LISA Academy District Comprehensive School Counseling Plan 2024-2025



[LISA Academy Public Charter Schools]

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West Elementary School, West Middle School, West High School
North Elementary School, North Middle-High School, Hybrid School
Springdale School, Rogers-Bentonville School, Fayetteville School

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LISA Academy Counseling Directory

Behavioral Mental Health Counselors			
Office Location(s)	**Counselor Name**	**Role**	**Email**
West Elementary	Sonja Hubbard	District West Lead/ School Counselor	shhubbard@lisaacademy.org
	LaPorsha Jones	School Counselor	ljones@lisaacademy.org
West Middle	Alana Kennedy	School Counselor	akennedy@lisaacademy.org
West High	Jacqueline West	School Counselor	west@lisaacademy.org
North Elementary School	Sydney Kenward	District North Lead/ School Counselor	skenward@lisaacademy.org
	LaPorsha Jones	School Counselor	ljones@lisaacademy.org
North Middle-High	Teal Lovelady	School Counselor	tlovelady@lisaacademy.org
Hybrid School	Hatice Guven	School Counselor	hguven@lisaacademy.org
Rogers-Bentonville K-9	Barb Padgett	District NWA Lead/ School Counselor	bpadgett@lisaacademy.org
Fayetteville K-6 Springdale K-8	Mary Martin	School Counselor	mamartin@lisaacademy.org
College & Career Counselors			
Office Location(s)	**Counselor Name**	**Role**	**Email**
North Middle-High School & West High School	Deniz Elkan	Dean of College and Career	delkan@lisaacademy.org
West High School	Bilal Acikgoz	Academic Counselor	bacikgoz@lisaacademy.org
	Emrah Unal	Academic	eunal@lisaacademy.org

		Counselor	
North Middle-High School	Ismail Demir	Academic Counselor	idemir@lisaacademy.org
	Goksel Dundar	Academic Counselor	gdundar@lisaacdemy.org
Hybrid School	Hatice Guven	Academic Counselor	hguven@lisaacademy.org
Rogers-Bentonville K-9	Yeliz Tuna	Academic Counselor	ytuna@lisaacademy.org

Introduction

The school counselors for LISA Academy provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple areas. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation regarding comprehensive school counseling, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Arkansas Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling. The American School Counselor Association defines a comprehensive school counseling program as an "integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students." Arkansas school counselors can also utilize the Arkansas Comprehensive School Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents, and students in regard to the role, function, and job skills required of the school counselor.

Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, teachers, administrators, students, parents, psychologists, social workers, and community members.

Introduction to the American School Counselor Association (ASCA) Model

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs.

The ASCA National Model: A Framework for School Counseling Programs, 3rd edition, guides school counselors in developing and implementing a comprehensive school counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional, and based on data-driven decision making. It is based on four components: foundation, management, delivery and accountability.

The ASCA National Model: A Framework for School Counseling Programs, 4th edition, continues to guide school counselors in developing and implementing comprehensive school counseling programs, but includes some structural reorganization. The four components are now called:

define, manage, deliver and assess. This guide will primarily follow the 3rd edition which is aligned with Act 190, The School Counseling Improvement Act of 2019. When applicable, the 4th edition will be referenced in parentheses.

The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage, and evaluate their programs to promote students' success. The model provides a framework for the program components, the school counselor's role in implementation, and the underlying themes of leadership, advocacy, collaboration, and systemic change. Program components are focused on achieving results. Today's school counselors are leaders, advocates, systemic change agents, and collaborators.

Mental Health Awareness Week

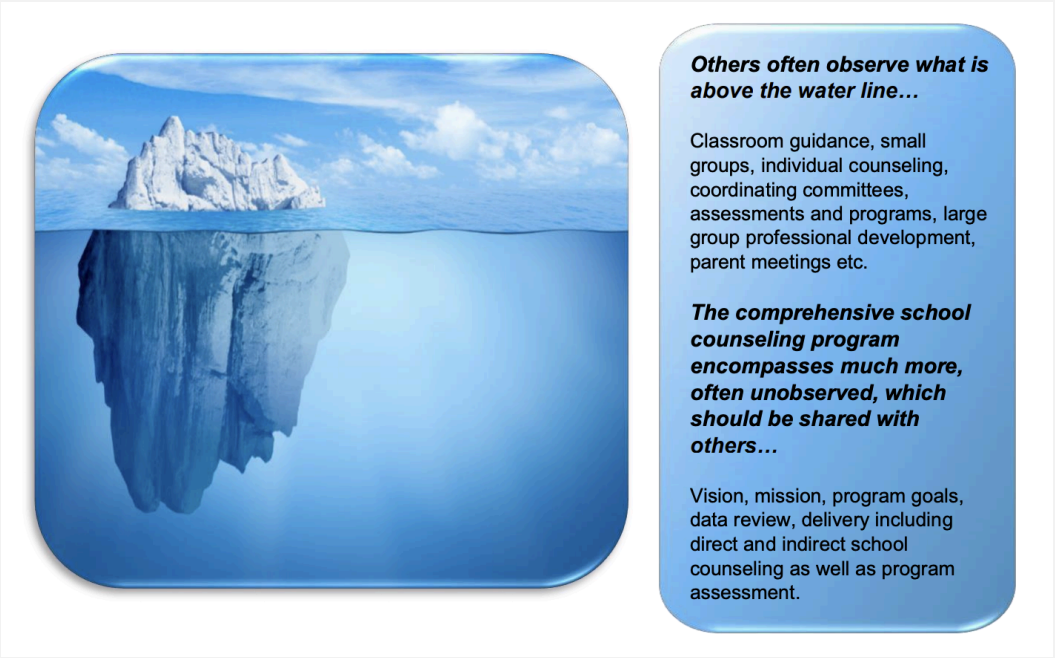
SECTION 1. Arkansas Code Title 6, Chapter 16, Subchapter 1, is amended to add an additional section to read as follows: 6-16-156. Mental Health Awareness Week. To raise awareness of mental illness, remove stigma and misunderstanding associated with mental illness, and provide support for those who experience mental illness, the first full week of classes in May in Arkansas schools shall be recognized as "Mental Health Awareness Week".

House Bill 1393

National School Counseling Week

School counselors celebrate National School Counseling week, which is held the first full week of February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

School Counselor Advocacy



Introduction to the implementation of the Arkansas Comprehensive School Counseling Program

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

Comprehensive in Scope

- A comprehensive school counseling program will focus on a multi-tiered approach for all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

Preventative in Design

- School counselors design programs and services that emphasize proactive education through the implementation of the school counseling core curriculum lessons. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, and the G.U.I.D.E. for Life essential skills, as well as the Arkansas standards being taught in public schools.

Developmental in Nature

- School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

A Cooperative Effort

- School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

Leadership

- School counselors serve as leaders who are engaged in change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School counselors focus on closing achievement gaps and helping students access content and curriculum. School counselors become effective leaders by collaborating with other professionals in the school to influence systemic change, and by implementing school reforms and participating in professional communities and professional development opportunities.

Advocacy

- School counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, counseling, and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

Collaboration and Teaming

- School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access, and academic success for every student. School counselors create effective working relationships among students, professional and support staff, parents and/or guardians, and community members.

