



Comprehensive School Counseling Program

2022-23

School Counselor
Ellen Bennett

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About Hope Academy of Northwest Arkansas

Hope Academy of Northwest Arkansas is a trauma-centered public charter school in Northwest Arkansas that serves Kindergarten through 5th grade. The goal of Hope Academy is to provide a safe learning environment with a smaller class size in order to help students feel confident, and adequately equipped, to re-enter public school. Hope Academy is unique in that students here are able to receive mental health, speech, occupational, and physical therapies on campus throughout their school day. The teachers, paraprofessionals, administration, and support staff are all trained in trauma informed practices to best serve our population.

The school counselor at Hope Academy is available to all sixty students and follows the comprehensive counseling program found below.

Define

Team members:

- School Counselor: Ellen Bennett
 - ebennett@hopeacademywa.org
- Principal: Jake Gibbs
 - jgibbs@hopeacademywa.org
- Executive Director: Rebekah Mitchell
 - rmitchell@nwacs.org

Hope Academy's Mission Statement:

The mission of Hope Academy is to provide students with a safe, positive, trauma-informed academic environment that will nurture their love for learning and confidence in life.

Beliefs:

The Hope Academy comprehensive school counseling program believes:

- All students deserve a chance to achieve academic, career, and social emotional success.
- All students can learn in a safe and equitable environment to realize their true potential.
- All students are valuable and are a part of a community where they can be productive members of society.
- All students have access to school counseling services including: individual counseling, small groups, and classroom lessons
- The school counselor will use data to design, implement, and evaluate the comprehensive school counseling program.
- The school counselor will collaborate with the family engagement coordinator, stakeholders, families, and stakeholders to meet the needs of students.
- The school counselor will abide by ASCA's Ethical Standards for School Counseling.

Vision Statement:

The Hope Academy comprehensive school counseling program envisions a future where all students realize their true value and worth within their community. After students leave the school setting, they will be successful advocates and lifelong learners, contributing meaningfully to society by building healthy relationships with others. Through Hope's mission and the program's beliefs, the trauma-informed approach will help students feel safe in order to reach their full potential in and out of the classroom.

Mission Statement:

The mission of Hope Academy comprehensive school counseling program is to deliver evidenced-based trauma informed counseling interventions in a safe environment to promote healing and learning. The counseling program will be an advocate for career readiness and social/emotional success for all students. All students will also have equitable access to individual counseling, small group counseling, and school counseling curriculum lessons to inspire confidence to be lifelong learners. Through collaboration with teachers, parents, and community members, school counselors will work to ensure that all students achieve academic and personal potential.

Program Goals:

I. Behavior:

- **SMART Goal:** By May 2023, the student population will establish a baseline of maladaptive self-protecting behaviors by an initial goal of less than 15% of maladaptive self-protecting behaviors in the fall semester.
- **Supplemental Data:** Behavior reports from teachers each day on every kid throughout the school year.
- **Mindsets & Behavior:**
 - M3- Sense of belonging in school environment
 - BSMS 7- Demonstrate effective coping skills when faced with a problem
 - M1- Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being
 - B-SS 9- Demonstrate social maturity and behaviors appropriate to the situation and environment
- **Objectives**
 - Students will feel safe and a sense of belonging in their learning environment.
 - Students will learn coping skills to use when faced with a problem or conflict.
 - Students will demonstrate appropriate behaviors to the situation and environment.
- **Activities/Strategies/Interventions by School Counselors:**
 - The counselor will routinely assess behavior data that the teachers report at the end of each day to analyze growth, as well as growth areas.
 - Teachers and school counselor will be trained in trauma based relational interventions and demonstrate mindfulness and breathing strategies to help students learn emotional self-regulation to minimize interruptions in the learning process.
 - The trauma informed counselor and teachers will integrate a trauma based

relational interventions approach in the classrooms while providing a safe and welcoming learning environment.

- Trauma informed teachers and counselor with foster co-regulation practiced among peers to form healthy attachment relationships.
- The counselor will conduct small groups offering opportunities to co-regulate with peers as well as individual counseling and classroom lessons that are trauma based relational interventions.
- **Pre/Post Assessment:** rate from 1-4/ 1=rarely – 4=almost all the time
 - I like coming to school.
 - I trust my teachers to let them help me/I feel comfortable to ask them questions.
 - I feel safe in my school.
 - Brief response question: Name 1 adult that you know and trust at school.
 - Brief response question: Name 1 friend that you know and trust at school.

