

Salem Public Schools

Comprehensive Counseling Plan



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2026-2027

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Foundation

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs. This model provides the mechanism through which school counselor teams design, coordinate, implement, manage, and evaluate their programs to promote students' success. The model provides a framework for the program components, the school counselor's role in implementation, and the underlying themes of leadership, advocacy, collaboration, and systemic change.

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups, and activities within a comprehensive school counseling program. Arkansas school counselors also utilize the Arkansas Comprehensive School Counseling Program Guide, the ARkansas School Counselor Toolkit and G.U.I.D.E. for life which is a five step process designed to help students achieve personal success through: Growth, Understanding, Interactions, Decisions, and Empathy.

Maintaining integrity for the profession is held standard for all Arkansas school counselors. Arkansas school counselors adhere to the Code of Ethics for Arkansas Educators as well as the 2016 ASCA Ethical Standards for School Counselors. In addition, evaluations for school counselors are performed by building administrators through the Arkansas Teacher Excellence Support System (TESS) for school counselors. This evaluation serves as an administrative conference and provides an opportunity for reflection and identification of contract tasks, duties, and the school counselor's professional goals for the following year.

The mission statement of the Salem School District is as follows:

"It is the mission of the Salem School District to educate all students by providing a challenging curriculum that promotes higher-order thinking skills, technology integration, and problem solving through relevant and engaging activities. We will provide the experiences necessary for all students to become college and career ready."

Our Team

The following staff and positions play an important role in the implementation of programs:

Mr. Wayne Guiltner	Superintendent 870.895.2516 wayne.guiltner@salemschools.net
Mr. David Turnbough	Federal Programs Coordinator 870.895.2516 david.turnbough@salemschools.net
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Mr. Cody Curtis	High School Principal/504 Coordinator 870.895.3293 cody.curtis@salemschools.net
Mrs. Kim Ragsdale	High School Counselor 870.895.3293 kim.ragsdale@salemschools.net
Mrs. Ashley Bateman	High School Counselor/7th-9th Grade 870.895.3293 ashley.bateman@salemschools.net
Mrs. Patricia Dailey	Special Education Designee 870.895.3293 patricia.dailey@salemschools.net
Mr. Nick Taylor	Resource Officer 870.895.2456 nick.taylor@salemschools.net
Makollie Burk	Registered Nurse 870.895.2456 makollie.burk@salemschools.net

Counseling Program Belief Statements

At Salem Schools, we believe that all students can achieve and meet high standards that will result in academic success, and that all students have a right to accomplish their goals in a safe and supportive learning environment. In addition, we believe that nurturing our students to achieve their goals through an all inclusive developmental guidance plan will further facilitate their future success. Collaborating with teachers and administrators, as well as coordinating with other school and community guidance/counseling resources, will also help support our students in achieving their individual goals of academic, personal/social, and career success.

Counseling Program Vision Statement

Salem Schools is committed to providing every student with a solid foundation to successfully manage their lives as responsible and productive citizens. Our comprehensive school counseling program strives to administer all the tools necessary for our students to establish a good work ethic and develop positive character qualities that will assist them throughout their lives.

Counseling Program Mission Statement

Salem Schools counseling program is guided by the mission to provide all students with equal access to our comprehensive counseling services. Our programs are designed to help all students develop and enhance their academic, personal/social, and career strengths and become lifelong learners in whatever their future endeavors may hold.

Program Goals

Academic Year 2026-2027

Goal #1

During the 2026-2027 school year, the senior high school counselor will work with 3-5 students who show to have poor attendance.

Identification of this Area of Concern

With low attendance comes low grades and participation in school activities.

Initiating Action

The high school counselor will work with the Dean of Students to determine by mid-quarter of the first quarter which students have missed at least 3 days of school. Taking in consideration the reason for the absence, if it is not a medical reason, the counselor will start counseling the student about the lack of attendance. The counselor will also work with the student's parents to encourage them to have the student at school.

Data

At the end of the school year, data will be pulled from the student's attendance report and the student's report card to determine if the student improved educationally.

Possible Activities/Strategies/Interventions by High School Counselors

1. Phone calls home to inquire about the absence. Counseling sessions with the student.
2. Phone or email contact with the parent.

