

The Arkansas School for the Blind
K-12 Comprehensive Counseling Program

**ARKANSAS
SCHOOL FOR THE BLIND
&
VISUALLY IMPAIRED**



ASBVI
Lions

**Comprehensive School Counseling
Program**

The Arkansas School for the Blind
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Section One: *Foundation*

Arkansas School for the Blind's School Counselor designs and delivers school counseling programs that improve student outcomes. The Comprehensive School Counseling Plan serves as an organizational tool to identify, prioritize, and evaluate the elements of a high-quality school counseling program and aligns with the requirements of Act 190 - The School Counseling Improvement Act of 2019.

Members of the Counseling Program

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School Counseling Standards and Competencies

ASCA School Counselor Professional Standards & Competencies (2019)

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

ASCA Ethical Standards for School Counselors (2016)

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

ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2014)

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

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

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

Collaboration

Arkansas School for the Blind's School Counselor collaborates with building, district, and community stakeholders, including, but not limited to:

- Administrators
- Community Counseling Agencies
- Community Partners: business leaders, mentors, presenters, and volunteers
- Department of Human Services
- Division of Children & Family Services
- Mental Health Treatment Centers and their Personnel
- Occupational Therapists
- Physical Therapists
- Police Departments
- School-Based Therapists
- School Counselors from Other Districts
- School Nurses
- School Psychology Specialists
- Social Workers
- Speech/Language Pathologist
- Teachers/Staff

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Beliefs

The Arkansas School for the Blind Counseling Program Believes:

- All students can learn to become self-advocates and resilient in facing life's challenges.
- All students should be accounted for and feel valued, so their academic and emotional readiness is nurtured, and they become ready to make a positive change in the world.
- All students' ethnic, cultural, racial, gender differences and special needs should be recognized and respected throughout the implementation of the school counseling program.
- All students shall have access to a school counselor who advocates for their academic, career and social/emotional needs.

Vision

Students of Arkansas School for the Blind and Visually Impaired (ASBVI) comprehensive school counseling program are self-directed and motivated to confidently pursue college and career opportunities and aspire to be successful productive contributing members of society. As a result of participating in the school counseling program, our students value the positive contributions of lifelong learning and demonstrate perseverance through challenges, empathy through service, and respect for self and others while appreciating diversity. Students from ASBVI use their strengths and talents to achieve success and reach their fullest potential.

Mission

The Arkansas School for the Blind & Visually Impaired school counseling program provides students with a safe and nurturing learning environment for all students. The school counseling program delivers developmentally appropriate activities including individual and small-group counseling based on the American School Counseling Association's ASCA Mindsets & Behaviors for Student Success K-12 College- and Career-Readiness Standards while abiding by the ASCA Ethical Standards for School Counseling. The school counselor collaborates with students, parents, and staff members to address academic, social/emotional and college/career preparatory needs of students to gain knowledge, skills and attitudes necessary to achieve their current and future goals.

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Program Goals: The Following Focus Goals Were Chosen for the 2023 – 2024 School Year:

Elementary (K-5)

Elementary school students will improve school attendance by the end of the school year. School attendance relates to student success and a quality education. This will be evident through: 1. A reduction in school absenteeism 2. Students exhibiting motivation to attend school		
Strategies	Action Steps	Data
Determine current school attendance level based on last year's data: A school may identify a potential demographic that needs in-depth intervention Identify students with high absenteeism and use varied intervention strategies	The elementary school will set a goal for improvement based on last year's data. The elementary school will determine if there is a specific demographic that requires more targeted interventions or if the goal should be school wide Meet with students individually, collaborate with the nurse on health issues, the teacher will contact the family, the counselor will call and educate the family about the attendance policy, the school will offer incentive programs for individuals and school wide recognition opportunities	ASBVI School District ADA/ADM report from COGNOS COGNOS reporting using Demographics Attendance reports will be used to identify high risk students Counselor's documentation of family contact, attendance policy, will be used to determine progress for individual students

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Secondary (6-8)

Middle school students presenting with anxiety will be able to reduce the severity of their anxiety and the frequency of their visits to the counseling office throughout the school year by exhibiting effective coping skills. Coping skills will be taught through large group, small group, and individual counseling resulting in minimal loss of instructional time.

Strategies	Action Steps	Data
● Determine needs ● Provide responsive services ● Teach coping skills ● Model coping skills ● Disaggregate data	● Conduct needs assessments/pre-test ● Teach classroom guidance lesson on coping skills ● Offer mini lessons ● Administer pre/post rating scale to each student who presents with anxiety. ● Provide lists of coping strategies to individual students ● Conduct post-test	● Needs Assessment ● Ratings scale ● Counselor office sign-in

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Secondary (9-12)

Goal: All students will earn a high school diploma, will have a post-secondary plan (college, technical training, career, military), and have developed the skills necessary to implement the post-secondary plan.

