

Lawrence County School District Comprehensive Guidance Program



WALNUT RIDGE ELEMENTARY SCHOOL

K-6

WALNUT RIDGE HIGH SCHOOL

7-12

2026-27

(revised July 2026)

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I. FOUNDATION

Lawrence County School District Mission Statement

It is the mission of 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	Jacob Kersey	870-886-6634 jacob.kersey@bobcats.k12.ar.us
Elementary Principal	LeaAndra Foster	870-886-3482 leaandra.foster@bobcats.k12.ar.us
Elementary Counselor	Sarah Moore (Grades K-4)	870-886-6623, Ext. 5027 sarah.moore@bobcats.k12.ar.us
Asst.Princ.-Middle School	Tyler Roby	870-886-6697, Ext. 5007 tyler.robby@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	Tashena Tate	870-886-6623, Ext. 2015 Tashena.tate@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.	Stephanie Denton	870-886-6623, Ext. 5002 stephanie.denton@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	Samantha Mitchell (Grades 8-12)	870-886-6623, Ext. 2034 samabtha.mitchell@bobcats.k12.ar.us
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 with the skills they need to become valuable members of society.

LCSD Comprehensive Counseling Program Goals

Goal: The LCSD counseling program will work with other personnel to focus on growth of all students and meeting grade level standards on ATLAS and to continue to guide students toward Success-Ready Pathways as they move forward in school.

Rationale: By looking at data from the school report card in the last few years, LCSD students need to show improvement in meeting grade-level standards, and LCSD faculty and staff need to focus on helping low-performing students improve their skills. In addition, at middle and high school level, counselors will focus on guiding students toward Success-Ready Pathways by encouraging students to explore careers in various areas, complete assessments using the tools in LAUNCH, and to use the Student Success Plans to get ready for life after high school.

For the 2026-27 school year, the LCSD counselors will work with teachers and administrators to improve student growth and to meet grade-level standards. To reach this goal, LCSD faculty, administration, and counselors will utilize a strong curricular base, classroom tools in ATLAS, interim testing, interventions, and progress monitoring both through RTI and building-level intervention processes.

The data below is from the School Report Card for 2024-25 school year in

MY SCHOOL INFO:

WALNUT RIDGE ELEMENTARY SCHOOL

	ELA	MATH	SCIENCE
MEETING GRADE LEVEL STANDARDS	BELOW AVERAGE	BELOW AVERAGE	BELOW AVERAGE
GROWTH OF ALL STUDENTS	ABOVE	BELOW	BELOW
GROWTH OF LOW-PERFORMING STUDENTS	BELOW	ABOVE	BELOW

***WRES students made significant strides in 2025-26 in Meeting Grade Level Standards and in both Growth categories.**

WALNUT RIDGE HIGH SCHOOL

	ELA	MATH	SCIENCE
MEETING GRADE-LEVEL STANDARDS	ABOVE	ABOVE	BELOW
GROWTH OF ALL STUDENTS	ABOVE	BELOW	BELOW
GROWTH OF LOW-PERFORMING STUDENTS	BELOW	BELOW	BELOW
*MERIT/DISTINCTION <i>Data from 2023-24</i>	ABOVE	10% Above	State avg.

***This measure helps families see how well schools are preparing students for life after high school. In 2025-26, twelve WRHS seniors earned a Diploma with Distinction; eleven seniors earned a Diploma with Merit.**

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 M2 Self-confidence in ability to succeed
- Mindset: Standard M6 Positive attitude toward work and learning
- Behavior/Learning Strategies: B-LS 3 Use time management, organizational and study skills
- Behavior/Learning Strategies: B-LS 4 Apply self-motivation and self-direction to learning

School/Counselor Activities/Strategies/Interventions to Achieve Goal

LCSD school counselors will focus classroom guidance early in the year on setting personal goals that will guide students toward academic success.

