

Table of Contents

Contents

- Vision - Mission - Beliefs2
 - School Counseling Program Vision Statement**.....2
 - School Counseling Program Mission Statement**2
 - School Counseling Program Beliefs**2
- The Role of the School Counselor3
 - Direct Counseling Services**.....3
 - Indirect Counseling Services**5
 - Administrative Activities**6
- Career Planning Activities.....15
 - Charleston Elementary School.....15
 - Charleston Middle School15
 - Charleston High School15
- Annual Student Outcome Goal Plan**16
- School Profile18
- APPENDIX20
- Anti-Bullying21
- Self Audit.....22

Vision - Mission - Beliefs

School Counseling Program Vision Statement

The vision of the Charleston School District School Counseling Program is for all students to be college and/or career ready. Support will be given to all students as they strive to reach their fullest educational potential in the areas of academic, career and personal/social development. The Charleston Public School counselors will commit to building a school counseling program that encourages all students to successfully manage their lives as healthy, responsible, and productive citizens who respect themselves and others.

School Counseling Program Mission Statement

The mission of the Charleston School District is to provide high quality, comprehensive school counseling services with equal access to all students. Our programs are designed to assist all students in their quest to develop and enhance their academic, social, career, and personal strengths in order to become responsible and productive citizens. In collaboration with other educators, parents/guardians, and the community, school counselors strive to ensure that all students at Charleston Public Schools develop the skills, knowledge, and understanding necessary to be successful in our changing society.

School Counseling Program Beliefs

All school counselors at Charleston Public Schools believe:

- All children are unique and should be treated with respect and dignity
- Every student can succeed
- Learning is a lifelong process
- All students have a right to a safe and supportive learning environment
- School counselors are advocates for every student

The Role of the School Counselor

PROGRAM DELIVERY

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Guided by the Arkansas School Counseling Improvement Act of 2019, 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. Administrative activities performed by a school counselor shall not exceed more than ten percent (10%) of the school counselor's time. The following is a list of counselor involvement areas:

Direct Counseling Services

The Charleston Public Schools Comprehensive Counseling Program ensures counselors meet directly with students to provide:

- **Classroom Lessons**
 - Developmentally appropriate
 - Developed from the goals identified in the school or district along with district initiatives
 - Address the components of the School Counseling Improvement Act of 2019
 - 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.
 - Based on specific competencies in academic, social/emotional, and/or career domains
 - Determined by data derived from needs assessments, surveys, and/or school or district initiatives
- **Individual and group counseling**
 - Are based on student needs
 - Identified through data review
 - Meet as needed
 - Require follow-up to ensure students are continuing to develop the skills taught in the small group
 - Meet with students at risk of dropping out of school
- **Responsive services**

Charleston Schools also provide individual and group counseling services to students as needed. These services are provided to students with immediate concerns in academic, career, or social and emotional development being at risk or based upon referrals from teachers, parents, school based mental health personnel, school administrators, or themselves. Some of the topics and services included in Direct Counseling are described below:

1. Social And Emotional Skill Development

Through the G.U.I.D.E. for Life program in addition to various other platforms, the district will promote positive essential social/emotional skill building helping promote cultural and social awareness, positive communication and relationship skills, and responsible decision making. Emphasis will be placed on ASCA Mindsets and Behaviors for Student Success and the G.U.I.D.E. for Life program.

2. Orientation/Transition Programs

Orientations are held at various times of the year throughout the district for students and parents. This is done to help students and parents make a smoother transition from when moving between building settings. It allows all stakeholders to learn about the procedures, expectations, and services available at each level to facilitate a successful year.

3. Academic Advisement and Individual Planning

Academic advisement begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to help students develop short and long-term goals for educational decision-making. This includes selecting courses designed to help students prepare

for college- and career- plans. Counselors and teachers teach students about the relationship between school and classroom performance and their future college or career aspirations. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas. Students are given guidance in understanding the advantages of career certifications and Internships. Students in eighth grade will have an individualized Student Success Plan which will be updated each year.

4. Career and Vocational Decision Making

Career and vocational skills are addressed at all levels throughout the district. At the elementary level, career focus is placed on introduction to the career world with a focus on soft skills. As students enter middle school, learning inventories focus on how the students learn best and interest inventories evaluate their likes and how it relates to specific careers. At this level, students take Career Development and have a more comprehensive understanding of the relationship between academics, interests, and careers. At the secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning. They help students develop four-year plans so that students have a map for high school coursework. Information on post-secondary opportunities and institutions and alternative career programs are shared with students. Students gain an understanding of the advantages of completing career certifications and internships. Counselors advise students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities. Counselors provide interpretation of augmented, criterion-referenced, or norm-referenced assessments for students and parents. Access to college representatives and a FAFSA/Financial Aid workshop is provided for parents and students at the high school level. School counselors work collaboratively with other educators to support the implementation of Student Success Plans by meeting with students and discussing options.

5. Student Success Plans

Student Success Plans are a personalized education plan intended to assist students with achieving readiness for college, career, and community engagement. The Student Success Plan is a live document that is annually updated collaboratively with school personnel, parents and the student to insure the overall success of the student to graduate ready for postsecondary opportunities. The Student Success Plan addresses preparation for college, career and community engagement. An Interest inventory and skills assessment provides our schools with multiple measures of student academic achievement and growth to assist with development of the Student Success Plan. Access to survey tools in grades 8-12 provide students insight into their personal strengths, aptitudes, and interests. This information fosters a better transition from high school to an occupational and academic future that will meet their personal needs and work values. To support this process, the Arkansas Department of Education (ADE) is providing access to a College and Career Readiness Tool (CCR Tool) for Arkansas students in grades 8-12. Charleston schools will be using software called Xello to facilitate our Student Success Plans.

