

*Guidebook:*

**COMPREHENSIVE  
SCHOOL COUNSELING PLAN**



2026 - 2027

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6<sup>th</sup> Edition

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## Section I: Introduction

### i. Arkansas Department of Education

#### ADE Vision

The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.

#### ADE Mission

The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.

#### ADE Values

##### Leadership

- Striving to be a model of excellence dedicated to professional and ethical standards, the whole child, and effective results.
- Driving action toward excellence through informed risk-taking.
- Protecting the public trust by ensuring quality and accountability

##### Support

- Collaborating with others through mutual respect, trust, and professionalism.
- Communicating in an open, honest, and transparent manner.
- Fostering new ideas and promoting effective practices.

##### Service

- Providing quality service in a respectful, effective, and professional manner.
- Administering agency programs and services with integrity, honesty, and transparency.
- Leveraging state resources in a wise, efficient, and productive manner.

#### ADE Goals

##### Goal 1: Prepared Graduates

Each student will meet or exceed educational milestones along pathways to graduate prepared for college, career, and community engagement.

##### Goal 2: Student Growth

Each student will meet or exceed his/her expected individual growth annually.

##### Goal 3: Personal Competencies

Each student will develop and apply personal competencies that promote learning and success in life.

##### Goal 4: Student Success

Each student will be actively engaged in college, career preparation, military service, and/or competitive employment one year after graduation.

##### Goal 5: Customer Service

The Arkansas Department of Education will build the capacity of each team member to provide efficient and effective customer service that benefits students, respect taxpayers, and serves all stakeholders.

## ii. Arkansas School for the Deaf and Blind

### ARDB Vision

Arkansas School for the Deaf and Blind counselors are committed to providing a standard of excellence in all areas of counseling. We are committed to the whole child in nurturing their social, emotional, academic and career goals.

### ARDB Mission

The Arkansas School for the Deaf and Blind counselors articulate the functions served by each component of a counseling program. This plan is developed and implemented for providing comprehensive counseling services to all students in a public residential school system, including area public schools. This plan is based upon the needs identified by the parents, teachers, principals, students, and other agencies with which the school district works. We focus on relationships, communication access for all, collaboration, and excellence for all students. We welcome all students into a caring and safe environment stimulating educationally and filled with rich opportunities for activities and growth. It is our goal that students are equipped with the necessary skills needed to achieve success in academics, college/career readiness and social/emotional development.

### ARDB Values

Arkansas School for the Deaf and Blind believes that all students can be successful. Through our interactions with our students, staff, teachers, parents, and stakeholders around the state, we implement programs that ensure all students benefit from the school counseling program based on student needs and abilities.

### ARDB Goals

1. Arkansas School for the Deaf and Blind will implement a campus-wide PBIS framework across academic, residential, and extracurricular settings to promote a positive school climate, support student well-being, and reduce incidents of insubordination and physical aggression. The counseling team will provide SEL support and collaborate with staff to reinforce positive behaviors and emotional regulation.
2. Arkansas School for the Deaf and Blind will support social-emotional learning by focusing on character trait development. Through campus-wide activities, classroom guidance, and positive role modeling, staff will reinforce core values such as respect, responsibility, compassion, and perseverance to help students grow as individuals and community members.

## iii. Purpose and Structure of Guidebook

### Purpose

This guidebook was developed to ensure that all mental health employees can deliver interventions and services aligned with ARDB's core beliefs, objectives, and school improvement goals. It is intended to be the primary reference tool for school mental health employees when addressing issues related to student engagement and social emotional development in the academic environment.

ARDB utilizes a comprehensive approach to school mental health services. In the model (demonstrated below in Figure 1), mental health services, school climate, curriculum and instruction work in sync to support the academic achievement of all students. This comprehensive approach goes beyond single intervention strategies to address the social and emotional needs of students. This approach engages students, teachers, and parents in a cooperative effort to promote emotional intelligence and pro-social skill development. Several interventions within the school are coordinated to meet the needs of students where they are. The comprehensive approach encourages school administrators to coordinate mental health programs that align with school initiatives designed to address curriculum and instruction and school climate strategies.

