

# Imboden Area Charter School Comprehensive Counseling Plan



2024-2025

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# Section 1

The Imboden Area Charter School counselor analyzes student performance in and outside of class to identify sources of problems and offer solutions tailored to each student's particular need; they facilitate communication between both teachers and parents regarding behavioral, as well as academic concerns; assist with school programs and events and provide guidance programs for all ages of students tailored to meet each age group. The role of the counselor is extensive and requires knowledge in numerous areas and the ability to multitask.

The American School Counseling Association defines a comprehensive school counseling program as an “integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, in order to promote and enhance the learning process for all students.”

Imboden Area Charter School Counselor can also utilize the Arkansas Comprehensive School Counseling Program Guide as an advocacy tool to educate all stakeholders, administrators, teachers, community, parents, and students in regard to the role, function, and job skills required of the school counselor.

# **Roles & Best Practices**

School counseling programs are comprehensive in nature. The programs inclusivity include planning, implementation, delivery, management, and data-driven evaluations to determine effectiveness of the chosen plan. Whatever plan is chosen and implemented, the key to success is a team approach in planning and execution. The team approach is essential when striving for success with students. In order to be successful in this endeavor, all stakeholders must be not only involved in the promotion of student achievement, but must all be actively working toward the common goal of helping students do what they need to succeed. Stakeholders include not only school counselors and teachers but administrators, students, parents, psychologists, social workers, therapists, and the community.

Imboden Area Charter School counselors will adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs. The ASCA national Model: A Framework for School Counseling programs, 3<sup>rd</sup> edition, helps to guide school counselors with the development and implementation of comprehensive school counseling programs to enrich learning for students.

Access to school counselors improves students' abilities to develop both cognitively and emotionally those skills needed for both academic and career success. A comprehensive counseling program is planned, intentional, and based on four components: foundation, management, delivery, and accountability.

## **Introducing the ASCA Model**

The ASCA National Model: A Framework for School Counseling Programs, 4<sup>th</sup> Edition, continues to guide school counselors in developing and implementing comprehensive school counseling programs, but includes some structural reorganization. The earlier four components have been renamed to: define, manage, deliver, and assess. We will primarily be following in this guide the 3<sup>rd</sup> edition, which is aligned with Act 190, The School Counseling Improvement Act of 2019.

This model provides the mechanisms which school counselors and their teams can design, coordinate, implement, and finally assess their programs based on student success. This model provides a framework for the counseling

components. The components focus on results. Today's school counselors are wearing many hats, leaders, advocates, and collaborators.

## **School Counselor Advocacy**

Imboden Area Charter School counselors participate in ongoing professional development in order to inform and educate school staff, students, parents, and other stakeholders about their comprehensive school counseling program.

## **National School Counselor Week**

Imboden Area Charter School counselors celebrate National School Counseling Week, which is held the first full week of February, to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the impact school counselors have in assisting students accomplish both success in school and the planning for their futures and careers.

Additional Information may be found:

[https://www.schoolcounselor.org/school-counselor-members/about-asca-\(1\)n/national-school-counseling-week](https://www.schoolcounselor.org/school-counselor-members/about-asca-(1)n/national-school-counseling-week)

## **Implementation of a School Counseling Program**

The ASCA National Model represents what a school counseling program should contain, and serves as a tool to identify and prioritize the elements of a high-quality program. The ASCA National Model gives components of a high-quality program and serves as a framework for districts to use as they implement their own school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and for the Arkansas School Counselor Toolkit.

# **Comprehensive in Scope**

A comprehensive scope means that the school counseling program will focus on a multi-tiered approach for all students. The emphasis is on promoting success for every student, so that they will be achievers in school who develop into contributing members of society.

# **Preventive in Design**

School Counselors design programs and services that emphasize proactive education through the implementation of the school counseling core curriculum lessons. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, and the G.U.I.D.E. for Life essential skills, as well as the Arkansas Standards being taught in public schools.

# **Developmental in Nature**

School Counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support the varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

# **A Cooperative Effort**

School Counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

## **An Opportunity for Leadership**

School Counselors serve as leaders who are engaged in charge to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School Counselors focus on closing achievement gaps and collaborating with other professionals in the school to influence systemic change, and by implementing school reforms and participating in the professional communities and professional development opportunities.

