 school year(Appendix H).

Advisory Council

Beginning with the 2020-2021 school year, a School Counseling Advisory Council will meet twice a year (December/May) to evaluate the effectiveness of the Comprehensive School Counseling Plan and make recommendations for adjustments. Representatives from the district will include members of the faculty, scholars, and greater community. Invitations, agendas, and minutes will be created for each meeting. Past agendas may be found at Appendix G.

Annual Review

The School Counseling Program will be reviewed annually and discussed with the administration during an annual administrative conference. Counselors will use the following data to assess the plan:

- Use-of-time-calculator
- Feedback from advisory council
- Collective Haas Hall Academy counselor and academic advisor reflections (Appendix F)

The Haas Hall Academy Comprehensive School Counseling Program data results will be shared with the following:

- Presentations to scholars, faculty, parents/guardians
- Handouts during high-traffic times such as Parent/Guardian/Scholar/Teacher conferences and open houses
- Included in the annual report to the public
- Inserted in the following year's Comprehensive School Counseling Plan

APPENDIX A

Suicide Risk Reporting Form

Haas Hall Academy Suicide Risk Reporting Form

Student _____ ID# _____ Campus _____
 Race/Ethnicity _____ Gender _____ DOB ____/____/____ Grade _____ Date ____/____/____
 Staff Completing Form _____ Phone _____

Date	Time	Action Steps			
		Describe what the student did and said to indicate risk of harm to self. Include the words, actions or behaviors that initiated this reporting process. Indicate date, time and information source.			
		IF THERE IS A MEDICAL EMERGENCY, CALL 911.			
		Locate the student and keep the student under continuous adult supervision by a staff member, as necessary.			
		Contact the school counselor, nurse, SBMH personnel to interview the student to obtain additional information, such as: Have you thought about suicide? Have you thought about killing yourself? Have you thought about how you would kill yourself? Do you have a plan in mind for killing yourself? Have you ever tried to hurt or kill yourself? Have you told, or shown, anyone what you are thinking about doing? Do you see hope for your future? Do you feel like a burden? How much have you been using drugs or alcohol? Tell me about any big changes, or losses, you have experienced. Tell me about any family or friends who support you. Have you been irritable or depressed lately? Has your mood been like it is now, or has it changed lately? Are you willing to sign a safety commitment? Name of Interviewer: _____			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> Consider the following risk factors: ☐ Changes in social relationships ☐ Concerns about home supervision ☐ Suicide of a friend or family member ☐ Family mental health concerns ☐ Ongoing family conflict ☐ Victim of abuse or suspected abuse (sexual, physical, verbal, neglect) ☐ Loss of school interest ☐ Talk of hating life ☐ Demonstrates sleep/appetite disturbances </td> <td style="width: 33%; vertical-align: top;"> ☐ Exhibits less interest in activities ☐ Displays boredom/ lack of concentration ☐ Lacks sense of belonging ☐ Seems lonely or disconnected ☐ Sees others actions as demeaning/threatening ☐ Chronic medical condition ☐ Expresses guilt/shame/self-derogatory remarks ☐ Increased risk-taking behavior ☐ Aware of media attention to suicide </td> <td style="width: 33%; vertical-align: top;"> ☐ History of non-suicidal self-injury ☐ Displays sense of no one to confide in ☐ Seems disconnected from outside activities ☐ Concerns about sexual/gender orientation ☐ Has experiences a recent personal rejection ☐ Seems to fear a loss of control ☐ Recent academic failure ☐ Talk/write/draw about death ☐ Displays excessive pressures to succeed ☐ Feels like a burden ☐ Displays recent neglect of personal appearance </td> </tr> </table>			Consider the following risk factors: ☐ Changes in social relationships ☐ Concerns about home supervision ☐ Suicide of a friend or family member ☐ Family mental health concerns ☐ Ongoing family conflict ☐ Victim of abuse or suspected abuse (sexual, physical, verbal, neglect) ☐ Loss of school interest ☐ Talk of hating life ☐ Demonstrates sleep/appetite disturbances	☐ Exhibits less interest in activities ☐ Displays boredom/ lack of concentration ☐ Lacks sense of belonging ☐ Seems lonely or disconnected ☐ Sees others actions as demeaning/threatening ☐ Chronic medical condition ☐ Expresses guilt/shame/self-derogatory remarks ☐ Increased risk-taking behavior ☐ Aware of media attention to suicide	☐ History of non-suicidal self-injury ☐ Displays sense of no one to confide in ☐ Seems disconnected from outside activities ☐ Concerns about sexual/gender orientation ☐ Has experiences a recent personal rejection ☐ Seems to fear a loss of control ☐ Recent academic failure ☐ Talk/write/draw about death ☐ Displays excessive pressures to succeed ☐ Feels like a burden ☐ Displays recent neglect of personal appearance
Consider the following risk factors: ☐ Changes in social relationships ☐ Concerns about home supervision ☐ Suicide of a friend or family member ☐ Family mental health concerns ☐ Ongoing family conflict ☐ Victim of abuse or suspected abuse (sexual, physical, verbal, neglect) ☐ Loss of school interest ☐ Talk of hating life ☐ Demonstrates sleep/appetite disturbances	☐ Exhibits less interest in activities ☐ Displays boredom/ lack of concentration ☐ Lacks sense of belonging ☐ Seems lonely or disconnected ☐ Sees others actions as demeaning/threatening ☐ Chronic medical condition ☐ Expresses guilt/shame/self-derogatory remarks ☐ Increased risk-taking behavior ☐ Aware of media attention to suicide	☐ History of non-suicidal self-injury ☐ Displays sense of no one to confide in ☐ Seems disconnected from outside activities ☐ Concerns about sexual/gender orientation ☐ Has experiences a recent personal rejection ☐ Seems to fear a loss of control ☐ Recent academic failure ☐ Talk/write/draw about death ☐ Displays excessive pressures to succeed ☐ Feels like a burden ☐ Displays recent neglect of personal appearance			

HEADMASTER OR DESIGNEE MUST CONTACT PARENTS: YES/NO DATE: _____ TIME: _____

Date	Time	Action Steps
		Inform the parent/guardian of school concerns and request that parent/guardian or designee pick the student up. If the student has a therapist, recommend that the parent/guardian make immediate contact with that professional. If the student does not have a therapist, provide the parent/guardian with the phone numbers of local mental health organizations for a free emergency assessment. The list below is not exhaustive. Springwoods - 479-973-6000 Vantage Point - 855-597-6354
		Ask the parent/guardian to complete a release of information (ROI) that permits communication between the school and the mental health provider or hospital.
		Work with the parent/guardian to implement recommendations made by the mental health professional that are feasible and appropriate to the school setting.
		If the parent/guardian is unavailable or uncooperative regarding emergency assessment, consider contacting a local mental health organization to arrange a free emergency assessment.
		Consider contacting the Department of Human Services, if needed, 800-482-5964 Suicide Prevention Hotline - 888-274-7472 Crisis Text Line - 741741
		Advise the parent to remove any lethal means from the home, do not leave the student alone, and follow the recommendations of mental health professionals.
		Notify the school counselor, school nurse, principal, and/or SBMH personnel, as appropriate.

Summary of Parent Conference - document family's responses and actions taken

Example of support strategies:

ACTION	DESCRIPTION	PERSON RESPONSIBLE
□ Written safety plan □ Parent/guardian follow-up □ Teacher follow-up □ Administrative follow-up □ School counselor monitoring □ Consultation w/school team for SBMH □ Consultation w/therapist and/or hospital discharge worker □ SBMH referral □ Consultation w/other community providers (PCP, etc) □ Contact DHS □ OTHER		

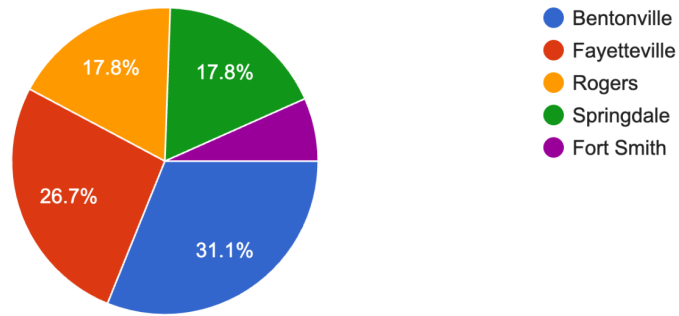
SIGNATURE OF PERSON COMPLETING FORM: _____ DATE: _____

ADMINISTRATOR: _____ DATE: _____

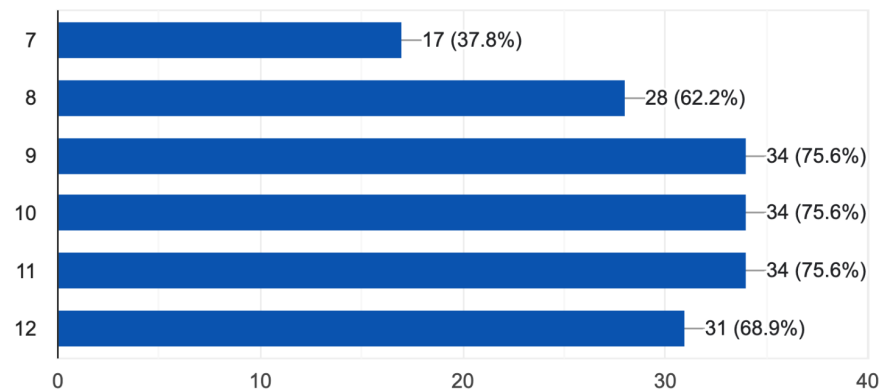
APPENDIX B

Faculty Survey 2025: SEL Observations

Campus:
45 responses

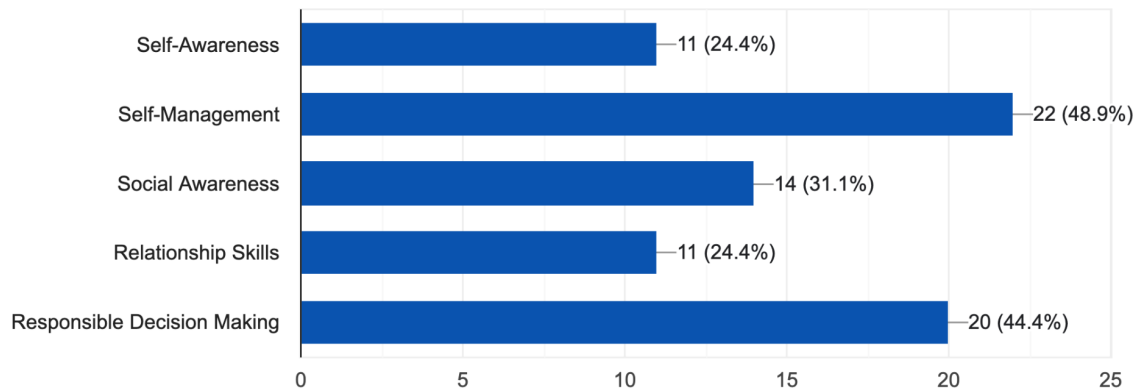


Which grades do you primarily teach?
45 responses



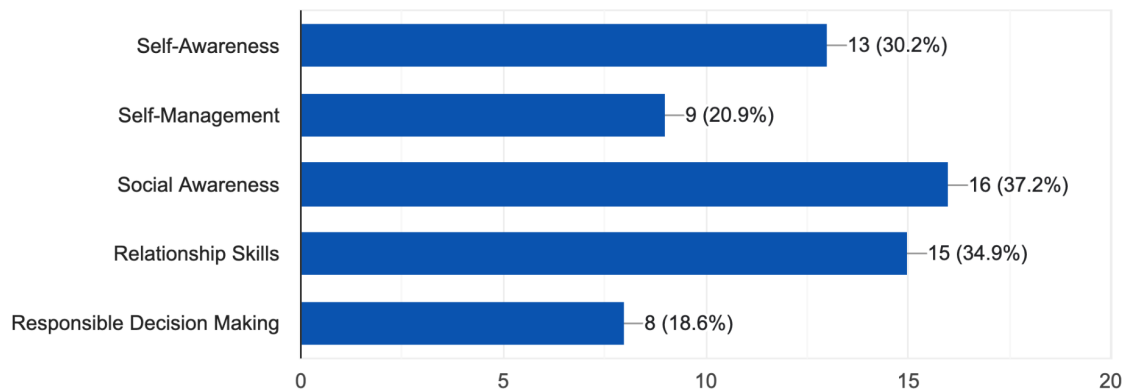
In which area are scholars demonstrating the greatest need for growth?

