# 2026-2027 Comprehensive Counseling Plan

## District Contact

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## Counselor Contacts

Elementary Schools: K-4
Apple Glen Elementary: Ammie Burrow & Anne-Elise Parker, 479.254.5588
Cooper Elementary: Elandrea Dumes & Catie Kilpatrick, 479.696.3700
Centerton Gamble Elementary: Jalynn Mayo & Michelle Eichler, 479.696.3400
Central Park Elementary: Amanda Williams & Paige Eggimann 479.696.3200
Elm Tree Elementary: Shelley Moore & Michelle Eichler, 479.254.5650
Evening Star Elementary: Paula Kaufmann & Paige Eggimann, 479.360.7400
Mary Mae Jones Elementary: Anna Simmons & Anne-Elise Parker, 479.254.5940
Osage Creek Elementary: Colleen Nulty & Laura Kaufmann, 479. 286.9500
R.E. Baker Elementary: Ashleigh Baxter, 479.254.5720
Sugar Creek Elementary: Lori McGinnis, 479.254.5790
Thomas Jefferson Elementary: Lacie Moore, 479.254.5860
Vaughn Elementary: James Herndon & Catie Kilpatrick, 479.254.5500
Willowbrook Elementary: Cierra Murrah & Nicole Short, 479.418.7300
K-6 ALE Anchor Point Counselor: Carolyn Sneed & TBD, 479.418.7392

Middle Schools: Grades 5-6
Ardis Ann Middle School: Amy Rengers & Jarin Olvera, 479.254.5510
Bright Field Middle School: Kristi Foster & Nicole Short, 479.418.7200
Creekside Middle School: Christina Sutton & Laura Kaufmann, 479.286.9600
Old High Middle School: Kimberly Krummen & Cassie Hamaker, 479.254.5440
Ruth Barker Middle School: Marisa Snow & Cassie Hamaker, 479.696.3300

Junior High Schools:  Grades 7-8
Fulbright Junior High:  Jenny Brown & Lara Melchiori, 479.802.7000
Grimsley Junior High:  Lindsey Davis  & Lauren Harris 479.360.7500
Lincoln Junior High:  Shannon Finer & Cynthia Cochoran, 479.254.5250
Washington Junior High:  Marla York & Julie Kramer, 479.254.5345

High Schools:  Grades 9-12
Bentonville High School:  Maolina Yang, Pam Dalton, Lisa Salisbury, Rachel Lawrence, April Cartee, Racheal Davis, & Amy Dewar, Destiny Rosenberg 479.254.5100
Gateway:  Lindsey Honea & Karen Childers, 479.367.8000
Bentonville West High School:  Kori Wilber, Crista Austin, Hannah Powell, Jennifer Lyle, Leslie Walden, Doug Wright, Melissa Niebruegge 479.286.9800
Grades 7-12 Virtual:  Lindsey Honea, 479.367.8000
Grades 7-1 ALE Compass Counselor, TBD, 479.367.8098

## District Support

District Social Workers
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Student Advocates
Fulbright Junior High: Hoa Bury, 479.802.7000
Grimsley Junior High: Kayla Phillips, 479.360.7500
Lincoln Junior High: TBD, 479.254.5250
Washington Junior High: Stephanie Becker, 479.254.5345
Bentonville High School:  Julie Joyner & Rebecca Baldwin, 479.254.5515
Bentonville West High School:  Susan Nelson, 479.286.9800

Student Support Counselors
Bentonville High School:  Lauren Buss, 479.696.3451
Bentonville West High School:  Anna Gouveia, 479.286.9790

College and Career Counselors
Bentonville High School:  Justin Horschig, 479.254.5117
Bentonville West High School:  Rebecca Camarigg, 479.286.9800

Bentonville Schools Staff Directory

Contact Information for Principals and Other District Staff can be found at https://bentonvihttps://bentonvilleschoolsar.sites.thrillshare.com/staffIleschoolsar.sites.thrillshare.com/staff

# FOUNDATION

### Vision

Bentonville Schools--LEADING learning through innovation, collaboration and dedication. Students will collaborate and contribute to a global workforce, be empathetic to others and become responsible adults who use coping and problem solving skills for success.

### Mission

Bentonville Schools is committed to excellence in all we do through innovative, inspiring learning experiences. By partnering with families, staff and community members, every student will receive a district-wide comprehensive school counseling program that promotes academic, career, personal success skills and growth in a diverse and changing world.