ACTIONS TO TAKE/COUNSELOR INTERVENTIONS

WR ELEMENTARY (K-6)

WR HIGH SCHOOL (7-12)

Guidance lessons addressing self-confidence, self-motivation, etc.	Classroom guidance with 9 th graders concerning study skills, academic preparation, future goals
Messages to parents on importance of students taking responsibility for their learning through Open Houses, newsletters, etc.	Target students with low test scores and low grades for individual counseling and career exploration with Career Coach.
Individual counseling sessions with students who fall behind in academic studies	Open House and Orientation-message to parents about the importance of goal setting, reaching academic success in high school directly tied to future success
Rewards program for student growth and success	Campaign for Academic Success—posters, individual messages to students with issues.
Counselor & Principal collaboration on interventions, interim testing, RTI	Through intervention, focus on students who are struggling academically

II. MANAGEMENT

SELF-ASSESSMENT

The LCSD counselors met in late May 2026, 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 self-assessment and the use of data, the LCSD counselors can develop short-and long-term goals to better assist all students to achieve 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
- 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 2026-27 school year to re-visit the Self-Assessment after the Comprehensive Guidance Plan has been implemented.

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 ensure he/she is meeting Act 190 requirements. (See sample of Daily/Weekly/Yearly calendars)

The LCSD administration works with the counselors to ensure 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: 2025-26

School: Walnut Ridge Elementary

Date: 09-10-2025

Principal: LeaAndra Foster

Program Delivery

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

10% of my time delivering guidance curriculum

70% of my time spent 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-3:20 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

ATLAS Test Training sessions

Professional Collaboration

Quarterly meeting with high school/middle school counselors

Contact teachers with students that are failing/intervention

Weekly staff meeting

Annual Administrative Conference

Walnut Ridge High School

School Counselor Debbie Findley Year 2025-26

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 to provide students with 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.

Program Goal Statements	
1	School counselors in the LCSD will work collaboratively with school personnel to improve Growth at every grade level, to help students meet grade level standards, and to focus students on future success.

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	<u> 20 </u> percent	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	90 percent or more
	<u> 30 </u> percent	Individual student planning	Assists students in the development of educational, career and personal plans	
	<u> 20 </u> percent	Responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	<u> 20 </u> percent	Referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Administrative Services	<u> 10 </u> 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

__Results reports (from last year's goal (s))

__Curriculum action plan

Professional Development

Counselors plan to participate in the following professional development based on school counseling program goals and the school counselor competencies for 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	
	☐	School Counseling Core Curriculum
	☐	Academic Advisement
	☐	Individual Student Planning
	☐	
	Responsive Services	
	☐	Individual Counseling
	☐	Small Groups
	☐	Crisis Response
	☐	
	Indirect Student Services	
	☐	Referrals to Community Agencies
	☐	
	Special Programs	
	☐	On to College Test Prep (high school)
	☐	Backpack Program, Clothes Closets/Hygiene/School Supplies at each bldg..
	Other	
	☐	
	☐	
	☐	

Professional Collaboration

Group	Weekly/Monthly	Coordinator
RTI Meetings	Monthly	Intervention Team, Jennifer Roark, Brooke Bramlett
Administration/School Counseling Meetings	As needed	Tashena Tate, Tyler Roby, LeaAndra Foster
School Improvement Team Meetings	As needed	Angela Brady
District School Counseling Meetings	Each Semester	LCSD Counselors
Other		

Counselor's Signature _____ Date _____

Principal's Signature _____ Date _____

ADVISORY COUNCIL

Counselors in the LCSD will have Advisory Council meetings each school year with plans for the group to meet in the Fall on Open House date and will continue this Plan for the 2026-27 school year. 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 to allow stakeholders input into the planning and implementation of our program.