45 responses



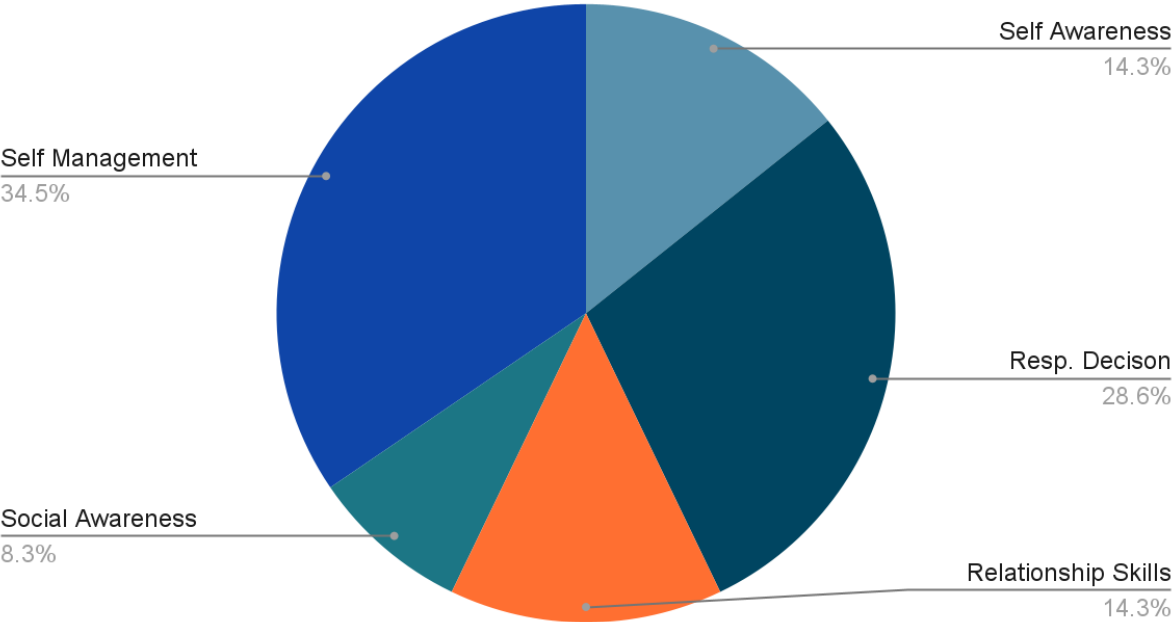
In which area are scholars demonstrating the greatest strength?

43 responses



Faculty Survey 2021: SEL Observations

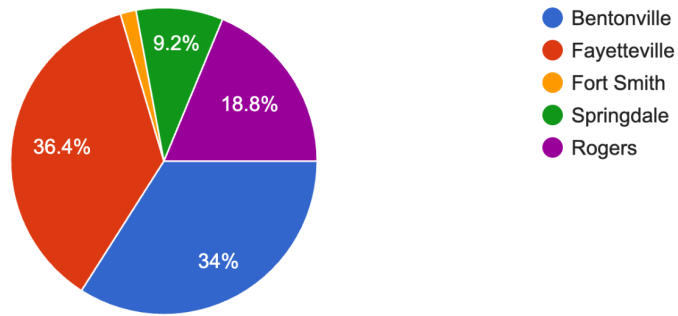
SEL Opportunities for Growth



Appendix C

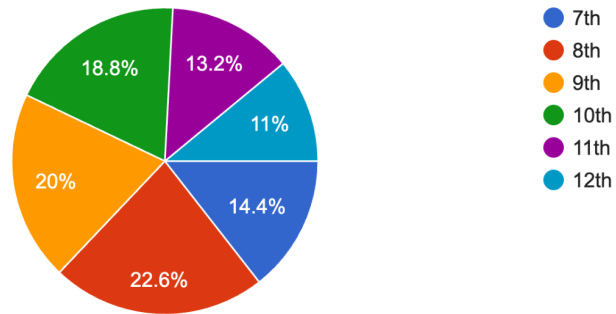
Scholar Experience Survey April 17

Campus:
720 responses



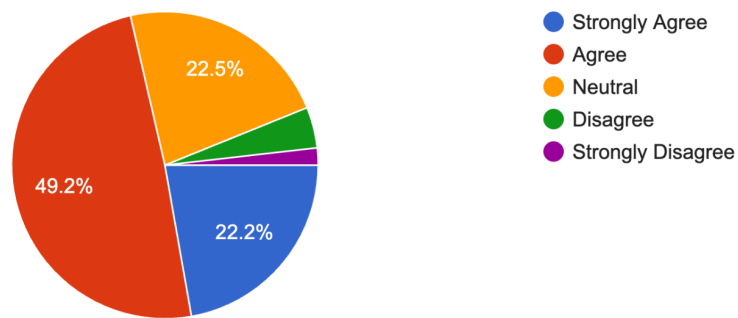
Grade:

720 responses



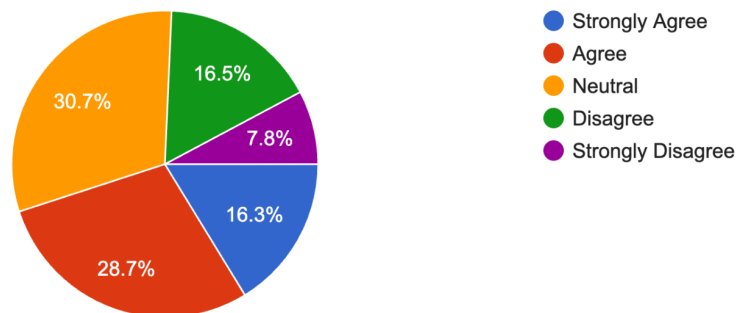
When on campus, I feel that we promote a respectful, supportive, and inclusive environment, and I am generally treated with respect.

720 responses



When on campus, I feel encouraged to maintain a healthy balance between school, home, and personal well-being.

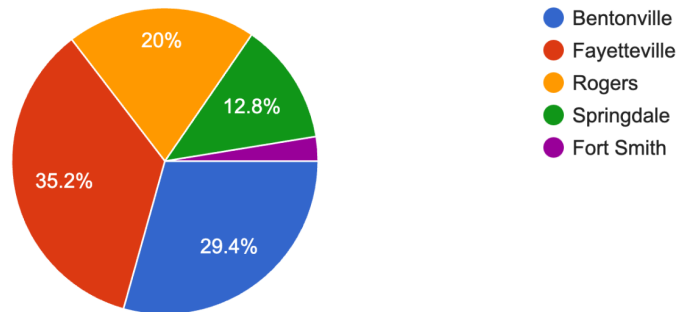
720 responses



Scholar Experience Survey March 2024

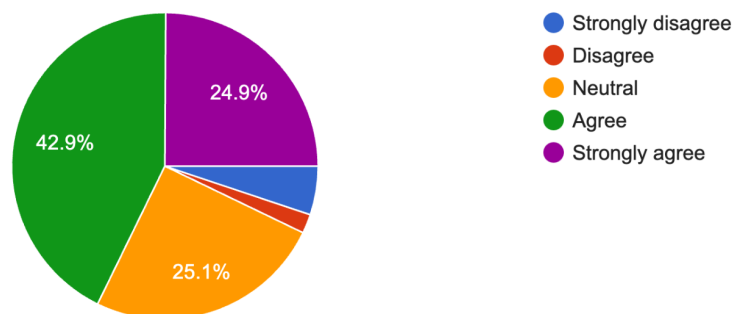
Campus

545 responses



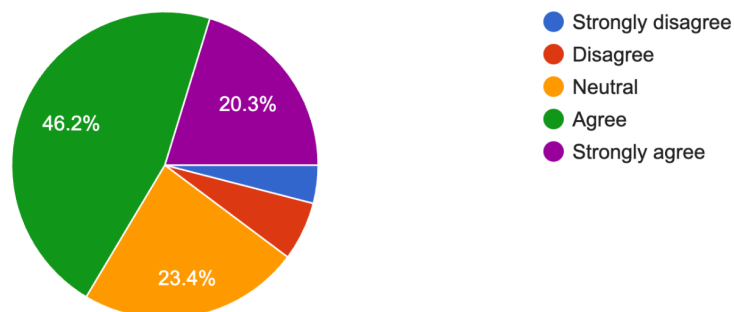
The traditions of my family are understood and respected by my peers and teachers.

546 responses



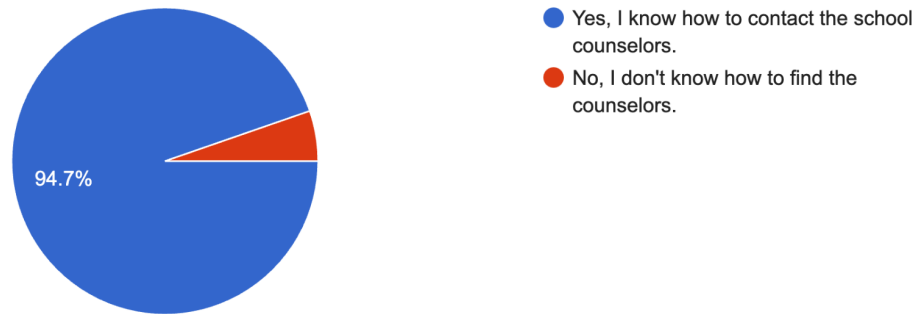
When on campus, I feel welcome and included in most situations.

548 responses



I understand there are counselors on campus if I feel the need to talk through a challenge.