II. Social/Emotional:

- **SMART GOAL:** By May 2023, students at Hope Academy will be able to identify one thing that makes them upset and two more positive coping strategies that they did not have in the Fall.
- **Supplemental Data:** The school counselor will seek input from teachers, their family, the behavioral analyst, as well as the Ozark Guidance therapists.
- **Mindsets and Behaviors:**
 - M1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
 - BSMS 7- Demonstrate effective coping skills when faced with a problem
- **Objectives:**
 - Students will develop skills to self-regulate.
 - Students will be able to use skills in and outside of the classroom.
- **Interventions:**
 - The counselor will conduct small groups during the school day that address social and emotional needs like identifying emotions, social skills, and peer relationship skills.
 - Classroom lessons including breathing and regulation techniques.
 - Teachers provide SEL lessons
 - The behavior team at Hope Academy provides intervention such as the connections room to help regulate students and teach them positive coping skills to use in the classroom.
- **Pre/Post assessment:** rate from 1-4/ 1=rarely – 4=almost all the time
 - I know what makes me upset.
 - I know ways to calm down.
 - Brief response question: Here is one thing that upsets me often
 - Brief response question: Here are two ways to help me calm me down

III. Achievement:

- **SMART Goal:** By May 2023, students in K-5th grade will improve the achievement of literacy by 25% based on the DIBELS given at the beginning and end of the school year (August and May).
- **Supplemental Data:** We will use the DIBELS to set a baseline. This will be given first in August and then in May.
- **Mindsets and Behaviors:**
 - M2 - Every Student should have access to and opportunity for a high-quality education
 - M1- Every student can learn, and every student can succeed
 - B-SMS6- Demonstrate ability to overcome barriers to learning
 - B-LS4- Apply self-motivation and self-direction to learning
- **Objectives:**
 - Students will demonstrate the ability to overcome barriers to learning.
 - Students will apply self-motivation and self-direction to learning.
- **Activities/Strategies/Interventions by School Counselors:**
 - The counselor will conduct classroom lessons, group and individual counseling.
 - The new academic interventionist will work with students and staff to assure literacy comprehension is on the upward trajectory.
 - The counselor will work with our academic interventionist once a month to assess the student's academic progress.
 - Invite members of the community to speak about their jobs and careers.
- **Pre/Post Assessment:** rate from 1-4/ 1=rarely – 4=almost all the time
 - I enjoy coming to school.
 - I enjoy learning new things.
 - I feel comfortable asking for help.
 - Brief response question: To me success looks like

Standards and Competencies:

ASCA School Counselor Professional Standards & Competencies (2019)

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

ASCA Ethical Standards for School Counselors (2016)

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

ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2021)

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

G.U.I.D.E. for Life

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

Manage

Self-Assessment and Annual Review

The school counselor at Hope Academy uses the Arkansas Comprehensive School Counseling self-assessment and annual program review. See Appendix A and B.

Arkansas Comprehensive School Counseling Self-Assessment (Pages 16-21):

[20201229104954_Arkansas_School_Counselor_Toolkit.Post1.pdf](#)

Arkansas Annual Administrative Conference (Pages 23&24):

[20201229104954_Arkansas_School_Counselor_Toolkit.Post1.pdf](#)

Use of Time Calculator

The school counselor at Hope Academy also uses the Arkansas Comprehensive School Counseling use of time calculator in order to keep track of hours spent with direct student services, indirect student services, and administrative activities.

Use of Time Calculator (Pages 22):

[20201229104954_Arkansas_School_Counselor_Toolkit.Post1.pdf](#)

Direct, Indirect, and Administrative Activities

Act 190, The School Counseling Improvement Act, states that school counselors are to spend at least 90% of their time each month providing direct and indirect counseling services to students. Administrative activities can take up to 10% of the school counselor's time. Below is an example of how time is divided for the comprehensive school counseling program at Hope Academy.

Direct	Indirect	Administrative
Individual counseling	Consultation with teachers	Parent Engagement member
Group counseling	Consultation with parents	Hiring team member
Classroom lessons	Mental health referrals	Training team member
Crisis counseling	Child maltreatment reports	
Student leadership		
Schoolwide programs		

Advisory Council

The school counselor at Hope Academy will establish an advisory council of stakeholders and meet with them either in person or via zoom. The advisory council will review and advise on the implementation of the comprehensive school counseling program.

