

# IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT

Comprehensive Professional School Counseling Plan  
2020-2021



Title	Page
Section One	3
Roles and Best Practices	4
Introducing the ASCA Model	6
School Counselor Advocacy	7
Implementation of a School Counseling Program	8
The ASCA Model	9
Section Two	13
Izard County School Teams	14
Beliefs and Adherence	15
Program Goals	16
Vision and Mission Statement	17
Section Three - Delivery	18
Section Four - Accountability	19
Section Five – Appendix	20

# Table of Contents

Title	Page
Glossary of Terms	23
References	29
ACT 190 – The School Counseling Improvement Act of 2019	31

# Section One

Izard County Consolidated School counselors provide a thoughtfully planned program to help students meet their fullest potential academically, socially, emotionally, and in career exploration. The role of the school counselor is broad and requires expertise in multiple topics.

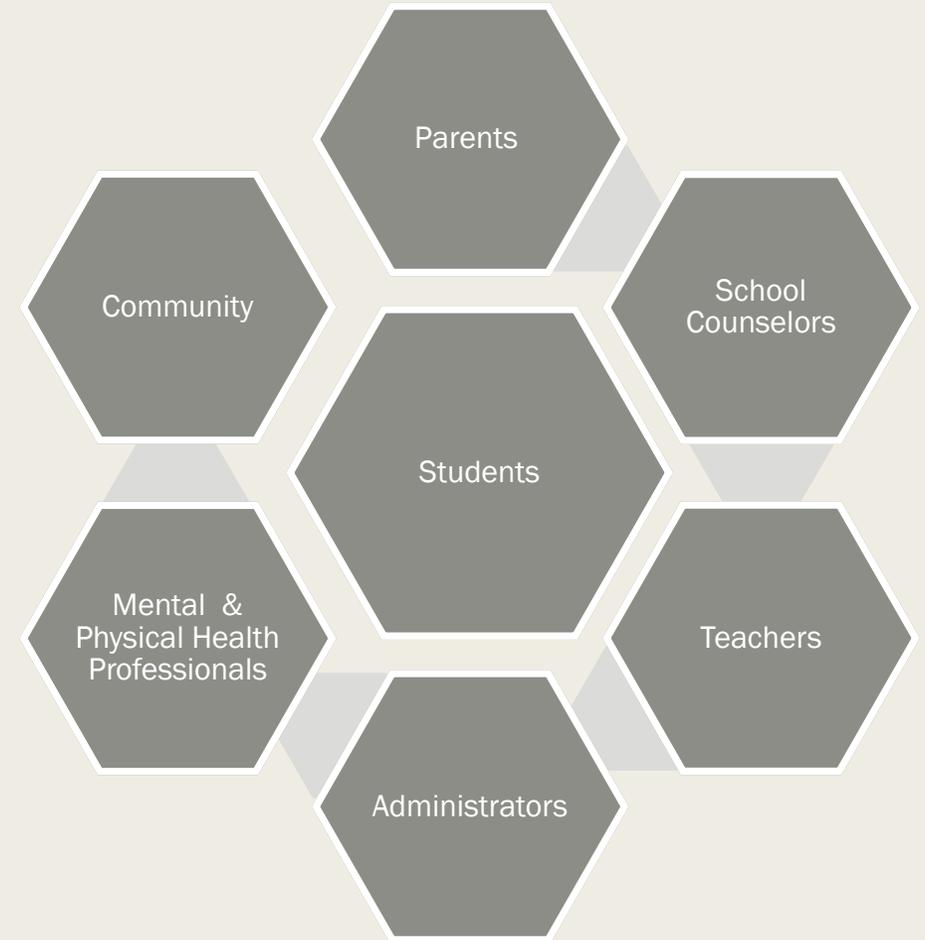
This manual has been adopted as a guide for Izard County Consolidated School counselors to develop and personalize for use at not only each school building, but also the school district as a whole. This plan includes information about legislation regarding comprehensive school counseling, shares the American School Counselor Association Model including the mindsets and behaviors, and includes the Arkansas Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling.

The American School Counselor 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.”

Izard County Consolidated School counselors 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 and Best Practices

Professional school counseling programs are comprehensive in nature. They include planning, management, implementation, delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include students, parents, teachers, professional school counselors, administrators, mental health professionals, health professionals, and community.



# Roles and Best Practices

Izard County Consolidated School Counselors 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, guides school counselors in developing and implementing a comprehensive school counseling program that enhances learning for all students.

Access to school counselors helps students develop the mindsets and behaviors needed for academic, career, and personal success. A comprehensive counseling program is not only planned and intentional; but also based on data-driven decision making. It is based on four components: foundation, management, delivery, and accountability.

