

Lawrence County School District Comprehensive Guidance Program



WALNUT RIDGE ELEMENTARY SCHOOL

K-6

WALNUT RIDGE HIGH SCHOOL

7-12

2023-24

(revised July, 2023)

TABLE OF CONTENTS

PAGE #

I. FOUNDATION	
LCSD Mission Statement	3
LCSD Guidance Team	4
LCSD Counseling Belief Statements, Vision & Mission Statements	5
Comprehensive Guidance Program Goals	6-8
II. MANAGEMENT	
Self-Assessment	9
Use of Time	9
Administrative Conferences	10-12
Planning Documents	13-14
Advisory Council/Direct, Indirect, Administrative Services	15-16
Referral Form	17
Counselor Schedules, Weekly and Yearly Calendars	18-27
Multi-Tiered Services	28
III. DELIVERY	
Classroom Lessons	29-30
Orientation/Transition/Graduate Follow-Up	31-33
Dropout Prevention	34-36
Academic Advisement	36
Social-Emotional Learning	36-37
Career Planning	37-38
Student Success Plans	39-42
Suicide Prevention	43-46
Bullying Prevention	47-50
ASCA Mindsets	51
Program Review	52
IV. ACCOUNTABILITY	
Data Review & Stakeholder Sharing	53-54
RESOURCES	
Appendix A	55-56
Appendix B	57-59

I. FOUNDATION

Lawrence County School District Mission Statement

It is the mission of the Lawrence County Schools to develop the ability of all students by motivating, challenging, and fostering independent learning. To accomplish this mission, the Lawrence County School District will ensure a positive educational environment that enhances learning, fosters growth, and provides opportunities for all students and faculty to exceed and excel beyond the educational setting.

LCSD Comprehensive Guidance Team

Superintendent	Terry Belcher	870-886-6634 terry.belcher@bobcats.k12.ar.us
Elementary Principal	LeaAndra Foster	870-886-3482 leaandra.foster@bobcats.k12.ar.us
Elementary Counselor	Cameron Priest (Grades K-4)	870-886-3482, Ext. 2019 cameron.priest@bobcats.k12.ar.us
Asst.Princ.-Middle School	Jason Belcher	870-886-6697 jason.belcher@bobcats.k12.ar.us
Mid-level Counselor	Jennifer Roark (Grades 5-8)	870-886-6697, Ext. 4012 Jennifer.roark@bobcats.k12.ar.us
High School Principal	Jacob Kersey	870-886-6623 jacob.kersey@bobcats.k12.ar.us
High School Counselor	Debbie Findley (Grades 9-12)	870-886-6623, Ext. 5003 debbie.findley@bobcats.k12.ar.us
District Nurse	Stephanie Nichols	870-886-6623, Ext. 1029 stephanie.nichols@bobcats.k12.ar.us
District eSchool Coord.	Brenda Alls	870-886-6623, Ext. 5002 brenda.alls@bobcats.k12.ar.us
District 504 Coord.	Amy Privett	870-886-6697, Ext. 8105 amy.privett@bobcats.k12.ar.us
SpEd LEA Designee	Cynthia Brewer	501-658-3329 cbrewer@sloan-hendrix.com
Career Coach	Open Position (Grades 8-12)	870-886-6623, Ext. 5103
District Test Coordinator	Mary Smith	870-886-6623, Ext. 5022 mary.smith@bobcats.k12.ar.us

LCSD Counseling Belief Statements

- All students will have equal access to the school counseling program.
- All students can learn, achieve, and succeed.
- All students have worth and should be treated with love and respect.
- All students' needs and differences are considered when developing the school counseling program.
- The school counselors will abide by the ASCA Code of Ethics.
- The counselor will advocate for every student to help eliminate barriers that restrict learning in the classroom.
- The school counselor will provide availability to all students to discuss academic, social, and personal issues.
- The school counselor will help parents to play an integral role in their child's education.
- The school counselor will participate in ongoing staff development at the local, district, state, and/or national level.

LCSD Counseling Vision Statement

Through the LCSD comprehensive school guidance program, counselors will strive to engage all students in the learning process while helping to provide a safe, caring, and inclusive environment. School counselors at all grade levels will help students to reach their maximum educational potential by providing academic, career, and social-emotional support and services.

LCSD Counseling Mission Statement

The LCSD Counseling mission statement provides the counseling program with the motivation to attain the vision. We focus directly on all students' success by fostering their growth academically, vocationally, and socially. The school counselors associate the vision of the counseling program and school to help students reach their maximum potential. Our counselors are committed to advocating for all students now and in the future. We strive to provide students the opportunity to excel, to work with the community to find resources that help students prosper, and to provide students the skills they need to become valuable members of society.

LCSD Comprehensive Counseling Program Goals

Goal 1: Coming back from the COVID years, counselors in the Lawrence County School District will continue to work collaboratively with other school personnel to improve the attendance rate for Walnut Ridge Elementary (K-6) and Walnut Ridge High School (7-12) by 1% in the current school year by addressing Student Engagement and Chronic Absenteeism in the ESSA Index, while at the same time working to increase the School Quality & Student Success Rate by one (1) point at each building.

Rationale: By looking at data in the School Report Card over the last several years by and by evaluating the effects of COVID on our attendance rate, it is clear that chronic absenteeism has become a bigger issue in the last few years. Prior to 2018, the attendance rate at Walnut Ridge High School hovered at or above 95%.

By examining the ESSA Index and especially the School Quality & Student Success Rate (SQSSR) and the Student Engagement piece which addresses chronic absenteeism at each level, LCSD counselors would like to see some improvement in the next two years and believe they can work to impact this student success factor even more with targeted interventions. The SQSSR indicators measure engagement (attendance) as part of overall school quality. (See Table 2 below)

For the 2023-24 school year, LCSD counselors and administrators will continue work to improve attendance, student engagement, and ultimately student success. The data from the 2021-22 school year showed a continuing drop in Student Engagement at both elementary and high school, indicating a need for serious intervention.

TABLE 1

ATTENDANCE RATE

WALNUT RIDGE ELEMENTARY

DEMOGRAPHIC	2019-20	2020-21	2021-22
ALL STUDENTS	94.76	93.71	92.38

ATTENDANCE RATE

WALNUT RIDGE HIGH SCHOOL

DEMOGRAPHIC	2019-20	2020-21	2021-22
ALL STUDENTS	92.6	93.71	90.31

TABLE 2**ESSA INDEX/SCHOOL QUALITY & STUDENT SUCCESS RATE
(SQSSR)/STUDENT ENGAGEMENT****WALNUT RIDGE ELEMENTARY SCHOOL**

	2019-20	2020-21	2021-22
OVERALL ESSA INDEX	COVID	60.07	63.97
SQSSR	N/A	49.00	49.27
STUDENT ENGAGEMENT	N/A	69.33	62.05

**ESSA INDEX/SCHOOL QUALITY & STUDENT SUCCESS RATE
(SQSSR)/STUDENT ENGAGEMENT****WALNUT RIDGE HIGH SCHOOL**

	2019-20	2020-21	2021-22
OVERALL ESSA INDEX	COVID	64.8	66.03
SQSSR	N/A	55.97	51.85
STUDENT ENGAGEMENT	N/A	68.91	54.23

LCSD counselors will focus on the ASCA Mindsets & Behaviors for Student Success to achieve this goal, utilizing Guide to Life lessons and materials:

- Mindset Standard 1.3 Sense of belonging in the school environment
- Mindset Standard 1.6 Positive attitude toward work and learning
- Behavior Standard 2.1 Self-Management Skill-Demonstrate ability to assume responsibility
- Behavior Standard 2.2 Self-Management Skill-demonstrate self-discipline and self-control

School/Counselor Activities/Strategies/Interventions to Achieve Goal

LCSD school counselors will focus classroom guidance early in the year on personal responsibility, punctuality, and self-discipline in order to help create a positive learning environment for each student.

The Lawrence County School District Attendance Policy states “A maximum of seven (7) unexcused days per semester may be missed in each class before credit is denied. Parents will be notified by mail from the principal’s office when the student reaches four (4) absences and again at six (6) absences per semester in any given class or classes.”

ACTIONS IN PLACE

WR ELEMENTARY (K-6)

WR HIGH SCHOOL (7-12)

Letter to Parents	Letter to Parents
Phone call to parents of students >5 absences	Phone call to parents of students >5 absences
Look at attendance reports weekly	Print out and monitor attendance reports
File FINS petition, if necessary	File FINS, if necessary
Make home visit, if necessary	Make home visit, if necessary
Meet with students chronically absent	Meet with students chronically absent

ACTIONS TO TAKE/COUNSELOR INTERVENTIONS

WR ELEMENTARY (K-6)

WR HIGH SCHOOL (7-12)

Guidance lessons addressing responsibility, punctuality, etc.	Classroom guidance with 9 th graders concerning earning credits for graduation and loss of credit due to absences.
Messages to parents on importance of attendance and arriving to school on time—through Open Houses, newsletters, etc.	Target students with chronic absenteeism for individual counseling and career exploration with Career Coach.
Individual counseling sessions with students who miss several days consecutively or who have reached 5 absences or more	Open House and Orientation-message to parents about the importance of good attendance.
Rewards program for good attendance	Campaign for good attendance—posters, individual messages to students with issues.
Counselor & Principal collaboration on attendance issues and solutions	Through RTI, focus on students who are struggling academically because of attendance issues.
	Monitor attendance reports for females with chronic absenteeism and those students economically disadvantaged.

II. MANAGEMENT

SELF-ASSESSMENT

The LCSD counselors---Cameron Priest, Jennifer Roark, and Debbie Findley---met in late May, 2023, to complete the Self-Assessment and begin the process of updating and refining the Comprehensive Guidance Plan. Each counselor completed the document and discussed our areas for program growth and our areas of program strength. Through the self-assessment and the use of data, the LCSD counselors can develop short-and long-term goals to better assist all students to reach success. These documents are on file in the counselor's offices.

