2023- 2024

Blytheville Public Schools Comprehensive Guidance Plan

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- Families, Inc. Counselors
- Life Strategies Counselors
- Delta Behavioral Health Counselors
- District Classroom Teachers
- Administrators

- District Nurses

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Philosophy of School Counseling at Blytheville Public Schools

Belief Statement:

We believe all students from kindergarten through grade 12 can learn and have equal access to a state certified school counselor. As such, we are committed to developing proficient students, responsible citizens, and

lifelong learners who contribute positively in a dynamic society. The emphasis is on promoting success for every student, not just those students who are motivated, supported, and ready to learn. Our comprehensive school counseling program is data driven and designed to ensure all students are able to utilize successful academic strategies and positive life skills to excel in school, work and community throughout their lifespan. Through the school counselors' cooperative partnership with educators, administration, parents, and community, all students acknowledge their responsibility to learn and strive to achieve their full academic, social, emotional, and career potential.

Mission Statement:

The mission for our Blytheville School model is to encourage unity, consistency and accountability within our school counseling programs and across all our campuses. BSD, in partnership with students, parents, community members, and those involved in educating all our students, will accomplish facilitating the academic, career and personal/social development of our students so they will have the opportunity to become productive citizens and contributing members of society.

Vision:

The vision of school counselors at Blytheville Schools is to provide for all students a comprehensive, developmental, sequential, and outcomes-based school counseling model that is aligned with the mission statement of the American School Counselor Association.

Define

The Arkansas Model of school counseling is based on the legal requirement by Arkansas Law Act 190 that 90% of the school counselor's time is to be spent in direct services (i.e. Individual and small group counseling, classroom guidance, peer helper programs, consultation and/or collaboration with student's parents/guardians) so that every student receives maximum benefits from the program.

Comprehensive in Scope

We believe all students from kindergarten through a 12th-grade child can learn and has equal access to a state-certified school counselor. As such, we strive to develop proficient students, responsible citizens, and lifelong learners who contribute positively to a dynamic society. The emphasis is on promoting success for every

student, not just those students who are motivated, supported, and ready to learn. Our comprehensive school counseling program is data-driven and designed to ensure students are able to utilize successful academic strategies and positive life skills to excel in school, work, and community throughout their lifespan. Through the school counselors' cooperative partnership with educators, administration, parents, and community, all students acknowledge their responsibility to learn and strive to achieve their full academic, social, emotional, and career potential.

Preventive in Design

School counselors design programs and services that emphasize proactive prevention education through the implementation of school guidance curricula such as anti-bullying, anti-violence, and conflict management. These programs and services ensure that all students can achieve school success through academic, career, and personal/social development experiences. School counselors implement content standards that are public statements of what students should know and be able to do as a result of participating in a school counseling program.

Developmental in Nature

School counselors design programs and services to meet the needs of students at various stages of development. School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for *all* students. They provide the rationale for broad-based conversations about the role of the school counseling program in enhancing student learning and development in the academic, career, and personal/social domains. Content standards in each of these domains include student competencies and a list of indicators for desired learning outcomes.

A Cooperative Effort

School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

- *School counselors* manage the school counseling program and ensure effective strategies are used to meet standards for student success and achievement, provide proactive leadership to engage all stakeholders in the delivery of services, and provide direct services to every student.
- *Teachers* work in partnership with school counselors to infuse guidance activities into the instructional program, thereby extending the attainment of student achievement.
- *Administrators and School Board* provide support for the organization, development, and implementation of the school counseling program. They encourage a cooperative environment between teachers and counselors, allow time, facilities, and resources to facilitate the program, and support involvement by school personnel and community members in the implementation of the program.
- *Parents or guardians* work in partnership with school counselors to help students be successful in school; serve on advisory or other site committees, and encourage collaboration with school personnel as advocates for the success of all students.
- *Students* are active participants in the school counseling program, assume responsibility for their own success in school, and work together with counselors to ensure success in the domains of academic, career, and personal/social development.

- *Community members* such as business, labor, and other agencies partner with schools by volunteering, mentoring, and providing sites for student service-learning experiences and placements for school-related work programs and field trips.
- *Counselor educators* prepare school counselors-in-training with the knowledge and skills to design, implement, and evaluate high-quality school counseling programs.
- *Arkansas Department of Education Division of Elementary and Secondary Education* endorses the model and provides oversight to ensure its utilization as the foundation for school counseling programs in Arkansas.

Benefits for All

The Arkansas model provides a system that encourages and promotes academic, career, and personal/social development and preparation for the challenges of the 21st century through the use of data to promote student improvement and closure of the achievement gap.

Comprehensive development school counseling programs positively impact students, parents/guardians, teachers, administrators, boards of education, school counselors, other student services personnel, counselor educators, postsecondary education institutions, and community agencies. Benefits to each of these groups include the following.

Benefits for Students

- Equitable access to educational opportunities
- Understanding connections between education and future success
- Skills to increase the success
- Career exploration and development
- Knowledge of our changing world
- Decision-making and problem-solving skills
- Knowledge of self and others
- Personal/social development
- Effective interpersonal relationship skills
- Opportunity for counselor-student interactions
- Development of resiliency factors
- Facilitative, cooperative peer interactions
- Access to advocacy

Benefits for Parents/Guardians

- Support in advocating for their child's academic, career, and personal/social development
- Systematic partnership to support academic and career planning for students
- Opportunities for parent/school interaction
- Access to school and community resources
- Training and informational workshops
- Access to data related to student progress

Benefits for Teachers

- Interdisciplinary team effort to address student needs in all domains
- Access to collaborative partnerships for goal attainment
- Access to support for skill development in classroom management and effective education
- Consultation to assist in their guidance and advisement role
- Access to a system for co-facilitation of classroom guidance lessons
- Support for classroom instruction, improvement in school climate and the learning community
- Access to the school counselor as a classroom presenter and resource person

Benefits for Administrators, School Board, and Regulatory Bodies

- A rationale for implementing a comprehensive developmental school counseling program
- Assurance that the district/school has a program that ensures equity, access, and academic support for *all* students
- Assurance that a high-quality school counseling program is available to every student
- A rationale for requiring appropriate credentials for all school counselors and establishing effective student-counselor ratios
- Alignment of the school counseling program with the school's academic mission
- A basis for determining funding allocations for school counseling programs
- A school counseling program that promotes student success through specific content
- A means to use school counselors effectively to enhance learning and development for *all* students
- A process for evaluating the school counseling program
- Proactive school guidance curriculum addressing students' needs and enhancing school climate
- Data for school improvement, program evaluation, and use in grant writing and other applications to funding sources
- Information to share with the community about student acquisition of competencies in all domains of development

Benefits for School Counselors

- Clearly defined roles and functions within the educational system
- Elimination of non-counseling functions and duties
- Access to direct services with all students
- A tool for program management, implementation, and accountability
- Enhancement of the counselor's role as a student advocate, leader, and change agent
- Involvement in the academic mission of the school
- A counseling-related leadership role in closing the achievement and opportunity gap

Benefits for Other Student Services Personnel (e.g., school psychology specialists, social workers, other providers of school-based mental health services, school nurses, and other special needs providers)

- Knowledge of clearly defined roles and functions of the school counselor
- Clarification in areas of overlapping responsibilities
- A positive team approach that enhances cooperative working relationships
- Collaborative teaming to ensure individual student success

Benefits for Counselor Educators

- Collaboration between counselor education programs and school counseling programs
- A model for site-based school counseling fieldwork and/or internships
- Data access for use in collaborative research on school counseling programs
- Framework for professional development to benefit school counseling practitioners
- Alliances with other educator training programs

Benefits for Post-secondary Institutions

- Equity and access to all forms of postsecondary education for all students
- Articulation and transition of students to post-secondary institutions
- Students prepared to take advantage of advanced educational opportunities

Manage

Leadership

School counselors serve as leaders who are engaged in a system-wide change to ensure student success. They help every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement. School counselors work as leaders, advocates, and collaborators to promote student success by helping to close existing achievement gaps found among all students. School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes and implement school reforms, in this way, school counselors can have a positive impact on students, the school, the district, and the state.