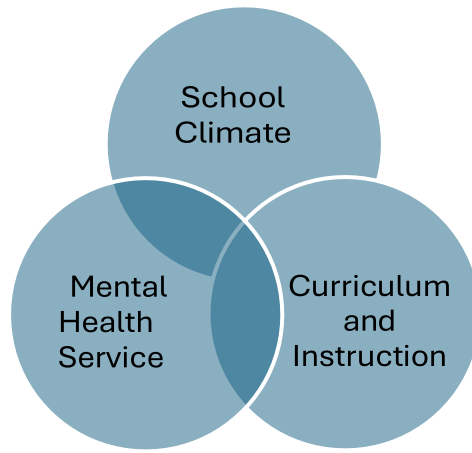


Figure 1- Comprehensive approach to school mental health services

#### Mental Health Team Expectations

It is expected that the school mental health team will collaborate closely with educators, residential staff, and administrators to implement a comprehensive service model. Specifically, the Mental Health Team will:

- Establish clear, proactive protocols for responding to student needs;
- Plan and implement services based on identified needs of students, staff, and the broader school community;
- Track and assess outcomes to ensure services align with ARDB's school improvement plans;
- Actively engage families and staff as collaborative partners in supporting students' social and emotional wellness.

#### Structure

The structure of the guidebook is detailed in the Table of Contents. Appendixes are attached with additional resources to help the mental health team apply important policies and procedures reviewed throughout this document.

#### iv. School Mental Health Team: Contact Information

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## Section II: School Mental Health: Guidelines and Procedures

### i. Setting up a School Mental Health Team

A comprehensive school mental health program involves collaboration among multiple professionals working together to support students and strengthen the overall school community. To fully implement a multi-tiered system of supports (MTSS), each school must maintain a functioning School Mental Health Team that meets regularly—ideally weekly or biweekly.

### School Mental Health Team Meeting Guidance

| Section                               | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Team Composition                      | At minimum, the School Mental Health Team should be comprised of School Counselor, School Nurse, Dean of Students, BCBA, Social Worker, and School Counselor. In addition, utilize your School Health and Wellness Team Directory to ensure that the appropriate staff members are aware of meeting days and times and invited when necessary.                                                                                                                                                                               |
| Upcoming staffing and/or IEP Meetings | The team should discuss upcoming staffing meetings or IEP meetings to ensure that (1) the appropriate team members who should attend those meetings are aware and available, (2) all mental health- related data have been collected and are ready to review, and (3) all necessary assessments have been completed timely and are ready to review. Any outstanding needs should be discussed and assigned to a team member.                                                                                                 |
| Assessment Check-In                   | The team should review all open school assessments including SWIS problem behavior reporting, Functional Behavior Assessments (FBA), and previous/current Behavior Intervention Plan (BIP) to ensure that (1) the consent data is current, and (2) collaboration occurs, and information is shared as necessary. Anxiety scales (GAD-7), Depression scales (PHQ-9), and other risk assessments are shared as necessary.                                                                                                      |
| Individual Student Crisis Check-In    | The required team members (Dean of Students, Director of Mental Health Services, School Counselor, Outside Community Agencies or Resources) should discuss students who experienced an individual student crisis in the previous week and determine if an Individual Student Crisis Plan is necessary. The team can also use this time to collaborate on the development of those plans and to disseminate them to all necessary staff members. The team should also review completed plans to see if updates are warranted. |

|                                          |                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Nurse Report                      | The school nurse should share information with the team and elicit feedback about student's specific concerns and/or large initiatives. The School Mental Health Team should bring concerns related to medication management to the Health Services monthly medication checks and staff meetings with managing APRN through AR Children's Hospital. |
| Case Management Updates/Needs/Transition | The team should share updates on (1) families who may have expressed a need, (2) resources available and (3) discuss students transitioning out of school-based services and connecting to community mental health, i.e., students graduating.                                                                                                      |