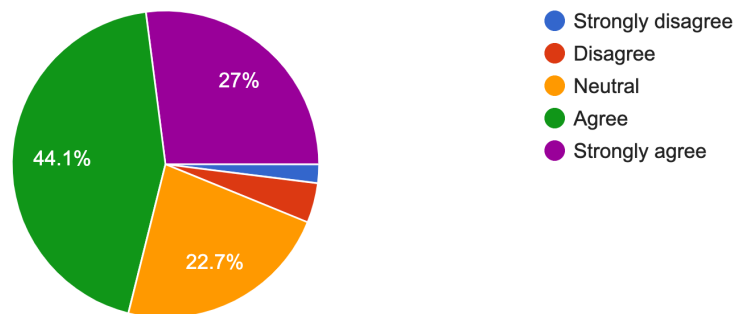
547 responses



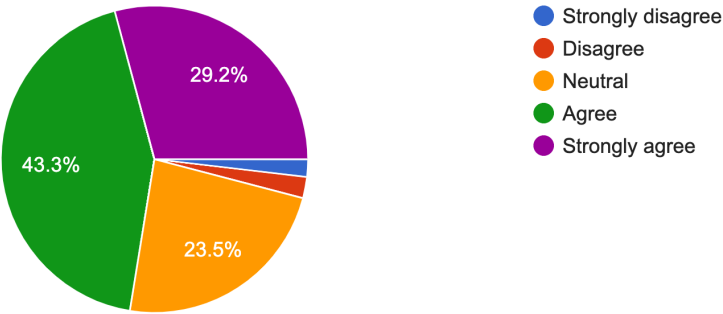
Scholar Experience Survey March 2021

When on campus, I feel welcome and included in most situations.

810 responses



The traditions of my family are understood and respected by my peers and teachers.
809 responses

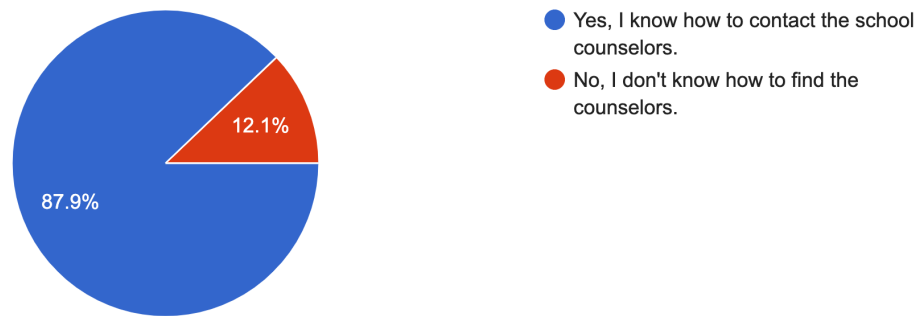


Appendix C - Continued

Scholar Experience Survey March 2021

I understand there are counselors on campus if I feel the need to talk through a challenge.

808 responses

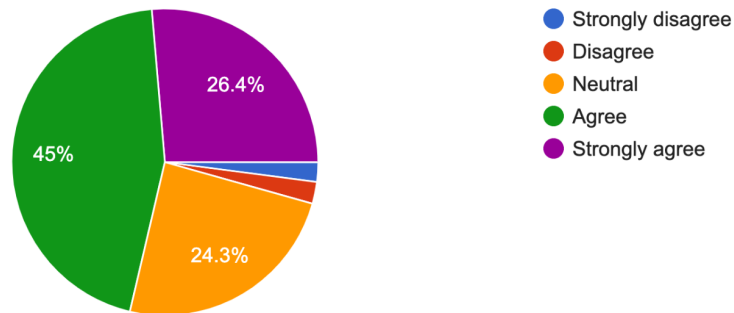


Appendix D

Scholar Experience Survey May 2022

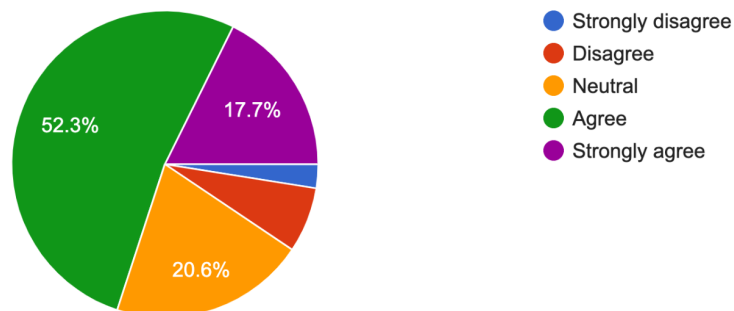
The traditions of my family are understood and respected by my peers and teachers.

436 responses



When on campus, I feel welcome and included in most situations.

436 responses

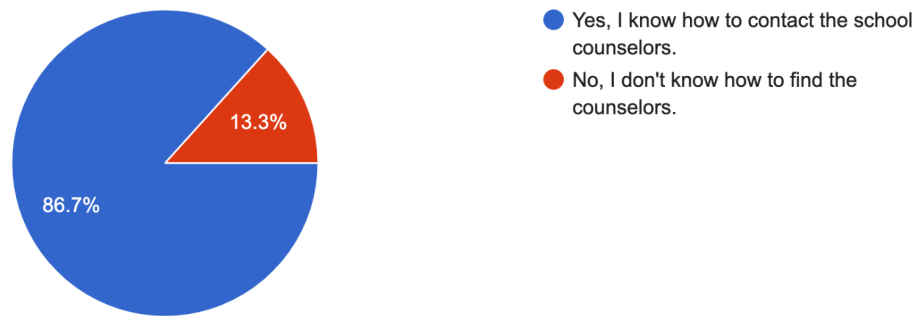


Appendix D - Continued

Scholar Experience Survey May 2022

I understand there are counselors on campus if I feel the need to talk through a challenge.

436 responses

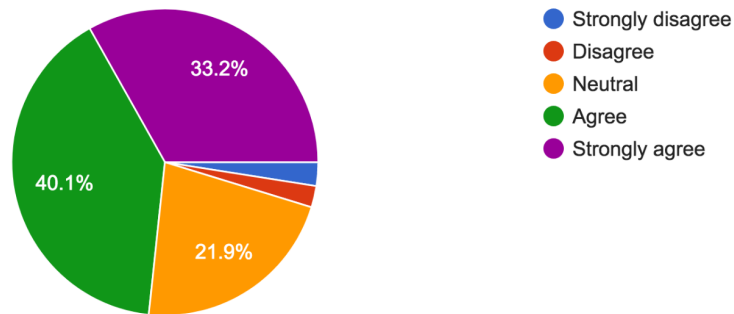


Appendix E

Scholar Experience Survey March 2023

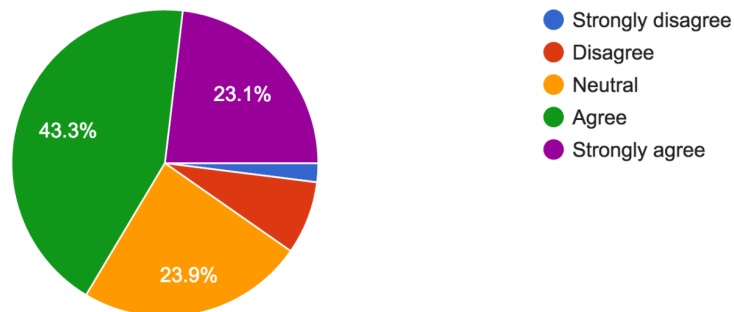
The traditions of my family are understood and respected by my peers and teachers.

401 responses



When on campus, I feel welcome and included in most situations.

402 responses

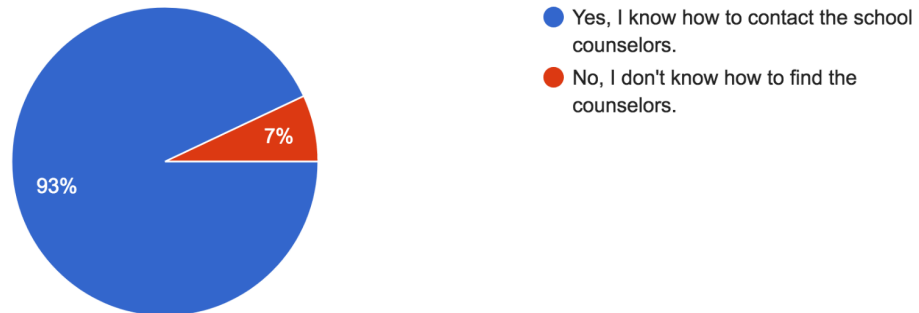


Appendix E- continued

Scholar Experience Survey March 2023

I understand there are counselors on campus if I feel the need to talk through a challenge.

402 responses



Appendix F

Arkansas Comprehensive School Counseling Self-Assessment 2025-2026

Component One				
Criteria	Area for Growth	Developing	Area of Strength	Support Information Documents
FOUNDATION/DEFINE				
The CSCP includes the name and contact info for all school counselors in the district.				
Beliefs are identified, including reflections on how beliefs might impact the CSCP and provision of school counseling services to all students.				
Vision statement is developed, aligned with school/district goals, is clearly articulated, and includes the counseling program's beliefs. It provides a clear picture of student success long term.				
Mission Statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what the program will provide for students (academically, socially/emotionally, careers).				
PROGRAM GOALS				
<i>What issues do you think might be important in your school? Are they academic, related to behavior, or attendance? Reflect on potential goals you might want to develop.</i>				
Data sources are identified and the process for reviewing the data is developed.				
Growth, barriers to learning, or student needs have been addressed by your school counseling program.				
Data has been reviewed. Areas of strength have been identified.				

Growth, gaps, or student needs have been addressed by your school counseling program.				
Resources are available to address the areas for growth, gaps, or student needs.				
Program goals have been developed and reflect the Vision and Mission Statements.				
Action steps or tasks have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life and/or school safety concerns.				
Student outcomes have been clearly identified and articulated including the tools used to determine student outcomes. School counseling program data will be used to provide direction to the comprehensive counseling program.				
Component Two				
Criteria	Area for Growth	Developing	Area of Strength	Support Information Documents
PROGRAM MANAGEMENT				
The CSCP self-assessment has been completed and areas to address are identified.				
A use-of-time assessment is implemented in the CSCP.				
The school counselor provides direct and indirect services to students 90% of the time each month.				
The school counselor completes administrative activities no more than 10% of the time each month during student contact days.				
ADVISORY COUNCIL				
The counseling program includes provisions for an advisory council. The advisory council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.				See Appendix G for meeting agendas.