AREAS OF PROGRAM STRENGTH:

- Foundational Belief Statements
- Vision Statement
- Mission Statement
- Ethical Standards
- Delivery of direct and indirect services
- Career Planning
- Data analysis and dissemination

AREAS FOR PROGRAM GROWTH:

- Program goal (s) for the District
- Advisory Council agenda/feedback (not implemented because of COVID protocols)
- Use of Time Calculator implementation and analysis
- Student Success Plans coordination between 8th grade and high school

The counselors plan to meet at the end of the 2023-24 school year to re-visit the Self-Assessment after the Comprehensive Guidance Plan has been implemented. New Elementary Counselor, Cameron Priest, will provide input on changes/updates at the elementary level.

USE OF TIME

The School Counseling Improvement Act of 2019 (Act 190) specifies that "A school counselor shall spend at least ninety percent (90%) of his or her time during student contact days providing direct and indirect services to students" and "administrative activities performed by a school counselor shall not exceed more than ten percent (10%) of the school counselor's time spent working during student contact days."

Each counselor in the Lawrence County School District uses an informal document to keep track of the time spent providing services to students. Each counselor evaluates time spent on a weekly basis to insure he/she is meeting Act 190 requirements. (See sample of Daily/Weekly/Yearly calendars)

The LCSD administration works with the counselors to insure they have the time necessary to meet their obligations to students and that they are not spending excessive time on administrative duties.

ADMINISTRATIVE CONFERENCES

Each counselor in the LCSD meets with her administrator on a yearly basis to plan and evaluate the counseling program in respective buildings. All building principals are available for collaboration on individual students, programs, and activities throughout the year. (Samples below)

Walnut Ridge School District School Counseling Management Agreement (Counselor/Principal Agreement)

School Year: 2022-23

School: Walnut Ridge Elementary

Date: 08-10-2022

Principal: LeaAndra Foster

Programmatic Delivery

The school counselor/counselors will spend approximately the following time in each component area to ensure the delivery of the school-counseling program.

10% of my time delivering guidance curriculum

70% of my time with individual student counseling

10 % of my time with responsive services

10% of my time with administrative duties

Lessons will be delivered in the academic, career and personal/social domain.

Programs and services presented and available to staff include:

Teacher Access Center, Classroom discipline and, Test administration,

The counselor will be available to individual students/parents/teachers at the following times:

8:00 am-3:00 pm Mon-Fri.

Professional Development

The school counselor/counselors will participate in one or more of the following professional development:

Monthly district meetings for counselors

Yearly State Conference

Classes and/or workshops

ACT Aspire Training

Professional Collaboration

Quarterly meeting with high school/middle school counselors

Contact teachers with students that are failing/intervention

Weekly staff meeting

School Counselor Debbie Findley Year 2022-23

School Counseling Program Mission Statement

The LCSD Counseling mission statement provides the counseling program with the motivation to attain the vision. We focus directly on all students' success by fostering their growth academically, vocationally, and socially. The school counselors purposefully associate the vision of the counseling program and school to help students reach their maximum potential. Our counselors are committed to advocating for all students now and in the future. We strive provide students the opportunity to excel, to work with the community to find resources that help students prosper, and to provide students the skills they need to become valuable members of society.

School Counseling Program Goals:

The school counseling program will focus on the following achievement, attendance and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small-groups, and action plans. (We kept the same goals in place because with COVID last school year, the attendance rate was very difficult to measure.)

Program Goal Statements	
1	School counselors in the LCSD will work collaboratively with school personnel to improve the attendance rate in the high school (7-12) by 1%. We will address Student Engagement/Chronic Absenteeism in the ESSA Index. We will also work at the same time to increase the School Quality & Student Success Rate by 1 point.

Use of Time

Counselors plan to spend the following percentage of time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

		Planned Use		Recommended
Direct Services to Students	_ 20 _ percent	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	90 percent or more
	_ 30 _ percent	Individual student planning	Assists students in the development of educational, career and personal plans	
	_ 20 _ percent	Responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	_ 20 _ percent	Referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Administrative Services	_ 10 _ percent	Coordination of program, data input, chairing committees and meetings, duty	Includes planning and evaluating program, duties to help the educational program of the school	10 percent or less

PLANNING DOCUMENTS

The LCSD counseling advisory council will meet

Once in the Fall of the Year

Discuss needs assessment, school/parent communication, etc.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- Annual calendar
- Curriculum action plan
- Results reports (from last year's goal (s))

Professional Development

Counselors plan to participate in the following professional development based on school counseling program goals and the school counselor competencies self-assessment.

All the PD provided by the Arkansas School Counselor Association per in-person/virtual state conference.

PD based around state testing & accountability

PD offered online and at NEA Co-Op designed around student engagement/attendance.

Caseload and School Counselor's Responsibilities

Indicate specific responsibilities assumed by the school counselor.

School Counselor Responsibilities	Direct Student Services	
	<input type="checkbox"/>	School Counseling Core Curriculum
	<input type="checkbox"/>	Academic Advisement
	<input type="checkbox"/>	Individual Student Planning
	<input type="checkbox"/>	
	Responsive Services	
	<input type="checkbox"/>	Individual Counseling
	<input type="checkbox"/>	Small Groups
	<input type="checkbox"/>	Crisis Response
	<input type="checkbox"/>	
	Indirect Student Services	
	<input type="checkbox"/>	Referrals to Community Agencies
	<input type="checkbox"/>	
	Special Programs	
	<input type="checkbox"/>	On to College Test Prep (high school)
	<input type="checkbox"/>	Backpack Program, Clothes Closets/Hygiene/School Supplies at each bldg..
Other		
<input type="checkbox"/>		
<input type="checkbox"/>		

Professional Collaboration

Group	Weekly/Monthly	Coordinator
RTI Meetings	Monthly	Rachel Shelby, Jennifer Roark, Brooke Bramlett
Administration/School Counseling Meetings	As needed	Jacob Kersey, Jason Belcher, LeaAndra Foster
School Improvement Team Meetings	As needed	Dyan Heard
District School Counseling Meetings	Each Semester	LCSD Counselors
Other		

Counselor's Signature _____ Date _____

Principal's Signature _____ Date _____

ADVISORY COUNCIL

Counselors in the LCS D have put an Advisory Council in place for the 2023-24 school year with plans for the group to meet in the Fall on Open House date. The Council will be comprised of the counselor(s), staff member(s), parent(s), student(s), and community members. The purpose of the Advisory Council is to provide feedback, collaboration, and evaluation of the Comprehensive Guidance Program in order to allow stakeholders input into the planning and implementation of our program.

DIRECT, INDIRECT, & ADMINISTRATIVE SERVICES

Counselors in LCS D meet the requirements of Act 190 by providing direct and indirect services, utilizing 90% of their time. Administrative duties take up only 10% of the counselor’s time. (See Weekly Calendar examples below)

Individual and small group counseling comprise the largest amount of the counselor’s time based on student needs and crisis intervention. Referral forms are utilized so that teachers, staff, and parents can refer students for services. (See Sample below) Counselors also provide indirect services to students by consulting with parents and teacher, referring students to outside agencies, and participating on committees and decision-making teams.

Administrative duties may include some eSchool data work, preparation for testing at each building, scheduling of students or changing schedules, sending transcripts to colleges, etc. (Master Scheduling is done during the summer, not during student contact days.)

	Elementary	Middle School	High School
DIRECT	Classroom lessons Individual counseling Small group counseling Responsive services: crisis, family issues, conflict resolution--concerns that put the student’s academic, career, or emotional development at risk.	Classroom lessons Individual counseling Small group counseling Responsive services: crisis, family issues, conflict resolution—concerns that put the student’s academic, career, or emotional development at risk	Classroom lessons Individual counseling Small group counseling Responsive services: crisis, family issues, conflict resolution—concerns that put the student’s academic, career, or emotional development at risk
INDIRECT	Consultation with parents, teachers, and community agencies; participating on school committees, interpreting test data to stakeholders. Referrals to outside resources and agencies for mental health services, child maltreatment reports,	Consultation with parents, teachers, and community agencies; participating on school committees, interpreting test data to stakeholder. Referrals to outside resources and agencies for mental health services, child maltreatment reports,	Consultation with parents, teachers, and community agencies; participating on school committees, interpreting test data to stakeholder. Referrals to outside resources and agencies for mental health services, child maltreatment reports,

	and parent communications	and parent communications.	and parent communication.
ADMINISTRATIVE	Building test coordinator, building 504 coordinator, positive behavior program, data leadership team, eschool data	Building test coordinator, building 504 coordinator, RTI committee, Backpack program coordinator, Homeless Liaison, some eschool data, some scheduling	Building test coordinator, Building 504 coordinator, Concurrent Credit coordinator, some eschool data, Master scheduling (non-student days)

REFERRAL FORM SAMPLE

PRIORITY: ___ **Low** (schedule when available) ___ **High** (schedule as soon as possible) ___ **Emergency** (see now)

LCSD SCHOOL COUNSELOR REFERRAL FORM **Date Submitted** _____

Student's Name _____ Grade _____

Teacher _____

Parent/Guardian Name _____ Home Ph. (____) _____

Work Ph. (____) _____ Cell Ph. _____

Referred by: ___ Parent
___ Teacher ___ Other
___ Self

DOB _____ Student lives with: _____

Reason(s) for Referral- Problems/Concerns related to: *(Please check all that apply.)*

- | | | |
|--|---|---|
| <input type="checkbox"/> Dramatic change in behavior | <input type="checkbox"/> Nervous/anxious | <input type="checkbox"/> Academics |
| <input type="checkbox"/> Worries | <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Absences |
| <input type="checkbox"/> Daydream/fantasizes | <input type="checkbox"/> | <input type="checkbox"/> Tardy |
| <input type="checkbox"/> Grief | Aggression/Anger [<input type="checkbox"/> | <input type="checkbox"/> Wk habits/organization |
| <input type="checkbox"/> Fears | Swearing [<input type="checkbox"/> | <input type="checkbox"/> Completion of |
| <input type="checkbox"/> Sadness | <input type="checkbox"/> | Assignments/Homework |
| <input type="checkbox"/> Always tired [<input type="checkbox"/> | Fighting [<input type="checkbox"/> | <input type="checkbox"/> Drop out risk |
| Motivation [<input type="checkbox"/> | Lying [<input type="checkbox"/> | (H.S.) [<input type="checkbox"/>] Other _____ |
| Inattentive | Bullying [<input type="checkbox"/> | |
| <input type="checkbox"/> Withdrawn | Disrespectful [<input type="checkbox"/> | |
| <input type="checkbox"/> Cries easily for age | Defiant [<input type="checkbox"/> | |
| <input type="checkbox"/> Self image/confidence | Hurts self [<input type="checkbox"/> | |
| | Impulsive | |

Clarify Referral Problem / History:

ACTIONS taken by the person referring this student, if applicable: *(Please attach copies of any interventions attempted)*

Have you contacted parent/guardian about your concern? Y/N Date: _____

Explain below the outcome of parent contact:

Signature of Person Making Referral

Date of Referral

Sample Daily Schedule

Elementary School Counselor

7:40 – 8:00	Individual counseling as needed eSchool Data entry
8:00 – 9:00	Make appointments for the day Return phone calls Consult with principal
9:00 – 10:00	Individual and group counseling as needed. Classroom and student observations as needed
10:00 – 10:50	Individual and group counseling as needed. Consultation with teachers.
10:50 – 11:30	Lunch (Available to students)
11:30 – 12:00	Guidance Classes/ Group counseling with 3-4
12:00 – 2:00	Guidance Classes/ Group counseling with K-2
2:00 – 3:05	Individual counseling as needed. Deliver food backpacks.