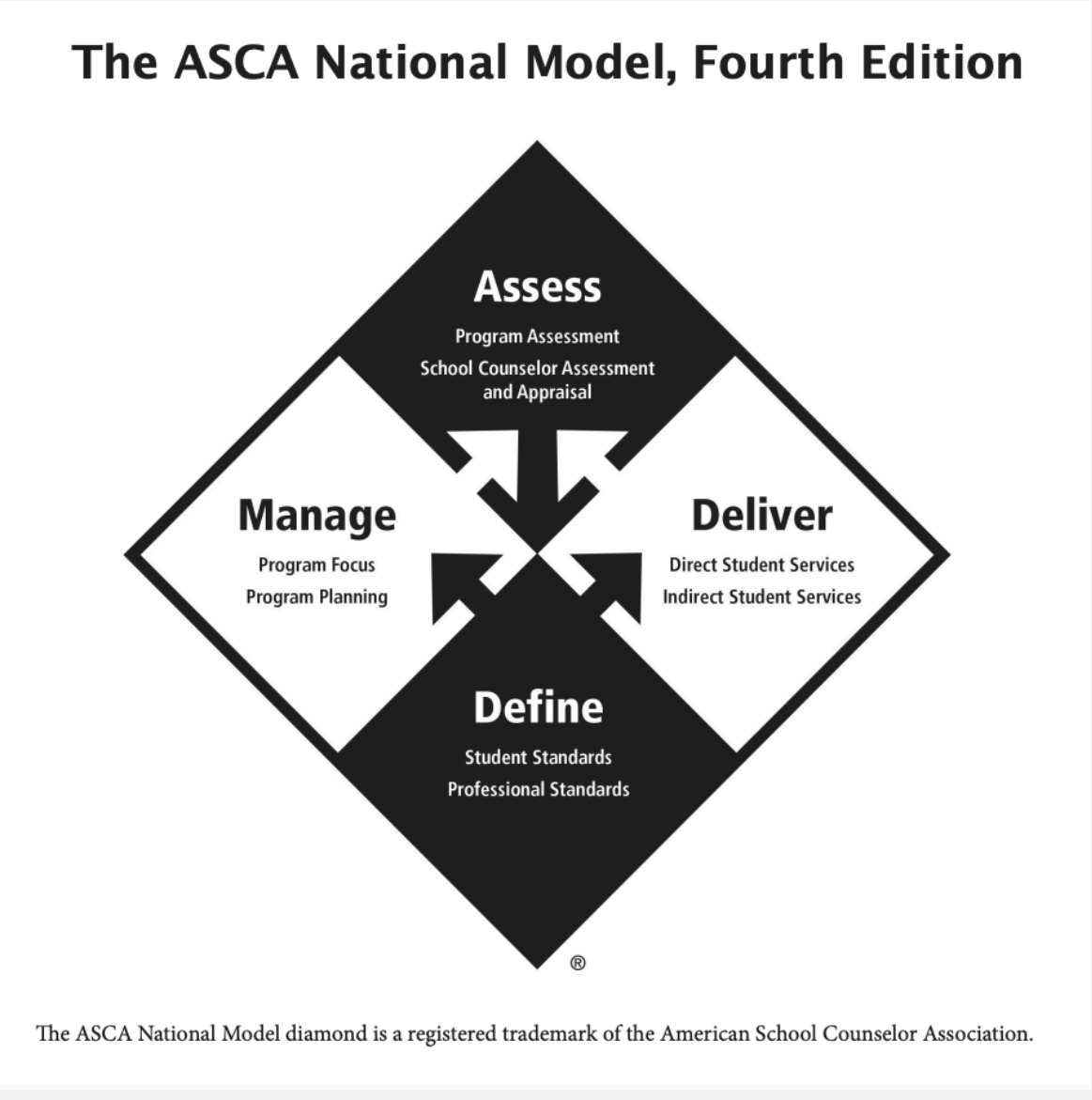
Systemic Change

- With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, student academic performance, and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

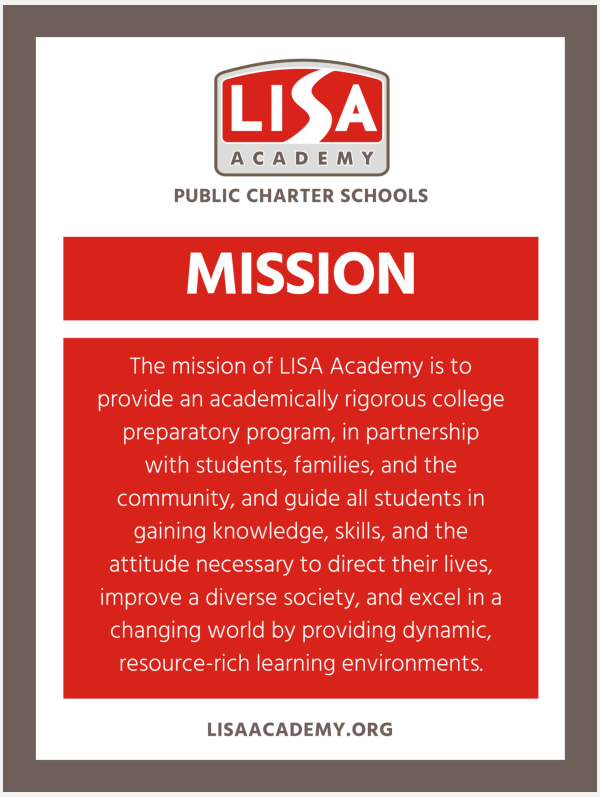
Section One: Foundation - Define

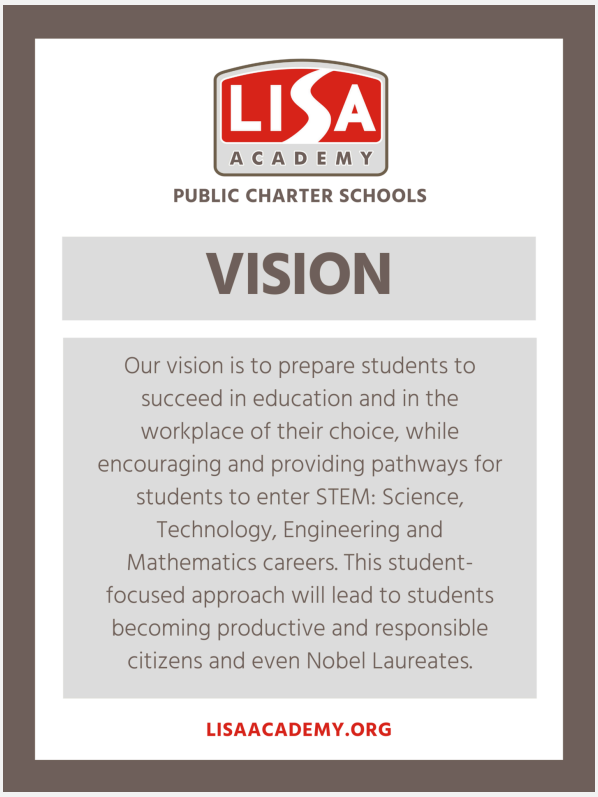
The LISA Academy Comprehensive School Counseling Program addresses K-12 student needs in three domains: ***academic, career, and personal/social development***. This program serves every student and adheres to the American School Counselor Association (ASCA) Model. Our comprehensive school counseling program promotes and enhances the learning process for all students. The program is designed to help students make connections between education and future success and to explore career opportunities in an ever-changing job market. Counseling services will provide opportunities for students to develop and utilize problem-solving skills, learn techniques for effective collaboration and facilitate an understanding of the complexities of interpersonal relationships.

The ASCA National Model Components



LISA Academy District Mission and Vision





LISA Academy District 4 Pillars

LISA is an abbreviation of "Little Scholars of Arkansas" but also stands for the four pillars of our district: Learn, Innovate, Support, and Achieve.

- *LEARN* - Learning will engage all students in a personalized environment and will embrace diversity.
- *INNOVATE* - Innovative approaches that encourage creativity, including project-based learning, blended learning, and 21st century skills, will allow staff and students to be pioneers in leading STEM-focused education in the state.
- *SUPPORT* - Support for all students, staff, and the community will involve a safe and caring learning environment, engaged families, and collaboration with other schools and community organizations.
- *ACHIEVE* - Achievement will be realized through student success, state and national level recognition, competitions, community involvement, and students achieving their highest potential as individuals and teams in areas including STEM, sports, arts, and languages.

LISA Academy School Counselor Belief Statements

- We recognize and respect the ethnic, cultural, and racial diversity, as well as the special needs of all students, in the planning and implementation of our school counseling program.

- LISA Academy is committed to ensuring that every student has equitable access to comprehensive school counseling services.
- We believe that every student has the potential to learn and succeed.
- Every student is entitled to high-quality educational opportunities.
- Our counselors are dedicated advocates for all students.
- We plan and coordinate a purposeful and sequential program of activities in collaboration with school and community representatives.
- LISA School Counselors strive to establish effective working relationships with students, staff, guardians, and the community.
- LISA Academy actively engages students in their own educational and personal development.
- Our data-driven counseling program is tailored to meet the specific needs of our students.

LISA Academy School Counselor Vision Statement

Our vision is to cultivate a dynamic learning environment where every student emerges as a confident, college and career-bound scholar, equipped with the resilience and problem-solving skills to thrive in an ever-evolving world. We are committed to nurturing inquisitive minds, fostering compassionate citizenship, and championing inclusivity and teamwork. Through personalized support and innovative initiatives, we empower each student to realize their full potential, embrace challenges as opportunities, and become catalysts for positive change in their communities and beyond.

LISA Academy School Counselor Mission Statement

The mission of the LISA Academy Public Charter Schools Comprehensive School Counseling Program is to foster academic excellence, personal growth, and social responsibility among all students. In partnership with students, families, educators, and the broader community, our counseling program is dedicated to guiding every student in developing the knowledge, skills, and attitudes necessary to navigate their educational journey and future careers.

Aligned with the LISA Academy's commitment to providing an academically rigorous college preparatory program, our counseling services aim to:

- **Support Academic Achievement:** Empower students to achieve their highest potential through personalized guidance, access to dynamic learning resources, and continuous academic support.
- **Promote Personal and Social Development:** Equip students with the skills and mindset required to make informed decisions, foster positive relationships, and develop resilience in a changing world.
- **Enhance Career Readiness:** Prepare students for success beyond the classroom by facilitating career exploration, college readiness activities, and real-world skill development.
- **Strengthen Community Engagement:** Collaborate with families and community partners to create a supportive and inclusive environment that respects and values diversity.

By integrating comprehensive counseling services with LISA Academy's educational objectives, we strive to nurture well-rounded individuals who are prepared to contribute meaningfully to a diverse society and excel in an ever-evolving global landscape.

