



**ROGERS**  
Public Schools  
where all belong, all learn, and all succeed

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# **COMPREHENSIVE SCHOOL COUNSELING PLAN**

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**2024/2025**

## COMPONENT ONE

# FOUNDATION/DEFINE

## INTRODUCTION

Rogers Public School counselors design and deliver 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.

## SCHOOL COUNSELING COMPETENCIES

[Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program](#)

[Rogers Public School Board Policy](#)

[Benefits of a Comprehensive School Counseling Program](#)

[Multi-Tiered Counseling Services](#)

[Arkansas School Counselor Toolkit](#)

[Arkansas Comprehensive School Counseling Program Guide](#)

[ASCA School Counselor Competencies & Standards \(2019\)](#)

[ASCA Ethical Standards \(2022\)](#)

[ASCA Mindsets & Behaviors for Student Success](#)

[Arkansas G.U.I.D.E. for Life](#)

# COMPONENT ONE

## COUNSELING TEAM

### Leadership

#### Executive Director of Counseling and Student Services

Sharon Daniels

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#### Lead Counselor

Tina McClure

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### Elementary Counselors

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# COMPONENT ONE

## COUNSELING TEAM

### Elementary Counselors

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<b>Joe Mathias</b>	Kim Dixon	479-631-3530	kim.dixon@rpsar.net
<b>Lowell</b>	Stephanie Bentley	479-631-3610	stephanie.bentley@rpsar.net
<b>Northside</b>	Lindsey Raberding	479-631-3650	lindsey.raberding@rpsar.net
<b>Old Wire</b>	Kelly Pohl Taylore King	479-631-3510	kelly.pohl@rpsar.net taylore.king@rpsar.net
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<b>Westside</b>	Betsy Griffin	479-631-3640	betsy.griffin@rpsar.net

### Middle School/High School Alternative Learning Counselors

<b>Crossroads</b>	Karon Parrish	479-631-3690	karon.parrish@rpsar.net
<b>Regional Educational Alternative Program</b>	Sarah Higgins	479-986-0807	sarah.higgins@rpsar.net

# COMPONENT ONE

## COUNSELING TEAM

### Middle School Counselors

<b>Birch Kirksey</b>	Anna Gouveia Cassie Leafgreen Hillary Myers	anna.gouveia@rpsar.net cassie.leafgreen@rpsar.net hillary.myers@rpsar.net	479-631-3625
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<b>Oakdale</b>	Carilia Nuñez Tarryn Thomas Alicia Suarez	carilia.nunez@rpsar.net tarryn.thomas@rpsar.net alicia.suarez@rpsar.net	479-631-3615

### High School Counselors

<b>Rogers Heritage High</b>	Steve Berens Carie Brooks Barbie Caldwell Kristin Collins Ericha Shaffer Perla Soto*	steve.berens@rpsar.net carie.brooks@rpsar.net barbie.caldwell@rpsar.net kristin.collins@rpsar.net ericha.shaffer@rpsar.net perla.soto@rpsar.net	479-631-3563
<b>Rogers High</b>	Jeannie Crader Crystal Marquez* Tracy Mitchell Carla Moose Amy Raybourn Shelena Smith	jeannie.crader@rpsar.net crystal.marquez@rpsar.net tracy.mitchell@rpsar.net carla.moose@rpsar.net amy.raybourn@rpsar.net shelena.smith@rpsar.net	479-631-3576
<b>Rogers New Tech High</b>	Cindy Caudle Bill Magee	cindy.caudle@rpsar.net bill.magee@rpsar.net	479-631-3621

\*Bilingual Counselor

# COMPONENT ONE

## COLLABORATION

**Rogers Public School Counselors collaborate with building, district, and community stakeholders, including, but not limited to:**

- 504 Coordinators
- Special Services Directors
- Administrators
- Community Counseling Agencies
- Community Partners: business leaders, mentors, presenters, and volunteers
- Department of Human Services
- District Counseling Director
- District Homeless Liaison
- Division of Children & Family Services
- HARK
- Juvenile Probation Office
- ESOL

- Mental Health Treatment Centers and their Personnel Occupational Therapists
- Physical Therapists
- Police Departments
- School-Based Therapists
- School Counselors
- School Nurses
- School Psychology Specialists
- School Resource Officers
- Social Workers
- Speech/Language Pathologist
- Teachers/Staff
- Translators
- Children and Family Advocacy Center of Benton County (CFAC)

### **Rogers Public Schools Social Work Services**

Rogers Public Schools employs ten master's level social workers who are licensed by the state of Arkansas. The Rogers Public Schools social workers are members of a multi-disciplinary team working closely with school administration, school counselors, and teachers and provide services to students and families across the district

### **School Social Workers**

Haley Carson  
Stephanie Cochran  
Kacee Crigler  
Maria Goostree  
Ana Herrera  
Jill McGaughey  
Amy Reed  
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# COMPONENT ONE

## BELIEFS

Rogers Public School Counselors believe:

1. An effective school counselor applies the ASCA ethical standards.
2. An effective school counseling program is developmental, comprehensive, and preventative.
3. An effective school counseling program is a collaborative effort between school counselors and stakeholders to promote academic, career, and social/emotional development.
4. An effective school counseling program is data driven.
5. An effective school counseling program supports student achievement.
6. All students should have equitable access to comprehensive school counseling programs and services.
7. All students can develop academic, career, and social/emotional skills.

## VISION

Rogers Public Schools Counselors envision a future where all students are achieving their greatest potential emotionally, personally, and professionally. Our students strengthen their families and communities with compassion, empathy, and acceptance. They are strong self-advocates who respond to life's challenges with resilience. Students lead their professions as innovators and successful collaborators. They are driven life-long learners who are able to adapt to an ever changing world.

## MISSION

The mission of the Rogers Public School Counseling Department is to prepare, inspire, and empower our diverse student population to achieve their greatest potential in an ever changing world. Through collaboration with stakeholders, the Rogers Comprehensive School Counseling Program is proactive and engages the whole child in a healthy, safe, supportive, and responsive environment. Students are equipped with essential skills to achieve academic, emotional, and life goals.