Sample Weekly Schedule Elementary Counselor

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:05	Morning check-in with principal/teachers/ Students Morning Executive Functioning skills with 3 rd grade student	Morning check-in with principal/teachers/ Students Morning Executive Functioning skills with 3 rd grade student	Morning check-in with principal/teachers/ Students Morning Executive Functioning skills with 3 rd grade student	Morning check-in with principal/teachers/ Students Morning Executive Functioning skills with 3 rd grade student	Morning check-in with principal/teachers/ Students Morning Executive Functioning skills with 3 rd grade student
8:05 – 10:30	Individual Counseling Parent meeting/ 504 Annual Review	K-1 Counseling- whole group lesson on Responsibility/goals (30 min) Individual Counseling	1-1 Counseling- whole group lesson on Responsibility/goals (30 min) Individual Counseling	2-1 Counseling- whole group lesson on Responsibility/goals (30 min) Individual Counseling	K-2 Counseling- whole group lesson on Responsibility/goals (30 min) Individual Counseling
10:30- 12:00	K-3 Counseling- whole group lesson on Responsibility/goals (30 min) Group Counseling – How to be and stay friends (3rd grade)	1-2 Counseling- whole group lesson on Responsibility/goals (30 min) Parent meeting/ phone conference	2-2 Counseling- whole group lesson on Responsibility/goals (30 min) Group Counseling- Check in – How to be and stay friends (3rd grade)	2-3 Counseling- whole group lesson on Responsibility/goals (30 min) Small Group Counseling-Anxiety	1-3 Counseling- whole group lesson on Responsibility/goals (30 min) Individual Counseling
12:00- 1:20	Prepare for Student Christmas Gift Program Enter new students into schedules in eSchool	Parent Meeting/ 504 Annual Review Work on IStation	Prepare for Student Christmas Gift Program Individual Counseling	Add new students to Istation Portal/ print tickets Whole group guidance lesson on how to deal with one another on the playground. (3 rd Grade)	Prepare for Student Christmas Gift Program Individual Counseling

1:20- 2:50	Small group counseling- ADHD/ study skills All grades	Individual and small group counseling 504/Heath Plan meeting	Individual and small group counseling Student Behavioral meeting with parents	Parent Meeting/ 504 Annual Review Print HAC information for parent	Individual and small group counseling Gathered coats from clothing closet to give to needy family
2:50- 3:20	Check in with principal/teachers/ Students Make individual counseling list for tomorrow	Check in with principal/teachers/ Students Make individual counseling list for tomorrow	Check in with principal/teachers/ Students Make individual counseling list for tomorrow	Check in with principal/teachers/ Students Make individual counseling list for tomorrow	Check in with principal/teachers/ Students Make individual counseling list for following week

Sample Yearly Calendar Elementary Counselor

August

Open House
Student Orientation
Food Backpack Program begins

September

Character Education Program begins
Respect Guidance Lessons
Parent-Teacher Conference
504 Plan Annual Reviews
Fall Testing Window for Istation

October

Red Ribbon Week
Anti-Bullying Campaign
Empathy/Kindness Guidance Lessons
504 Plan Annual Reviews

November

Canned Food Drive
Conflict Resolution
Perseverance Guidance Lessons

December

Christmas Present Distribution
Honesty Guidance Lessons

January

Check Semester Grades
Goal-Setting
Acceptance/Diversity Guidance Lessons
Winter Testing Window for Istation

February

Hygiene
Self-Control Guidance Lessons

March

Responsibility Guidance Lessons
Literacy Day
Test-Taking Skills
Testing Boot Camp
Parent-Teacher Conferences

April*

Courage Guidance Lessons
Test Incentive Assembly
ACT Aspire Summative Test
IStation Summative Test

May*

Optimism Guidance Lessons
Career Exploration (3rd and 4th Grades)
Academic Awards

Sample Weekly Calendar Middle School Counselor

WEEKLY CALENDAR					
PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 8:46	RTI MEETING IN LIBRARY	TALKED WITH 5 TH GRADE PARENT ABOUT DAUGHTER	PREPARED FOOD BAGS	PREPARED FOR RTI MEETING	PREPARED FOR UPCOMING TESTING
8:50 – 9:36	SET UP SCHEDULE FOR NEW STUDENT	PREPARED FOR TESTING	MET WITH PARENT ABOUT DAUGHTER LEAVING CLASS	5 TH GRADE GIRL INDIVIDUAL COUNSELING	8 TH GRADE GIRL INDIVIDUAL COUNSELING
9:40 – 10:26	PREPARED HOMELESS/FOSTER CARE REPORT	6 TH GRADE GIRLS' COUNSELING	ASPIRE MOCK TESTING SESSION	PREPARED FOR TESTING	CHANGE OF CLOTHES FOR 8 TH GRADE GIRL
10:30 – 11:16	PREPARED FOR TESTING	TALKED WITH SCHOOL COUNSELOR OF NEW STUDENT	PREPARED FOR TESTING	8 TH GRADE BOY INDIVIDUAL COUNSELING	PREPARED CONTAINER BINS FOR TESTING
11:20 – 12:06	PREPARED FOR TESTING	HELPED GET NEW CLOTHES AND SHOES FOR STUDENT	7 TH GRADE BOY INDIVIDUAL COUNSELING	7 TH GRADE GIRL INDIVIDUAL COUNSELING	8 TH GRADE BOY INDIVIDUAL COUNSELING
LUNCH					
12:40 – 1:26	8 TH GRADE BOY INDIVIDUAL COUNSELING	TOOK 7 TH GRADE GIRLS TO JR. AUXILIARY EVENT	6 TH GRADE GIRLS' GROUP COUNSELING	6 TH GRADE BOY INDIVIDUAL COUNSELING	ORGANIZE FOOD BAG DELIVERY
1:30 – 2:16	SET UP SCHEDULE FOR NEW STUDENT	6 TH GRADE GIRL INDIVIDUAL COUNSELING	PREPARED HOMELESS/FOSTER CARE REPORT	PREPARED FOR TESTING	5 TH GRADE GIRL INDIVIDUAL COUNSELING
2:20 – 3:06	5 TH GRADE GIRL INDIVIDUAL COUNSELING	SET UP SCHEDULE FOR NEW STUDENT	PREPARED LETTERS TO SEND HOME ABOUT TESTING	DELIVERED HIGH SCHOOL FOOD BAGS	PASSED OUT MIDDLE SCHOOL FOOD BAGS

SAMPLE YEARLY CALENDAR MIDDLE SCHOOL

AUGUST	JANUARY
Open House First Day of School Schedule New Students Make Schedule Changes Preparation for initial RTI Meeting for the school year Make PLC Schedule	RTI Meetings Coordination of Weekly Food Backpacks ACT Aspire Planning Counselor's Meeting
SEPTEMBER	FEBRUARY
RTI Meetings 504 Plan Meetings-Initial and Review Review Residency Forms for K-12 th grades (Homeless Liaison) Identify K-12 th grade students for Food Backpack Program Coordinate Food Backpack Program for 2022-23 school year	RTI Meetings Coordination of Weekly Food Backpacks National School Counseling Week 2023 ACT Aspire Planning
OCTOBER	MARCH
RTI Meetings Coordination of Weekly Food Backpacks Parent Conferences Red Ribbon Week	RTI Meetings Coordination of Weekly Food Backpacks ACT Aspire Teacher Training 3 rd Quarter Grades Parent Conferences FBLA Testing
NOVEMBER	APRIL
RTI Meetings Coordination of Weekly Food Backpacks APNA Surveys Counselor's Meeting	Coordination of Weekly Food Backpacks ACT Aspire Testing Course Selection for New School Year Master Schedule Revisions Scheduling Students for New School Year Testing Assembly

DECEMBER	MAY
RTI Meetings Coordination of Weekly Food Backpacks FBLA Testing Organize Christmas presents for Food Backpack Program students 2 nd Quarter Grades	Cont. Scheduling Students for New School Year Coordination of Weekly Food Backpacks 5 th Grade Orientation Prepare Folders for 8 th 504 Plans and RTI for High School ACT Aspire Testing