# Introducing the ARSCA National Model

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

The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs to promote students' success. The model provides a framework for the program components, the school counselor's role in implementation, and the underlying themes of leadership, advocacy, collaboration and systemic change. Program components are focused on achieving results. Today's school counselors are leaders, advocates, systemic change agents and collaborators.

# School Counselor Advocacy

Izard County Consolidated School counselors conduct ongoing professional development to inform and educate school staff, students, parents, and community stakeholders about the comprehensive school counseling program.

Nationwide, 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 tremendous impact school counselors have in helping students achieve sc

Link to additional information:

[https://www.schoolcounselor.org/school-counselors-members/about-asca-\(1\)/national-school-counseling-week](https://www.schoolcounselor.org/school-counselors-members/about-asca-(1)/national-school-counseling-week) hool success and plan for a career.

# Implementation of a Professional School Counseling Program

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit.

# The ASCA Model is:

## Comprehensive in Scope

- A comprehensive school counseling program will focus a multi-tiered approach for all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

## Preventative 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.

# The ASCA Model Is:

## Developmental in Nature

- School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support 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.

# The ASCA Model Is:

## An Opportunity for Leadership

- School counselors serve as leaders who are engaged in change 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 found among all students. School counselors become effective leaders by collaborating with other professionals in the school to influence systemic change, and by implementing school reforms and participating in 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.

# The ASCA Model Is:

## Collaboration and Teaming

- Through their leadership, advocacy, collaboration, counseling 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. 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 the 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. This may include collecting and analyzing data to identify achievement gaps. School counselors create effective working relationships among students, professional and support staff, parents, 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, students' 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 school counselors.

# Section Two

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.

This section of the manual offers an outline for a comprehensive school counseling program. You will find best practice examples and templates that can be customized for implementation at your school in the accompanying Toolkit which is organized according to the ASCA National Model framework, and Act 190 - The Comprehensive School Counseling Act of 2019.

## Your Professional School Counselors

### Izard County Elementary School

- ❖ Kensey Wheat, National Board Certified

### Izard County

### Middle and High Schools

- ❖ Carol Burke, Licensed Associate Counselor

## Other Supportive School Personnel

- Superintendent
  - Principal(s)
- Assistant Principal(s)
  - Nurse
- Special Education Teachers
  - Speech Therapist
  - Dyslexia Specialist
- Mental Health Professionals
  - Administrative Assistants
  - School Resource Officers

# Beliefs and Adherence

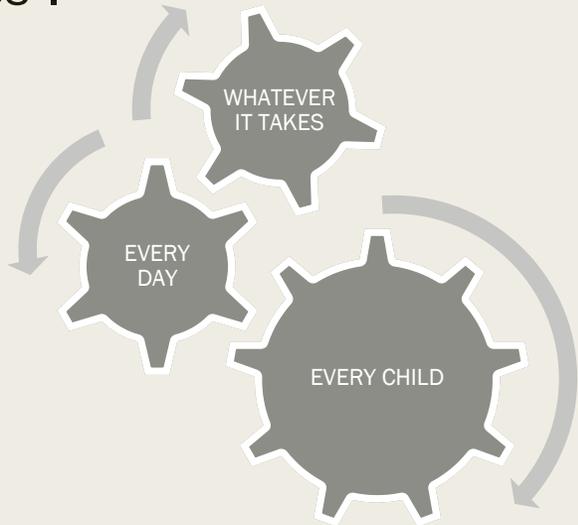
- We as counselors for Izard County Consolidated Schools, BELIEVE that all students have a right to a quality education in a safe and supportive learning environment. Also, students have a right to services that support academic, career, and personal/social growth; a right to be treated with dignity, and a right to a professionally credentialed school counselor who is an advocate for all students.
- We as counselors for Izard County Consolidated Schools, ADHERE by the Ethical Standards of the American School Counseling Association (ASCA) and the Arkansas Code of Ethics for Educators.

# Program Goals (SMART)

- SPECIFIC - We will work to increase attendance by 1% over the 2020/2021
- MEASURABLE- We will utilize attendance reports from cycle reporting from eSchool
- ACHIEVABLE – We feel this goal is reachable through awareness and positive reinforcement
- RESULTS FOCUSED-We believe this is an attainable goal through a group effort including the staff members who support our comprehensive counseling program.
- TIME BOUND – This goal is for the 2020-2021 school year with blended and remote learning, This will be evaluated by the end of May 2021.
  
- Through this goal, we hope to foster independence and responsibility while students interact in a safe environment, thus leading to a more productive and self-sufficient adulthood.

## Vision Statement

Izard County Consolidated School counselors are the advocate of the students in an environment of educational excellence that embraces "Every child, every day, whatever it takes".



