

ARVA High School
Comprehensive Counseling Program Guide



School Counselor Roles and Best Practices
2024-25

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Section One

Arkansas Virtual Academy (ARVA) High School counselors provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple topics. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation regarding the establishment and implementation of a comprehensive school counseling program. Which will include planning that shares the American School Counselor Association (ASCA) Model including the Mindsets and Behaviors and includes the Teacher Excellence and Support System (TESS) rubric as part of a holistic design for the school counseling program.

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, promote and enhance the learning process for all students.” Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students regarding the role, function, and job skills required of the school counselor.

Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and 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 school counselors, faculty, administrators, students, parents, social workers, and community.

Introduction to the American School Counselor Association (ASCA) Model

Arkansas 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 guides school counselors in developing and implementing a comprehensive 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 planned, intentional and based on data-driven decision making. It is based on four components: foundation, management, delivery, and accountability.

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. The old question was "What do school counselors do?" The new question is "How are students different because of the school counseling program?" Program components are focused on achieving results.

Today's counselors are leaders, advocates, systemic change agents and collaborators.

A comprehensive school counseling program is 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, promote and enhance the learning process for all students.

National School Counseling Week

School counselors celebrate National School Counseling week, which is held each 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 school success and plan for a career.

School Counselor Advocacy

This is what others observe about school counseling...

Classroom guidance, small groups, individual counseling, coordinating committees and programs, large group professional development, parent meetings etc.

This is what counselors do that is not always observed, but should be shared with others...

Vision, mission, program goals, closing the gap plans, delivery including direct counseling and administrative activities, responsive services, provision of support to students (food, school supplies, clothing, personal hygiene) etc.

Introduction to the Implementation of an Arkansas Comprehensive 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 Model is:

Comprehensive in Scope

A comprehensive school counseling program will focus on 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.

Preventive in Design

School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools.

Developmental in Nature

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

Leadership

School counselors serve as leaders who are engaged in system wide 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 system-wide changes, and by implementing school reforms and participating in professional communities and professional development opportunities.

Advocacy

School counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, 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.

Collaboration and Teaming

School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of 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 or guardians and community members.

Systemic Change

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 ASCA National Model Components

Foundation

The foundation 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.

Program Focus

Beliefs

Arkansas school counselors recognize that our personal beliefs impact our behavior and how we interact with students and stakeholders. To establish program focus, school counselors identify personal beliefs and work to ensure all students benefit from the school counseling program.

ARVA Public Schools Counselors' Belief Statement

Professional school counselors believe every child can learn and that all students participate in a comprehensive school counseling program designed to foster student success.