Program Goals
The following focus goal were chosen for the upcoming school year:

Area of Concern: Student Discipline Referrals		
Desired Outcome: To reduce the number of discipline referrals from the 2023-2024 school year by 5% by increasing leadership skills in the 2024-2025 school year.		
Strategies	Action Steps	Data
• Increase Student Confidence • Empower Students with Leadership Skills • Provide Social-Emotional and Leadership Buidling Curriculum • Increased Family Engagement • Supporting the Social/Personal Growth of each individual Student • Student Behavior Referral Follow-up by Counselors	• Creating Classroom Jobs for all students • Direct Teaching of Leadership and Decision-Making Skills • Classroom Guidance lessons • All School Staff Will Implement & Model the Leader in Me 7 Habits Curriculum • Counselors Will Collaborate with Deans of Students to Review DeansList Data • Deans of Students will assign follow-ups in DeansList for counselors to review student behavior data • Tiered Counseling Support	• Leader in Me MRA • DeansList Referral Data • Counseling Referral Data

Goal Setting Additional Resources & Templates:

- Pages 11-14 of the Arkansas School Counselor Toolkit

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups, and activities within comprehensive school counseling programs. Link: Mindsets and Behaviors

Code of Ethics of Arkansas Educators

The Code of Ethics for Arkansas Educators defines minimum standards of ethical conduct for all educators. The State Board of Education approved the standards on September 1, 2008. The DESE Rules Governing the Code of Ethics for Arkansas Educators further define these standards and provides a process for investigating alleged violations. LINK: Arkansas Code of Ethics

Arkansas Teacher Excellence and Support System (TESS) for School Counselors

The following resources provide school counselors with Arkansas Teacher Excellence and Support System (TESS) counseling specific guidance documents.

- TESS Smart Card for Counselors
- TESS for Specialty Areas - Counselors Rubric
- TESS Artifacts and Evidence for Counselors

ASCA School Counselor Professional Standards and Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development. LINK: Standards and Competencies

ASCA Ethical Standards for School Counselors

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/ supervisors and school counselor educators. These standards are the ethical responsibility of all school counseling professionals. LINK: Ethical Standards

Section Two: Management - Manage

The management or manage component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needsbased comprehensive plan. Management requires self-assessment as well as program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and to help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

Arkansas Comprehensive School Counseling Self-Assessment or Annual Review
Arkansas school counselors use program self-assessments to evaluate the school counseling program to ensure alignment to ACT190, The School Counseling Improvement Act of 2019, and to the ASCA National Model. This self-assessment provides an opportunity for school counselors to reflect on their program and identify areas of strength and areas for growth.

- Template found on pages 16-21 of the Arkansas School Counselor Toolkit

Use-of-Time Calculators
Use-of-time calculators are used to determine the percentage of time the counselor is providing direct and indirect counseling services to students and completing administrative activities. Using the data from use-of-time logs provides regular feedback to the counselor, administration, students, teachers, and other stakeholders to ensure that the counseling program is being implemented with fidelity and student needs are being met.

- Arkansas Template found on page 22 of the Arkansas School Counselor Toolkit
- ASCA Template found HERE

Calendars
Calendars are used to keep students, parents, teachers, and administrators informed and to encourage their active participation in the school counseling program. Annual calendars provide an overview of school counseling activities throughout the school year. Monthly calendars provide important information about scheduled classroom lessons, school-wide initiatives taking place, and counselor availability. Weekly calendars provide even more detailed short-term information to students, teachers, administrators, and stakeholders.

2024-2025 LISA Academy District School Calendar

Calendar at a Glance			
	Elementary School	**Middle School**	**High School**
July	• Student Check-in Days	• Student Check-in Days	• Student Check-in Days

	• Professional Develpment • Consult With School Based Therapy Providers	• Professional Develpment • Consult With School Based Therapy Providers	• Professional Development • Consult With School Based Therapy Providers
August	• Campus Counselor PD • Home Visit Drive • Meet the Counselor • Mckinney-Vento • Identify student needs for backpack program • Fall Testing	• Campus Counselor PD • Home Visit Drive • Meet the Counselor • Mckinney-Vento • Fall Testing	• Campus • Home Visit Drive • Meet the Counselor • Mckinney-Vento • Fall Testing
September	• Annual Admin Conference • Parent Teacher Conference • Home Visit Drive • School Counselor Advisory Council 1st semester meeting • Administer Needs Assessment • Fall Testing • Hispanic Heritage Month begins	• Annual Admin Conference • Parent Teacher Conference • Home Visit Drive • Suicide Prevention • School Counselor Advisory Council 1st semester meeting • Administer Needs Assessment • Fall Testing • Hispanic Heritage Month begins	• Annual Admin Conference • Parent Teacher Conference • CRLP Meeting • Home Visit Drive • Suicide Prevention • Life After LISA Groups • School Counselor Advisory Council 1st semester meeting • Administer Needs Assessment • Fall Testing • College Fair (seniors) • Hispanic Hertiage Month begins
October	• National Bullying Prevention Month • Red Ribbon Week • Unity Day • Home Visit Drive • Fall Festival • NWA Parent Academy • Begin to identify holiday assistance needs	• National Bullying Prevention Month • Red Ribbon Week • Unity Day • Home Visit Drive • Fall Festival • NWA Parent Academy • Begin to identify holiday assistance needs	• National Bullying Prevention Month • Red Ribbon Week • Unity Day • Home Visit Drive • Fall Festival • NWA Parent Academy • Life After LISA Groups • CRLP • College Application Month • Begin to identify holiday assistance needs • FAFSA Night • ACT (seniors & juniors) • PSAT (sophomores)
November	• Central AR Parent Academy • Veteran's Day • Thanksgiving Break • Holiday Assistance	• Central AR Parent Academy • Veteran's Day • Thanksgiving Break • Holiday Assistance	• Central AR Parent Academy • Veteran's Day • Life After LISA Groups • CRLP • Thanksgiving Break • Holiday Assistance

December	• Winter Break • Winter Party • Holiday Assistance	• Winter Break • Winter Party • Holiday Assistance	• Life After LISA Groups • Winter Break • Winter Party • CRLP • ACT Workkeys (juniors) • Holiday Assistance
January	• Home Visit Drive • School Choice Week • Dr. Martin Luther King Day • Winter Testing	• Home Visit Drive • School Choice Week • Dr. Martin Luther King Day • Winter Testing	• Home Visit Drive • School Choice Week • Life after LISA groups • Dr. Martin Luther King Day • Winter Testing
February	• Parent Teacher Conference • National School Cousneling Week • Black History Month • Counselor Appreciation Week	• Parent Teacher Conference • National School Counseling Week • Black History Month • Counselor Appreciation Week	• Parent Teacher Conference • National School Counseling Week • Black History Month • Life After LISA groups • PreACT (8th-9th grade) • Counselor Appreciation Week
March	• Home Visit Drive • Read Across America Week • National Career Week • Women's History Month • Spring Break • ELPA Testing • Music in Our School Month	• Home Visit Drive • National Career Week • Women's History Month • Spring Break • ELPA Testing • Music in Our Schools Month	• Home Visit Drive • Life After LISA groups • National Career Week • Women's History Month • Spring Break • ELPA Testing • ACT (10th, 11th, & 12th) • Ivy League College Trip • Parent Academic Information Night • Music in Our Schools Month
April	• Home Visit Drive • Secretary Appreciation • Month of the Military Child • Purple Up Day • Spring Testing	• Home Visit Drive • Secretary Appreciation • Month of the Military Child • Purple Up Day • Spring Testing	• Home Visit Drive • Life After LISA Groups • Secretary Appreciation • Month of the Military Child • Spring Testing • Purple Up Day
May	• Spring Testing Cont'd • Field Day • K & 5th Grade Gradution • 5th Grade Transition • Teacher Appreciation • Nurse Appreciation • Principal Appreciation	• Spring Testing Cont'd • 8th Grade Transition • Teacher Appreciation • Nurse Appreciation • Principal Appreciation	• Spring Testing Cont'd • Senior Graduation • Life After LISA Groups • Teacher Appreciation • Nurse Appreciation • Principal Appreciation • AP Testing • College Boot Camp (juniors)

Annual Administrative Conference
Each year, the school counselor and administrator meet to develop a collaborative overview of the school counselor's program and percent of time to be allotted to school counseling activities. This conference identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This conference should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals. This conference provides the opportunity to share information about and advocate for the comprehensive school counseling program and show the impact it makes on students.

Additional Resources:

- Arkansas Template found on pages 23-24 of the Arkansas School Counselor Toolkit
- ASCA Template found HERE

School Counselor Advisory Council
Creating an advisory council that consists of stakeholders supports the implementation of the school counseling program. This council should meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program.

The council will:

- Serve in a leadership role to support the mission, vision, and goals of the school counseling program
- Review data from the previous school year's program and provie feedback
- Make recommendations about the school counseling program
- Assist counselors with design of services
- Focus on school climate and recommend activities to improve the learning environment

Additional Resources:

- Arkansas Template found on page 25 of the Arkansas School Counselor Toolkit
- ASCA Template (agenda and minutes document) found HERE

Data Use in School Counseling
Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be used to evaluate an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners, or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the school counselor to reflect on his/her practice, and make adjustments to programming as needed.

