Flippin School District Comprehensive School Counseling Program

2026-2027

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School Counseling Standards and Competencies

ASCA School Counselor Professional Standards & Competencies (2019)
https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

ASCA Ethical Standards for School Counselors (2016)
https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

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

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

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

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

I. Foundation of Flippin Schools Counseling Programs

A comprehensive counseling program is an essential component of the total instructional program that provides all students the opportunity to reach their fullest potential.

It is with this focus in mind, as well as the Flippin Schools mission statement, that the Flippin School Counseling Program has adopted the following comprehensive counseling model

II. Flippin School District Vision:

Bobcats C.A.R.E. *Committed to Achievement, Respect, and Excellence!*
We exist to educate all of our students.
We are here for the success of all.
Our business is changing lives!

III. Flippin School District Counseling Vision Statement

The Flippin Counseling Department believes in building relationships with our students and showing them we care for them as individuals. Only then can we begin to work together to create opportunities for success for our students.

IV. Flippin School District Mission Statement

The Flippin School District will create a caring environment built on nurturing relationships in which students are actively engaged in meaningful learning.

V. Flippin School District Counseling Mission Statement

The mission of the Flippin Schools Counseling Program is to empower all students to reach their maximum potential in the areas of career, academics, personal, and social development in an ever-changing global society through a caring environment and meaningful relationships.

VI. Standards & Competencies

The FSD School Counseling program will use the ASCA Standards & Competencies. https://www.schoolcounselor.org/Standards-Positions/Standards/ASCA-Mindsets-Behaviors-for-Student-Success

VII. Philosophy Statement and Beliefs

Each student's life is valuable and unique and each has the right to be respected, treated with dignity, and entitled access to the school counseling program. Therefore, we believe:

- all students shall be provided equitable access to school counseling programs and services
- an effective school counseling plan should establish appropriate goals, expectations, support systems, and experiences for each student
- an effective school counseling plan should be developmental, comprehensive, and preventative in nature
- a comprehensive counseling program focuses on prevention, intervention, and student developmental needs
- effective delivery of school counseling programs are planned, coordinated, and managed by school counselors in collaboration with nurses, school resource officers, social workers, and community resources with the support of administrators, parents, and community
- effective school counseling programs support teachers' efforts in their delivery of the academic curriculum
- effective school counseling programs provide annual self-appraisal and evaluations of the counseling program
- effective school counseling programs are guided by the American School Counselor Association's Principles of Ethical Standards for School Counselors.
- all students can achieve academic, career, and personal/social success

VIII. District Program Goal

The District Goal for 2026-2027 school year is achievement related. We want the District to show growth in regards to standardized ATLAS testing for the lowest quartile.

Data Analysis & Reflection of District Program Goal for 2025-2026

Our entire district tried to gather the data and implemented the goal for 2024-2025 of decreasing the number of F's for the elementary, middle, and high school levels. The elementary data was too broad due to varying standards at each quarter and grade level. The elementary has standards based report cards and it was extremely difficult to gather exact data. The middle school and high school did not meet the 50% improvement goal. The high school showed some improvement, but not the 50% increase. It has been decided that the goal was too broad and that we need to focus this year on data from the ATLAS and that we will focus on growth for the students in the lowest quartile.

IX. Benefits of the Flippin Schools Counseling Program

Benefits to Students:

- Guarantees access to advocacy
- Guarantees services to all students
- Focuses on students' developmental needs
- Develops proactive skills to increase success
- Ensures equitable access to educational opportunities
- Develops understanding of connections between education and future success
- Encourages career exploration and development
- Generates acknowledgment of the changing world
- Teaches decision-making and problem-solving skills
- Develops effective interpersonal relationship skills
- Facilitates cooperative peer interactions

Benefits to Parents/Guardians:

- Encourages involvement of parents in students' learning environment
- Provides parents timely access to appropriate support and resources when needed
- Provides opportunities for parent, student, and counselor interaction
- Provides understanding of the counseling program
- Advocates for their child's academic, career, and personal/social development
- Develops a systematic partnership to support academic and career planning for students
- Provides training and informational workshops
- Generates data related to student progress

