



Comprehensive School Counseling Plan

Palestine-Wheatley School District

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Palestine, AR 72372

<https://www.pwsd.k12.ar.us>

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Palestine-Wheatley School District Mission Statement

The mission of the Palestine-Wheatley School is to educate its students in a safe, nurturing environment. Curriculum instruction will target independent thinking skills, social skills, and working skills in technology. Our goal is to graduate students who are ready to take a responsible, active part in society.

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Foundation

Palestine-Wheatley Comprehensive Counseling Plan was developed for Palestine-Wheatley School District.

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Beliefs:

Palestine-Wheatley School District counseling program is based on the following beliefs:

- All students can meet the high standards of 21st century learning when high expectations are in place.
- All students have self-respect, value, and the right to a safe, nurturing environment that assists and increases students' success.
- All students' cultural differences are considered in the planning and implementation of the schools comprehensive guidance program.
- All students' basic needs must be met in order for students to be successful learners.
- All students can be responsible for overseeing their own educational advancement with the help of their caregivers, teachers, and professional school counselors.

Palestine-Wheatley School District school counselors will:

- Advocate for all students and the school counseling program.
- Consistently manage and evaluate the school counseling program.
- Abide by the American School Counselor Association code of ethics.

Vision: At Palestine-Wheatley District School, all students are successful learners who graduate prepared for employment opportunities and secondary education. Students engage in demanding curriculum allowing them to be successful in their education and accountable, constructive citizens. Students have the skills to successfully transition through life while developing their character to create successful, healthy relationships.

Mission: The mission of the Palestine-Wheatley School District Counseling Program for every student encourages the highest level of student achievement through their growth in academic, career, and personal/social domains. Each student is encouraged to achieve within the scope of their capabilities and

preferred academic objectives. In cooperation with faculty, administrators, parents, and community members, the school counselor will help each student build a successful future.

Palestine-Wheatley School District Program Goals:

Goal 1: Attendance

Specific: Palestine-Wheatley School District will increase the average school wide attendance.

Measurable: Attendance will increase by 1% for the 2021-2022 school year.

Achievable: Palestine-Wheatley School District will obtain this goal through utilizing resources and positive reinforcement. A collaborative team will be utilized to reach out to students and parents with excessive absences and “no shows.”

Results Focused: Reports from eSchool and collaboration with staff will be utilized to monitor attendance and track student progress.

Time Bound: This goal is for the academic school year of 2021-2022. Results will be by the end of May. Year to year reports will be pulled from eSchool to compare attendance data.

Management

Program Assessments

Arkansas Comprehensive School Counseling Annual Review

Palestine-Wheatley School counselors will use the Arkansas Comprehensive School Counseling Self-Assessment to assess their program to ensure alignment to ACT 190, the School Counseling Improvement Act of 2019, and to the ASCA National Model. This annual review provides an opportunity for Palestine-Wheatley School counselors to reflect on program goals, develop future programs, and identify areas of strength and areas for growth.

Use-of-Time Calculators

The Palestine-Wheatley School Counselors will use a Use-of-Time calculator to determine the amount of time the school counselor is using for direct and indirect services. Using data from the use of time logs will provide the school counselors feedback to ensure that the school counselor is meeting the needs of the program goals and the students. The use of time data will also help the school counselor and the other stakeholders determine which activities or services the counselor is providing that are appropriate to the program and the School Counseling Improvement Act of 2019.

Annual Administrative Conference

Each year, the high school and elementary counselors and administrators (or designee) will meet to develop an annual agreement. This agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and the program. This agreement is aligned with the counselor's professional growth plan.

Advisory Council

The Palestine-Wheatley School Counseling Advisory Council is made up of the high school counselors, elementary counselor, high school principal, elementary school principal, teacher, parent, and a high school student. The High School Advisory Council meets once each year to share information about the Comprehensive School Counseling Program. The council evaluates the impact the program is having on students, and gives input on improving the school counseling program.