# COMPONENT ONE

## PROGRAM GOALS

### Elementary Level (K-5)

School counselors and support staff will identify students who have missed more than 5 days attendance, target that population, and implement strategic interventions to improve the school attendance rate to 96% by the end of the 2024-2025 school year. This will be evident through:

1. A reduction in school absenteeism
2. A reduction in FINS Affidavits

Strategies	Action Steps	Data
<ul style="list-style-type: none"><li>• Determine current school attendance level based on last year's data</li><li>• Identify students with high absenteeism and use varied intervention strategies</li><li>• An increased focus on tiered attendance interventions</li><li>• A school may identify a potential demographic that needs in-depth intervention</li></ul>	<ul style="list-style-type: none"><li>• Each elementary school will set a goal for improving school attendance to 96%</li><li>• Each elementary school will determine if there is a specific demographic that requires more targeted interventions or if the goal should be school wide</li><li>• Meet with students individually, collaborate with the nurse on health issues, the teacher will contact the family, the social worker will call and make home visits to offer services and educate about the attendance policy, the counselor will collaborate with the teacher and the family, offer incentive programs for individuals and school wide recognition opportunities</li><li>• <u>Attendance Letter with Resources for Parents Example</u> Students with chronic attendance (20 or more missed days in the school year) will receive a <u>letter</u> with school policy in their end of year report card</li></ul>	<ul style="list-style-type: none"><li>• Rogers School District ADA/ADM report from COGNOS</li><li>• Attendance reports will be used to identify high risk students</li><li>• Documentation of family contact, attendance policy, will be used to determine progress for individual students</li></ul>

# COMPONENT ONE

## PROGRAM GOALS

### Middle Level (6-8)

By the end of the 2024-2025 school year, the counselors will meet individually with 100% of their caseload at least once in the form of a positive interaction.

Strategies	Action Steps	Data
<ul style="list-style-type: none"><li>• Develop and teach guidance lessons to introduce students to counseling supports and services</li><li>• Minute meetings with individual students</li><li>• Quarterly student connection survey</li></ul>	<ul style="list-style-type: none"><li>• Create and have students complete surveys each quarter through their homeroom or advisory time</li><li>• Gather rosters for each counselor based on caseload</li><li>• Plan and schedule minute meetings for each grade level</li><li>• Review and discuss quarterly data in PLC meetings</li><li>• Track data through a use-of-time calculator</li></ul>	<ul style="list-style-type: none"><li>• Positive Interaction Percentage</li><li>• Survey responses</li><li>• Use-of-time spreadsheets</li></ul>

# COMPONENT ONE

## PROGRAM GOALS

### High School Level (9-12)

All students will earn a high school diploma and will have a post-secondary plan (college, technical training, career, military). We will measure this by the graduation rate as well as the completion of student success plans.

Strategies	Action Steps	Data
<ul style="list-style-type: none"><li>• Review classroom performance, assisting students in connecting these to life-long success</li><li>• Guide students in developing post-secondary plans based on skills and interests</li><li>• Connect activities/guidance to post-secondary goals</li></ul>	<ul style="list-style-type: none"><li>• Students will set post-secondary goals through development of the Student Success Plan</li><li>• Work with students to plan interventions for poor classroom performance within the context of the SSP</li><li>• Provide small group/classroom guidance to support transition plan, developing skills needed to implement post-secondary plan</li></ul>	<ul style="list-style-type: none"><li>• Attendance rate</li><li>• Classroom performance (grades and behavior)</li><li>• Post-secondary goal/plan</li><li>• Graduation rate</li></ul>



## COMPONENT TWO

# PROGRAM MANAGEMENT

## SCHOOL COUNSELING PROGRAM ASSESSMENT

Description	Link
The Arkansas Comprehensive School Counseling Program Self-Assessment allows counselors to assess their mindsets and behaviors and the effectiveness of their school counseling program. Rogers Public Schools counselors will complete a self-assessment annually.	<a href="#"><u>Arkansas School Counseling Program Assessment</u></a>

## USE-OF-TIME ANALYSIS

Description
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 in the Rogers Public School system determines 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.



## COMPONENT TWO

# PROGRAM MANAGEMENT

### ANNUAL ADMINISTRATIVE CONFERENCE

Description	Link
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.	<a href="#"><u>Administrative Conference Worksheet</u></a>

### ADVISORY COUNCIL

Description	Link
The counseling program includes provisions for an advisory council. The advisory council meets twice yearly to advise on school counseling program goals, reviews program results, make recommendations, and advocate for the school counseling program.	<a href="#"><u>Advisory Council Meeting Worksheet</u></a>

### CALENDARS

Description
Annual calendars are developed, implemented, and shared with stakeholders. Calendars are aligned with the program goals, vision, mission, and the planned use of time.

# COMPONENT TWO

## CALENDARS

### Elementary Level (K-5) Annual Calendar at a Glance

#### August

- Parent open house
- Counselor introduction
- Individual counseling
- Teacher/parent conferences with special needs

- Determining Families in Transition (FIT) needs
- District professional development
- Building professional development
- Collaborating with all stakeholders

#### September

- Classroom Counseling Lesson: Personal Safety/Bullying
- Identify areas of need for small group counseling
- Individual counseling
- Faculty meetings
- PLC meetings

- Parent/teacher conferences
- Contact outside agency resources as needed
- Work with social worker to address attendance and other needs
- Collaborating with all stakeholders

#### October

- Classroom Counseling Lesson: Kindness
- Faculty meetings
- District professional development
- PLC meetings

- Contact outside agency resources as needed
- Work with social worker to address attendance and other needs
- Collaborating with all stakeholders

#### November

- Classroom Counseling Lesson: Friendship
- Continue to identify and assist at risk students
- Individual counseling
- Faculty meeting

- PLC meetings
- Contact outside agency resources as needed
- Work with social worker to address attendance and other needs
- Collaborating with all stakeholders

#### December

- Small group sessions
- Individual counseling
- Work with social worker to address attendance and other needs (holiday)
- Faculty meetings

- PLC meetings
- Contact outside agency resources as needed
- Work with social worker to address attendance and other needs
- Collaborating with all stakeholders