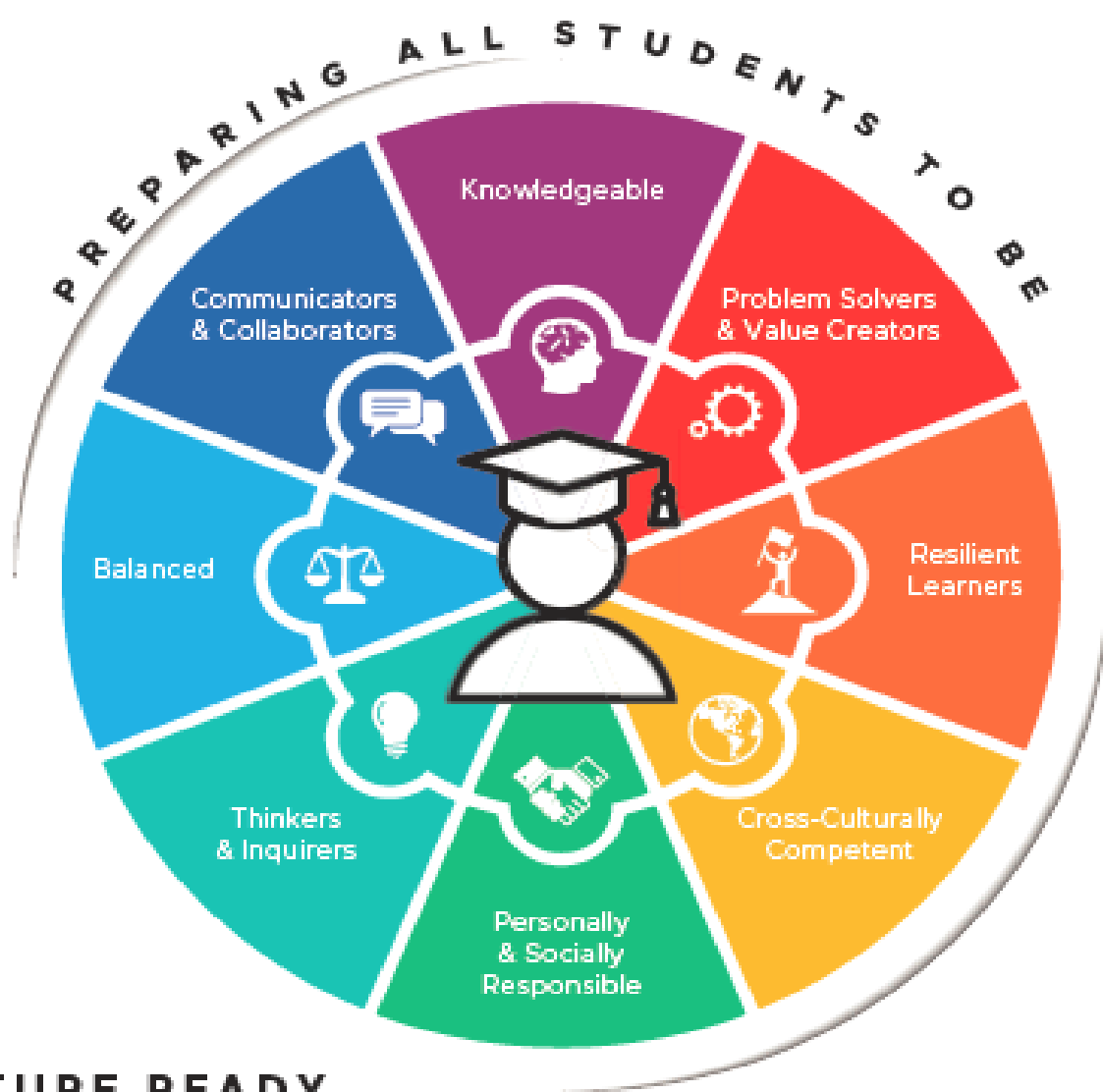
Vision Statement

Arkansas counselors develop an appropriate vision statement defining what the future will look like in terms of student outcomes. By developing an appropriate vision statement, Arkansas school counselors can promote the success of every student with the support of all stakeholders (Council of Chief State School Officers, 2008).

ARVA Public Schools Counselors' Vision Statement

All students at ARVA High School will transition to productive citizens who possess critical thinking and problem-solving skills. They will be competent communicators, collaborators, thinkers, and inquirers to have the confidence to succeed as resilient learners.

ARVA is preparing all students to be: **FUTURE READY**



FUTURE READY



KNOWLEDGEABLE

Possessing and exhibiting knowledge and skills to succeed as a learner, worker, and citizen.



PROBLEM SOLVERS AND VALUE CREATORS

Identifying and solving problems through creative thinking and innovation to address challenges.



RESILIENT LEARNERS

Seeking and accepting new and difficult challenges to adapt to change.



CROSS-CULTURALLY COMPETENT

Recognizing and respecting one's own culture and other cultures to work well with others and more fully understand the impact of national and world events.



PERSONALLY AND SOCIALLY RESPONSIBLE

Acting with integrity and empathy while demonstrating personal accountability and making a positive contribution to society.



THINKERS AND INQUIRERS

Raising vital questions driven by curiosity to increase understanding.



BALANCED

Making healthy choices to achieve well-being and create a well-rounded educational experience.



COMMUNICATORS AND COLLABORATORS

Listening and articulating effectively for a variety of purposes and working well with others while being willing to understand and offer alternate points of view.

ARVA Public Schools Counselors' Mission Statement

ARVA provides a safe and nurturing online environment for each student and their different learning styles using the latest technology and highest level of academia. ARVA has one guiding principle: Everyone achieves one.



Program Goals

Arkansas school counselors develop program goals that define how the vision and mission will be accomplished. School counselors use these goals to develop core curriculum, as well as small groups and closing the gap action plans. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources. (Dimmit, Carey, & Hatch, 2007). The goal statements address specific student outcomes, including improved student achievement, attendance, behavior, and school safety through one or more of the three domains: academic, career, or social/emotional development. This information can be found using the school data report card.