Benefits to Teachers:

- Enhance better understanding of the counseling program
- Creates an interdisciplinary team effort to address student needs in all domains

- Provides access to support for skill development in classroom management
- Provides consultation to assist in the teachers' guidance and advisement role
- Supports a positive school climate and the learning community

Benefits to Administrators, School Board, and Regulatory Bodies:

- Creates a structured program aligned with the National School Counseling Standards
- Facilitates a team approach between administration and school counseling program
- Encourages better understanding of the role of counselors and the total school counseling program
- Assures that a high-quality school counseling program is available to every student
- Provides an understanding for requiring appropriate credentials for all school counselors and establishing effective student-counselor ratios
- Aligns school counseling program with the school's academic mission
- Provides a basis for determining funding allocations for school counseling programs and professional development opportunities
- Addresses the students' needs and enhances the school climate
- Analyzes data for school improvement and program evaluation
- Serves as a source of data regarding the school counseling program productivity
- Creates greater school-community interaction

Benefits for School Counselors:

- Provides a clearly defined set of functions
- Integrates the school counseling program with other school curricula and programs
- Articulates competencies students are expected to achieve as a result of participating in a comprehensive, developmental school counseling program
- Defines roles and functions within the educational system
- Provides access to direct service with all students
- Includes involvement in the academic mission of the school

Benefits for Other Student Service Personnel:

- Communicates knowledge of clearly defined roles and functions of the school counselor
- Clarifies areas of overlapping responsibilities
- Enhances positive cooperative working relationships
- Collaborates teaming to ensure individual student success

Benefits for Post-Secondary Counselor Educators:

- Collaborates between counselor education programs and school counseling programs
- Serves as a model for site-based school counseling fieldwork and/or internships
- Accesses data for use of collaborative research on school counseling programs

- Creates framework for professional development to benefit school counseling practitioners
- Develops alliance with other educator-training programs

Benefits for Post-Secondary Institutions:

- Allows equity and access to all forms of postsecondary education for all students
- Articulates the transition of students to postsecondary institutions
- Prepares students to take advantage of advanced educational opportunities

Benefits for Community, Business, Industry and Labor:

- Increases the opportunity for collaboration among counselors, students, and business/industry/labor
- Enhances the role of the counselor as resource
- Generates community/school collaborations for mutual awareness of needs
- Affords opportunity for active participation in the school counseling program
- Produces a workforce with decision-making skills, interpersonal relationship skills, pre-employment skills, and increased worker maturity.

X. Guidance, Counseling, and Career Education Services and Goals

Flippin School District provides services to all students in order to help them develop academic achievement, career planning, and personal/social development competencies. All services are provided by trained and certified personnel.

To better serve our students, alternative methods of classroom management are implemented. These methods include, but are not limited to, the following:

- Behavioral contracting
- Dispute resolution
- Classroom meetings
- Logistical consequences
- Assertive discipline
- Behavior modification
- Career and academic counseling

Role of School Counselors

School counselors help all students by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge base of the counselor are more effectively used if effort is directed in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

2026-2027 Objectives (modeled after ASCA National Model)

Objective 1: To assist students in the process of growing in educational, career, and personal/social development

- Educational Development – The counselor will assist students to:
    - achieve at a level in keeping with their potential,
    - develop a sense of discovery about new knowledge, and
    - recognize their own academic strengths, weaknesses, and areas of need.
    - Career Development – The counselor will assist students to:
    - discover the meaning of work and its relationship to the individual,
    - develop a positive attitude and a personal identity as a worker who contributes to self and to social needs, and
    - understand their own aptitudes and develop their own abilities as they pertain to the world or work.
    - Personal/Social Development – The counselor will assist students to:
    - establish and maintain a sense of personal worth and a positive self-image,
    - develop and cultivate appropriate emotional responses to life experiences,
    - understand their roles and responsibilities in school, family, and community,
    - develop and maintain effective interpersonal skills, understand the roles and responsibilities of others in school, family, and community, and
    - acquire a knowledge of and respect for individual differences in abilities, attitudes, and background.