CALENDARS				
Annual calendars are developed, implemented, and shared with stakeholders.				
Calendars are aligned with the program goals, vision, mission, and the planned use of time indicated in the administrative annual conference.				
ASCA SCHOOL COUNSELOR PROFESSIONAL COMPETENCIES AND ETHICAL STANDARDS				
ASCA School Counselor Professional Standards and Competencies and Ethical Standards have been reviewed.				https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf
The counselor abides by the Code of Ethics for Arkansas Educators.				https://dese.ade.arkansas.gov/Offices/educator-effectiveness/plsb-professional-ethicsdiscipline/code-of-ethics-for-arkansas-educators
Component Three				
Criteria	Area for Growth	Developing	Area of Strength	Support Information Documents
DELIVER				
DIRECT COUNSELING				
Individual and Group counseling is available to all students				Multiple announcements to all scholars are made throughout the year. Wellness Wednesdays consist of teachers providing a quick survey/form to gauge student counseling needs. Students are able to select yes or no regarding if they would like to schedule counseling time.
The counselor delivers school counseling core curriculum lessons to classroom groups - no more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.				Classroom lessons are provided as needed. However, more preventative lessons could be provided.
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.				New students meet with Academic Advisors prior to school starting each year. Orientation is held right before school begins.

Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in 7-12th grades.				Sample SSP Documents ■ Sample SSP Folder
Interpretation of student academic and educational assessment results is provided.				
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.				Academic planning events are held throughout the year to help students understand the advantages of developing a strong transcript. (See calendar in CSCP.)
The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.				
Bullying prevention is developmentally appropriate in design and delivery within the school.				Classroom lessons conducted as needed.
Suicide prevention is developmentally appropriate in design and delivery within the school.				Appendix A: new reporting form;pProtocols will be updated to reflect DESE recommendations from 3/22.
The CSCP defines strategies and actions taken to assist students in an age-appropriate career planning process.				Career classes offered in 7th/8th grade and in high school. Career counseling services provided during SSP meetings.
The CSCP includes guidance on accelerated learning opportunities, addressing academic deficits, accessibility to resources, providing student surveys and inventories, and using data to support students who show potential to engage in rigorous coursework.				AP and concurrent class options discussed during SSP meetings.
Parents are encouraged to build partnerships with their student's career planning process.				All SSP documents are shared with parent/guardians via Google Drive.
Component Four				
Criteria	Area for Growth	Developing	Area of Strength	Support Information Documents
ACCOUNTABILITY/ACCESS				
The CSCP self-assessment has been revisited and areas to address are				The self-assessment rubric will be adopted for the future.

identified.				
DATA TRACKING				
School data results are analyzed, and implications for results over time have been considered.				
Use-of-time assessments are analyzed and used to guide decisions for the school counseling program.				
PROGRAM RESULTS (Process, Participation, Perception, Mindsets, Behaviors, Outcomes)				
Participation, Mindsets & Behaviors, and Outcome data results are analyzed, and data is used to develop the CSCP.				
Program results are shared with stakeholders.				
EVALUATION & IMPROVEMENT				
The school counselor uses results from the program evaluation and other data sources to develop the CSCP and update the program annually as needed.				
The school counselor reflects on the comprehensive school counseling program, identifies areas of strength, and identifies areas of improvement.				
Evaluation results data are presented to others (school, district, and/or other stakeholders)				
The school counselor recommends changes/updates to the CSCP based on data and results.				
Component Five				
Criteria	Area for Growth	Developing	Area of Strength	Support Information Documents
ADMINISTRATIVE ACTIVITIES are activities that are not directly related to the CSCP and are absent of any direct or indirect student services or interaction.				
The counselor coordinates state and local assessments, 504 teams, ESOL committees, RTI or PBIS				All of these duties are coordinated by the Director of Scholar Services. The Academic

teams, family and community engagement activities, and any other chair/coordination of programs or meetings.				Advising/School Counseling team is involved when input is requested.
The counselor does data entry or scheduling for the school or district.				The Academic Advisors/School Counselors create schedules during the summer months.
The counselor is assigned supervisory duties in common areas of the school (cafeteria, playground, hallways, bus lines.)				Supervisory duties are in small increments and do not impact direct counseling availability with students.
Counselor Reflection It is a best practice for you to complete the CSC Self-Assessment. You do not need to include it in your posted plan, but it can be requested for review.				

Appendix G

Haas Hall Academy
School Counseling Advisory Committee
May 29, 2025
1:30 to 2:30 PM

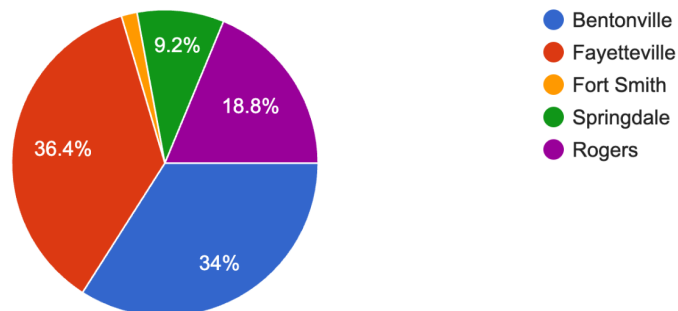
Attendees: Tiffany Despain- Headmaster (Bentonville)
Taylor Coulter- Lead Academic Advisor/Counselor (Bentonville)
Mindy Grising- Licensed Clinical Social Worker/ Counseling Lead (FVille/Bville)
Susan Bendure- Executive Director of eSchool (District/Fayetteville)
Michelle Campbell- Academic Advisor/Counselor (Fayetteville)
Mallory Scherrey- Academic Advisor/Counselor (Rogers)
Ragon Sprabery- Advisor/Professional School Counselor (Springdale)
Cody Ryder- Advisor/Counselor (Fort Smith)
Dr. Jamie Forrester- Faculty (Springdale)
Vacant Scholar Representative Position- any campus

Agenda

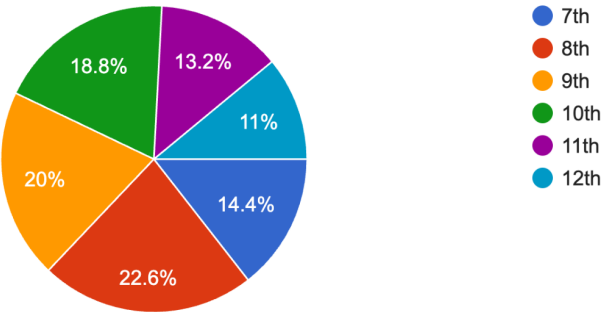
1. Greetings and Introductions (Begin 1:30 PM)
2. Recap of school year counseling needs
3. Scholar Surveys and SEL Observation Surveys

Scholar Experience Survey Results

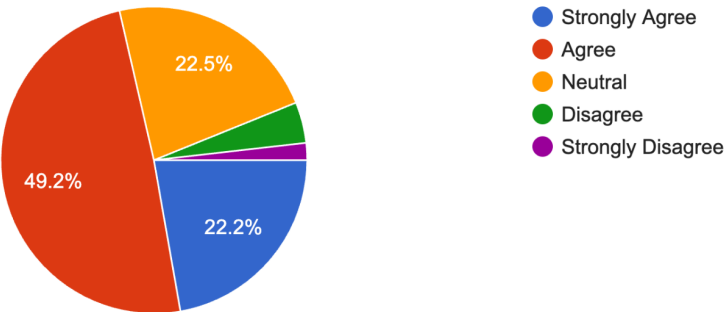
Campus:
720 responses



Grade:
720 responses

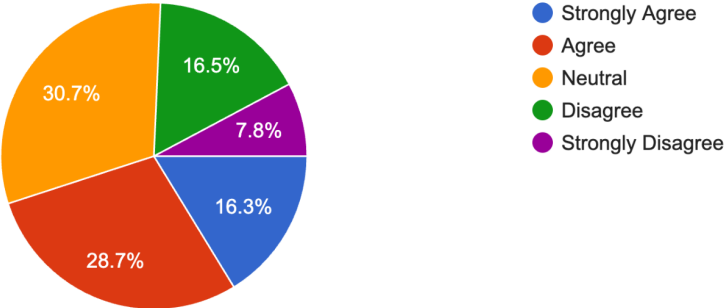


When on campus, I feel that we promote a respectful, supportive, and inclusive environment, and I am generally treated with respect.
720 responses



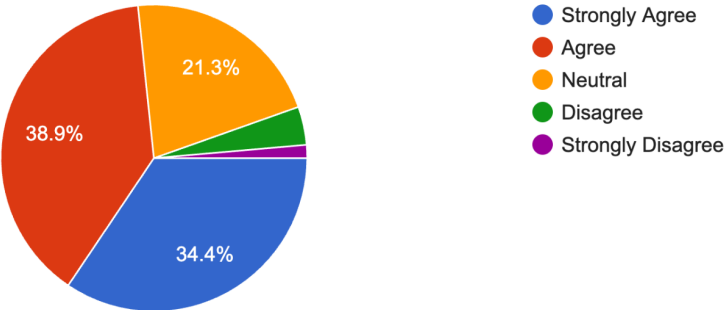
When on campus, I feel encouraged to maintain a healthy balance between school, home, and personal well-being.

720 responses



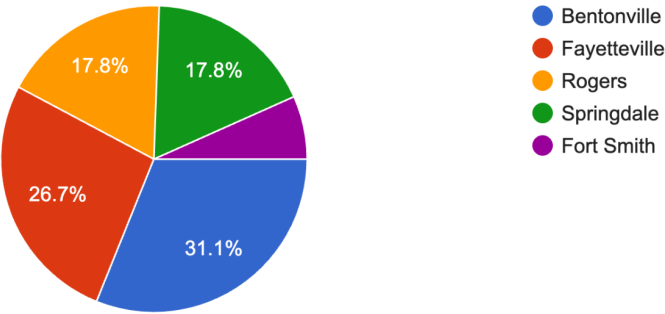
When on campus, I have access to my school counselor and am encouraged to seek support when needed.