Advisory Council Invitation

Welcome to the Hope Academy School Counseling Advisory Council. The purpose of this meeting is to reintroduce the school counselor, explain the role of the school counselor, and talk about the program. The council meeting will be on January 23rd at 5PM.

Agenda

- **Welcomes and introductions**
- **School Tour**
- **Role of the Professional School Counselor:** The role of the professional school counselor at Hope Academy is to provide comprehensive trauma informed counseling services to all students. These services will be provided by way of small group counseling, classroom lessons, and individual counseling.
- **School Counseling Beliefs**
- **School Counseling Vision**
- **School Counseling Mission**
- Demographics
- Data Collection:
 - The school counselor will analyze yearlong data collection on attendance, achievement, and behavior, and social/emotional learning.
- Needs assessments
 - Done in class with teachers and sent home to parents
 - Trauma symptom checklist, ACE score
 - Done at home with parents
- The role of school counselor and services offered by the school counselor
 - Groups, individual counseling and classroom lessons
- Leading Members of Council Meeting
 - Chair: Ellen Bennett, School Counselor, ebennett@hopeacademyowa.org
 - Principal: Jake Gibbs, jgibbs@hopeacademyowa.org
 - Teacher: Katie Drake, Special Education Teacher, kdrake@hopeacademyowa.org
 - Kristi Perryman, Associate Professor in Counselor Education and Supervision and Director of the Office of Play Therapy Research and Training, klperry@uark.edu
 - Sarah McKenzie, Executive Director of the Office for Education Policy, semcken@uark.edu
 - Christy Hendrix, Parent representative, 479-270-2400
 - Justin Defreese, Community representative, Director of Sourcing and Product Development at Wal-Mart, 479-795-2417
- How will the advisory council reach out to the school community on updates and future events/meetings? (Administration, Parents and Teachers)

Annual Calendar

The Hope Academy of NWA counselor will provide an annual calendar to keep students, parents, teachers, and administrators informed and to encourage their active participation in the school counseling program. (Subject to change)

August	<ul style="list-style-type: none">● Get to know the counselor lesson● Open House
September	<ul style="list-style-type: none">● Needs assessments● Tattle vs. reporting lesson● Start Groups
October	<ul style="list-style-type: none">● National bully prevention month● Red Ribbon week● Student leadership meeting● Upstander/bystander lesson
November	<ul style="list-style-type: none">● Thankfulness/gratitude lesson● Minute meeting check-ins
December	<ul style="list-style-type: none">● Finish up groups● Comprehensive lesson from semester● Student Leadership meeting
January	<ul style="list-style-type: none">● Update needs assessments● Counselor advisory meeting● Feelings lesson
February	<ul style="list-style-type: none">● National school counselor week● Start small groups● Student Leadership meeting● Coping skills lesson● Kindness Day
March	<ul style="list-style-type: none">● Empathy lesson● Review self-regulation skills
April	<ul style="list-style-type: none">● Career lesson● Career Day● Student Leadership meeting
May	<ul style="list-style-type: none">● Minute meeting check-ins● Summer safety lesson● Kindergarten graduation

Deliver

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Direct student 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 Tier 2 small group support to students based on data that indicates that this intervention will be beneficial to the growth of the student. The counselor also provides tier 3 support as needed.

Hope Academy counseling services for Tier 1, 2, and 3.

	Social-emotional	Academic	Career
Tier 1	<ul style="list-style-type: none"> ● Classroom lessons ● Family circle ● Minute meeting ● Positive action 	<ul style="list-style-type: none"> ● Meetings with interventionist ● Classroom lessons 	<ul style="list-style-type: none"> ● Career lessons ● Career day
Tier 2	<ul style="list-style-type: none"> ● Small groups ● Breaks/Check - ins ● Individual counseling 	<ul style="list-style-type: none"> ● Advisory w/5th grade students (transition) ● Small groups ● Student leadership 	<ul style="list-style-type: none"> ● Individual counseling ● Small groups
Tier 3	<ul style="list-style-type: none"> ● Connections room ● Crisis intervention ● Referrals 	<ul style="list-style-type: none"> ● Connections room ● Interventionist 	<ul style="list-style-type: none"> ● N/A

The Hope Academy school counselor spends at least 90% of the time with direct and indirect counseling services and less than 10% for administrative activities.

Direct Counseling Services

The school counselor at Hope Academy will deliver direct services through individual and small group counseling, as well as classroom lessons. Topics that are covered through these services include, but are not limited to: Bully prevention, friendship skills, coping mechanisms, identifying emotions, empathy, gratitude, career awareness and more. Counselor-led programs as defined in the G.U.I.D.E. for life classroom lessons will be conducted to address each principle.