Advocacy

School counselors advocate for students' academic, career, and personal/social needs and work to ensure these needs are addressed at every level of the school experience. School counselors believe, support and promote every students' goal to achieve success in school. School counselors work proactively with students to remove barriers to learning. As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high standards, through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize the barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student, Measurable success resulting from these efforts will be increased numbers of students completing school academically prepared to choose from a wide range of substantial post-secondary options, including college

Collaboration and Teaming

School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify needed changes in the educational program. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members. By understanding and appreciating the contributions others make in educating all children, school counselors build a sense of community within the school, which serves as a platform from which to advocate for every student. In addition, school counselors are a vital resource to parents or guardians, educators, and community agencies.

Systemic Change

With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students' academic success or failure and student course-taking patterns. Collaborating as leaders within the school, counselors have access to quantitative and qualitative data from the school and relevant community sources. They use these data to advocate for every student, ensuring equity and access to a rigorous curriculum, which maximizes post-secondary options. Systemic change occurs when policies and procedures are examined and changed in light of new data. Such change happens with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

Systems Support

Like any organized activity, a school counseling program requires administration and management to establish, maintain, and enhance the total counseling program. The system's support has two parts: management activities and activities or services implemented by counseling staff that support the total educational system. Management activities include budget, facilities, policies and procedures, research and resource development. Management activities also include the following:

1. **PROFESSIONAL DEVELOPMENT-** counselors who attend workshops or conferences are responsible for sharing acquired skills and information with individual school faculties and on a district level when appropriate.
2. **STAFF AND COMMUNITY RELATIONS- AS** counselors seek ways to meet the needs of students and families, it is necessary to establish and maintain partnerships with

numerous community and state agencies/organizations. (Examples: Community Kids' Closet, Salvation Army, Arkansas Rice Depot, Kiwanis Terrific Kids Program, HIP Mentoring Program, WatchDogs Dads, SafeGate Mom's, Red Cross, Arkansas Crisis Center, and Big Brothers/Big Sisters)

3. **CONSULTATION WITH STAFF AND PARENTS- COUNSELORS** are available on a continual basis for conferences with teachers, administrators, and parents. Counselors act in collaboration with teachers and are available to attend and support grade level meetings.
4. **PARENT/GUARDIAN/COMMUNITY OUTREACH** - counselors serve in the capacity of liaison between the school and parents and the school and community organizations. Counselors are active participants in parent/teacher conferences and facilitate referrals for local agencies such as Mid-South Health Systems. Counselors maintain a directory of community services.
5. **DISTRICT COMMITTEES AND IN-SERVICE -** counselors are active participants on the district safety team, in monthly counselor meetings, on the Personnel Policy Committee, and district-wide in-service days.
6. **RESEARCH AND DEVELOPMENT TO RECOGNIZE STUDENT AND COMMUNITY ASSETS -** counselors maintain contact and participation with local agencies in order to monitor and assess those programs of benefit to the school district, students, and families.

Student Standards

Blytheville school counselors utilize the ASCA Mindsets & 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, individual counseling, and additional support within comprehensive school counseling programs.

https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf

Professional Standards

The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

ASCA School Counselor Professional Standards & Competencies

ASCA Ethical Standards for School Counselors The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain a high standard of integrity, leadership, and professionalism. https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

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

The Division of Elementary and Secondary Education has identified five guiding principles that support educators, business leaders, communities, and students in their efforts to help Arkansas develop these critical skills. The G.U.I.D.E for Life program, with the support of Arkansas counselors and educators, is designed to give K-12 students a plan - a five step process - that they can follow to achieve personal success.

http://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life

BLYTHEVILLE PUBLIC SCHOOLS GOALS

1. Area of Concern: Discipline Referrals
2. Data Review- The district has set the discipline referral goal as a decrease in 3% as reflected through eSchool by establishing a positive environment and character education.
   a. Data

Building		School Year	Number of Referrals
Blytheville Primary		2023	147

School			
		2022	189
		2021	69
		2020	241
		2019	598
		2018	614
Blytheville Elementary		2023	736
		2022	304
		2021	124
		2020	444
		2019	625
		2018	982
Blytheville Middle School		2023	1,686
		2022	1,481
		2021	502
		2020	1,047
		2019	2,803
		2018	1,888
Blytheville High School		2023	1,681
		2022	1,184
		2021	332
		2020	3117
		2019	3626
		2018	3964

*Disclaimer: 2020 Data begins on the first day of instruction and concludes on March 13, 2020 due to switching to Alternative Method of Instruction because of the COVID-19 Pandemic. Due to the large number of students who were virtual during the 2020-2021 school year the referral number decreased. Blytheville Public Schools will continue with the same goals due to the uncertainty of the COVID-19 Pandemic.

    b. What are we doing well?

   i.   Blytheville Primary School
1. PBIS rollout with expectations to teach expectations to new students.
2. Morning Meetings targeting Character Education and Positive reinforcement for good behaviors
3. WOW Awards for individual students
4. Golden Awards for classrooms as a whole in special classes
5. Exit ticket with school counselor when transitioning from Jump Start back into their classroom
6. Successful implementation of a social and emotional curriculum with Character Strong. Each month has a character focus with daily 15 minute lessons each morning that students are taught.
7. Tier 2 behavior collaboration once a month with grade level teachers.

   ii.   Blytheville Elementary School
1. Successful implementation of a social and emotional curriculum with Character Strong. Each month has a character focus with daily 15 minute lessons each morning that students are taught.
2. Introduced a new PBIS binder with minor behavior steps to add accountability to students, parents, teachers, and administrators.
3. Implementing Classroom Management PD for struggling teachers
   a. Character Strong On Demand Courses
      i. Stress, Coping, and Resilience
      ii. Student Behavior
      iii. Establish-Maintain-Restore
      iv. Responding with Empathy
      v. Creating Hospitable Soil
      vi. MTSS
      vii. Trauma Informed
      viii. Science of Implementation
      ix. Educator Connections Resources

   iii.   Blytheville Middle School
1. Adoption of "Discipline with Dignity" vision of School Culture
   a. Establishing and maintaining a behavioral team to address data and school needs.
   b. Providing continuous and ongoing professional development for all staff at BMS.
   c. Plan for providing additional mentoring support to assist new staff and/or staff struggling with classroom management.
   d. Identification definitions of behaviors that deteriorate our desired school culture.
   e. Review, and revise BMS handbook.
2. Quarterly celebrations to incentivize students engaging in behaviors that create a positive learning environment.
3. Check in and Check out with students identified by data to be struggling with consistent behavioral issues.

   iv.   Blytheville High School:

   1. College and Career Planning
   2. Connections
   3. PBIS
   4. Better communication with parents, via email, home-visits, phone calls, and face-face.

c. Where are our barriers to learning, or areas for growth?
  i. Blytheville Primary School
   1. There is a need for teachers from each grade level to be involved on the behavior support team.
   2. There needs to be more collaboration with families. They need to be informed of behavior support plans.
   3. There needs to be more positive phone calls to parents to further reinforce positive behaviors.
   4. Frequent communication between teachers and parents.
  ii. Blytheville Elementary School
   1. High teacher turnover rate
   2. Parent buy-in and accountability with the behaviors
   3. Lack of consultation and collaboration between teachers to counselors and teachers to administrators
   4. Lack of SEL instruction to students to help them understand appropriate behaviors and emotions
   5. Lack of background knowledge of novice teachers who are coming in
   6. Lack of Trauma Informed practices and training that negatively impact behaviors
  iii. Blytheville Middle School
   1. Representatives from each department should be on the behavioral support team.
   2. Addressing the cause of behaviors instead of focusing on the disciple.
   3. Staff lack of consistency and commitment to restorative practices for students.
   4. Better communication and collaboration with parents to address behavioral issues and expectations.
   4.5. Creation of 6th Grade Academy with a separate administrator.
  iv. Blytheville High School
   1. There is a lag in time of incident reported to incident being entered into eSchool
   2. A lack of collaboration about behavioral issues between teachers and counselors
   3. New teachers struggle with classroom management and result to entering a large amount of referrals based on analysis of behavioral data
   4. Counseling staff reduced, leading to bigger workload
   5. Attendance and credit recovery from students due to certain situations surrounding Covid.
   6. Struggle in district leadership

d. Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal
  i. School mask policies created inequities and increased the number of referrals throughout the 2022-2022,

      ii.   After analyzing the data, it seems as behavior is still on the uptick after the ramifications of COVID due to the lack of social skills and consistency of behavior expectations

      iii.   Disportionality of consequences which create inequities

      iv.   Inconsistency in teacher expectations across the district and schools

  e. List 1-2 strategies that could influence systematic change related to this goal.