Annual Student Outcome Goal Plan

Academic Year: August 2024 to June 2025

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

Promote and increase self-awareness, self-management, social awareness, relationship skills, & responsible decision making in students.

By June 1, 2025, All High School Students will:

- Use individual student meetings to identify students' strengths and weaknesses in responsible thinking.
- Engage with guest speakers to connect concepts to real-world scenarios and acquire additional resources. (see yearly calendar for topics)
- Conduct monthly lessons to build awareness, commitment, & ownership.

By:

Looking at our baseline data we found that we improved in 2 areas; students knowing who their counselor is and knowing that their counselor believes in them.

By June 1, 2025, we will increase in all 4 areas of our pre/post survey.

Supplemental Data:

- Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.
- Program assessment survey will include questions that address this.

Mindsets & Behavior Data:

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

M&B# Mindsets & Behaviors Statement

<i>M&B#</i>	<i>Mindsets & Behaviors Statement</i>
B-SMS-1	Demonstrate ability to assume responsibility
B-SS-5	Demonstrate ethical decision making & social responsibility

B-LS-1	Demonstrate critical thinking skills to make informed decisions
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Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

1. Student will experience an increase in Social Emotional support from all staff members.
2. Student will feel more comfortable to seek out a staff member for Social Emotional needs.

Possible Activities/Strategies/Interventions by School Counselors:

1. Updated Pre & Post student survey
2. Schoolwide staff training as needed.
3. Department goals set by counseling department.

Annual Student Outcome Goal Plan

Academic Year: August 2024 to June 2025

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

By June 1, 2025, all High School Students will:

- Increase access/usage percentage and face to face meetings to identify post-secondary plans and career pathways.

By: 1% (measure) from 95% (starting) to 96% (ending)

Supplemental Data:

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

Mindsets & Behavior Data:

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

M&B# *Mindsets & Behaviors Statement*

<i>M&B#</i>	<i>Mindsets & Behaviors Statement</i>
B-LS-7	Identify long- short term academic, career, and social/emotional goals
B-SMS-5	Demonstrate perseverance to achieve long- short term goals

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

1. Students will demonstrate knowledge on how to access & read grad plan.
2. Students will demonstrate how to use grad plan in planning grade level scheduling & course enrollment for career goals.

Possible Activities/Strategies/Interventions by School Counselors

1. Use RCC & CTE teachers to encourage students to access grad plans toward overall grade.
2. Have students access grad plan prior to scheduling meetings to use as schedule planning tool.
3. Counselors will use the grad plan to help students stay on track with post high school goals by providing a visual plan from 9th – 12th grade and beyond.

Annual Student Outcome Goal Plan

Academic Year: August 2024 to June 2025

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

By June 1, 2025, Learning Coaches will:

- Increase access and use of graduation plans to support a goal-oriented student and to increase the knowledge and understanding of graduation requirements.

By: 4% (measure) from 21% (starting) to 25% (ending)

- These percentages represent the average grad plan view by learning coaches for 2023-24

Mindsets & Behavior Data:

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

M&B# Mindsets & Behaviors Statement

<i>M&B#</i>	<i>Mindsets & Behaviors Statement</i>
B-SS-6	Collaborate with Families

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

1. Learning coach will demonstrate knowledge on how to access and understand their student’s graduation plan

Possible Activities/Strategies/Interventions by School Counselors

1. Develop a training video for learning coaches on how to access and understand the graduation plan.
2. Include the video link in new student enrollment emails and on counselor resource page.

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

Enhancing the learning process for all students, Arkansas school 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 comprehensive school counseling programs.

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

Professional 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.

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

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.

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

Management

The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors can identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

Arkansas Comprehensive School Counseling Assessment

School counselor competency assessments help school counselors to self-assess their knowledge, attitudes, and skills necessary to perform the range of school counselor responsibilities in all four management components (use of time assessments, needs assessments, advisory council, and annual agreements).

Use of Time Assessments

Use-of-time assessments are used to determine the percentage of time the counselor is providing direct counseling to students or indirect administrative services that are related to the comprehensive counseling program. Using the data from use-of-time logs provides regular feedback to the counselor and administration to ensure that the counseling program is being provided with fidelity to the students and their needs are being met. Use of time documentation also helps the counselor and leadership determine which activities or services the counselor is providing that are appropriate to the program and the Comprehensive School Counseling Plan. Calendars are used to keep students, parents, teachers, and administrators informed and to encourage active participation in the school counseling program.

