

Charleston Public Schools

Comprehensive

School Counseling Program

2020-2021

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# Vision - Mission - Beliefs

## **School Counseling Program Vision Statement**

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

## **School Counseling Program Mission Statement**

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

## **School Counseling Program Beliefs**

All school counselors at Charleston Public Schools believe:

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

# The Role of the School Counselor

## Direct Counseling Services

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

- **Classroom Lessons**
  - Developmentally appropriate
  - Developed from the goals identified in the school or district along with district initiatives
  - Address the components of the School Counseling Improvement Act of 2019
  - Limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week
- **Individual and group counseling**
  - Are based on student needs
  - Identified through data review
  - Meet as needed
  - Require follow-up to ensure students are continuing to develop the skills taught in the small group
  - Meet with students at risk of dropping out of school
- **Responsive services**
  - Support students whose immediate concerns put the student's academic, career, or social and emotional development at risk
  - Bullying prevention
  - Suicide prevention

## Indirect Counseling Services

The Charleston Public Comprehensive School Counseling Program ensure counselors provide:

- **Consultation**
  - On behalf of a student
  - Orientation of students new to CPS district
  - Oversee transition of students to new campus
  - Interactions with a parent or legal guardian, school staff, and community agencies
  - Concerning discipline/behavior, academics, or attendance
  - Post secondary institution
- **Referrals**
  - School Based Mental Health Services
  - AR State Police for child maltreatment or neglect
  - Parent or guardian communications
  - Division of Children and Family Services
  - Mobile assesment for suicide risk
  - Family in Need of Services (FINS) / Diversions to Juvenile Circuit Court

- Arkansas Youth Challenge
- **Decision Making Teams**
  - Serving as a contributing member of teams such as:
    - Section 504
    - Response to Intervention
    - English Learners
    - Parent involvement or family engagement
    - Advanced Placement and Gifted and Talented
    - Alternative Learning Environment placement
    - Special education services placement/review meetings
    - Disciplinary team
    - School Improvement Plan
    - Attendance Committee

## **Administrative Activities**

The Charleston Public Comprehensive School Counseling Program designates the following administrative duties to the school counselors and vary by building. The Administrative Activities are:

- **Coordination of Programs and Data Input**
  - Such as:
    - State mandated assessments
    - Section 504
    - Developing master schedules and data entry
    - Student Success Plans
    - Scheduling students
    - Concurrent course grade entry
    - Report card and progress report processing and management
    - Vocational advisory council
- **Chairing Committees and Meetings**
  - Such as:
    - Section 504
    - Advanced Placement
- **Duties**
  - Supervising students in common areas such as the cafeteria and playground