# COMPONENT TWO

## CALENDARS

### Elementary Level (K-5) Annual Calendar at a Glance

#### January

- Classroom Counseling Lesson: Cooperation
- Continue to identify/assist at risk students
- Individual counseling
- Small group counseling
- Faculty meetings

- PLC meetings
- Building professional development
- District professional development
- Work with social worker to address attendance and other needs
- Contact outside agency resources as needed
- Collaborating with all stakeholders

#### February

- Classroom Counseling Lesson: Respect
- Individual counseling
- Small group counseling
- Building professional development
- Parent/teacher conferences
- Faculty meetings

- PLC meetings
- Work with social worker to address attendance and other needs
- Contact outside agency resources as needed
- Collaborating with all stakeholders

#### March

- Classroom Counseling Lesson: Perseverance
- Individual counseling
- Small group counseling
- Faculty meetings
- PLC meetings

- Building professional development
- Contact outside agency resources as needed
- Work with social worker to address attendance and other needs
- Collaborating with all stakeholders

#### April

- Classroom Counseling Lesson: Careers
- Individual counseling
- Small group counseling
- Faculty meetings

- PLC meetings
- Contact outside agency resources as needed
- Work with social worker to address attendance and other needs
- Collaborating with all stakeholders

#### May

- Transitions
- Individual counseling
- Faculty meetings
- PLC meetings
- Contact outside agency resources as needed

- Work with social worker to address attendance and other needs
- Collaborating with all stakeholders

# COMPONENT TWO

## CALENDARS

Middle Level (6-8)

Annual Calendar at a Glance

### August

- Schedule classroom guidance lessons
- Assist with back-to-school activities and transitioning to building/grade
- Guidance: Orientation

- Behavior Intervention Team Meetings
- Needs Assessment
- Team Meetings
- PLC Meeting
- RTI Meetings

### September

- Team Meetings
- 504 Meetings
- Administrative Meetings
- Behavior Intervention Team Meetings
- Annual Administrative Conference

- Guidance: Coping Skills
- Distribute holiday assistance resources
- PLC Meeting
- RTI Meetings

### October

- Team Meetings
- 504 Meetings
- Administrative Meetings
- Behavior Intervention Team Meetings

- Guidance: Bullying/Sexual Harassment
- Distribute holiday assistance information
- PLC Meeting
- RTI Meeting

### November

- Team Meetings
- 504 Meetings
- Administrative Meetings
- Behavior Intervention Team Meetings

- Guidance: Suicide Prevention
- Distribute holiday assistance information
- PLC Meeting
- RTI Meetings

### December

- Team Meetings
- 504 Meetings
- Behavior Intervention Team Meetings
- PLC Meeting

- Administrative Meetings
- RTI Meetings
- 6th Grade Human Growth & Development

# COMPONENT TWO

## CALENDARS

Middle Level (6-8)

Annual Calendar at a Glance

### January

- Team Meetings
- 504 Meetings
- Behavior Intervention Team Meetings
- Registration Planning

- Administrative Meetings
- Guidance: Career Exploration
- RTI Meetings

### February

- Team Meetings
- 504 Meetings
- Administrative Meetings
- Behavior Intervention Team Meetings

- Guidance: Registration/Grade-Level Transitioning
- PLC Meeting
- RTI Meetings

### March

- Team Meetings
- 504 Meetings
- Administrative Meetings
- Behavior Intervention Team Meetings

- Guidance: Drug/Alcohol Prevention, Smoking/Vaping Prevention
- PLC Meeting
- RTI Meetings

### April

- Team Meetings
- 504 Meetings
- Administrative Meetings
- Behavior Intervention Team Meetings

- PLC Meeting
- RTI Meetings

### May

- Team Meetings
- 504 Meetings
- Administrative Meetings
- Data Review for Annual CSCP Goal

- PLC Meeting
- Assist with 5th, 6th, 7th and 8th grade transitions
- Comprehensive School Counseling Plan

# COMPONENT TWO

## CALENDARS

High School Level (9-12)  
Annual Calendar at a Glance

### July

- Schedule cleanup
- Summer school grades

- Enroll new students - schedules
- Transcript credit checks - seniors

### August

- Schedules for new students
- Schedule corrections
- Course leveling
- ECE/AA Orientations (RNTHS)

- Class meetings
- Concurrent course registration
- Individual counseling
- Referrals to Crossroads

### September

- Schedule fall ASVAB
- FAFSA Night
- Freshmen Meet & Greet
- Confirm NWTI/SCC rosters
- Senior Rap (RNTHS)
- Interventions for failing students

- Individual counseling
- College admissions applications and recommendations
- Meet deadlines as they come up for Common App/Naviance, MIT, National Merit, Questbridge and others

### October

- ASVAB
- Parent/Teacher Conferences
- Senior Class Presentation
- Senior Conferences
- Interventions for failing student
- Senior Rap (RNTHS)
- Course Selection Process begins (RNTHS)

- Community Scholarship
- Governor's School meeting
- Individual counseling
- College admissions applications and recommendations
- Meet deadlines as they come up for Common App/Naviance, MIT, National Merit, Questbridge and others

### November

- ASVAB Score Interpretation
- Junior Class Meetings
- Pre-registration preparation
- Governor's School applications
- Interventions for failing students
- Senior Rap (RNTHS)
- Concurrent credit registration for spring (RNTHS)

- Referrals to Crossroads
- Individual counseling
- College admissions applications and recommendations
- Meet deadlines as they come up for Common App/Naviance, MIT, National Merit, Questbridge and others

### December

- Spring semester schedule cleanup
- Schedule Senior events NWACC
- Sophomore Class Meetings
- Failure conferences
- Pre-registration conferences
- Interventions for students failing
- Senior Rap (RNTHS)

- Individual counseling
- College admissions applications and recommendations
- Meet deadlines as they come up for Common App/Naviance, MIT, National Merit, Questbridge and others
- Referral to Crossroads