SAMPLE WEEKLY CALENDAR HIGH SCHOOL COUNSELOR

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 8:46	LATE START MON. PLC MEETINGS STUDY SKILLS PRESENTATION TO 9 TH GRADE	NEXT MAGAZINE SMALL GROUP	HELP STUDENT SIGN UP FOR ACT	INDIVIDUAL COUNSELING SESSION WITH 12 TH GRADE BOY	PRESENTATION BY MEDICAL IMAGING DEPT. AT ASU- JONESBORO TO UPPER-LEVEL SCIENCE STUDENTS
8:50 – 9:36	MEETING WITH BRTC CONCURRENT CREDIT DIRECTOR	NEXT MAGAZINE SMALL GROUP	HELP STUDENT WITH ACT ID LETTER	PARENT CONFERENCE	CONFERENCE WITH TEACHER, PRINC., STUDENT ON BEHAVIOR
9:40 – 10:26	PARENT CONFERENCE- 504 PLAN	INDIVIDUAL COUNSELING SESSION 11 TH GRADE GIRL	CHECK ON STUDENT GRADES FOR PARENT	504 REFERRAL MEETING	SEND RECORDS TO COLLEGES ON SENIORS THROUGH TRIAND
10:30 – 11:16	MEETING WITH STUDENT ON MATH GRADE	NEXT MAGAZINE SMALL GROUP	REFERRAL CONFERENCE	MEETING WITH DTC	HELP SENIOR COMPLETE ONLINE COLLEGE APP
11:20 – 12:06	ARKANSAS REHAB SERVICES MEETING	NEXT MAGAZINE SMALL GROUP	SENIOR CLASS PRESENTATION ON RESUME'BUILDING	MEET WITH JUNIOR ON FASTWEB SCHOLARSHIP INFO	WORK ON PRESENTATION FOR PLC MEETING
LUNCH	AVAILABLE	AVAILABLE	AVAILABLE	AVAILABLE	AVAILABLE
12:40 – 1:26	MEET WITH PRE-AP ENGLISH STUDENTS ON PSAT TESTING	INDIVIDUAL COUNSELING GRADES IN SCIENCE	ASU VISITOR ON CAMPUS FOR SENIORS	Next MAGAZINE WITH SENIOR ENGLISH	MAKE REFERRAL TO OUTSIDE AGENCY
1:30 – 2:16	MEET WITH STUDENT- HOME SITUATION	RESEARCH CAREER INFO WITH SPED STUDENT	504/DYSLEXIA CONFERENCE IND. COUNSELING SESSION	VISITOR FROM LINCOLN TECH	MEET WITH ALE STUDENT ABOUT SCHEDULE
2:20 – 3:06	MEET WITH STUDENT ON NEACTC CLASS	WORK IN HIGH SCHOOL CLOTHES CLOSET—	MEET WITH STUDENT ON CAREER INFO	MEET WITH TEACHER ABOUT STUDENT BEHAVIOR	CALL PARENT TO SET UP 504 CONFERENCE INDIVIDUAL COUNSELING SESSION
After School		PICK UP DONATIONS FROM COMMUNITY MEMBERS FOR HIGH SCHOOL CLOSET	504 PARENT MEETING		

YEARLY CALENDAR

AUGUST	JANUARY
<p>Complete Student Schedules Complete BRTC concurrent paperwork Career Coach Give Accuplacer ACE Corrections Open House/New Student Orientation Change Schedules-1st 8 days of school Teacher Professional Development 504 Meetings with Parents/Teachers Meet with Seniors to complete info sheets Military Set-Up at Lunch in Square Testing Data Disaggregation for Faculty</p>	<p>DTC Virtual Training-3 hr. DTC Webinars ARI/Hytrol Industry Tours- 11th & 12th grade Guidance Lesson on “The Economics of Education” in 9th grade Econ classes Webinar-AR Teacher Residency Program XELLO INVENTORIES- 8th & 9th grade Student Success Plans-Complete Personality Inventories</p>
SEPTEMBER	FEBRUARY
<p>Senior Night with students/parents 504 Conferences DTC Webinar NEA Counselor’s Meeting Arkansas Rehab Services-meet with IEP/504 College Visit from ASU-Jonesboro & WBU Study Skills presentation with 9th graders DLM Testing window opened PSAT Information session for 10th and 11th grade students ACT WorkKeys Virtual Training ASMSA Visit with Interested Students INTRODUCE NEW CCR TOOL: XELLO; Student Success Plans-re-visit plan and update</p>	<p>DLM Spring Testing Window opens Career Day-8th-12th grade ACT Prep Complete non-test items for state ACT DTC Webinars XELLO Interest Inventory- 10th grade Set up ACTAspire-PNP’s, testing sessions, etc. Student Success Plans-Complete digital copy of SSP Pull-out ACT Practice Test for Juniors</p>
OCTOBER	MARCH
<p>Next Magazine-IEP English classes College Application Day-Seniors Financial Aid Kickoff Day-Seniors College Visits-UCA, BRTC College Fair for Jr. and Sr. at WBU DTC Webinars PSAT Testing ACT WorkKeys Virtual Sessions #3 & 4 USE NEW SSP TEMPLATE/ADE: Student Success Plans-- to go over Smart Core, Graduation Requirements, etc.</p>	<p>ACT State Testing BRTC Preview Day- 10-11 grades ASU Visit with Jr. and Sr. DTC Webinars NEATC Tour-9th & 10th grade FBLA Testing Aspire Test Training for WRHS XELLO Interest Inventory- 11th grade Student Success Plans Mock Administration-ACTAspire-District-wide</p>

NOVEMBER	APRIL
<p>Next Magazines with Jr. and Sr. Career Watch magazine-11th grade Financial Aid Night BRTC Counselor Day DAR Good Citizen paperwork APNA Surveys completed NEACTC Advisory Luncheon Student Success Plans-Career Inventories DTC Webinars Graduation Rate Cohort Corrections Set up juniors in On to College portal for ACT Test Prep</p>	<p>Local Scholarship Applications due Schedule requests for 2022-23: 8th-11th grade ATLAS Testing Testing Webinars Senior Parent Meeting Career Coach Administer Accuplacer-for Srs.-College Placement & Challenge Scholarship Student Success Plans</p>
DECEMBER	MAY
<p>BRTC Concurrent paperwork for Spring Arkansas Rehabilitation Services visit DTC Webinars Introduce Juniors to On to College Test Prep FBLA Testing College Visit-CRC Civics Testing Counselor Appreciation Lunch-BRTC Student Success Plans-Work Values Inventory</p>	<p>ATLAS Testing Academic Awards Scholarship Awards Graduation AP Testing Sign-up for Summer ACT Prep Sign-up for Summer School ACTAspire testing window closes Student Success Plans</p>

****Career Coach will implement SSP, using new template from ADE (once available), with direction from Counselor.**

MULTI-TIERED SERVICES

Counselors in the Lawrence County School District deliver Tier 1 services to all students in the form of classroom guidance lessons that are age- and subject-appropriate and are aligned with competencies in the academic, social/emotional, and/or career domains. These lessons are formulated using the goals and data provided through surveys, needs assessments, and district data.

Counselors provide Tier 2 and 3 services based on student need. This may be in the form of small group sessions that meet regularly over time to address specific needs or gaps. These Tier 2 services are also delivered in the form of test interpretation (small group or individual), academic planning, study skills, behavioral support, and career exploration.

More intensive Tier 3 interventions are provided when a student's academic or social/emotional development is at risk. These usually address immediate or short-term needs such as crisis intervention.

III. DELIVERY

CLASSROOM LESSONS

Counselors deliver core curriculum lessons to all student that are age-appropriate and directed at goals created based on student needs. **These lessons are limited to thirty (30) minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week.**

Lessons are based on specific competencies in academic, social/emotional, and career domains. These lesson topics are communicated to stakeholders through the yearly and weekly calendars, the school website, and building newsletters. (See sample Lesson Plan below)

Sample Lesson Plan Elementary Counselor

Grade Level 2-3 **Month** Nov. **Topic:** Self-Management, Responsibility & Goal Setting

Objective/I-Statement

Students will learn how setting goal can help them improve and grow.

I can set goals that help me be my best.

Goals can help me learn to be more responsible.

American School Counseling Association Standards (ASCA)

PS:B1.12 Develop an action plan to set and achieve realistic goals

CASEL Core Competencies

Self-Management (Impulse Control, Stress Management, Self-Discipline, Self-Motivation, Goal-Setting, Organizational Skills)

Responsible Decision-Making

(Identifying Problems, Analyzing Solutions, Solving Problems, Evaluating, Reflecting, Ethical Responsibility)

Materials

Chart Paper & Marker

“A Quiz on Goals” Interactive PowerPoint Activity

Procedures

Ask the students- “what is a goal?”, and what synonyms they can come up with. Emphasize how goals are similar to dreams, in that we aspire to get something we want or become better. Explain that the difference is that a goal is an action plan how to reach our dreams one step at a time.

Discuss how to set a goal that we are likely to achieve, it has to be attainable, specific, measurable, and has to have a time limit. Mention that even though the easier goal you set, the more likely it is to reach it, however, we should set goals that are at least a bit challenging, so that we improve our skills, character traits, etc. Provide an example: if a student who is good at math sets a goal to not fail math class, he will almost certainly achieve it, but he wouldn’t learn anything or grow. Ask the students how they would change such a goal (example: set a goal to get an A on the test).

Introduce the interactive activity. All instructions are in the PowerPoint file. This activity will take around 15 – 20 minutes.

Evidence-Based Strategies

- Building Vocabulary
- Complex cognitive tasks (investigation, problem-solving, and/or decision-making)
- Practice, practice, practice
- Cues & questioning to check for understanding
- Summarizing to assess student knowledge
- Setting Clear Goals/Objectives
- Student discussion/chunking
- Engagement strategies

Kinesthetic Games

Interactive Games

Assessment

The students will describe 3 goals.