### Belief Statements

**Students First:** All students have dignity and worth who deserve to be members of a school community that is compassionate and celebrates their uniqueness.

**Relationships:** The school counselor will promote empathetic, compassionate and meaningful connections with students.

**Collaboration:** The school counselor will partner with families, staff and the community to meet student needs for the development of academics, career exploration and personal success skills.

**Growth Mindset:** The school counselor will enhance the comprehensive school counseling program through data evaluation, reflective practices and professional learning.

**Innovative and Effective Learning Environment:** All students deserve a safe and relevant learning environment driven by research and best practice.

Reason for goals

In grades K-4 and 7-8 data indicates that classroom teachers and students are in need of additional strategies and supports to assist students in being successful academically. The data showed the students unsuccessfulness was related to a missing executive skill.

In grades 5-6 the data indicates that counselors are in need of a systematic process to connect parents/guardians to outside resources and supports specific to our region that can promote student success.

In grades 9-12, despite current efforts, the data indicates that many students continue to struggle in planning appropriately for postsecondary school/ training.

**K-4 Goal**

By May 2027, school counselors will identify the missing executive functioning skill(s), as defined by Conscious Discipline, for at least 80% of Tier 2 behavior students, and provide teachers with targeted resources and support to promote student success.

This goal addresses three ASCA Mindsets and Behaviors:

B-LS 3 Time management, organizational and study skills

B-SM 2 Self Discipline and self-control

B-SS 9 Social maturity and behaviors appropriate to the situation and environment.

To achieve this goal, students who are identified as in need of Tier 2 behavior support will have the Conscious Discipline Executive Functioning Skills Check-In Screener completed to identify students' missing skills. Resources and support will be provided to the class room to address the missing skill. Ongoing support and monitoring will be conducted.

Presentation of this information will be provided at the school counseling advisory council meetings.

**5-6 Goal**

By May 2027, the school counselor will develop and implement a systematic process for connecting families of students identified as needing support with relevant community resources, including mental health services, academic supports, and basic-needs assistance.

This goal addresses one ASCA Mindsets:
M 1. Belief in development of the whole self, including a healthy balance of mental, social, social.emotional and physical well-being.

To achieve this goal:
Progress toward this goal will be monitored through ongoing data collection using a tracking spreadsheet to document students identified as needing support, resources offered, family outreach efforts, services utilized, and follow-up interventions. Families will be connected with appropriate community and school-based supports through a systematic referral and communication process involving collaboration with teachers, parents, and support staff. Presentation of this information will be provided at the school counseling advisory council meetings.

**7-8 Goal**

Goal: By May 2027, 80% students identified as missing an executive functioning skill will receive targeted resources and support.

This goal addresses three ASCA Mindsets and Behaviors:
B-LS 3 Time management, organizational and study skills
B-LS 4 Self-motivation and self-direction for learning

To achieve this goal, counselors will identify students using current school data, teacher recommendations, and self-referrals. Support may be delivered via one-on-one meetings, small group instruction, and during classroom sessions. They will maintain a record of students who receive support.

Presentation of this information will be provided at the school counseling advisory council meetings.

**9-12 Goal**

By May 2027, 10% of students will attend a counselor-led informational session.

This goal addresses two ASCA Mindsets and Behaviors:
M 6- Understanding postsecondary education and life long learning are necessary for long term success.

B-SS 8 Advocacy skills for self and others and ability to assert self, when necessary.

To achieve this goal counselors will utilize Flex time to provide information sessions to students regarding next steps following high school graduation.

Topics will include but not limited to: how to pay for college/trade school, how to apply to college/trade school, steps for enlisting in the military and/or choosing a career path.

Presentation of this information will include parent nights, SSP meetings, and/or individual counseling meetings with students and parents, and to the School Counseling Advisory Council.

## 2025-2026 Goal Evaluation Data

**K-4 Goal**

By May 2026, at least 80% of students who enroll after September 12, 2025 will participate in a new student orientation.

Results: By May 2026, 97% of students who enrolled after September 12, 2025 participated in a new student orientation.

**5-6 Goal**

By May 2026, we will develop and implement a process to assimilate at least 90% of the guardians/parents who enroll after September 12, 2025.