Annual Calendar

Daily/continuous activities throughout the school year

- Individual, small group, and large group counseling with students
- Collaboration with teachers, parents, and other stakeholders
- Scholarship updates

- Consultation with site-based mental health and community services/agencies
- Counselor Website updates
- Meet with students/parents/admin concerning at-risk attendance issues (goal planning)

Palestine-Wheatley School District School Counselor Annual Calendar
July
<ul style="list-style-type: none"> ● Comprehensive School Counseling Program Goal Review and Updates ● Senior final transcript submissions ● Complete Arkansas School Counseling Program Self-Assessment ● Master Schedule updates/changes
August
<ul style="list-style-type: none"> ● Scheduling updates/changes ● Student Success Plans ● Back to School Orientation ● Kindergarten Registration ● Special Education Observations ● Backpack Program ● G: Growth - Manage Yourself (curriculum for Aug./Sept) ● EACC textbook request/waiver due
September
<ul style="list-style-type: none"> ● Sept. 17, 2021 ACT Registration Deadline for Oct. 23 Test ● Seniors: Apply for FAFSA ● Tentative College Fair ● G: Growth - Manage Yourself (curriculum for Aug./Sept) ● Eschool Master Schedule Reporting ● Cognos Virtual Arkansas Reports ● Fall Counselor Meeting ● Fall Newsletter
October
<ul style="list-style-type: none"> ● Accuplacer Session for EACC ● Senior Meetings ● Red Ribbon Week ● Oct. 27 Opiate Awareness Day ● Scholarship Meetings ● U: Understanding - Know Yourself (curriculum for Oct./Nov.) ● Financial Aid - Parent Night ● Parent Teacher Conferences ● Transcripts, Immunization Records, Senior Records ● Entering Grades from Additional Resources

<ul style="list-style-type: none"> ● Eschool Reporting & Cycle Reporting
November
<ul style="list-style-type: none"> ● Nov. 5, 2021 ACT Registration Deadline for Dec. 11, 2021 Test ● Student Success Plan Meetings - Goal Setting ● Career Development - Career Interest Inventories - 8th Grade ● Special Education Observations ● U: Understanding - Know Yourself (curriculum for Oct./Nov.) ● APNA Surveys
December
<ul style="list-style-type: none"> ● Schedule Meetings for Spring ● Student Success Plan Meetings ● Special Education Observations ● Christmas Angel Tree with community stakeholders ● Winter Newsletter ● Guide for Life - I: Interaction- Build Relationships (curriculum for Dec./Jan.) ● Entering Grades for EACC ● Counseling Advisory Meeting ● Schedule Changes/Updates ● 2022-2023 Scheduling Kick-off (prepare course catalog for next year)
January
<ul style="list-style-type: none"> ● Jan. 7, 2022 ACT Registration Deadline for Feb. 12, 2022 Test ● Student Success Plan Meetings – Scheduling Requests, College & Career Research ● EACC Meetings – 9th grade ● Career Planning & College – 11th & 12 grade ● Civics Exam – 10th grade ● Special Education Observations ● Guide for Life I: Interaction- Build Relationships (curriculum for Dec./Jan.) ● Scheduling for next school year ● Accuplacer testing ● Scholarship Meetings & Scholarship Applications ● Eschool Schedule Changes ● EACC Accuplacer Assessment ● EACC textbook request/waiver due
February
<ul style="list-style-type: none"> ● Feb. 25, 2022 ACT Registration Deadline for April 2, 2022 Test ● Student Success Plan Meetings – Scheduling Requests, College & Career Research ● ACT Prep – 11th grade ● Course Requests ● ACT Test – 11th Grade

- Concurrent Applications for EACC
- Special Education Observations
- Guide For Life D: Decisions- Make Responsible Choices (curriculum for Feb./March)
- ACT Testing
- Parent Teacher Conferences
- Concurrent Applications for EACC
- Scholarship Applications
- 8th Grade Parent Night