# School Counseling Annual Calendar

School: CHARLESTON ELEMENTARY SCHOOL

School Year: 2020-2021

<b>Ongoing tasks</b>	
<ul style="list-style-type: none"> <li>● Individual counseling</li> <li>● Daily lunch groups</li> <li>● School Improvement Plan committee</li> <li>● 504 meetings</li> <li>● IEP observations</li> <li>● Referrals to Jumpstart (School-based mental health therapy)</li> <li>● Identify homeless students</li> <li>● Referrals to SOS (Supporting Our Students)</li> <li>● Schedule new students</li> <li>● Daily announcement notebook, with birthdays</li> <li>● Professional development</li> <li>● Monthly counselor meetings</li> </ul>	
<b>July</b>	<b>January</b>
<ul style="list-style-type: none"> <li>● Attend ARSCA conference</li> <li>● Upload into eSchool students with their primary homeroom teachers</li> <li>● Upload into eSchool student schedules</li> <li>● Introduce new students and their families to the CES campus as they enroll</li> <li>● Coordinate the Rise and Shine schedule for the coming year</li> </ul>	<ul style="list-style-type: none"> <li>● Lifeskill- Cooperation</li> <li>● Coordinate The Great Kindness Challenge</li> <li>● 4th grade- Character Way lessons</li> <li>● 3rd grade- Character lessons</li> <li>● 1st grade- Proud to Be Polite lessons</li> </ul>
<b>August</b>	<b>February</b>
<ul style="list-style-type: none"> <li>● Lifeskill- Teamwork</li> <li>● Open House/Meet the Teacher</li> <li>● Introduction lessons with Kindergarten, 1st, 2nd, 3rd and 4th grades</li> <li>● Assign students to Istation test and print login cards</li> <li>● Fill and organize the school supply cabinet</li> </ul>	<ul style="list-style-type: none"> <li>● Lifeskill- Honesty</li> <li>● Parent/Teacher Conferences</li> <li>● Continue lessons with 4th, 3rd, and 1st</li> <li>● ACT Aspire Interim testing building coordinator</li> </ul>
<b>September</b>	<b>March</b>
<ul style="list-style-type: none"> <li>● Lifeskill- Responsibility</li> <li>● Parent/Teacher Conferences</li> <li>● 4th grade- Personal Safety lessons</li> <li>● 3rd grade- Personal Safety lessons</li> <li>● 1st grade- Personal Safety lessons</li> <li>● Interim Progress reports</li> </ul>	<ul style="list-style-type: none"> <li>● Lifeskill- Trustworthiness</li> <li>● 2nd grade- Character Way lessons</li> <li>● Kindergarten- Proud to be Polite lessons</li> <li>● Report cards</li> </ul>

<b>October</b>	<b>April</b>
<ul style="list-style-type: none"> <li>● Lifeskill- Respect</li> <li>● Continue lessons with 4th, 3rd, and 1st</li> <li>● Coordinate Red Ribbon Week celebration</li> <li>● Identify students for Helping Hands with the MS and HS counselors</li> <li>● ACT Aspire Interim testing building coordinator</li> <li>● Report cards</li> <li>● DESE Fall Co-op meeting</li> </ul>	<ul style="list-style-type: none"> <li>● Lifeskill- Perseverance</li> <li>● Continue lessons with 2nd and Kindergarten</li> <li>● ACT Aspire Summative Test building test coordinator</li> <li>● Interim Progress reports</li> </ul>
<b>November</b>	<b>May</b>
<ul style="list-style-type: none"> <li>● Lifeskill- Courage</li> <li>● 2nd grade- Personal Safety lessons</li> <li>● Kindergarten- Personal Safety lessons</li> <li>● Connect Helping Hands families to sponsors</li> <li>● NWARSCA Fall meeting</li> <li>● Interim Progress reports</li> </ul>	<ul style="list-style-type: none"> <li>● Lifeskill- Loyalty</li> <li>● Interview parents of all incoming Kindergarten parents</li> <li>● Organize Red Cross Pillowcase Project with 4th grade classes</li> <li>● Organize and open the Accelerated Reader store</li> <li>● Report cards</li> </ul>
<b>December</b>	<b>June</b>
<ul style="list-style-type: none"> <li>● Lifeskill- Compassion</li> <li>● Continue lessons with 2nd and Kindergarten</li> <li>● Coordinate Shop With a Cop</li> <li>● Organize and open the Accelerated Reader Store</li> <li>● Organize the Holiday Showcase and Caught Being Good Holiday drawing</li> <li>● ACT Aspire Interim building test coordinator</li> <li>● Report cards</li> </ul>	<ul style="list-style-type: none"> <li>● End of year reports</li> <li>● Review data for Student Outcome Goal Plan</li> </ul>