Objective 2: To assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills

- The counselor will assist students to:
    - develop strategies for exploring alternatives that allow students to successfully deal with problem situations, and
    - evaluate, select, and implement the appropriate solutions to problems.
    - Objective 3: To assist the school staff in its efforts to promote the developmental growth of students
- The counselor will assist staff by:
    - promoting a positive learning atmosphere,
    - promoting an understanding of the role of school personnel in the guidance program,
    - enhancing their counseling skills through consultation and other staff development activities, and

- encouraging the recognition and use of affective skills in the teaching/learning process.

Objective 4: To assist the family in its efforts to understand the developmental growth of children

- The counselor will assist families by:
  - promoting effective communication among the parents, school staff, and children, and
  - enhancing parenting skills that will promote the positive personal/social, educational, and career development of children.

Individual/Group Counseling

All students are offered individual and/or small group developmental counseling services in order to provide students with developmental guidance and coping strategies before a crisis occurs. Students also receive solution-focused counseling services when issues arise. Guidance is tailored to the needs of the students and topics such as grief, changing families, anger, and other social emotional skills are taught. Referrals for counseling can be made by teachers, parents, school administrators, or themselves.

Classroom Lessons

Classroom guidance is used to reinforce goals for students in the areas of academic, social/emotional, and career development. Guidance programs are age-appropriate and a collaborative effort with classroom teachers. Classroom guidance allows students to participate in discussions, collaborate with peers, receive productive feedback, self evaluate, and clarify their own needs and interests.

The classroom guidance curriculum focuses on topics such as:

1. Self-understanding
2. Effective Interpersonal and Communication Skills
3. Problem-solving
4. Decision-making
5. Conflict Resolution Skills
6. Effective Study Skills
7. Positive Attitudes toward School
8. Career Awareness and the World of Work
9. Substance Abuse Prevention
10. Comprehension and Acceptance of Differences in People

Orientation Programs

Students are given opportunities to participate in orientation activities/programs to assist them in making successful adjustments when transitioning from one school setting to another.Counselors plan on continuing orientation programs during the 2026-2027 school year. In K-4, students and families are welcomed and given a tour of the school. Open House, PK meetings, and Kindergarten Orientation/Registration are also part of the K-4 orientation. Parents, teachers and students attend the Open House event. All 4th graders are given a tour of the middle school at the end of their 4th grade year. The middle school counselor hosts a "What's Up With Middle School?", for 5th grade orientation and a parental orientation. In the spring, the middle school counselor talks with upcoming 7th and 8th graders to discuss and choose options for upcoming schedules. In the spring, the high school counselor hosts an orientation meeting for 8th grade students and parents, as well as gives 8th grade students a tour of the high school and time with each 9th grade teacher. The high school counselor visits the 8th grade each spring to help them understand and choose schedules, as well as provide a high school panel of students to give an overview of what to expect in high school. High School counselor and CAPS teachers will meet with each student and their parents a week before school starts to discuss schedule and Student Success plans.

Educational, Academic, and Career Counseling

The counselors advise students in the areas of education, academic assessment, and career. Areas of advisement include national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities.

Student Records/Files

The counselors have access to all student records/files kept by the Flippin School District. Counselors use the data contained in those records/files to assist administrators, faculty, parents, and students in helping each student reach his/her potential. Counselors may keep the following documents in their office: FINS petitions, hotline call reports, and parent contact notes. Counselors use the information from intake forms, eSchool, 504 records, IEP records, RtI records, Triand, and health forms as needed.

Testing

The counselors help interpret and disseminate test results for faculty, students, parents, and community. They use the data to assist in planning and implementing changes in the curriculum and school procedures. Test results help the counselors assist students in identifying their skills, abilities, achievements, interests, and social/emotional needs.

Follow-up of School Dropouts and Graduates

The High School counselor follows up with students who have dropped out of and graduated from school. The following types of communication/contact are used to follow up with these students:

1. Referrals
2. Communication with parents
3. Communication with students
4. Requests from new schools
5. Phone calls
6. Emails

At-Risk students are identified and supported in order to reduce the number of dropouts, suspensions, and truancies. Students who obtain their GED's are asked to bring in their GED Certificates so that copies can be made.