DIRECT, INDIRECT, & ADMINISTRATIVE SERVICES

Counselors in LCSD 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 teachers, 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 in 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 in 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 in school committees, interpreting test data to stakeholders. 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.)*

- | | | |
|--|--|---|
| ☐ Dramatic change in behavior | ☐ Nervous/anxious | ☐ Academics |
| ☐ Worries | ☐ Perfectionist | ☐ Absences |
| ☐ Daydream/fantasizes | ☐ Stealing | ☐ Tardy |
| ☐ Grief | ☐ Destruction of Property | ☐ Wk habits/organization |
| ☐ Fears | ☐ Sexual Acting Out | ☐ Completion of |
| ☐ Sadness | ☐ Peer Relationships | Assignments/Homework |
| ☐ Always | ☐ Social Skills | ☐ Drop out risk |
| tired ☐ | ☐ Personal Hygiene | (H.S.) ☐ Other _____ |
| Motivation ☐ | ☐ Family Concerns | |
| Inattentive | | |
| ☐ Withdrawn | | |
| ☐ Cries easily for age | | |
| ☐ Self image/confidence | | |
- ☐ Aggression/Anger ☐ Swearing ☐ Fighting ☐ Lying ☐ Bullying ☐ Disrespectful ☐ Defiant ☐ Hurts self ☐ 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

ELEMENTARY SCHOOL COUNSELOR

Sample Daily Schedule

7:40 – 8:00	Meet students at drop off
8:00 – 8:48	Make appointments for the day Return phone calls Consult with principal
8:52– 9:40	Lesson plans/Visit Classrooms
9:44-10:32	Individual counseling as needed.
10:36- 11:24	Lunch
11:28 – 12:16	Group counseling with 3-4
12:20 – 2:00	Group counseling with K-2
2:00 – 3:22	Look over tomorrow's schedule Call parents if needed Deliver food backpacks.

Sample Weekly Schedule Elementary Counselor

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>7:45 – 8:05</u>	<u>Morning check-in with principal/teachers/Students</u>	<u>Morning check-in with principal/teachers/Students</u>	<u>Morning check-in with principal/teachers/Students</u>	<u>Morning check-in with principal/teachers/Students</u>	<u>Morning check-in with principal/teachers/Students</u>
<u>8:05 – 10:30</u>	<u>Set up meetings for the week</u> <u>Review weekly lesson plan</u>	<u>K-1</u> <u>Counseling- whole group lesson on Tattling vs Reporting (30 min)</u>	<u>1-1</u> <u>Counseling- whole group lesson on Tattling vs Reporting (30 min)</u>	<u>2-1</u> <u>Counseling- whole group lesson on Tattling vs Reporting (30 min)</u>	<u>K-2</u> <u>Counseling- whole group lesson on Tattling vs Reporting (30 min)</u>
<u>10:30-12:00</u>	<u>K-3</u> <u>Counseling- whole group lesson on Tattling vs Reporting (30 min)</u> <u>Group Counseling – Bullying resolutions (3rd Grade)</u>	<u>1-2</u> <u>Counseling- whole group lesson on Tattling vs Reporting (30 min)</u> <u>Parent meeting/ phone conference</u>	<u>2-2</u> <u>Counseling- whole group lesson on Tattling vs Reporting (30 min)</u> <u>Group Counseling- Check in – How to be and stay friends (3rd grade)</u>	<u>2-3</u> <u>Counseling- whole group lesson on Tattling vs Reporting (30 min)</u> <u>Small Group Counseling-Anxiety</u>	<u>1-3</u> <u>Counseling- whole group lesson on Tattling vs Reporting (30 min)</u> <u>Individual Counseling</u>
<u>12:00-1:20</u>	<u>Sort through clothes donations and upkeep clothing closet</u>	<u>Parent Meeting/ 504 Annual Review</u>	<u>Prepare for ATLAS testing</u>	<u>Meet with testing coordinator to prepare for ATLAS testing</u>	<u>Individual Counseling</u>
<u>1:20-2:50</u>	<u>Small group counseling</u>	<u>Individual and small group counseling</u>	<u>Student Behavioral meeting with parents</u>	<u>Small group counseling</u>	<u>Reflection time – review lesson plans and weekly reports of group sessions</u>
<u>2:50-3:20</u>	<u>Check in with principal/teachers</u> <u>Make individual counseling list for tomorrow</u>	<u>Check in with principal/teachers</u> <u>Make individual counseling list for tomorrow</u>	<u>Check in with principal/teachers</u> <u>Make individual counseling list for tomorrow</u>	<u>Check in with principal/teachers</u> <u>Make individual counseling list for tomorrow</u>	<u>Check in with principal/teachers</u> <u>Make individual counseling list for tomorrow</u>