## **A Tool for Student Advocacy**

School Counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, and the effective use of data, school counselors minimize barriers, so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

## **A Representation of Collaboration and Teaming**

School Counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access, and academic success for every student. School counselors create effective working relationships among students, professional and support staff, parents and guardians, and community members.



# **A Systemic Change Agent**

With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, student academic performance, and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by the school counselors.

## **Section 2**

### **Foundation**

The foundation area of the ASCA model serves as the solid ground upon which the comprehensive school counseling program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career and social/emotional needs of the students in the school.

### **Beliefs**

The counselors at the Imboden Area Charter School, believe that all students have a right to a quality education in a safe and supportive learning environment. Also, students have a right to services that support academic, career, and personal/social growth; a right to be heard and treated with dignity and respect, and a right to an accredited school counselor who is an advocate for student success.

Counselors at Imboden Area Charter School believe:

- All students have value and deserve to be treated with dignity and respect.

- All students are capable of learning and should be challenged to develop to their full potential.
- All students are encouraged to develop resiliency in all aspects of their lives.
- All students can expect that school is a safe, nurturing and inclusive environment.

Counselors in the Imboden Area Charter School believe a comprehensive counseling program:

- Must be an integral part of the educational process of Imboden Area Charter School.
- Student centered.
- Responsive to the changing needs of both our school and our community
- Use a team approach to help build positive school environments by using collaboration among all its stakeholders.
- Continually being refined through systematic review and evaluations.
- Should take into consideration its student's ethnic, cultural, racial, and gender differences, as well as their exceptional needs when designing and delivering services.
- Have a responsive program able to meet the diverse needs of its students.

Counselors in the Imboden Area Charter School are:

- Guided by the ASCA National Model, ASCA Mindsets and Behaviors, and Ethical Standards of the American School Counseling Association (ASCA).
- Engaged in professional development programs that are essential to maintaining a quality comprehensive counseling program.
- Licensed certified counselors who are uniquely trained to deliver services and programs in the areas of academic, personal/social and career domains.
- Are evaluated according to the Arkansas Teacher Excellence and Support System (TESS).

## **Vision Statement**

Imboden Area Charter School Counselors envision building learning through innovation, collaboration and dedication. Students will collaborate and contribute to a global workforce, be empathetic to others and become responsible adults who use coping and problem-solving skills for success.

# Mission Statement

Imboden Area Charter School is committed to excellence in all we do through innovative, inspiring learning experiences. By partnering with families, staff and community members, every student will receive a comprehensive school counseling program that promotes academic, career and social/emotional growth in a diverse and changing world. This in turn, will allow achievement of success in school and prepare our students to lead fulfilling lives as responsible members of society.

## Program Goal

*By July 2025, Imboden Areas Charter School will increase students reading close, ready, or exceeding by 10% as reported by ACT Aspire.*

### Actions in Place:

- All teachers and administrators have completed training in the Science of Reading.
- Implementation of Science of Reading strategies will be monitored.
- Student growth in reading will be monitored through STAR reading and iStation assessments, and progress monitoring of students in RTI groups.
- Collaborative team meetings will be held bi-weekly to provide support for implementation of reading strategies and monitoring of student growth in reading.
- Appropriate interventions will be provided to students in need of additional support.
- Curriculum Programs used:
  - Renaissance Learning
  - Amplify CKLA and 6-8 programs

### Actions to Take:

- School administration will monitor the implementation of reading strategies based on the Science of Reading in classroom instruction. Teachers and school administration will review evidence during bi-weekly meetings and at end-of-year formative evaluation conferences.
- School administration will ensure monitoring of growth of students in reading through collaborative team meetings, STAR and iStation assessment data, and formative evaluation data.

- School administration will conduct classroom walkthroughs to ensure written curriculum is implemented, and review pacing guides and lesson plans with teachers weekly.
- School administration will work with teachers to promote buy-in for positive behavior interventions and support.

### **School Counseling Standards and Competencies:**

ASCA School Counselor Professional Standards & Competencies (2019)

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

ASCA Ethical Standards for School Counselors (2016)

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

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

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

G.U.I.D.E for Life

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

## **Needs Addressed**

1. Early intervention in personal development: Research shows that children establish lifelong behavioral patterns during the ages of 6-10, the first four years of school. For this reason, it is critical that counseling services be available during these early years.
2. Helping children deal with social problems which confront them: These problems include but are not limited to: family drug/alcohol abuse, child abuse/neglect, and the problems of a changing family.