- Templates and information can be found in the Arkansas School Counselor Toolkit

- ASCA Data Templates

School Counseling Facilities

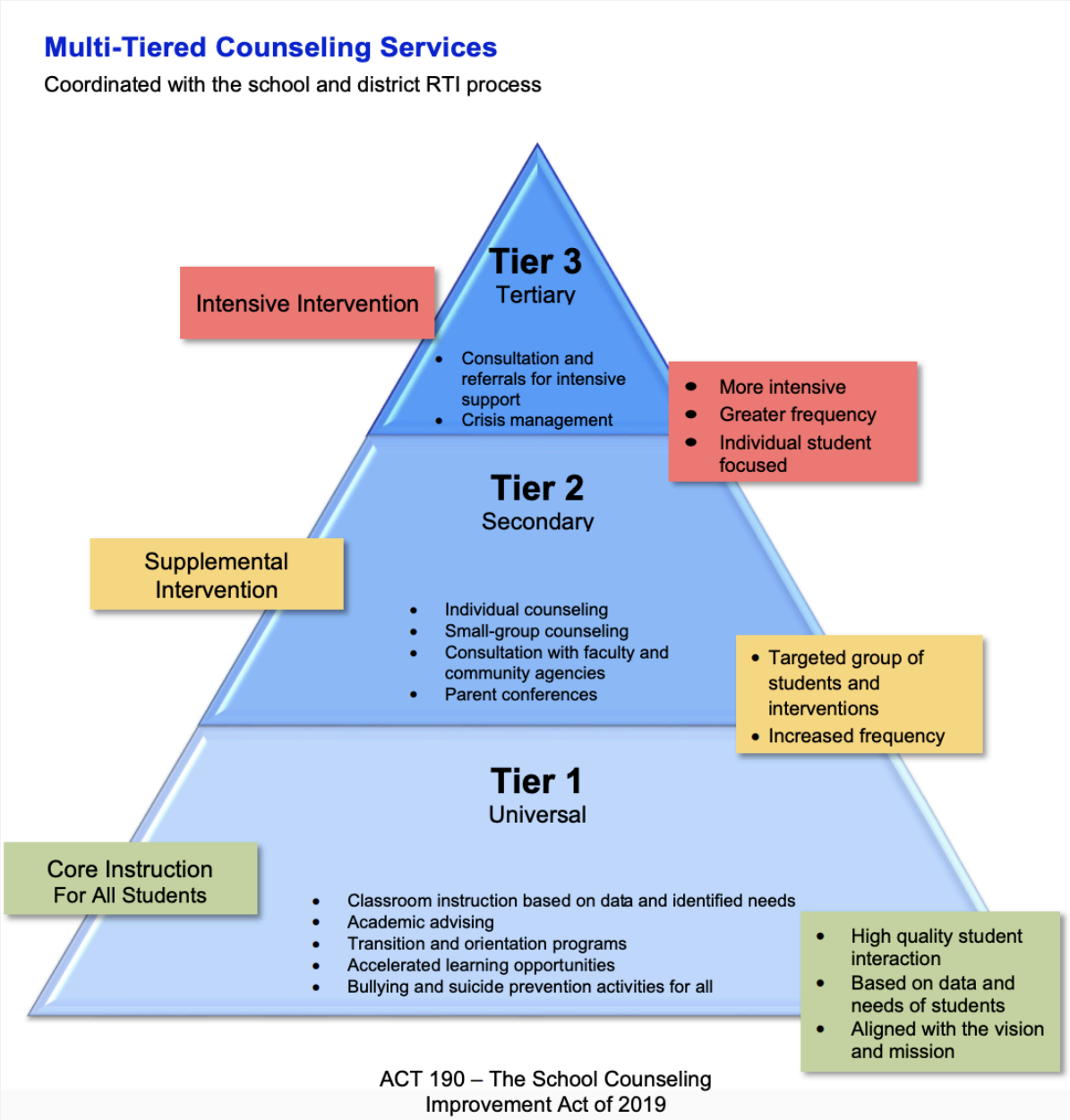
Each school shall provide appropriate facilities to ensure effective confidential counseling to meet individual needs of students. To implement an effective counseling program a counselor needs private office space, private phone lines, computer and data processing tools, and an area appropriate for small group activities. The location of the school counseling office should be easily accessible to students. The State of Arkansas Public School Academic Facility Manual includes planning concepts related to current educational best practices and defines the size of the counselor's office to be incorporated into a new or renovated building. In addition, the manual's Education Planning Concept states that decentralizing administrative services, including counselors, "may provide the flexibility and opportunity for increased student contact, decreased student anonymity, and opportunities for passive supervision."

Section Three: Delivery - Deliver

The delivery system or deliver is focused on the process and method of delivering the comprehensive school counseling program to students. The program is implemented through direct and indirect student services as well as administrative activities.

ACT 190 - School Counselor Improvement Act of 2019

- Presentation



LISA Academy's School Counseling Program include the follow four components:

- **Guidance**
    - Guidance is a delivery component of the Comprehensive School Counseling Program designed to facilitate growth and development.
    - The LISA Academy School District will being implementing the Leader in Me SEL curriculum at all campuses, grades K-12.
    - Counselors will monitor students' development and according to their needs they give students necessary support such as helping them to understand themselves and their needs, to solve their problems, to make realistic decisions, to improve their abilities and skills, and to adjust themselves and their environment in a healthy way.
    - College & Career Guidance are an integral part of each student's academic experience and will be facilitataed by the LISA Academy Academic College and Career Counselors.
    - Curriculum will be delivered using such strategies: classroom activities, group activities, and interdisciplinary curriculum development.
    - Counselors will communicate with their campus and district level ESOL coordinator and Special Educaiton coordinator to make sure all students are given equal opportunities to benefit from teh instruction.
- **Individual Planning**
    - Counselors monitor students' progress so they may achieve success in academic, college/career and social/emotional areas.
    - Counselors will be educated on different culture styles and be empathetic to their special needs when doing individual planning as well as when planning systemic activities so all students will receive the equitable services.
    - Individual planning will be implemented through: case management, individual appraisal, individual advisement, and placement.
- **Responsive Services**
    - School counselors deliver responsive services to all students to meet their immediate needs and concerns.
    - Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks.
    - Consultation with parents or guardians, colleagues, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
    - Responsive services are delivered through these strategies: consultation, personal counseling, crisis counseling, and outside referrals.
    - Counselors should network with others and/or bilingual assistants to best deal with our ever increasing multicultural student population.
- **System Support**
    - System support consists of managaging activities that establish, maintain, and enhance the entire school-counseling program. Strategies include:
        - Professional Development (on-going training)

- Staff and Community Relations
- Consultation with Staff and Parents
- Parent/Guardian/Community Outreach
- District Communities and In-Service
- Research and Development to Recognize Student and Community Assets

Direct Student Services (90% Direct & Indirect)
Direct services are provided for all students using a multi-tiered systems approach. These services are typically in a face-to-face format and include core curriculum classroom lessons, individual and group counseling, as well as responsive services.

Classroom Core Curriculum Lessons (Tier 1 for all students) 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. Part-time counselors adjust their class sessions based upon the percentage of time they are present in the school. For example, if a counselor were only 50% then they would have a maximum of five classroom sessions per week. Classroom guidance lessons are not a break or planning time for teachers.	**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.
Individual and Group Counseling (Tier 2 or 3 based on Student need)	**Small group lessons** are based on the same 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 essential

	success skills.
Responsive Services (Tier 2 or 3 based on Student need)	**Responsive Services** - Supporting students whose immediate concerns put the student's academic, career, or social/emotional development at risk. Examples: Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.
Social and emotional learning programs designed to support students, including multi-tiered services, without limitation, that:	● Provide orientation programs for new students and transferring students at each level of education ● Improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment ● Promote cultural and social awareness, personal management, positive communication, relationship skills, collaboration with others, and responsible decision- making ● Aid students in the development of conflict-resolution skills ● Provide interventions for students who are exhibiting dangerous behaviors such as drug use, self- harm, or gang activity.
Provide bullying prevention skills to support students, including, without limitation:	● Protocols for responding to bullying that is occurring in the school that support a student who is being bullied ● Strategies that help a bystander speak out against bullying; and ● Training programs for school employees regarding how to recognize bullying behaviors.
Provide age-appropriate suicide awareness and prevention, including, without limitation:	● Strategies that help identify a student who is at risk for suicide ● Strategies and protocols that help a student who is at risk for suicide; and ● Protocols for responding to a suicide death
Providing academic advisement services, including, without limitation:	● Guidance in understanding the relationship between classroom performance and success in school and beyond; ● Developing an individual planning system to guide

	a student to access and monitor the student's own educational, career, social, and emotional progress; ● Guiding a student along the pathways to graduation; ● Promoting accelerated learning opportunities; ● Addressing academic deficits and the accessibility of resources; ● Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study; ● Providing support to encourage students to reach their full potential so they are more likely to engage in rigorous coursework and take advantage of postsecondary opportunities; ● Intervening with students who are at risk of dropping out of school
Providing a career planning process that includes, without limitation:	● Assisting students in college and career planning by using age-appropriate resources to help identify career interests and aptitudes; ● Guiding a student in goal-setting experiences and course selection aligned with the student's post-secondary goals; ● Providing guidance to students in understanding the advantages of completing career certifications and internships; and ● Following up with high school graduates.