Administrative Conference

Each year, the counselor and administrator meet for an annual conference. This meeting identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This agreement should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals.

**See Admin Conference Agenda at end of document

Guidance & School Counseling Facilities

The school counseling program should be organized, intentionally planned, and managed in a manner to support the implementation, evaluation, and reflection of services being provided. Each school shall provide appropriate facilities to ensure effective confidential counseling to meet individual needs of students. To implement an effective counseling program a counselor should have private office space, private phone lines, computer and data processing tools, and an appropriate area for small group activities.

The State of Arkansas Public School Academic Facility Manual planning concepts related to current educational best practices define the size of the counselor's office to be incorporated into a new or renovated building. In addition, the manual's Education Planning Concept states that decentralizing administrative services, including counselors, "may provide the flexibility and opportunity for increased student contact, decreased student anonymity, and opportunities for passive supervision."

[http://www.arkansased.gov/public/userfiles/rules/Pending/Facility_Manual%20Approved_for_Release_4_30_15\).pdf](http://www.arkansased.gov/public/userfiles/rules/Pending/Facility_Manual%20Approved_for_Release_4_30_15).pdf)

Delivery

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students.

Direct student services are those that are provided directly to students.

Direct services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well.

Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Indirect Services are provided on behalf of the students and can be, but are not limited to, consulting, referring a student for additional services, and collaborating on a decision-making team.

Administrative activities are not directly related to the comprehensive school counseling program. They include, but are limited to, coordination of programs and assessments, chairing of committees, and supervising students in common areas.

Section Three

Comprehensive School Counseling Plan Requirements

Classroom Guidance (Direct Service)

Act 190, The School Counseling Improvement Act of 2019 states that: classroom guidance shall be limited to forty-minute class sessions, not to exceed three (3) per day and ten (10) per week.

Part-time counselors adjust their class sessions based upon the percentage of time they are present in the school. For example, if a counselor were only 50% then they would have a maximum of five classroom sessions per week. Classroom guidance lessons are not a break or planning time for teachers.

ARVA High School Counselors conduct planned classroom guidance which are age appropriate, collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student.

Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It allows them to discuss “what-if” scenarios and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

ARVA High counselors work with faculty and staff to encourage Social Emotional development of all students.

Individual and Small Group Counseling (Direct Service)

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

Individual and Small group lessons include but not limited to:

- ***Character Education***
- ***Friendship***
- ***Grief***
- ***Divorce***
- ***Anger Management***
- ***Study Skills***
- ***Acceptance of Others***
- ***Self Esteem***
- ***Military Deployment Family Support***
- ***Self-Responsibility***
- ***Anti-Bullying***
- ***Career Education***
- ***Test Anxiety***

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Guidance in Understanding the Relationship between Classroom Performance and Success in School (Direct Service)

ARVA High School counselors assist students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Academic Advisement (Direct Service)

Academic advisement begins in 8th grade and continues through high school career. The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career- plans. Informational resources should also be available and organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

Orientation (Direct Service)

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

At ARVA High, eighth grade students participate in orientations and Town Hall meetings to become familiar with the school before entering ninth grade. They will also attend an orientation before starting school, for only ninth grade students and families.

Consultation and Coordination (Administrative Activity)

An important part of the counselor's role is to collaborate with teachers and parents. ARVA High School Counselors work with teachers and administrators to help create school environments that encourage student growth and learning.

Consultation can include:

- Participating in and supporting the work of the RTI team
- Conducting professional development workshops
- Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum
- Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
- Interpreting student data or assessment results
- Consulting with other specialists (e.g., social workers, psychologists, representatives from community agencies)

The counselor also supports the coordination of services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

Interpretation of Student Assessments (Direct Services)

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

The counselors at ARVA High support and participate in state testing.

Working with students to understand their own standardized assessment results would be a direct counseling service.

Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs (Direct Service)

Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

Making Referrals to School and Community Resources (Indirect Services)

Counselors establish and maintain close working relationships with 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 support the established policies and procedures for interagency communication. **(See Counselor Resource List- Section Five)**

Direct and Indirect Counseling Services Examples - 90% of Time Monthly

The counselor provides direct and indirect to students at least 90% of their time monthly.