Informational Resources

The counselors use informational resources for educational and vocational decision making. Counselors work closely with a variety of school and community agencies, which include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. They identify school and community resources to help students and families cope with a variety of problems, and they support the established policies and procedures for interagency communication.

Guidance in Understanding the Relationship between Classroom Performance and School Success

The counselors help students understand the relationship between their classroom performance and future college/career goals. The process of understanding is continued through each teacher's lessons and classroom procedures.

Consultation

The counselors work with teachers, administrators, and parents in order to help create a learning environment that stimulates growth and learning. Their work through consultation emphasizes the following:

1. making the educational process more personal for each student, and
2. increasing understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations,

biases, and behaviors affect students; and ways of helping students cope with success and failure.

Other Services

The district provides referrals for students as needed for Special Education testing, physical therapy, occupational therapy, speech and dyslexia interventions.

School counselors serve as liaison between the home and school by referring students and parents to appropriate school and community agencies for assistance and support. The school district houses a school based mental health therapist.

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 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. Flippin Schools counselors maintain a community resource for families. Counselors refer students to mental health agencies. Counselors also play a vital role in referring students to attend ALE.

In high school, the principal and counselor meet with students and parents to discuss the benefits of staying in school when a student stops attending and expresses interest in dropping out. CAP teachers also meet with their students every Friday, twice a day, and spend time going over grades and building relationships with their students in order to help each student meet their fullest potential as well as prevent any from dropping out. Students are counseled and shown many benefits and opportunities, as well as offered help in any area, to stay in school.

After high school, data is kept on graduated students regarding their post graduation college and career choices.

Peer Facilitation

Counselors provide structured opportunities for students to serve as peer helpers. Counselors continually monitor the peer facilitation program. In high school, the Big Brother/Big Sister program pairs students with elementary students in order to provide support and mentoring.

Career Services

Career services are provided to all students. Students are given information about career education, appropriate course selections and future educational planning, and post-secondary opportunities and alternative career programs. In high school, a College & Career Coach, Mrs. Jaren Beaver , is available to students 2.5 days per week. Mrs. Beaver provides for many visits to college and career days/tours. The counselor arranges meetings with college recruiters to come visit with students throughout the year.

The counselors provide a career planning process for each student. The process includes the following:

- career awareness
- employment readiness
- career information
- knowledge and skill necessary to achieve career goals

Counselors encourage parents to take an active role in supporting their children's learning and career planning process.

Student Success Plan

Each 8th grade student will leave middle school with a digital 4 year plan and a hard copy 4 year plan that will follow them through high school. It is started at the beginning of their Career Development class. It contains interests and research on careers as well as high school and college interests. It will be updated yearly as a resource or tool to plan college and career options for each individual student.

XI. Bullying- Policy 4.43

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

A school principal, or his or her designee, who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

> Act 190 – School Counseling Improvement Act of 2019 addresses the school counselor's role in bullying prevention, training and protocols in schools.

Definitions:

Attribute means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

Bullying means the repetitive intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

- Physical harm to a public school employee or student or damage to the public school employee's or student's property;
- Substantial interference with a student's education or with a public school employee's role in education;
- A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment;

Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.
Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;
Harassment means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

Substantial disruption means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Cyberbullying of School Employees is expressly prohibited and includes, but is not limited to:

a. Building a fake profile or website of the employee;
b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
c. Posting an original or edited image of the school employee on the Internet;

d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee; making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
e. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
f. Signing up a school employee for a pornographic Internet site; or
g. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Examples of "Bullying" may also include but are not limited to **a repetitive pattern of behavior** involving one or more of the following:

1. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
2. Pointed questions intended to embarrass or humiliate,
3. Mocking, taunting or belittling,
4. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
5. Demeaning humor relating to a student's actual or perceived attributes,
6. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
7. Blocking access to school property or facilities,
8. Deliberate physical contact or injury to person or property,
9. Stealing or hiding books or belongings, and/or
10. Threats of harm to student(s), possessions, or others,
11. Sexual harassment, as governed by policy 4.27, is also a form of bullying,
12. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the principal, or designee. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal, or designee. The principal, or designee shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be

given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.
Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice.
Copies of this policy shall be available upon request
Legal Reference: A.C.A. § 6-18-514 A.C.A. § 5-71-217

XII. Suicide Protocols

Suicide Prevention:

Suicide prevention begins at the elementary level through guidance lessons based on wellness, self-care, safe and healthy choices, coping strategies, and resiliency building. Middle and High school students are also taught how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. Help-seeking strategies and how to engage school resources and how to refer friends for help are also addressed through classroom guidance lessons. If needed, the school counselors, at all levels, will also provide small group suicide prevention. In addition, the district counselors bring awareness annually about suicide by providing professional development to all staff members on risk factors, warning signs, protective factors, response procedures, referrals, and resources regarding youth suicide prevention. Suicide prevention at all school levels includes any and all threats are taken seriously. If a threat is made the counselor follows the district crisis plan.

All teachers and staff members are provided with the district crisis plan. This plan addresses steps to be taken should any employee have reason to believe, either by virtue or direct knowledge or a report from another person, that a student or staff member is in any danger of harming himself/herself. Protocols are in place for students at risk that include risk assessment, crisis checklist, collaboration with mental health agencies, referrals for support, parent notification, re-entry protocols, and actions to take after a suicide death.

All school counselors uses the following resources:

Flippin School District Protocol Suicide Prevention and Awareness
https://docs.google.com/document/d/10xzrrmTl7GXNKzh6rkysWXfzl0Q8LCXC712_VWt_eYE/edit

Student Suicide Risk Assessment Forms
Suicide Risk Assessment

Guidelines for Teachers and Staff
https://dochub.com/dcourtney83d980fd/6mO8oy7Kp7B80zARqg5p9J/scan0004-pdf?dt=2Z6mBMpfsn7ZGRjRFJwd

Guidelines for Notifying Parents
https://dochub.com/suzannepaul-empmcl/gDqeQZ6VzD7pm1zR0jLO4Y/guidelines-for-notifying-parents-pdf?dt=LrCUAwK1RSyYH_K6LjHy

Guidelines for Facilitating a Student's Return to School
https://dochub.com/dcourtney83d980fd/DL7JlEGV1NoEYqlwrWe0oa/scan0001-pdf?dt=m93Q6QDP2uss9zo1Zhvi

Suicide Postvention Flow chart
https://dochub.com/dcourtney83d980fd/qd0E4NeKg2JWgroRJ9LYyj/scan-pdf?dt=XMvPTo4fzaJmCs_sLKU5

XIII. Crisis Situations at School

The Flippin Public Schools, in conjunction with the city police, city officials, and Marion County officials, has implemented a school board adopted "Crisis Plan" to address immediate needs for the safety and welfare of all students, staff, and visitors on campus. Each staff member has in their possession a written plan to be implemented in case of an emergency situation. The students will practice evacuations, taking shelter, etc., frequently, to keep them aware of safe procedures in case of any crisis situation.
In the event of a crisis situation, school personnel are trained along with city officials, law enforcement and emergency personnel to take charge and implement immediate safety procedures. Parents will be kept informed and students will be released to the parent when the situation is safe. Parents will be informed of crisis situations through local media disbursement and/or school spokesperson. Staging areas will be announced for parents to receive information or retrieve their child. Prospective staging areas will be the Flippin First Baptist Church, Ranger Boats, or Hickey Park in Flippin. Other areas may be necessary and will be announced as needed.

XIV. Stakeholder Engagement

Annual Administrative Conferences

The Flippin School District Counselors will meet annually with their building administrator to discuss annual program goals, a counselor's use of time, budget, and professional development needs.