720 responses

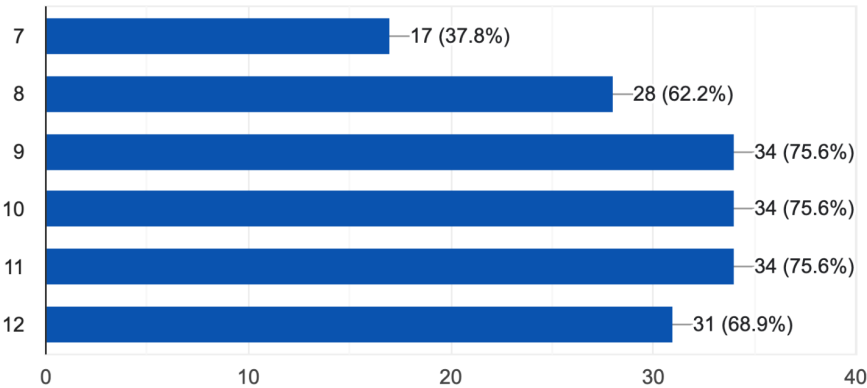


SEL Observations Results

Campus:
45 responses

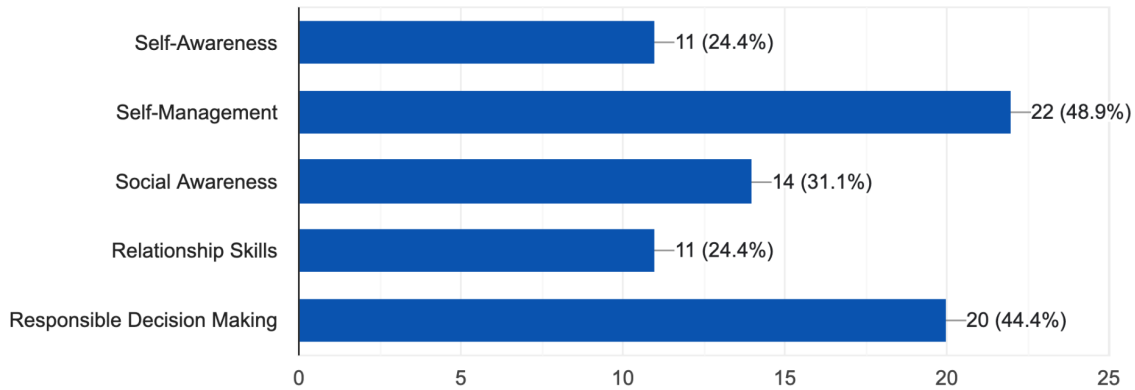


Which grades do you primarily teach?
45 responses



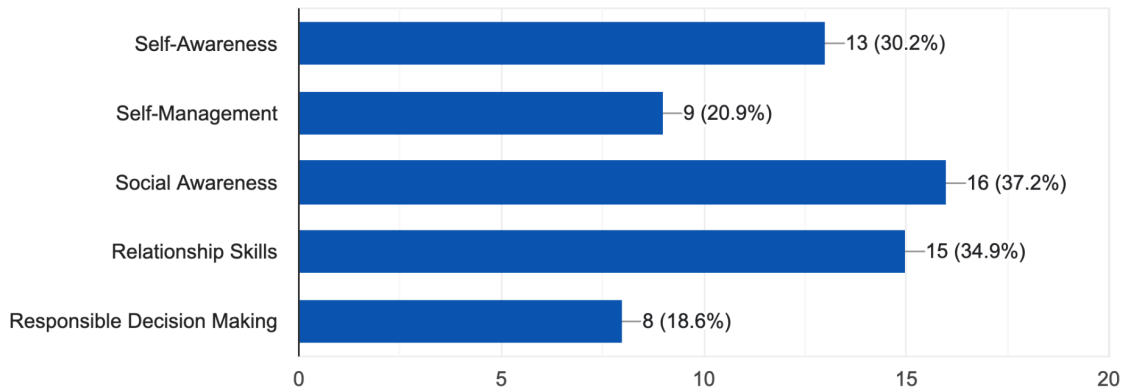
In which area are scholars demonstrating the greatest need for growth?

45 responses



In which area are scholars demonstrating the greatest strength?

43 responses



4. Questions (End: 2:30 PM)

Meeting Notes:

Haas Hall Academy
School Counseling Advisory Committee
December 19, 2024
11:00 AM to 12:00 PM

Attendees: Tiffany Despain- Headmaster (Bentonville)
Taylor Coulter- Lead Academic Advisor/Counselor (Bentonville)
Mindy Grusing- Licensed Clinical Social Worker/ Counseling Lead (FVile/Bville)

Susan Bendure- Executive Director of eSchool (District/Fayetteville)
Michelle Campbell- Academic Advisor/Counselor (Fayetteville)
Mallory Scherrey- Academic Advisor/Counselor (Rogers)
Ragon Sprabery- Advisor/Professional School Counselor (Springdale)
Cody Ryder- Academic Advisor/Counselor (Fort Smith)
Rocio Greenwood- Faculty (Bentonville)
Dr. Jamie Forrester- Faculty (Springdale)
Vacant Scholar Representative Position- any campus

Agenda

1. Greetings and Introductions (Begin 11:00 AM)
2. Comprehensive School Counseling Plan ([2024-2025](#))
 - a. Each campus now has counseling/academic advising support as of Sept 2024.
 - b. Counseling team sent out a PowerPoint presentation to the district earlier in the semester to inform everyone of the counseling services available. This included the Scholar Referral Form, Suicide Risk Reporting Form, Wellness Wednesday Info, etc. [Counseling Team PowerPoint](#)
 - c. Wellness Newsletter are sent once per month via announcements.
 - d. Wellness Wednesday link is shared once per month.
 - e. The Inner Calm Collective (facilitated by Mindy Grusing) is a new initiative at the Bentonville campus that allows scholars to work together to discuss navigating academic stress/pressures.

HAAS HALL ACADEMY COUNSELING GOALS (2024-2025)

Goal 1: Promote positive, respectful, and supportive relationships.

Goal 2: Promote balance of school, home, and community activities.

Goal 3: Promote positive behaviors for online and social media activity.

Goal 4: Foster a culture of inclusivity within the HHA community.

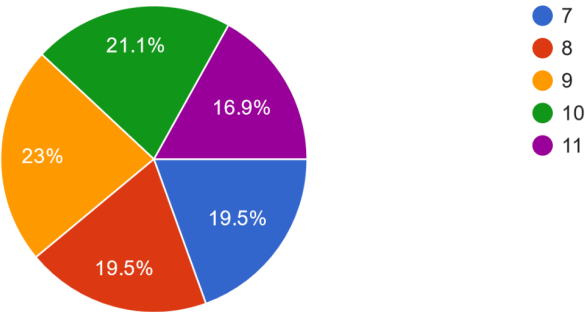
Goal 5: Promote the belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being through counseling services provided.

Last year's plan received the highest ranking: Well-Developed!

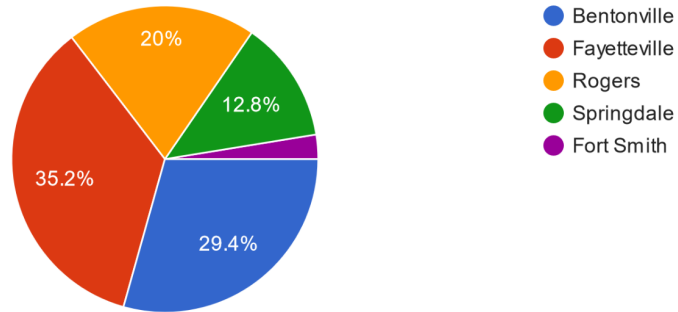
Review of Scholar Experience Survey (2023-2024)

Scholar Experience Survey Results

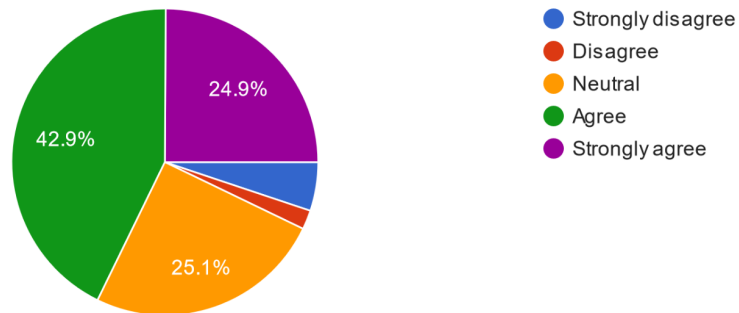
Grade
544 responses



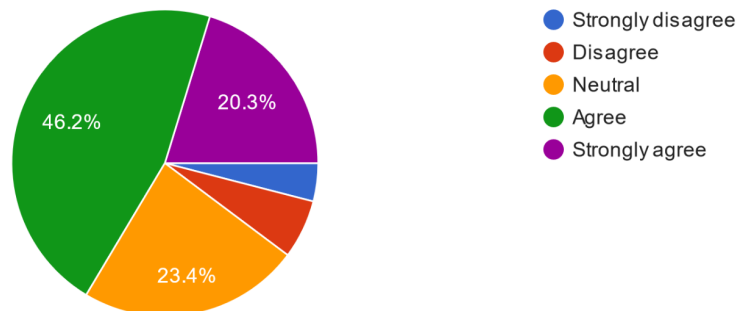
Campus
545 responses



The traditions of my family are understood and respected by my peers and teachers.
546 responses

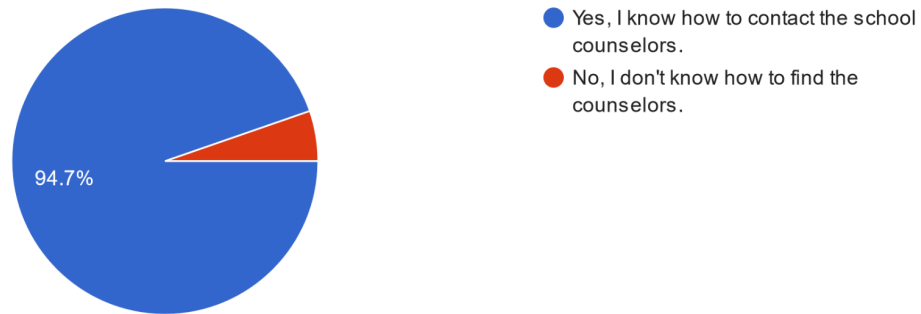


When on campus, I feel welcome and included in most situations.
548 responses



I understand there are counselors on campus if I feel the need to talk through a challenge.

547 responses



3. Counseling team will rerun surveys at each campus in the Spring semester to collect new data.
4. Academic Advising Calendar [\(2024-2025\)](#)
 - a. SSP Meetings
 - i. Academic Advisors/Counselors are currently conducting SSP meetings for their current campuses.
 - b. Community Service Requirement Information will be sent to families during spring semester to keep families informed regarding the LEARNS act.
5. Questions (End: 12:00 PM)

Meeting Notes:

Haas Hall Academy
School Counseling Advisory Committee

May 31, 2024

1:00 to 2:00 PM

Attendees: Tiffany Despain- Headmaster (Bentonville)
Taylor Coulter- Lead Academic Advisor/Counselor (Bentonville)
Mindy Gruisng- Licensed Clinical Social Worker/ Counseling Lead (FVile/Bville)
Susan Bendure- Executive Director of eSchool (District/Fayetteville)
Michelle Campbell- Academic Advisor/Counselor (Fayetteville)
Mallory Scherrey- Academic Advisor/Counselor (Rogers)
Ragon Sprabery- Advisor/Professional School Counselor (Springdale)
Timneisha Harris- Faculty (Bentonville)
Dr. Jamie Forrester- Faculty (Springdale)
Vacant Scholar Representative Position- any campus

Agenda

1. Greetings and Introductions (Begin 2:35 PM)
2. Comprehensive School Counseling Plan (2023-2024 [HERE](#))
 - a. Plan to be updated in July with new goals and published by August 1, 2024.
 - b. Fort Smith- currently has counseling 2 days per month, looking to revisit structure
 - c. Counselors facilitate services based on necessary needs at their specific campus, however counseling department maintains uniformity across district
 - d. Potential discussion of revamping our Diversity and Inclusion committee after Scholar Experience Survey Results

Goal 1: Encourage development of self-management skills.

Goal 2: Encourage development of responsible decision making skills.