# COMPONENT TWO

## CALENDARS

### High School Level (9-12) Annual Calendar at a Glance

#### January

- Schedule corrections
- Transcript credit checks
- Concurrent credit registration
- Prepare / Begin pre-registration
- Schedule spring ASVAB
- Senior Rap (RNTHS)
- PACK conference preparation (RNTHS)
- Governor's School Application-School Reports
- Community Scholarship-part II

- Interventions for students failing
- Assist with credit recovery process
- Individual counseling
- College admissions applications, recommendations along with scholarships
- Meet deadlines as they come up for Common App, MIT, National Merit, Questbridge and others
- Referrals to Crossroads

#### February

- Registration presentations
- Student registrations
- Visit middle school 8th grade classes
- Group Accuplacer test
- PACK Conferences/course selection (RNTHS)
- Freshmen recruitment and commitment (RNTHS)

- AA, ECE, NWTI applications (RNTHS)
- AA, ECE Parent meetings (RNTHS)
- Scholarship recommendations/letters
- Interventions for students failing
- Individual counseling
- Meet deadlines as they come up for Common App/Naviance, MIT, National Merit, Questbridge and others

#### March

- Registration cleanup
- Welcome to the Pack (RNTHS)
- Group Accuplacer
- Individual Accuplacer
- Honor Graduate list
- Boys & Girls State

- Governor's School
- Scholarship recommendations/letters
- National Merit Celebration
- Interventions for students failing
- Individual Counseling

#### April

- Registration cleanup
- NWTI Honor cords
- Honor Graduate list proof/update
- Graduation presentation
- Intense interventions with seniors

- Individual Accuplacer testing
- Scholarship recommendations/letters
- Scholarship Committee
- Interventions for students failing
- Individual counseling

#### May

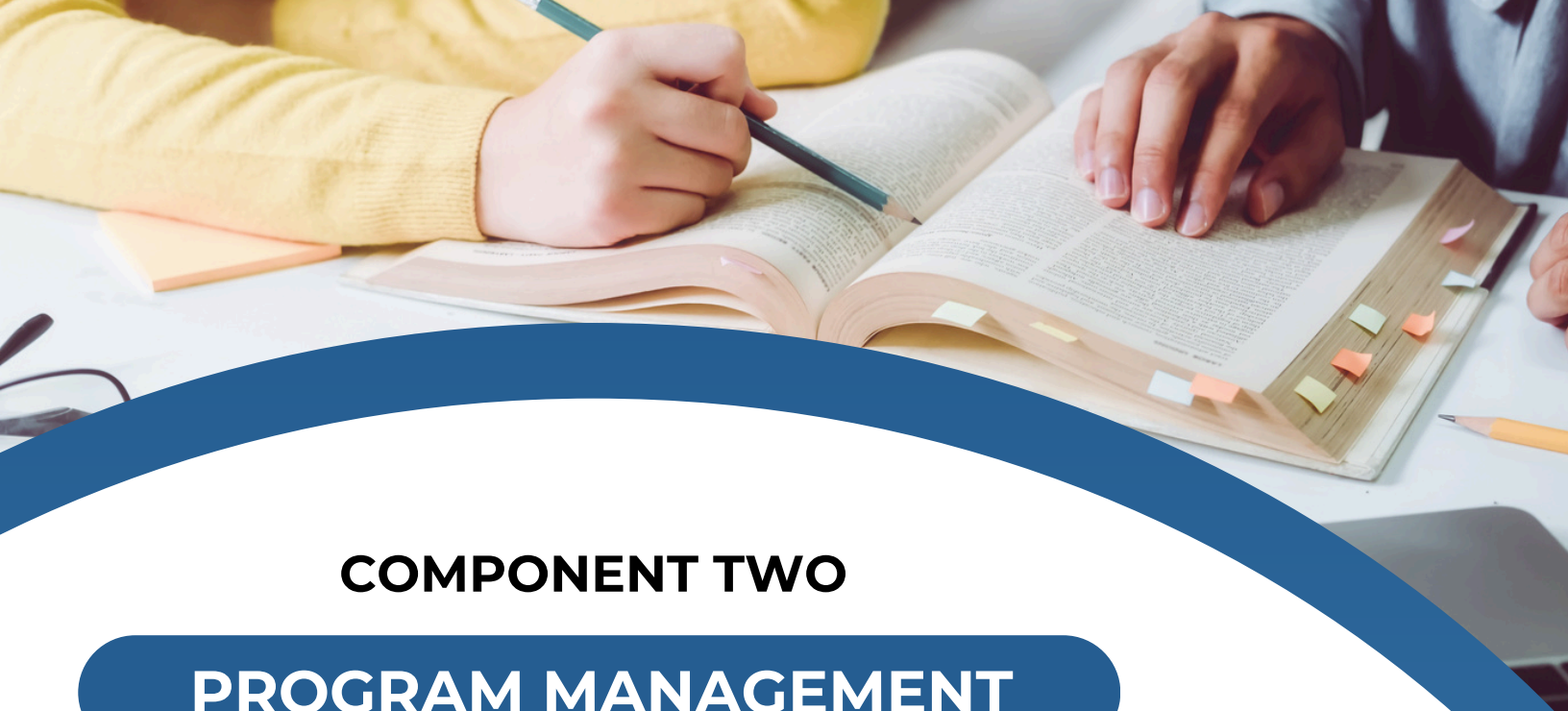
- Scholarship Ceremony
- NWACC VIP Orientation field trip w/SRS
- Finalize graduation list
- Finalize Honor Graduate list
- Senior credit check
- Graduation

- 9-11 student interventions
- Needs Assessment - all grades
- Summer school registration
- End of year credit checks
- Individual Accuplacer testings
- Individual counseling
- Classroom guidance - Planning for Senior Year (meet with juniors)

#### June

- Complete credit checks for next year
- Reschedule failures/coordinate credit recovery
- Summer school

- Scheduling cleanup
- Resolve scheduling conflicts
- Planning meeting for next school year



## COMPONENT TWO

# PROGRAM MANAGEMENT

### PROFESSIONAL COMPETENCIES AND ETHICAL STANDARDS

Description	Link
Rogers Public School counselors review the ASCA professional standards and competencies annually.	<a href="#"><u>Standards   American School Counselor Association</u></a>
Rogers Public school counselors abide by the Code of Ethics for Arkansas Educators.	<a href="#"><u>Division of Elementary and Secondary Education Code of Ethics</u></a>