Strategies	Action Steps	Data
● Monitor attendance and classroom performance, assisting students in connecting these to life-long success ● Guide students in developing post-secondary plans based on skills and interests ● Connect activities/guidance to post-secondary goals	● Students will set post-secondary goals through development of the Transition Plan ● Work with students to develop interventions for poor attendance or classroom performance within the context of the attendance policy ● Provide small group/classroom guidance to support transition plan, developing skills needed to implement post-secondary plan	● Attendance rate ● Classroom performance (grades and behavior) ● Post-secondary goal/plan ● Graduation rate

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Section Two: Program Management

Program Assessment

Arkansas Comprehensive School Counseling Self-Assessment: The Arkansas Comprehensive School Counseling Program Self-Assessment allows counselors to assess their mindsets and behaviors and the effectiveness of their school counseling program. ASBVI School Counselor will complete a self-assessment annually.

Arkansas Use-of-Time Calculator: A use-of-time calculator is utilized by each school counselor to document and help determine how much time is currently spent on school counseling activities versus non-school-counseling activities. ACT 190 states that school counselors in Arkansas spend at least 90% of their time on direct and indirect counseling services for students and no more than 10% on administrative activities. Each counselor may determine the method they use to collect this information. Methods may include using a Google Time Tracker, the ASCA Use of Time Tracker, SCUTA, Notepad, Excel, or other means.

Arkansas Annual Administrative Conference: The annual administrative conference agreement outlines the school counseling program's organization and is completed every school year between each school counselor and the administrator in charge of the school counseling program.

Arkansas School Counselor Advisory Council Meeting: An Agenda from Advisory Council Meetings provide evidence that the school counseling program is reviewed and advised by a multi-disciplinary group of stakeholders.

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Calendar

Character Word of the Month	
Month	Word and Meaning
August	Excellence – The state of excelling and doing more than expected
September	Positive Attitude – A feeling or way of thinking that affects a person’s behavior
October	Responsibility – Taking care of self and others; to carry out a duty or task carefully and thoroughly
November	Citizenship – Respectful devotion to one’s country and/or school
December	Integrity – Being honest, trustworthy, and incorruptible – Always doing the right thing even when no one else is watching
January	Respect – Showing regard for the worth of someone or something
February	Caring – Caring is made up of two parts: a concern for others and a passion for an ideal, belief, or cause
March	Perseverance – Willingness to not give up when faced with a challenge or obstacle
April	Courage – To meet a challenge without giving into fear
May	Trust – The reliance on the integrity, strength, and ability of a person or thing

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The following activities are scheduled for the 2023-2024 school year:

- Teachers Return August 8th, 2022
- Open House, new Student/Parent Orientation, Parent Teacher Conferences – August 14, 2022 (12:00 – 4:00 p.m.)
- First Day of School – August 15, 2022
- Title 1 Meeting – August 18th, 2022
- NWEA Testing– August 29th through September 2nd, 2022
- Braille Boot Camps – September 13, 2022
- Literacy Night – September 22nd, 2022 (5:00 – 7:00 PM)
- Parents Invited to Lunch Day – October 12th, 2022
- Report to the Public – October 18th, 2022 (Board Meeting)
- Fair Day – October 19, 2022
- Math Night - October 20th, 2022
- AER – November 3rd & 4th, 2022
- ASBVI Parade – November 11th, 2022
- Chili Cook-off -- November 11th, 2022
- Homecoming (wrestling and cheer) November 12, 2022
- NWEA Testing – November 14th – 18th, 2022
- Thanksgiving Luncheon for Parents – November 17th, 2022
- Computer Science Night – December 1st, 2022
- Spelling Bee – December 7th, 2022
- Cookies with Santa – December 10th, 2022
- Semester Tests – 12/12/2022 – 12/16/2022
- Parent Dinner/Christmas Concert – 12/15/2022
- County Spelling Bee – TBA
- Braille Boot Camps – TBA 12/6/2022 – 4/4/2023
- Braille Challenge – February 16th, 2023
- NWEA Testing – February 20th – 24th, 2023
- Black History Assembly – February 28th, 2023
- Parents Invited to Breakfast Day – March 7th, 2023
- Student Talent Show – March 16th, 2023

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- Annual Review/Parent-Teacher Conferences/Open House—April 10th, 2023
- 4th Annual Cane Quest – April (TBA)
- Senior Prom – April 20th, 2023
- Spring Semester Tests – 4/24/2023 – 4/28/2023
- NWEA Testing – May 1st, 2023 – May 5th, 2023
- Athletic Banquet – May 11th, 2023
- Parent Appreciation Dinner/Spring Concert – May 18th, 2023
- High School Graduation – May 19th, 2023
- Kindergarten Graduation – May 24th, 2023
- Student Last Day – May 26th, 2023
- Teachers' Last Day – June 2nd, 2023