Results:By May 2026, a process was developed and implemented to assimilate at least the guardians/parents of students who enrolled after September 12, 2025. 100% of parents/guardians were provided the resources and information to assist their students in transitioning to a new school.

**7-8 Goal**

Goal: By May 2026, we will develop and implement a process to seamlessly integrate at least 80% of students who enroll after September 12, 2025.

Results: By May 2026, a process was developed and implemented to seamlessly integrate students who enrolled after September 12, 2025. 97.25% of students completed the process.

**9-12 Goal**

By June 2026, the number of students who complete and pass second year of world language will increase by 5%.

Results:

This goal was written in May of 2025 with a projected baseline, not an actual. The actual numbers were not available until June after counselors were off contract for the summer.

In June of 2025 it was determined that 94% of students at Bentonville High School and 97% of Bentonville West who were enrolled in their second year of a world language passed their course. Therefore an increase of 5% for Bentonville West was unachievable.

In June of 2026 it was determined that 98% of students at Bentonville High School and 99% of Bentonville West who were enrolled in their second year of a world language passed their course. This is an extremely high rate of success.

This reflects an increase of 4% for Bentonville High School and a 2% increase for Bentonville West High School.

# MANAGEMENT

### Self-Assessment, Annual Review, & Needs Assessment

The Arkansas Comprehensive School Counseling Program Self-Assessment allows counselors to assess their mindsets and behaviors. School counselors need to meet the rigorous demands of the school counseling profession and the needs of K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal success development. Bentonville School counselors will complete a self-assessment annually.

Arkansas Comprehensive School Counseling Program Self-Assessment

## Use of Time

The School Counseling Improvement Act of 2019 (Act 190)specifies that:

*"*A school counselor shall spend at least ninety percent (90%) of his or her working time during student contact days providing direct and indirect services to students. *"*

*And "*Administrative activities performed by a school counselor shall not exceed more than ten percent (10%) of the school counselor's time spent working during student contact days."
Since duties vary from day to day and week to week, utilizing a Use-of-Time calculators can provide an effective way to monitor the amount and type of counseling services being provided to students in the school.

Bentonville School counselors will use a Use-of-Time calculator. Data will be gathered during a two time period each semester. It will then be utilized to calculate an annual total.

Use of Time

## Direct & Indirect Services

ACTIVITIES USING 90% OF TIME IN DIRECT COUNSELING SERVICES TO STUDENTS

School counselor activities may include: intervening with students who are at risk of dropping out of school to determine if there is a way to keep at-risk students in school, following up with high school graduates, providing orientation programs for new and transferring students at each level of education, providing academic advising services, developing an individual planning system to guide students to access and monitor the student's own educational, career and personal success growth, guiding a student in goal-setting, addressing accelerated learning opportunities, address academic deficits, providing student assessment reviews, providing career planning, guidance in the understanding of the relationship between the classroom and success in school, interpreting assessments for students and parents, providing personal success skills to support students, promote culture and social awareness, preventing bullying and serving as a contributing member of decision-making teams (504, RTI, ESL, Parental Involvement, Behavior and Advanced Placement/TREC).

***Statement of Assurance****:* Classroom lessons are no more than 40 minutes long and are provided no more than three sessions in one day and no more than 10 per week to ensure the counselor is available to support all students.

## Administrative Services

ACTIVITIES USING 10% OF TIME IN SERVICES RELATED GUIDANCE/COUNSELING/ CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS

These activities include: coordinating testing, developing master schedules, monitoring students in common areas and coordinating teams (504, RTI, ESL, Parental Involvement, Behavior and Advanced Placement/TREC).

**Consultation**

Consultation in Bentonville Schools is adjusted based upon individual student needs and school needs; it can include: conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance or child abuse; assisting teachers to work with individual students or groups of students; providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum; assisting in the identification and development of programs for students with special needs; participating in school committees that address substance abuse, human growth and development, school climate and other guidance-related areas; conducting parent education classes; interpreting student information, such as results of standardized tests for students and team members; and consulting regularly with other specialists (i.e. social workers, psychologists, representatives from community agencies). Counselors refer students and families to our district social work team and outside mental health agencies for support. Parent input is sought through communication such as phone calls, email and conferences.