3. Early identification of problems in school. Examples: helping to identify students who need special education services and working with high-risk students for issues such as problems with relationships, behavioral problems, and transiency in work ethics.
4. Behavioral Interventions: Examples: students who display behavioral issues are observed, the counselor can provide resources and counseling to address the situation, provide alternative approaches to situations that have a more positive affect.
5. Academic interventions: The counselors use interventions such as: Individual counseling, RTI (Response to Intervention), mentoring programs, and the use of remediation periods during regular school hours.

## Data

The counselors for the Imboden Area Charter School will utilize data that has been collected from STAR and iStation reading assessments along with progress monitoring of students in RTI groups. As a comprehensive school counseling program, we want our students to excel in both their academic and social/emotional areas of their lives. We believe that for this goal to be achieved a solid foundation must be established by our school for our students. It is our responsibility to support our students and encourage growth in all areas of their lives.

### School Counselor Calendar at a Glance

August	September
<ul style="list-style-type: none"> <li>● <b>Meet the Counselor guidance lessons</b></li> <li>● <b>Homeschool testing of newly enrolled students</b></li> <li>● <b>Open House/ Meet with PTO</b></li> <li>● <b>Meet the Counselor guidance lesson</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Guidance Lesson Topic: Self-Esteem/ Suicide Prevention</b></li> <li>● <b>Student of the Month</b></li> <li>● <b>Bus Safety/Fire Safety</b></li> <li>● <b>Grandparents day</b></li> <li>● <b>World Clean up event</b></li> <li>● <b>RTI Committee Meeting</b></li> </ul>

October	November
<ul style="list-style-type: none"> <li>● Red Ribbon Week/Spirit week</li> <li>● Guidance Lesson Topic: Bullying Prevention/Drug awareness</li> <li>● Parent/Teacher Conferences</li> <li>● Student of the Month</li> <li>● Flu Clinic</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance Lesson Topic: Kindness/Conflict Resolution and Career Education- Interest Inventory (7-8). Myers-Briggs Inventory (Careers – 5<sup>th</sup>-6<sup>th</sup> grades)</li> <li>● Student of the Month</li> <li>● Family Volunteer project event</li> </ul>
December	January
<ul style="list-style-type: none"> <li>● Guidance Lesson Topic: Respect/ Appreciation</li> <li>● Student Community event</li> <li>● Student of the Month</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance Lesson Topic: Anger Management/ Empathy</li> <li>● Student of the Month</li> </ul>
February	March
<ul style="list-style-type: none"> <li>● Guidance Lesson Topic: School Counseling week/advocacy/random acts of kindness week</li> <li>● Student of the Month</li> <li>● Scholastic Book Fair</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance Lesson Topic: Reducing stress/working together</li> <li>● Student of the Month</li> <li>● Parent/Teacher Conferences</li> </ul>
April	May
<ul style="list-style-type: none"> <li>● Guidance Lesson Topic: Child Abuse Prevention month/Hygiene guidance lesson and Puberty video with school nurse</li> <li>● Student of the Month</li> <li>● 8<sup>th</sup> grade visit schools</li> <li>● School prevention activity</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance Lesson Topic: Transitions/Reflect</li> <li>● Student of the Month</li> <li>● Kindergarten &amp; 8<sup>th</sup> graduations</li> </ul>

# Section 3

## Delivery

At Imboden Area Charter School, the school counselor provides direct, indirect, and administrative services.

The School Counseling Improvement Act, Act 190, states that a school counselor shall spend at least ninety percent of his/her time each month, on student contact days, providing direct and indirect counseling services to students. Imboden Area Charter school counselors engage in a variety of direct and indirect student services.

Individual and small group counseling are based on the needs of the student(s). Parents, teachers, and staff may refer a student for counseling services. Additionally, support is provided for students with immediate concerns. Indirect services are provided on behalf of a student.

### **DIRECT:**

- Classroom lessons, small group sessions, individual sessions
- Orientations programs for new and transitioning students
- Academic advisement and individual planning
- Individual age-appropriate career education
- Guidance and Vocational decision-making
- responsive services such as obstacles to learning, family/peer concerns, social/emotional needs, crisis counseling, conflict resolution consultation, and referrals.

### **INDIRECT:**

- consultations with teachers and or parents
- referrals
- decision making teams, such as: Section 504, RTI (Response to Intervention) ELL (English Language Learners),
- Leadership
- Positive Behavioral Intervention Support
- Retention
- Handbook Committee.