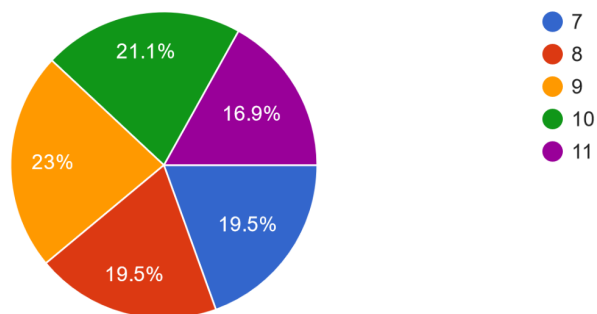
Goal 3: Promote positive behaviors for online and social media activity.

Goal 4: Foster a culture of inclusivity within the HHA community.

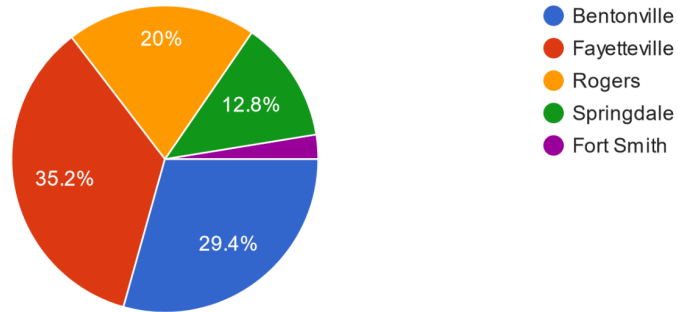
Goal 5: Ensure all scholars are aware of the counseling services provided on campus.

Scholar Experience Survey Results

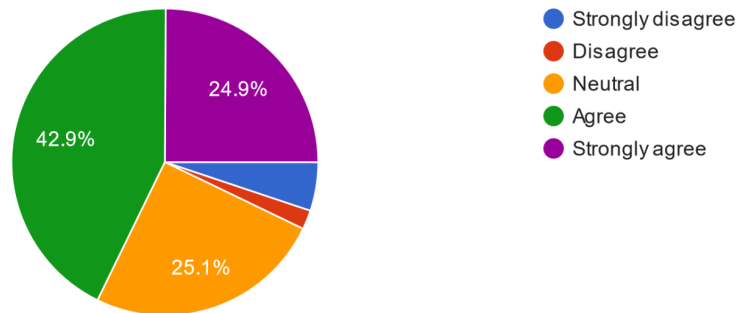
Grade
544 responses



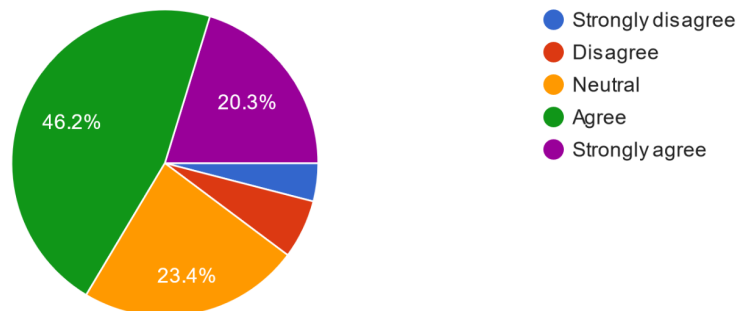
Campus
545 responses



The traditions of my family are understood and respected by my peers and teachers.
546 responses

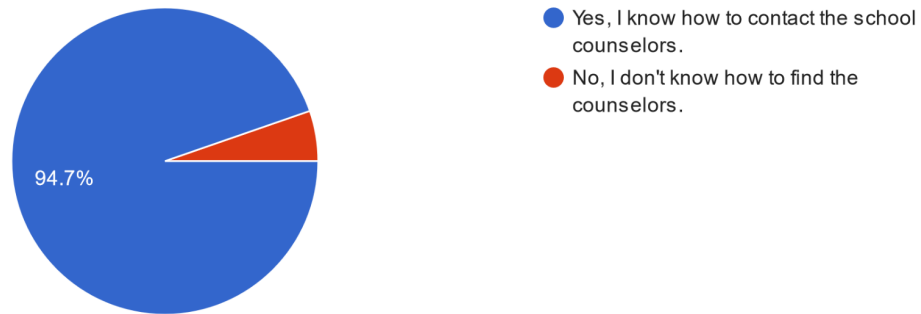


When on campus, I feel welcome and included in most situations.
548 responses



I understand there are counselors on campus if I feel the need to talk through a challenge.

547 responses



3. Academic Advising Calendar ([HERE](#)) (New calendar will be created and published by August 1, 2024.
 - a. SSP Meetings
 - i. Academic Advisors/Counselors have conducted SSP meetings for their current campus and are in process of meeting with new scholars during summer hours.
 - b. NACAC
 - i. Academic Advisors/ Counselors will coordinate if NACAC conference in 2024 will be attended. Advisors attended virtually last year.
 - c. Community Service Requirement has been updated to remove minimum and maximum requirement for hours based on grade level
4. Questions (End: 3:35 PM)

Meeting Notes:

Haas Hall Academy
School Counseling Advisory Committee
December 14, 2023
2:35- 3:35 PM

Attendees: Tiffany Despain- Headmaster (Bentonville)
Taylor Coulter- Lead Academic Advisor/Counselor (Bentonville)
Mindy Gruisng- Licensed Clinical Social Worker/ Counseling Lead (FVile/Bville)
Susan Bendure- Executive Director of eSchool (District/Fayetteville)
Michelle Campbell- Academic Advisor/Counselor (Fayetteville)
Mallory Scherrey- Academic Advisor/Counselor (Rogers)
Ragon Sprabery- Advisor/Professional School Counselor (Springdale)
Timneisha Harris- Faculty (Bentonville)

Dr. Jamie Forrester- Faculty (Springdale)

Vacant Scholar Representative Position- any campus

Agenda

1. Greetings and Introductions (Begin 2:35 PM)
2. Comprehensive School Counseling Plan (2023-2024 [HERE](#))
 - a. Review goals from 2022-2023 School year (10 minutes)

Goal 1: Encourage development of self-management skills.

Goal 2: Encourage development of responsible decision making skills.

Goal 3: Promote positive behaviors for online and social media activity.

Goal 4: Foster a culture of inclusivity within the HHA community.

Goal 5: Ensure all scholars are aware of the counseling services provided on campus.

Last year's plan received the highest ranking: Well-Developed!

HAAS HALL ACADEMY COUNSELING GOALS

These goals will be effective during the 2023-2024 school year.

Goal 1: Encourage development of self-management skills.

Goal 2: Encourage development of peer and social skills.

Goal 3: Prepare scholars for the challenges created by social media and digital communication.

Goal 4: Foster a culture of inclusivity within the HHA community.

Goal 5: Ensure all scholars are aware of the counseling services provided on campus.

How we plan to facilitate 2023-2024 goals:

Goal 1: Encourage development of scholar self-management skills

Mindset: M2

Behavior Standard: B-SMS 1, B-SMS 2, B-SMS 7

Desired outcome: Scholars demonstrate developmentally appropriate self-management skills.

Baseline data: Survey data based on CASEL SEL framework indicates self-management skills to be the greatest area for growth

- ([Time Management Worksheet](#)).
- ([HERE](#))
- ([HERE](#))

Goal 2: Encourage the development of peer and social skills.

Mindset: M1, M2, M4

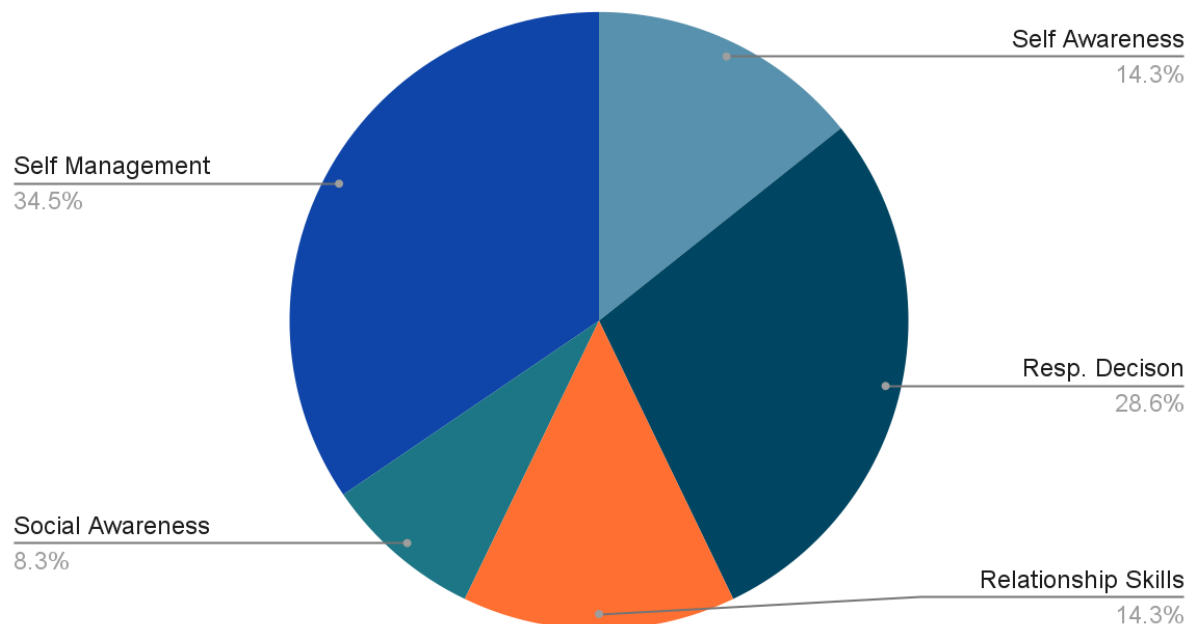
Behavior Standard: B-LS 10, B-SS 2, B-SMS 10, B-SS 4

Desired outcome: Scholars show increased ability to make new friends and form friendships that are healthy in nature.

Baseline data: Scholar counseling sessions demonstrate scholar difficulty in successfully interacting with peers and maintaining healthy relationships.

([Social Skills Worksheets](#))

SEL Opportunities for Growth



- **Strategy 2.1.2:** Provide Faculty with an opportunity to share scholar feedback from classroom discussions during staff meetings, email, or otherwise in confidential settings

Goal 3: Prepare scholars for the challenges created by social media and digital communication.

Mindset: M1, M3

Behavior Standard: B-SS 2, B-SS 4, B-SS 9, B-SMS 9

Baseline information: Individual counseling sessions often revolve around challenges with social media and digital communication.

Desired outcome: Scholars begin to establish healthy boundaries as related to digital communication and use of social media.

- [Everfi](#),
- Newsletters (Working with Kelly on distribution of monthly newsletters)

Goal 4: Identify ways to ensure all scholars feel included in the HHA community.