Orientation/transition programs:

- Hope Academy provides a variety of services for orientation and transition. Due to the unique structure of Hope Academy, many of our students transfer in and out of public schools.
- When a child is ready to integrate back into a public school setting, the school counselor, a member of the administrative team, student, and caregiver sets up a meeting with their new school. This allows the child and caregiver to tour the new school for an easier adjustment.
- When a child comes to Hope Academy from another school, the school counselor or member of the admin team can gather information from the previous school to gain information on how to help the child succeed at Hope Academy. The family engagement coordinator also meets with the families to get a history of trauma and the reason for choosing Hope Academy.
- When a child stays at Hope Academy until 5th grade, the school counselor and family engagement coordinator works together to gather information on the middle school they will be transitioning to from Hope. Then a tour is set up and the counselor helps with that transition.

Academic advisement procedures:

- Interpretation of student academic and educational assessment DIBELS (Dynamic Indicators of Basic Early Literacy Skills): Administered three times a year. DIBELS is a series of short tests that assesses K-8 literacy. It is a set of procedures and measures for assessing the acquisition of a set of K-8 literacy skills, such as phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension.
- ACT ASPIRE: Administered twice a year. ACT Aspire is a powerful tool to help students and their parents monitor progress toward a successful ACT test from third grade through tenth grade. The Aspire test assesses students' readiness in five areas covered by the ACT test: English, math, reading, science and writing.
- Dynamic Learning Maps (DLM): Administered three times a year. MAP stands for Measures of Academic Progress. MAP is an online assessment that is aligned to the Common Core standards. What is different about MAP? These computerized tests are adaptive and offered in Reading, Language Usage, Science, and Mathematics.
- Student support to develop understanding of the relationship between classroom performance and success in school.

In order to support all our students with equitable opportunities for success, Hope Academy has developed a plan to address any gaps in **Achievement, Social/Emotional growth, and Discipline.**

Achievement: Possible Activities/Strategies/Interventions by school counselor include:

- Classroom lessons; group and individual counseling
- Development of intervention meetings to be held every two weeks. Principal, teachers and stakeholders should be included in meetings.
- Invite members of the community to speak about their jobs and careers to

encourage achievement, goal setting, diversity, and inclusivity in their community.

Social/Emotional: Possible Activities/Strategies/Interventions by School Counselor include

- Classroom lessons; group and individual counseling
- SEARS assessments and other pre/post assessments
- A “buddy interview,” to inspire empathy, friendship, and belonging

Discipline: Possible Activities/Strategies/Interventions by School Counselors include

- Intervention meetings with administrators, teachers, and counselor to establish rapport regarding student behavior
- School counselor and teachers will implement mindfulness and breathing strategies in order reduce classroom disruption
- Self-regulation techniques will also be implemented by staff to teach students co-regulation practices
- Small groups and individual counseling, and trauma-informed conscious discipline practices are all interventions that will be used directly with the students.

Bullying Prevention:

The school counselor is a part of the anti-bullying efforts at Hope Academy. The anti-bullying policy is located in the school’s student handbook. The school counselor’s role is to provide classroom, small group, and individual counseling services to students that address bullying. The topic is specifically talked about during bully prevention month in October with classroom lessons. These lessons teach the students that bullying is an ongoing act that is targeted to a student or group of students. Students are also taught to reach out to an adult when bullying occurs, as well as what it means to be an upstander and not a bystander at Hope Academy.

Suicide Prevention:

The school counselor addresses suicide prevention in a developmentally appropriate delivery to the students. Hope Academy has two school based clinicians that are able to do risk assessments as well. See Appendix D.

Indirect Counseling Services will not exceed 10% of the counselors time and will include:

- Consultations on behalf of the student with parents/legal guardian, school staff, community agencies concerning discipline, behavior, academics, or attendance.
- Referrals for support services in the school and with community agencies (refer to community resources in appendices and name the appendices, page numbers, title page, table of contents)
- The counselor serves as a contributing member of decision-making teams including consultation with principal, teachers, parents, and serving on IEP teams.

Administrative Activities (if any):

- The counselor is assigned some supervisory duties in common areas of the school (playground, cafeteria, bus lines).

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 – results over time will be considered and applied.
 - Use-of-time assessments will be analyzed
- Program Results (Participation, Mindsets and Behaviors, and Outcome Data)
 - Participation, Mindsets and Behaviors, and Outcome Data are analyzed
 - Program results are shared with stakeholders
- 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
 - Reflect on the comprehensive school counseling program and identify areas of strength and areas for improvement.