**ADMINISTRATIVE:**

- Coordination of Programs and Data Input, such as: Parental Involvement, Positive Behavior Supports, Advanced Placement, Gifted & Talented, ELL, RTI, Section 504, Student Success Plans, Master Schedules, State Assessments
- Chairing Committees and Meetings
- Duties such as supervising students in common areas such as the hallways, cafeteria, playground, and bus lines.

**CLASSROOM LESSONS:**

The School counselor conducts weekly classroom guidance lessons that address social emotional learning and individual growth.

**Suicide Prevention**

Act 190 states that comprehensive school counseling programs have strategies and protocols to identify and help students at risk for suicide as well as protocols for responding to death by suicide. All certified staff periodically receive suicide awareness training, which includes identifying risk factors, appropriate response to students, and a referral to the school counselor or other mental health professionals. Students in grades kindergarten through fourth grade receive suicide prevention services through classroom guidance lessons covering the topics of stress management, conflict resolution, and communication skills. Students in grades fifth through eighth receive classroom guidance on suicide prevention. The lessons are generated from Youth Suicide Prevention 101. Students are taught about the symptoms of anxiety, depression, and stress, as well as suicide risk factors, warning signs to look for, and how to reach out for help for themselves and others.

**Bullying Prevention**

Act 190 states that the comprehensive school counseling programs provide strategies, protocols and staff training on recognizing bullying behaviors, responding to bullying, assisting students who are targets of bullying, and empowering students to become upstanders for targeted students. The Imboden Area Charter School District has a policy addressing bully prevention in the student handbook. Additionally, all certified staff periodically receive training regarding bullying prevention. All students in grades kindergarten through 8th grade participate in classroom guidance lessons that address bullying and bullying prevention.



# Section 4

## Accountability

At Imboden Area Charter School, the School Counselor reflects on and evaluates the comprehensive counseling program to ensure that we are meeting the needs of our students and that we can identify how our students have changed due to the interventions implemented by the program. The Counselor may use the following tools for assessing and sharing the results of the comprehensive school counseling program.

### **Tools for Evaluating:**

- Feedback from provision of curriculum or programs (participation, Mindsets and Behavior, along with outcome results)
- Feedback from small groups (surveys, participation or process data, student outcomes)
- Surveys from parents, students, community members, and/or educators
- School counseling program self-assessment
- School counselor TESS
- School counselor reflections
- Review of goal setting action plan results

### **Tools for Sharing Results:**

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

### **School Counselor Reflection:**

- Data will be analyzed for the 2023-2024 school year and goals will be adjusted/set for the 2024-2025 school year based on information learned through this information.
- Bi-weekly meeting data will be entered into a shared document analyzed to determine if the data currently gathered show progress or additional steps needed to reach/maintain goal,
- Action plans will be created based on the ongoing data. Graphical representation of progress from the 2023-2024 school year will be created and presented to the Director and Board.
- Counselor and administrators will reflect on progress toward the goal, determination will be made whether desired outcomes were achieved, to continue with current goal, or possible new actions steps to implement to achieve desired results.

## Section 5

### Appendix

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

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf>  
[TheSchoolCounselorandComprehensiveSchoolCounselingPrograms](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf)

[https://www.schoolcounselor.org/asca/meia/asca/PositionStatements/PS\\_ComprehensivePrograms.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf)

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

[https://www.nacacnet.org/globalassets/documents/publications/research/2018\\_soca/soca18.pdf](https://www.nacacnet.org/globalassets/documents/publications/research/2018_soca/soca18.pdf)

**Measuring the Impact of School Counselor Ratios on Student Outcomes**

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

### **The School Counselor and Academic Development**

<https://www.schoolcounselor.org/Standards-Positions/Positions-Statements/ASCA-Position-Statements/The-School-Counselor-and-Academic-Development>

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

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

### **The Economic Value of Social and Emotional Learning**

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

### **ASCA Position Paper – The School Counselor and Trauma-Informed Practice**

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_TraumaInformed.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_TraumaInformed.pdf)

### **The School Counselor and Mental Health**

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_SocialEmotional.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf)

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

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

## **Glossary**

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

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

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

**Advocacy-** is the process of identifying underrepresented students and supporting them in their efforts to reach their highest potential as well as actively supporting

the profession of school counseling and supporting policies that promote student success.