## COMPONENT THREE

### DELIVERY

## DIRECT COUNSELING

### Elementary Level (K-5)

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Individual and Group Counseling</b>	Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Follow-up should occur to ensure students are continuing to develop the skills taught. <b>Examples:</b> friendship groups, social/emotional groups, behavioral support
<b>Core Curriculum Lessons</b> 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	Lessons are developmentally appropriate, based on ASCA Behaviors and Mindsets and the Guide for Life Principles, individual needs identified through 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. <b>Examples:</b> sexual harassment prevention, bullying, suicide awareness, conflict/resolution, character lessons

# COMPONENT THREE

## DIRECT COUNSELING

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Orientation / Transition Programs</b>	<p>New students are provided transitional support specific to their grade level.</p> <p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>• Parents are asked to come to parent night before school starts</li> <li>• Incoming kindergartners are assessed in the spring before their kindergarten year</li> </ul> <p><b>First-Fifth</b></p> <ul style="list-style-type: none"> <li>• Open House and/or Meet the Teacher Nights</li> <li>• Given a tour of school</li> </ul> <p>Students in 5th grade are provided support as they transition to middle school.</p> <ul style="list-style-type: none"> <li>• Tour of middle school</li> <li>• Transition lesson about what to expect in middle in school</li> <li>• Band, choir, and orchestra come to the school to introduce instruments and let students practice</li> <li>• Middle school counselor communicates with elementary counselor about incoming 6th grade student concerns</li> <li>• Middle school counselor meets with 5th graders at their elementary school to go over registration paperwork and answer questions</li> </ul>
<b>Academic Advisement / Student Goal Setting</b>	<p>The counselor promotes understanding of the relationship between classroom performance and success and may provide interpretation of assessment results to develop academic goals.</p>
<b>Social / Emotional</b>	<p>Counselors provide students with opportunities to develop skills in the areas of <b>personal growth</b> (problem solving skills, mindfulness, and perseverance), <b>personal understanding</b> (self-awareness, strengths and weaknesses, critical thinking skills), <b>interactions with others</b> (appropriate treatment of others, building communication skills, how to seek assistance &amp;/or offering help to others when needed), <b>decision-making skills</b> (considering personal beliefs, safety &amp; situations, our actions have consequences, putting your best foot forward), and <b>empathy</b> (seeing others' perspectives, valuing others' feelings, appreciating diversity).</p> <p><b>Examples:</b> school wide initiatives, individual and group counseling sessions, modeling, classroom counseling lessons</p>

Elementary Level (K-5)

## COMPONENT THREE

### DIRECT COUNSELING

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Bullying Prevention &amp; Responsive Services</b>	<p>Annual bullying prevention is presented to staff and students to assist in recognizing and responding to bullying situations in accordance with Rogers Public School policy and protocols, as well as federal, state, and local laws. Students are taught to 1). be an upstander, not a bystander and 2). recognize and access a trusted adult in classroom counseling lessons and through individual counseling. A Student Harassment &amp; Bullying Complaint form is completed for each incident by the adult the incident was reported to and submitted to school administrators. School administrators communicate with involved students and parents as well as issue consequences as appropriate. Counselors provide coping strategies to students impacted by bullying. Rogers Public School District has zero tolerance for bullying.</p> <p><b>Examples:</b> school wide initiatives, individual and group counseling sessions, classroom counseling lessons, school-wide assemblies, guest speakers, ongoing dialogue with teachers, administrators, and parents</p>
<b>Suicide Prevention &amp; Responsive Services</b>	<p>Counselors provide developmentally-appropriate classroom counseling lessons to promote positive self-concept and value. Counselors are trained in SAFETalk to recognize warning signs/at-risk students and intervene with individual support. Counselors communicate with families and refer to outside counseling agencies for higher-level continuation of care. Counselors and administrators communicate protocols for reporting student concerns and maintaining safety.</p>
<b>Career Planning</b>	<p>Grade level appropriate activities are provided for career planning and exploration. <b>See Career Planning section below.</b></p>

## Elementary Level (K-5)

# COMPONENT THREE

## DIRECT COUNSELING

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
Accelerated Learning Opportunities	<p>Counselors collaborate with parents, teachers, administrators, and other school officials to ensure students are placed in appropriate accelerated learning settings. Students in grade kindergarten through second grade receive classroom instruction through the Gifted and Talented (REACH) program. Students are screened for eligibility for the REACH program at the end of second grade. Students who are eligible for the REACH program begin the program in the third grade.</p>
Parent Partnership	<p>School Counselors create, support, and maintain relationships with families, supporting agencies, and community members to ensure that all stakeholders are provided with appropriate representation in decisions made within the school. In addition, results of specialized programs are regularly shared with stakeholders through the school administrators' annual State of the School address. Counselors work closely with parents to ensure access to community resources.</p> <p><b>Examples:</b> academic placement meetings, meetings with counselors regarding testing information and results, tours of the building, parenting tips &amp; suggestions, new student orientation, back to school activities, volunteer opportunities, family interventions and support, Parent Teacher Organization/Association</p> <p><b>Supporting Link:</b> <a href="#">School Plans</a></p>