Examples of direct counseling are:

- Individual social/emotional counseling
- Individual academic guidance and counseling
- Individual career education guidance and counseling and vocational decision making
- Orienting new students to the school (this does not include master scheduling)
- Consultation with students
- Class selection discussion/academic advisement with students
- Interpretation of state-mandated assessments with students
- Review records and files while assisting students
- Small group counseling sessions
- Classroom guidance sessions
- Consulting with parents or legal guardians, school staff and community agencies
- Referring a student for health or mental health services
- Child Maltreatment reporting
- Parent and/or guardian meetings
- Serving as a contributing member of a decision-making team

Administrative Activities Examples- 10% of Time Monthly

The counselor provides administrative services no more than 10% of their time monthly. Examples of administrative services are:

- Coordinating school or district wide programs (see chart in Toolkit/Guide)
- Chairing committees and meetings
- Supervising students in common areas

The American School Counselor Association’s Position on High-Stakes Testing and School Counseling

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_High-StakesTesting.pdf

Career Awareness and Planning in School Counseling Programs (Direct Service)

“Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children’s learning and career planning process.”

At *ARVA High School*, guidance and classroom activities can focus on developing personal skills, career exploration and making the connection between them and the world of work. Counselors work with students to ensure that they are aware of the importance of course selection and future planning. They can help students develop their course of studies or four-year plans so that students have a map for high school coursework. Counselors provide information to and assist students in understanding how taking more rigorous classes better prepares them for college- and work- success. Information on post-secondary opportunities and institutions, and alternative career programs are shared with students. Soft skills are developed at all levels and the connection between them and career success is emphasized.

Counselors meet with students once/quarter to review their graduation plan/4 year plan and review courses and career plans.

Arkansas District and School Planning

Additional Components of Comprehensive School Counseling Plans

The following components must be included in the school/district student services plan but **are not typically provided or implemented by the school counselor.**

Follow-up of School Dropouts and Graduates

Schools/districts follow-up with students who drop out with referrals, communication with parents, students, requests from new schools, etc. Follow-up with graduates can be through phone calls, emails and What’s Next forms completed prior to graduation, or by other contact methods.

Group Conflict Resolution

These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding and positive communication.

Conflict solving for students could include dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

Suicide Prevention Public Awareness Program

School counselors 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

ARVA High School recognizes that September is Suicide Awareness month. Activities/Resources include: Suicide Prevention Awareness Day, publicizing suicide prevention lifeline website and phone number with students and faculty.

ARVA counselors conduct monthly assemblies on various subjects, including suicide awareness.

• **ADE Guidance and School Counseling Suicide Prevention Resources**
<http://www.arkansased.gov/divisions/learning-services/guidance-and-schoolcounseling/student-support>

Bullying Prevention

School counselors address bullying awareness and prevention through:

- (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

As virtual school counselors, ARVA counselors work to specifically address online/cyberbullying with students through an annual presentation as well as helpful newsletter articles for parents and

students. ARVA has a strict anti-bullying/cyberbullying policy outlined in the student handbook that is distributed electronically to all parents and students upon enrollment.

At-Risk Students and the School Dropout Program

The plan should be designed to include a system for tracking the district's dropouts, including an exit interview, and follow-up when possible. Local goals for improvement should be set by the district, such as reducing the number of dropouts, the number of incidents of suspensions, school vandalism, attendance, etc.

<http://www.arkleg.state.ar.us/education/HigherEd/Documents/DropoutPreventionToolkit.pdf>

All ARVA students have a personalized graduation plan that outlines every class needed in order to graduate. Students can see credit recovery needs as well. Graduation plans are accessible to both parents and students 24/7. Each ARVA student has a primary point of contact known as a Regionally Community Coordinators (RCC): Support the students through onboarding and orientations. Build engagement through outings online and in person. Weekly. They offer resources for students in various crises, i.e. food insecurity.

Section Four

Accountability

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, "How are students different as a result of the school counseling program?" Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that has been collected and make program decisions based on the results.

Initially, the counselor will develop or review a school data profile and answer some guiding questions such as: what are the strengths in the school, what concerns do you have about the data, are there achievement gaps, has attendance changed over time, and are there safety concerns? This exercise is important for school counselors so that they understand how the data was collected and how to interpret the data.

Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program. Our school profile is used to look at our demographics as well as information for colleges and applications, i.e. Common App.