6. Bullying Prevention

Professional development is provided to district staff, and school counselors serve as support for school employees on how to recognize bullying behaviors. Students are shown how to develop skills to move from "bystanders" to "upstanders" and how to reach out for help when they see when bullying is occurring through classroom lessons, group counseling, and individual counseling. Counselors work with students who bully, those who are the target of bullying behaviors, and those who witness such behavior. See anti bullying form in Appendix

7. Suicide Prevention

Every two years, suicide prevention training is presented to teachers and staff members. School counselors provide age appropriate suicide awareness and prevention guidance to all students every school year. If any employee has reason to believe, either by virtue of direct knowledge or a report from another person, that a person is in any danger of harming him/herself, that employee

is to report the situation to the principal and/or counselor. If the person has threatened or has displayed alarming warning signals, appears to have a plan, or is in imminent danger and requires intervention, counselors will assess the situation and notify the student's parent(s) or guardian. Consultation with School Based Mental Health and/or Mobile Assessment may be used as needed. Parents will be provided with referral sources, and failure of parents to provide professional support may result in school officials reporting negligence to the DHS. Confidentiality shall be maintained throughout these procedures unless the safety of the student is at stake. A visual flow chart is available in the appendix.

8. Interventions and Drop-out Prevention

Charleston School District has implemented various strategies to prevent student failure and dropout. Strategies include but are not limited to:

- Enforcing attendance and truancy policies
- Fostering school climates that promote positive relationships
- Providing early identification and remediation of academic failures
- Providing special services as needed
- Providing homebound tutoring and instruction for students with long-term illnesses
- Establishing alternative programs
- As students leave Charleston Schools, a school designee collects exit information and requires verification of the student's on-going education.

9. Follow-up with Graduates

Charleston School District follows-up with graduates through a Senior Exit Survey form completed prior to graduation.

Indirect Counseling Services

The Charleston Comprehensive School Counseling Program ensures counselors provide indirect services on behalf of a student, and are typically consultative, referral-based, or in the role of contributing member of a decision-making team. The following are some of the Indirect Services provided by the counselors:

1. Consultation

Consultation in school counseling programs occur on behalf of a student. Teachers use counselors as a resource, seeking consultation on specific student's problems and on general issues. A major part of the counselor's role is to collaborate with teachers and parents. Consultation may involve:

- Interactions with parents, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom counseling curriculum
- Interpreting student information, such as results of standardized tests for students and team members
- Consulting regularly with other specialists (e.g., SBMH therapists, case managers psychologists, representatives from community agencies)
- Assist parents in accessing services their child needs through school and community resources.

2. Referrals

Counselors work 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 students and their families cope with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication. Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need may include:

- Identifying and assisting students and their parents with special needs by referring them to resources within the school.
- Maintaining contacts with outside resources.
- Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues. The United Way
- Community Resources Guide is utilized and the district sponsors a Parent Center to help families in need of food and personal hygiene items.
- Developing a student referral system and following up on referrals. Counselors refer students to School Based Mental Health services.
- Refer students to the Alternative Learning Program as needed.
- Complete child maltreatment reports as needed.

3. Participate on Decision Making Teams

Counselors serve as a contributing member of decision-making teams to provide feedback and intervention support to students. Serving as a contributing member of teams such as:

- Students with special needs Individual Education Plan meetings
- Student Success Team-formerly Response-to-Intervention to help low performing and at-risk students.
- Section 504 Accommodation plan meetings
- Response to Intervention
- Positive Behavioral Intervention Support
- English Language Learners
- Parent involvement or family engagement
- Advanced Placement and Gifted and Talented
- Alternative Learning Environment placement
- Special education services placement/review meetings
- Disciplinary team
- Leadership Meetings
- School Improvement Plan
- Professional Learning Communities
- Attendance Committee

Administrative Activities

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of his/her time each, on student contact days, engaging in administrative activities. The following is a list of counselor administrative activities: The Charleston Public Comprehensive School Counseling Program designates the following administrative duties to the school counselors and varies by building. The Administrative Activities are:

- **Coordination of Programs and Data Input**
 - Such as:
 - State mandated assessments
 - Section 504
 - Developing master schedules and data entry
 - Scheduling students
 - Concurrent course grade entry
 - Report card and progress report processing and management
 - Vocational advisory council
- **Chairing Committees and Meetings**
 - Such as:
 - Section 504
 - Advanced Placement
 -

- **Duties**

- Supervising students in common areas such as the cafeteria and playground

ACCOUNTABILITY

School counselors reflect on and evaluate the comprehensive counseling program to ensure they are meeting the needs of their students and are able to identify how their students have changed due to the interventions of the program. The following tools will be used to assess the Charleston Public Schools' comprehensive school counseling program

- Use-of-Time calculator
- Surveys from parents, students, community members, and/or educators
- School counseling program self-assessment
- School counselor Teacher Excellence and Support System (TESS)
- School counselor reflections
- Review of goal setting action plan results

School counselors participate in an annual administrative conference where they meet with administrators to develop a collaborative overview of the school counselor's program and percent of time to be allotted to school counseling activities. This conference provides the opportunity to

- share information about the comprehensive school counseling program
- advocate for the comprehensive school counseling program
- show the impact it makes on students.

Sharing results of the data ensures that others are aware of and understand the process school counselors use to develop programs that support student success. Some of the tools used to share the results and to determine changes/updates to the comprehensive school counseling program are listed below..