      i.   A district wide committee could be formed on handbook policies to better align behavioral consequences that decrease disparities that are created

      ii.   Vertical alignment of teacher expectations across the school

      iii.   District wide teacher expectation professional development

      iv.   Increase a follow through of repeat behaviors through accountability of behavior FINS

      v.   A new assistant superintendent has been hired with a focus of improving policies and procedures throughout the district for better alignment

2. SMART GOAL

> The goal of the Blytheville Public Schools Counseling Program for 2022-2023 is to decrease discipline referrals by 3% school wide.

  a. Action Steps:

      i.   Blytheville Primary School

        1. Implement daily SEL instruction school wide by special area teachers using CharacterStrong Curriculum

        2. Individual Counseling

        3. Mental Health Counseling Referrals for more severe students

        4. PD and supports for teachers who are struggling with behavior management

        5. Whole group counseling lessons

        6. Provide tier 2 and tier 3 behavior interventions for students who are in need of support.

      ii.   Blytheville Elementary School

        1. Implement daily SEL instruction school wide by classroom teachers using CharacterStrong Curriculum

        2. Mandatory PD for struggling teachers

          a. Stress, Coping, and Resilience

          b. Student Behavior

          c. Establish-Maintain-Restore

          d. Responding with Empathy

          e. Creating Hospitable Soil

          f. MTSS

          g. Trauma Informed

          h. Science of Implementation

          i. Educator Connections Resources

        3. Character education lessons in classroom guidance surrounding the Character Focus of the Month

        4. Small groups for Tier 2 and Tier 3 students

        5. Individual Counseling

        6. Mental Health Counseling Referrals for more severe students

       7. Higher focus on behavioral data walls, analyzing student repeat offenders and understanding which teachers have higher behavioral numbers

  iii. Blytheville Middle School

       1. School wide character education focus.

       2. Professional Development provided for staff with an accountability piece for staff.

       3. Wrap around services for students struggling behaviorally that include but are not limited to parents, mental health counselors, school counselors, behavior interventionists, teachers, and or other stakeholders.

       4. Individual counseling.

       5. Behavioral interventions that are individualized.

       6. Mental Health Counseling Referrals that include ongoing consultations and collaborations with school staff.

  iv. Blytheville High School

       1. Make 5% more contact with new teachers letting them know counselors are here to help with recurring behavior incidents and sharing classroom management strategies.

       2. Make 3% more contacts with outside mental health agencies on campus reminding them counselors can help with behavioral issues.

       3. Group Counseling for risks shown by building data or surveys beginning with seniors who have less than a 1.5 GPA and are at risk of not meeting graduation requirements.

3. Desired Outcome throughout the District:

  a. Decrease behavioral referrals.

  b. Increase positive student mental health.

  c. Increase positive climate within the schools.

  d. Decrease the need for credit recovery.

> The desired outcome would be to establish a positive effect on students by decreasing their behavioral referrals by 3% through analyzing the behavioral data and improving the culture.

4. Reflection of Goal

The desired outcome strives to establish an increase of positive practices in hopes that it decreases behavioral focus. It is our hope that by focusing on school culture and increasing teacher-student relationships, behavior will naturally decrease, instead of focusing on the actual negative behavior itself. Throughout the district there was a shortage of staff and a high turnover rate throughout the school year, it is believed that this negatively impacted the behavioral referrals throughout the district. Blytheville Primary School was able to decrease their behavior referrals, while BES, BMS, and BHS behavioral referrals all increased tremendously.

2. Area of Concern - Attendance

1. Data Review - The district has set the attendance goal an increase in 3% total attendance rate as reflected through eSchool. The impact of COVID-19 has yet to be determined and the implications of attendance may be higher than the data shows. It seems as if students and/or are still not understanding the importance of attendance within the school since COVID.

Building	School Year	Total Days Absent	Total Membership Days	Attendance Rate
Blytheville Primary School	2023	5,475	69,590	92.1%
	2022	6,978	78,868	91.15%
	2021	8,773.5	77,193	91.30%
	2020	4,199.5	79,250	94.70%
	2019	6,193	94,546	93.45%
	2018	5,972	99,493	94.00%
	2017	6,140	101,452	93.95%
Blytheville Elementary	2023	6,301.5	64,789	89.7%
	2022	7, 605.5	64, 544	88.22%
	2021	3, 498.5	43, 902	91.99%
	2020	3,312	68,968	95.20%
	2019	5,958	83,559	92.87%
	2018	4,973	85,502	94.18%
	2017	5,522.5	87,057	93.66%
Blytheville Middle School	2023	6,812.5	62,125	91.19%
	2022	5814.5	44,733	89.11%
	2021	5, 758	72, 548	87.41%
	2020	4,932	67,853	92.73%
	2019	8,174	73,501	88.88%

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	2018	6,386.5	69,459	90.81%
	2017	5,826.5	71,9160	91.90%
Blytheville High School	2023	20,584	80,390	74.05%
	2022	19,975	80,340	75.4%
	2021	12,007	82,022	93.17%
	2020	10,171	118,124	93.39%
	2019	10,814	110,688	92.76%
	2018	9,584	107,037	91.05%
	2017	8,016	104,982	89.70%

*Disclaimer: 2020 Data begins on the first day of instruction and concludes on March 13, 2020 due to switching to Alternative Method of Instruction because of the COVID-19 Pandemic. 2021 Data includes multiple pivots to virtual learning.

a. What are we doing well?
    i. Blytheville Primary School
        1. Most staff members create a warm and loving atmosphere that makes the students want to be present for school.
        2. Phone calls are made to students' homes discussing attendance and asking parents/guardians if they need additional support to help with attendance.
        3. Counselor and other staff members greeted parents in the mornings stressing the importance of attendance
        4. Attendance letters are sent home to families notifying them of how many days their child has been absent/tardy before FINS are filed.
        5. Fins are filed.
        6. Automated calls are made to parents when students are absent or tardy.
        7. Attendance incentive awards were given to students with perfect attendance
        8. Attendance parties for students who came to school
    ii. Blytheville Elementary School
        1. Automated calls are made to parents when students are not present
        2. Student incentives were given to students for perfect attendance.
        3. Parent incentives were given to parents
        4. Parent Facilitators stressed the importance of attendance during PTO meetings
        5. More attendance FINS were filed
    iii. Blytheville Middle School
        1. Automated calls are made to parents when students are absent or tardy.
        2. Counselors meet with students to explore reasons for multiple absences or tardies.

        3. Letters are sent home to students after they have 5 days unexcused and conferences are set up with the parents, and principal

        4. Mental health referrals are made for students with a pattern of absences combined with trauma or socio-emotional issues.

        5. FINZ may be filed.

    iv. Blytheville High School

        1. Sending letters home, automated phone calls to let parents know students are tardy and/or absent, making personal phone calls home.

        2. Discovering mental health issues.

        3. Collaborating with security and truancy officers on home-visits.

b. Where are our barriers to learning, or areas for growth?

    i. Blytheville Primary School

        1. Supporting our parents more, understanding most are doing the best that they can. We need to create connections with them so that they can trust us enough to ask for help.