<b>Ongoing tasks</b>	
<ul style="list-style-type: none"> <li>● Monthly Attendance Committee Meetings</li> <li>● Monthly Counselor Meetings</li> <li>● 504 meetings</li> <li>● IEP observations</li> <li>● Referrals to Jumpstart (School-based mental health therapy)</li> <li>● Identify homeless students</li> <li>● Schedule new students</li> <li>● Individual Counseling</li> <li>● Daily announcement notebook, with birthdays</li> <li>● Professional development</li> <li>● SOS Referrals</li> </ul>	
<b>July</b>	<b>January</b>
<ul style="list-style-type: none"> <li>● ArSCA Conference</li> <li>● Master Schedule/Student Schedules</li> </ul>	<ul style="list-style-type: none"> <li>● Report Cards/Honor Roll</li> <li>● Coordinate PACE Assembly</li> <li>● Coordinate S.A.G Activity - Xello</li> <li>● Meet with 7th/8th Grade students</li> </ul>
<b>August</b>	<b>February</b>
<ul style="list-style-type: none"> <li>● Parent/Student Orientation</li> <li>● Master Schedule/Student Schedules</li> <li>● Work with teachers on word of the month schedule</li> <li>● Review 504 plans with teachers</li> <li>● Provide school supplies for students in need</li> <li>● Update teachers on TAC</li> </ul>	<ul style="list-style-type: none"> <li>● Parent/Teacher Conferences</li> <li>● Progress Reports</li> <li>● Assessment Meetings</li> <li>● Coordinate S.A.G Activity - Xello</li> <li>● Meet with 7th/8th Grade students</li> </ul>
<b>September</b>	<b>March</b>
<ul style="list-style-type: none"> <li>● Parent/Teacher Conferences</li> <li>● Progress Reports</li> <li>● Coordinate S.A.G Activity - Xello</li> <li>● Meet with 7th/8th Grade students</li> </ul>	<ul style="list-style-type: none"> <li>● Report Cards</li> <li>● Coordinate S.A.G Activity - Xello</li> <li>● Meet with 7th/8th Grade students</li> <li>● Check grade averages for spring tryouts</li> </ul>
<b>October</b>	<b>April</b>
<ul style="list-style-type: none"> <li>● Fall Festival</li> <li>● Red Ribbon Week</li> <li>● Report Cards/Honor Roll</li> <li>● DESE Fall Counseling Meetings</li> <li>● Identify students for Ministerial Helping Hands</li> <li>● Coordinate P.A.C.E. Assembly</li> <li>● Coordinate S.A.G Activity - Xello</li> <li>● Meet with 7th/8th Grade students</li> </ul>	<ul style="list-style-type: none"> <li>● Progress Reports</li> <li>● ACT Aspire Building Coordinator duties</li> <li>● Coordinate S.A.G Activity - Xello</li> <li>● Meet with 7th/8th Grade students</li> </ul>
<b>November</b>	<b>May</b>
<ul style="list-style-type: none"> <li>● Progress Reports</li> <li>● Coordinate S.A.G Activity - Xello</li> <li>● Meet with 7th/8th Grade students</li> <li>● APNA Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Assist students in next year's course selection</li> <li>● STEM Day</li> <li>● 8th Grade Parent Orientation (Transitioning students to HS)</li> <li>● President's Awards</li> <li>● Coordinate P.A.C.E. Assembly</li> <li>● Coordinate S.A.G Activity - Xello</li> <li>● Meet with 7th/8th Grade students</li> </ul>



**December**

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

**June**

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

**Ongoing tasks**

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

**July**

- ArSCA Conference
- Master Schedule/Student Schedules
- Update Transcripts for Summer Credit Recovery Students
- Identify/Schedule Credit Recovery Students