Goal #2

During the 2026-2027 school year, the junior high school counselor will provide relevant and necessary lessons with seventh and eighth grades to improve student knowledge regarding bullying, social media use, stress, helping friends; as well as with 9th grade to improve student knowledge regarding healthy relationships.

Identification of this Area of Concern

Previous needs assessment data, individual student meetings, and teacher reports.

Initiating Action

The junior high school counselor will conduct a needs assessment/pre-lesson questionnaire to determine students needs and knowledge. Throughout the school year, lessons (regarding bullying, peer pressure, attention/perception, social media use, mental health awareness) will be presented to the 7th and 8th grade students. The 9th grade students will be presented with lessons regarding mental health awareness, healthy relationships, and refresher lessons on bullying and social media.

Data

At the end of the school year, the school counselor will conduct an End of the Year Needs Assessment/Post-Test to determine knowledge gained through the lessons.

Possible Activities/Strategies/Interventions by High School Counselors

- Engaging lessons
- Use of audio-visual material and activities
- Use of Bulletin Board to support topics
- Reinforcement of topics in one-on-one and group settings

Academic Year 2025-2026

Goal #1

During the 2025-2026 school year, the junior and senior high school counselors will continue to plan, organize, and create content to share on the Salem School District Youtube page to keep parents informed. Topics to discuss this year will be decided based on feedback from surveys from last year, as well as conversations with teachers and students. There will be no less than four parent talk episodes.

Identification of this Area of Concern

While, according to our parent data, we have positive parental involvement, we feel there continues to be a need to increase parental knowledge, specifically at the high school level.

Initiating Action

We feel that we received positive feedback from faculty, staff, and parents regarding our Parent Talk Episodes; however, we plan to reach even more parents and provide more education. Therefore, we are reviewing data from feedback to research additional topics, in order to provide requested information.

Data

At the end of the school year, a survey will be disseminated to faculty, staff, and parents to retrieve their feedback to determine future topics, determine the quality of information, and the receptibility of the platform.

Possible Activities/Strategies/Interventions by High School Counselors

3. Present Power Point Presentation for each Topic on the YouTube Channel
4. Include contact information in each episode for parents to contact for questions

Results

Due to more significant individual student needs at the beginning of the school year, the school counselors were unable to devote time to research and recording for the parent talk episodes. As the school year progressed, our school suffered tragic loss; therefore, the school counselors shifted their focus to group and individual student needs.

Academic Year 2024-2025

Goal #1

During the 2024-2025 school year, the junior and senior high school counselors are collaborating on a shared goal, in which they will plan, organize, and present Parent Night Discussions. There will be various topics, such as Social Media Use/Abuse, Vaping, CTE/Career Spotlight Night, and similar topics. There will be no less than four parent nights, with the option of an additional night if the school calendar allows.

Identification of this Area of Concern

While, according to our parent data, we have positive parental involvement, we feel the need to increase parental involvement, specifically at the high school level. Additionally, with new information regarding the above stated topics, we feel that it is necessary to inform parents of the latest, up to date information.

Initiating Action

The counselors have started gathering the newest information regarding the topics of discussion, and have obtained permission from administration to hold Parent Night Discussions during one night in each quarter. Information will be presented through power point presentations and handouts if needed, with an opportunity for questions and answers following each presentation. Parents will be notified through the school district social media, the school district notifications, and student email.

Data

Following each presentation, the attendees will be asked to complete a survey to gauge the usefulness of information, and benefits of the presentation/discussion.

Possible Activities/Strategies/Interventions by High School Counselors

1. Present Power Point Presentation for each Topic
2. Open Discussion with question and answer session

Results

Because we had difficulty finding dates and times to plan and schedule parent nights on campus, we decided to create parent talks (recorded presentations) to upload to social media in order to take the information to the parents. We created 3 Parent Talk Episodes in which we discussed: Social Media, Dangers of Vaping, and Pathway to Graduation. We surveyed faculty and parents at the end of the year to obtain feedback and the following was reported:

- 82% Agree and Strongly Agree that it was more convenient to receive the information via social media than in person.
- 75% Agree and Strongly Agree that the information presented in the episodes provided new and beneficial knowledge.
- 92% Would like to continue to have information presented in this manner.