717 W 7th Street | Little Rock, AR 72201 | Phone: 501-664-4225

<https://arva.k12.com/> | CEEB Code: 041868

Arkansas Virtual Academy (ARVA) is a public high school (grades 9-12) in the state of Arkansas. We serve all students across the state with a mission to *build relationships, instruct with relevance and prepare students for the rigor of career and college success.*

SCHOOL LEADERSHIP

Amy Johnson	Head of School
Mendy Felton	Academic Administrator
Ashley Holder	ARVA HS Principal

STUDENT ENROLLMENT

Seniors	405
Juniors	449
Sophomores	487
Freshman	480

DEMOGRAPHICS

White	70.5%
Black/African American	18%
Hispanic	6.5%
Asian	0.80%
Native American/Alaskan	1%
Pacific Islander	0.01%
Mixed Race	2.5%
Average ACT 22-23	18.67
Free Lunch	42%
Reduced Lunch	9%

AP CLASSES OFFERED:

- AP Language
- AP Literature
- AP Environmental Science
- AP US History

HONORS CLASSES OFFERED:

- Honors English 9
- Honors English 10
- Honors Algebra I
- Honors Geometry
- Honors Algebra II
- Honors Biology
- Honors Chemistry
- Honors World History
- Any Concurrent Credit Course taken at a college or career center

**ARVA does not weight GPA

ARVA counselors will evaluate/assess the counseling program through a variety of data points. Those points pre and post surveys, graduation plan access data from the K12 National metrics, end of year evaluation surveys and needs assessment.

End of Year Surveys will be provided to students and LCs to identify areas needing improvement, as well as areas in which the counseling team excelled.

Needs assessments will be provided to students and families at the end of each SY to identify goals for the next SY.

Counseling Survey: <https://forms.office.com/r/7f4VjNNpzK> Pre
<https://forms.office.com/r/aLF9u8ePBz> Post

We will use both tools to strengthen areas of improvement, goal set/plan, and enhance programs in place that proved successful to continue supporting the student body and mission of the school with best practices and evidence-based strategies.

Arkansas TESS School Counselor Rubric

The Arkansas Teacher Excellence and Support System provides statutory direction for reform of teacher and leader evaluation systems. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, provides critical information to state, district and school educators in the form of essential data and feedback to ensure College and Career Readiness leading to access and achievement for all Arkansas students.

The following resources provide school counselors with Arkansas Teacher Excellence and Support System (TESS) counseling specific guidance documents.

TESS Smart Card for Counselors

http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Smart_Card_School_Counselor.pdf

TESS for Specialty Areas - Counselors

<http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-for-specialty-areas/school-counselor-tessdocuments>

TESS Artifacts and Evidence for Counselors

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/TESS/TESS%20Artifacts%20and%20Evidence/TESS_Examples_of_Artifacts_Counselors_Updated_04282014.pdf

ARVA Administrator Conference Agenda:

AGENDA

*People can't do what they can't envision and they won't do what they don't understand.
"Lead with Integrity; Confront Mediocrity"*

TIME	ACTION	STRATEGY
	<p>Norms:</p> <ul style="list-style-type: none"> ◆ No Silent Innovation; No Silent Discontent ◆ Phones down when meeting ◆ Check in on zoom by 8:00 AM ◆ Be on time to meetings—both in person and online 	
	<p>Vision/Mission:</p>	<p>ARVA's mission: To build relationships, instruct with relevance and prepare students for the rigor of career and college success</p> <p>Stride's mission is To help learners of all ages reach their full potential through inspired teaching and personalized learning. We do this by providing clear pathways for learners to expand their skills, explore their options, and change their lives.</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Student Service Plan <input checked="" type="checkbox"/> BC/CC discussion <input type="checkbox"/> Planning for HR and Focus Sessions <input type="checkbox"/> Course Catalog Updates <input type="checkbox"/> Rhonda senior report—how to make better <input type="checkbox"/> Making Senior Congratulations Video <p>8:00-11:30 12:30-2:00</p>	<ul style="list-style-type: none"> → Revise and Update Data—Ready for August upload → Using/Updating Padlet Or just emails that are specific? CC-Darla/Amber; DC Maegan/Kelsey; DC/CC Spreadsheet— → Using year long calendar to fill in → Looking at Pathways and new requirements—ease of use <p>Ashley and Farrah—discussion</p>

v/4/24 *Marla Tomasko, lead counselor*
[Signature], H.S. Principal