Sample Yearly Calendar Elementary Counselor

August

Open House
Student Orientation
Food Backpack Program begins
K-3 ELA Screener
K-2 math screener

September

Safe Adult Lessons
RTI meetings
504 Plan Annual Reviews
3-4 Interim 1

October

Red Ribbon Week
Tattling vs Reporting Lessons
K-2 Interim 1

November

RTI meetings
Bullying vs Conflict Lessons
G3 Parent meeting

December

Angel Tree
Semester Grades check-in

January

Hygiene and Self-Control Care Lesson
3-4 Interim Testing 2
RTI meetings

February

K-2 Interim Testing 2
Feelings and coping skills
RTI meetings

March

Friendship skills and problem solving Lessons
Parent-Teacher Conferences

April*

3-4 ATLAS Summative Test
RTI meetings
Kinder registration night

May*

K-2 Summative ATLAS test
G3 ELA retake
RTI meetings
Academic Awards

Sample Weekly Calendar Middle School Counselor

WEEKLY CALENDAR					
PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 8:48	RTI MEETING IN LIBRARY	TALKED WITH 5 TH GRADE PARENT ABOUT DAUGHTER	PREPARED FOOD BAGS	PREPARED FOR RTI MEETING	PREPARED FOR UPCOMING TESTING
8:52-9:40	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
9:44-10:32	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
10:36-11:24	PREPARED FOR TESTING	TALKED WITH SCHOOL COUNSELOR OF NEW STUDENT	PREPARED FOR TESTING	8 TH GRADE BOY INDIVIDUAL COUNSELING	PREPARED CONTAINER BINS FOR TESTING
11:28-12:16	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					
12:50 – 1:38	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
1:42 – 2:30	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
2:34 – 3:22	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 504 Meeting	RTI Meetings Coordination of Weekly Food Backpacks ATLAS Test Planning Counselor's Meeting 504 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 2026-27 school year UPAR Zoom	RTI Meetings Coordination of Weekly Food Backpacks National School Counseling Week 2026 ATLAS Test Planning Interim Atlas Testing Parent/Teacher Conference
OCTOBER	MARCH
RTI Meetings Coordination of Weekly Food Backpacks Parent Conferences Red Ribbon Week 504 Meeting Interim Atlas Testing	RTI Meetings Coordination of Weekly Food Backpacks ATLAS 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 Christmas for Food Backpack Students	Coordination of Weekly Food Backpacks ATLAS 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 ATLAS Testing

SAMPLE WEEKLY CALENDAR HIGH SCHOOL COUNSELOR

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 8:48	STUDY SKILLS PRESENTATION TO 9 TH GRADE	NEXT MAGAZINE SMALL GROUP	HELP STUDENT SIGN WITH SAMS PORTAL	INDIVIDUAL COUNSELING SESSION WITH 9 TH GRADE GIRL	COLLEGE VISIT FROM ASU-JONESBORO FOR 11 TH AND 12 TH GRADE
8:52 – 9:40	MEETING WITH PARENT OF 504 STUDENT TRIO MEETING	NEXT MAGAZINE SMALL GROUP	HELP STUDENT WITH ACT ID LETTER	PARENT/STUDENT CONFERENCE	CONFERENCE WITH TEACHER, PRINC., STUDENT ON BEHAVIOR
9:44 – 10:32	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
10:36 – 11:24	MEETING WITH STUDENT ON MATH GRADE	NEXT MAGAZINE SMALL GROUP	REFERRAL CONFERENCE	MEETING WITH DTC	HELP SENIOR COMPLETE ONLINE COLLEGE APP
11:28– 12:16	ARKANSAS REHAB SERVICES MEETING	NEXT MAGAZINE SMALL GROUP	SENIOR CLASS PRESENTATION ON COLLEGE ESSAY WRITING	SMALL GROUP OF SENIORS WORKING ON RESUMES	WORK ON PRESENTATION FOR STUDY SKILLS FOR 9 TH GRADE
LUNCH	AVAILABLE	AVAILABLE	AVAILABLE	AVAILABLE	AVAILABLE
12:50 – 1:38	MEET WITH ADVANCED ENGLISH STUDENTS ON PSAT TESTING	INDIVIDUAL COUNSELING GRADES IN ALGEBRA I	WBU VISITOR ON CAMPUS FOR SENIORS	Next MAGAZINE WITH SENIOR ENGLISH	MAKE REFERRAL TO FAMILIES INC.
1:42 – 2:30	MEET WITH STUDENT-HOME SITUATION	RESEARCH CAREER INFO WITH SPED STUDENT	504/DYSLEXIA CONFERENCE IND. COUNSELING SESSION	VISITOR FROM CRC FOR 11 TH AND 12 TH GRADE	MEET WITH ALE STUDENT ABOUT SCHEDULE
2:34 – 3:22	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		WORK IN HIGH SCHOOL CLOTHES CLOSET	504 PARENT MEETING WITH CHILD'S TEACHERS		