Arkansas Annual Administrative Conference

School Counselor: Ellen Bennett

Year: 22/23

Annual Program Goals

1	A decrease in maladaptive self-protecting behaviors
2	Ability to identify 1 trigger and 2 coping skills
3	25% increase on DIBELS

School Counselor Use-of-Time

A minimum of 90% of my time will be spent providing direct and indirect counseling services.

	Percent of Time		Activities Include
Direct Services Provided to students (at least 90% of time) Face-to-face contact with student	10%	Delivering school counseling core curriculum	Classroom lessons
	50%	Providing individual or group student planning and support	individual + groups
	20%	Providing other direct responsive services	De-escalation
Indirect Services Included in 90% with Direct On behalf of a student	2%	Referring students for services, including child maltreatment	Referral for school based therapy + hotlines
	8%	Consulting with parents, teachers, and other stakeholders on behalf of a student	Family engagement, advisory council, transition meetings
	5%	Participating as a contributing member of a student support team	PLC-B, IEP/504, ALE
Administrative Activities Not related to comprehensive school counseling program (no more than 10% of time)	0%	Coordinating programs and committees that include, but are not limited to ESOL, 504, GT, RTI, and PBIS	
	0%	Coordinating assessments and/or data entry	
	5%	Monitoring students in common areas	After school

Materials and Supplies Needed	Annual Budget \$
ASCA membership	\$129
ARSCA membership	\$75
conference	\$200
	= \$404

Additional Notes:

School Counselor Signature Ellen Bennett
Principal Signature [Signature]
Date 8/29/2022



Counselor Reflection

It is a best practice for you to have an annual administrative conference. You do not need to include it in your posted plan, but it is a great way for you to share information, advocate for your school counseling program, and show how it impacts your students.

Arkansas Comprehensive School Counseling Self-Assessment

Component One

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
FOUNDATION/DEFINE				
School Counseling				
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.			✓	Discussion questions provided on page 5. Beliefs should be reviewed and updated periodically and included in your Comprehensive School Counseling Plan.
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.			✓	The vision statement should be reviewed annually and included in your Comprehensive School Counseling Plan.
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).			✓	The mission statement should be reviewed annually and included in your Comprehensive School Counseling Plan.
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.			✓	Things you might consider: discipline/behavior, academics, attendance, demographic data, school and district initiatives, assessment data
Growth, barriers to learning, or student needs have been addressed by your school counseling program.			✓	What does the data tell you? (Evidence Gathering - How will you measure the impact of your goal on the students?)
Data has been reviewed. Areas of strength have been identified.			✓	What are we doing well?
Growth, gaps, or student needs have been addressed by your school counseling program.		✓		(Where are our gaps, or areas for growth, and who will be our target population?)
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.			✓	SMART Goal (What do you want students to know or be able to do? If this is a school counseling goal, what impact will it have on students?)

<p>Action steps or tasks have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns.</p>		✓	<p>These action steps are those implemented by the school counselor(s).</p>
<p>Student outcomes have been clearly identified and articulated including the tools used to determine student outcomes. School counseling program data will be used to provide direction to the comprehensive counseling program.</p>		✓	<p>The goals should be updated annually, continued with new strategies and action steps, or completed and new goals developed. The goals and processes are included in the Comprehensive School Counseling Plan.</p> <p>What happened? What type of data did you use to measure your goal? Did students make progress? Will you continue this goal next year?</p> <p>Will you continue this goal with changes? Will you develop a new or additional goal for next year? Reflecting on this goal, how did it impact your school counseling program this year?</p> <p>Process or participation data: Perception or Mindsets and Behaviors data: Outcome data:</p>

Component Two

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
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PROGRAM MANAGEMENT/MANAGE

School Counseling Program Assessment

<p>The Comprehensive school counseling program self -assessment has been completed and areas to address are identified.</p>			✓	<p>This document does not have to be posted, but can be requested.</p>
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Use-of-Time Assessment

<p>A Use-of-time assessment is implemented in the comprehensive school counseling program.</p>			✓	<p>How do you keep track of the time you spend providing services to students?</p>
<p>The school counselor provides direct and indirect services to students 90% of the time each month.</p>			✓	<p>Student supports are identified in the Comprehensive School Counseling Plan. (Direct and Indirect)</p>
<p>The school counselor completes administrative activities no more than 10% of the time each month during student contact days.</p>			✓	<p>Administrative Activities 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)</p>