## Mission Statement

Izard County Consolidated School counselors help to provide a safe and nurturing environment in which a child can learn. In partnership with home, school, and community, our school district will foster not only academic success but also good citizenship skills. We are committed to challenging each student to meet his or her potential and cultivating life-long learners.

# Section Three – Delivery

## Direct Counseling

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

## Indirect Counseling

Consultation, Referrals, Decision Making Teams such as Section 504, Response to Intervention, English Language Learners, Leadership, Positive Behavioral Intervention Support, coordination of on site mental health provider services

## Administrative Services

Data input, positive behavioral supports, Advanced Placement and Gifted and Talented, Student Success Plans, State Assessments, and other duties assigned

# Section Four

## Accountability

### For the Students

- Counselors reflect on and evaluate the comprehensive counseling program to ensure that we are meeting the needs of our students.
- Can we identify how our students have positively changed due to the interventions of the program.

## Tools for Evaluating

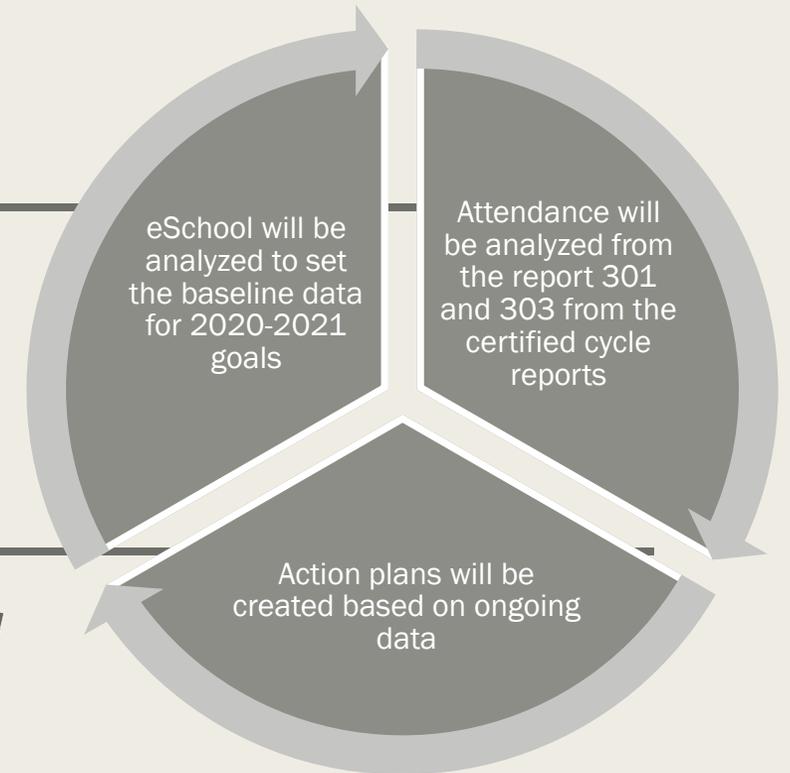
### What will we use for measurement?

- Feedback from curriculum and programs
- Feedback from student, parent, community, and/or faculty and staff surveys
- School counseling self-assessment
- School counselor TESS
- School Counselor Reflections

## Tools for Sharing Results

### How will they know?

- School board meetings
- Press releases through printed and social media
- School website



# Section Five- 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>

The School Counselor and Comprehensive School Counseling Programs

[https://www.schoolcounselor.org/asca/media/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\\_socal/](https://www.nacacnet.org/globalassets/documents/publications/research/2018_socal/)

University of Massachusetts Amherst Paving the Road to College: How School Counselors Help Students Succeed

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

Effectiveness of School Counseling

<https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdfsoca18.pdf>

Measuring the Impact of School Counselor Ratios on Student Outcomes

<https://www.schoolcounselor.org/asca/media/asca/Publications/EffectivenessRatiosOutcomesResearchReport.pdf>

Exploring the Career and College Readiness of High School Students Serviced by RAMP and NonRAMP School Counseling Programs in North Carolina

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

Promoting Positive Youth Development Through School-based Social and Emotional Learning Interventions: A Meta-analysis of Follow-up Effects <https://casel.org/2017-meta-analysis/>

The Economic Value of Social and Emotional Learning

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

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

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

ASCA Position Paper - The School Counselor and Social/Emotional Development 22

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

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

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

The School Counselor and Mental Health

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

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

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

# Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Risk analysis** is the procedure identified in the Standard Operating Procedures and is based on the review of comprehensive school counseling plans that are posted on district websites as well as other district data and technical assistance needs.