YEARLY CALENDAR

AUGUST	JANUARY
Complete Student Schedules Complete BRTC concurrent paperwork Career Coach Give Accuplacer 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	Guidance Lesson on "The Economics of Education" in 9th grade Econ classes Interim Testing-Grades 9 & 10 8th & 9th grade Student Success Plans-Complete Personality Inventories, Interest Inventories, Learning Styles, etc. Transitioning to DESE Student Success Plan Template---LAUNCH
SEPTEMBER	FEBRUARY
Senior Night with students/parents 504 Conferences Articulation Workshop-CRC NEA Counselor's Meeting College Visit from ASU-Jonesboro & WBU Study Skills presentation with 9th graders PSAT Information session for 10th and 11th grade students Interim Testing-Grades 9 & 10 Student Success Plans-re-visit plan and update, using new SSP Template--- LAUNCH.	ACT Prep-Juniors Complete non-test items for state ACT Interest Inventory- 10th grade Set up ATLAS- testing sessions, etc., as soon as portal opens National Guard Career Information Student Success Plans-Complete digital copy of SSP, using new Template Pull-out ACT Practice Test for Juniors Be Pro Be Proud Exhibit on campus- Grades 8-12
OCTOBER	MARCH
Next Magazine- English classes College Application Day-Seniors Financial Aid Kickoff Day-Seniors College Visits-UCA, ASU-Newport College Fair for Jr. and Sr. at WBU/GCT PSAT Testing USE NEW SSP TEMPLATE/ADE: Student Success Plans-- to go over Graduation Requirements, course selection, goals, accelerated learning opportunities, etc.	ACT State Testing BRTC Preview Day- 10-11 grades ASU Visit with Jr. and Sr. NEACTC Tour-9th & 10th grade ATLAS Test Training for WRHS 11th grade Student Success Plans
NOVEMBER	APRIL
Career Watch magazine-11th grade	Local Scholarship Applications due

Financial Aid Night BRTC Counselor Day DAR Good Citizen paperwork APNA Surveys completed NEACTC Advisory Luncheon ASVAB Testing for Juniors Student Success Plans-College & Career Planning & Inventories Graduation Rate Cohort Corrections Set up juniors in On to College portal for ACT Test Prep, if available	Schedule requests for 2025-26 8 th -11 th grade ATLAS Testing Testing Webinars Senior Parent Meeting Career Coach Administer Accuplacer-for Srs.-College Placement & Challenge Scholarship Student Success Plans
DECEMBER	MAY
BRTC Concurrent paperwork for Spring Arkansas Rehabilitation Services visit Introduce Juniors to On to College College Visit-CRC Civics Testing Counselor Appreciation Lunch-BRTC Work with Seniors on Privately Funded Scholarships Student Success Plans-Resume Building, Lessons	ATLAS Testing Academic Awards Scholarship Awards Graduation AP Testing Sign-up for Summer ACT Prep Sign-up for Summer School ATLAS testing window closes Student Success Plans