        2. Some parents struggle with reliable transportation or do not wish to have their child on the bus.

        3. Kids want to miss specific days due to a specific special class they may have that day that they do not like.

        4. We do not do enough home visits.

        5. The impacts and fears of COVID-19 among families.

        6. The effect teachers attendance has on student attendance

    ii. Blytheville Elementary School

        1. With a new attendance clerk, FINNS were not filled with fidelity, however, they did improve

        2. It is difficult to classify lack of attendance as Educational Neglect

        3. The time and effort it takes to trying to locate students and the reasons they are not attending school

        4. Incentive programs must be carried out consistently and well thought out

        5. Guardian reliability to get to school and get to school on time, if student does not ride the bus or misses the bus

        6. The effect teachers attendance has on student attendance

        7. Several chronic absence

    iii. Blytheville Middle School

        1. Training for new attendance clerk and clerical staff caused some inconsistencies in data.

        2. Maintaining current, up to date, and accurate contact information causes challenges to involve and communicate with parents.

        3. With new changes to attendance laws, it will be a challenge to communicate this with parents, staff, and students.

    iv. Blytheville High School

        1. Block scheduling made attendance difficult to track and to keep up with for teachers, parents, attendance clerks, and counseling office.

        2. Counseling staff was reduced by 50%.

3. With the Virtual Academy it was difficult to make contact and have up to date information on students and parents.
4. Overall campus supervision and security was reduced by 30%.
5. The Behavior Interventionist was new and inexperienced.

c. Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal
   i. Parents and guardians inability to get younger children to school on time
   ii. Teacher view on tardiness and attendance
   iii. Tardy policies
   iv. Focusing on perfect attendance and attendance incentives that could possibly negatively affect the perception of attendance

d. List 1-2 strategies that could influence systematic change related to this goal.
   i. Revising the current tardy, attendance, and COVID-19 policies.
   ii. Focusing on creating a district and school that students want to be a part of. If students feel loved, valued, and connected then they are more likely to be present at school.
   iii. New Assistant Superintendent to help stress the importance of attendance and improving policies and procedures throughout the district.

5. SMART GOAL

> The goal of the Blytheville Public Schools Counseling Program for 2022-2023 is to increase total membership days by 3% across the district.

a. Action Steps:
   i. Blytheville Primary School
      1. Calls will be made from the attendance clerk to parents with students who are habitually absent or tardy to determine if there is a need that we can assist with.
      2. If a transportation need has been identified, offer bus services for the student.
      3. When a student is absent the classroom teacher will reach out to the parent.
      4. After 5 absences, the counselor will reach out to the parents to determine if there is a need we can assist with.
      5. Implement a monthly incentive for parents whose students have perfect attendance to show the importance of the parents involvement in attendance at the primary school level.
   ii. Blytheville Elementary School
      1. Counselor and operations team will use attendance reports to determine at risk students and provide more engagement opportunities and encouragement
      2. With the help of all BES staff, counselor will remind students and caregivers the importance of attendance and the positive effects it has on educational success
      3. Counselors along with teachers and principal will conduct phone calls and home visits for chronically absent students.
      4. BES will track all students with Chronic Absenteeism and assist teachers in finding specific strategies to help get students to school, to enjoy school, and to stay at school
      5. Increase parent and student incentives and distribute them with fidelity

6. More data analyzation through PD of student attendance and the negative impacts of high attendance rates

   iii. Blytheville Middle School

      1. Consistency~~Consisitency~~ of staff to accurately~~correctly~~ document incidents of tardiness~~tardies~~ and absenteeism.

      2. Calls will be made from the attendance clerk and/or teachers to parents with students who are habitually absent or tardy.

      3. Identification of students and families whose attendance is affected by transitional resident situations. Referrals to our District Social Worker/ and or Transitional liaisons for assistance.

      4. More home visits for students with chronic absenteeism. SRO will be utilized to assist in the location of students chronically absent.

Blytheville Middle School		2023	1,686
		2022	1,481
		2021	502
		2020	1,047
		2019	2,803
		2018	1,888

   iv. Blytheville High School

      1. Make 10% more personal calls to students who are chronically absent

      2. Make 3% more home visits to chronically absent students who have no working phone number

6. Desired Outcome

- More positive relationships with students and parents.

- A better understanding of the importance of student attendance.

- Students feel more safe while at school, which positively impacts student attendance

The desired outcome would have a positive effect of 3% of the student's attendance as measured by the attendance data.

7. Reflection of Goal

   a. Overall attendance for Blytheville Primary School and Blytheville Elementary School increased by over 1%. We believe that with the continued attendance push, the addition of personnel, and implementation of district wide attendance policy and procedures will help the overall

attendance rate. BPS and BES plan to focus on stressing the importance of attendance to parents, because they recognize that it is primarily the parents who are the reasons students are or are not at school, due to their young age. All schools are focusing on the accurate record keeping of attendance and increasing the attendance FINS process, to use the assistance of outside stakeholders to help get students to school. We also believe that summer school could possibly have a positive impact on attendance for the next school year, due to many students being required to attend due to their chronic absenteeism.

Sharing Student Outcomes with Stakeholders

Student outcomes from the SMART goals and the desired plan for the following school year will be shared to families and stakeholders through PTO meetings, Parent Teacher Conferences, and communicating through literature as parents enter and exit the buildings.

Annual Administrative Conferences

Prior to each school year Blytheville School District counselors hold an annual administrative conference with the school principal and school counselor present. The following form is used to conduct the annual conference. School principals use the conference data generated to help drive areas of focus and growth for the school counselors. Together they create the school counselor program and analyze the positive impacts throughout the school. Any necessary changes that need to be made will be adjusted in the counseling program plan.

Deliver

As outlined by the ASCA National Model the Deliver component defines the methods the Blytheville school counselors use to help provide activities or services for students.

Arkansas Act 190, The School Counseling Improvement Act, states that school counselors shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students.

Direct Student Services are in-person interactions between school counselors and students. Through the direct services of instruction, appraisal, advisement, and counseling, school counselors help students develop the knowledge, attitudes and skills outlined in the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student to help students improve achievement, attendance, and discipline

1. **CLASSROOM INSTRUCTION-** Lessons are developmentally appropriate, based on gaps identified through the school data review, and the associated goals that are created to address those needs. They address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific components in academic, social/emotion, and/or career domains which are determined by data and derived from needs assessments, surveys, and/or school and district initiatives. Classroom lessons are limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) classes per week.

2. **INDIVIDUAL/SMALL-GROUP COUNSELING-** Lessons are based on the identified gaps in the school and student needs. Small groups meet regularly over a specified amount of time. Follow up should occur to ensure students are continuing to develop the skills taught in the small group. Pre- and post-evaluation or assessments will gather data to help determine growth in knowledge and skill attainment.

3. **RESPONSIVE SERVICES-** Intervention response supporting students whose immediate concerns put the student's academic, career, or social and emotional development at risk.