**January**

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

## August

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

## February

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

## September

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

## March

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

October	April
<ul style="list-style-type: none"> <li>● Report Cards</li> <li>● Honor Roll Report</li> <li>● Identify Helping Hands</li> <li>● Coordinate Red Ribbon Week</li> <li>● Attend annual DESE Fall Co-op Meeting</li> <li>● Coordinate SSP activity</li> <li>● Administer/ Testing Supervisor for National ACT</li> <li>● Attend Fall WATC Counselor/Principal Meeting at UAFS</li> <li>● Administer PSAT/NMSQT</li> <li>● Schedule senior meeting with Arkansas Rehabilitation Services</li> <li>● RWG Industrial Tours for CHS Robotics classes through UAFS</li> <li>● Parent/Teacher Conferences</li> <li>● 10th Grade Class Visits for identifying interests/determining careers</li> </ul>	<ul style="list-style-type: none"> <li>● Interim Progress Reports</li> <li>● Assist students in next year's course selection</li> <li>● Guide 9th-11th students through the process of documenting and updating community service hours</li> <li>● Administer/Testing Supervisor for National ACT</li> <li>● Complete PNPs for ACT Aspire</li> <li>● School Improvement Meeting</li> <li>● Plan and oversee the Honors Banquet with Mrs. Hicks, our business teacher</li> <li>● ACT Aspire Summative Testing Building Test Coordinator</li> <li>● Oversee scholarship interviews</li> <li>● Work on master schedule changes for next year in Eschool</li> <li>● Vocational Advisory Meeting with community members</li> </ul>
November	May
<ul style="list-style-type: none"> <li>● Attend NWArsCA Fall Meeting</li> <li>● Interim Progress Reports</li> <li>● Serve on/Attend School Improvement Mtg</li> <li>● Classroom Visits - 11th Grade</li> <li>● Schedule and oversee ASVAB test administration for all juniors</li> <li>● Attend Beta Club Induction</li> <li>● Schedule ASVAB Interp for juniors</li> <li>● Coordinate SSP activity</li> <li>● Oversee administration of APNA Survey</li> <li>● Report to the educational coop the current status of last year's graduated seniors who were vocational completers</li> </ul>	<ul style="list-style-type: none"> <li>● Coordinate Graduation Ceremony</li> <li>● Apply appropriate seals to diplomas</li> <li>● Serve on Scholarship Committees</li> <li>● Confirm Scholarship Offers from colleges/universities</li> <li>● Confirm Beta Club Graduates</li> <li>● Identify Vocational Completers</li> <li>● Coordinate SSP activity</li> <li>● 8th Grade Class Visits to register for 9th grade classes</li> <li>● 8th Grade Parent Orientation - Speaking to parents/students about the transition to HS</li> <li>● Identify Students for Summer Credit Recovery Program</li> <li>● Administer AP exams, if needed</li> </ul>
December	June
<ul style="list-style-type: none"> <li>● Report Cards</li> <li>● Administer/Testing Supervisor for National ACT</li> <li>● Make Needed Student Schedule Changes for 2nd Semester</li> <li>● Coordinate SSP activity</li> </ul>	<ul style="list-style-type: none"> <li>● Update graduation credits check sheet for every student</li> <li>● Report Cards</li> <li>● Honor Roll</li> <li>● Print Updated Transcripts</li> <li>● Apply appropriate seals and vocational completer seals to final transcripts</li> <li>● Input Student Course Requests for next school year</li> <li>● Administer/Testing Supervisor for National ACT</li> <li>● Send Final Senior Transcripts to Colleges/Universities, etc.</li> <li>● Order PSAT/NMSQT exams</li> <li>● Review data for Student Outcome Goal Plan</li> </ul>

# Career Planning Activities

## Charleston Elementary School

The students of Charleston Elementary School begin career planning as they are introduced to the correlation between success at school and future career goals. Lifeskills necessary to be productive members of a community are the focus each month. The lifeskills (Teamwork, Responsibility, Respect, Courage, Compassion, Cooperation, Honesty, Trustworthiness, Perseverance, and Loyalty) reinforce the G.U.I.D.E. for Life Essential Skills (Growth, Understanding, Interaction, Decisions and Empathy.) The focus at Charleston Elementary School is on the development of student character and ethical behavior. This foundation will ensure future success in all aspects of their lives.