Additional Resources

“I want to be my best!” worksheet

ORIENTATION/TRANSITION

The LCSD hosts an Open House at each building at the beginning of each school year to introduce students and their families to the school setting, to the faculty and staff, and to the policies and procedures of the school. Students and parents are taken on a tour of the building to orient students to specific locations. During these events, school counselors are available to meet and greet, answer questions, and present information to students and parents. (See Sample Agenda for Open House below)

WALNUT RIDGE HIGH SCHOOL NEW STUDENT ORIENTATION/OPEN HOUSE AGENDA

- I. WELCOME & INTRODUCTION OF STAFF-JACOB KERSEY, PRINCIPAL
- II. STUDENT COUNCIL WELCOME-STUDENT COUNCIL PRESIDENT
- III. COUNSELOR INFORMATION-DEBBIE FINDLEY, HIGH SCHOOL COUNSELOR
 - a. Arkansas Academic Challenge Scholarship & ACT requirements
 - b. Enrichment opportunities: BRTC Concurrent Credit/AP Courses/Pre-AP Courses
 - c. Graduation Requirements
 - d. Importance of Credits/GPA/Attendance
 - e. Schedules & Schedule Changes
- IV. HANDBOOK ITEMS-JACOB KERSEY, PRINCIPAL
 - a. Bullying
 - b. Cell Phone Policy
 - c. Dress Code
 - d. Attendance Policy
 - e. Handbook Changes
 - f. REMIND App
 - g. DRAGONFLY
 - h. Student email
 - i. Parking Tags
- V. QUESTIONS & ANSWERS
- VI. HAND OUT SCHEDULES

NEW STUDENT ORIENTATION

As new students enroll in the LCSD, the building counselor is involved in the process:

- Counselor meets student and parent to gain insight into needs and preferences
- New student is provided tour of the building.
- Student is provided a student ambassador who escorts him/her throughout the first day.
- Building counselor insures that specific programs for individual needs are in place---504, IEP, GT.
- School counselor (at the high school level) uses previous school records, TRIAND transcript, and questioning to schedule student into classes.

TRANSITION PLAN

The LCSD has a transition plan as students move from one building to the next on campus:

- Counselors meet with students in the transfer grade in a classroom setting to discuss classes, policies, changes, etc.
- Students are taken on a tour of new facility.
- At the high school level, club sponsors and extracurricular activity sponsors, conduct a “Fair” to inform students of what activities are available.
- At the building level, counselor conducts parent meeting to inform parents of transition. At the high school level, the counselor explains Smart Core, Graduation Requirements, and course selection to help parents with student’s 9th grade schedule.

GRADUATE FOLLOW-UP

The LCSD conducts follow-up surveys with graduates to determine the path they took after graduation. These are conducted both by mail and by phone for ALL graduates and for specific CTE programs to determine placement after high school.

As part of the Graduate follow-up survey, students are asked about their experiences with the counseling program while in high school and how they evaluate their preparation for life after high school.

WRHS Follow-up Survey:

**WALNUT RIDGE HIGH SCHOOL
CLASS OF _____ GRADUATE SURVEY**

NAME _____ Phone # _____

Current Address _____

Email address _____

Present Status: (Mark all that apply)

_____ Working full-time _____ Working part-time _____ Military _____ 4-year college

_____ 2-year college _____ Vocational school/apprenticeship _____ Other

Please further explain your employment and/or name of school/program of study/etc.

Please answer the following questions as honestly as possible:

1. Do you feel you were offered a quality education at WRHS? _____ yes _____ no
2. Did your teachers generally hold high standards and demand quality work? _____ yes _____ no
3. Were the academic standards high enough at WRHS? _____ yes _____ no
4. Were school counselors helpful in the selection of a college/career path? _____ yes _____ no
5. Were enough elective classes offered for you to explore different opportunities? _____ yes _____ no
6. Did you participate in extra-curricular activities at WRHS? _____ yes _____ no
7. Did your participation in these activities make your experience better? _____ yes _____ no
8. Did you ever experience significant harassment from other students? _____ yes _____ no
9. Did you have a positive learning experience at WRHS? _____ yes _____ no

Please give a GRADE from A to F for the following items:

(A=Excellent; B= Good; C= Average; D= Below Avg.; F= Needs Improvement)

GRADE

10. WRHS provided a safe learning environment. _____
11. WRHS maintained a drug-free environment. _____
12. My teachers were knowledgeable about the curriculum they taught. _____
13. Students and parents were notified concerning academic progress. _____
14. Rules were enforced consistently and fairly. _____
15. Rate the availability of technology in the classroom. _____
16. How well-prepared did you feel for the transition from high school to now? _____
17. Rate the atmosphere at after-school activities. _____
18. Rate the school's security procedures. _____
19. Rate the relevance of your classes at WRHS to the real world. _____
20. Overall, how would you rate WRHS as a learning environment? _____

COMMENTS: _____

DROPOUT PREVENTION & RISK ASSESSMENT

It is important that school counselors at the secondary level be aware of the risk factors involved with students dropping out of school and be willing to discuss available options.

Student Dropout Questionnaire Walnut Ridge High School

Student Name: _____

Student Age: _____

Grade Level: _____

What is the *primary* reason the student is withdrawing from school? (Circle one)

Course selection	Employment	Expulsion
Student/teacher conflict	Marriage	Family Problems
Failing classes	Pregnancy	
Boredom	Illness	

Does student plan to enter a GED program? Yes No

Was the student in an alternative setting prior to withdrawal from school?
If no, was an alternative setting available? Yes No

Had the student received individual counseling prior to this meeting? Yes No

Was the student involved in school sponsored extracurricular activities? Yes No

Does the student have an educational disability requiring an IEP? Yes No

Has the student received any remediation services in the past three (3) years? Yes No

What is the average number of days the student was absent over the past three (3) years? _____

Has the student *ever* been suspended? Yes No

Has the student *ever* been expelled? Yes No

Student Signature Date

Parent Signature _____

Counselor Signature _____

Three (3) month follow-up:

Method of contact:

Letter (Level I)

Phone call (Level II)

Home visit (Level III)

Contact Successful

Contact Unsuccessful

Employment status:

Employed full-time

Employed part-time

Unemployed

Unknown

Education status:

Working on GED

Earned GED

Enrolled in another school

Unknown

Did the student return to school following this contact? Yes No

Final contact (prior to start of next school year):

Not applicable: Student returned to school ___/___/___

Method of contact:

Letter (Level I)

Phone call (Level II)

Home visit (Level III)

Employment status:

Employed full-time

Employed part-time

Unemployed

Unknown

Education status:

Working on GED

Earned GED

Enrolled in another school

Unknown

In addition, all personnel in the LCSD work to prevent school dropouts by

1. Monitoring the progress of all students and intervening when students show early signs of attendance, behavior, or academic problems.
 - a. Organize and analyze data to identify students who miss school, have behavior problems, or struggle in their courses
 - b. Intervene with students who show early signs of failing coursework.
 - c. If data shows high rates of absenteeism, take steps to help students, parents, and school staff understand the importance of attending school daily.
2. Providing intensive, individualized support to students who face significant challenges to success.
3. Engaging students by offering programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
 - a. Directly connect schoolwork to options after high school.
 - b. Provide programs that teach students how to build supportive relationships.
 - c. Regularly assess student engagement to identify areas for improvement and target interventions to students who are not engaged.

ACADEMIC ADVISEMENT

In the Lawrence County School District, academic advisement begins in elementary school and continues through high school. The building-level counselor acts as an advisor at all levels to guide students toward developing short-and long-term goals. Goal setting provides a purpose and direction for the student. The school counselor at each level offers students study skills to help them succeed in the classroom by identifying their learning style and providing time management skills useful both in school and in all aspects of their lives.

Beginning in 8th grade, students begin working with the Career Coach, counselors, and teachers on academic and career planning through the Student Success Plan. Academic advisement in the LCSD includes the following:

- Supporting students in understanding the relationship between classroom performance and success in school.
- Providing students with access to courses and course selection that will meet their short-and long-term goals.
- Guiding students toward college and career readiness.
- Providing students with needs assessments and surveys at each level to help support their future goals.

SOCIAL-EMOTIONAL LEARNING

The Comprehensive Guidance Program in the LCSD involves planned guidance activities for all students. The classroom guidance curriculum focuses on topics that align with the **Guide for Life** program:

1. Growth
 - Develop problem-solving skills
 - Practice mindfulness
 - Persevere
2. Understanding
 - Increase self-awareness

- Know your strengths and weaknesses
 - Develop critical thinking skills
3. Interaction
 - Treat others with respect
 - Communicate effectively
 - Seek out and offer help when needed
 4. Decisions
 - Consider personal beliefs, safety and the situation
 - Think through potential consequences
 - Put your best self forward
 5. Empathy
 - See other perspectives
 - Value the feelings of others
 - Appreciate diversity

At all building levels, counselor employ these 5 skills for personal success in Tier 1, 2, and 3 guidance--- classroom, small group, and individual counseling sessions.

CAREER PLANNING

The career planning and development program in the LCSD will help students to

1. Discover the meaning of work and its relationship to the individual
2. Develop a positive attitude and a personal identity as a worker
3. Understand their own aptitudes and develop their own abilities as they pertain to the world of work

The Lawrence County School District recently adopted **XELLO** as the College & Career Readiness tool for the district to help with the implementation of the Student Success Plan. Students will receive a personalized experience as they learn 21st century skills in an active online environment that allows them to create a personal profile.

In high school, WRHS students will use the CCR tool to create a Student Success Plan which meets their needs and provides them with a real-world view of college and career readiness. Students will continue to refine their career choices by examining the Career & Technical Education completer programs, by meeting with the Career Coach on a regular basis, by aligning their coursework with their career plans, and by taking advantage of programs available at the Northeast Arkansas Career & Technical Center located on the Jonesboro High School campus and the new Secondary Career Center on the Black River Technical Center campus. 9th and 10th grade students tour both facilities to learn about programs available. (See CTE Programs of Study example below)

In past years, the BE PRO BE PROUD caravan has visited our campus at various career events. High school students visit the exhibits to learn about high tech, high need career fields that may interest them.

College-bound students can also take advantage of college concurrent classes offered on the WRHS campus and through online classes through BRTC. Many WRHS college-bound students graduate with 27+ hours of college credit. Students interested in the medical field can apply to UAMS programs such as Day in the Life and MASH and through the New York Institute of Technology on the ASU campus for programs like Project H.E.A.R.T. and Structure, Function, & Technology.

2022-23 WRHS CAREER & TECHNICAL PROGRAMS

A Career & Technical Education Completer is a student who has successfully completed three units of study in an area. This includes any foundational course (Level 1) and core courses (Levels 2 & 3). WRHS students may also complete various programs of study through the Northeast Arkansas Technical Center located on the Jonesboro High School campus and the Secondary Technical Center at Black River Technical College.

Benefits of being a Completer include the opportunity to earn certifications recognized by employers across the country, recognition in the newspaper, a certificate received at Honors Assembly, recognition and cord at Graduation, a special seal on the transcript, and JOB OPPORTUNITIES!