Blytheville Primary School Annual Calendar

August	September
Morning Meeting Meet the Counselor SEL Focus of the Month: Behavior Matrix	Morning Meeting Classroom Guidance Lessons Small Groups for grief and sense of belonging CharacterStrong Focus of the Month: **Responsibility**
October	November
Morning Meeting Classroom Guidance Lessons	Morning Meeting Classroom Guidance Lessons

Small Groups based on Teacher discussions + referrals + data Small Groups for grief and sense of belonging CharacterStrong Focus of the Month determined by school-wide data Individual Counseling	Small Groups based on Teacher discussions + referrals + data Small Groups for grief and sense of belonging CharacterStrong Focus of the Month determined by school-wide data Individual Counseling
December	**January**
Morning Meeting Classroom Guidance Lessons Small Groups based on Teacher discussions + referrals + data Small Groups for grief and sense of belonging CharacterStrong Focus of the Month determined by school-wide data Individual Counseling	Morning Meeting Classroom Guidance Lessons CharacterStrong Focus of the Month determined by school-wide data Small Groups for grief and sense of belonging Individual Counseling
February	**March**
Morning Meeting Classroom Guidance Lessons CharacterStrong Focus of the Month determined by school-wide data Small Groups for grief and sense of belonging Individual Counseling	Morning Meeting Classroom Guidance Lessons Small Groups based on Teacher discussions + referrals + data CharacterStrong Focus of the Month determined by school-wide data Small Groups for grief and sense of belonging Individual Counseling
April	**May**
Morning Meeting Classroom Guidance Lessons Small Groups based on Teacher discussions + referrals + data Small Groups for grief and sense of belonging CharacterStrong Focus of the Month determined by school-wide data Individual Counseling	Morning Meeting Classroom Guidance Lessons Small Groups based on Teacher discussions + referrals + data Small Groups for grief and sense of belonging CharacterStrong Focus of the Month determined by school-wide data Individual Counseling

Blytheville Elementary School Annual Calendar

August	September
CharacterStrong Focus of the Month: **Courage** Needs Assessment with Students Meet the Counselor Classroom Guidance Lesson Daily 15 minute SEL Lessons	CharacterStrong Focus of the Month: **Respect** Classroom Guidance Lessons Small Group Begin based on Needs Assessment (2020-2021 Groups Included: Grief, Girls CODE, Coping Skills, Attendance, Leadership) Daily 15 minute SEL Lessons

October	November
CharacterStrong Focus of the Month: **Cooperation** Classroom Guidance Lessons Small Group Begin based on Needs Assessment Cont. Daily 15 minute SEL Lessons Bullying Prevention Month	CharacterStrong Focus of the Month: **Gratitude** Classroom Guidance Lessons - Mindfulness Small Group Begin based on Needs Assessment Concludes Daily 15 minute SEL Lessons
December	January
CharacterStrong Focus of the Month: **Empathy** Classroom Guidance Lessons Daily 15 minute SEL Lessons	CharacterStrong Focus of the Month: **Kindness** Classroom Guidance Lessons - Career Exploration Small Group Begin based on New Needs Assessment Daily 15 minute SEL Lessons
February	March
CharacterStrong Focus of the Month: **Responsibility** Classroom Guidance Lessons Small Group Begin based on Needs Assessment Cont. Daily 15 minute SEL Lessons	CharacterStrong Focus of the Month: **Honesty** Classroom Guidance Lessons Small Group Begin based on Needs Assessment Concludes Daily 15 minute SEL Lessons
April	May
CharacterStrong Focus of the Month: **Perseverance** Classroom Guidance Lessons Daily 15 minute SEL Lessons	CharacterStrong Focus of the Month: **Creativity** Classroom Guidance Lessons Daily 15 minute SEL Lessons Step-Up for 5th Grade Students

Blytheville Middle School Annual Calendar

August	September
Morning Announcements- Theme; Stepping up Classroom Guidance- Welcome to BMS and Transitions (Expectations, Resources, and Accessing HAC to monitor grades, classes, etc.	Morning Announcements Classroom Guidance- Transitions continued
October	November
Morning Announcements- Theme; Drug Awareness	Morning Announcements- Theme; Compassion

Red Ribbon Week & Community Service	Classroom Guidance- Bullying
December	January
Morning Announcements- Theme; Compassion Classroom Guidance Bullying	Morning Announcements- Theme; Self-Awareness Computer and Cyberbullying
February	March
Morning Announcements- Theme; Goal Setting Classroom Guidance- SMART GOALS	Morning Announcements- Theme; Perseverance
April	May
Morning Announcements- Theme; Preparation	Careers & Graduation

Blytheville High School Annual Calendar

August	September
Welcome to HS for 9th grade Who's Who and Where to find them Classroom Guidance G of GUIDE	Class rank, GPA, attendance, credits, graduation requirements Classroom guidance Naviance use College & Career G of GUIDE
October	November
Drug Awareness	Classroom Guidance

College & Career - Naviance Classroom Guidance U of GUIDE	Credits, GPA Scholarship beginnings College applications Naviance use U of GUIDE
December	January
Class change procedures for next semester End of semester issues Classroom guidance College applications Scholarship work Naviance use I of GUIDE	Career & Technical Center exploration Class rank, GPA, graduation requirements Classroom guidance College Applications Scholarship applications Naviance use I of GUIDE
February	March
Pre-registration Classroom guidance Test prep thinking College applications Scholarship work Naviance use D of GUIDE	Test taking tips Classroom guidance Naviance use College & career College and scholarship application work Pre-registration D of GUIDE
April	May
Program evaluation Surveys - students, parents, teachers Classroom guidance Naviance use Test-taking tips E of GUIDE	Credits, grade retention/progression Summer school Graduation & awards Classroom guidance Naviance use E of GUIDE

Orientation for students

- New Kindergarten Students at Blytheville Primary School
  - Pre-K Step-Up
  - Kindergarten Round Up
  - Focus on skills for entering kindergarten and orienting them to school
- New Students at Blytheville Elementary School
  - Tour for all new students with Step Up
  - Walk Throughs
  - Targeted transition lessons for 3rd graders
- New Students at Blytheville Middle School
  - 5th grade graduation before Middle School
  - Open House and Tour of, 6, 7 & 8 grades

- ○ Classes focused on transitioning for new 6th grade students
  - ○ Counselor Check-Ins
- New Students at Blytheville High School
  - ○ School tour and introduction end of year prior
  - ○ Welcome to 9th Grade Ceremony
  - ○ Freshman Academy to build culture
  - ○ Counselor Welcome and Lessons

Career Guidance

- Blytheville Primary School
  - ○ Introduction of Careers
- Blytheville Elementary School
  - ○ Career Day
  - ○ Career Exploration
- Blytheville Middle School
  - ○ Career Development Class for all 8th grade
  - ○ Student Success Plans
  - ○ College Day at Arkansas State University
  - ○ Tour of ANC tech Center
  - ○ Career Day
  - ○ Career Guidance with Counselor and Career and College Coach
- Blytheville High School
  - ○ Attend College Days
  - ○ Arkansas Northeastern College Career Fair
  - ○ Arkansas Northeastern College Classes
  - ○ Individualized Career Planning with Career and College Coach
  - ○ ACT and SAT available for all students
  - ○ College and Career Application Groups
  - ○ Naviance Use
  - ○ Individualized scholarship work

Indirect Student Services are services provided on behalf of students as a result of the school counselor's interactions with others.
Through indirect services, collaboration, consultation and referrals, school counselors enhance student achievement and promote equity and access for all students.

1. CONSULTATION- The process where the school counselor provides information, opinions, and recommendations to individuals who can support a student's need or seek information from an expert about student needs. School counselors serve as experts in academic achievement, college/career access, and social/emotional development. They share strategies that support student success with families, teachers, other educators and community organizations through consultation. They also serve as student advocates to promote academic, career and social and emotional development through consultation.
2. COLLABORATION- The process in which multiple individuals work towards a common goal and share responsibility for the associated task.

a. **Teaming and Partnering:** School counselors work with families, administrators, teachers, school staff, business and community organizations to support improvement of achievement, attendance, and discipline and fulfill the annual student outcome goals. Teaming and partnering occurs through resource sharing, joint presentations,advisory councils or formalized partnerships with specific focus or agendas.
b. **School/District Committees:** By serving on committees or advisory boards, school counselors promote student success and assist in generating schoolwide and district support for the school counseling program.
c. **Parent Workshops:** School counselors facilitate or organize informational sessions about student development issues to address students' needs and to enhance the attainment of the school counseling program.
d. **Community Partnerships:** Establishing partnerships with community members and organizations strengthens the school, the school counseling program and the community. Businesses in the community may partner with the school to provide internships for students, facilitate skill development with specialized training opportunities or solidify community growth through school-to-work initiatives. Other organizations may offer opportunities to help students achieve high-quality results and outcomes
e. **Crisis Response:** School counselors work with administrators, teachers, other schools, stadd, families, and community members to provide immediate and follow-up intervention to meet urgent needs and prevent situations from becoming more severe. Crisis response provides leadership and organization to crisis situations and supplements the direct student service of counseling. When responding to a crisis, school counselors follow written procedures or guidelines provided by the school or district.

