Arkansas Legislation and Rules for School Counseling

- Public School Student Services Act
- Rules Governing Public School Student Services
- Rules Governing Standards of Accreditation of Arkansas Public Schools
- **Act 190 - School Counselor Improvement Act of 2019**
### What’s new in law as a result of Act 190?

<table>
<thead>
<tr>
<th>Law</th>
<th>New</th>
<th>The Same</th>
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</thead>
<tbody>
<tr>
<td>90% of time spent in direct and indirect counseling services.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensive</strong> school counseling plan</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Definition of Direct Services</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Addition of Indirect Services</td>
<td>X</td>
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</tbody>
</table>
Standards for Accreditation
## What’s in the Standards for Accreditation?

<table>
<thead>
<tr>
<th>Standard</th>
<th>New</th>
<th>Will Stay the Same</th>
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<tbody>
<tr>
<td>2.C.1 Comprehensive School Counseling Plan posted on district website by August 1, 2018</td>
<td>X</td>
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</tr>
<tr>
<td>2-C.2 District must provide developmentally appropriate guidance program to aid students in educational, personal/social, and career development</td>
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<td>X</td>
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<tr>
<td>4-E.1 School Guidance Counselors must be licensed or working under an approved waiver.</td>
<td></td>
<td>X</td>
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<tr>
<td>4-E.2 District student/guidance counselor ratio no more than 1 to 450</td>
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<td>X</td>
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<tr>
<td>4-E.3 Each public school district shall allot sufficient time for each school counselor to carry out responsibilities according to ACT 190.</td>
<td>X</td>
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Definitions
<table>
<thead>
<tr>
<th>Direct Services (90%)</th>
<th>Face-to-Face with Students</th>
</tr>
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<tbody>
<tr>
<td><strong>Classroom guidance</strong></td>
<td></td>
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<tr>
<td>● Age appropriate</td>
<td>● Career planning and exploration</td>
</tr>
<tr>
<td>● Based on identified goals</td>
<td>● Orientation activities for transitioning students</td>
</tr>
<tr>
<td>● 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</td>
<td>● Addressing accelerated learning opportunities</td>
</tr>
<tr>
<td><strong>Individual and Group Counseling</strong></td>
<td></td>
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<tr>
<td>● Based on student needs</td>
<td>● Interpretation of assessments</td>
</tr>
<tr>
<td>● Small groups meet regularly over a specified amount of time.</td>
<td>● Individual academic planning</td>
</tr>
<tr>
<td>● Follow-up should occur to ensure students are continuing to develop the skills taught in small group.</td>
<td>● Guidance in understanding the advantages of career certifications and internships</td>
</tr>
<tr>
<td><strong>Responsive Services</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Behavioral supports</td>
</tr>
<tr>
<td></td>
<td>● Attendance</td>
</tr>
<tr>
<td></td>
<td>● School academic success skills</td>
</tr>
<tr>
<td></td>
<td>● Immediate concerns or crisis response</td>
</tr>
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<td></td>
<td>● Addressing students at risk</td>
</tr>
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## Indirect Services (90%) on Behalf of Students

<table>
<thead>
<tr>
<th>Providing Consultation</th>
<th>Making Referrals</th>
<th>Member of Decision Making Teams</th>
</tr>
</thead>
</table>
| ● on behalf of a student  
● concerning a student's behavior, academics, or attendance | ● School based mental health services  
● Child Abuse Hotline  
● Parent or guardian communications | ● Section 504  
● Response-to-Intervention  
● English Learners  
● Parental involvement or family engagement  
● Positive behavioral Intervention Support  
● Advanced placement and gifted & talented |

- Parent or legal guardian
- School staff
- Community agencies
## Administrative Activities (10%)

### Coordination, Chair, Duties

- Coordination of Programs and Data Input
- Assessment
- Master schedules
- Parental Involvement Plan
- Positive behavioral support Project
- Advanced placement and gifted & talented
- English Learners (ELP)
- Section 504
- Response-to-Intervention

### Chairing Committees and Meetings

- Parental involvement
- Positive behavioral supports
- English Learners
- Section 504
- Response-to-Intervention

### Assigned Duties

- Monitoring students in common areas, including hallway, cafeteria, playground and bus lines
## So, what’s the difference between the 90 and the 10?