Tools for Direct Counseling Planning
*Arkansas School Counselor Toolkit
Arkansas Student Standards Action Planning Tool (Pages 32-34)
Arkansas School Counselor Lesson Plan Template (Page 37)
ASCA Lesson Plan Template (Page 38)
Goal Setting Student Outcomes Worksheet (Page 11)
ASCA Annual Student Outcome Goal Plan (Pages 13-14)

Indirect Student Services (90% Indirect & Direct)
Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or in the role of contributing member of an ESOL, PBIS, RTI, parental involvement and GT etc.).

Consultation and Collaboration	**Consultations** are on behalf of a student. They can include interaction with a parent or legal guardian, school staff, and community agencies concerning a student's behavior, academics, or attendance. An important part of the school counselor's role is to collaborate with teachers and parents. School counselors lead the way in helping create school environments that encourage student growth and learning.
Making Referrals	Indirect services include, but are not limited to, **referring** a student for mental health services, and child maltreatment reports. School counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies can include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, school counselors identify school and community resources and support behavioral and/or treatment plans determined through interagency communication.
Decision-making Teams	The school counselor serves as a contributing member of a decision-making team to provide feedback and intervention supports to students. Serving as a contributing **member of decision-making teams**, which include without limitation: ● Section 504 ● Response-to-Intervention ● ESOL Committees ● Parental Involvement or Family Engagement ● Positive Behavioral Intervention Support (PBIS) ● Advanced Placement & Gifted and Talented ● Other decision-making teams
Indirect services include, but are not limited to:	● Interpreting augmented, criterion-referenced, or norm-referenced assessments; ● Delivering information, such as workshops on

	preparing for college, financial aid, and career opportunities, to a parent or legal guardian; ● Encouraging a parent or legal guardian to support his or her student's learning and career planning processes;

Administrative Activities (No More Than 10%)

Administrative activities include non-counseling responsibilities and are not directly related to the comprehensive school counseling program. Chairing committees and meetings (504, ESOL, PBIS, RTI, parental involvement and GT etc.), data input, developing master schedules, coordinating assessment administration, and monitoring students in common areas are all administrative activities. Comprehensive School Counseling Program postings will be reviewed to ensure the counselor is working indirectly for or directly with students 90% of the time and is spending no more than 10% of time completing administrative activities.

Coordination of Programs and Data Input	Coordination of programs including, but not limited to: ● Parental Involvement ● Positive Behavioral Intervention Supports ● Advanced Placement and Gifted & Talented ● ESOL Committees ● Response-to-Intervention ● Section 504 ● Student Success Plans Coordination of assessments including, but not limited to: state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs at the building or district level. Developing master schedules and entering data in programs such as eSchool.
Chairing Committees and Meetings	Chairing committees and meetings including, but not limited to: Parental Involvement Positive Behavioral Intervention Supports Advanced Placement and Gifted & Talented ESOL Committees Section 504 Response-to-Intervention
Duties	Supervising students in common areas such as the hallway, cafeteria, playground and car/bus lines

Section Four: Accountability - Assess

Accountability and evaluation of the school counseling program are absolute necessities. Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission statements. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results. The school counselor annually assesses the comprehensive school counseling program to ensure it is up to date, goals are developed, goal outcomes are evaluated for success, and to inform and adjust the program based on the outcomes. The assessment allows the school counselor to reflect on how their students have changed due to the interventions and supports provided, and to identify future needs to be addressed going forward. Analyzing school data will help school counselor develop more focused programming, more effective interventions, and a more comprehensive and responsive school counseling program.

Tools the school counselor should use in assessing the comprehensive school counseling programs:

- Leader in Me MRA Results
- Use-of-Time calculators
- School data report cards
- Feedback from the provision of curriculum or programs (participation, Mindsets and Behaviors, and outcome results)
- Feedback from small groups such as surveys, participation data, Mindsets and Behaviors acquisition, and student outcomes
- Needs assessments from parents, students, community members, and/or educators
- School counseling program self-assessment
- School counselor TESS
- School counselor reflections
- Review of goal setting action plan results
- School Counselor Performance Appraisal Form
- The Arkansas Model Program Audit (Internal Checklist)

Tools for sharing results:

- Presentations (school, district, parents, other stakeholders)
- Handouts
- Webpages
- Inclusion in school improvement plan
- Data reports
- The following year's Comprehensive School Counseling Plan
- Social Media
- Newsletters

2023-2024 Results Report

Methods used by school counselors to achieve the 23-24 counseling goal:

- Elementary
    - Classroom Guidance Lessons
    - Career Bulletin Boards
    - Proactive Planning
    - Surveys/Inventories
    - read aloud books with career themes
    - career center play
    - career-themed toys
    - career-themed pictures and labels
    - Individual and Small Group Counseling
    - Counselor-led Events
    - Teacher Involvement
    - Guest Speakers
- Secondary
    - Individual and Small Group Counseling
    - Classroom Guidance Lessons
    - Career Bulletin Boards
    - Presentations
    - Teacher Involvement
    - Surveys/Inventories
    - Career Tracker Activity

Sample Elementary Data Collected

- LISA Academy North - Lower Elementary: K-2 students were surveyed in September 2023 on their knowledge of careers. Each month during their guidance lesson they were read a book that focused on career exploration, and were given 25 minutes to explore career centers through organizatized play. K-2 student were surveyed again in April 2024 on their knowledge of careers.
- Data:

Class	Fall	Spring	Goal	% Increase	30%+ Goal Met
k1	3	8	30%	167%	TRUE
k2	4	11	30%	175%	TRUE
k3	4	9	30%	125%	TRUE
k4	4	15	30%	275%	TRUE
k5	3	12	30%	300%	TRUE
1.1	6	19	30%	217%	TRUE
1.2	8	20	30%	150%	TRUE

1.3	8	22	30%	175%	TRUE
1.4	7	19	30%	171%	TRUE
2.1	12	24	30%	100%	TRUE
2.2	15	20	30%	33%	TRUE
2.3	18	26	30%	44%	TRUE
2.4	13	23	30%	77%	TRUE

Sample Secondary Data Collected

- The 23-24 School Counseling Program Goal was to increase student college/career awareness by 30%. Students can identify 3 careers of interest. Not every K-5 teacher implemented the “career tracker” program with fidelity. Of those who did, along with the Fayetteville campus career day, a pre- and post-survey was completed showing a 66.48% increase in career awareness. Students in grades 6-8 completed an interest inventory. 8th graders completed a Student Success Plan. Chart below shows number/percent of students able to identify 3 careers of interest:
- Data:

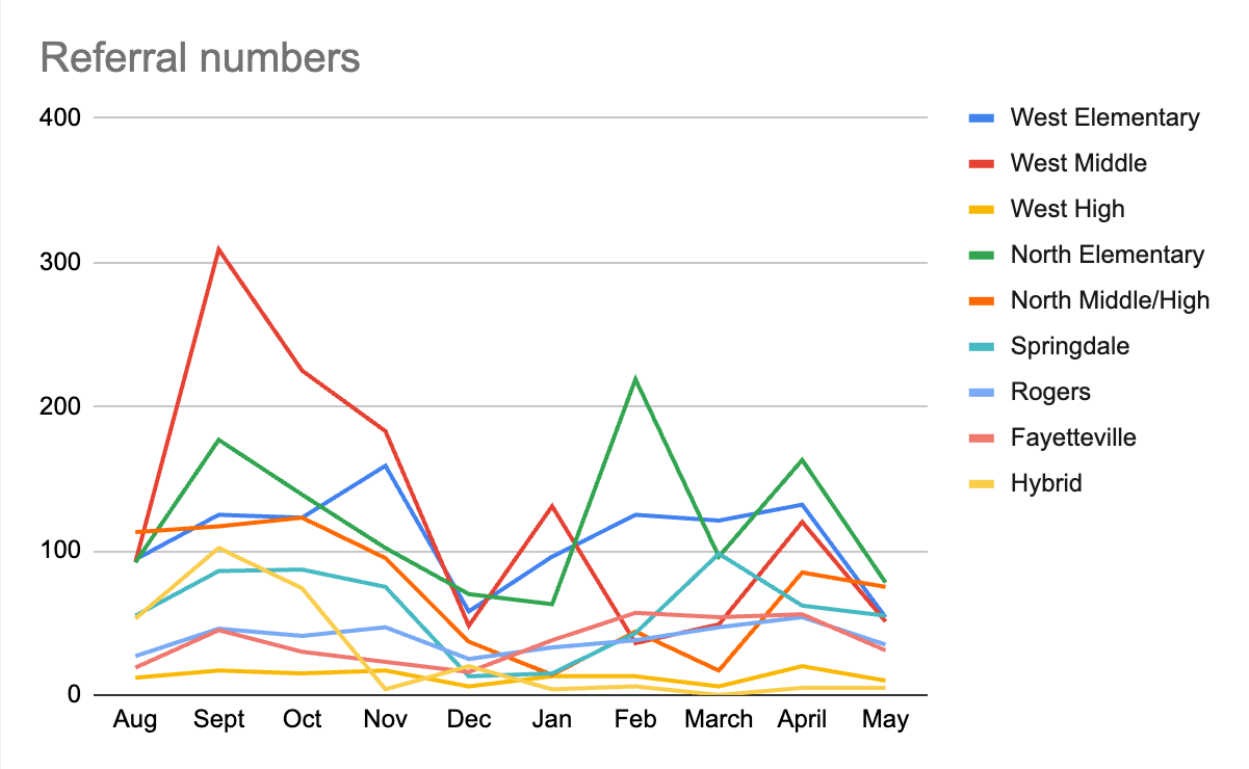
Grade 6	Grade 7	Grade 8
24/33 73%	15/21 71%	10/10 100%