## ii. Certification and Licensure

- Minimum Qualification Standards for Educational Counselor
  - A master's degree in School Counseling
  - Required to pass the Praxis Test- Professional School Counselor
  - State licensure or certification for professional practice in AR
- American School Counselor Association (ASCA) Code of Ethics
  - School counselors follow the ASCA Ethical Standards to identify the principles of ethical behavior necessary to maintain a high standard of integrity, leadership, and professionalism.  
<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

### Resources

- ASCA Mindsets and Behaviors for Student Success: College and Career Readiness Standards for Every Students (2014)  
<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>
- G.U.I.D.E for Life  
<https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life>
- PBIS  
<https://www.pbis.org/>

## iii. Duties and Responsibilities

### The Role of a School Counselor:

School counselors at ARDB support students in three key areas: academic, career, and social-emotional development. They collaborate with teachers, families, and staff to help every student succeed.

Counselors provide:

- Classroom lessons (SEL, career, safety, wellness)
- Individual and small group counseling
- Crisis intervention and emotional support
- Referrals to outside services when needed
- Support with IEPs and student transitions

They also lead PBIS efforts and help create a safe, positive school environment. ARDB counselors deliver services through a tiered system of support:

- Tier 1 – For all students: classroom lessons, SEL programs, and school-wide PBIS
- Tier 2 – For some students: small groups, skill-building, and early interventions

### The Role of Behavior Intervention Specialist (BCBA)

The Behavior Intervention Specialist (BCBA) at ASD focuses on supporting students with challenging behaviors, especially those needing Tier 3 interventions. The BCBA works closely with teachers, counselors, and families to create consistent, effective behavior supports across school, dorm, and residential settings.

Responsibilities of the BCBA

Functional Behavior Assessments/Behavioral Evaluations

- Behavior Intervention Plan development
- Autism/MD Program Support and Development
- Conduct VB-MAPP, ABLLS-R, AFLS, EFL & Other Industry Standard Assessments
- Discrete Trial, Natural Environment and/or Verbal Behavior Program Development

- Data collection, data analysis and program monitoring
- Ongoing consultation and support/training for teachers, paraprofessionals, and other staff
- Professional development workshops for teachers, paraprofessionals, and other staff
- Participation in IEP and other Team meetings or phone conferences
- Direct Treatment
- Parent workshops/trainings
- Follow-up consultation/support provided at the request of the district

Services at this 3rd level may include:

- Behavior support services included in an IEP
- Individual counseling
- Crisis intervention
- Coordination with community mental health providers

Additional activities may include:

- Regular check-ins with teachers and parents to review and adjust supports and accommodations
- Follow-up consultation after IEP meetings to ensure recommended strategies are in place and monitored
- Ongoing progress monitoring and team collaboration

If a student is not making progress, the team should consider:

- Whether roles and responsibilities are clear
- If adequate time and accountability have been established
- If staff need additional training or support
- Student motivation or engagement levels

When students continue to struggle despite interventions, the IEP team should review and revise the BIP. They may also initiate referrals for further evaluation or services through Centralized Intake and Referral / Consultant Unified Intervention Team (CIRCUIT) in coordination with ADE's Special Education Division.

#### The Role of RPI Behavioral Health:

RPI Behavioral Health collaborates with the Arkansas School for the Deaf and Blind (ARDB) to provide school-based mental health services. Their therapists and counselors offer on-campus support tailored to the unique needs of deaf and hard-of-hearing students. Key responsibilities include:

- Individual and Group Counseling: Addressing emotional, behavioral, and mental health challenges to promote student well-being.
- Crisis Intervention: Providing immediate support during emergencies to ensure student safety.
- Family Engagement: Collaborating with families to develop strategies that support students' mental health and academic success.

For more information or to access these services, please contact ARDB Mental Health and Counseling office.

## iv. Communications

ASD counselors and staff use two main platforms for communication:

- Email (@ade.arkansas.gov) – For professional communication with staff and outside providers.
- ParentSquare – For secure communication with families, including updates, meeting reminders, and announcements.

## Section III: Assessment and Procedures

### i. Functional Behavioral Assessment & Behavior Intervention Plans

The process of conducting a Functional Behavioral Assessment (FBA) seeks to determine the “why” in understanding challenging student behaviors. This assessment process identifies patterns and frequencies of problem behaviors. It also examines what variable might be associated with the troubling behavior.