Annual Administrative Conference				
An annual agreement has been created and signed by each school counselor and his/her supervising administrator. The agreement identifies the school counselor roles and responsibilities, and the school counseling program goals. The agreement also establishes the guidelines for the provision of direct counseling services and administrative activities. Professional development needed to implement the counseling program is identified in the agreement.			✓	The annual agreement document is not required to be published in the Comprehensive School Counseling Plan. A model is available on pages 23-24.
Advisory Council				
The counseling program includes provisions for an advisory council. The advisory council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.			✓	The council 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. A model is available on page 25.
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.			✓	Include your annual calendar in your Comprehensive School Counseling Plan. It will also be updated annually.
Calendars are aligned with the program goals, vision, mission, and the planned use of time indicated in the administrative annual conference.			✓	Monthly or weekly calendars are also very useful for sharing classroom lesson schedules, school-wide initiatives, etc.
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/school-counselors/standards
The counselor abides by the Code of Ethics for Arkansas Educators.			✓	http://dese.ade.arkansas.gov/divisions/education/effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators
Component Three				
Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
DELIVERY/DELIVER				
Direct Counseling				
Individual and Group counseling is available to all students.			✓	Services are described in Comprehensive School Counseling Program Plan. This is reviewed and updated annually.
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.		✓		Classroom core curriculum lessons are based on goals that are developed. Core curriculum lessons are reviewed and updated annually and topics can be included in the Comprehensive School Counseling Plan. Statement regarding classroom lessons is also included in the Plan (bolded information).
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.		✓		What are you actually providing or addressing?

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>Describe your process for orienting students in your Comprehensive School Counseling Plan.</i>
Interpretation of student academic and educational assessment results is provided.		✓		<i>Focus on student goal setting.</i>
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, 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 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>
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 processes have you developed and how are they 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, 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 are they 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 processes have you developed and how are they implemented with your students?</i>

Component Four

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
ACCOUNTABILITY/ASSESS				
School Counseling Program Assessment				
The Comprehensive School Counseling Program Self - Assessment has been revisited and areas to address are identified.			✓	<i>This document does not have to be posted, but can be requested.</i>
Data Tracking				
School data results are analyzed, and implications for results over time have been considered.		✓		<i>Data is used to highlight or identify access, equity issues, and gaps in student support. Consider the same data you used to develop your annual goal(s).</i>
Use-of-time assessments are analyzed and used to guide decisions for the school counseling program.			✓	
Program Results (Process/Participation, Perception/Mindsets and Behaviors, and Outcome Data)				
Participation, Mindsets & Behaviors, and Outcome data 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 update the program annually 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, 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>
The school counselor recommends changes/updates to the Comprehensive School Counseling program based on data and results.			✓	<i>Changes are identified, and are included in the Comprehensive School Counseling Plan.</i>

Component Five

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
<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>				
Administrative Activities				
The counselor coordinates state and local assessments, 504 teams, ESOL committees, RTI or PBIS teams, family and community engagement activities, and any other chair/coordination of programs or meetings.			PLC- + Family B Engage- ment	What activities do you regularly coordinate, and what teams or meetings do you regularly chair? Identify them in your Comprehensive School Counseling Plan.
The counselor does data entry or scheduling for the school or district.			SEL Data	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?
The counselor is assigned supervisory duties in common areas of the school (cafeteria, playground, hallways, bus lines).			car line	Include this information in your Comprehensive School Counseling Plan.

Counselor Reflection

It is a best practice for you to complete the Comprehensive School Counseling Self- Assessment. You do not need to include it in your posted plan, but it can be requested for review.

Appendix C: Community Resources

HARK: The Help Desk for Human Service

www.harknwa.com

211 Organization

www.211.org

Located on One Drive:

Food Pantries List

Washington County Resources List

Resource List-Zip

In-patient Placement Information

Vantage Point

4253 Crossover Rd.

Fayetteville AR. 72703

(855)601-0239

Mobile Assessor for Benton County:

Amy Slyter-You can call her directly

(479)422-7609

Springwoods Behavioral Health

1955 Truckers Drive

Fayetteville AR.

(479)316-6307

(888)521-6014

They do not do mobile assessments

Valley Behavioral Health

10301 Mayo Drive

Barling AR.