- Presentations (school, district, parents, other stakeholders)
- Advisory Council: A representative group of stakeholders (Parent,staff, community, administration, students) who meet annually to review and provide input.
- Handouts
- Inclusion in school improvement plan if needed
- Data reports
- The following year's Comprehensive School Counseling Plan

School Counseling Annual Calendar

School: CHARLESTON ELEMENTARY SCHOOL

School Year: 2022-2023

Ongoing tasks

- Individual counseling
- Group Counseling on a needs basis
- Lunch groups
- School Improvement Plan committee
- 504 meetings
- IEP observations/SPED observations
- Referrals to Jumpstart (School-based mental health therapy)
- Identify homeless students
- Referrals to SOS (Supporting Our Students)
- Schedule new students
- Daily announcement notebook, with birthdays
- Professional development
- Monthly counselor meetings
- RTI Meetings and PLC Meetings
- Attend PTO meetings
- Implement Positive Behavior and Expectations building wide T.I.G.E.R. P.R.I.D.E.
- Morning greetings and Afternoon good-byes at bus line

July

- Attend ARSCA conference
- Upload into eSchool students with their primary homeroom teachers
- Upload into eSchool student schedules
- Introduce new students and their families to the CES campus as they enroll
- Coordinate the Rise and Shine schedule for the coming year
- Review ACT Aspire data and share with 3rd/4th grade teachers
- Professional Development

January

- Lifeskill- Passionate
- Coordinate The Great Kindness Challenge
- Monthly lessons with K-4 students
- MAPS testing 3rd/4th Grade students (possibly switching to Istation)
- Istation K-2
- Coordinate 100th Day of School

August

- Lifeskill- Trustworthy
- Open House/Meet the Teacher
- Introduction lessons with Kindergarten, 1st, 2nd, 3rd and 4th grades
- Student survey/needs assessment
- Assign students to Istation and print login cards
- Fill and organize the school supply cabinet
- Assign Accommodations in Istation
- Meet with Advisory Council
- Coordinate Ice Cream cost for CBG drawings w/ cafeteria and PTO
- Send home HAC login in letters

February

- Lifeskill- Responsible
- Parent/Teacher Conferences
- ACT Aspire Interim testing building coordinator
- Istation K-2
- Guidance Lessons K-4

September

- Lifeskill- Integrity
- Monthly guidance lesson w/ K-4 students
- Interim Progress reports
- Istation Testing K-2
- Parent/Teacher Conferences

March

- Lifeskill- Involved
- Guidance Lessons K-4
- Report cards
- Istation K-2
- Coordinate ACT Aspire breakfast with cafeteria
- Coordinate ACT Aspire Student Incentives

October

- Lifeskill- Great Attitude
- Monthly guidance lesson with K-4 students
- Coordinate Red Ribbon Week celebration
- Identify students for Helping Hands with the MS and HS counselors
- MAPS Testing 3rd/4th grades (possibly switching to Istation)
- Report cards
- DESE Fall Co-op meeting
- Istation Testing K-2 Students

April

- Lifeskill- Determined
- ACT Aspire Summative Test building test coordinator
- PNPs/Testing Accommodations
- Interim Progress reports
- Istation K-2
- ACT Aspire testing training with all test administrators
- ACT Aspire 3rd/4th Grade
- Guidance Lessons K-4
- Schedule 4th grade students to visit Middle School

November

- Lifeskill- Effort
- Connect Helping Hands families to sponsors
- NWArsCA Fall meeting
- Interim Progress reports
- Istation Testing K-2 students
- Monthly guidance lesson with K-4
- Food Drive

May

- Lifeskill- Encouraging
- Organize and open the Accelerated Reader store
- MAPS testing 3rd/4th grade (possibly switching to Istation)
- Istation K-2
- End of year guidance lessons K-4
- Report cards
- Meet with Advisory Council
- Kindergarten Screenings and parent interviews for upcoming kindergarten students
- Coordinate end of year CBG big drawing with PTO and Teachers
- 2nd Semester AR Store

December

- Lifeskill- Respectful
- Coordinate CBG big drawing items
- Coordinate Shop With a Cop
- Organize and open the Accelerated Reader Store
- Organize the Holiday Showcase and Caught Being Good Holiday drawing
- ACT Aspire Interim building test coordinator
- Report cards
- Istation testing K-2
- Monthly guidance lessons K-4
- Meet with Advisory Council
- Plan for 100th Day of school

June

- End of year reports
- Review data for Student Outcome Goal Plan
- Check permanent file to verify that test scores and report cards have been filed

School: CHARLESTON MIDDLE SCHOOL

School Year:2022-2023

Ongoing tasks

- Monthly Attendance Committee Meetings
- Monthly Counselor Meetings
- 504 meetings
- IEP observations
- Referrals to Jumpstart (School-based mental health therapy)
- Identify homeless students
- Schedule new students
- Individual Counseling
- Daily announcement notebook, with birthdays
- Professional development
- SOS Referrals

July

- ArSCA Conference
- Master Schedule/Student Schedules

January

- Report Cards/Honor Roll
- Coordinate PACE Assembly
- Coordinate S.A.G Activity - Xello
- Meet with 7th/8th Grade students

August

- Parent/Student Orientation
- Master Schedule/Student Schedules
- Work with teachers on word of the month schedule
- Review 504 plans with teachers
- Provide school supplies for students in need
- Update teachers on TAC

February

- Parent/Teacher Conferences
- Progress Reports
- Assessment Meetings
- Coordinate S.A.G Activity - Xello
- Meet with 7th/8th Grade students

September

- Parent/Teacher Conferences
- Progress Reports
- Coordinate S.A.G Activity - Xello
- Meet with 7th/8th Grade students

March

- Report Cards
- Coordinate S.A.G Activity - Xello
- Meet with 7th/8th Grade students
- Check grade averages for spring tryouts

October

- Fall Festival
- Red Ribbon Week
- Report Cards/Honor Roll
- DESE Fall Counseling Meetings
- Identify students for Ministerial Helping Hands
- Coordinate P.A.C.E. Assembly
- Coordinate S.A.G Activity - Xello
- Meet with 7th/8th Grade students

April

- Progress Reports
- ACT Aspire Building Coordinator duties
- Coordinate S.A.G Activity - Xello
- Meet with 7th/8th Grade students

November

- Progress Reports
- Coordinate S.A.G Activity - Xello
- Meet with 7th/8th Grade students
- APNA Survey

May

- Assist students in next year's course selection
- STEM Day
- 8th Grade Parent Orientation (Transitioning students to HS)
- President's Awards
- Coordinate P.A.C.E. Assembly
- Coordinate S.A.G Activity - Xello
- Meet with 7th/8th Grade students

December

- Coordinate S.A.G Activity – Xello
- Meet with 7th/8th Grade students
- Semester schedule changes