Mindset: M2, M3

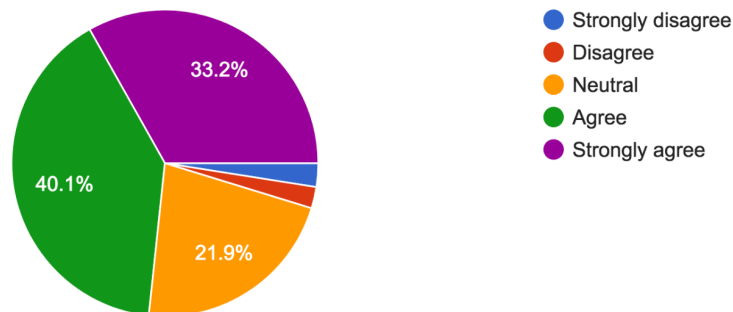
Behavior Standard: B-LS 7, B-LS 10, B-SS 8

Baseline information: Survey data from previous school years show that a small percentage of scholars do not feel welcome or believe their family culture is not fully understood by the HHA community

Desired outcome: Follow-up surveys demonstrate an increase in feelings of inclusivity.

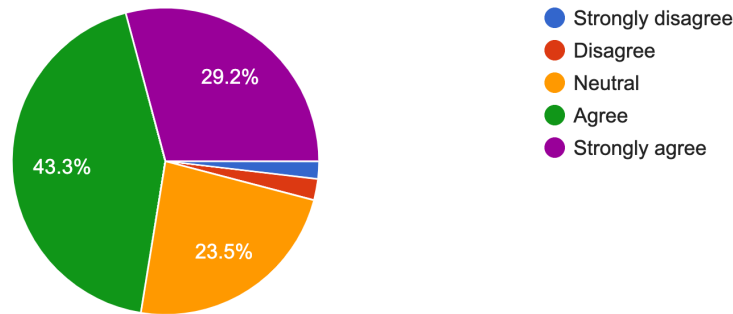
The traditions of my family are understood and respected by my peers and teachers.

401 responses



The traditions of my family are understood and respected by my peers and teachers.

809 responses



Goal 5: Provide a safe place for scholars to identify social, emotional, physical needs. Provide resources accordingly.

Mindset: M1

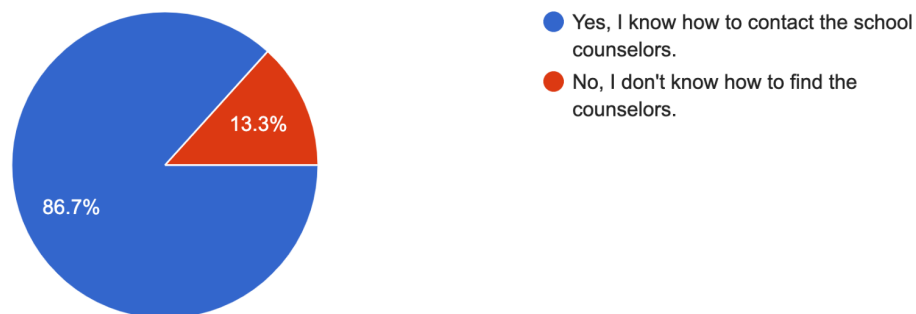
Behavior Standard: B-SMS 7, B-SMS 8, B-SMS 9

Baseline information: Survey data from previous school years show that some scholars remain unaware of the school's counseling services (Appendix C)..

Desired outcome: Follow-up survey demonstrates improved awareness of counseling services.

I understand there are counselors on campus if I feel the need to talk through a challenge.

436 responses



3. Academic Advising Calendar ([HERE](#))

a. SSP Meetings

- i. Began SSP's for Juniors on Dec 1
- ii. 9/10th Grade Scholars SSPs begin in January
- iii. 8th Grade Scholars SSP's begin in March
- iv. 7th Grade Classroom Sessions begin in April

b. NACAC

- i. Academic Advisors/ Counselors will coordinate if NACAC conference in 2024 will be attended. Advisors attended virtually last year.
 - c. Community Service Requirement
4. Questions (End: 3:35 PM)

Meeting Notes:

Haas Hall Academy
School Counseling Advisory Committee
May 31, 2023

Attendees: Susan Bendure-Administrator (Fayetteville)
Rod Wittenberg- Headmaster (Bentonville)
Taylor Coulter- Lead Academic Advisor/Counselor (Bentonville)
Mindy Grusing- Licensed Clinical Social Worker (Fayetteville/Bentonville)
Michelle Campbell- Academic Advisor (Fayetteville)
Ragon Sprabery- Advisor/Professional School Counselor (Rogers/Springdale)
Timneisha Harris- History Faculty (Bentonville)
Vacant Scholar Representative Position- any campus

Agenda

1. Greetings and Introductions (Begin 2:35PM)
2. Comprehensive School Counseling Plan
 - a. Plan for next school year will be developed over summer, will develop new surveys and worksheets for scholars (will look into more Everfi lessons)
 - b. Review of Suicide Risk Protocol, decided to continue with current risk reporting form (Appendix A)

3. Continued training for counseling employees per team meetings, since no new counseling staff this year
 - a. Will help bring Counselor to Scholar ratio to recommended level (450:1)
 4. Convert to Everfi and other online SEL curriculum, as Whole Health program did not align with plan goals
 5. Review Scholar Experience Survey to explore new initiatives to make scholars feel more welcomed on campus (discussed International Festival hosted for the first time this year)
 6. Questions
-

Haas Hall Academy
School Counseling Advisory Committee
December 21, 2022
12:00- 1:00 PM

Attendees: Susan Bendure-Administrator (Fayetteville)
Rod Wittenberg- Headmaster (Bentonville)
Taylor Coulter- Lead Academic Advisor/Counselor (Bentonville)
Mindy Grusing- Licensed Clinical Social Worker (Fayetteville/Bentonville)
Michelle Campbell- Academic Advisor (Fayetteville)
Ragon Sprabery- Advisor/Professional School Counselor (Rogers/Springdale)
Timneisha Harris- History Faculty (Bentonville)
Vacant Scholar Representative Position- any campus

Agenda

1. Greetings and Introductions (Begin 12:00 PM)
2. Comprehensive School Counseling Plan (2022-2023 [HERE](#))
 - a. Review goals from 2021-2022 school year (10 minutes)
 - i. **Goal 1:** Encourage development of self-management skills.
See Goal 1 Section of CSCP:

Goal 1: Encourage development of scholar self-management skills

Mindset: M2

Behavior Standard: B-SMS 1, B-SMS 2, B-SMS 7

Desired outcome: Scholars demonstrate developmentally appropriate self-management skills

Baseline data: Survey data based on CASEL SEL framework indicates self-management skills to be the greatest area for growth (Appendix B)

- ii. **Goal 2:** Encourage development of responsible decision making skills.

See Goal Section 2 of CSCP:

Goal 2: Encourage decision making skills

Mindset: M1, M2, M3

Behavior Standard: B-LS 9, B-SS 5

Desired outcome: Scholars develop stronger ability to evaluate situations and make decisions

Baseline data: Survey data based on CASEL SEL framework indicates self-management skills to be the second greatest area for growth (Appendix B)

Haas Hall Academy
School Counseling Advisory Committee
May 25, 2022

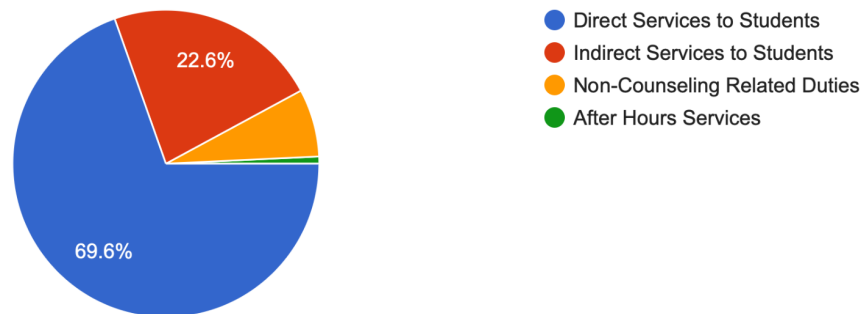
Attendees: Susan Bendure - Administration
Taylor Coulter - Academic Advisor/PLMSW
Kate Cochran - Faculty - Bentonville
Bethany Culpepper - Academic Advisor/Professional School Counselor
Lee Esmond - Member of the Community - Fayetteville
~~Mindy Grusing - LCSW - Bentonville/Fayetteville~~
Vicente Yopez - Faculty - Fayetteville

Agenda

- 7. Greetings and Introductions (Begin 2:35PM)
- 8. Comprehensive School Counseling Plan
 - a. Plan for next school year will be developed over summer
 - i. More detailed information regarding evaluation of program and advisory committee meetings
 - b. Suicide Protocols being updated, reviewed by attorney
 - c. Committee process for school threats (at least three individuals)
- 9. New staff members to start July 1, 2022
 - a. Will help bring Counselor to Scholar ratio to recommended level (450:1)

10. [Whole Health Institute](#) program to be introduced in Health classes
11. Considering other SEL curriculum
 - a. Choose Love
 - i. Additional research required
 - b. G.U.I.D.E.
 - i. Provides teacher flexibility
12. Time Tracking Report: Ensuring counseling staff stays within 10% of non-counseling related duties(Sprabery)

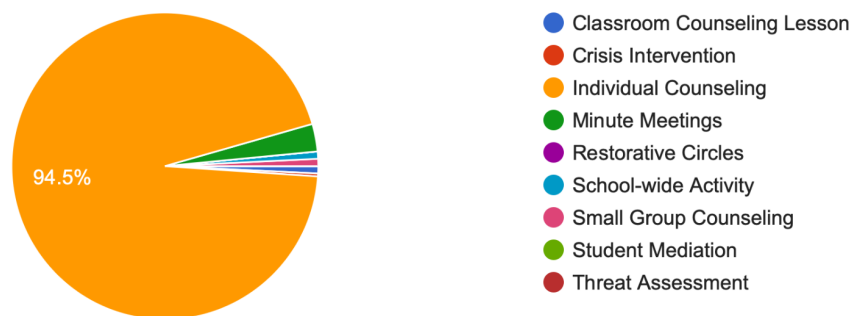
940 responses



Counseling Needs Chart: Sprabery

Counselor Activity-Direct Services to Students (ASCA National Model)

654 responses



13. Moment of gratitude!

14. Questions

Haas Hall Academy
School Counseling Advisory Committee
December 8, 2021

Attendees: Susan Bendure - Administration
Taylor Coulter - Academic Advisor/PLMSW
Kate Cochran - Faculty - Bentonville
Bethany Culpepper - Academic Advisor/Professional School Counselor
Lee Esmond - Member of the Community - Fayetteville
Mindy Grusing - LCSW - Bentonville/Fayetteville
Vicente Yopez - Faculty - Fayetteville

Agenda

1. Greetings and Introductions (Begin 2:45PM)
2. Comprehensive School Counseling Plan (2021-2022 Plan [HERE](#))
 - a. Review goals from 2021-2022 school year (10 minutes)
 - i. Goal 1: Encourage development of social skills.
 1. Teacher observation survey
(Self-management/awareness)
 2. Classroom lessons (bullying, career)
 - ii. Goal 2: Foster a sense of resiliency among scholars
 1. Encourage discussion in class and clubs
 - iii. Goal 3: Prepare scholars for the challenges created by digital communication.
 1. Everfi and Common Sense content
 - iv. Goal 4: Foster a culture of inclusivity within the HHA community.
 1. Lessons to be implemented in Spring semester
 2. Survey scholars
 - v. Goal 5: Ensure all scholars are aware of the counseling services provided on campus.
 1. Classroom introductions to counselors (repeat)
 2. Wellness Wednesday form
 3. Teacher referral form
3. Academic Advising Calendar (5 minutes)
 - a. SSP Meetings
 - i. Met with Andrea Fortner, Guidance and Counseling Coordinator, DESE
 - ii. Started 11th grade meetings, will work through 8th grade
 - b. SACAC
 - i. April 2022 Orlando, FL
4. [Whole Health Institute](#) - partnership in progress (5 minutes)