**Calendars:** are maintained by school counselors and are distributed to educators, students, and parents regularly. Planning, visibility, and credibility are enhanced by effective use of an annual school counseling program calendar, monthly calendars, and a weekly calendar.

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

**Chairing:** includes presiding over meetings and committees.

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

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

**Consultation:** is used to provide school counseling feedback and support while communicating with educators and stakeholder's student problems and needs.

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

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

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

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

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

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

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

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

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

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

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

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

**Mission Statement:** outline steps to accomplish the vision. They identify the who, what, how, and why for students. Mission statements must be aligned with the mission of the school system within which the program operates.

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

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

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

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

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

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

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

**Risk analysis:** is the procedure identified in the Standard Operating Procedures and is based on the review of comprehensive school counseling plans that are posted on district websites as well as other district data and technical assistance needs. Support is provided to districts based on multi-tiered identified risks.

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

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

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

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

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

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

## REFERENCES

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

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

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

Division of Elementary and Secondary Education Guidance and School Counseling  
<http://www.araksased.gov/divisions/learning-services/guidance-and-school-counseling-resources>

American School Counselor Association  
<http://www.schoolcounselor.org>

Arkansas School Counselor Association

<https://www.arschoolcounselor.org/home/home>

Arkansas Counseling Association

<http://www.arcounseling.org>

College Board Counselor Resources

<https://professionals.collegeboard.org/guidance/counseling/counselor-resources>

ACT Counselor Resources

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

RTI Arkansas

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

## **ACKNOWLEDGEMENTS**

### **ACT 190 The School Counseling Improvement Act of 2019**

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

Section 3. Arkansas Code Title 6, Chapter 18, Subchapter 10, is 35 repealed.

Subchapter 10- Public School Student Services Act

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

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

This subchapter shall be known and may be cited as the “School Counseling



Improvement Act of 2019”.

**6-18-2002. Definitions.**

As used in this subchapter:

(1) “Administrative activities” means activities that are not directly related to the comprehensive school counseling plan and are absent of any direct student services or interactions.

(2) “Direct services” means services that are provided through face-to-face contact with students, including without

Limitation:

(A) Regular classroom guidance limited to forty-minute class sessions, not to exceed three (3) class sessions per day and not to exceed ten (10) class sessions per week;

(B) Individual and group counseling;

(C) Responsive services on behalf of students whose immediate personal concerns and problems put the student’s academic, career, or social and emotional development at risk, including administration of a risk-assessment; and

(D) Interventions for students that are:

(i) At risk of dropping out of school; or

(ii) Exhibiting dangerous behaviors, such as drug use, self-harm, or gang activity; and

(3) “Indirect services” means consultations between a student, a parent or legal guardian, school staff, and community agencies concerning a student’s academic, career, and social and emotional needs.

**6-18-2003, Comprehensive school counseling program and plan framework**

(a) Each public school district shall:

(1) Develop and implement a comprehensive school counseling program that ensures student services are coordinated

(2) Have a written plan for a comprehensive school counseling program that:

(A) Is implemented by an Arkansas-certified school counselor, a counseling serving under an additional licensure plan, or a school employee acting as a school counselor under a waiver granted under § 6-15-103(c);

(B) Utilizes state and nationally recognized counselor frameworks;

(C) Is reviewed annually and updated as needed by the school counselor in collaboration with the building administrator and other stakeholders;

(D) Is systemically aligned to kindergarten through twelve (K-12) within the public school district; and

(E) Contains the following four (4) components of a comprehensive school counseling program:

(i) Foundation, which includes without limitation:

- (a) Vision statements;
- (b) Mission statements; and
- (c) Program goals;

(ii) Management, which utilizes assessments and other data to develop, implement, and evaluate a comprehensive school counseling program

(iii) Delivery, which focuses on direct and indirect services through the implementation of a comprehensive school counseling program; and

(iv) Accountability, which ensures regular analysis of the comprehensive school counseling program that is provided.