# COMPONENT THREE

## DIRECT COUNSELING

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Individual and Group Counseling</b>	<p>Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Follow-up should occur to ensure students are continuing to develop the skills taught.</p> <p><b>Examples:</b> academic support, behavioral support, social support, emotional support, and helping students understand the role of attendance and academics in school success</p>
<b>Core Curriculum Lessons</b> 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	<p>Lessons are developmentally appropriate and based on ASCA and Guide for Life standards. Individual needs are identified through school data review and goals are created to address those needs. They also address the components of the School Counseling Improvement Act of 2019.</p> <p><b>Examples:</b> career exploration and planning, bullying and sexual harassment prevention, drug/alcohol and smoking/vaping prevention, suicide awareness and prevention</p>
<b>Orientation / Transition Programs</b>	<p>Students are provided orientation and transitional support through individual conferences, programs such as WEB, building tours, and other specialized groups and mentorships.</p>
<b>Academic Advisement / Student Goal Setting</b>	<p>The counselor promotes understanding of the relationship between classroom performance/success and provides interpretation of educational assessment results to develop academic goals. This is done through the use of 8th grade Student Success Plans, individual conferences, classroom guidance, and advisory.</p>
<b>Social / Emotional</b>	<p>Counselors provide students with opportunities to develop skills in the areas of <b>personal growth</b> (problem solving skills, mindfulness, and perseverance), <b>personal understanding</b> (self-awareness, strengths and weaknesses, critical thinking skills), <b>interactions with others</b> (appropriate treatment of others, building communication skills, how to seek assistance &amp;/or offering help to others when needed), <b>decision-making skills</b> (considering personal beliefs, safety &amp; situations, our actions have consequences, putting your best foot forward), and <b>empathy</b> (seeing others' perspectives, valuing others' feelings, appreciating diversity).</p> <p><b>Examples:</b> school wide initiatives, individual and group counseling sessions, modeling, classroom guidance lessons</p>

# COMPONENT THREE

## DIRECT COUNSELING

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Bullying Prevention &amp; Responsive Services</b>	<p>Annual bully prevention is presented to staff and students to assist in recognizing and responding to bullying situations in accordance with Rogers Public School policy and protocols, as well as federal, state, and local laws. Students are taught to recognize and access a trusted adult in classroom guidance lessons and individual counseling. School administrators communicate with involved students and parents as well as issue consequences as appropriate. Counselors provide coping strategies to students impacted by bullying. Rogers Public School District has zero tolerance for bullying.</p> <p><b>Examples:</b> school-wide initiatives, individual and group counseling sessions, classroom guidance lessons, school-wide assemblies, ongoing dialogue with teachers, administrators, and parents</p> <p><b>Supporting Link:</b> <a href="#"><u>Guidance on Bullying Prevention</u></a></p>
<b>Suicide Prevention &amp; Responsive Services</b>	<p>Rogers Public School counselors provide developmentally-appropriate classroom guidance lessons on suicide prevention. Counselors are trained to recognize warning signs/at-risk students and intervene with individual support. Counselors communicate with families and refer to outside counseling agencies for higher-level continuation of care. Counselors and administrators communicate protocols for reporting student concerns and maintaining safety.</p> <p><b>Examples:</b> individual counseling, crisis intervention, outside service referrals, and parent contact</p>
<b>Career Planning</b>	<p>Grade level appropriate activities are provided for career planning and exploration through guidance lessons, career &amp; technical education programs, career days, and building level programs.</p> <p><b>See Career Planning section below.</b></p>
<b>Accelerated Learning Opportunities</b>	<p>Counselors support school initiatives regarding academic placements through individual student and parent conferences, developmentally appropriate classroom lessons, and 8th grade Student Success Plans and surveys. Gifted and Talented (REACH) classes are taught to sixth and seventh grade students in the program. Beginning in seventh grade, students are offered accelerated courses.</p>

# COMPONENT THREE

## DIRECT COUNSELING

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>High School Graduate Follow-Up</b>	Rogers Public Schools conducts a Senior Exit Survey and utilizes Naviance or another state approved program to collect data regarding college admission results, retention, and post-secondary graduation rates of former high school graduates. Additional data gathered from Naviance allows Rogers Public Schools to compare the correlation between high school GPA, ACT, SAT, gender, and/or ethnicity to post-secondary program admission.
<b>Dropout Prevention</b>	<p>Rogers Public Schools utilizes key stakeholders, principals, assistant principals, school counselors, school social workers, student success coordinators, teachers, and staff to provide dropout prevention. The District analyzes academic, attendance, and discipline data to identify non-engaged students who are at-risk for dropping out of school, including those with chronic attendance issues.</p> <p>Interventions include phone calls home, parent/student conferences, parent education "How to Check your Student's Grades and Attendance" and home visits when appropriate. The District also coordinates with school based mental health partners, the Office of Juvenile Probation, and the Rogers Virtual Learning Program to support students at-risk of dropping out.</p> <p>The district strives to create a system of support upon re-entry for students who have dropped out (including students dropped for non-attendance) that includes the support of a school counselor/school staff. The District recognizes the importance of preventative measures and has hired additional school counselors, school social workers, student success coordinators, and administrative support (Dean of Students) to provide early intervention.</p>
<b>Career Planning</b>	<p>Grade level appropriate activities are provided for career planning and exploration through guidance lessons, career &amp; technical education programs, career days, and building level programs.</p> <p><b>See Career Planning section below.</b></p>
<b>Parent Partnership</b>	<p>School Counselors create, support, and maintain relationships with families, supporting agencies, and community members to ensure that all stakeholders are provided with appropriate representation in decisions made within the school. In addition, results of specialized programs are regularly shared with stakeholders through the school administrators' annual State of the School address.</p> <p><b>Examples:</b> academic placement meetings, meetings with counselors regarding testing information and results, tours of the building, parenting tips &amp; suggestions, new student orientation, back-to-school activities, 8th grade Student Success Plans, volunteer opportunities, family interventions and support, Parent Teacher Organization (<b>Supporting Link:</b> <a href="#">School Plans</a>)</p>

# COMPONENT THREE

## DIRECT COUNSELING

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Individual and Group Counseling</b>	<p>Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Follow-up should occur to ensure students are continuing to develop the skills taught.</p> <p><b>Examples:</b> Academic support, behavioral support, Social/Emotional support, and helping students understand the role of attendance in school success</p>
<b>Core Curriculum</b> 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	<p>Lessons are developmentally appropriate, based on ASCA standards, individual needs identified through 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.</p> <p><b>Examples:</b> Career exploration and planning using Naviance portal; Bullying and Sexual Harassment prevention; and Suicide Awareness and Prevention; Course selections; Scholarship search and application; College application process; College admissions test practice and preparation</p>
<b>Orientation / Transition Programs</b>	<p>Before ninth grade, students visit the high school campus in preparation for transition. Parent information meetings are held and orientation is conducted for incoming ninth graders.</p>
<b>Academic Advisement / Student Goal Setting</b>	<p>Students review academic progress and update credit audits each year. Students develop academic and personal SMART goals and log progress toward meeting those goals through Naviance accounts.</p>
<b>Social / Emotional</b>	<p>Students engage in activities to promote social/emotional development through assigned Naviance activities, individual assessments and reflection. Social/emotional development may be addressed through individual and small group counseling interventions, as needed.</p>