March

- Concurrent Applications
- Financial Aide Workday with EACC - 12th Grade
- Special Education Observations
- D: Decisions- Make Responsible Choices (curriculum for Feb./March)
- Enter Grades
- Scholarship Applications
- Master Schedule Preparation
- Spring Newsletter
- EACC Accuplacer Assessment
- Concurrent Applications EACC

April

- Concurrent Applications - 9th, 10th, & 11th Grade
- Special Education Observations
- Guide For Life - E: Empathy- Be Aware of Others (curriculum for April/May)
- Scholarship Applications & Meetings
- Senior Graduation Preparation
- Master Schedule Preparation
- Scheduling for the Next School Year
- GPA & Rank Calculations

May

- May 6, 2022 ACT Registration Deadline for June 11, 2022 Test
- Senior Meetings
- Graduation Preparation
- Junior Meetings - What to Expect.
- Special Education Observations
- E: Empathy- Be Aware of Others (curriculum for April/May)
- Entering Grades
- Graduation Checklist
- Scholarship Applications and Meetings
- Senior Transcripts
- Senior Files

- Master Schedule Preparations
- Summer Newsletter
- Kindergarten Registration
- Student Request Submissions for 2022-2023
- 6th grade orientation/tour of the high school
- Pre-K (upcoming kindergartners) tour of elementary

June

- June 17, 2022 ACT Registration Deadline for July 17, 2022 Test
- Senior Transcripts
- Senior Files
- Scheduling for the Next School Year
- Kindergarten Registration
- ARSCA Conference
- Student Request Google Form Submissions for 2022-2023

Standards and Competencies

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Enhancing the learning process for all students. Palestine-Wheatley School District counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups, and activities within our comprehensive school counseling program.

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

Code of Ethics for Arkansas Educators

Palestine-Wheatley School District Counselors follow the Code of Ethics for Arkansas Educators.

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

Arkansas Teacher Excellence and Support System (TESS) for School Counselors

The Arkansas Teacher Excellence and Support System (TESS) provides a statewide system for observation and support for K-12 Teachers. Palestine-Wheatley School District counselors follow the Arkansas TESS school counseling rubric.

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/tess-for-counselors>

ASCA School Counselor Professional Standards and Competencies

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

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/tess-for-counselors>

2016 ASCA Ethical Standards for School Counselors

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

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/tess-for-counselors>

Delivery of Services

Act 190, The School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on student contact days, providing direct and indirect services to students. These services will be delivered in person to all students.

Direct Student Services

Classroom Guidance (Tier 1):

The counselor can provide **no more than 3 sessions per school day and no more than 10 sessions per week. Sessions are limited to 40 minutes or less. (Act 190)**

G.U.I.D.E for Life Essential Skills. G.U.I.D.E. for Life Essential Skills include:

- **Growth: Manage Yourself**
 - Develop problem solving skills
 - Practice mindfulness
 - Persevere
- **Understanding: Know Yourself**
 - Increase self-awareness
 - Know your strengths and weaknesses
 - Develop critical thinking skills
- **Interaction: Build Relationships**
 - Treat others with respect
 - Communicate effectively
 - Seek out and offer help when needed
- **Decision Making: Make Responsible Choices**
 - Consider personal beliefs, safety, and the situation
 - Think through potential consequences
 - Put your best self forward
- **Empathy: Be Aware of Others**
 - See other perspectives
 - Value the feelings of others
 - Appreciate Diversity

<http://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life>

Additional Guidance includes:

- Meet Your Counselor
- Red Ribbon Week
- Bullying Awareness
- Manners
- Motivation
- Emotions
- Student Success Plan (beginning in 8th grade)
- Respect/Conflict Resolution
- Career Planning
- Suicide Prevention
- Hygiene
- Understanding GPA, Credits, ACT process, and concurrent opportunities
- College prep, Vocational prep, school-to-work
- Student Success/Career Planning via - interest inventories and 4 year planning; Calculating GPAs, Understanding credits, Introduction to PWHS Course offerings and to EACC concurrent classes and technical course offerings.