Annual Administrative Conference

School Counselor _____ School Year _____

After completing the school data summary, I have identified the following data priorities:

_____

_____

_____

Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

Annual Student Outcome Goals

1	
2	

School Counselor Use of Time			
A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.			
Use of Time from Previous School Year ***Based on two use-of-time 5-day calculators from previous school year (attached)***			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%
Use-of-Time Plan for Current School Year ***Indicate your planned time allocations for this school year***			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties

%	%	%	%

Ratio and Caseload

The American School Counselor Association recommended ratio is one school counselor per 250 students.

Ratio One School Counselor Per ____ Students

Caseload defined by:

- ☐ Alpha Assigned: Last names beginning with: _____ to _____
- ☐ Grade Level: Students in grades: _____
- ☐ All Students in Building
- ☐ Other: _____

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

§ Classroom and Group Mindsets & Behaviors Action Plan

§ Closing-the-Gap Action Plan

§ Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members: *(names and stakeholder position)*	

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

School and District Committees and Professional Work		
Group	Time Commitment	School Counselor's Role

Budget Materials and Supplies

Materials and supplies needed:	

Annual budget: $ _____

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers

from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used)

The parent center will be open from _____ to _____

Other Staff and Volunteers

Role/Responsibility	**Person Assigned** (no signature required)
Data Manager/Registrar	
College and Career Center Assistant	
Other Staff	
Volunteers	

Signatures of school counselor and administrator must be within the first two months of school.

School Counselor Signature	
Administrative Signature	

Date Conference Held & Template Signed	
First Day of School	

Advisory Council

The district will have an Advisory Council that meets twice a year. In addition to the school counselor, representatives from each school (business partners, staff, parents, building administrators) may serve on the advisory council.
Members for the 2025-2026 school year are as follows: Tracie Luttrell(Elem. Principal), Suzanne Paul (Elem. Counselor), Gregg Yarbrough (MS Principal), Emily Cheek (MS Counselor), Dale Horn (HS Principal), Michelle Curtis (HS Counselor), and parents and community members.

School Counseling Advisory Council

First Semester Agenda

School:		Meeting Date/Time:	
School Counseling Program Vision Statement: The Flippin Counseling Department believes in building relationships with our students and showing them we care for them as individuals. Only then can we begin to work together to create opportunities for success for our students.			
School Counseling Program Mission Statement: The mission of the Flippin Schools Counseling Program is to empower all students to reach their maximum potential in the areas of career, academics, personal, and social development in an ever-changing global society through a caring environment and meaningful relationships.			

Annual Student Outcome Goals *(list all)*:	
Agenda Items (at minimum)	School Counselor Facilitating Discussion
I. Welcome & Introductions	
II. School Data Summary	
III. Action Plans Discussion/Feedback · Annual Student Outcome Goal Plan · Classroom and Group ASCA Mindsets and Behaviors Action Plan · Closing-the-Gap Action Plan	
IV.	
V.	
VI.	
VII. Closure	

The Next Meeting of the Advisory Council is planned for:	

Signatures of those in attendance: _____

_____

_____

Second Semester Agenda

School:		Meeting Date/Time:	
School Counseling Program Vision Statement: Flippin Counseling Department believes in building relationships with our students and showing them we care for them as individuals. Only then can we begin to work together to create opportunities for success for our students.			
School Counseling Program Mission Statement: The mission of the Flippin Schools Counseling Program is to empower all students to reach their maximum potential in the areas of career, academics, personal, and social development in an ever-changing global society through a caring environment and meaningful relationships.			
Annual Student Outcome Goals *(list all)*:			

Agenda Items (at minimum)	School Counselor Facilitating Discussion
I. Welcome & Introduction	
II. Annual Student Outcome Goal Results Feedback/Discussion	
III. Classroom Results Report Feedback/Discussion	
IV. Small Group Results Report	

	Feedback/Discussion	
V.	Closing the Gap Results Report Feedback/Discussion	
VI.		
VII.	Closure	

The Next Meeting of the Advisory Council is planned for:	

Signatures of those in attendance: _____

_____

_____

_____

_____

Sharing student outcomes data, in regard to goals set for the year, with the stakeholders are to put data on the school website.

XV. Parent/Family and Community Engagement

The counselors encourage parents to take an active role in helping their children reach their potential. The counselors communicate with parents in order to keep them updated on programs, opportunities, and/or information on ways to support their students at home.