**Support** is provided to districts based on multi-tiered identified risks.

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

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

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

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

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

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

# References

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

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

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

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

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

Division of Elementary and Secondary Education Guidance and School Counseling  
<http://www.arkansased.gov/divisions/learningservices/guidance-and-school-counseling/professional-school-counseling-resources>

American School Counselor Association

<https://www.schoolcounselor.org>

Arkansas School Counselor Association

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

Arkansas Counseling Association

<http://www.arcounseling.org>

College Board Counselor Resources

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

ACT Counselor Resources

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

RTI Arkansas

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

# ACT 190 The School Counseling Improvement Act of 2019

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

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

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

Subchapter 10 - Public School Student Services Act

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

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

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

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

As used in this subchapter:

- (1) "Administrative activities" means activities that are not directly related to the comprehensive school counseling plan and are absent of any direct student services or interaction;
- (2) "Direct services" means services that are provided through face-to-face contact with students, including without  
Limitation:
  - (A) Regular classroom guidance limited to forty-minute class sessions, not to exceed three (3) class sessions per day and not to exceed ten (10) class sessions per week;
  - (B) Individual and group counseling;
  - (C) Responsive services on behalf of students whose immediate personal concerns and problems put the student's academic, career, or social and emotional development at risk, including the administration of a risk-assessment; and

(D) Interventions for students that are:

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

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

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

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

(a) Each public school district shall:

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

in a manner that provides comprehensive support to all students; and

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

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

(B) Utilizes state and nationally recognized counselor frameworks;

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

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

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

- (i) Foundation, which includes without limitation:
  - (a) Vision statements;
  - (b) Mission statements; and
  - (c) Program goals;
- (ii) Management, which utilizes assessments and other data to develop, implement, and evaluate a comprehensive school counseling program;
- (iii) Delivery, which focuses on direct and indirect services through the implementation of a comprehensive school counseling program; and
- (iv) Accountability, which ensures regular analysis of the comprehensive school counseling program that is provided.

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

- (1) Guide students in academic pursuits, career planning, and social and emotional learning;
- (2) Follow the comprehensive school counseling program guidance provided by the Department of Education;

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

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

(A) Data analysis;

(B) Use-of-time data review;

(C) Program results data; and

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

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

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

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

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

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

(B) Following-up with high school graduates;

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

(D) Providing academic advisement services, including without limitation:

(i) Developing an individual planning system to guide a student to access and monitor the student's own

educational, career, and social and emotional progress;

(ii) Guiding a student along the pathways to graduation;

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

(iv) Addressing accelerated learning opportunities;

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

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

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

- (E) Providing a career planning process that includes without limitation:
- (i) Guidance in understanding the relationship between classroom performance and success in school and beyond;
  - (ii) The provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;
  - (iii) Guidance in understanding the advantages of completing career certifications and internships;
  - (iv) Interpretation of augmented, criterion-referenced, or norm-referenced assessments for students and parents;
  - (v) The provision of information to a parent or legal guardian, such as through workshops on preparing for college, financial aid, and career opportunities; and
  - (vi) Encouragement to a parent or legal guardian to support partnerships in his or her student's learning and career planning processes;
- (F) Providing social and emotional skills designed to support students, including without limitation programs:
- (i) To promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making;
  - (ii) To improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment;
  - (iii) To develop conflict-resolution skills;

(iv) To prevent bullying that include without limitation:

(a) Training programs for school employees regarding how to recognize bullying behaviors;

(b) Protocols for responding to bullying that is occurring in the school;

(c) Strategies that support a student who is being bullied; and

(d) Strategies that help a bystander speak out against bullying;

and

(v) To address age-appropriate suicide awareness and prevention through:

(a) Strategies that help identify a student who is at risk for suicide;

(b) Strategies and protocols that help a student who is at risk for suicide; and

(c) Protocols for responding to a suicide death; and

(G) Serving as a contributing member of decision-making teams, which include without limitation:

- (i) Teams that are convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
- (ii) Response-to-intervention teams;
- (iii) English language learner programs;
- (iv) Parental involvement or family engagement programs;
- (v) Positive behavioral intervention support programs; and
- (vi) Advanced placement and gifted and talented programs.

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

(2) Administrative activities provided by a school counselor in collaboration with other school personnel include without limitation:

- (A) Coordinating state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs;
- (B) Developing master schedules;
- (C) Coordinating of:
  - (i) Teams convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
  - (ii) Response-to-intervention teams;

- (iii) English language learner programs;
  - (iv) Parental involvement or family engagement programs;
  - (v) Positive behavioral intervention support programs;
  - (vi) Data entry; and
  - (vii) Advanced placement and gifted and talented programs; and
- (D) Monitoring students in common areas such as the cafeteria, hallway, playground, and bus lines.

**6-18-2005. Monitoring and support.**

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

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

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

(c) The department shall:

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