**Coordination**

Counselors and the social work team coordinate the use of school and community resources in collaboration with other team members by assisting parents in gaining access to services their children need through a referral and follow-up process; serving as liaison between the school, home and community agencies so that efforts to help students are successful and reinforced rather than duplicated; planning, coordinating, and evaluating the guidance program's effectiveness. Furthermore, the Bentonville School District employs a Student Services Counselor at each high school. This position plans advisory lessons, offers therapy and crisis management.

**Peer Facilitation**

Counselors may provide structured opportunities for students to serve as peer helpers. They can be effective in greeting new students and their parents during orientation programs.

## Annual Calendars

**Elementary Lessons**

| | |
|---|---|
| September | Emotions/Coping Skills |
| October | Bullying/Cyberbullying Prevention & Empathy |
| November | Personal Safety |
| January | Conflict Resolution |
| April/May | Careers |

**Middle School Lessons**

| | |
|---|---|
| August/September | Introduction & Bullying/Cyberbullying Prevention/Adoption |
| October | Suicide Prevention (6th grade)& Conflict Resolution |
| November/December | Sexual Abuse Prevention |
| January | Problem Solving/Coping Skills |
| February | Empathy/Kindness |
| March/April/May | College & Careers |

**Junior High Lessons**

| | |
|---|---|
| August | Meet the Counselor/Welcome/7th Grade Transition |
| September | Coping Skills (7th Grade) & Suicide Prevention (8th Grade)<br>Adoption |
| October | Bullying/Cyberbullying Prevention |
| December - March | SSP, Careers, & Academic Planning |

**High School Lessons Topics***

Adoption
Substance Abuse
Empathy
Gratitude
Mental Health
Suicide Prevention
Bullying Prevention
Digital Literacy and Social Media
Healthy Relationships

*A detailed Year-at-a-Glance calendar of lessons for grades 9-12 is available upon request.

In grades kindergarten through fourth grade, classroom guidance is provided from Core Essential Values curriculum. Elementary schools also use Conscious Discipline and Everyday Speech. In addition, SEL skills are the primary focus of classroom guidance. In K-6 buildings, the sexual prevention curriculum, Empower Me, is taught. Suicide awareness is incorporated into the Empower Me curriculum in the elementary buildings. The SOS suicide prevention curriculum is used with 6th graders to promote suicide prevention. Grades 7-8 use the Jason Foundation Curriculum. Some specific lessons delivered are High School Bound, 8th Grade Bound, Student Support Plans and Digital Responsibility. Both High Schools teach these lessons in the advisory classrooms. Suicide prevention and anti-bullying lessons are included. In addition, the first week of May each school will recognize Mental Health Month.

## Multi-Tiered Services

Tier one is that which provides school counseling interventions to all or most students at a school wide level. Tier two may serve those students identified as having greater needs through targeted interventions with increased intensity and additional focus. Tier three provides interventions through an individual level and is tailored for each particular student. With regards to the school counselor's division of time, the tiered framework of the school counseling intervention model demonstrates that the greatest amount of time should be spent in direct service at tier one, schoolwide interventions and implementation of the guidance curriculum. This model advocates for greater attention to tier one services, as they are the most efficient means for serving the greatest number of students. The use of tier one services as a monitoring ground for students who are potentially struggling and thus in need of more intensive services is also consistent with the philosophy of RTI. Just as is the case with RTI, this tiered model of school counseling interventions should be seen as flexible based upon the identified needs of each school and/or each student. School counseling interventions within each tier should change over time based on school data, evaluation of the overall school counseling program and supporting research from the field. Students themselves may move between the tiers at various times based upon their needs; for example, a student may require more intensive services when transitioning to middle school, but only receive tier one services once adjusted to the challenges of a new environment.