The FBA and its counterpart, the BIP, are recognized as ways for parents, teachers, and other school professionals to work collaboratively to determine the best way to help a student improve his or her behavior in academia. The FBA identifies the function of maladaptive behaviors and the BIP teaches students replacement behaviors that serve the same function. Students with behavior challenges that are unsuccessful with traditional interventions, or the school-wide discipline plan may need additional support. For example, a student who is disruptive, consistently off task, aggressive, or exhibiting any number of behavioral problems may benefit from a BIP. BIPs can be used with all students in general and special education to improve academic outcomes.

Once every effort has been made to address the student’s behavior at the Tier I, Universal level, it is recommended that an FBA be conducted in tandem with the RTI process. When a student’s behavior is interfering with his or her educational progress or environment and/or the education of the student’s peers, the school should determine whether the student needs additional support to thrive in the academic setting. This is true for both General and Special Education students.

### ii. Untimely Assessments Guidelines

Per the ARDB guidelines, all assessments must be completed within 45 days of parental consent.

Timelines will be determined from the initial fax/upload date, which should correspond with the date entered. All reports that are late or are incomplete will be considered untimely.

### iii. Other Mental Health Assessments

**GAD-7:** The GAD-7 (Generalized Anxiety Disorder-7) is a brief, 7-question self-report screening tool used by our APRN to measure the severity of generalized anxiety a student may be experiencing.

**PHQ-9:** The PHQ-9 (Patient Health Questionnaire-9) is a standard 9-question self-report tool used by our APRN to screen, diagnose, monitor, and measure the severity of depression a student may be experiencing.

**Suicide Risk Assessment:** May be used when a student is in severe crisis to determine risk of harm to themselves or others.

## Section IV: Guide to Events and Intervention to Support Positive School Climate

### i. Positive Behavioral Interventions & Supports (PBIS)

#### Implementing the PBIS Framework

PBIS helps establish consistent behavioral supports for all students by organizing the environment with clear expectations, routines, and positive reinforcement.

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##### Common Purpose

- Focus on proactive and preventive discipline
  - Align PBIS with school improvement goals
  - Collaborate with staff and leadership to maintain a safe and supportive school climate
- 

##### PBIS Leadership Team. The team is responsible for:

- Implementing the PBIS action plan
  - Reviewing and using behavior data (SWIS)
  - Holding regular meetings to monitor progress
  - Communicating outcomes to stakeholders
- 

##### ARDB Behavioral Expectations – ROAR

- Responsible
  - Organized
  - Achieving
  - Respectful
- 

##### Teaching Expectations

- Clearly define and model behaviors
  - Let students practice skills and give feedback
  - Use structured behavior lesson plans:
    1. State the expectation
    2. Teach the skill
    3. Model it
    4. Let students practice
    5. Give feedback
- 

##### Acknowledging Positive Behavior

- Give acknowledgments (e.g., ROAR points) when students meet expectations
  - Be clear and immediate with praise
  - All staff should participate
  - Link rewards to specific behaviors
- 

##### Use Rewards Correctly Avoid:

- Unfair rewards
- Promises that aren't delivered
- Taking away rewards once earned
- Using bribes or threats