## Charleston Middle School

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

## Charleston High School

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



# Annual Student Outcome Goal Plan

Academic Year 2020 to 2021

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

Attendance

By May 2021, Virtual Students  
*End Date Targeted Group*

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

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

**Supplemental Data:**

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

Enrollment records,  
 online completion of assignments,  
 Individual student and parent interviews

**Mindsets & Behavior Data:**

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

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

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

Students will:  
 participate fully in Tiger Virtual School education opportunities

**Possible Activities/Strategies/Interventions by School Counselors**

Counselors will contact students and/or parents and serve as a school liaison to encourage participation in the learning process, to address any barriers to learning, and to inform the student about school activities on campus.

**Pre-/Post-Assessment:**

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

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

<b>Statement</b>	<b>Scale</b>
I access my virtual assignment(s) daily.	1 2 3 4
I can complete assignments by their due date.	1 2 3 4
I can access help with my school work.	1 2 3 4
I feel confident in my academic progress.	1 2 3 4
Brief answer question: The advantages of the Tiger Virtual School are....	
Brief answer question: The aspects of blended school I miss are....	

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

# School Profile

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

**Charleston Elementary School:**

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

**Charleston High School:**

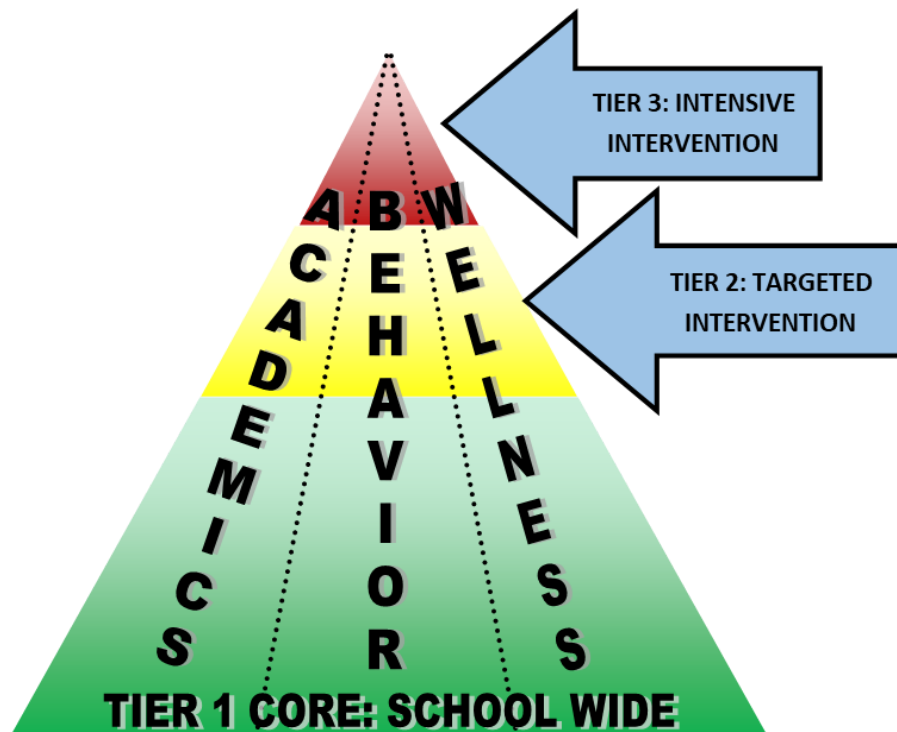
<https://myschoolinfo.arkansas.gov/Schools/Detail/2402007>

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



# Multi-tiered System of Supports

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



The multi-tiered system consists of three tiers:

Tier 1- services received by all students

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

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

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

# APPENDIX

# Anti-Bullying

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

Adapted from the Anti-Bullying Alliance  
[https://contact.org.uk/media/731995/bullying\\_log\\_table.pdf](https://contact.org.uk/media/731995/bullying_log_table.pdf)