3. REFERRALS- These occur when students' needs extend beyond the training and/or responsibilities of the school counseling role. School counselors provide instructional, advisement and counseling services through brief, targeted approaches. When a student needs support beyond short-term services or counseling, it is a school counselors' ethical duty to refer students and parents to school or community resources for additional assistance or information. Referrals are as varied as students need. School referral sources may include academic support such as tutoring; career support such as college planning websites or employment training; and social/emotional support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse, and depression.

Indirect Student Services Provided:

Blytheville Primary School Indirect Services
● Member of BPS Leadership Team

● Member of Behavior Support Team

● Refer students for professional mental health services

● Consultation with parents, staff, admin on behalf of students

● Providing teachers with suggestions for effective classroom management

Blytheville Elementary School Indirect Services
● Member of BES Leadership Team
● Member of RTI-Behavioral Team
● Refer students for professional counseling services and therapy
● Consultation with parents, staff and administrators on behalf of all students

- Support professional development on teacher-student relationships, mandatory reporting, bully prevention, and suicide awareness
- Attendee of LPAC planning meetings

Blytheville Middle School Indirect Services
- Member of BMS Core Leadership Team

- Member of BMS Guiding Coalition Team

- RTI-academic Team

- Member of Behavioral Team

- Referrals for Mental health counseling

- Committee member of 504, IEP, LPAC, and other Student Services.

- Member of Student Success Plan Committee.

- Provide and/or support professional development on mandatory reporting, human trafficking, bully prevention, self-harm and suicide awareness.

Blytheville High School Indirect Services
- Members of BHS Leadership Team
- Refer students for Professional Mental Health Services
- Consultation with Parents, staff, administration, mental health counselors on behalf of students
- Provide teachers with suggestions for classroom and behavior management
- Support Professional Developmenton teacher-student relationships, mandatory reporting, bullying prevention, sex trafficking, and suicide/self harm awareness.

Administrative Activities should be limited to 10% of the School Counselor's contact time. Administrative activities include activities that are not directly related to the comprehensive counseling program and are absent from any direct student services or interaction.

Duties Include:
Blytheville Primary School Administrative Duties
- ELPA Testing Coordinator

Blytheville Elementary School Administrative Duties
- School Testing Coordinator - ACT Aspire and ELPA Testing
- Operations Team Leader
- Afternoon Duty

- In Charge of Award Ceremony

- Master Schedule

Blytheville Middle School Administrative Duties
- Response to Intervention Team Leader

- Create Master Schedule

- Maintain Records
- Post Grades which includes but is not limited to printing report cards, progress reports, grade verifications and sending reports to parents
- 8th Grade Student Success Plans
- School Testing Coordinator
- Student Success Plans

Blytheville High School Administrative Duties
- Coordination of Programs and Data Input
- Assist with Student Success Plans
- Assist with Developing Master Schedule
- Data Entry: transfer grades, master schedule courses with teacher and room assignments, marking "seal" at graduation time, etc.
- Printing report cards, transcripts, progress reports, grade verifications

Assess

As outlined by the ASCA National Model to achieve the best results for students, school counselors regularly assess their program to determine its effectiveness. School counselors engage in assessment to inform potential improvements to school counseling program design and delivery to show how students are different as a result of the school counseling program.

Blytheville Public Schools Comprehensive School Counseling Program Self-Assessment

Component One			
CRITERIA	Area for Program Growth	We are Working on This	Area of Program Strength
FOUNDATION/DEFINE			
School Counselors			
The Comprehensive School Counseling Plan includes the name and contact information for all school counselors in the district.			✔
Beliefs			

Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students.		✔	
Vision Statement			
Vision statement is developed, aligned with school/district goals, is clearly articulated, and includes the counseling program's beliefs. It provides a clear picture of student success long term.		✔	
Mission Statement			
Mission statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what your program will provide for your students (academically, socially/emotionally and for careers).		✔	
Program Goals			
What issues do you think might be important in your school? Are they academic, related to behavior, or attendance? Reflect on potential goals you might want to develop.			
Data sources are identified and the process for reviewing the data is developed.		✔	
Data has been reviewed Areas of concern have been identified		✔	
Data has been reviewed Areas of strength have been identified		✔	
Growth, gaps, or student needs have been addressed by your school counseling program.		✔	
Resources are available to address the areas for growth, gaps or student needs.		✔	
Program goals have been developed and reflect the Vision and Mission Statements.		✔	
Strategies have been developed to address the gaps or student needs identified by your data review.		✔	
Action Steps have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns.		✔	
Student outcomes have been clearly identified and articulated including the tools used for the process. School counseling program data will be used to provide direction to the comprehensive counseling program		✔	

Component Two			
CRITERIA	Area for Program Growth	Developing	Area of Program Strength
PROGRAM MANAGEMENT/MANAGEMENT			
Use-of-Time Assessment			
A use-of-time calculator is implemented in the comprehensive school counseling program.		✔	
The school counselor provides direct and indirect services to students 90% of the time each month during student contact days.	✔		
The school counselor completes administrative activities no more than 10% of the time each month during student contact days.	✔		
Annual Conference			
An administrative annual conference has been held. The conference clarifies the school counselor's roles and responsibilities.	✔		
Advisory Council			
The counseling program includes provisions for an advisory council. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.	✔		
Calendars (Annual and Weekly)			
Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselors and stakeholders as needed.	✔		
Calendars are aligned with the program goals, vision and mission, and the planned use of time indicated in the administrative annual conference.	✔		
ASCA School Counselor Professional Competencies and Ethical Standards			
ASCA School Counselor Professional Standards and Competencies and Ethical Standards have been reviewed.			✔
The counselor abides by Code of Ethics for Arkansas Educators			✔

Component Three			
CRITERIA	Area for Program Growth	Developing	Area of Program Strength
DELIVERY/DELIVER			
Direct Counseling			
Individual and Group counseling is available to all students.			✔
The counselor delivers school counseling core curriculum lessons to classroom groups – **No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.**			✔
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.		✔	
Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle and high school		✔	
Interpretation of student academic and educational assessment results is provided.			✔
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.			✔
The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.		✔	
Bullying prevention is developmentally appropriate in design and delivery within the school.		✔	
Suicide prevention is developmentally appropriate in design and delivery within the school.		✔	
The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age-appropriate career planning process.		✔	
The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits and the accessibility to resources, providing student surveys and inventories and using data to support students who show potential to engage in rigorous coursework.		✔	
Parents are encouraged to build partnerships with their student's career planning process			✔
Indirect Counseling			

	Area for Program Growth	We are Working on This	Area of Program Strength
Consultations are held on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and/or community agencies concerning a student's discipline/behavior, academics, or attendance.			✔
Referrals are made to support services in the school or district and with community agencies.			✔
The counselor serves as a contributing member of decision making teams. Which teams are you participating in? (English Language Learner, GT, 504, RTI, PBIS, etc.)			✔

Component Four			
CRITERIA	Area for Program Growth	We are Working on This	Area of Program Strength
ACCOUNTABILITY/ASSESS			
School Counseling Program Assessment			
The Comprehensive school counseling program self-assessment has been completed and areas to address are identified.		✔	
Data Tracking			
School data results are analyzed, and implications for results over time are considered.		✔	
Use-of-time calculators are analyzed and used to guide decisions for the school counseling program.		✔	
Program Results (Participation, Mindsets & Behaviors, and Outcome Perception and Outcome Data)			
Participation, Mindsets & Behaviors, and Outcome results are analyzed, and data is used to develop the comprehensive school counseling program.		✔	
Program results are shared with stakeholders.			✔
Evaluation and Improvement			
The school counselor uses results from the program evaluation, and other data sources, to develop the comprehensive school counseling program, and uses the results annually to update the program as needed.			✔