****Career Coach and Counselor will administer the SSP with WRHS students in grades 8-12.**

New ADE Student Success Plan---LAUNCH

ADE Commissioner's Memo - LS-26-049 - Statewide Rollout of the LAUNCH for Students (LFS) Platform

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-PRINCIPAL
- II. STUDENT COUNCIL WELCOME-STUDENT COUNCIL PRESIDENT
- III. COUNSELOR INFORMATION- HIGH SCHOOL COUNSELOR
 - a. Arkansas Academic Challenge Scholarship & ACT requirements
 - b. Enrichment opportunities: BRTC Concurrent Credit/AP Courses/Advanced Courses/CTE Opportunities
 - c. Graduation Requirements
 - d. Diploma with Merit & Distinction
 - e. A2A Scholarship
 - f. Importance of Credits/GPA/Attendance
 - g. Schedules & Schedule Changes
- IV. HANDBOOK ITEMS-PRINCIPAL
 - a. Bullying
 - b. Cell Phone Policy
 - c. Dress Code
 - d. Attendance Policy
 - e. Handbook Changes
 - f. PARENT SQUARE 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 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? | _____ |

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?

Yes

No

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.

COMMUNITY SERVING LEARNING

The Law---

Beginning with Class of 2027 Graduation Requirement:

Students in the Class of 2027 and beyond are now required to complete community service to earn a high school diploma in Arkansas (Act 237 of 2023). The law requires that students earn 75 hours of community service to graduate. WRHS recommends students earn 15 hours in 9th grade, then 20 hours in each grade thereafter (10th, 11th, and 12th) to equal 75 hours.

What Is Community Service Learning?

“It is the combination of linking service to learning that makes the experience valuable to students. Through CSL, students take what they are learning in the classroom and apply that to improving their school and community.” - Act 648 1993

Community Service Learning includes

- **Preparation** - an awareness of community needs and ways in which the student can address those needs through community service with a learning component
- **Action** - the criteria by which student learning will be evaluated so that earning of the credit can be verified
- **Reflection** - the conscious examination of what was learned or experienced during the CSL activity

Planning---Doing---Learning

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 will utilize LAUNCH as the 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 and plan for their future beyond high school.

In high school, WRHS students will use resources 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 Secondary Career Center on the Black River Technical Center campus. 9th and 10th grade students tour both facilities to learn about available programs. (See CTE Programs of Study example below)

The BE PRO BE PROUD caravan visited our campus in February 2025. High school students visited the exhibits to learn about high tech, high demand career fields that might interest them.

College-bound students can also take advantage of college concurrent classes offered on the WRHS campus and through online classes through BRTC paid for through the A2A scholarship funding. Many WRHS college-bound students graduate with 30+ hours of college credit, with some earning a Technical Certificate which qualifies them for the Governor's Scholarship worth \$5000 per year. 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. Interested students hear about opportunities at Arkansas School for Math, Science, and Arts in Hot Springs and are encouraged to apply to Governor's School as well as other summer enrichment programs.

Through the LEARNS Act, Arkansas students are exposed to the progression of early career experiences designed to guide schools and their students through age-appropriate activities that expose them to a wide range of career choices. Below is a list of those experiences:

[Early Career Experiences Guide.pdf](#)

2026-27 WRHS CTE PATHWAYS

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.

The new Success-Ready Pathways in CTE offer students an opportunity to graduate with a Merit or Distinction Diploma through the Arkansas Department of Education, to earn certifications recognized by employers across the country, to be recognized at the WRHS Awards assembly, and to earn a cord for graduation and a special seal on the transcript. Ultimately, this training will lead to job opportunities and a chance for advancement.



Students must take the courses listed in sequential order: Level 1, Level 2, Level 3.