Unfortunately, we had fewer respondents than we wished, which we hope to address in the 2025-2026 school year!

Academic Year 2023-2024

Goal #1

During the 2023-2024 school year, Salem High School juniors and seniors will learn the cost difference between 2 year and 4 year college institutions. Hopefully this will help the students become more aware of the financial costs in planning for their educational future.

Identification of this Area of Concern

While some students are taking advantage of technical school programs, there is still a stigma about attending a 2 year institution after graduation in lieu of a 4 year institution to gain general education credits for a lower price. With this presentation, hopefully students will realize that attending a 2 year college to save money (especially when the student is not sure of what career path he plans to pursue) will help prevent them from taking out student loans and starting their college debt. With the Arkansas Challenge

Scholarship and possible 2 year institutional scholarships, students may receive more financial assistance compared to a more competitive 4 year institution.

Initiating Action

A presentation will be given to the juniors and seniors in their classroom with information on the costs of a 4 year college versus 2 year college. A breakdown of tuition, housing, meal plan, etc. will be provided and compared to the breakdown of possible financial aid packages including the Pell Grant, Arkansas Challenge Scholarship, federal student loans, and parent plus loans. Discussion of the importance of applying to as many scholarships as possible will also be encouraged.

Data

A pretest and post test about where students plan to attend to further their education will be administered through Google Forms.

Possible Activities/Strategies/Interventions by High School Counselors

5. Counselors will educate on 2 year programs that can be transferred to a 4 year institution.
6. Counselors will have students research the cost of attendance for the colleges they plan to attend and determine how affordable those colleges are with the possible financial aid the student will receive..
7. Counselors will also conduct a Scholarship Workshop to allow seniors to fill out local scholarship applications and be sure they have an opportunity to apply for as many as possible.

Results

Those students (67 in the graduating class) who were college bound at the beginning of the school year, believed starting at a 4 year college was necessary. This is not including vo-tech bound students. At the end of the school year, of the 45% who were college bound, roughly 35% of those students have decided to stay local and attend a community college then transfer to a 4 year school to save money and to give them more time to focus on what major they really want to pursue.

Goal #2

During the 2023-2024 school year, Salem High School junior high students will learn the characteristics of compassion, acceptance, and empathy in order to further develop the positive character qualities in our students as part of our vision and mission statement.

Identification of this Area of Concern

Over the past three years, the school counselor as well as the junior high teachers, have recognized (through observation and surveys) the need for an increase in the following characteristics: compassion, acceptance, and empathy in our students. Additionally, according to previous needs assessments, the students have also identified the need for more compassion and acceptance within themselves and their peers.

Initiating Action

The school counselor will lead the students in a book study of “Wonder,” by R.J. Palacio. Each lesson presentation will include reading of the book, group discussion, and, at times, supplementary activities emphasizing compassion, acceptance, and empathy, as well other important examples of character within the book.

Data

A pre-test empathy questionnaire will be administered prior to the book study; the same empathy questionnaire will be administered as a post-test measure. Along with the post-test questionnaire, the school counselor will obtain subjective narrative data from the students regarding their thoughts and feelings regarding the book study and personal growth.

Possible Activities/Strategies/Interventions by High School Counselors

1. Counselors will have planned readings for each lesson, with discussion questions to follow and activities when needed.
2. Counselors will monitor student engagement throughout lessons, and make adjustments as needed.
3. Counselors will provide additional individual follow-up sessions with students who demonstrate a need during classroom lessons.

Results

Due to the nature of the school year, the book, *Wonder*, was not read to the classes; however, each class did watch the movie over the course of four class periods, with discussion following each section of video viewed. The following link is provided to view the results of the pre and post test results of the Empathy Questionnaire administered to the students: [Empathy Pre/Post Results](#) .

Academic Year 2022-2023

Goal #1

To have seniors create their resumes for use of college scholarships/work applications.

Identification of this Area of Concern

Currently, Salem High School seniors are not utilizing resumes to help showcase their strengths for their next educational and/or career goals. Learning to write a resume will not only help them organize what volunteer hours they have accumulated but also any awards, leadership positions and specific skills they have obtained during their high school career.