Students can also be a Concentrator in the Programs of Study by completing two units of study---either Level 1 and Level 2 or Level 1 and Level 3 courses.

AGRICULTURAL SCIENCE

AND TECHNOLOGY

Agricultural Power, Structural &

Technical Systems:

- _____ Survey of Agriculture Systems (L1)
- _____ Agricultural Mechanics (L2)
- _____ Agricultural Metals (L3) OR
- _____ Agricultural Structures (L3) OR
- _____ Advanced Agricultural Mechanics (L3)

Plant Systems:

- _____ Survey of Agriculture Systems (L1)
- _____ Plant Science (L2)
- _____ Greenhouse Management (L3)

BUSINESS AND MARKETING

Office Administration:

- _____ Survey of Business (L1)
- _____ Business Procedures (L2)
- _____ Accounting I (L3)

Business Finance:

- _____ Survey of Business (L1)
- _____ Financial Planning (L2)
- _____ Accounting I (L3)

JR. FIRE ACADEMY EMERGENCY PREPAREDNESS

- _____ Emergency Preparedness I (Firefighter I) (L1)
- _____ Emergency Preparedness II (Firefighter II) (L2)
- _____ Emergency Preparedness Lab (Comm. Prep. & Response) (L3)

CRIMINAL JUSTICE

- _____ Intro to Criminal Justice (L1)
- _____ Foundations of Law Enforcement (L2)
- _____ Crime Scene Investigation (L3)

STUDENT SUCCESS PLANS

The Student Success Plans are a collaborative effort among educators, students, and their parents that allow for conversing on future planning and goal-setting.

The LCSD utilizes both a paper SSP document and a digital plan that students can re-visit, update, and change on their own or in a classroom setting. Students begin the SSP in 8th grade during the semester of the Career Development course. The Career Coach works with the Career Development teacher, the middle school and high school counselor to insure SSP's are updated periodically and CCR inventories are completed. The Career Coach is the person responsible for the SSP in our district. (See Sample Student Success Plan below; WRHS will replace the current SSP template with the one ADE provides, when available).

STATE ASSESSMENTS---SCORES/DEFICITS/INTERVENTIONS

8 TH -ACTASPIRE	9 TH -ACTASPIRE	10 TH -ACTASPIRE	11 TH -ACT	12 TH -ACT
ENG _____	ENG _____	ENG. _____	ENGLISH _____	ENGLISH _____
MATH _____	MATH _____	MATH _____	MATH _____	MATH _____
READING _____	READING _____	READING _____	READING _____	READING _____
SCIENCE _____	SCIENCE _____	SCIENCE _____	SCIENCE _____	SCIENCE _____
			COMPOSITE _____	COMPOSITE _____
	PROJ. ACT COMP _____	PROJ. ACT COMP _____		
RTI Y N	RTI Y N	RTI Y N	RTI Y N	RTI Y N
INTERVENTIONS Y N	INTERVENTIONS Y N	INTERVENTION Y N	ACT PREP Y N	ACT PREP Y N

CAREER FOCUS/PROGRAMS OF STUDY/AREAS OF INTEREST

_____ AGRICULTURE _____ BUSINESS _____ FIRE SCIENCE _____ CRIMINAL JUSTICE _____ NEACTC (JHS) _____ CAREER & TECHNICAL CENTER (BRTC)
SPECIFIC CTE PROGRAM OF STUDY:
TECHNICAL SKILLS/CERTIFICATIONS:

INTERESTS, GOALS, ACCOMPLISHMENTS

	8TH	9TH	10TH	11TH	12TH
PERSONAL INTERESTS/GOALS					
CAREER INTERESTS/GOALS					
STUDENT LEADERSHIP					
STUDENT CLUBS					
ATHLETICS					
AWARDS/HONORS					
EMPLOYMENT					
OTHER TRAINING					

POSTSECONDARY PLANNING

POST-HIGH SCHOOL GOAL:			
___ 4-YEAR COLLEGE ___ COMMUNITY COLLEGE ___ WORKFORCE TRAINING ___ MILITARY ___ WORK			
NAME OF COLLEGE APPLICATION	DATE OF COLLEGE VISIT	APP. DEADLINE	STATUS OF ___ SUBMITTED ___ ACCEPTED
_____	_____	_____	___ SUBMITTED ___ ACCEPTED
_____	_____	_____	___ SUBMITTED ___ ACCEPTED
_____	_____	_____	___ SUBMITTED ___ ACCEPTED

NAME OF SCHOLARSHIP	AMOUNT	DEADLINE	STATUS
			___ SUBMITTED ___ AWARDED
			___ SUBMITTED ___ AWARDED
			___ SUBMITTED ___ AWARDED

EMPLOYMENT RESEARCH

NAME OF COMPANY	EMPLOYMENT REQUIREMENTS	APPLICATION SUBMITTED	DATE OF INTERVIEW

APPROVED BY PARENT/GUARDIAN _____ DATE _____

UPDATED _____ UPDATED _____ UPDATED _____

SUICIDE PREVENTION, INTERVENTION, POSTVENTION

The Lawrence County School District recognizes the necessity of addressing the area of mental health wellness for our students. It is important to identify those students that are dealing with mental health issues and assist them in accessing the necessary help they need from mental health experts. The district, to the highest degree possible, wants to identify those students at risk for suicide ideation and work with the parents of those students by providing resources that allow the parent and student the help they need.

The Suicide Prevention Plan includes components that will address intervention-and prevention, postvention steps that the district will take when a suicide occurs, training of staff in the risk factors associated with youth suicide ideation, and the prevention programs and documents that will be in place to help identify those students at risk and refer them to mental health experts.

This prevention program will include a review of resources that help to establish administrative guidelines and procedures for responding to a student at risk; training for school faculty and staff to enhance suicide awareness; and an understanding of the role they can play in identifying and responding to a student with suicidal behavior.

PREVENTION

The District's suicide prevention plan shall be designed to help students---

- Understand how feelings of depression and despair can lead to suicide
- Identify alternatives to suicide and develop new coping skills
- Recognize the warning signs of suicidal intentions in others
- Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
- Identify community resources where youth can get help

Suicide prevention training for staff shall include the following:

- Be able to identify risk factors such as a previous suicide attempt, history of depression or mental illness, substance abuse issues, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent loss or breakup, family instability
- Be able to recognize warning signs that may indicate suicidal intentions, including changes in student's appearance, personality, or behavior
- Be aware of research-based instructional strategies for teaching suicide prevention and promoting mental and emotional health
- Be aware of community resources and services (See Resource pages at end of document)
- Be able to follow district procedures for intervening when a student attempts, threatens, or discloses a desire to commit suicide.

INTERVENTION

The following process should be followed when a staff member becomes aware that a student is experiencing a crisis that may involve risk of harm to self or others:

- When a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the building counselor/principal/designee who shall then notify the student's parents or guardians as soon as possible. The student may be referred to mental health resources in the school or community.
- Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Imminent risk is when there is immediate danger to the student's self or others (for example, possible presence of a weapon or other means the student intends to use to harm self or others) or there is a suicide attempt in progress (for example, the student has taken a drug or medication overdose).

The staff member who suspects or has knowledge of imminent risk will do the following:

- Provide for continuous supervision of the student at risk until an emergency responder arrives, keeping personal safety in mind. Evaluate the environment for safety and remove access to methods or lethal means.
- Call 911 and notify the counselor/principal/designee and be mindful that in the presence of a weapon or danger to others, emergency medical personnel will need the scene secured by law enforcement personnel before they can intervene.
- Notify the Superintendent
- If a suicide attempt is imminent or in progress, other students need to be removed quickly and calmly from the vicinity, following the District Crisis Plan.
- Notify the student's parent or guardian and document the time and content of the conversation.
- Complete an incident report form detailing actions taken (See sample Incident Form below)

At risk is when the student identifies thoughts of death but has no plan, intent to die, or suicidal behavior; the student identifies thoughts of death and may have a plan, intent to die or suicidal behavior; or the student is experiencing some stressors.

The staff member who suspects or has knowledge of a student at risk will do the following:

- Remain with the student and provide support, safety, and continuous supervision.
- Contact counselor/principal/designee to help determine risk situation.
- Contact parent/guardian.
- If it is determined a formal assessment is needed, appropriate arrangements will be made.
- If incident is handled at the local level, counselor/principal/designee will complete the Student Suicide Risk Documentation form (See below) and create a safety plan (See below).

POSTVENTION

The LCSD recognizes that the death of a student, whether by suicide or other means, is a crisis that affects the entire school and community. In the event of a student's death, it is critical that the school's response be swift, consistent, and intended to protect the student body and community. A staff meeting and debriefing will take place.

Working with the victim's parents or guardian, administrators and counselors must determine what information is to be shared in the school and what the limits of confidentiality are. The next step is to determine how information will be provided to students. **There will be no plans for permanent memorials on campus.**

Finally, it is important for the counselor to conduct screenings to identify high risk students and plan interventions. These may be students who may have

- Facilitated or otherwise been involved in the suicide
- Seen but not recognized the warning signs
- Been close to the victim
- Identified closely with the victim, perhaps as a role model
- A previous history of suicide attempts of their own
- Suffered other significant losses

Postvention goals should be to

- Support the grieving process
- Prevent suicide contagion
- Reestablish healthy school climate
- Provide long-term surveillance and provide education that serves both prevention and postvention

EMERGENCY CONFERENCE WITH PARENTS

In a meeting with school personnel today, information was shared regarding _____ and his/her emotional condition and behavior. Since my child has expressed suicidal thoughts, the recommendation was made that mental health services be sought immediately. I have been provided with names and phone numbers of local agencies, private practitioners, and others who may provide assistance to my child and me.

School Personnel

Parent/Guardian

School Personnel

Parent/Guardian

Date of Meeting

LOCAL COUNSELING AGENCIES:

FAMILIES, INC.
1425 W. Main St.
Walnut Ridge, AR 72476
(870) 886-5303
(Provider housed on our District campus)

HOMETOWN BEHAVIORAL HEALTH SERVICES
503 SE Lindsey St.
Hoxie, AR 72433
(870) 886-1333

ARISA HEALTH SERVICES, FORMERLY MID-SOUTH HEALTH SYSTEMS
102 SW Larkspur
Walnut Ridge, AR 72476
(870) 886-7924

BULLYING PREVENTION

ACT 1029 of 2019 addresses the issue of school bullying and how it can be prevented, reported, and investigated in the public school.