Key Performance Indicators - 2023-2024 District Referral Data

- Counselors reported their total number of counseling referrals for each month of the 2023-2024 school year.
- Data:

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Enroll-ment (Jan 2024)	Ratio of referrals to enrollment, all year
West Elementary	94	125	123	159	58	96	125	121	132	54	596	182.38%
West Middle	92	309	225	183	48	131	36	49	120	51	470	264.68%
West High	12	17	15	17	6	13	13	6	20	10	383	33.68%
North Elementary	92	177	139	102	70	63	219	96	163	78	625	191.84%

North Middle/High	113	117	123	95	37	14	44	17	85	75	608	118.42%
Springdale	55	86	87	75	13	15	43	98	62	55	391	150.64%
Rogers	27	46	41	47	25	33	38	47	54	35	426	92.25%
Fayetteville	19	45	30	23	16	38	57	54	56	31	231	159.74%
Hybrid	53	102	74	4	20	4	6	0	5	5	258	105.81%



Section Five: Monitoring and Support

Guidelines and Practices

The division shall monitor each public school district to ensure implementation and compliance with these rules and Ark. Code Ann. § 6-18-2001, et seq. Failure by a public school to comply with these rules is a violation of the division's Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.

The division shall:

- Employ at least one (1) individual who is certified as a school counselor;
- Provide a multi-tiered system of support to public school districts to assist in complying with the requirements of these rules and Ark. Code Ann. § 6-18-2001, et seq.;
- Provide guidance and technical assistance to public school districts in order to support equitable access to counseling services.

Resource: ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION RULES GOVERNING SCHOOL COUNSELING PROGRAMS

Section Six: School Wide Programs and Preventions

Leader in Me

The LISA Academy school district will implement a new initiative in 2024-2025 school year, which is the Leader in Me program designed by Franklin Covey. This program will be implemented at every LISA Academy campus and across all K-12 grade levels.

Founded on the belief that everyone has the potential to lead, *Leader in Me* is a comprehensive PK–12 framework that nurtures student leadership, fosters a culture of trust, and boosts academic success. This proven approach empowers students, educators, and families with essential leadership and life skills, preparing them to excel.

What Leader in Me Schools Do

- Integrate highly-effective practices across all three areas of leadership, culture, and academics.
- **Leadership**
  - Start with adults learning and modeling
    - All adults involved in student achievement learn and model the effective practices at school, at home, and in the community.
  - Teach Students to Lead
    - Develop systems that give students the opportunity to to lead, teach, and learn from other students in all facets of their learning experience.
- **Culture**
  - Create a leadership environment
    - Staff, students, and families collaboratively create and maintain an environment that empowers students and communicates the worth and potential of everyone.
  - Share leadership
    - Build systems to authentically involve students in the continuous improvement of all aspects of the school and community, and provide real opportunities for them to lead, innovate, and collaborate.
- **Academics**
  - Achieve goals
    - Everyone is aware of and can articulate the goal and current state of the progress toward achieving said goal.
  - Empower learners
    - Students use Leadership Portfolios and take primary ownership of updating, assessing, and reflecting on their progress toward their personal and academic goals.

Reference: Leader in Me

PBIS

The LISA Academy school district will continue to implement the Positive Behavioral Interventions and Supports (PBIS) program in the 2024-2025 school year This program will be implemented at every LISA Academy campus and across all K-12 grade levels. Each campus will designate a PBIS team that meets to review data, create behavior norms and expectations using the PBIS Matrix, and more.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students*' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Reference: PBIS Website

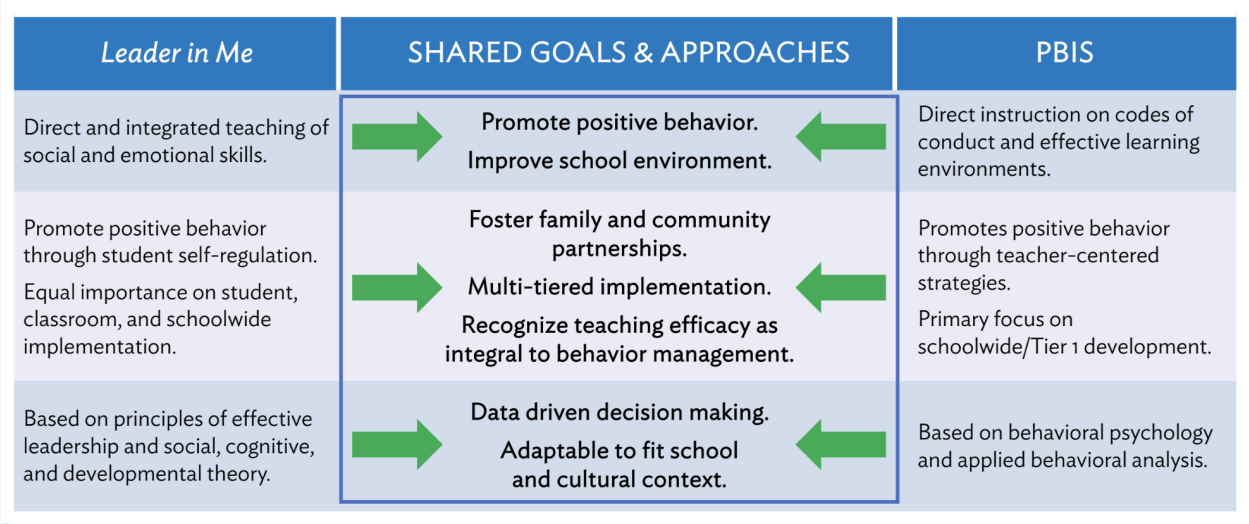
PBIS and Leader in Me Alignment

PBIS and Leader in Me are complementary schoolwide improvement approaches. Both have seen rapid growth over the last decade, with many schools choosing to implement both. PBIS-LiM Schools share complementary goals and approaches that help overcome common conflicts faced by schools implementing PBIS in conjunction with SEL.

Beyond being a complementary approach to PBIS, Leader in Me closes the gap between the PBIS framework and effective implementation. Leader in Me implementation supports schools in sustainably implementing the PBIS framework elements and reaching the aligned outcomes.

Research shows schools and districts that effectively implement long-term educational initiatives like PBIS have some important things in common—they build the leadership capacity of those carrying out the implementation, they engage and share ownership with all stakeholders, and they stay focused on that which is most important: students. The Leader in Me builds educators' ability to implement these practices, as taught through two models—The 7 Habits of Highly Effective People and The 4 Disciplines of Execution.

If we think of PBIS as a problem-solving model that calls upon educators to deliver a range of evidence-based practices in instruction for students in need of varying levels of support, we can then think of Leader in Me as a choice board for those practices.



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McKinney Vento

Homelessness is defined by the McKinney-Vento Act as youth who lack a fixed, regular and adequate nighttime residence (for complete definition, see U.S. Department of Education, 2017).

School counselors recognize that homelessness/displacement may greatly affect the whole child, encompassing mental, physical, social/emotional and academic development. School counselors help to identify students who are experiencing homelessness. As social justice advocates, it is school counselors' duty to recognize and work with students around their specific strengths. School counselors collaborate with community stakeholders to connect students and their families who are experiencing homelessness to community supports, work to remove barriers to academic success and implement responsive prevention and intervention programs for children experiencing homelessness.

The School Counselor's Role

- School counselors:
    - Advocate for students and collaborate with their parents/guardians to reduce barriers related to school enrollment, academic success and appropriate educational placement
    - Recognize the strengths of the individual student and all of those who have experienced homelessness
    - Attain knowledge for assisting unaccompanied youth per [Arkansas'] guidelines, following legal and ethical codes
    - Establish educational and preventive programs for homeless parents and children
    - Collaborate with school and community personnel and coordinate appropriate support services specific to basic, academic and social/emotional needs

- Increase stakeholder awareness and understanding of the McKinney-Vento Act, ESSA and the rights of homeless students
- Assess students for common associated concerns such as adverse childhood experiences and refer students for additional support as appropriate.

Reference: The School Counselor and Children Experiencing Homelessness
Resource: Education for Homeless Children and Youths Program Non-Regulatory Guidance

Home Visit Program

The LISA Academy home visit program is a unique initiative that is focused on increasing family engagement by visiting with students and their families at their home, in-person or virtually. School counselors are invited to engage with students and their families by participating in home visits and sharing about the school counseling program, a student's academic progress, school resources, and more.