Initiating Action

Seniors will be taught how to organize a resume using Arkansas Kuder.

Data

Seniors will be surveyed to determine whether or not this application has improved their organization. If the results of this survey are positive, underclassmen will also be taught to use this app.

Possible Activities/Strategies/Interventions by High School Counselors

1. Counselors will do classroom presentations AR Kuder for writing resumes.
2. Counselors will assist students who have any difficulties using AR Kuder
3. Counselors will encourage the students to use AR Kuder even after graduation to continue to update their resume as needed.

Results

Out of a graduating class of 45, approximately 45% of the seniors completed a resume. Resumes will continue to be encouraged to be used for college applications and for the workforce.

Goal #2

During the 2022-2023 school year, Salem High School junior high students will learn strategies to increase confidence as well as decrease stress in an effort to fulfill our vision and mission of developing positive character qualities in our students.

Identification of this Area of Concern

According to data reported by the 7th and 8th graders on the School Counselor Assessment (Needs Assessment), the lessons provided in the 2021-2022 school year did not reflect a decrease in feelings of stress or an increase of confidence. Therefore, this continues to be an area of need in which our students require strategies to help manage stress and boost confidence.

Initiating Action

The junior high school counselor will complete additional research and provide targeted classroom lessons to junior high students throughout the 2022-2023 school year specific to stress reduction and increasing confidence/self-esteem.

Data-

The 2022-2023 School Counselor Assessment, as well as pre and post surveys completed the school year for checks of learning and feelings of stress and confidence will be used to determine the benefit of lessons.

Possible Activities/Strategies/Interventions by High School Counselors

1. Counselors will research and create classroom lessons.
2. Counselors will provide targeted lessons specific to the goal once a month throughout the school year.
3. Counselors will provide additional individual follow-up sessions with students who demonstrate a need during classroom lessons.

Results

Due to lack of availability, a needs assessment was unable to be conducted at the end of the school year to provide the data regarding students' perceived levels of stress and confidence; however, it is the counselor's intention to gain such information from a needs assessment given at the beginning of the 2023-2024 school year.

Academic Year 2021-2022**Goal #1**

To increase student organization through the use of the Todoist App.

Identification of this Area of Concern

Surveys indicate that over 50% of the students believe their organizational skills need improvement. Seniors in particular report they have trouble keeping track of assignment deadlines for concurrent credit college classes, as well as college application, financial

aid, and scholarship deadlines. Additionally, teacher and counselor observations confirm this problem.

Initiating Action

Seniors will be taught to use the application below for organization and time management.

<https://todoist.com/?lang=en>

Data

Seniors will be surveyed to determine whether or not this application has improved their organization. If the results of this survey are positive, underclassmen will also be taught to use this app.

Possible Activities/Strategies/Interventions by High School Counselors

8. Counselors will do classroom presentations on the app.
9. Counselors will assist students who have any difficulties using the app.
10. Counselors will encourage the students to use the app.

Goal #2

During the 2021-2022 school year, Salem High School junior high students will learn strategies to increase confidence as well as decrease stress in an effort to fulfill our vision and mission of developing positive character qualities in our students.

Identification of this Area of Concern

According to data reported by the 7th and 8th graders on the 2020-2021 Needs Assessment, 55.9 percent of students indicated they would like to become more confident, while 50 percent of students reported feeling stressed. Half of the student population in the junior high reported feelings of stress and lack of confidence; therefore, this is an area of need in which our students require strategies to help manage stress and boost confidence.

Initiating Action

The junior high school counselor will research and provide targeted classroom lessons to junior high students throughout the 2021-2022 school year specific to stress reduction and increasing confidence/self-esteem.

Data-

The 2021-2022 Needs Assessment, as well as pre and post questionnaires, will be used to determine the benefit of lessons.

Possible Activities/Strategies/Interventions by High School Counselors

4. Counselors will research and create classroom lessons.
5. Counselors will provide targeted lessons specific to the goal once a month throughout the school year.
6. Counselors will provide additional individual follow-up sessions with students who demonstrate a need during classroom lessons.