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Section Three: *Delivery*

Direct Counseling

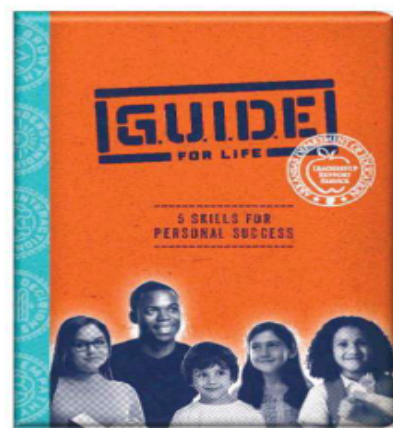
Act 190, The School Counseling Improvement Act, states that a school counselor shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing **direct and indirect counseling services** to students.

The following strategies are either best practices, or required in the Comprehensive School Counseling Program. This list includes ideas for strategies, but is not exhaustive.

Classroom Lessons and Small Group Sessions / Individual Counseling

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

- Growth: Manage Yourself
 - Develop problem solving skills
 - Practice mindfulness
 - Persevere
- Understanding: Know Yourself
 - Increase self-awareness
 - Know your strengths and weaknesses
 - Develop critical thinking skills
- Interaction: Build Relationships
 - Treat others with respect
 - Communicate effectively
 - Seek out and offer help when needed
- Decision Making: Make Responsible Choices
 - Consider personal beliefs, safety, and the situation
 - Think through potential consequences
 - Put your best self forward
- Empathy: Be Aware of Others
 - See other perspectives
 - Value the feelings of others
 - Appreciate Diversity



Orientation Programs for New and Transitioning Students

- Include Information in your plan about how you transition students who are new or moving from one level to another.

Follow-up with Graduates and Students at Risk of Dropping Out

- Include any documents that you use to follow up with students at risk of dropping out in your posted plan.

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Academic Advisement and Individual Planning

- Support students in the development of their academic, career, and essential skills planning
- Provide opportunities for students to access accelerated learning opportunities such as internships, advanced coursework, and career certifications
- Guide students along pathways to graduation
- Guide students in goal setting experiences aligned with their future aspirations
- Provide reviews of students' academic achievement, interests, or other survey assessment areas to help guide and support the development of their future goals
- Support students to develop an understanding of the relationship between classroom performance and success in school and beyond



Individual Age-Appropriate Career Education Guidance and Vocational Decision-Making

- Identify career interests and aptitudes
- Career exploration
- Employment readiness
- Knowledge and skills necessary to achieve career goals
- Importance of taking rigorous courses
- Advisement on national college assessments and programs to increase student knowledge of and access to post-secondary options



Responsive Services

- Individual or small group counseling to address
 - Obstacles to learning
 - Family/peer concerns
 - Social/emotional needs
- Student peer helpers
- Crisis counseling
- Conflict resolution
- Consultation and referrals



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The Role of the School Counselor in Providing Direct Counseling Services

Classroom Lessons 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	Classroom counseling lessons are developmentally appropriate, based on gaps identified through the school data review, and the associated goals that are created to address those needs. They also address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific competencies in academic, social/emotional, and/or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives. Examples: Career planning and exploration, orientation activities for new or transitioning students, addressing accelerated learning opportunities, and/or working with students on the development of their Student Success Plans.	Direct Services (At Least 90% Direct & Indirect) Face-to-Face
Individual and Group Counseling	Small group lessons are based on the identified gaps in the school and student needs. Small groups meet regularly over a specified amount of time. Follow-up should occur to ensure students are continuing to develop the skills taught in the small group. Pre- and post- evaluations or assessments will gather data to help determine growth in knowledge or skill attainment. Examples: Interpretation of assessments, individual academic planning, guidance in understanding the advantages of career certifications and internships, behavioral supports, attendance, and school academic success skills	
Responsive Services	Responsive Services - Supporting students whose immediate concerns put the student's academic, career, or social and emotional development at risk Examples: Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.	

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Section Four: Accountability

- ***Comprehensive School Counseling Program Evaluation Tools***
- ***School Counselor Reflection***
- ***Student Outcomes Data***
- ***Needs Assessments***
- ***Use-of-Time Analysis***
- ***ASCA Mindsets and Behaviors Checklist***
- ***Comprehensive Counseling Program Self-Assessment***
- ***Share Results with Stakeholders***
 - ***Share Pertinent Information and Results for Report to Public***