# COMPONENT THREE

## DIRECT COUNSELING

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Bullying Prevention &amp; Responsive Services</b>	<p>Bullying mandates are reviewed each year followed by classroom discussion of how to identify bullying behavior, appropriate interventions, and how to report observed bullying behavior. Response to reported bullying is per state mandate. Annual bully prevention is presented to staff and students to assist in recognizing and responding to bullying situations in accordance with Rogers Public School policy and protocols, as well as federal, state, and local laws. Students are taught to 1). be an upstander, not a bystander and 2). recognize and access a trusted adult in classroom guidance lessons and through individual counseling. A Student Harassment &amp; Bullying Complaint form is completed for each incident by the adult the incident was reported to and submitted to school administrators. School administrators communicate with involved students and parents as well as issue consequences as appropriate. Rogers Public School District has zero tolerance for bullying.</p> <p><b>Examples:</b> school wide initiatives, individual and group counseling sessions, classroom guidance lessons, school-wide assemblies, guest speakers, ongoing dialogue with teachers, administrators, and parents</p> <p><b>Supporting Link:</b> <a href="#">Guidance on Bullying Prevention</a></p>
<b>Suicide Prevention &amp; Responsive Services</b>	<p>During orientations and culture building, students are provided information for accessing school counselors and encouraged to seek assistance if they or someone they know are struggling with social or emotional issues, including suicidal thoughts. Counselors work individually with struggling students, make referrals for therapy and make referrals for risk assessments.</p>
<b>Career Planning</b>	<p>Conferences are held to review academic progress in light of intended career pursuits. Guidance is offered for course selection designed to provide multiple career and academic options. Additionally, ASVAB testing, career fairs and internships are made available.</p>

# COMPONENT THREE

## DIRECT COUNSELING

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Accelerated Learning Opportunities</b>	<p>Counselors promote accelerated learning opportunities available to students. Students are offered accelerated learning opportunities through the College Board Advanced Placement Program and through our partnership with Northwest Arkansas Community College. Concurrent courses are offered on the Rogers High School and Heritage High School campuses and online through the Early College Experience program at a reduced cost to students. Rogers New Technology High School students travel to the community college to access Early College Experience concurrent credit courses. Students have the opportunity to earn an Associate's Degree while in high school. Students can take courses through the Rogers Public School Career and Technical Center, Northwest Technical Institute, and NWACC to earn career and technical certifications while in high school.</p>
<b>Parent Partnership</b>	<p>School Counselors create, support, and maintain relationships with families, supporting agencies, and community members to ensure that all stakeholders are provided with appropriate representation in decisions made within the school.</p> <p><b>Examples:</b> academic placement meetings, meetings with counselors regarding testing information and results, tours of the building, new student orientation, Student Success Plans, volunteer opportunities, family interventions and support, Parent Teacher Organization</p> <p><b>Supporting Link:</b> <a href="#">School Plans</a></p>



## COMPONENT THREE

### INDIRECT COUNSELING

#### Elementary Level (K-5)

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Consultation</b>	Consultations occur on behalf of a student. They can include interactions with parents or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
<b>Referrals</b>	Indirect services include referring a student for school-based mental health services and making child maltreatment reports.
<b>Decision-making Teams</b>	Serving as a contributing member of decision-making teams, which include without limitation: <ul style="list-style-type: none"><li>• Section 504</li><li>• Response to Intervention (RTI)</li><li>• Parental Involvement</li><li>• Positive behavior supports</li><li>• Team Meetings</li></ul>

## COMPONENT THREE

### INDIRECT COUNSELING

#### Middle Level (6-8)

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
Consultation	Consultations occur on behalf of a student. They can include interactions with families, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
Referrals	Indirect services include referring a student for school-based mental health services and making child maltreatment reports.
Decision-making Teams	Serving as a contributing member of decision-making teams, which include without limitation: <ul style="list-style-type: none"><li>• Section 504</li><li>• Response to intervention</li><li>• Parental involvement</li><li>• Team meetings regarding students</li><li>• Student success team meetings</li><li>• Behavior support meetings regarding students</li><li>• ALE transition meetings</li></ul>

# COMPONENT THREE

## INDIRECT COUNSELING

### High School Level (9-12)

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Consultation</b>	Consultations occur on behalf of a student. They can include interactions with parents or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
<b>Referrals</b>	Indirect services include referring a student for school-based mental health services and making child maltreatment reports.
<b>Decision-making Teams</b>	Serving as a contributing member of decision-making teams, which include without limitation: <ul style="list-style-type: none"><li>• Section 504</li><li>• Response to Intervention RTI</li><li>• Parental Involvement</li><li>• Team Meetings</li></ul>

# COMPONENT THREE

## CAREER PLANNING

### Elementary Level (K-5)

Elementary school counselors provide a multi-tiered program to all students and grade levels that may include, but is not limited to: classroom counseling lessons, online tools, guest speakers, engagement with community partners, and special career-related activities. Students develop real-world skills for success, which may include self-regulation, problem-solving, social awareness, and communication skills.

Career programs are established based on:

- ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards [ASCA Mindsets & Behaviors for Student Success](#)
- [G.U.I.D.E for Life](#)
- The Collaborative for Academic, Social and Emotional Learning (CASEL): [CASEL](#)

**K - 2:** Explore career interests, abilities and relationships between school and the world of work; develop work-related skills such as time management, cooperation, effort, perseverance, goal setting and organization.

**3 - 5:** Identify personal interests and abilities related to the world of work; integrate work-related skills; identify career clusters; explore the relationship between school and the world of work; initiate goal setting for secondary school and post-secondary opportunities.