1. Faculty session completed, recommendations provided
 2. Discussions on future integration under discussion
 3. Curriculum development
 5. Use of Time Report (1 minutes)
 - a. Culpepper Time Tracking Report
 - b. Coulter Time Tracking Report
 - c. Next Meeting - May 25, 2022
 6. Scholar representative
 7. Questions (End: 3:15PM)
-

Haas Hall Academy
School Counseling Advisory Committee
June 10, 2021
9:00AM - 9:30AM

Attendees: Susan Bendure - Administration
Sebastian Barajas - Scholar - Bentonville
Kate Cochran - Faculty - Bentonville
Bethany Culpepper - Professional School Counselor - Bentonville/Rogers
~~Jeff English - Faculty - Rogers (unable to attend)~~
~~Lee Esmond - Member of the Community - Fayetteville~~
~~Mindy Grusing - LCSW - Bentonville/Fayetteville~~
~~James Martin - Faculty - Springdale~~
Vicente Yopez - Faculty - Fayetteville

Agenda

1. Greetings and Introductions
2. Update of Comprehensive School Counseling Plan ([2020-2021 Plan HERE](#))
 - a. Plan to be updated July 2021 and posted by August 1, 2021
 - b. Review goals from 2020-2021 school year
 - i. Goal 1: Decrease the reported levels of anxiety among scholars.
 - ii. Goal 2: Encourage development of scholars' social skills.
 - iii. Goal 3: Reduce instances of scholar-to-scholar bullying, including cyber-bullying.
 - iv. Goal 4: Collaborate with Committee on Diversity & Equity to facilitate a learning environment that reduces barriers for all scholars.
 - v. Goal 5: Support faculty during time of teaching virtual, blended, and traditional simultaneously.

- vi. Goal 6: Provide a safe place for scholars to identify social, emotional, physical needs and help provide resources accordingly.
- c. Possible goals for 2021-2022 school year ([ASCA Mindsets Link](#))
 - i. [Anxiety, especially for AP Exams, PSAT \(study tip session\)](#)
- d. SEL curriculum identified and scheduled
 - i. [Everfi](#) - lessons targeted throughout the year
 - ii. [Whole Health Institute](#) - partnership in progress
- 3. Use of Time Report
 - a. Culpepper [SCUTA Report](#) (August 1 - June 4, 2021)
 - b. Area of growth?
 - i. Improve time devoted to direct counseling
 - ii. Additional school counselor for the district?
 - iii. Identify new time tracking app
- 4. Next Meeting - December 2021

Haas Hall Academy
 School Counseling Advisory Committee
 December 3, 2020
 2:30PM - 3:30PM

Attendees: Susan Bendure - Administration
 Sebastian Barajas - Scholar - Bentonville
 Kate Cochran - Faculty - Bentonville
 Bethany Culpepper - Professional School Counselor - Bentonville/Rogers
~~Jeff English - Faculty - Rogers (absent)~~
 Lee Esmond - Member of the Community - Fayetteville
 Mindy Grusing - LCSW - Bentonville/Fayetteville
 James Martin - Faculty - Springdale
 Vicente Yepez - Faculty - Fayetteville

Agenda

- 1. Introductions (2:35)
- 2. Purpose (2:40)
 - a. Background: Brief review of the law ([Copy of law may be found here](#); [Explanation of new law may be found here](#).)
 - i. Enacted in beginning of 2019
 - ii. New Comprehensive School Counseling Plans required for all schools August 2020

- iii. Plans must follow American School Counselor Association model
- iv. Plans must be assessed bi-annually by Advisory Committee
- v. Background: *Beginning with the 2020-2021 school year, a School Counseling Advisory Council will meet twice a year (December/June) to evaluate the effectiveness of the Comprehensive School Counseling Plan and make recommendations for adjustments. Representatives from each campus will be included and include members of the faculty, scholars, and greater community. Invitations, agendas, and minutes will be created for each meeting. (CSCP p. 33)*

3. Review Goals of Comprehensive School Counseling Plan (CSCP) (2:55)

a. Comprehensive School Counseling Plan ([Notated](#))

i. **Goal 1: Decrease the reported levels of anxiety among scholars.**

- 1. Baseline data collected ([Results](#))
- 2. Wellness Newsletter: [Anxiety](#)
- 3. Group discussions in identified 7th and 9th grade classes
- 4. [Initial curriculum](#) presented to 8th grade health classes
 - a. Review by M. Grusing and C. Shields before distributing curriculum to entire district
- 5. Area of growth?
 - a. **Test prep/Study Skills workshop - Dr. Binns (possible)**
 - b. **Provide anxiety presentation to entire district**
 - c. **Issue to address: [Time management](#) (rigor during class, balance between in class and out), big difference between Spring and Fall at home, expectation, more efficiently, prioritize, leverage energy, suggest ways to plan out study time, agenda making, how to not procrastinate, motivation, feeling overwhelmed**
 - d. **Balancing accountability with empathy and understanding, perfectionism, forgiving of self**
 - e. **[Growth mindset](#), accept the challenge, safe place to fail**
 - f. **Identify support systems, sense of lack of empathy, education for parents/guardians, please empathize with their scholar**

ii. **Goal 2: Encourage development of scholars' social skills.**

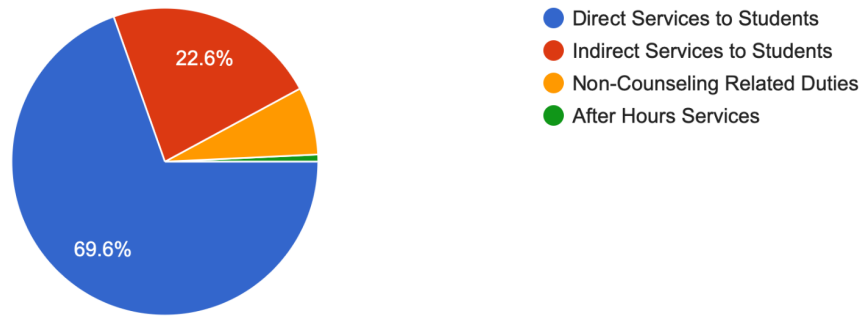
- 1. Wellness Newsletter: [Social Media Etiquette](#)
- 2. Survey currently being conducted by Headmasters
- 3. Research and identify SEL curriculum
 - a. [G.U.I.D.E.](#)
 - b. [Everfi](#)

4. Area of growth?
 - a. Identify SEL plan by end of year
 - b. Promote clubs and involvement
 - c. Follow up meeting for this area
- iii. **Goal 3: Reduce instances of scholar-to-scholar bullying, including cyber-bullying.**
 1. [HHA Wellness Newsletter](#) (November)
 2. Area for growth?
 - a. Group discussions, classroom curriculum
 - b. Understanding seriousness of words
 - c. Presentation for teachers to use when needed
- iv. **Goal 4: Collaborate with Committee on Diversity & Equity to facilitate a learning environment that reduces barriers for all scholars.**
 1. School climate survey pending
 2. Area of growth?
 - a. Identify ways to support bicultural scholars
 - b. Remind faculty to work around learning challenges, confidentiality, guidance with responding to classroom behavior problems, redirect so entire class doesn't get swept into the situation
 - c. Helping scholars react with empathy, promote inclusivity, general awareness about learning differences (add to cyberbullying materials?), slide presentation for beginning of semester, mutual respect
- v. **Goal 5: Support faculty during time of teaching virtual, blended, and traditional simultaneously.**
 1. [Self-care presentation](#) during PD week
 2. [Faculty Wellness Newsletter](#) (October)
 3. Area of growth?
 - a. Identify areas of temporary policy change
 - b. How can parents/guardians support teachers: understand teachers should not be answering email during off times, scholars should learn to save emails for working hours (delay send)
 - c.
- vi. **Goal 6: Provide a safe place for scholars to identify social, emotional, physical needs and help provide resources accordingly.**
 1. [Wellness Wednesday](#) Survey implemented August 2020
 2. [Counseling Referral Form](#) implemented August 2020
 3. Added contact information to announcements August 2020

- 4. Area of growth?
 - a. **Add to announcements January, March**
 - b. **Get scholar's view from S.B.**
 - c.
- 4. Review Counseling schedule (3:15)
 - a. CSCP p. 27
 - b. Area of growth?
 - i. SSP for new scholars
 - ii. Initial meetings with 11th graders
 - iii. Post graduation follow up
 - iv.
- 5. Use of Time Report (3:20)
 - a. Background: *Act 190, the School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on student contact days, providing direct and indirect services to students. In order to facilitate a better understanding of how time of the school counselor is being used, [SCUTA](#) will be used during the 2020-2021 school year. (CSCP p. 33)*
 - b. Culpepper [SCUTA Report](#) (August 1 - November 29, 2020)
 - c. Area of growth?
 - i. Improve time devoted to direct counseling
 - ii.
 - iii.
- 6. Next Meeting - June 10, 2021 @ 9:00 AM

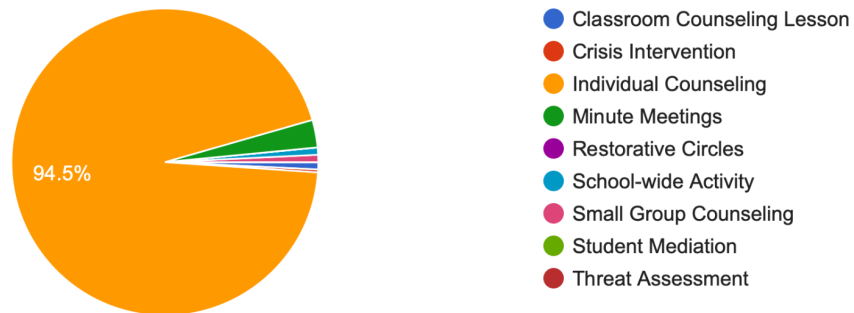
APPENDIX H(Counseling Time Allocation)

940 responses



Counselor Activity-Direct Services to Students (ASCA National Model)

654 responses



References

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

AmericanSchoolCounselorAssociation(2019).

ASCA National Model Implementation Guide: Manage And Assess. Alexandria, VA: American School Counselor Association. Gysbers, N.C. & Henderson, P. (2012).

Arkansas Department of Education Division of Elementary and Secondary Education Guidance and School Counseling

[American School Counselor Association Mindset & Behaviors for Student Success](#)

[American School Counselor Association National Model \(4th Edition\)](#)

[**Act 190 – The School Counseling Improvement Act of 2019 may be found here.**](#)