Results

Out of the 64 students who responded to the School Counselor Assessment, 34 (53.1%) indicated that they needed help with feeling stressed, and 38 (55.9%) indicated that they wanted to become more confident. Unfortunately, according to this data, the lessons provided did not reflect a decrease in feelings of stress or an increase of confidence. However, when asked if they had better knowledge of stress and how to handle it, 61% indicated Yes, 20.9% indicated Somewhat, and 18.1% indicated No.

Academic Year 2020-2021

Goal #1

To increase the availability of professional counseling services to students with serious mental health issues.

Identification of this Area of Concern

From 2018-2023 school years we were able to demonstrate our inability to successfully get all students in grades 7-12 (our high school building) with serious mental health issues the referrals to professional counseling agencies they needed. The two major factors contributing to this were the closing of two area counseling agencies, and students lacking insurance or any type of Medicaid coverage. Additionally, we learned the hard way that our small rural hospital does not have any staff to evaluate and place an individual contemplating or attempting suicide. The closest medical facility providing these services is just over a 45 minute drive from our school. We identified this lack of adequate mental health services as a safety concern for our students, recognizing the fact that even one student not receiving needed mental health services is one too many.

Initiating Action

To address this concern, our district signed a Memorandum of Understanding (MOU) for "School-Based Mental Health Services Between Salem School and Hope Behavioral HealthCare." In return for office space at the high school and referrals, the services Hope provides our district include the following:

1. A therapist on campus five days a week.
2. Crisis intervention.
3. 24 hour emergency service, 7 days a week.
4. Free slots for students with no coverage.

Data

According to data compiled by the school health nurse for her 2019-2020 end-of-the year report, 36 students in the building were receiving professional counseling services at the conclusion of the 2019-2020 school year. Our goal is to increase this by 15% by the end of the first quarter and also have all free slots full.

Possible Activities/Strategies/Interventions by High School Counselors

1. Make students aware of the availability of these services.
2. Make parents/guardians aware of these services.
3. Communicating with parents/guardians and students regarding referrals and the referral process.
4. Make referrals.
5. Maintain release of information forms.
6. Establish a professional relationship with therapists serving the building in order to better meet the needs of the students.
7. Establish ongoing communication with therapists regarding students problems/progress as needed.

Results

At the end of the first quarter, 48 students were receiving professional counseling services for help with mental health issues. This 33% increase in the number of students receiving services exceeded our goal of 15%. We recognize this larger than expected increase could be partly due to anxiety and stress associated with Covid-19.

Goal #2

The elementary school guidance program will support the creation of a positive environment that results in improved student behavior and a decrease in discipline referrals by 10% by the end of the school year.

Initiatives--

1. Facilitate programs to improve school culture by creating healthy relationships.
2. Belief in the development of the whole self, including a healthy balance of mental, social/emotional and physical well-being.

3. Use effective oral and written communication skills and listening skills.
4. Create positive and supportive relationships with other students.
5. Demonstrate empathy
6. Demonstrate social maturity and behaviors appropriate to the situation and environment.

Preventions/Interventions/Intensive Interventions--

1. Proactive group guidance lessons involving good character qualities for each month.
2. Individual/small group counseling sessions involving conflict resolution strategies.
3. Analyzing referral data through the office

Data Points--

1. Total number of discipline referrals.
2. Total number of bullying reports that are logged
3. Total number of true findings
4. Needs assessment data
5. Results determined at the end of the year

Management of the Counselor Program

Salem school counselors use guidance tools and a variety of curriculum to help support the development of a student focused, needs-based comprehensive counseling plan. Our counselors will utilize data to ensure the improvement of the counseling program each year. Time management will be the focus so that we are meeting the requirements of ACT 190.

Use of Time

For the 2026-2027 school year the elementary counselor will use the recommended Arkansas School Counselor Use-of-Time Calculator

Salem Elementary School Counselor

Time Span	Percent Direct and Indirect	Percent Administrative
July 1, 2026 - June 30, 2027	90%	10%

Salem High School Counselors

The high school counselor (grades 7-9) will use the Arkansas School Counselor Use-of-Time Calculator.

Time Span	Percent Direct and Indirect	Percent Administrative
July 1, 2026 - June 30, 2027	90%	10%

The high school counselor (grades 10-12) will use the Arkansas School Counselor Use-of-Time Calculator.