(855)757-3065

Appendix D: Suicide Assessment

HOPE ACADEMY SUICIDE RISK ASSESSMENT

STUDENT NAME: _____

DATE: _____

Depression:

1. Have you been feeling sad? Overwhelmed? Upset?

2. Are you finding that your moods are up and down or feeling out of your control?

Stress:

1. Are there things in your life that are hard to handle?

2. Are there things that you have trouble seeing that they will get better?

Demeanor: (Interviewer will make this assessment based on responses throughout the interview.)

Attendance:

1. How is your attendance? (Interviewer will verify with school records)

Hopelessness:

1. What are you looking forward to?

2. What activities are you involved in or want to get involved in?

3. What do you see yourself doing in the future?

Discipline/Legal:

1. How are things going at school?
2. Have you had any referrals to the office? (Interviewer will verify with school records.)
3. What about outside of school – any trouble with the police? (Interviewer will verify with police records.)

SUICIDE PLAN**Details, Availability of Means, Time, Chance for Intervention:**

1. Have you thought about how you might hurt yourself? Do you have a plan? If so, what is it?
2. Do you have access to the things you mentioned in your plan?
3. When would you do this?
4. How long have you been thinking about hurting yourself?
5. Have you talked to anyone about this?

PRIOR ATTEMPTS

1. Have you hurt yourself before? If so, when was that? Any other times?
2. Have you been hospitalized? If so, when?

MEDICAL HISTORY:

1. How has your health been? Have you been sick lately?
2. When was your last check-up?
3. Are you taking any medications right now?

PROTECTIVE FACTORS/RESOURCES:

1. Are there people in your life that you feel would be worried about you right now? Are those people willing to help you?
2. Do they know/have you told them how you are feeling? Can you talk to them today?
3. Which adults do you know that you can trust and talk to?
4. Who do you go to when things are hard and/or you get upset?
5. Are you in counseling now? Have you ever been to counseling before?

Coping Behaviors:

1. How many hours do you think you sleep at night? When do you sleep?
2. How about school – are you doing as well as you would like in school?
3. Has your appetite changed?

4. Are there any significant changes to your daily routine?
5. What do you like to do in your free time?
6. What activities, organizations, community, religious, etc. are you involved in?

Lifestyle:

1. How are things at school?
2. Are you getting along with friends?
3. How about your teachers?
4. Describe your home environment and who you live with.

NOTES

Student Self-Assessment

1. How is your energy?

Hard to get out of bed **1** **2** **3** **4** **5** Best day ever

2. How stressed do you feel?

Relaxed **1** **2** **3** **4** **5** Overwhelmed
Tense

3. Do you have hope?

I will always feel this bad **1** **2** **3** **4** **5** I will get better

4. Have you thought about ways you could hurt yourself?

No **1** **2** **3** **4** **5** I have a detailed plan
Kind of

5. How often have you thought about hurting yourself?

Almost never **1** **2** **3** **4** **5** Almost always
Once or Twice

6. How do you feel right now?

Strong **1** **2** **3** **4** **5** Weak

7. How are you sleeping?

Less than usual **1** **2** **3** **4** **5** More than usual

SUICIDE RISK OBSERVATION

This form is intended to be completed after the interview takes place. If the student maintains an attitude of non-compliance and/or hostility about answering the interview questions, the interviewer should assume moderate/high risk.

Performance/Degree	Risk Present	Moderate Risk	High Risk
Depression	Mild/Feels Slightly Down	Moderate, sadness, irritability, loneliness and decrease in energy	Overwhelmed with sadness and feelings of worthlessness
Demeanor	Direct expression of feelings and/or suicidal intent, sadness or crying	Hostile or angry	Flat affect, little to no emotion expressed, matter-of-fact statement of intent
Attendance	No change noted, attendance pattern is not consistent	Increasing number of absences over previous 5 weeks	Significant absences/truancy
Hopelessness	Ambivalent towards future	Verbalizes that things will not get better	Cannot give reasons for living
Discipline/Legal	No significant school discipline issues/legal involvement	Prior significant school discipline issues/legal involvement	Current school consequences/legal consequences
Details	Vague	Some specific threats	Well thought out, knows when, where, how

Availability of means	Not available, will have to get	Within a few hours	Have on Hand
Time	No specific time	Within a few hours	Immediately
Prior Attempts	Any reported concern by adult or student/friend)	Repeated Threats	Previous attempt
Medical History	No significant history	Short term illness, currently under doctor's care/prescription	Chronic or Debilitating Illness
Protective Factors	Help available, significant others concerned and willing to help	Family and friends available but unable to consistently help	Family and friends not available, exhausted, or unable to intervene
Coping Skills	Daily activities continue as usual with little change	Some daily activities disrupted; disturbance in eating, sleeping, schoolwork	Severe disturbances in daily functioning.
		Recent acting out behavior and acute suicidal behavior, unstable personality	Suicidal behavior difficulty with peers, family and teachers