Benefits to Students

- Better behavior and conduct.
- Increase in academic performance.
- Higher standardized test scores.
- Better ease at learning, and trust in their teacher.
- Forms a higher level of respect for teachers, themselves, and others.

Benefits to Parents

- Parents are secure knowing that teachers genuinely care for the welfare of their children.
- Parents can also be sure that their children are in a safe environment.
- Creates a trusting bond between the teacher and parent.
- Parents feel confident that their child's future is in the hands of teachers who go beyond the call of duty to guarantee each student's prosperity.
- Parents are informed of their child's progress at all times.
- Allows parents to become a part of the school environment.

Benefits for Teachers

- Students` attitude changes positively. They feel a connection to you.
- Teachers feel confident knowing that they can provide students with the greatest assistance in their academic journey.
- The teachers mainly benefit from the genuinely good feeling they have after watching the students that they taught succeed throughout their life.

Overall Benefits of Home Visits

- Strengthened parent/teacher relationships
- Increase in overall student achievement and test scores.
- Decrease in student discipline issues.

- Increase in student attendance.
- The feeling of trust, mutual respect, empowerment, and accountability by parents, students, and staff.

Family Engagement Website

Bullying Prevention

Act 190 states that comprehensive school counseling programs provide strategies, protocols and staff training on recognizing bullying behaviors, responding to bullying, assisting students who are targets of bullying, and empowering students to become allies for targeted students. LISA Academy has a policy addressing bully prevention in the student handbook. Additionally, all certified staff periodically receive training on bully prevention. All students are made aware of district anti-bullying policies during a school-wide orientation. Students are informed of how to anonymously report instances of school bullying on the district website and are reminded that the school counselor and other staff members may be utilized as points of contact to report incidents.

- **Freedom from Bullying**
  LISA Academy prohibits bullying as defined by this policy, as well as retaliation against anyone involved in the complaint process. Bullying occurs when a student or group of students engages in repeated written or verbal expression or physical conduct that; Will have the effect of physically or emotional harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, and demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, and ostracism. Bullying can occur in person, verbally, physically, or virtually and must be reported to local administration immediately.
- **Reporting Procedures**
  Any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to the Assistant Principal, a teacher, counselor, or other school employee. A report may be made orally, in writing, or online. Any school employee who receives notice that a student has or may have experienced bullying shall immediately notify the Assistant Principal and/or designee.
- **Bully Prevention Actions**
  1. Clearly communicate policies and protocols for bullying behaviors to all staff, students, and parents.
  2. Empower bystanders to promote and take responsibility for creating a safe and welcoming environment.
  3. Provide a means for safely reporting bullying behaviors.

4. Adopt social skills and social emotional learning curriculum (**Leader in Me and PBIS**).
5. Monitor and adjust local bullying prevention programs based on analysis of local school data and best practices in the field of bullying prevention (change in supervision, use of resources, methods of communication, reporting procedures, etc.)
6. Improve school environment; students need to feel safe and supported by their school.
7. Work to foster positive student teacher relationships.

Suicide Prevention

- LISA Academy recognizes that suicide is a serious public health concern that affects people of all ages. The Centers for Disease Control and Prevention (CDC) defines suicide as "death caused by injuring oneself with the intent to die" and a suicide attempt as "when someone harms themselves with any intent to end their life, but they do not die as a result of their actions". The CDC reports that youth between the ages of 10-24 years account for 14% of all suicides and is the third leading cause of death for young people and is the second leading cause of death for youth ages 10-14.
- LISA Academy's goal is to create a safe campus that minimizes suicidal ideation in students and protects the physical and mental health and safety of its students.
- The CDC has developed preventative strategies to decrease the risk of suicide, suicide attempts, and suicide ideation.
- Below you will find the suggested strategies given by the CDC and LISA Academy's approaches to those strategies.

CDC Suicide Prevention Strategy	LISA Academy's Suicide Prevention Approach
Strengthen economic supports	● LISA Academy is a tuition-free, school choice, public charter school ● LISA Academy partners with mental health counseling services such as UAMS STRIVE and LIFE Strategies Counseling, Inc. that accept Medicaid and most private insurances ● LISA Academy students can apply to be an AWARE grant recipient to cover counseling costs in the case of an accepted form of insurance ● Mental Health Counselors can provide families with community resources that can assist with household finances, clothing and food donation, and more, upon request ● LISA Academy offers a weekly backpack program that provides students in-need with food for over the weekend and extended holiday breaks

Strengthen Access and Delivery of Suicide Care	● Mental Health School Counselors will provide individual, whole group, and small group counseling lessons and interventions ● LISA Academy provides families access to out-sourced mental health therapy and counseling through the UAMS STRIVE program and is awarded an AWARE grant to participate with the LIFE Strategies Counseling, Inc. program ● LISA Academy students are offered an open door policy with Mental Health School Counselors and can receive out-sourced therapy and counseling on campus during the school week ● Mental Health School Counselors will provide suicide prevention resources to families upon request and will host printed resources in the counseling office to readily distribute as needed ● Mental Health School Counselors will partner with Methodist Behavioral Hospital to provide 24-hour, no-cost, mental health assessments, acute short-term care, sub-acute long-term care, individual, group, and family counseling, teaching-family model of care, and more.
Create protective environments	● LISA Academy will reduce access to lethal means among students at risk of suicide ● LISA Academy campuses are fire-arm, drug and tobacco free ● Students with suicidal ideation will be kept under surveillance and close proximity to School Mental Health Counselors, Nursing Staff, or Administration ● Mental Health School Counselors and Campus Resources Officers are/will be trained in Youth Mental Health First Aid ● LISA Academy Staff will be given training and resources on how to identify risk factors of suicide and how to instill prevention strategies ● Mental Health School Counselors will provide explicit instruction and resources on bullying prevention and drug/alcohol-use prevention during National Bullying Prevention Month and Red Ribbon week during the month of October
Promote connectedness	● Mental Health School Counselors provide whole and

	small group counseling lessons and interventions ● Mental Health School Counselors can connect students and families to mental health community resources upon request ● Mental Health School Counselors at each campus will create a counseling program advisory committee that includes counselors, teachers, students, and parents ● LISA Academy has a committee of Family Engagement Coordinators that are present on each campus ● LISA Academy offers a Home Visit Program where staff members can meet interact with families in a casual setting to learn more about their students and their families
Teach coping and problem-solving skills	● Mental Health School Counselors provide whole and small group counseling lessons and interventions focused on coping and problem-solving skills, character traits, and more ● Mental Health School Counselors follow the ASCA Student Standards: Mindsets & Behaviors for Student Success ● Mental Health School Counselors will provide tier 1, 2, and 3 intervention based services dependent on the student(s) need and severity ● LISA Academy partners with Methodist Behavioral Hospital whose program includes teaching-family model of care that emphasizes positive teaching of functional skills and behaviors ● School Mental Health Counselors can connect families to parenting skill and family relationship programs upon request
Identify and support people at risk	● LISA Academy staff will use the Columbia Suicide Severity Rating Scale Scale (C-SSRS) to identify students at risk of suicide ● Mental Health School Counselors will provide crisis intervention and follow the district's policy to contact a student's guardian and offer our resource of a 24hr, no-cost, mental health assessment by our partners at Methodist Behavioral Hospital ● Treatment of a suicidal student will take place at the

	discretion of the student's guardian. Treatment centers, mental health assessors, and other resources will be given to parents as an action plan for a student's safety. ● LISA Academy highly suggests that a student with suicide ideation be evaluated by a licensed medical professional and given a safety plan before returning to campus.
Lessen harms and prevent future risk	● Mental Health School Counselors will provide postvention by providing follow up with students who are being or have been treated for suicidal ideation. ● LISA Academy will offer an open-door policy for students to report suicide ideation

Section Seven: Crisis Interventions

School counselors support best practice in suicide prevention to reduce suicide risk in children and adolescents and are part of a collaborative team who respond when students are identified as at-risk for suicide. When becoming aware of a student considering suicide, school counselors assert their ethical and legal responsibility to report suspected suicide risk to parents/ guardians and the appropriate authorities.

[School Counselors] advocate that they are never required to negate any level of risk of harm, as students may tell school counselors what they believe will get them out from under scrutiny. School counselors also advocate that the school district has a policy whereby parents/guardians are always contacted and notified of anything learned through an investigation of potential suicide, or with any instrument, that will guide parents/guardians in efforts to protect their child. Contacting parents/guardians is the school counselor's primary responsibility (Stone, 2017).

When a student is suicidal and in crisis in school, the school counselor's primary role is to keep the student safe until the student can be transferred to the parents/guardians. Before releasing the student to the parents/guardians, school counselors:

- are clear with parents/guardians about what is known regarding the student's suicidal ideation
- do not negate the risk of harm based on a student's self-report
- avoid using words or phrases such as "impulse control" or "low risk" in an effort to soften the message
- strongly encourage parents/guardians to seek a medical or mental health provider for a comprehensive assessment of their child
- help the family find resources if needed

As parents/guardians are the people most invested long-term in a child's life, they must be able to exercise custody and control over their child's well-being. **However, in the event the parents/guardians are neglecting the child's mental health needs, school counselors make a report to child protective services.** School counselors document all of these interactions with the parents/guardians and the student (Stone, 2017).