Time Span	Percent Direct and Indirect	Percent Administrative
July 1, 2026 - June 30, 2027	90%	10%

Arkansas Administrative Conferences

Administrators hold conferences for evaluation purposes once or more a school year. In addition to the TESS goals and evaluation, these look at the program and its goals and encourage professional growth. They recognize strengths and areas for growth and development.

Direct, Indirect, and Administrative Activities

At Salem Elementary School, the counselor provides the following direct and indirect services:

Direct Services	Indirect Services
• Classroom guidance lessons • Small group counseling sessions • Individual counseling • Crisis counseling • Academic interventions • Conflict resolution • Attendance support • School-wide programs	• Consultation with teachers • Consultation with parents • Consultation with administration • Referrals for mental health services • Coordinating onsite mental health services • Child maltreatment reports • Member of gifted/talented committee • RTI committee

At Salem High School, the counselor provides the following direct and indirect services:

Direct Services	Indirect Services
• Classroom presentations • Academic and career planning • Individual counseling • Small group counseling • Financial aid meetings • FAFSA workshops • Orientation programs • Individual ACT score interpretation • Scholarship application assistance • College application assistance • Coordinate Student College Tours	• Scheduling • Concurrent credit enrollment • Making referrals • Consultation with teachers • Consultation with parents • Consultation with community agencies • Transcript creation/updates • Sending/requesting records • Completing credit checks • Parent Talk Episodes

Administrative Activities

Act 190-- The School Counseling Improvement Act, states that the school counselor shall devote no more than ten percent of his/her time each month on student contract days engaging in administrative activities.

With this in mind the counselor at Salem Elementary School assists with the following administrative activities:

Administrative
• Coordinating mental health services with our outside agencies • Collaborating and adjusting guidance/small group schedules • RTI meetings/IEP meetings (as needed) • 504 meetings (as needed) • Emergency Response Team

At Salem High School, the counselors assists with the following administrative activities:

Administrative
• Coordinating for student services with the Arkansas Department of Rehabilitative Services • Coordinating college placement testing with local community colleges • NCAA/NAIA standards & transcript reviews • Emergency Response Team

- Coordinating visits for college and military recruiters

Calendars

The following calendars give an overview of the counseling programs and services provided throughout the year.

Salem Elementary School Comprehensive Guidance Annual Calendar at a Glance

This is a brief overview of our elementary guidance program. It is subject to change as different needs may arise throughout the year. It allows for a structured approach, but also the flexibility to monitor and adjust as needed. Our classroom guidance sessions are limited to forty-minute classes, not to exceed three per day/ten per week as stated in the Arkansas School Laws Annotated Code 6-18-1005.

July	August
	• Back to school • Getting to know the counselor/students
September	October
• Positive school behaviors • Character ED-- RESPECT	• Safety skills • Character ED-- RESPONSIBILITY
November	December
• Bullying prevention • Friendships • Character ED-- HONESTY	• Gratitude and Feelings • Character ED-- CARING
January	February
• Study Skills • Character ED-- JUSTICE/FAIRNESS	• Social Skills • Character ED-- CITIZENSHIP
March	April
• Career exploration • Character ED-- COURAGE	• Listening skills • Character ED-- PERSEVERANCE
May	June
• Transitions • Character ED-- HOPE	•