Appendix E: Social/Emotional Needs Assessment

Needs Assessment- Social/Emotional

Younger kids (thumbs up v thumbs down)

1. I like school.
2. I feel safe at school.
3. I do my best to learn/come to school.
4. I feel safe on my way to school.

Older kids (Likert scale 1-5)

1. I enjoy school.
2. I enjoy my friends at school.
3. I like my teachers at school.

How you feel at School:

When I am at school I usually feel:

Happy sad scared mad excited

My teacher makes me feel:

Happy sad scared mad excited

My teacher keeps our class safe:

Yes no

My friends make me feel:

Happy sad scared mad excited

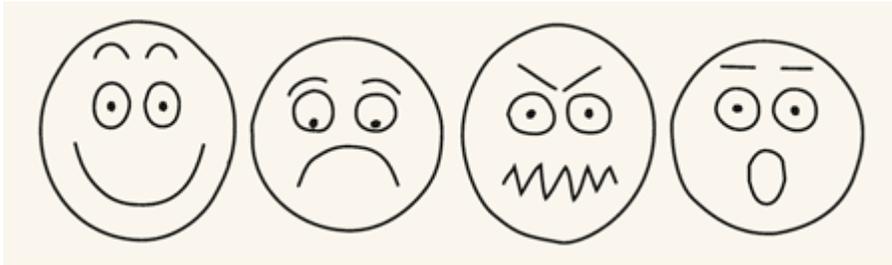
My principal and assistant principal makes me feel safe

Yes no

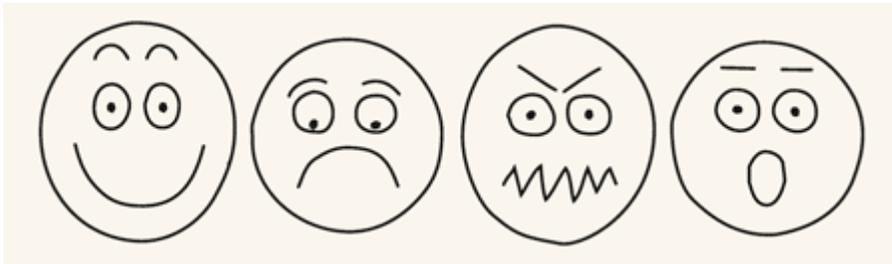
If I had a problem at school I would to talk to my teacher, principal or counselor to get help.

Yes no

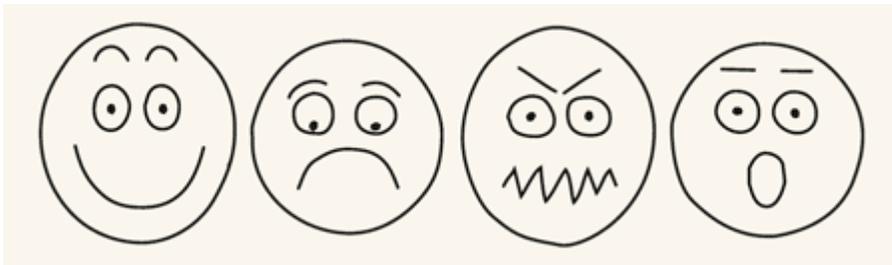
Circle how you feel when you are at school



Circle how you feel about your teacher



Circle how you feel about your friends



Appendix F: Behavior Needs Assessment

4 questions for Needs Assessments based on Behavior/discipline:

- Assess M3: Sense of belonging in school environment
 1. I like school. 1 2 3 4 5
 2. I feel safe at school. 1 2 3 4 5
 3. My teachers value me. 1 2 3 4 5
 4. I put in my best effort at school. 1 2 3 4 5
 5. I have friends. 1 2 3 4 5
 6. My friends value me. 1 2 3 4 5
 7. I am a good friend. 1 2 3 4 5
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment.
- M1: Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being
- BSMS 7 Demonstrate effective coping skills when faced with a problem
 1. I know ways to calm down when I am upset.
 2. Name 1 way to calm down when you are angry.
 3. I know what a coping skill is.
 4. Name 1 coping skills you use when you are sad.