## Advisory Council

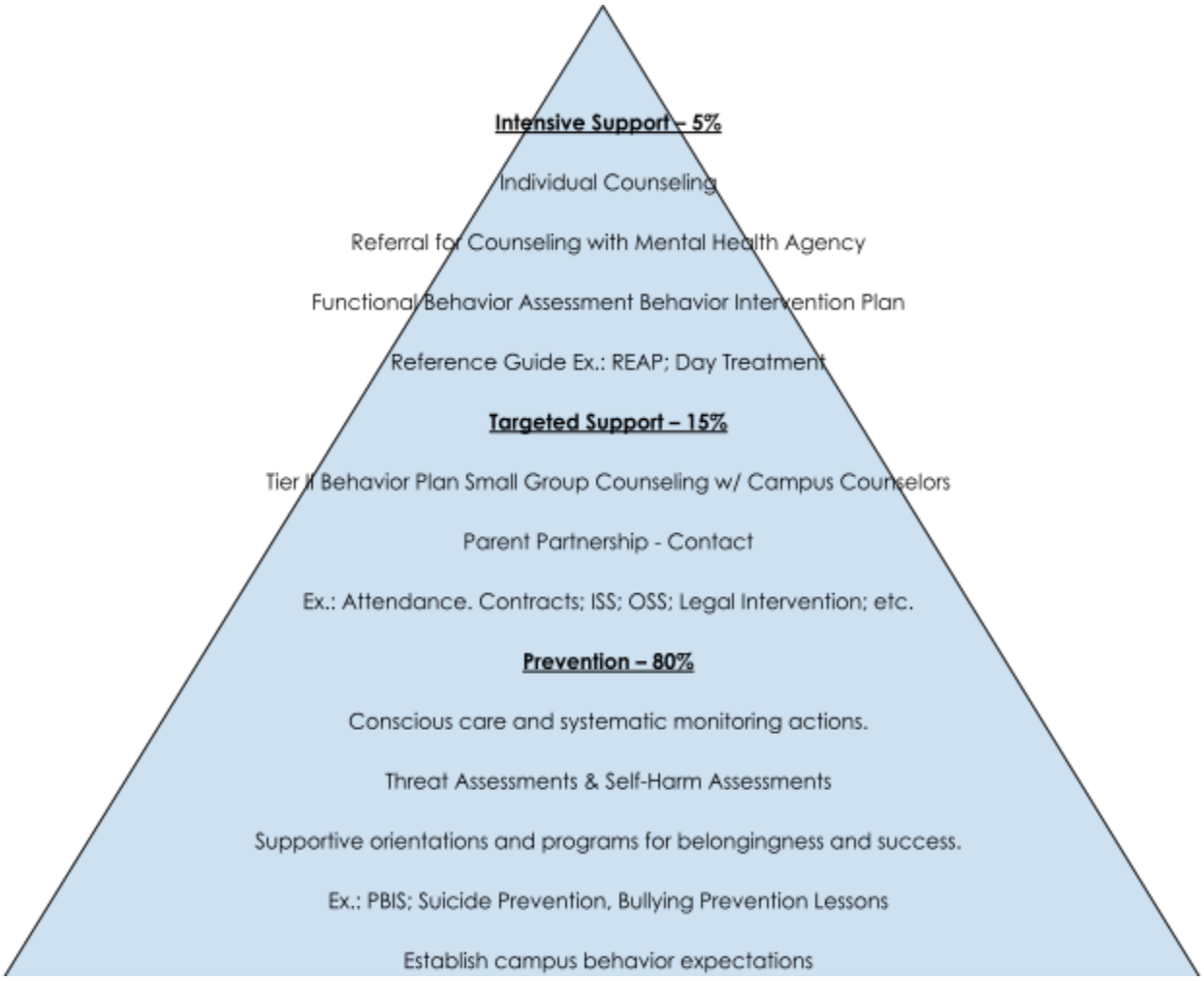
Each school will develop an advisory council. This council will be composed of a group of stakeholders. The council will meet twice annually to review the comprehensive counseling plan and provide feedback and recommendations for the counseling program. The first semester meeting will use this agenda; the second semester meeting will use this agenda.

## Administrative Conference

Counselors will meet with a building administrator annually to review and discuss the school's counseling program. This worksheet will be utilized to guide the conversation.

## *Bentonville Schools Personal Success Learning Support System*

*Goal: Realize a systematic behavior support system K-12.*




**Essential Life Skills: Skill Types and Executive Function**

(1)Social Skills; (2) Emotional Management Skills; (3)Academic Skills; (4)Ethical/Moral Skills; (5)Independent Living Skills

**Five Competencies for Personal Success Learning**

(1)Self-Awareness; (2)Self-Management; (3)Social Awareness; (4)Relationship Skills; (5)Responsible Decision Making. Sources: GUIDE for Life, BoysTown and Collaborative for Academic Social and Personal Success  Subset Ex.: Belongingness; Resilience; Confidence; Empathy; etc.