# Self Audit

## Arkansas Comprehensive School Counseling Program Self-Assessment

### Component One

CRITERIA	Area for Program Growth	We are Working on This	Area for Program Strength	Support Information/Document
<b>FOUNDATION/DEFINE</b>				
<b>School Counselors</b>				
The Comprehensive School Counseling Plan includes the name and contact information for all school counselors in the district.				
<b>Beliefs</b>				
Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students.				<i>Discussion questions provided in the Arkansas School Counseling Toolkit. Beliefs should be reviewed and updated periodically.</i>
<b>Vision Statement</b>				
Vision statement is developed, aligned with school/district goals, is clearly articulated, and includes the counseling program's beliefs. It provides a clear picture of student success long term.				<i>The vision statement should be reviewed annually.</i>
<b>Mission Statement</b>				
Mission statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what your program will provide for your students (academically, socially/emotionally and for careers).				<i>The mission statement should be reviewed annually.</i>
<b>Program Goals</b>				
<i>What issues do you think might be important in your school? Are they academic, related to behavior, or attendance? Reflect on potential goals you might want to develop.</i>				
Data sources are identified and the process for reviewing the data is developed.				<i>Things you might consider: discipline/behavior, academics, attendance, demographic data, school and district initiatives, assessment data</i>
Data has been reviewed. Areas of concern have been identified.				<i>What does the data tell you?</i>
Data has been reviewed. Areas of strength have been identified.				

## Arkansas Comprehensive School Counseling Program Self-Assessment

Growth, gaps, or student needs have been addressed by your school counseling program.				
Resources are available to address the areas for growth, gaps or student needs.				If this is an area for growth, consider collaborating with others to access resources.
<b>Program goals</b> have been developed and reflect the Vision and Mission Statements.				
<b>Strategies</b> have been developed to address the gaps or student needs identified by your data review.				
<b>Action Steps</b> have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns.				
<b>Student outcomes</b> have been clearly identified and articulated including the tools used for the process. School counseling program data will be used to provide direction to the comprehensive counseling program.				The goals should be updated annually, continued with new strategies and action steps, or completed and new goals developed. The goals and process are included in the Comprehensive School Counseling Plan.

## Arkansas Comprehensive School Counseling Program Self-Assessment

### Component Two

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

# Arkansas Comprehensive School Counseling Program Self-Assessment

## Component Three

CRITERIA	Area for Program Growth	We are Working on This	Area for Program Strength	Support Information/Document
<b>DELIVERY/DELIVER</b>				
Direct Counseling				
Individual and Group counseling is available to all students.				<i>Services are described in Comprehensive School Counseling Program Plan. This is reviewed and updated annually.</i>
The counselor delivers school counseling core curriculum lessons to classroom groups – No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.				<i>Classroom core curriculum lessons are based upon goals that are developed. Core curriculum lessons are reviewed and updated annually. What are you actually providing or addressing?</i>
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.				<i>Describe your process for orienting students in your Comprehensive School Counseling Plan.</i>
Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle and high school.				<i>Focus on student goal setting.</i>
Interpretation of student academic and educational assessment results is provided.				
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.				
The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.				<i>What SEL strategies are you using or providing for your students? How are you promoting cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making? Include this information in your Comprehensive School Counseling Plan.</i>
Bullying prevention is developmentally appropriate in design and delivery within the school.				<i>Are you supporting school educators to recognize bullying behaviors? Are you implementing protocols, strategies to support students, and strategies to help students identify and access a trusted adult? Include your processes in the Comprehensive School Counseling Plan.</i>
Suicide prevention is developmentally appropriate in design and delivery within the school.				<i>Are you supporting programs for school educators on how to identify students at risk for suicide? Are you implementing strategies to address suicide awareness, identify a student at risk, and protocols for responding to a student in crisis? Include your processes in the Comprehensive School Counseling Plan.</i>