<table>
<thead>
<tr>
<th>90% During Student Contact Days</th>
<th>10% During Student Contact Days</th>
</tr>
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<tbody>
<tr>
<td>Participating on RTI team</td>
<td>Coordination of RTI program</td>
</tr>
<tr>
<td>Providing small group counseling</td>
<td>Developing master schedule (extended contract days do not apply)</td>
</tr>
<tr>
<td>Consulting with parents</td>
<td>Chairing parental involvement committee</td>
</tr>
<tr>
<td>Making referrals for school-based mental health services</td>
<td>Scheduling referral conferences for special education</td>
</tr>
<tr>
<td>Providing behavior supports</td>
<td>Coordinating the positive behavior support system for the school</td>
</tr>
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</table>
Turn and Talk
Requirements
Comprehensive School Counseling Program Requirements

Develop and implement a comprehensive school counseling program that
• ensures comprehensive school counseling services are provided to all students
Comprehensive School Counseling Program Requirements, continued

Implemented by

• Arkansas certified school counselor; or
• counselor under an additional licensure plan; or
• school employee acting as a school counselor under a waiver granted under § 6-15-103(c)
Comprehensive School Counseling Program Requirements, continued

- Utilizes state and nationally recognized counselor frameworks
- Reviewed annually
- Systemically aligned to kindergarten through grade twelve
Comprehensive School Counseling Program Requirements, continued

Follows the comprehensive school counseling program guidance provided by the Arkansas Department of Education
Four Components
Foundation

- School counseling belief statements
- Vision statements
- Mission statements
- Program goals
  - Major component of the plan
Program Goals

- Developed annually
- Focus primarily on career, academic, and social/emotional support
- Are measurable
Management

• Addresses who is providing the counseling program and how it is implemented
• Utilizes assessments and other data
Delivery

- Focuses on direct and indirect services
- Most developed area of the program and plan
  - What is going to happen?
  - Where are services provided?
  - How are services provided?
  - When are services provided?
Includes

- Core Curriculum Action Plans
- Closing the Gap Action Plans

Note: Fully comprehensive programs include fully developed action plans and lessons to support the intended interventions and supports.
Accountability

Ensures regular analysis of comprehensive school counseling program

• Program self-assessment
• Results reports for stakeholders
Specific Program Needs
Whole Child Approach

Guides students in

• academic pursuits, career planning, and social and emotional learning
Whole Child Approach, continued

- Ensures equitable access for all students
- Identifies student needs through a multi-level school data review
- Develops goals and action plans to provide support and interventions
Intervention and Orientation

Provided *in collaboration* with other school personnel

- Intervening with students who are at risk of dropping out
- Following-up with high school graduates
- Providing orientation programs
Academic Advisement

• Supports the student’s effort to monitor his/her own educational, career, and social and emotional progress
• Guides a student along the pathways to graduation
• Guides a student in goal-setting experiences
Academic Advisement, continued

- Addresses accelerated learning opportunities and encouragement to students to take rigorous coursework
- Provides resources for post-secondary opportunities
- Includes student assessment reviews, interest inventories, etc.
Career Planning

Guidance in understanding

• relationship between classroom performance and success in school and beyond
• advantages of completing career certifications and internships
Interpretation of Assessments and Consultation with Parents

- Guidance in interpreting augmented, criterion-referenced, or norm-referenced assessments for students and parents
- Encouragement and support for parents in developing partnerships with the school
### Bullying and Suicide Prevention

<table>
<thead>
<tr>
<th>Supporting</th>
<th>Implementing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs for school employees on how to recognize bullying behaviors</td>
<td>Protocols for responding to bullying</td>
</tr>
<tr>
<td>Programs for school employees on how to recognize students at risk for suicide</td>
<td>Strategies to address age-appropriate suicide awareness</td>
</tr>
<tr>
<td></td>
<td>Strategies to support students being bullied</td>
</tr>
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<td></td>
<td>Strategies to help students identify and access a trusted adult</td>
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<tr>
<td></td>
<td>Strategies that help identify a student who is at risk for suicide</td>
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<tr>
<td></td>
<td>Strategies and protocols that help a student who is at risk for suicide</td>
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<tr>
<td></td>
<td>– protocols for responding to students in crisis</td>
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</tbody>
</table>
Time with Students

Sufficient time at each public school shall be allotted for the school counselor to carry out the duties stated in the comprehensive school counseling plan required under § 6-18-2003.
Posting Your Plan
Comprehensive School Counseling Plan Posting

Plan posted annually

- District website under State Required Information
- New plan posted August 1, 2020

*The Plan is a reflection of the school counseling program in your school and district.*
New Tiered System for Monitoring and Technical Assistance

- Risk-based tiered system of monitoring and technical assistance for Comprehensive School Counseling Programs
- Follow up monitoring and technical assistance needs will be determined based on identified risk.
Contact Us

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“School Counselors: Our Impact”
American School Counselor Association