June

- Final Report cards/Honor roll
- Master Schedule for next year
- Input student course requests for next year
- Review data for Student Outcome Goal Plan

School: CHARLESTON HIGH SCHOOL

School Year: 2022-2023

Ongoing tasks

- Eschool
- File FINS petition/Diversions
- Attend Court
- Monthly Probation Officer Visits
- Monthly Counselor Meetings
- 504 meetings
- IEP observations
- Referrals to Jumpstart (School-based mental health therapy)
- Identify homeless students
- Schedule new students
- Ensure pertinent announcements are included on the morning reports
- Professional development
- SOS Referrals (Supporting Our Students)
- Individual Counseling
- Verifying past graduates for employment
- Providing transcripts to students, parents, colleges/universities
- School Improvement Plan Committee
- Assign students to Student Success Groups
- Oversee and create monthly activities for all Student Success Plan Groups
- Post/Advertise National ACT Registration Dates
- Display/Provide up-to-date admissions, scholarships, and housing information pertaining to colleges/universities, technical schools, etc.
- Overseeing NCAA/NAIA Eligibility for Prospective College Athletes
- Write letters of recommendations for college admission/scholarships

July

- ArSCA Conference
- Master Schedule/Student Schedules
- Update Transcripts for Summer Credit Recovery Students
- Identify/Schedule Credit Recovery Students
- Meet with Advisory Council to develop plans for fall semester, coordinate Parent Involvement and plan Community Connections Activity

January

- Update graduation credits check sheet for every student
- Print updated transcripts
- Print report cards
- Enroll Students/ Schedule Changes
- Determine Beta Club Students on Academic Probation
- Coordinate SSP activity
- Schedule UAFS Jr/Sr Visit
- Calculate GPA from previous two semesters to determine students eligible to attend/serve at annual Honors Banquet
- Confirm all seniors have CPR training
- Confirm all seniors have met Digital Learning requirement
- Confirm all seniors have taken the Citizenship test to fulfill Civics requirement
- Confirm seniors have Personal Finance requirement completed

August

- Enroll and provide new students and their families tours of the CHS campus
- Master Schedule/Student Schedules
- Provide backpacks and school supplies to students in need
- Identify students with needs
- Identify students needing glasses
- Help pack the first day of school envelopes which include National ACT flyers, etc.
- Provide faculty with directions regarding TAC
- Interpret each exchange student's foreign transcript to determine placement
- Attend Annual ATU Counselor Workshop
- Organize and/or display new ACT registration flyers, practice test booklets, waivers, etc.
- Advertise the availability of ACT waivers for 11th/12th grade students on free/reduced lunch
- Review 504 plans with teachers
- Send out fall Parent Newsletter

February

- Parent/Teacher Conferences
- Interim Progress Reports
- Schedule Chad Cargill ACT Prep Workshop
- Administer/Testing Supervisor for National ACT
- Coordinate U of A workshops for entire student body regarding time management and beginning with the end in mind as part of SSP activity
- Schedule appointments for seniors and their families with AR Rehab Services
- UAMS Career Connections Presentations
- Host ACT Prep Workshop
- Schedule and take all 10th grade students to UAFS campus for the WATC Next Step visit
- Attend School Improvement Plan Meeting
- Junior class meetings - Complete demographics for ACT answer documents and discuss importance of ACT
- AR Rehab Transition Fair

September

- Parent/Teacher Conferences
- Attend annual ArkACRAO Articulation Workshop
- Coordinate military recruiter visits
- Attend annual UAFS Counselor Workshop
- Interim Progress Reports
- Coordinate SSP activity related to Suicide Prevention Month
- Classroom visits - 9th grade
- 2-Day Senior Classroom Visits
- Determine new 10th grade students eligible for Beta Club membership
- Advertise area College Nights
- Attend ACT College & Career Readiness Workshop - U of A
- Classroom visit with UAFS to complete online registration
- Schedule College Recruiter Visits
- Administer/Testing Supervisor for National ACT
- Write Letters of Recommendation for College Admission/Scholarships for CHS students

March

- Order new ACT materials for upcoming school year
- Report Cards
- Coordinate SSP activity
- Meet with 9th/10th/11th students
- Coordinate the registration of Virtual Arkansas online classes for HS and concurrent credit-Ensure paperwork and applications are complete
- Create review schedule and ACT test administration schedule for the free ACT for all juniors
- Determine Honor Graduates and Distinguished Honor Graduates
- Administer make-up testing for junior ACT
- Oversee/Advertise/Provide application process to seniors for all local scholarships and coordinate with community members
- Attend ACT Aspire testing meetings with district test coordinator
- 9th-11th class visits to register students for next year's classes
- Check GPA for spring tryouts
- Identify 9th-11th students needing to take the Civics Exam

October

- Report Cards
- Honor Roll Report
- Identify Helping Hands
- Coordinate Red Ribbon Week
- Attend annual DESE Fall Co-op Meeting
- Coordinate SSP activity related to Bullying Prevention Month
-
- Administer/ Testing Supervisor for National ACT
- Attend Fall WATC Counselor/Principal Meeting at UAFS
- Administer PSAT/NMSQT
- Schedule senior meeting with Arkansas Rehabilitation Services
- Parent/Teacher Conferences
- 10th Grade Class Visits for identifying interests/determining careers

April

- Interim Progress Reports
- Assist students in next year's course selection
- Guide 9th-11th students through the process of documenting and updating community service hours
- Administer/Testing Supervisor for National ACT
- Complete PNPs for ACT Aspire
- School Improvement Meeting
- Plan and oversee the Honors Banquet with Mrs. Hicks, our business teacher
- ACT Aspire Summative Testing Building Test Coordinator
- Oversee scholarship interviews
- Work on master schedule changes for next year in Eschool
- Vocational Advisory Meeting with community members