ACT 190 states that comprehensive school counseling programs will provide strategies, protocols, and training on recognizing bullying behaviors, responding to bullying, and assisting students who are targets of bullying.

The Lawrence County School District has adopted an Anti-Bullying Policy which is printed in the Student Handbook. Counselors at all building levels work to help students recognize that

- Bullying is intentional.
- Bullying is initiated by a student and is directed toward another student or an employee.
- Bullying can be in the form of written, verbal, electronic or physical act.
- Bullying can involve harassment, intimidation, humiliation, ridicule, defamation, or threat of violence.
- Bullying includes cyberbullying.

Counselors employ prevention and educational programs to help students

- identify bullying behaviors,
- avoid engaging in acts of bullying,
- seek help from an adult when there are feelings of hurt, guilt, or stress,
- help students develop essential skills such as those found in the G.U.I.D.E for Life,
- follow protocols for responding to bullying that is occurring.

Counselors help students, teachers, and parents in the reporting of bullying incidents by

- teaching students to report incidents of bullying they experience or witness to a trusted adult,
- encouraging others to report bullying incidents they witness,
- teaching students the seriousness of a false report of bullying,
- encouraging teachers to listen to parents and students who report incidents of bullying,
- providing programs at school that collaboratively involve teachers, students, and parents.

In response to reports of bullying behavior, the building counselor will work with administrators to insure that students are safe and free from intentional harm. They will

- Assess whether the student is at risk of harm.
- Intervene quickly, consistently and appropriately in bullying situations.
- Take immediate action when bullying is observed or reported
- Maintain a record of any action they have taken or suggested.

School counselors employ a number of resources in bullying prevention. (See samples below)



Bullying prevention guide

What is bullying?

Unwanted aggressive behavior that usually happens among school-aged children. Two things need to happen for aggressive behavior to be considered bullying:

1. **Power imbalance** — the aggressor uses whatever advantages or power they have to harm or control others.
2. **Repeated attacks** — Aggressive behaviors are repeated or leave the possibility for future attacks.

Types of bullying

Physical bullying — The act of using physical strength to exert power over others by causing bodily harm or damaging belongings.

Verbal bullying — Individuals (or a group) use abusive language to hurt, insult, ridicule, or embarrass another person or people.

Social bullying — One party tries to harm the reputation or relationships of another party. **Cyberbullying** — A division of social bullying, but it takes place over digital platforms such as smartphones, social media, tablets, and computers.

Bullying prevention tips

Community buy-in — Kids look up to adults. And if every adult in a community is working together to eliminate bullying, the chances of success are much higher.

Educate everyone on bullying — The more your community understands about bullying, the more likely they are to buy-in to your bullying prevention plan.

Create a positive environment — Positive relationships deter aggressive behavior and help prevent bullying. This is why it's important to promote positive behavior wherever possible.

Have events planned for the whole year — Make a committee made up of different community members that represent everyone's best interests. This safety committee will help you put in place an actionable plan to prevent bullying in your school and community.

Do an environmental scan — An environmental scan helps you see where and when bullying is happening through questionnaires, observations, and interviews.

Bullying intervention tips

Restorative justice — The focus is on mending broken relationships, rather than exacting revenge. A meeting is made to help the bully realize their actions towards the victim are unacceptable and have them want to make amends with the victim.

The support group approach — Using the aid of the school community to establish a positive relationship between conflicting individuals. The support group works with the bully to find a resolution that will help the victim.

The method of shared concern — A series of planned meetings with the bullies, without accusing them of anything. Afterward, the mediator meets with the bullies and the victim to find a resolution.

Bullying Intervention Tips: Examples & Guidance

After determining that bullying has occurred, the response to support students should balance the need for student accountability with the need to teach appropriate skills and behavior. The following non-exhaustive list of interventions may be used as a resource with the understanding that interventions should be student-centered. Student skill-building approaches might include:

- Provide academic and nonacademic **positive behavioral supports** to teach prosocial ways to achieve goals
- Increased adult **supervision** and/or video monitoring in areas where the student has been bullied
- **Inform other teachers/staff** as appropriate about concerns so they are better aware and able to maintain the safety
- Identify a **trusting adult who** agrees to daily check-in with the student
- Provide safety adjustments (*i.e.* move desk, change locker, go to the bathroom at different time, eat at different table or with teacher) for the student that exhibited bullying behaviors. The targeted student should not have to rearrange their routine for safety.
- Provide relevant education **activities for individual students or student groups** in consultation with guidance counselors and other appropriate personnel
- Offer individualized **skill-building sessions** based on the board approved bullying prevention curricula (*i.e.* problem-solving skills, social skills, life skills, anger management)
- Meet with parents to engage support in reinforcing skill-building sessions and the **bullying prevention curricula at home**
- Use behavioral **plans** to progress monitor the development of specific social skills
- **Refer** for **evaluation** of a disability and/or counseling or mental health services
- Increase **training for teachers/staff** on how to identify harmful behaviors.

The checklist below “DO YOU BULLY?” is a tool to be used to help students understand that they may be guilty of bullying behavior without realizing it:



Do You Bully?

Read each of the following questions and check the box next to anything that you may have done or felt. These items apply to what happens at school and online, such as text messages, gaming, or social media posts. If you need help, ask your mom or dad!

Do you:

- Call other kids names?
- Say things to get a reaction, such as being scared or upset, out of another kid?
- Gossip about other kids or try to make them look bad?
- Tease other kids about how they look or act?
- Start rumors about other kids?
- Want other kids to be afraid of you?
- Try to humiliate other kids?
- Hit, push, or shove other kids?
- Leave kids out of games or groups on purpose?
- Encourage other kids to be mean with you?
- Hurt or be mean to other kids mostly when adults are not around?
- Take or ruin other kids' stuff?
- Enjoy it when you make other kids upset?
- Blame other people for your actions?
- Think it's cool when you laugh at others?
- Enjoy it when other kids are scared of you?
- Think that some people deserve to be hurt or teased?
- Send mean or threatening messages by text, social media, or other technology?
- Think it's funny when other kids feel humiliated?
- Enjoy making fun of other kid's differences?

Recognize any of the signs? Kids bully for a lot of different reasons. It might be because of peer pressure, wanting to feel in control, fear, insecurity, not having positive adult role models, or even being bullied themselves.

If you recognize that you might be bullying, talking with an adult can make a difference. Seriously. It might be your parent or guardian, an aunt or uncle, the school social worker, a trusted teacher, the principal or school nurse. They can help you change bullying behavior — and help you deal with the reasons you do it.

ASCA MINDSET & BEHAVIORS

Counselors in the LCSD use the ASCA Mindset and Behaviors Tool in the planning and implementation of the Comprehensive Guidance Program for our district. We meet throughout the year as we plan, implement, and evaluate the components of the Guidance Program. We use the ASCA Tool for this purpose.



ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level in which you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

	Grade Level/Delivery		
	Academic	Career	Social/Emotional
<i>Indicate grade level presented under category</i>			
Mindsets			
M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being			
M 2: Self-confidence in ability to succeed			
M 3: Sense of belonging in the school environment			
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success			
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes			
M 6: Positive attitude toward work and learning			
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions			
B-LS 2: Demonstrate creativity			
B-LS 3: Use time-management, organizational and study skills			
B-LS 4: Apply self-motivation and self-direction to learning			
B-LS 5: Apply media and technology skills			
B-LS 6: Set high standards of quality			
B-LS 7: Identify long- and short-term academic, career and social/emotional goals			
B-LS 8: Actively engage in challenging coursework			
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions			
B-LS 10: Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility			
B-SMS 2: Demonstrate self-discipline and self-control			
B-SMS 3: Demonstrate ability to work independently			
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals			
B-SMS 6: Demonstrate ability to overcome barriers to learning			
B-SMS 7: Demonstrate effective coping skills when faced with a problem			
B-SMS 8: Demonstrate the ability to balance school, home and community activities			
B-SMS 9: Demonstrate personal safety skills			
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills			
B-SS 2: Create positive and supportive relationships with other students			
B-SS 3: Create relationships with adults that support success			
B-SS 4: Demonstrate empathy			
B-SS 5: Demonstrate ethical decision-making and social responsibility			
B-SS 6: Use effective collaboration and cooperation skills			
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams			
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary			
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment			

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PROGRAM REVIEW

As counselors in the LCSD reflect on our Comprehensive Guidance Program, we utilize a number of resources: program goals, artifacts, ESSA Index and other data, etc., to evaluate and plan for the next year.

<i>District counselors will meet to review Comprehensive Guidance Program, update it, add artifacts, and get it ready for posting.</i>	Reviewed/ Posted
The counselor/program self-assessment has been reviewed and updated.	<input type="checkbox"/>
Counselor team, vision, mission and belief statements have been reviewed and updated as needed.	<input type="checkbox"/>
Data regarding student outcomes from the current year goal (s) have been reviewed and analyzed. Decisions will be made on continuing current goal or changing goal will be made.	<input type="checkbox"/>
Results from the review of student outcomes is reflected in the plan.	<input type="checkbox"/>
Planning for the next year is taking place. What will be the desired outcomes as a result of your interventions? Will you consider participation/process data, Mindsets and Behaviors or perception data, or outcome/results data?	<input type="checkbox"/>
Smart goal(s) for the next year are developed, data is reviewed, action steps or tasks are developed, and desired outcomes are clearly defined. What will be your goal(s) for the next year? How do you plan to impact student access to learning?	<input type="checkbox"/>
Annual calendar is updated. Weekly calendars and Use of Time documents will be reviewed.	<input type="checkbox"/>
Advisory council meeting information is included if available.	<input type="checkbox"/>
Summary of how direct and indirect services are being provided to students has been outlined. Summary of administrative activities provided is outlined and updated as needed. (Include small group information, classroom lessons)	<input type="checkbox"/>
Suicide prevention and bullying prevention models are updated as needed.	<input type="checkbox"/>
Developmentally appropriate career planning process and Student Success Plan have been reviewed and updated.	<input type="checkbox"/>
Professional standards have been reviewed.	<input type="checkbox"/>
Lessons, supporting documents, other artifacts are updated and included in plan as needed.	<input type="checkbox"/>
Data sharing with Stakeholders has taken place, or is planned.	<input type="checkbox"/>
Materials for data sharing are updated and included in plan.	<input type="checkbox"/>
New plan is posted for following year no later than August 1 of each year.	<input type="checkbox"/>

IV. ACCOUNTABILITY

DATA REVIEW & STAKEHOLDER SHARING

Counselors at each building level in the LCSD reviews testing data throughout the year as it becomes available, as well as data from needs assessments and surveys to plan and implement the Comprehensive Guidance Program. Counselors meet together with building administrators to review the School Report Card, ESSA Index, etc., and they work to formulate plans to disseminate that information to stakeholders.