## Arkansas Comprehensive School Counseling Program Self-Assessment

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



# Arkansas Comprehensive School Counseling Program Self-Assessment

## Component Four

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

## Arkansas Comprehensive School Counseling Program Self-Assessment

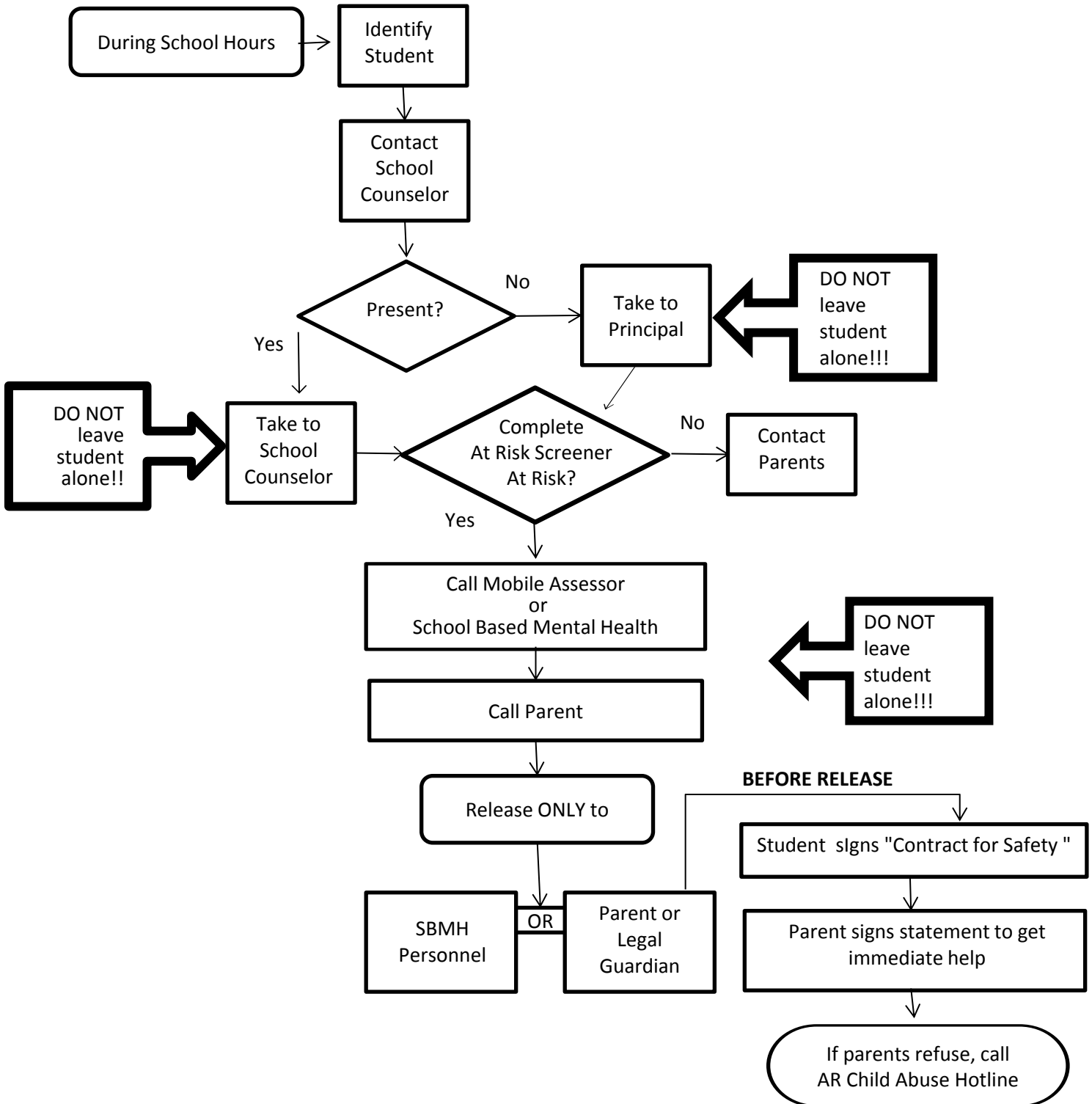
### Component Five

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

# Suicide Protocol

## Charleston Schools Suicide Prevention Action Plan

revised 6/2020



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Suicide Screening Checklist for Counselors

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

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