**Making Appropriate Referrals and Responsive Services**

Counselors establish and maintain close working relationships with staff from a variety of school and community agencies. These agencies 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, counselors identify school and community resources and establish policies and procedures for communication. Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need may include: Identifying and assisting

students and their parents with special needs by referring them to resources in and outside the school; maintaining contacts with outside resources; developing, publishing and/or distributing a list of community resources, referral agencies and hotlines for parents, students and colleagues; developing a referral system; and following up on referrals. Bentonville Schools maintains a Community Resource Brochure for families. Counselors refer students to mental health agencies. In addition, counselors work with Gives Back supporters and the social work team for more intensive needs. The social workers use donations and Bright Futures monies to purchase items in need for families. Counselors also play a vital role in referring students to attend ALE.

**Parental Involvement**

Bentonville School District's Parent Engagement Facilitators offer opportunities that focus on providing adults with valuable techniques for helping their children meet their academic, personal and social potential. Counselors may also conduct workshops on specific issues such as normal growth and development, development of study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, financial management, suicide prevention and/or managing disruptive behaviors. Counselors encourage parents to participate in volunteer opportunities within the school setting. School counselors shall encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process. In grades K-4, the following are implemented to assist with parental involvement: parent volunteers, school newsletter, parent involvement brochure, parent compact for Title I schools, open house/back to school night and parent/teacher conferences. In grades 5-6, each school hosts an open house event. Much information is distributed via newsletters, social media, parent nights, email and automated phone messages. In grades 7-8, parents are able to have volunteer opportunities, attend monthly PTO meetings, attend various parent nights coordinated by content teachers and the Charity Cup competition. Each school has a parent involvement plan posted on the school district website.

# DELIVERY

### Classroom Lessons and Personal Success Learning

School counselors take the lead in the development and organization of the guidance activities, however, this requires the support and assistance of teachers/faculty, parents and administrators. Other guidance procedures may be delivered most effectively by other team members. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced. K-12 Guidance Lessons are in alignment with the standards from the *G.U.I.D.E for Life*.

## Individual and Small Group Counseling

Counselors in Bentonville Schools work with students in small groups and individually to provide developmental guidance and remediation and crisis intervention. This guidance is tailored to the students' needs. Typically, topics like grief, divorce and more intensive personal success lessons are taught through small groups and individually. Referrals and topics covered are either from stakeholder referrals and/or assessments.

## Orientation/Transition

In K-6, students and families are welcomed and are given a tour of the school. Open House, What's Next Night and Kindergarten Orientation are also part of the K-4 orientation. In grades K-6, new student information is disseminated. Parents and students attend the Open House event. All 6th graders work with the junior high schools to create a student success plan in the spring. In junior high, new students are able to attend a seminar class for new students. School tours are provided to new students. Counselors hold presentations, Student Success Plan(SSP) conferences and attend PTO meetings. When students transition from 8th to 9th grade, high school counselors meet 1:1 with students to select classes.

## Academic Advisement

Counselors act in a consulting capacity at all levels in guiding students toward short and long-term educational and career objectives. School activities include SSP Conferences. Students in eighth grade will have an individualized Student Success Plan. In grades K-6, academic advisement and goals are discussed in PLC meetings and via the RTI process. Interest inventories are given to students. In 5th and 6th grade, the staff utilizes MAPS scores; ACT Aspire Scores and teacher input for academic advisement and class selection. In Intervention meetings, each student's progress is discussed. In 6th grade, students receive assistance in junior high course selection in the spring semester. In grades 7-8, counselors use ACT Aspire, MAP and parent input to advise for course selection. Sixth graders attend a presentation to inform them about SSP night and courses available. When students transition from 7th to 8th, they are involved in a classroom presentation where they are advised of the rigor of advanced courses, high school credit and course descriptions. All eighth grade parents and students meet with a high school counselor to complete a Student Success Plan. In high school, Parent University sessions are held. Students in grades 9-11 have opportunities to update their SSP plans annually.

## Interpretation of Testing and Dissemination

Counselors help students identify their skills, abilities, achievements and interests through counseling activities and the guidance curriculum. They interpret standardized test results for parents, faculty and students when needed. Counselors may use

different assessment instruments to identify the barriers to the personal success of students and make recommendations to teachers based on these assessments.