	Area for Program Growth	We are Working on This	Area of Program Strength
The school counselor reflects on the comprehensive school counseling program and identifies areas of strength and identifies areas for improvement			✔
Evaluation results data are presented to others (school, district, and/or other stakeholders).			✔

Component Five			
CRITERIA	Area for Program Growth	We are Working on This	Area of Program Strength
Administrative activities are activities that are not directly related to the comprehensive school counseling program and are absent of any direct or indirect student services or interaction			
Administrative Activities			
The counselor coordinates state and local assessments, 504 teams, English Language Learner committees, RTI or PBIS teams, and or family and community engagement activities or any other chair/coordination of programs or meetings.		✔	
The counselor does data entry or scheduling in the school or district.		✔	
The counselor is assigned supervisory duties in common areas of the school (cafeteria, playground, hallways, bus lines).		✔	

Suicide Prevention

Few events in the life of a school are as potentially disruptive, chaotic, or painful as the suicide of a student. School personnel should not be expected to handle problems of this magnitude without the resources of official policies and procedures and an adequately trained staff to carry out a school based plan of action. Each employee of a school district should be involved in a coordinated suicide prevention effort in the public schools. The campus principal has a key role in providing leadership for implementation of campus suicide prevention activities. Classroom teachers, librarians, and other school personnel play a crucial role in the identification. referral, and monitoring of troubled and suicidal students. Students, likewise, have a role in the identification, referral process and, where appropriate, peer counseling.

PREVENTION CONTAINMENT POSTVENTION

Each suicide crisis event presents a unique and profound challenge for school administrators and staff. Having adequate policies and procedures in place will guide the administrative decision-making process. Sufficient pre- planning and implementation will help prevent a "bad" situation from becoming worse. Administrators should have a grasp of the realities of a crisis situation, be sensitive to the needs of the survivors, and ensure that existing policies and procedures are followed. Following these steps will aid in maintaining a functional school in any emergency.

Reports of published follow-up studies conclude that if these steps are adequately followed, the much feared phenomenon of contagion (serial suicides) can be averted. Postvention services (a series of planned interventions made with the survivors following a suicide) must also be attended to in the policy making process

SUICIDE INTERVENTION PROTOCOL

1. Any school employee who identifies a student as expressing the desire to harm themself or others will contact the school counselor; if unavailable they will then contact the school nurse for assistance. The expression of a desire to harm self or others may present itself in verbal expression, written language, art, or observed changes in behavior.
2. The school counselor or nurse will take possession of the student, provide a safe environment and contact the mental health agency that the student is currently a client of to request an emergency assessment for suicidal assessment. The counselor or nurse will remain with the student until the mental health provider arrives to complete the assessment. IF the provider does not respond within one hour, the community mental health provider (Mid-South Health Systems) will be contacted for assessment needs. If a student does not have a mental health provider, the community mental health agency (Mid-South Health Systems) will be contacted for assessment needs.
3. The building administrator (principal) and the district Director of Safety and Security will be notified by the school employee after the student is left with the school counselor or nurse.
4. If, in the school counselor's/nurse's professional opinion, the student is in need of an immediate response other than assessment by the mental health provider:
    a. The student will remain under adult supervision and the parents/guardians will be contacted, when possible, and asked to come to the school to meet with appropriate school personnel. The secretary will contact the parent and request the parent come to the school for a meeting but will

not disclose the purpose for the meeting. i.e., "Mr. Jones, this is Mrs. Secretary at your student's school. I have been instructed to contact you; we need you to report to the school for a conference regarding your student. I am unaware of the reason for the conference but we ask that you come immediately. Please report to the counselor's office/nurse's office when you arrive."

    b. If it is determined that there is an emergency need, the nurse will be contacted and required to call 911 for transportation to the emergency room for an immediate psychiatric evaluation. School personnel will notify parents/guardians of the transfer and to respond to the local emergency department.

5. If the student has recently self-injured or is becoming increasingly agitated, the police may be contacted as needed. If a parent refuses to provide appropriate mental health treatment, the Arkansas State Police Crimes Against Children division will be called.

6. A confidential incident report will be completed by appropriate involved school personnel.

7. The school counselor or nurse will follow up with the parents/guardian in a timely manner (1-3 days). This follow up may include a discussion of therapeutic recommendations and ongoing mental health issues. A follow up notification will be needed from the mental health provider for the student's continuity of care in the school setting. This should occur on the same day of the incident or the next school business day.

8. Appropriate information will be shared with key staff on a need to know basis only, with strict confidentiality maintained.

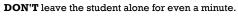## School Reentry for a Student Who Has Attempted Suicide

Efforts to respond to suicide attempts and other traumas should be focused on making the student's return to school a comfortable one. Because families exposed to a suicide attempt experience considerable guilt and fear, they are more likely to disclose that a daughter or son has made an attempt if they know the school has a helpful, nonthreatening manner of dealing with suicide. Because a student who attempted suicide often is at greater risk for suicide in the months following the crisis, it is extremely important to closely monitor his or her reentry into school and to maintain close contact with parents and mental health professionals working with that student.

EMERGENCY CONFERENCE WITH PARENTS

In a meeting with school personnel today, information was shared regarding _____ and his/her emotional condition and behavior. Since my child has expressed suicidal thoughts, the recommendation was made that psychiatric/mental health services be sought immediately. I have been provided with names and

phone numbers of local agencies, private practitioners, and other who can provide assistance to my child and me. _____ _____ School Personnel Parent or Guardian
_____ _____ School Personnel Parent or Guardian
_____ Date

STAY ALIVE CONTRACT

I, _____(Student) COMMIT THAT I WILL NOT TAKE ANY ACTIONS TO END MY LIFE BEFORE I TALK WITH YOU_____(School Personnel) AGAIN. IF I FEEL SUICIDAL OR HAVE SUICIDAL THOUGHTS BEFORE I SEE YOU ON, _____, I WILL CONTACT YOU AS SOON AS POSSIBLE AT _____ OR _____. IF YOU ARE NOT AVAILABLE, I WILL ALSO CALL_____ AND/OR _____ FOR ASSISTANCE. _____
_____ School Personnel Student Name _____ Date

DO'S AND DON'TS RELATED TO SUICIDAL THREATS

The publications of many organizations and governmental agencies contain advice for people who want to help suicidal youngsters. That advice is summarized below.

DOs

LISTEN to what the student is saying and take her/his suicidal threat seriously. Many times a student may be looking for just that assurance.

OBSERVE the student's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the student says.

ASK whether the student is really thinking about suicide. If the answer is "yes," ask how she/he plans to do it and what steps have already been taken. This will convince the student of your attention and let you know how serious the threat is.

GET HELP by contacting an appropriate CRT member. Never attempt to handle a potential suicide by yourself.

STAY with the student Take the student to a CRT member and stay with the student for a while. The student has placed trust in you, so you must help transfer that trust to the other person.

DON'Ts

DON'T leave the student alone for even a minute.

DON'T act shocked or be sworn to secrecy.

DON'T underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or try to shock or challenge the student ("Go ahead. Do it."). The student may already feel rejected and unnoticed, and you should not add to that burden.

DON'T let the student convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the student may appear happy and relaxed. You should, therefore, stay involved until you get help.

DON'T take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive, and getting him/her to a trained professional. Under no circumstances should you attempt to counsel the student.

Bullying Prevention

The Blytheville School District (BSD) Prevention and Intervention Plan is a comprehensive approach in addressing bullying and cyberbullying. BSD is committed to working with students, staff, families,

stakeholders, Blytheville Police Department, and community members to establish a school culture that is respectful to all and to prevent issues of bullying.

The physical, social, and emotional well-being of students can be impacted by unwanted aggressive behavior or bullying.