|  | Classroom                                                                                        | Hallways                                                          | Playground                                                                                   | Bathrooms                                                                                  | Cafeteria                                                                  | Dorms                                                                              | On the Bus                                                                                                                |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Be Responsible</b>                                                             | Demonstrate self-control<br><br>Follow the rules                                                 | Walk at all times<br><br>Be quiet in the halls                    | Demonstrate self-control                                                                     | Get in and out quickly<br><br>Flush the toilet                                             | Stay in seat during your meal<br><br>Put away tray and trash when finished | Follow dorm rules<br><br>Stay in designated area                                   | Stay seated<br><br>Follow adults' directions                                                                              |
| <b>Be Organized</b>                                                               | Arrive on time<br><br>Have all materials ready (books, supplies, hearing aids, glasses, etc.)    | Keep hallways clean and clear                                     | Return playground toys or equipment to their proper place                                    | Keep bathroom clean (no litter, pick up trash, keep water in sink and toilet only, etc.)   | Keep eating area clean<br><br>Use time wisely                              | Be ready for tomorrow<br><br>Keep room clean                                       | Go to the back and fill forward<br><br>Leave the bus clean                                                                |
| <b>Be Achieving</b>                                                               | Pay attention<br><br>Participate<br><br>Stay on task (persevere, give good effort, do your best) | Go directly to your destination                                   | Play appropriately with friends (ignore problems, play safely, take turns, share toys, etc.) | Wash hands with soap and water                                                             | Demonstrate appropriate table manners                                      | Practice personal hygiene<br><br>Complete duties (chores, laundry, homework, etc.) | Practice bus safety skills (keep body inside, don't distract driver, exit appropriately, know emergency procedures, etc.) |
| <b>Be Respectful</b>                                                              | Be kind to others<br><br>Respect classroom property                                              | Keep hands, feet, and objects to yourself<br><br>Respect property | Keep hands, feet, and objects to yourself<br><br>Be kind to others                           | Respect the privacy of others<br><br>Respect property (don't write on walls, no vandalism) | Be kind to others<br><br>Eat food from your tray only                      | Be kind to others<br><br>Respect property of the school and of others              | Keep hands, feet, and objects to yourself<br><br>Be kind to others                                                        |

## ii. School Wide Information System: Behavior Data

SWIS is a web-based system used at ARDB to record and monitor student behavior across campus. It allows staff to track patterns by student, location, and time, helping identify triggers and areas of concern. The data collected supports decision-making for PBIS planning, behavior interventions, and IEP meetings. By using SWIS, the school can adjust supports, celebrate positive behavior, and proactively address issues to create a safer, more supportive school environment.

## iii. Classroom Guidance and Support

- Classroom guidance and support focused on teaching students skills that they need to grow and develop in academics, career and personal/social skills.
- ADE recommended events: Red Ribbon Week and Bullying Prevention  
Provide Support for families indicating area of need on McKinney Vento registration form.

ARDB counselors follow a monthly calendar of events that align with student needs and state-recommended themes. Activities include Red Ribbon Week, Bullying Prevention, hygiene awareness, mindfulness groups, college and career readiness, and end-of-year celebrations. Each month also includes ROAR Store rewards, food bag support, and regular data reviews to guide programming and improve student well-being.

| Elementary                                                                                                                                                                                                                                                                                                                                         | Secondary                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>August</p> <ul style="list-style-type: none"> <li>• Student Registration</li> <li>• Inform staff about Act 1029 (Bullying Act) what to look for and how to identify.</li> <li>• Update Staff on PBIS Rewards</li> <li>• Consult with Site Based Mental Health Professional</li> <li>• Update the McKinney Vento student registration</li> </ul> | <p>August</p> <ul style="list-style-type: none"> <li>• Finalize Schedules</li> <li>• Inform staff about ACT 1029</li> <li>• Update Staff on PBIS Rewards</li> <li>• Consult with Site Based Mental Health Professional</li> <li>• SWIS Review Data</li> <li>• Update the McKinney Vento student registration</li> </ul>                            |
| <p>September</p> <ul style="list-style-type: none"> <li>• Begin classroom guidance for R.O.A.R.</li> <li>• Introduction to PBIS and ROAR Store</li> <li>• Food bags</li> <li>• SWIS Review Data</li> </ul>                                                                                                                                         | <p>September</p> <ul style="list-style-type: none"> <li>• Register Students for ACT</li> <li>• Being Classroom Guidance for R.O.A.R</li> <li>• Student Success Plans</li> <li>• Introduction to PBIS and ROAR Store</li> <li>• Food bags</li> <li>• SWIS Review Data</li> </ul>                                                                    |
| <p>October</p> <ul style="list-style-type: none"> <li>• Red Ribbon Activities</li> <li>• Bullying Prevention Week</li> <li>• ROAR Store</li> <li>• Food bags</li> <li>• SWIS Review Data</li> <li>• Begin classroom guidance for Character Trait development: Respect, Responsibility, Perseverance, and Compassion</li> </ul>                     | <p>October</p> <ul style="list-style-type: none"> <li>• College Application Month</li> <li>• Red Ribbon Presentation</li> <li>• Bullying Prevention Week</li> <li>• Post-Secondary/Voc Tours</li> <li>• ROAR Store</li> <li>• Financial Aid Information</li> <li>• Review Report Cards</li> <li>• Food bags</li> <li>• SWIS Review Data</li> </ul> |
| <p>November</p> <ul style="list-style-type: none"> <li>• Hygiene Awareness</li> <li>• ROAR Store</li> <li>• Food bags</li> <li>• SWIS Review Data</li> </ul>                                                                                                                                                                                       | <p>November</p> <ul style="list-style-type: none"> <li>• Failing Grade Conferences</li> <li>• ROAR Store</li> <li>• Food bags</li> <li>• SWIS Review Data</li> </ul>                                                                                                                                                                               |