Individual and Group Counseling (Tier 2 or 3 based on student need)

Small group counseling is based on identified needs of the school and individual student needs. Small groups meet regularly over a specific period of time. The school counselor should provide follow-up with the students to determine if the student has developed the specific skills that were taught within the group. Pre and post assessments data will be gathered to determine the amount of knowledge gained from the group meetings.

Examples include but are not limited to: Interpretation of assessments, individual academic planning, guidance in understanding the advantages of career certifications and internships, behavioral supports, attendance, and school academic success skills.

Responsive Services (Tier 2 or 3 based on student need)

Responsive Services- Supporting students whose immediate concerns put the student's academic, career, or social and emotional development at risk.

Examples: Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.

Indirect Student Services

Consultation

Consultations occur on behalf of a student. They can include interactions with a parent or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.

Referrals

Indirect services include referring a student for School Based Mental Health services, and making child maltreatment reports.

Student Success Teams

Student Success is a collaborative team effort that identifies at-risk students by analyzing data to improve academic performance and/or behavior.

Administrative Services

Administrative activities include non-counseling responsibilities and make up no more than 10% of the School Counselor's time during student contact days. The following administrative services are provided by the Palestine-Wheatley School Counselor:

- Maintaining Master Schedule and Building Course Catalog
- Reviewing data for cycle reports
- Standards/accreditation checking & corrections
- Data Input - Eschool, Kuder student, and teacher data
- Generate report card files
- ACT updates and waivers
- Senior transcript requests to colleges
- Student withdrawal grades for transfer out students
- Counselor Newsletter - Monthly
- Counselor Website - Updates
- Graduation Cohort Report

Accountability

Palestine-Wheatley School District School Counselors reflect on and evaluate our comprehensive school counseling program to ensure that we are meeting the needs of our students and to determine our students' growth after interventions. The following tools may be used to evaluate the comprehensive school counseling program.

Tools for Assessing

- Parent and Student Surveys
- School Counselor Teacher Excellence and Support System (TESS)
- Review of Goal Setting Action Plan Results
- Advisory Council Meetings and Survey
- Personal Reflection
- Use-of-Time Calculator

Tools for Sharing

- Handouts
- Webpages
- The following year's Comprehensive Counseling Program
- Data Reports

School Counselor's Reflection

Data Sharing Plan – June 2021

- Counselors will use end of year eSchool/Cognos Chronic Attendance At-Risk Report and ESSA results to set baseline data. The results of this review will be used to adjust our goal for the 2021-2022 school year. Each week, counselors will determine the implications of the data and make decisions for next steps for students with chronic attendance issues. This information will be shared with building level administration.

Action plans will be created based on the continued attendance data.

- In June 2022, the attendance data results will be shown graphically and presented to the principal and other stakeholders. Counselors and administrators will reflect on progress toward the goal and determine if desired outcomes have been met and whether to continue with the attendance goal with possible new action steps.

Additional Resources

Students Resources

For Essential Personal Needs:

(school supplies, clothing, and food items)

- Cumberland Presbyterian Church
- Midway Baptist Church
- Palestine Church of Christ
- Salem Methodist Church

For Signs of Abuse or Self Harm:

Department of Human Services

1200 E. Broadway St.

Forrest City, AR 72335

(870) 633-1242

Healthcare Providers:

Nurse-Family Partnership

Renee Roland, RN

(870) 275-5921

<http://www.nursefamilypartnership.org>

Tutoring:

Teachers of Palestine-Wheatley School District

Subject and/or Grade Specific

On Campus

As scheduled by your child's teacher

Sylvan Learning of Memphis

1605 N. Germantown Pkwy, Ste 106

Memphis, TN 38016

(901) 373-3555

ESL Support:

Literacy Council of St. Francis County

East Arkansas Community College, L101

1700 Newcastle Road

Forrest City, AR 72335

870-633-4480, ext. 250

<https://www.eacc.edu/literacy-project>

Mental Health Support:

Mid-South Health Systems

451 North Washington

Forrest City, AR 72335

(870) 630-3800

<https://www.mshs.org>

Kids for the Future, Inc. – Forrest City

1501 Dawson / Industrial Road

Forrest City, AR 72335

Phone: (870) 630-2328

The Bridgeway

21 Bridgeway Row

Little Rock, AR

(901) 765-1654

College/Career Resources

Colleges and Universities

- Go to college in Arkansas
<https://www.adhe.edu/locations>

ACT Testing Resources

- Registration Schedule
<https://www.act.org/content/act/en/products-and-services/the-act/registration.html>
- Palestine-Wheatley High School Code
 - 041935
- Fee Waiver Requirements
<https://www.act.org/content/dam/act/unsecured/documents/FeeWaiver.pdf>
- Free Study Plan
<https://my.act.org/account/signin?location=https://my.act.org>
- FAQs and Help
<https://www.act.org/content/act/en/products-and-services/the-act/help.html>

Scholarships

- Apply for Scholarships through the Arkansas Department of Education
<https://scholarships.adhe.edu>

Financial Aid

- What is Financial Aid?
<https://www.adhe.edu/students-parents/financial-aid/>
- File your FAFSA
<https://studentaid.gov/h/apply-for-aid/fafsa>

Counseling Resources

- **ASCA Mindsets and Behaviors**
<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>
- **Guide for Life Curriculum**

Acknowledgements

ACT 190 The School Counseling Improvement Act of 2019

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

SECTION 3. Arkansas Code Title 6, Chapter 18, Subchapter 10, is 35 repealed.
Subchapter 10 - Public School Student Services Act

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

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

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

6-18-2002. Definitions.

As used in this subchapter:

(1) "Administrative activities" means activities that are not directly related to the comprehensive school counseling

plan and are absent of any direct student services or interaction;

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

Limitation:

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

(B) Individual and group counseling;

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

(D) Interventions for students that are:

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

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

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

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

(a) Each public school district shall:

(1) Develop and implement a comprehensive school counseling program that ensures student services are coordinated in a manner that provides comprehensive support to all students; and

- (2) Have a written plan for a comprehensive school counseling program that:
- (A) Is implemented by an Arkansas-certified school counselor, a counselor serving under an additional licensure plan, or a school employee acting as a school counselor under a waiver granted under § 6-15-103(c);
 - (B) Utilizes state and nationally recognized counselor frameworks;
 - (C) Is reviewed annually and updated as needed by the school counselor in collaboration with the building administrator and other stakeholders;
 - (D) Is systemically aligned to kindergarten through grade twelve (K-12) within the public school district; and
 - (E) Contains the following four (4) components of a comprehensive school counseling program:
 - (i) Foundation, which includes without limitation:
 - (a) Vision statements;
 - (b) Mission statements; and
 - (c) Program goals;
 - (ii) Management, which utilizes assessments and other data to develop, implement, and evaluate a comprehensive school counseling program;
 - (iii) Delivery, which focuses on direct and indirect services through the implementation of a comprehensive school counseling program; and
 - (iv) Accountability, which ensures regular analysis of the comprehensive school counseling program that is provided.

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

- (1) Guide students in academic pursuits, career planning, and social and emotional learning;
- (2) Follow the comprehensive school counseling program guidance provided by the Department of Education;
- (3) Include goals that are developed annually based on the vision and mission statements that are shared by stakeholders to ensure equitable access to opportunities for all students; and
- (4) Identify student needs through a multilevel school data review that includes without limitation:
 - (A) Data analysis;
 - (B) Use-of-time data review;
 - (C) Program results data; and
 - (D) Communication and contact with administrators, parents, students, and stakeholders.

6-18-2004. Comprehensive student services.

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

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