The Flippin School District understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the district shall work to

1. Involve parents, families, and the community in the development of the long range planning of the district;

2. Give the schools in the district the support necessary to enable them to plan and implement effective parent, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards, State and local student assessments and how the district's curriculum is aligned with state's academic standards and the assessments and how parents, families, and the community can work with the district to improve students' academic achievement;
5. Provide parents and families with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parent involvement and provide literacy and technology training for parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
7. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
8. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent, family, and community engagement programs to suit the needs of our district;
10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
11. Provide reasonable support for other parent involvement activities as parents, families, and members of the community may reasonably request.

To ensure the continued improvement of the district's parent, family, and community engagement program the district will conduct an annual review of its parent engagement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

School-Parent Compact

Flippin Schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act

(ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

Flippin Schools will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
   Flippin Schools is dedicated to providing its students with a high quality education that challenges each student to achieve their maximum potential. Each school within the district will create an environment conducive to achieving this goal. Curricula will be aligned with the ADE Frameworks and used to plan instruction leading to student proficiency on Arkansas' content standards. Student achievement will be increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Parent Teacher conferences are scheduled twice a year to be held during the fifth week of each semester. All schools participate in the parent teacher conferences in order to provide students and parents with feedback that will help students reach their educational potential. The parent teacher conferences are planned in a timeframe so that the maximum number of parents can participate without having work conflicts.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
   Not only will teachers contact parents during scheduled parent teacher conferences but they will also provide student reports via email, postal service, telephone calls, and individual conferences as the need arises throughout the school year.
4. Provide parents reasonable access to staff. Specifically, staff that will be available for consultation with parents as follows:
   Teachers are available on a daily basis as requested by the parents. This availability includes times before, during, and after school should the need arise. Flippin Schools are accessible to parents and community at all times in an effort to create a positive learning environment for students and a positive hospitality for parents/community. All visitors are requested to check in at the specific school's office in observance of security measures.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
   Flippin Schools understands the importance of parent and family engagement which includes volunteering. Parents serve on various school and district committees, help within specific classrooms, participate in off-campus activities, and in any other capacity as opportunities arise.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitor attendance.
- Make sure that homework is completed.
- Monitor the amount of television time and Internet connectivity
- Volunteer in my child's classroom as work responsibilities allow.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities as Appropriate to Grade Level

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities

Flippin Schools will:

1. Involve parents in the planning, review, and improvement of the school's parent engagement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parent engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with

disabilities, and, to the extent practicable, in a language that parents can understand

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Flippin School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Work with the LEA in addressing problems, if any, in implementing parent involvement activities in section 1118 of Title I, Part A.
3. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

XVI. Child Abuse Reporting Information

When any staff member suspects any form of child abuse, that staff member should immediately report suspicion to the Arkansas Child Abuse Hotline 1-800-482-5964.

Arkansas Code Annotated 12-12-510 (a)(1) states: The person conducting the investigation shall have the right to enter into and upon the home, school, or other place for the purpose and conducting and interviewing or completing the investigation.

No publicly supported school, facility or institution may deny access to any person

conducting a child maltreatment investigation.

The investigator shall have the discretion in the child's best interest to limit the persons allowed to be present when a child is being interviewed concerning allegations of child maltreatment.

Upon request by the investigating agency, any school, daycare center, child care facility, residential facility, residential treatment facility, or similar institution shall provide the investigator with the name, date of birth, social security number, and last known address and phone number of any person identified as an alleged offender if the alleged maltreatment occurred at that school, center or facility.

XVII. Health Services

The Board believes that healthy children promote a better learning environment, are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils. While the school nurse is under the supervision of the school principal, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing Rules and Regulations Chapter Five: Delegation of Nursing Care.

XVIII. Counseling Use of Time

Each counselor uses the ASCA Use of Time Assessment.