|                                                                                                                          |                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| December <ul style="list-style-type: none"> <li>• ROAR Store</li> <li>• Food bags</li> <li>• SWIS Review Data</li> </ul> | December <ul style="list-style-type: none"> <li>• Schedule Changes for January</li> <li>• ROAR Store</li> <li>• Food bags</li> <li>• SWIS Review Data</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                  |                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| January <ul style="list-style-type: none"> <li>• ROAR Store</li> <li>• Food bags</li> <li>• Mindfulness group counseling</li> <li>• SWIS Review Data</li> </ul>  | January <ul style="list-style-type: none"> <li>• Schedule changes</li> <li>• Food bags</li> <li>• Student Success Plans</li> <li>• SWISS Review Data</li> <li>• Mindfulness group counseling</li> </ul>           |
| February <ul style="list-style-type: none"> <li>• ROAR Store</li> <li>• Food bags</li> <li>• Random Acts of Kindness Week</li> <li>• SWIS Review Data</li> </ul> | February <ul style="list-style-type: none"> <li>• Student State Applications</li> <li>• ROAR Store</li> <li>• Food bags</li> <li>• Random Acts of Kindness Week</li> <li>• SWIS Review Data</li> </ul>            |
| March <ul style="list-style-type: none"> <li>• PT Conferences</li> <li>• Food bags</li> <li>• SWIS Review Data</li> </ul>                                        | March <ul style="list-style-type: none"> <li>• PT Conferences</li> <li>• SWIS Review Data</li> </ul>                                                                                                              |
| April <ul style="list-style-type: none"> <li>• ACT Aspire</li> <li>• ROAR Store</li> <li>• Food bags</li> <li>• SWIS Review Data</li> </ul>                      | April <ul style="list-style-type: none"> <li>• ACT Aspire</li> <li>• Food bags</li> <li>• Senior preparation for graduation</li> <li>• Begin Class selection for next year</li> <li>• SWIS Review Data</li> </ul> |
| May <ul style="list-style-type: none"> <li>• End of Year Awards Assembly</li> <li>• Food bags</li> <li>• SWIS Year Summary Review Data</li> </ul>                | May <ul style="list-style-type: none"> <li>• Graduation</li> <li>• End of Year Awards Assembly</li> <li>• Food bags</li> <li>• SWIs Year Summary Review Data</li> </ul>                                           |
| June/July <ul style="list-style-type: none"> <li>• Review Data</li> <li>• Add CSCP Goal</li> <li>• CSCP Review</li> </ul>                                        | June/July <ul style="list-style-type: none"> <li>• Review Data</li> <li>• Add CSCP Goal</li> <li>• Student Schedules</li> <li>• CSCP Review</li> </ul>                                                            |

## **Section V. Delivery of Services**

ARDB school counselors follow Act 190, which requires them to spend at least 90% of their time on direct and indirect services for students—such as counseling, guidance lessons, and collaboration. No more than 10% of their time is used for administrative tasks. This ensures that counselors remain focused on supporting students academic, social-emotional, and career development every day.