### Middle Level (6-8)

Middle school counselors collaborate with the career/technical department to provide a multi-tiered program to all grade levels including, but not limited to, classroom curriculum, guidance lessons, and career day.

- 6th Grade: Explore career opportunities
- 7th Grade: Explore career opportunities, interests, and strengths related to careers
- 8th Grade: Complete a Career Smart Goal and develop a Student Success Plan

### High School Level (9-12)

Counselors work with students annually to develop and maintain their student success plan. Student Success Plans help students take ownership of their coursework and focus on post-high school success.

High School counselors meet with students to help them connect the importance of education, school attendance, classroom performance and work. Through direct counseling students understand the importance of setting goals and how to do so.

Naviance is the hub for housing students' academic, personal, and career goals; career interests, development and research; resume development; and exploration of personal strengths. The culmination of this work is the implementation of a post-secondary plan upon reaching high school graduation. ([RPS NAVIANCE Plan](#))



## COMPONENT THREE

### INTERVENTION

#### **Elementary Level (K-5)**

Elementary School Counselors design/utilize proactive programs to increase the likelihood of graduation. Some examples include:

- Attendance monitoring
- Goal setting
- Classroom counseling lessons
- Small Groups
- G.U.I.D.E. for Life Essential Skills
- Career days and other events
- Middle school tours

#### **Middle Level (6-8)**

Middle School Counselors design/utilize proactive programs to increase the likelihood of graduation.

- Naviance
- Career exploration, interest inventories, etc.
- Student Success Plans
- Individual student meetings
- Attendance monitoring

#### **High School Level (9-12)**

High School Counselors design/utilize proactive programs to increase the likelihood of graduation.

- Naviance (career exploration, interest inventories)
- Student Success Plans
- Attendance monitoring
- Goal setting
- Classroom guidance
- Transitional plans
- G.U.I.D.E. for Life Essential Skills
- Career days and other events
- College/university/trade school tours
- Career Launch



## COMPONENT FOUR

# ACCOUNTABILITY/ASSESS

### PROGRAM ASSESSMENT

School counselors reflect on and evaluate their comprehensive counseling program to ensure they are meeting the needs of their students and are able to identify how their students have changed due to the interventions of the program. This is done through the completion of the Arkansas School Counseling Program Assessment at the end of each school year.

### DATA TRACKING

#### **Elementary Level (K-5)**

Program Results will be entered in 2025.

#### **Middle Level (6-8)**

Program Results will be entered in 2025.

#### **High School Level (9-12)**

Program Results will be entered in 2025.

### EVALUATION AND IMPROVEMENT

#### **Elementary Level (K-5)**

Evaluation and Improvement plan will be entered in 2025.

#### **Middle Level (6-8)**

Evaluation and Improvement plan will be entered in 2025.

#### **High School Level (9-12)**

Evaluation and Improvement plan will be entered in 2025.

## COMPONENT FIVE

# ADMINISTRATIVE ACTIVITIES

### Elementary Level (K-5)

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Coordination of Programs and Data Input</b>	All RPS Elementary Counselors Coordinate programs including but not limited to: <ul style="list-style-type: none"><li>• Parental Involvement</li><li>• District PLC</li><li>• Administrative Meetings</li><li>• Professional Development</li><li>• Lesson Planning</li></ul>
<b>Chairing Committees and Meetings</b>	Parent/Family Involvement Committee
<b>Duties</b>	ASCA standards do not support counselors having assigned duty, however most Rogers Elementary School Counselors are assigned duty according to the state limit of 60 minutes per week.

# COMPONENT FIVE

## ADMINISTRATIVE ACTIVITIES

### Middle Level (6-8)

Service	<b>Description</b> At Least 90% Direct and Indirect (Face-to-Face)
<b>Coordination of Programs and Data Input</b>	<p>Coordination of programs varies by school. Programs include:</p> <ul style="list-style-type: none"><li>• Parental involvement coordination</li><li>• District middle school counselors PLC</li><li>• Administrative meetings</li><li>• 504 designee duties</li><li>• Educational Talent Search</li><li>• Planning lessons</li><li>• Use of time calculation</li><li>• Data tracking</li><li>• Professional development presentations on mandated topics within the counseling domain</li><li>• School-wide programs and events</li><li>• Snack Pack program</li></ul> <p><u>ACT 190 - The Comprehensive School Counseling Act of 2019</u></p>
<b>Chairing Committees and Meetings</b>	<ul style="list-style-type: none"><li>• Advisory Council meetings</li><li>• 504 coordination</li><li>• Parent and family engagement</li><li>• Registration</li></ul>
<b>Duties</b>	<ul style="list-style-type: none"><li>• All duties requiring student supervision for behavior monitoring</li><li>• Monitoring students on field trips</li></ul>

# COMPONENT FIVE

## ADMINISTRATIVE ACTIVITIES

High School Level (9-12)

Service	Description At Least 90% Direct and Indirect (Face-to-Face)
<b>Coordination of Programs and Data Input</b>	Coordination of programs including but not limited to: <ul style="list-style-type: none"> <li>• Parental Involvement</li> <li>• District PLC</li> <li>• Naviance</li> <li>• Student Success Plan</li> <li>• Course Selection Process/Planning</li> <li>• Master schedule building</li> <li>• Application and enrollment process for accelerated programs (Northwest Technical Institute, Early College Experience/Northwest Arkansas Community College)</li> <li>• Application recommendations: job, college admissions, scholarships</li> <li>• Administrative Meetings</li> <li>• Professional Development</li> <li>• Lesson Planning</li> </ul>
<b>Chairing Committees and Meetings</b>	<ul style="list-style-type: none"> <li>• Advisory Council meetings</li> <li>• 504 coordination</li> <li>• Parent and family engagement</li> <li>• Registration</li> </ul>
<b>Duties</b>	ASCA standards do not support counselors having assigned duty.

Rogers Public School Counselors collaborate annually to review and update the Comprehensive School Counseling Plan. All members of the Rogers Public School Counseling Department are given the opportunity to provide input and work collaboratively with their peers throughout the process. The Comprehensive School Counseling Plan ensures that services are coordinated in a manner that provides comprehensive support to all students.  
Updated: July 30, 2024