November

- Attend NWArsCA Fall Meeting
- Interim Progress Reports
- Serve on/Attend School Improvement Mtg
- Classroom Visits - 11th Grade
- Schedule and oversee ASVAB test administration for all juniors
- Attend Beta Club Induction
- Schedule ASVAB Interp for juniors
- Coordinate SSP activity
- Oversee administration of APNA Survey
- Report to the educational coop the current status of last year's graduated seniors who were vocational completers

May

- Coordinate Graduation Ceremony
- Apply appropriate seals to diplomas
- Serve on Scholarship Committees
- Confirm Scholarship Offers from colleges/universities
- Confirm Beta Club Graduates
- Identify Vocational Completers
- Coordinate SSP activity
- 8th Grade Class Visits to register for 9th grade classes
- 8th Grade Parent Orientation - Speaking to parents/students about the transition to HS
- Identify Students for Summer Credit Recovery Program
- Administer AP exams, if needed

December

- Report Cards
- Administer/Testing Supervisor for National ACT
- Make Needed Student Schedule Changes for 2nd Semester
- Coordinate SSP activity-off
- Collect gifts purchased for Helping Hands recipients and deliver them to designated drop
- Meet with Advisory Council to develop plans for spring semester, coordinate Parent Involvement and plan Community Connections Activity

June

- Update graduation credits check sheet for every student
- Report Cards
- Honor Roll
- Print Updated Transcripts
- Apply appropriate seals and vocational completer seals to final transcripts
- Input Student Course Requests for next school year
- Administer/Testing Supervisor for National ACT
- Send Final Senior Transcripts to Colleges/Universities, etc.
- Order PSAT/NMSQT exams
- Review data for Student Outcome Goal Plan

Career Planning Activities

Charleston Elementary School

The students of Charleston Elementary School begin career planning as they are introduced to the correlation between success at school and future career goals. Students will also explore possible careers and take a survey to show strengths and areas in need of growth. Lifeskills necessary to be productive members of a community are the focus each month. The lifeskills (Trustworthy, Integrity, Great Attitude, Effort, Respectful, Passionate, Responsible, Involved, Determined, and Encouraging) reinforce the G.U.I.D.E. for Life Essential Skills (Growth, Understanding, Interaction, Decisions and Empathy.) The focus at Charleston Elementary School is on the development of student character and ethical behavior. This foundation will ensure future success in all aspects of their lives.

Charleston Middle School

Students in Charleston Middle School move from an awareness level to understanding and application of the above topics. Through guidance lessons and word of the month, students are exposed to personal skills vital to the world of work. Students are required to take Career Development, a career and education planning course, by the 8th grade. In addition, they utilize a software program, Xello, to complete a personality, learning styles, and interest inventories for possible career matches based upon their answers. Before exiting 8th grade, students begin planning for their high school experience. Counselors assist students and parents in the process of career planning, decision making, and developing their 4-year academic plan.

Charleston High School

At Charleston High School, every student has a Student Success Plan. Student Success Plans help students identify and develop their high school and post-high school plans. This personalized plan ensures students take responsibility for their coursework and finalize post-high school goals. Each student is assigned a teacher who serves as their advisor/mentor throughout their high school career. This process begins with each 8th grade student during the annual 8th Grade Parent Orientation Night held each May which is conducted at the high school by the high school counselor and is also overseen by the high school counselor for the next four years of each student's high school career. Individual counselor/student interviews are also held to identify each student's future personal goals. Students attend college nights, college visits, and career fairs. Representatives from UAFS assist students in completing interest and skill inventories. The students are then matched with appropriate careers based upon their results.



Annual Student Outcome Goal Plan

Academic Year 2022 to 2023

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

Attendance

By May 2023, At-risk students
End Date Targeted Group

will increase academic participation
(increase/decrease something related to achievement, attendance or discipline)

By 0.6% from Incomplete data to Measure at 4.5 weeks
Measure of change Baseline data Target data

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Enrollment records,
Teacher gradebooks,
Individual student and parent interviews

Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B#	Statement
B-SMS6	Demonstrate ability to overcome barriers to learning
M6	Positive attitude toward work and learning
B-LS4	Apply self-motivation and self-direction

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Students will:
Commit to improving their attendance and in turn their success as Charleston students.

Possible Activities/Strategies/Interventions by School Counselors

Counselors will contact students with excessive absences and/or their parents and serve as a school liaison to encourage attendance and participation in the learning process, to address any barriers to attendance and learning, and to offer support and information about alternatives for them.

Pre-/Post-Assessment:

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

Statement	Scale
I know the school's attendance policy.	1 2 3 4
I can communicate with others about barriers to my attendance.	1 2 3 4
I can complete my school work I missed while absent efficiently.	1 2 3 4
I feel confident that improving my attendance will result in academic progress.	1 2 3 4
Brief answer question: The biggest barrier I have in attending school is....	
Brief answer question: The way my school could help my attendance is	

Counselors from each building will meet in June to review the data from the Student Outcome Goal to determine if the goal has been met and if the interventions were successful. Goals will be formed for the following school year based on data.

School Profile

To access the comprehensive profile, follow the following links for each school:

Charleston Elementary School:

<https://myschoolinfo.arkansas.gov/Schools/Detail/2402006>

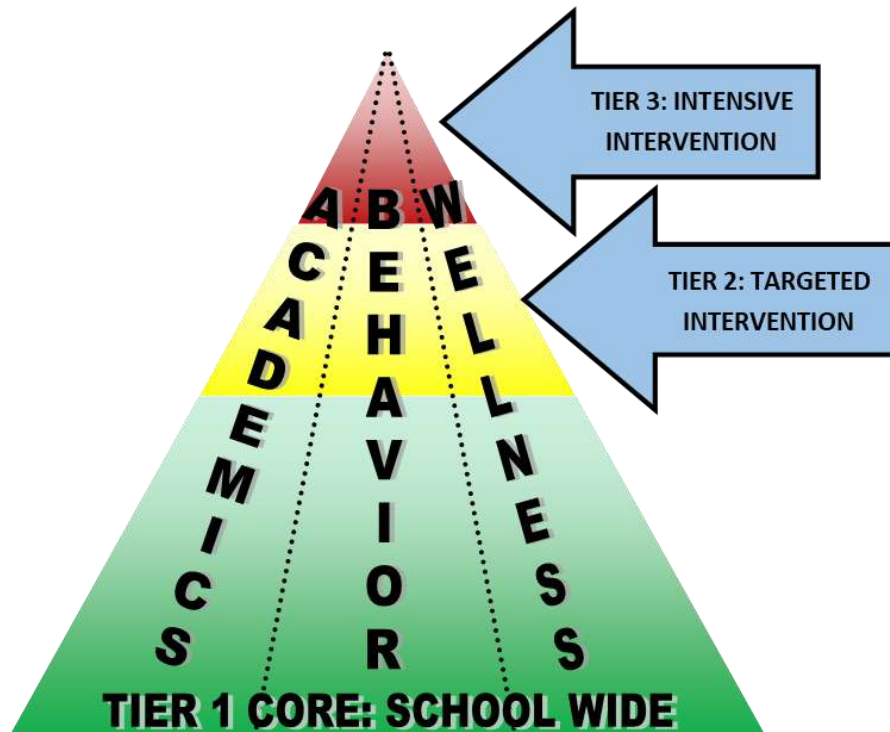
Charleston High School:

<https://myschoolinfo.arkansas.gov/Schools/Detail/2402007>

Charleston Middle School data consists of 5-6 grades from the Elementary School data and 7-8 grades of the High School data.

Multi-tiered System of Supports

Charleston Public Schools utilizes a multi-tiered system of support to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed personal success.



The multi-tiered system consists of three tiers:

Tier 1- services received by all students

Tier 2- services received by students in need of targeted support

Tier 3- services received by students in need of intensive individual support

The school counselors will be supported by school-based mental health therapists and outside mental health agencies.

APPENDIX

Anti-Bullying

Date & Time (or time frame)	Bullying Incident Location	Description:		Actions:	
		What happened? Who did it? Who saw it?	How was the student affected? How were other students affected?	What action(s)/plan will be taken? What are the expected outcomes of these actions?	<u>Progress Monitor:</u> What is the actual impact of the actions?

Adapted from the Anti-Bullying Alliance
https://contact.org.uk/media/731995/bullying_log_table.pdf

Self Audit

Arkansas Comprehensive School Counseling Program Self-Assessment				
Component One				
CRITERIA	Area for Program Growth	We are Working on This	Area for Program Strength	Support Information/Document
FOUNDATION/DEFINE				
School Counselors				
The Comprehensive School Counseling Plan includes the name and contact information for all school counselors in the district.				
Beliefs				
Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students.				<i>Discussion questions provided in the Arkansas School Counseling Toolkit. Beliefs should be reviewed and updated periodically.</i>
Vision Statement				
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.				<i>The vision statement should be reviewed annually.</i>
Mission Statement				
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 your program will provide for your students (academically, socially/emotionally and for careers).				<i>The mission statement should be reviewed annually.</i>
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.				<i>Things you might consider: discipline/behavior, academics, attendance, demographic data, school and district initiatives, assessment data</i>
Data has been reviewed. Areas of concern have been identified.				<i>What does the data tell you?</i>
Data has been reviewed. Areas of strength have been identified.				

Arkansas Comprehensive School Counseling Program Self-Assessment

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.				If this is an area for growth, consider collaborating with others to access resources.
Program goals have been developed and reflect the Vision and Mission Statements.				
Strategies have been developed to address the gaps or student needs identified by your data review.				
Action Steps 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 for the process. School counseling program data will be used to provide direction to the comprehensive counseling program.				The goals should be updated annually, continued with new strategies and action steps, or completed and new goals developed. The goals and process are included in the Comprehensive School Counseling Plan.

Arkansas Comprehensive School Counseling Program Self-Assessment

Component Two

CRITERIA	Area for Program Growth	We are Working on This	Area for Program Strength	Support Information/Document
PROGRAM MANAGEMENT/MANAGEMENT				
Use-of-Time Assessment				
A use-of-time calculator is implemented in the comprehensive school counseling program.				<i>How do you keep track of the time you spend providing services to students?</i>
The school counselor provides direct and indirect services to students 90% of the time each month during student contact days.				<i>Student supports are identified in the Comprehensive School Counseling Plan. (Direct and Indirect)</i>
The school counselor completes administrative activities no more than 10% of the time each month during student contact days.				<i>Administrative Activities such are identified in the Comprehensive School Counseling Plan and roles are defined in the Comprehensive School Counseling Plan. (school/district program or assessment coordination, planning, scheduling, providing professional development, duties)</i>
Annual Conference				
An administrative annual conference has been held. The conference clarifies the school counselor's roles and responsibilities.				<i>Models are available in the Toolkit. The conference document is not required to be published in the Comprehensive School Counseling Plan. It is a strong tool for advocating for your school counseling program.</i>
Advisory Council				
The counseling program includes provisions for an advisory council. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.				<i>Modes is available in the Toolkit. The conference document is not required to be published in the Comprehensive School Counseling Plan.</i>
Calendars (Annual and Weekly)				
Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselor and stakeholders as needed.				<i>Include your annual calendar in your Comprehensive School Counseling Plan. It will be updated annually.</i>
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/asca/media/asca/home/SCCompetencies.pdf
The counselor abides by Code of Ethics for Arkansas Educators.				http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators

Arkansas Comprehensive School Counseling Program Self-Assessment

Component Three

CRITERIA	Area for Program Growth	We are Working on This	Area for Program Strength	Support Information/Document
DELIVERY/DELIVER				
Direct Counseling				
Individual and Group counseling is available to all students.				<i>Services are described in Comprehensive School Counseling Program Plan. This is reviewed and updated annually.</i>
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.				<i>Classroom core curriculum lessons are based upon goals that are developed. Core curriculum lessons are reviewed and updated annually. What are you actually providing or addressing?</i>
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.				<i>Describe your process for orienting students in your Comprehensive School Counseling Plan.</i>
Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle and high school.				<i>Focus on student goal setting.</i>
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.				
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.				<i>What SEL strategies are you using or providing for your students? How are you promoting cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making? Include this information in your Comprehensive School Counseling Plan.</i>
Bullying prevention is developmentally appropriate in design and delivery within the school.				<i>Are you supporting school educators to recognize bullying behaviors? Are you implementing protocols, strategies to support students, and strategies to help students identify and access a trusted adult? Include your processes in the Comprehensive School Counseling Plan.</i>
Suicide prevention is developmentally appropriate in design and delivery within the school.				<i>Are you supporting programs for school educators on how to identify students at risk for suicide? Are you implementing strategies to address suicide awareness, identify a student at risk, and protocols for responding to a student in crisis? Include your processes in the Comprehensive School Counseling Plan.</i>

Arkansas Comprehensive School Counseling Program Self-Assessment

The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age-appropriate career planning process.				<i>Elementary and secondary What process have you developed and how is it implemented with your students? This is included in the Comprehensive School Counseling Plan and is reviewed and updated annually.</i>
The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits and the accessibility to resources, providing student surveys and inventories and using data to support students who show potential to engage in rigorous coursework.				<i>What processes have you developed and how is it implemented with your students? Secondary – _Align activities to the Student Success Plan in grades 8 and above.</i>
Parents are encouraged to build partnerships with their student’s career planning process.				<i>What process have you developed and how is it implemented with your students?</i>
Indirect Counseling				
Consultations are held on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and/or community agencies concerning a student’s discipline/behavior, academics, or attendance.				<i>How might you provide this support in your school?</i>
Referrals are made to support services in the school or district and with community agencies.				<i>Child Maltreatment Hotline calls are indirect services.</i>
The counselor serves as a contributing member of decision-making teams. Which teams are you participating in? (English Language Learner, GT, 504, RTI, PBIS, etc.)				<i>Which teams are you participating in? (English Language Learner, GT, 504, RTI, PBIS, etc.) Include this information in your Comprehensive School Counseling Plan.</i>

Arkansas Comprehensive School Counseling Program Self-Assessment

Component Four

CRITERIA	Area for Program Growth	We are Working on This	Area for Program Strength	Support Information/Document
ACCOUNTABILITY/ASSESS				
School Counseling Program Assessment				
The Comprehensive school counseling program self-assessment has been completed and areas to address are identified.				
Data Tracking				
School data results are analyzed, and implications for results over time are considered.				<i>Data is used to highlight or identify access, equity issues and gaps in student support.</i>
Use-of-time calculators are analyzed and used to guide decisions for the school counseling program.				
Program Results (Participation, Mindsets & Behaviors, and Outcome Perception and Outcome Data)				
Participation, Mindsets & Behaviors, and Outcome results are analyzed, and data is used to develop the comprehensive school counseling program.				<i>Include student outcomes in your Comprehensive School Counseling Plan.</i>
Program results are shared with stakeholders.				<i>Summary data is included in the Comprehensive School Counseling Plan. How are your interventions working? Reflect on your processes and progress.</i>
Evaluation and Improvement				
The school counselor uses results from the program evaluation, and other data sources, to develop the comprehensive school counseling program, and uses the results annually to update the program as needed.				<i>Goals and results are updated annually in the Comprehensive School Counseling Plan.</i>
The school counselor reflects on the comprehensive school counseling program and identifies areas of strength and identifies areas for improvement.				
Evaluation results data are presented to others (school, district, and/or other stakeholders).				<i>Identify how your data is shared in your Comprehensive School Counseling Plan.</i>
Data sources are identified and the process for reviewing the data is developed.				<i>Things you might consider: discipline/behavior, academics, attendance, demographic data, school and district initiatives, assessment data</i>