Reference ASCA The School Counselor and Suicide Risk Assessment

Behavioral Health Emergency Plan

1. Secure student to immediate safety (job of staff member who identifies the crisis)
    a. The student must be monitored by a staff member at all times (admin, counselor, nurse, another staff member, etc.)

2. If the student is in immediate danger or requires emergency medical treatment call 911 and contact campus security if necessary
    a. If there is no immediate danger, but signs of harm, the school nurse should evaluate the wound, bruise, cut, etc. and treat as needed.

3. Once the safety of the student has been confirmed, contact the school counselor or another designated staff member immediately (administrator, school nurse, safety team member, mental health professional, or another trained behavioral health personnel, etc.).
    a. Continue to provide support and supervision until the designated person arrives.

4. The school counselor or designated person will determine risk (conduct assessment)
    a. The Columbia-Suicide Severity Rating Scale (C-SSRS) - Older Students
    b. The Columbia-Suicide Severity Rating Scale (C-SSRS) - Students 6-11

5. Take Action: Contact parents and schedule an emergency conference.
    a. Contacting parent(s)/guardian(s) is mandatory
    b. At this time the school counselor or designated staff member can complete a crisis plan with the student.
    c. During the meeting discuss a plan of action.

6. When parent(s) or guardian(s) arrive explain the circumstance of the crisis and the results of the (C-SSRS).
    a. If student answers YES to 2 or 3, seek behavioral health care for further evaluation - Ask parent permission to call a mobile assessor
    b. If student answers YES 4, 5, or 6, seek immediate help call or text 988 or emergency services.

7. Provide the family with a list of local mental health resources.

8. Document and follow up upon student's return to school.
    a. If a student is admitted to an in-patient facility, follow up with provider for plan of action or care plan upon arrival back at school. This plan will be shared with the necessary staff, parents, and student.
    b. In the event the parents/guardians are neglecting the child's mental health needs, school personnel make a report to child protective services.

Always ask questions 1 and 2.	Past Month	
1) Have you wished you were dead or wished you could go to sleep and not wake up?		
2) Have you actually had any thoughts about killing yourself?		
If **YES** to 2, ask questions 3, 4, 5 and 6. If **NO** to 2, skip to question 6.		
3) Have you been thinking about how you might do this?		
4) Have you had these thoughts and had some intention of acting on them?	**High Risk**	
5) Have you started to work out or worked out the details of how to kill yourself? Did you intend to carry out this plan?	**High Risk**	
Always Ask Question 6	**Life-time**	**Past 3 Months**
6) Have you done anything, started to do anything, or prepared to do anything to end your life? *Examples*: Took pills, tried to shoot yourself, cut yourself, tried to hang yourself, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump, collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, etc. **If yes, was this within the past 3 months?**		**High Risk**

988 SUICIDE & CRISIS LIFELINE

If YES to 2 or 3, seek behavioral healthcare for further evaluation.
If the answer to 4, 5 or 6 is YES, get immediate help: Call or text 988, call 911 or go to the emergency room.
STAY WITH THEM until they can be evaluated.

Download Columbia Protocol app

Columbia Suicide Severity Rating Scale (C-SSRS) - Screener – Recent - Child

	PAST MONTH
Ask questions 1 and 2.	
1. **Have you wished that you could go to sleep and never wake up or that you were dead?**	
2. **Have you thought about killing yourself?**	
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.	
3. Did you think about ways you could kill yourself?	
4. Some people think about killing themselves but know they would NEVER do it. Others think about killing themselves and think that they might do something. **Was there a time when you thought about killing yourself and it was something you MIGHT do, even if you weren't completely sure?**	
5. **Did you make a plan for how you would kill yourself (things like when, how, and where) and, even if you weren't completely sure when you made this plan, was it something that you thought you MIGHT do?**	
Always ask question 6	
6. **Have you <u>EVER</u> tried to kill yourself, started to do something to kill yourself or done anything to get ready to kill yourself?**	
If YES, was this in the past 3 months?	
Examples: took pills, tried to shoot yourself, cut yourself or hang yourself, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump, wrote, or sent a goodbye message, did research on the internet about killing yourself, or got what you needed to kill yourself, etc.	

- Low Risk
- Moderate Risk
- High Risk

Mental Health Resources, Mobile Assessors, and Hotlines
(not limited to the following)

National

- **988 Suicide and Crisis Lifeline**
  Website
  Call 988
- **Emergency**
  911/Emergency Room
- **National Suicide Prevention Lifeline**
  Need help? Know someone who does?
  Call 1-800-273-TALK (1-800-273-8255)
  Use the online Lifeline Chat

Central Arkansas

- **Methodist Behavioral Hospital**
  1601 Murphy Drive, Maumelle, AR 72113
  Phone: 501-803-3388 Hospital
  Phone: 866-813-3388 After Hours (toll-free)
  Email: info@Methodistfamily.org
  Website: MethodistFamily.org
- **Rivendell Mobile Assessor**
  100 Rivendell Drive, Benton, AR 72019
  Mobile Assessor: 501-804-2503
  Website: https://www.methodistfamily.org/
- **RPI Behavioral Health**
  1 Lile Court, Suite 200, Little Rock, Arkansas 72205
  501-663-1837
  Website: https://realpractices.net/
- **UAMS STRIVE**
  Lakewood Professional Building
  4701 Fairway Ave B, North Little Rock, AR 72116
  Phone: 501-771-8261
  Website: https://psychiatry.uams.edu/clinical-care/strive/
- **Centers for Youth and Family**
  6501 W 12th Street, Little Rock, AR 72204
  Phone: 501-666-8686
  Website: https://www.thecentersar.com/
- **Families, Inc. Counseling Serivces**
  2126 N 1st Street, Suite F, Jacksonville, AR 72076
  Phone: 501-982-5000

Website: https://www.familiesinc.net/

- **Therapeutic Family Services**
  1 Stagecoach Village Ct. #3, Little Rock, AR 72210
  Phone: 501-753-8400
  Website: https://therapeuticfamilyservices.com/
- Pinnacle Pointe
  11501 Financial Centre Parkway, Little Rock, AR 72211
  Phone: 501-223-3322
  Website: https://pinnaclepointehospital.com/

Northwest Arkansas

- **Chenal Family Therapy - Fayetteville Office**
  34 Colt Square Drive #1, Fayetteville, AR 72703
  Phone: 479-595-0333
  Website: https://chenaltherapy.com/
- **Chenal Family Therapy - Rogers Office**
  5512 W Walsh Lane #101, Rogers, AR 72758
  Phone: 479-595-0333
  Website: https://chenaltherapy.com/
- **Life Strategies Counseling, Inc.**
  1108 Poplar Place, Rogers, AR 72756
  Phone: 479-372-6464
  Fax: 833-449-5234
  Email: info@lscihelp.com
  Website: www.lscihelp.com
- **Methodist Family Health**
  74 W Sunbridge Drive, Fayetteville, AR 72703
  Phone: 479-582-5565
  Website: https://www.methodistfamily.org/
- **Ozark Guidance (Arisa Health)**
  2400 S 48th St, Springdale, AR 72762
  Phone: 479-750-2020
  Website: https://www.ozarkguidance.org/
- **The Joshua Center**
  3680 N Investment Drive, Suite 1, Fayetteville, AR 72703
  Phone: 479-435-9356
  Website: https://www.thejoshuacenter.com/

  2105 S 54th Street, Suite 2, Rogers, AR 72758
  Phone: 479-268-4557
  Website: https://www.thejoshuacenter.com/

  920 S Carl Street, Building 2, Units 3 & 4, Siloam Springs, AR 72758

Phone: 479-373-2377
Website: https://www.thejoshuacenter.com/

- **Wellness and Courage**
  112 W Center Street, Suite 201, Fayetteville, AR 72701
  Phone: 479-316-7770
  Website: https://www.wellnessandcourage.com/play
  Email: info@wellnessandcourage.com

  1116 S Walton Blvd, Suite 201, Bentonville, AR 72701
  Phone: 479-316-7770
  Website: https://www.wellnessandcourage.com/play
  Email: info@wellnessandcourage.com

  18 E Main Street, Farmington, AR 72730
  Phone: 479-316-7770
  Website: https://www.wellnessandcourage.com/play
  Email: info@wellnessandcourage.com
- Pinnacle Counseling
  5500 W Pinnacle Point Drive, Suite 204, Rogers, AR 72758
  Phone: 479-268-4142
  Website: https://pinnaclecounselingnwa.com/
- Vantage Point Behavioral Health Hospital
  4253 N Crossover Road, Fayetteville, AR 72703
  Phone: 877-512-0755
  Website: https://www.vantagepointnwa.com/
- Springwoods Behavioral Health
  1955 Truckers Drive, Fayetteville, AR 72704
  Phone: 479-973-6000
  Website: https://www.springwoodsbehavioral.com