(b) The comprehensive school counseling program required under subsection (a) of this section shall:

(1) Guide students in academic pursuits, career planning, and social and emotional learning;

(2) Follow the comprehensive school counseling program guidance provided by the Department of Education;

(3) Include goals that are developed annually based on the vision and mission statements that are shared by the stakeholders to ensure equitable access to opportunities for all students; and

(4) Identify student needs through a multilevel school data review that includes without limitation:

(A) Data analysis;

(B) Use-of-time data review;

(C) Program results data; and

(D) Communication and contact with administrators, parents, students, and stakeholders

### **6-18-2004, Comprehensive student services.**

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

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

(2) Direct and indirect services may be provided in collaboration with other school personnel and without limitation:

(A) Intervening with students who are at risk of dropping out of school to determine if there is a way to keep at-risk students in school;

(B) Following-up with high school graduates;

(C) Providing orientation programs for new students and transferring students at each level of education;

(D) Providing academic advisement services including without limitation;

(i) Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;

(ii) Guiding a student along the pathways to graduation

(iii) Guiding a student in goal-setting experiences and course selection aligned with the student's post-secondary goals;

(iv) Addressing accelerated learning opportunities;

(v) Addressing academic deficits and the accessibility of resources;

(vi) Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and review a student's plan of study; and

(vii) Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities;

(E) Providing a career planning process that includes without limitation:

(i) Guidance in understanding the relationship between classroom performance and success in school and beyond;

(ii) The provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;

(iii) Guidance in understanding the advantages of completing career certifications and internships;

(iv) Interpretation of augmented, criterion-referenced, or norm-referenced assessments for students and parents;

(v) The provision of information to a parent or legal guardian, such as through workshops on preparing for college, financial aid, and career opportunities and;

(vi) Encouragement to a parent or legal guardian to support partnerships in his or her student's learning and career planning processes;

(F) Providing social and emotional skills designed to support students, including without limitation programs:

- (i) To promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making;
  - (ii) To improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment;
  - (iii) To develop conflict-resolution skills;
  - (iv) To prevent bullying that include without limitation:
    - (a) Training programs for school employees regarding how to recognize bullying behaviors;
    - (b) Protocols for responding to bullying that is occurring in the school;
    - (c) Strategies that support a student who is being bullied; and
    - (d) Strategies that help a bystander speak out against bullying; and
  - (v) To address age-appropriate suicide awareness and prevention through:
    - (a) Strategies that help identify a student who is at risk for suicide;
    - (b) Strategies and protocols that help a student who is at risk for suicide; and
    - (c) Protocols for responding to a suicide death; and
  - (G) Serving as a contributing member of decision-making teams, which include without limitation:
    - (i) Teams that are convened under Section 504 of the Rehabilitation Act of 1973, Pub L. No. 93-112
    - (ii) Response-to-intervention teams;
    - (iii) English Language Learner programs;
    - (iv) Parental involvement or family engagement programs;
    - (v) Positive behavioral intervention support programs; and
    - (vi) Advanced placement and gifted and talented programs
- (c)(1) Administrative activities performed by a school counselor shall not exceed more than 10 (10%) percent of the school counselor's time spent working during student contact days.
- (2) Administrative activities provided by a school counselor in collaboration with other school personnel without limitation:
- (A) Coordinating state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs;
  - (B) Developing master schedules
  - (C) Coordinating of:

- (i) Teams convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
  - (ii) Response-to-intervention teams;
  - (iii) English Language Learner programs;
  - (iv) Parental involvement or family engagement programs;
  - (v) Positive behavioral intervention support programs; and
  - (vi) Advanced placement and gifted and talented programs; and
- (D) Monitoring students in common areas such as the cafeteria, hallway, playground and bus lines.

### **6-18-2005. Monitoring and Support.**

(a) Each public school district is responsible for posting its annual comprehensive school counseling plan on the district website under state required information.

(b)(1) Beginning with the 2020-2021 school year, the Department of Education shall monitor each public school district to ensure implementation and compliance with this subchapter.

(2) Failure by a public school district to comply with this subchapter is a violation of the Standards for Accreditation of Arkansas Public Schools and School Districts.

(c) The department shall:

- (1) Employ at least one (1) individual who is certified as a school counselor;
- (2) Provide a multilevel system of support to public school districts to assist in complying with the requirements of this subchapter; and
- (3) Provide guidance and technical assistance to public school districts in order to support equitable access to public school counseling services.

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

<http://www.arkleg.state.ar.us/SearchCenter/Pages/SearchResults/.aspx?guid=e44c40ff-22f8-4a36-969e-45680fe1ea8&Source=>

<http://www.arkleg.state.ar.us/SearchCenter/Pages/historicalact.aspx&sessions=2019R&chamber=All&act=190>