Arkansas Comprehensive School Counseling Program Self-Assessment

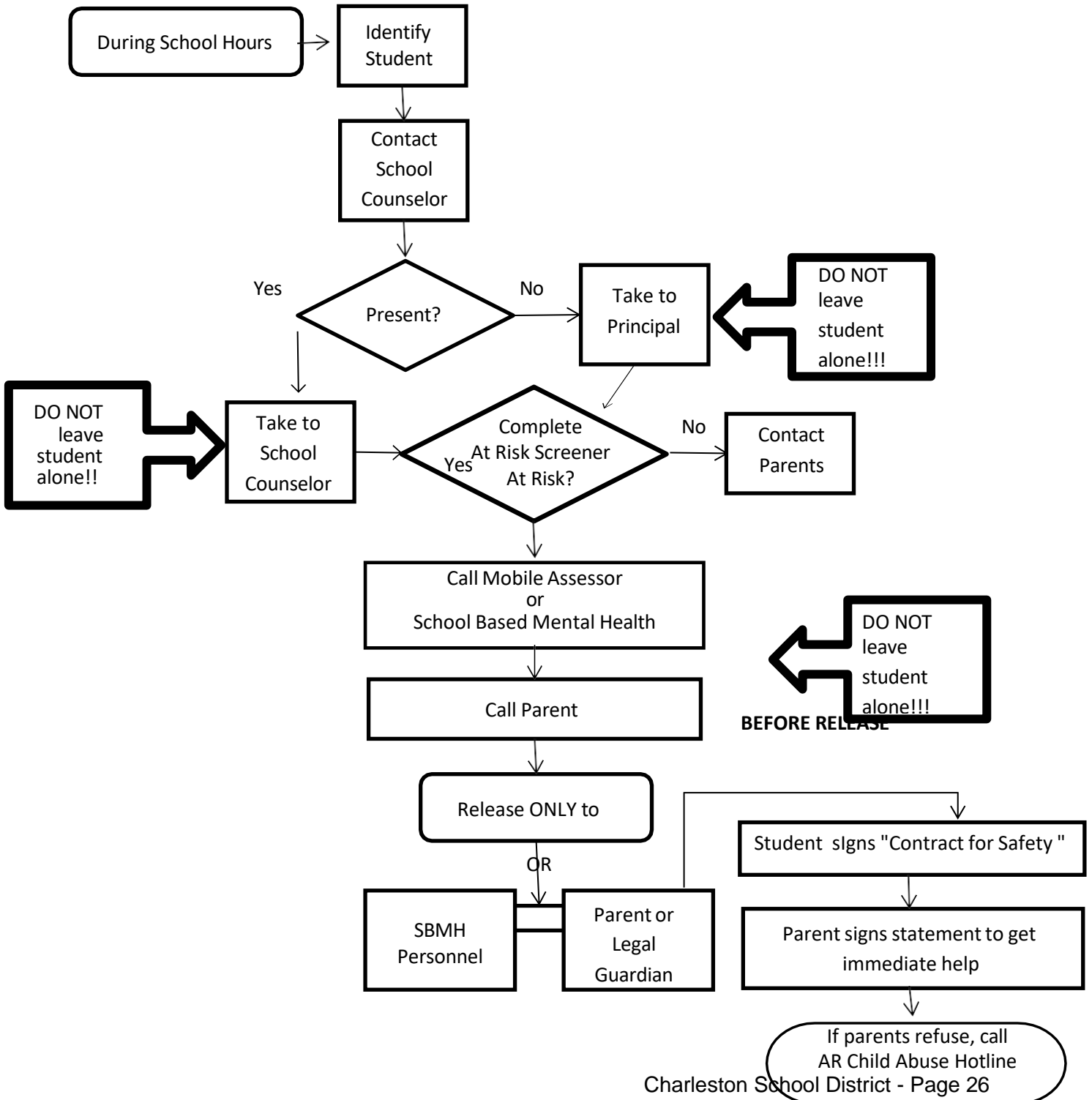
Component Five

CRITERIA	Area for Program Growth	We are Working on This	Area for Program Strength	Support Information/Document
<i>Administrative activities are activities that are not directly related to the comprehensive school counseling program and are absent of any direct or indirect student services or interaction.</i>				
The counselor coordinates state and local assessments, 504 teams, English Language Learner committees, RTI or PBIS teams, and or family and community engagement activities or any other chair/coordination of programs or meetings.				<i>What activities do you regularly coordinate, and what teams or meetings do you regularly chair?</i>
The counselor does data entry or scheduling in the school or district.				<i>What data input do you regularly provide? For secondary counselors - Do you develop and enter data in the master schedule? Are you the eSchool administrator?</i>
The counselor is assigned supervisory duties in common areas of the school (cafeteria, playground, hallways, bus lines).				<i>Include this information in your Comprehensive School Counseling Plan.</i>

Suicide Protocol

Charleston Schools Suicide Prevention Action Plan

revised 6/2020



NAME: _____

DATE: _____

Suicide Screening Checklist for Counselors

This checklist is designed as a suicide risk-screening tool. It is NOT a lethality assessment, but may provide important information to whomever makes that assessment. Place a checkmark beside the most appropriate phrase and use a way to consolidate information.

Levels of Risk	<div style="border: 1px solid black; padding: 2px;">Low Risk</div> No immediate risk identified. Requires counselor to offer follow up support.	<div style="border: 1px solid black; padding: 2px;">Moderate Risk</div> Potentially Dangerous. Requires evaluation/referral.	<div style="border: 1px solid black; padding: 2px;">High Risk</div> Imminent danger. Requires immediate responses. Do not leave student unattended.
Current Suicide Plan:			
Method _____	_____ not sure	_____ some plans	_____ well thought out
Lethal Means _____	_____ doesn't have	_____ has ready access	_____ has access to means
When _____	_____ in the future	_____ time in mind has	_____ definite time in mind
Where _____	_____ unplanned	_____ place in mind	_____ knows exactly where
Details _____	_____ vague	_____ some specifics	_____ details well thought out
Previous Attempts	_____ none, or has had only thoughts, no actions	_____ none, or one low risk attempt	_____ none, to one or more serious attempts
Resource/Protective factors/Supports	_____ several available & dependable people identified	_____ few or only one person dependable and available	_____ No one who can help
Final Arrangements	_____ Vague	_____ made some plans	_____ left note/given away possessions/has a will made out _____ some other final acts: getting things in order
Tunnel vision with focus of death	_____ none, sees several options	_____ some constrictions	_____ sees death as a good or only solution
Alcohol/Drug use	_____ none to some	_____ some to excess	_____ chemical abuse _____ new use by a non-user
Depression	_____ none to mild	_____ moderate	_____ severe; happy if decision is made
Anxiety	_____ none or seems somewhat anxious	_____ obviously anxious	_____ seems to be in panic
Isolation/Withdrawal	_____ somewhat isolated	_____ moderately isolated	_____ completely withdrawn
Affect	_____ moody or irritable	_____ helpless	_____ hopeless, tearful, crying, panic
Recent losses: death, relationship, freedom	_____ none recently	_____ within a week to a month	_____ just realized a loss _____ anniversary of a loss
Proximity: friend/family threaten or complete suicide	_____ no	_____ talked about Who _____	_____ attempted/completed Who _____
Hostility, agitation and/or impulsivity	_____ little or none	_____ some	_____ a lot _____ a violent episode
Disorientation	_____ none	_____ some	_____ Very disorientated
Mental Health Service	_____ none or positive attitude towards	_____ yes; satisfied with results	_____ negative view of MH help _____ has had extensive help
Parent Functioning	_____ inconsistent	_____ unpredictable, MH issues, substance abuse	_____ chaotic, violence, abuse, neglect
TOTAL CHECKS	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> <p style="text-align: center;">STEPS</p> <ul style="list-style-type: none"> Complete checklist Contact principal Contact parents Contact SBMH Complete emergency conference Complete stay alive contract 	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> <p style="text-align: center;">STEPS</p> <ul style="list-style-type: none"> Complete checklist Contact principal Contact parents Contact SBMH Call for mobile assessment 	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> <p style="text-align: center;">STEPS</p> <ul style="list-style-type: none"> Notify Principal Contact parents Contact SBMH