Flippin Elementary School Counselor Use of Time Data

Flippin Middle School Counselor Use of Time Data 26/27

Flippin High School Counselor Use of Time Data

Activities using 10% of time in Service Related to Guidance/Counseling/Career Awareness and Planning in School Counseling Programs

Some activities: Consultation Services with Parents; Consultation Services with School Personnel; Consultation Services with Outside Agencies; Reporting Abuse of Students; Making Appropriate Referrals for Services; Test Interpretation about Students; Test Interpretation for Parents; Test Interpretation for Faculty; Test Interpretation for School Community; Update Guidance Records for Counselor's Utilization; Organizing

Information; Collecting Resources for Guidance/Counseling/Career Education; Coordination of Guidance/School Counseling Program; School Suicide/Crisis Planning; and others.

Activities that Could Interfere with Meeting Students' Needs

School Counselors should not serve duty that requires disciplinary action; administer discipline, witness corporal punishment, or involved in disciplinary action; administer psychological evaluations (unless certified and assigned part-time as an educational examiner); and assume the role of principal, clerical, or substitute teaching duties, i.e. due process for special education or school secretary.

XIX. Calendars

Flippin Elementary School Counseling Calendar

Flippin Middle School Counseling Calendar

Flippin High School Counseling Calendar

XX. Program Assessment

The school district cooperates with all required monitoring by the Arkansas Department of Education. Each school counselor administers a pre and post assessment to measure overall assessment of the program and student growth due to implementation of the program.

Counselors will use a reflection document to improve their practice and program. They will also use ASCA's School Counseling Program Assessment and results will be shared at the end of each school year and results addressed for the upcoming school year.

School Counseling Program Assessment

For School Year 25-26

ASCA National Model Components	Yes	Comments
MANAGE		

Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.	x	
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.	x	
Data		
School Data summary prioritizing data points addressed through the school counseling program completed.	x	Gathered data, analyzed data, working on summary
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.	x	Refer to School Website SIP plan
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.	x	Grade Improvement: Goal not met
c. Goals written in alignment with ASCA National Model's criteria: end date, multiple descriptors of target group, specific outcome to be changed, baseline and target data.	x	Decrease of 50% district wide failing grades for the year
Use-of-Time Calculator		
Use-of-time calculator completed at least twice a year.	x	Utilized throughout the year
Annual Administrative Conference		

Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.	x	Link completed template For the current year
Advisory Council		
Agendas and minutes completed from at least two meetings (one from first semester and one from second).	–	Set meeting dates for each semester and contact members
Classroom and Group Mindsets & Behaviors Action Plan detailing classroom lessons and groups aligned with the ASCA Student Standards completed.	x	
Closing-the-Gap Action Plan aligned with the ASCA Student Standards completed.	x	
Lesson Plans		
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.	x	High school needs improvement in creating lesson plans.
Calendars (Annual and Weekly)		
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.	x	

Weekly calendars available for each school counselor.	x	
DELIVER		
Direct Student Services		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.	x	High School needs improvement, but improving
Small-group sessions are delivered and outlined using lesson/session plans.	x	
Indirect Student Services		
Indirect student services are reflected on weekly calendars.	x	
ASSESS		
Classroom and Group Mindsets & Behaviors Results Report(s) completed.	-	
Closing-the-Gap Results Report completed.	x	Based on attendance, grades, and ATLAS data For 25-26 school year
ASCA School Counselor Professional Standards & Competencies assessment completed.	-	
School Counseling Program Assessment completed.	x	
School Counseling Performance Appraisal is conducted annually.	-	
Program results are shared with school staff and stakeholders.	-	We will share the 25-26 results at the beginning of the 26-27 school year

We are working on the assessment piece to improve our school counseling program across the district. We have made strides, but still need improvement as indicated above.

XXI. Program Accountability

Stakeholder Sharing:

Flippin Schools along with FACE (Family and Community Engagement) and PAC (Parent Advisory Committee) in an effort to serve our students better, have made available a copy of The Flippin School District Comprehensive School Counseling Plan on the District website.

According to the Arkansas Department of Education and the Division of Elementary & Secondary Education- Guidance & School Counseling, we have linked a direct page to our guidelines and standards.

Division of Elementary and Secondary Education - Offices - Learning Services - Guidance and School Counseling