Salem High School Comprehensive Guidance Annual Calendar at a Glance

July	August
• Scheduling • New student registration • Program planning • Annual calendar review	• Scheduling • New student registration & credit checks • Honor Graduate checks • Open House • 7th Grade Orientation • Bullying prevention & policy presentations • Ozarka concurrent enrollment • Counselor Introduction Lessons
September	October
• Senior plans presentations • <i>Digital Footprint</i> • New student transcripts • RAAD Drug & Alcohol • Awareness Program • Suicide Prevention classroom presentation for 7th-10th grades • Check current enrollment VA • Student Success Plans	• College Fair • FSA ID-12th grade • YOUNiversal apps.-12th grade • Red Ribbon Week • Parent/Teacher Conferences • Student Success Plans • ASMSA presentation- 10th grade
November	December
• AR Gov's School presentation • Accuplacer testing • College Application • Resume Writing • Student Success Plans • College Tour	• Advisement for 2nd semester concurrent credit enrollment grades 9-12 • Ozarka concurrent credit enrollment • Schedule changes for 2nd semester • AR Gov's School Applications
January	February
• Transfer student enrollment • Honor Graduate check • FAFSA workshop • Financial aid meeting • College Application • Resume Writing	• ATU concurrent credit presentations-grade 10 & 11 • ASMSA applications • Good Hygiene Lesson (7th-8th) • Local Scholarship Applications • Student Success Plans
March	April
• ATU concurrent enrollment • Local scholarship workshop for 12th • Academic presentations & course requests-grade 11 • Visit to concurrent technical programs at ASUMH-11th grade	• Academic presentations & course requests-grades 8-10 • Revisit individual senior plans • Prepare scholarship award presentation • AR Rehabilitation presentation to seniors • Enrollment for concurrent technical programs at ASUMH • <i>Ready, Set, Graduate</i>-12th grade • High school planning presentations-8th

May	June
• Student Success Plans • Tour WBU campus-8th grade • Tour UACCB campus - 9th grade • College planning presentations-11th grade • Final Honor Graduate check • 6th Grade High School Tour • Awards Night • Graduation • Freshman Parent Night-Path to Graduation	• Transcripts review • Credit checks-students completing grades 9-11 • Scheduling • Sending Final Transcripts

Individual and Small Group Counseling

Counseling sessions are based on student needs and meet regularly over a specified amount of time. We follow-up to ensure students are continuing to develop the skills taught in the counseling sessions. Students are referred for counseling by staff, teachers, parents, school administrators, peers, or the students themselves. Individual and small group lessons can include, but are not limited to such topics as friendship, grief, divorce, emotional exploration/response, study skills, self-esteem, attendance, and anti-bullying.

Delivery

In addition to classroom and targeted group presentations, individual and group counseling is available to all students. The core curriculum is intentional, planned, and developmentally appropriate based on student needs. It addresses academic growth, career exploration, and social emotional learning. Classroom guidance lessons do not exceed 40 minutes per session, 3 sessions per day, or 10 sessions per week.

High School Advisement and Planning

Counselors guide students in grades 7-12 in developing short-term academic and social/emotional goals, as well as long term academic, post-secondary and career goals.

This includes individual age-appropriate career education guidance and vocational decision-making. We have chosen not to separate these because we believe in a holistic approach with our high school students. We believe it is important for students to see and understand the impact one area has on the other. For instance, a certain level of academic success is required for admission to certain career programs and/or

post-secondary institutions. Likewise, certain social/emotional goals, such as anger management, will be tied to success in the other areas. These services/activities include the following:

1. The *Kuder Career Planning System* is used both in the classroom and as a part of Student Success Plans. A part of this use includes the state mandated interest inventories with related career exploration.
2. Student Success Plans for grades 7-12 are reviewed each semester. These plans are electronic and can be accessed by students, parents, counselors, administrators, and mentors throughout the school year.
3. Eighth graders create four-year plans and related goals with opportunities to revise them through grades 9-12. This involves counselor presentations on Arkansas Smart Core requirements, college admissions standards, and Salem Honor Graduate requirements.
4. Career Watch Arkansas is always used with 8th graders for career exploration. It is also used with older grades when the volume contains relevant information. For instance, *Volume 27* contained information on resumes and interviews that is used with older students.
5. Various community members are invited to classes to share about their careers.
6. Students are made aware of the uses of the ASVAB, PSAT, SAT, ACT, and Next Generation Accuplacer. Students have the opportunity to take these and study materials are available to them.
7. Classroom presentations cover concurrent credit opportunities and AP opportunities.
8. Students are provided the opportunity to receive certifications to prepare them for future career goals through high school career and technical education classes and also concurrent technical programs through Ozarka College.
9. Counselors guide students in grades 8-11 to make appropriate course requests for the coming school year in the classroom setting and individually when needed.
10. *The Guide for Life: 5 Skills for Personal Success* is used as a tool for guiding social/emotional growth and setting related goals.
11. In small groups, seniors are assisted in completing the YOUniversal application and creating FSA IDs.
12. Evening financial aid workshops are held for seniors and parents, one of which provides help completing the FAFSA. *The booklet How to Pay for College: A Guide for Arkansas Students* is a key component of these.