AGRICULTURAL SCIENCE AND TECHNOLOGY

Agricultural Power, Structural & Technical Systems:

- _____ Introduction to Agriculture (L1)
- _____ Ag Mechanics & Fabrication (L2)
- _____ Ag Fabrication: Metals (L3) OR
- _____ Ag Fabrication: Structures (L3)

Plant Systems:

- _____ Introduction to Agriculture (L1)
- _____ Plant Science I (L2)
- _____ Plant Science II (L3)

FINANCIAL SERVICES

Accounting:

- _____ Introduction to Business (L1)
- _____ Accounting I (L2)
- _____ Business Intelligence (L3)

Banking & Finance:

- _____ Introduction to Business (L1)
- _____ Banking & Finance I (L2)
- _____ Business Intelligence (L3)

PUBLIC SERVICE & SAFETY

Criminal Justice:

- _____ Introduction to Criminal Justice (L1)
- _____ Criminal Justice I (L2)
- _____ Criminal Justice II (L3)

****In 2026-27, WRHS is implementing a pre-apprenticeship program for 11th and 12th graders in Ag Power, Structural, & Technical Systems in conjunction with the International Brotherhood of Electrical Workers.**

BRTC CAREER TECHNICAL CENTER

Black River Technical College offers training in a number of high-demand, high-skill career fields. WRHS students in grades 11 and 12 may attend the Center in the morning (8-10:45 a.m.) or afternoon (12:30-3:30 p.m.). Students must provide their own transportation to the Center and are expected to attend each day. While earning high school credits for these classes, students are also accumulating college credits and certifications in the technical field. Students can earn a Certificate of Proficiency or a Technical Certificate in that field of study.

WELDING

INDUSTRIAL ELECTRICITY/ROBOTICS

MACHINE TOOL TECHNOLOGY

AUTO SERVICE TECHNOLOGY

AUTO COLLISION TECHNOLOGY

ALLIED HEALTH (CNA/PHLEBOTOMY)

ALLIED HEALTH (PRE-NURSING/EMT)

NORTHEAST ARKANSAS CAREER & TECHNICAL CENTER

JONESBORO HIGH SCHOOL CAMPUS

The Northeast Arkansas Technical Center located on the Jonesboro High School campus offers training in 10 different career/technical fields. WRHS buses our students to and from NEACTC. Students in grades 10-12 may attend NEACTC Periods 2-4 and return to WRHS for 5th period class. They attend core classes and/or athletics at WRHS Periods 1 and 5-8. Many of the programs at NEACTC also offer college concurrent credit and industry-recognized certifications.

ADVANCED MANUFACTURING: ENGINEERING & PRODUCTION

AUTOMOTIVE COLLISION TECHNOLOGY

AUTOMOTIVE SERVICE TECHNOLOGY

COMPUTER NETWORKING & SECURITY

HEALTH SERVICES/MEDICAL (YEAR 1)

NURSING SERVICES/LPN (YEAR 2)

INDUSTRIAL TECHNOLOGY/ROBOTICS AUTOMATION

CONSTRUCTION/MEPS (HVACR)

WELDING TECHNOLOGY

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 has utilized 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 ensure SSP's are updated periodically and inventories are completed. The Career Coach is the person responsible for the SSP in our district. (See Sample Student Success Plan below) WRHS will begin using the NEW Student Success Plan Template in the 2024-25 school year. The NEW SSP Template through ADE is described below:

[ADE Commissioner's Memo - LS-26-049 - Statewide Rollout of the LAUNCH for Students \(LFS\) Platform](#)

CTE PATHWAYS & SUCCESS-READY PATHWAY GUIDE

As an integral part of Student Success Plans are the 2026-27 Pathway Revision Guide and the updated Success-Ready Pathway Guide which give students an opportunity to graduate with a Diploma with Merit or a Diploma with Distinction as they prepare for life after high school.

Information from both documents is linked below:

[26-27 SY Pathway Guide.pdf - Google Drive](#)

[7-1-26 Success Ready Pathways.docx.pdf - Google Drive](#)

ACCELERATED LEARNING OPPORTUNITIES

Students in the LCSD can take advantage of Advanced Placement classes at the high school level, as well as concurrent credit through Black River Technical College. The Access to Acceleration (A2A) Scholarship will pay for students to take up to 15 hours per semester as long as student maintains an acceptable grade point average in those classes.