Counselors and building test coordinators provide data interpretation to administrators, teachers, students, and parents through various avenues including parent meetings, classroom sessions, School Board meetings, etc.

(See sample ESSA SQSS Data Interpretation for Walnut Ridge High School faculty below)

2022 WRHS (Grades 9-12) SQSS 51.85

School Quality and Student Success Indicators

Ark. Code Ann. § 6-15-2108(b) and (c) specify that the school performance system shall consider without limitation at least one or more school quality and/or student success indicators provided those indicators allow for meaningful differentiation of schools and are valid, reliable, comparable and applicable statewide. Stakeholders communicated a desire to have multiple measures included in this indicator as soon as possible.

The Arkansas Department of Education created a student-focused aggregation of indicators that meet these requirements. The measures for this indicator focus on each student meeting important educational milestones (such as reading proficiently), important readiness criteria (minimum ACT score of 19 for Arkansas Academic Challenge Scholarship), and important postsecondary success indicators (attainment of AP, IB, concurrent credits). In essence, the school quality and student success indicator combines measures of engagement, access, readiness, completion, and success criteria. To calculate this indicator a student level table is constructed to include the indicators listed in the table below

School Quality and Student Success Indicators WRHS OVERALL SCORE 51.85

Indicator	Grade Level or Cohort for Points Available	Points for Student
Student Engagement 54.23	Grades K -11	Point based on Chronic Absence (CA) risk level: CA < 5% = 1.0 Point 5 ≤ CA < 10% = 0.5 Point
Science Achievement 32.53	Grades 3 – 10	Ready or Exceeds = 1.0 Point Close or Not Ready = 0.0 Point

Science Growth 58.13	Grades 4 – 10	Using ACT Aspire Science Value-Added Score Percentile Rate VAS PR ≥ 75 = 1.0 Point $25 \leq$ VAS PR < 75 = 0.5 Point VAS PR ≤ 25 = 0.0 Point
Reading at Grade Level 34.38	Grades 3 – 10	Ready or Exceeds = 1.0 Point Close or Not Ready = 0.0 Point
ACT 37.25	Grade 12 Cycle 7 Enrollment	Best ACT Composite Score ≥ 19 = 1.0 Point Use best ACT score from prior 3 years.
ACT Readiness Benchmark 33.33	Grade 12 Cycle 7 Enrollment	ACT Reading ≥ 22 = 0.5 point ACT Math ≥ 22 = 0.5 point ACT Science ≥ 23 = 0.5 point Use best ACT score from prior 3 years for each subject.
GPA 2.8 or better on 4.0 scale 90.20	Grade 12 Cycle 7 Enrollment	High school final GPA ≥ 2.8 = 1.0 Point
Community Service Learning Credits Earned 37.25	Grade 12 Cycle 7 Enrollment	1 or more SL credits earned = 1.0 Point Act 648 of 1993 course #496010 or other state approved courses Credits earned at any time during grades 9 - 12
On-time Credits 95.19	Grades 9 -11	Grade 9 completed ≥ 5.5 credit = 1.0 Point Grade 10 completed ≥ 11.0 credits = 1.0 Point Grade 11 completed ≥ 16.5 credits = 1.0 Point
Computer Science Course Credits Earned 27.45	Grade 12 Cycle 7 Enrollment	Credits earned ≥ 1 = 1.0 Point Credits earned at any time during grades 9 - 12
Advanced Placement/International Baccalaureate or Concurrent Credit Courses (ACE included) 62.75	Grade 12 Cycle 7 Enrollment	Credits earned ≥ 1 = 1.0 Point Credits earned at any time during grades 9 - 12

APPENDIX A

Resources for Responsive and Indirect Services

Responsive Services:

Bullying-

<http://www.stopbullying.gov/prevention/at-school/index.html>

- This website offers parents warning signs that their child might be experiencing bullying.

http://kidshealth.org/teen/your_mind/problems/bullies.html#

- This website gives students ways to stop bullying in schools such as informing a trusted adult.

Suicide Prevention-

<http://www.suicide.org/suicide-warning-signs.html>

- This website gives parents suicide warning signs.

<http://www.learnpsychology.org/suicide-depression-student-guidebook/>

- Lists the common risks factors for suicide for parents, teachers, and students.

Child Abuse-

http://www.emedicinehealth.com/child_abuse/page7_em.htm

- Gives school officials' risk factors that may increase the risk of child abuse.

<http://www.stoparchildabuse.com/tips.htm>

- Offers parents tips on how to prevent child abuse.

Indirect Services:

Anxiety-

http://childparenting.about.com/od/healthsafety/a/how_to_handle_anxiety_in_children.htm

- Gives parents advice on ways they can help their children cope with anxiety.

<http://www.worrywisekids.org/node/36>

- Offers a list of do's and don'ts for parenting an anxious child.

Conflict Resolution-

<http://www.playworks.org/blog/four-conflict-resolution-techniques-school-children>

- This website offers students techniques to utilize with others to solve conflicts.

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1521>

- Teaches students the definition of conflict resolution and offers steps to solving conflicts such as understanding what the conflict is about, how to avoid making it worse, work together with others, and finding the solution.

Anger Management-

<http://savvyschoolcounselor.com/12-ways-to-manage-anger/>

- Offers strategies for students to help manage their anger.

http://www.creducation.org/resources/anger_management/early_warning_signs.html

- Offers parents advice on early warning signs of anger.

Study Skills-

<http://www.educationcorner.com/learning-styles.html>

- Helps children identify their learning style.

<http://www.studytips.org/>

- Offers study tips for children to use in the classroom to help them succeed.

Goal Setting-

<https://www.examtime.com/blog/smart-goal-setting-students/>

- Offers advice for students on how to set SMART goals.

<http://www.free-training-tutorial.com/lifeskills/goalsetting.html>

- Teaches the students how to choose a goal.

Impulse Control-

<http://www.scholastic.com/parents/resources/article/parent-child/why-impulse-control-harder-ever>

- This website offers tips to parents to help their child manage their impulsive behavior.

<http://learningworksforkids.com/2013/12/5-ways-to-help-your-child-develop-better-self-control-skills/>

- This website offers suggestions for children to learn self-control.

APPENDIX B

Lawrence County School District Counselors' Local Resource Guide

Mental Health Agencies:

Families, Inc.
1425 W. Main St.
Walnut Ridge, AR 72476
(870) 886-5303

Hometown Behavioral Health Services
503 SE Lindsey St.
Hoxie, AR 72433
(870) 886-1333

ARISA Health, formerly Mid-South Health Systems
102 SW Larkspur
Walnut Ridge, AR 72476
(870) 886-7924

Food Pantries:

First Baptist Church
322 SW Front St.
Walnut Ridge, AR 72476
(870) 886-2722
1st & 3rd Thursday of each month
1:00 p.m.-3:00 p.m.

Hoxie First Baptist Church
200 SW Lindsey
Hoxie, AR 72433
(870) 886-2360
Every 4th Monday
4:00 p.m.-8:00 p.m.

White Oak Baptist Church (Food & Toiletries)
190 Lawrence 612
Walnut Ridge, AR 72476
2nd Sunday of each Month
3-4:30 p.m.

Shepherd's Care-Bags of Blessings
111 SE Front St.
Walnut Ridge, AR 72476
(870) 886-2000
1st, 3rd, & 4th Mondays
4:30 p.m.-5:30 p.m.

Community Meals:

Mission Outreach
901 East Lake Street
Paragould, AR 72450
(870) 236-8080
Breakfast 6:30 a.m., lunch 12:00 p.m., dinner 5:00 p.m.

Shelter:

Mission Outreach
901 East Lake Street
Paragould, AR 72450
(870) 236-8080

Medical Providers:

Lawrence Memorial Hospital
1309 W. Main St.
Walnut Ridge, AR 72476
(870) 886-1200

Lawrence County Health Department
1050 West Free Street
Walnut Ridge, AR 72476
(870) 886-3201

GED Prep:

Black River Technical College-Adult Education
504 SE Southern Ave.
Walnut Ridge, AR 72476
(870) 886-2059
Location: Walnut Ridge Community Center
Hours: Monday-Thursday 8:15 a.m. - 3:30 p.m.
Monday & Tuesday 6:00 p.m. - 8:00 p.m.

College Readiness & Post High School Opportunities:

Black River Technical College
1410 Highway 304 East
Pocahontas, AR 72455
(870) 248-4000

Williams Baptist University
60 W. Fulbright
Walnut Ridge, AR 72476
(870) 886-6741

Hotlines:

Arkansas Crisis Hotline:
988
Physical, Sexual, and Domestic Abuse Hotline:
Crimes Against Children Hotline (800) 482-5964

Helpful Websites:

Arkansas Department of Human Services:

<http://humanservices.arkansas.gov/Pages/default.aspx>

Lawrence County Public Library:

<http://lawrencecountylibrary.com/>

Mission Outreach of Northeast Arkansas:

<http://missionoutreachnea.com/>

Walnut Ridge Regional Chamber of Commerce:

<http://lawcochamber.org/>

Suicide Prevention, Awareness, and Support:

<http://www.suicide.org/hotlines/arkansas-suicide-hotlines.htm>