Suicide Prevention

As a part of our district wide professional development plan, all staff receive suicide awareness training prior to the start of each school year. This includes identifying risk factors, appropriate responses to students, the proper referral process, and hotline numbers. Additionally, the crisis plan is reviewed

At the high school level, suicide awareness is covered in 7th-9th Grades with a Speak-UP lesson from the junior high school counselor. The senior high school counselor also addresses suicide awareness with 10th-12th grades with Suicide Prevention lessons. Additionally, the 10th grade English instructor, who was formerly employed by a mental health agency, also provides lessons regarding suicide, and uses journaling as a component.

Bully Prevention

Act 190 states that comprehensive school counseling programs provide strategies, protocols and staff training on recognizing bullying behaviors, responding to bullying, assisting students who are targets of bullying, and empowering students to become allies for targeted students. All Salem faculty receive this training prior to the first week of school annually as a part of our district wide professional development. In an effort to prevent bullying, all students in grades 7-12 have a presentation on bullying the first week of school that also includes coverage of the “Anti-Bullying Policy” in the *Student Handbook*. In addition to always having the opportunity to report bullying to the principal, counselor, or a faculty member, students may use their Chromebooks to fill out and submit a “bullying ticket.”

Orientation Programs for New and Transitioning Students

The elementary principal and staff host a kindergarten orientation every year. During the orientation future kindergarten students are assessed and room assignments are made from the assessments.

Salem High School holds two orientations for students graduating from 6th grade in the elementary building and moving to the high school 7-12 building. The first is an informal visit and tour near the end of the 6th grade year. After the principal, counselor, and coaches address the students, they tour the building in small groups with Student Council members serving as guides. The week before school begins a seventh grade

orientation is held to inform incoming seventh grade students and their parents of the differences between elementary and high school and answer any questions they have.

The high school counselor hosts Parent Night for students and parents at the end of eighth grade to help them transition to the requirements and choices high school brings. Parents also approve of students' 9th grade schedules at this event.

Prior to the start of school, the high school hosts an Open House that is especially beneficial to new students. After picking up their schedules, students and parents have the opportunity to visit each of their classes and meet their teachers. Additionally, Beta Club members are available to assist new students as they learn their way around during the first week of school.

Follow-up with Graduates and Students At Risk of Dropping Out

The high school had been administering a survey through LifeTrack to keep up with students after graduation. We are currently questioning whether or not this is cost-effective and considering creating our own survey instrument.

At-risk/drop-out prevention tools at our high school include counseling, conferences with parents/students, referral to community resources when applicable, the option of enrolling in our alternative program (GOALS), the Arkansas National Guard Youth Challenge Program, and GED classes taught at the local community college.

School Profile

Profile Year: 2026-2027

District Name: Salem School District

School Phone Number: (870) 895-2516

School Website: www.salemschools.net

Superintendent: Mr. Wayne Guiltner

Salem is a rural community located 20 miles from the Missouri border in the north central portion of Arkansas. The population is 1600. There are few high wage positions in the community.

	Elementary	High
Principal	Mrs. Lindsey Wiseman	Mr. Cody Curtis
Counselor	Mrs. Vicky Rossitto	Mrs. Kim Ragsdale Mrs. Ashley Bateman
Grade Range	K-6	7-12
Student Count	397	368
Free/Reduced Lunch		
Grading Scale	State Scale (traditional letter grade)	State Scale (traditional letter grade)
Programs	• Gifted and Talented	• Gifted and Talented • Advanced Placement • Concurrent Credit

Assessing the School Counseling Program

Counselors will evaluate the Salem Schools Comprehensive Counseling Program annually to assess strengths and weaknesses, what was successful, what was not successful, what needs to be added or changed to meet student needs, and what additional resources are needed to better promote academic, career, and social/emotional achievement.

Tools for assessing the program include:

1. Use-of-Time Calculator
2. Feedback/surveys from students, parents, and staff
3. TESS evaluations
4. Annual Reflection Rubric

Salem school counselors will share assessment results through:

1. Handouts/presentations
2. School website
3. Data reports
4. Updated comprehensive school counseling plan