In accordance with A.C.A. § 6-18-514, all public school students have the right to receive their education in an environment that is reasonably free from substantial intimidation, harassment, or harm or threat of harm by another student, in person or by electronic means.

Ark. Code Ann. § 6-18-514 defines bullying as, "the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by 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: a) physical harm to a public school employee or student or damage to the public school employee's or student's property; b) substantial interference with a student's education or with a public school employee's role in education; c) 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 d) substantial disruption of the orderly operation of the school or educational environment."

What is Bullying?
- Bullying is intentional.
- Bullying is initiated by a student and is directed toward:
    - Another student; or
    - A public school employee. Bullying involves using harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence.
- Bullying is in the form of a written, verbal, electronic, or physical act.
- Bullying may or may not address an attribute of the person being bullied, or a person with whom the bullied person is associated with.
- Bullying causes or creates at least one of the following:
    - Physical harm to student or public school employee
    - Damage to student's or public school employee's property
    - Substantial interference with a student's education
    - Substantial interference with a public school employee's role in education
    - Hostile educational environment for one (1) or more students due to the severity, persistence, or pervasiveness of the act
    - Hostile educational environment for one (1) or more public school employees due to the severity, persistence, or pervasiveness of the act
    - Substantial disruption of the orderly operation of the public school or educational environment
- Bullying includes cyberbullying.
    - Cyberbullying is bullying in the form of an electronic act. An electronic act is a communication or image transmitted by using an electronic device such as a telephone, wireless phone or other wireless communication device, computer, or pager. If a communication or image is used to harass, intimidate, humiliate, ridicule, defame, or threaten a student, public school employee, or person with whom the other student or public school employee is associated; or incite violence

to a student, public school employee, or person with whom the other student or public school employee is associated, it is cyberbullying.

Frequently Asked Questions

1. Is it bullying if my teacher humiliates me in front of the entire class?
   a. No. Ark. Code Ann. § 6-18-514 defines bullying as an act that is initiated by a student. If you are being intentionally humiliated by your teacher, you should contact your principal or the Arkansas Division of Elementary and Secondary Education Professional Licensure Standards Board (PLSB) to file a complaint.
2. Are the popular kids the only ones who can bully?
   a. No. There is no stereotype for a bully. A bully can be a popular or unpopular student. You should not be looking for a physical attribute to determine if someone is a bully, instead you should be looking at an individual's actions and behaviors.
3. Is it bullying if another student threatens me while I am waiting at my school bus stop?
   a. Yes. Bullying is not allowed in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school sponsored activities, or at school-sanctioned events
4. What can I do if I am bullied after school hours?
   a. Notify a trusted adult and report the incident to school officials as soon as possible on the next school day. You may also send an email to the principal to let them know what happened and that you will be following up with them on the next school day.
5. Is there a difference between conflict and bullying?
   a. Yes. It is normal for two people to disagree with each other at times. When you are in a conflict, even though you might disagree, you are still able to express your own views and not have a fear of being hurt or harmed. When someone bullies, they have a disregard for your feelings and intentionally want to humiliate or intimidate you
6. I like to tell jokes, but sometimes I am afraid that I might be labeled as a bully?
   a. Everyone appreciates someone with a good sense of humor. Laughter is contagious and at times can make other people feel better regardless of what they are going through. As in any situation, you should always be respectful of your audience and look for warning signs to see if you should change your behavior in order to create a friendly atmosphere for all students and public school employees.

Examples of Bullying (from stopbullying.gov)

- Verbal bullying may include:
  - Name-calling
  - Inappropriate sexual comments
  - Taunting
  - Threatening to cause harm
- Social bullying may include:
  - Leaving someone out on purpose
  - Telling other children not to be friends with someone
  - Spreading rumors about someone
  - Embarrassing someone in public

- Physical bullying may include:
  - Hitting/kicking/pinching
  - Spitting
  - Tripping/pushing
  - Taking or breaking someone's things
- Cyberbullying may include:
  - Sending, posting, or sharing mean or inappropriate content
  - Sharing personal or private information to cause humiliation
  - Creating a harmful webpage about someone
  - Pretending to be someone else online in order to solicit personal information

Prevention

School counselors across the district implement many different strategies for bullying prevention. The prevention strategies that are being used:

- Character Education
- Social and Emotional Learning
- Kindness
- Positive School Climate
- Upstander Education

- Anti-Bullying Month
- Anti-Bullying small groups
- Individual counseling/referrals

Together each of the following strategies are used to mold the whole child and to ensure bullying decreases throughout the district.

Reporting

Encouragement of reporting through upstander. When a person or persons see a victim in a bullying situation they go to the victim, get them away from the situation and then together report it to a trusted adult. When a trusted adult is aware of a bullying situation, they are to inform the school counselor. With the help of a trusted administrator, the school counselor investigates the bullying situation to determine the appropriate interventions and then the school counselor informs the administration if disciplinary action is needed.

Investigating

When a bullying situation arises the following anti-bullying documentation form is used to investigate the situation.

ACT 1029 – Anti-Bullying Documentation Form

When bullying is reported, follow these steps:

1. Report to a parent or legal guardian if a student is the victim of a credible report or complaint
2. Prepare a written report of the alleged incident
3. Investigate the report ASAP but not later than five school days from the date of the written report
4. After investigation is completed, an administrator or designee may provide
   a. Intervention Services
   b. Establish training programs to reduce bullying
   c. Impose discipline of any parties involved
   d. Take or recommend other appropriate action
5. Notify the parent or guardian of the determined perpetrator of the incident upon completed investigation of the consequences of continued bullying
6. Both the perpetrator and the victim's parents must be notified within 5 days of the completed investigation of the following:
   a. Whether a credible complaint exists
   b. Whether the bullying report or complaint was founded true based on investigation
   c. Whether action was taken
   d. Information regarding the reporting of another bullying incident
7. Make a written record of the investigation and any actions taken as a result, which will include:
   a. Detailed description of the alleged incident of bullying, including a detailed summary of the statements from all witnesses
8. Discuss, as appropriate, the availability of counseling or other intervention services with the student/students involved
9. Once each year, the superintendent shall report to the school board of directors at a public hearing the data regarding discipline in the district including the number of incidents of bullying reported and actions taken.

Alleged victim/victims: _____

Alleged perpetrator/perpetrators: _____

Report made to parent or legal guardian about complaint

Date: _____   Time: _____   Parent Name: _____

Written report of incident:

_____

_____

_____

_____

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Investigation start date: _____

Investigation end date: _____

Findings of Investigation:

_____

_____

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_____

_____

Actions taken:

_____ Intervention Services (counseling)

_____ Establish Training Programs to reduce bullying

_____ Impose discipline of any parties involved

Discipline given to: _____

Disciplinary action: _____

_____

_____

Discipline given to: _____

Disciplinary action: _____

_____

_____

Discipline given to: _____

Disciplinary action: _____

_____

_____

_____ Other appropriate actions: _____

_____

_____

Report made to parent or guardian of perpetrator once investigation is complete

Date: _____   Time: _____   Parent Name: _____

Report made to victim's parent regarding the finding of the investigation

Date: _____   Time: _____   Parent Name: _____

If counseling was recommended, dates of counseling include:

Date: _____   Date: _____   Date: _____   Date: _____

Alleged Victim: _____

Alleged Perpetrator: _____

<u>Witness Statement:</u>

Witness Name: _____

_____
_____
_____
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_____
_____

Witness Signature: _____   Date: _____

Alleged Victim: _____

Alleged Perpetrator: _____

<u>Witness Statement:</u>

Witness Name: _____

_____
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_____

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Witness Signature: _____   Date: _____

Alleged Victim: _____

Alleged Perpetrator: _____

<u>Witness Statement:</u>

Witness Name: _____

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Witness Signature: _____   Date: _____

Alleged Victim: _____

Alleged Perpetrator: _____

<u>Witness Statement:</u>

Witness Name: _____

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Witness Signature: _____   Date: _____

Alleged Victim: _____

Alleged Perpetrator: _____