Below is information from ADE on Accelerated Learning opportunities available to Arkansas students:

[ADE Guide to Honors Courses and Accelerated Learning.pdf](#)

SAMPLE PAPER SSP USED PRIOR TO 2024-25 SCHOOL YEAR---

STUDENT SUCCESS PLAN FOR _____ Date last updated _____
SCHOOL _____

PATHWAY TO GRADUATION

24 CREDITS REQUIRED FOR GRADUATION

WALNUT RIDGE HIGH SCHOOL

ACADEMICS: CREDIT REQUIREMENTS---COURSES, GRADES & CREDITS

SUBJECT/GRAD REQUIREMENTS	8 TH	9 TH	10TH	11TH	12TH
ENGLISH (4)					
MATH (4)					
SCIENCE (3)					
SOCIAL ST. (3)					
PE (1/2)					
HEALTH (1/2)					
ORAL COM (1/2)					
FINE ART (1/2)					
FINANCIAL LIT.(1/2)					
*Computer Sci. -1					
Electives:					
TOTAL CREDITS					

*Computer Science class required for entering freshman class 2022-23.

ACCELERATED LEARNING OPPORTUNITIES---CHECK ALL THAT APPLY; LIST COLLEGE CLASSES

8TH	9TH	10TH	11TH	12TH
___GT	___GT	___GT	___GT	___GT
___PRE-AP LITERACY	___Advanced ENG. 9	___Adv. ENG. 10	___AP ENG. 11/CC	___AP ENG. 12/CC
___PRE-AP MATH	___Adv. CIV/ECON	___AP WORLD HIST/CC	___AP U.S. HIST/CC	___AP US GOVT.
	___Adv. PHYS. SCI.	___Adv. BIOLOGY	___CHEM. OR PHYS.	___AP BIOLOGY
LIST OTHER:	LIST OTHER:	LIST OTHER:	___AP PRECALCULUS	___AP PRECALCULUS ___AP CALCULUS
			LIST OTHER:	___CHEM. OR PHYSICS
				LIST OTHER:

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

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

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 LCSD 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 should 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 parents 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

MENTAL HEALTH FIRST AID

Counselors in the LCSD have attended the MHFA training and are certified in Mental Health First Aid. They will implement this training as they work with youth in our school system to help them recognize the signs and symptoms that suggest a potential mental health or substance use challenge.

As part of this training, we will utilize the **MHFA Action Plan (ALGEE)**:

A---APPROACH, ASSESS

L---LISTEN, NONJUDGMENTALLY

G---GIVE REASSURANCE & INFORMATION

E---ENCOURAGE APPROPRIATE PROFESSIONAL HELP

E---ENCOURAGE SELF-HELP & OTHER SUPPORT STRATEGIES

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 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 tables 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
Mindsets	<i>Indicate grade level presented under category</i>		
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.	☐
Counselor team, vision, mission and belief statements have been reviewed and updated as needed.	☐
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.	☐
Results from the review of student outcomes are reflected in the plan.	☐
Planning for the next year is taking place. What will be the desired outcomes because of your interventions? Will you consider participation/process data, Mindsets and Behaviors or perception data, or outcome/results data?	☐
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 next year? How do you plan to impact student access to learning?	☐
Annual calendar is updated. Weekly calendars and Use of Time documents will be reviewed.	☐
Advisory council meeting information is included if available.	☐
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)	☐
Suicide prevention and bullying prevention models are updated as needed.	☐
Developmentally appropriate career planning process and Student Success Plan have been reviewed and updated.	☐
Professional standards have been reviewed.	☐
Lessons, supporting documents, other artifacts are updated and included in plan as needed.	☐
Data sharing with Stakeholders has taken place or is planned.	☐
Materials for data sharing are updated and included in plan.	☐
New plans are posted for following year no later than August 1 of each year.	☐

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 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.

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
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.

Lawrence Healthcare Community Food Pantry
Lawrence Memorial Hospital
1300 W. Main St.
Walnut Ridge, AR 72476
(870) 886-1200

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>