## Career Planning Process

Each school counselor provides a career planning process for each student to include career awareness, employment readiness, career information and/or the knowledge and skill necessary to achieve career goals. School counselors encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process. Counselors and student advocates at the high school level work in coordination with technical and vocational schools. This collaboration includes visits from the technical schools to the high schools, students taking field trips to schools, recruitment, coaching on best occupational routes assisting students in the application and interview process and helping with the scholarship process. In K-4, career education is delivered via classroom guidance. In grades 5-6, parent newsletters are used. In addition, interest inventories are utilized to bring awareness to various careers. Middle schools host a College Awareness Day.

At the secondary level:

1. Work with, advise and make students aware of the importance of selecting the proper courses throughout school in order to meet graduation requirements, to prepare for employment, or to prepare for admission to post-secondary institutions.

2. Provide materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment.

3. Work with individual students on postsecondary educational and work alternatives to become informed about educational/work alternatives.

4. Counsel with students displaying a lack of interpersonal skills to develop the interpersonal skills.

5. Make employment opportunities, college choices and career planning materials available for students' use to become informed about up-to-date employment and college opportunities.

6. Provide current materials for career awareness and exploration to form tentative career goals and strategies to reach them whether college or vocational schools could provide those opportunities.

7. Work with individual students to discuss occupational, college, or vocational interests to understand lifestyle preferences and relate them to occupational, college, or vocational interests.

## Student Success Plans

By the end of the 2026-2027 school year, each eighth grade student will have a Student Success Plan in place. This plan will be developed by school personnel in collaboration with the parent and student; it will be updated annually. Student Success plans are meant to: guide the student along pathways to graduation, address accelerated learning opportunities, address academic deficits and interventions and include college and career planning components.

## Suicide Prevention

Bentonville Schools has developed a Comprehensive Suicide Prevention Protocol. Staff development for suicide prevention is provided to all teachers as requirement by the ADE. Staff participate accordingly. Direct suicide prevention education will take place in middle school, junior high and high school. In grades K-4, indirect suicide prevention is addressed via the Empower Me Curriculum. Middle schools will use the SOS program, junior highs will use materials from the Jason Foundation and high school students will receive suicide prevention lessons in their advisory class.

## Bullying Prevention

The K-12 Anti-Bullying curriculum is delivered various times throughout the year by K-8 counselors along with 9-12 Advisory Lessons that include a cyberbullying component. In addition, the Bentonville School District has adopted an Anti-Bullying Policy and provides bullying prevention education for staff members. Signs which define bullying are posted in the common areas of each school. Teachers also receive anti-bullying staff development. Lastly, the superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

## Program Review & Audit

Bentonville Schools sends a Parental Involvement Survey annually to parents each spring. Data gathered include what worked well and topics that should be considered for the following school year.

## High School Graduate Follow-Up

Bentonville Schools utilizes the National Clearinghouse service to provide data regarding college enrollment, persistence, and post-secondary graduation rates of former students. The data allows Bentonville Schools to student needs, success, and trends.

### Dropout Prevention

Following significant records realignment ten years ago, Bentonville Schools' district officials, campus principals, assistant principals, counselors, and registrars at the high school level have held a series of meetings each fall to maintain a deep understanding of what counts as a dropout with regards to exit codes in our student information system. The campuses identify students who will likely be considered dropouts in each of our four cohorts in a year-round process to provide interventions such as calls home, mailers, invite students to re-enroll, home visits when appropriate, additional academic advising and monitoring of relocation and enrollment elsewhere. In the future, the district will work with middle level stakeholders to create an early warning system in order to flag potential dropouts before they become disengaged in our schools.

# ACCOUNTABILITY

### Data Review

Bentonville Schools recognize that the analysis of program results is the heart of having a data-driven program. Based upon the annual goals created by the counseling team at each level, a curriculum results report will be used to evaluate each goal. Counselors will assess the following: what was successful, what was not successful, what else do they need to know, what additional resources are needed for improvement.

### Stakeholder Sharing

As described in the Annual Goals section of this plan, each grade band will share the results to stakeholders as follows:

**K-4 Goal**

Presentation of this information to stakeholders will include a monthly newsletter, PLC meetings, and/or meeting with building administrators.

**5-6 Goal**

Presentation of this information will be provided at the school counseling advisory council meetings.

**7-8 Goal**

Presentation of this information to stakeholders will include: a parent meeting and/or contact with specific parents.

**9-12 Goal**

Presentation of this information will include parent nights, SSP meetings, and/or individual counseling meetings with parents or students and to the School Counseling Advisory Council.