

Stuttgart School District



Comprehensive School Counseling Plan

2025-2026

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Counselor Contact Information

Park Avenue Elementary

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Meekins Middle School

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Stuttgart Junior High School

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Foundation/Define

Beliefs

The counselors of Stuttgart School District believe in the potential and uniqueness of each student. The student's growth and learning are developmental; therefore, guidance must be comprehensive, developmental and sequential. All members of the school staff are part of the educational guidance team. Hence, guidance is the responsibility of the total school staff and faculty. The counselor serves as an advocate and a resource person with specialized knowledge and expertise.

Vision

Every student can succeed through the collaborative efforts of the school, home, and community leading to responsible and productive citizens.

Mission

The Stuttgart School District counselors will provide a comprehensive and developmentally appropriate school counseling program to address academic, career, and social/emotional needs of all students in order to promote their well-being.

Program Goal and Actions

The Stuttgart School District Counselors will implement a developmentally appropriate, comprehensive school counseling program to eliminate barriers to learning in the areas of academic achievement, school attendance and social emotional needs.

Park Avenue Elementary (K-4)

- The behavior team will look over the SWIS Suite discipline data, address high referral locations, discuss new and ongoing general behavior consult forms, update and discuss students' behavior contracts, look at tier 2 students' data based on their behavior contracts and the SWIS Suite discipline data, inform teachers and staff, provide behavior support for teachers, and conference with students and families about additional supports inside and outside the building.
- Beginning of the Year Behavior Professional Development
 - The school-wide behavior matrix will be shared with staff. Grade levels will create a classroom behavior matrix.
 - Staff will discuss behavior operating procedures for the building and learn tools and strategies to use in their classroom.
 - Staff will learn how to use the SWIS Suite - go over how and when to submit a major and minor referral and discuss teacher managed behaviors and strategies to use.

- Ricebird Ready Behavior Expectations will be taught multiple times throughout the school year.
 - Ricebird Ready Behavior will focus on students being nice, working hard, and being safe.
- Each classroom will use positive reinforcement. Staff will plan and implement school-wide behavior rewards each 9 weeks.
- Each classroom will utilize the classroom behavior matrix to help provide support for all students.
- A professional development plan may be created as behavior RTI is implemented.
- Students with multiple discipline referrals will be given additional support following the RTI process.
- Ricebird Ready Reset
 - Ricebird Ready Reset is an optional behavior intervention for students following a discipline referral, with the goal of helping a student reflect, learn, and build better future behavior. This might include a student conference, restorative activity, or behavior lesson.
- The second highest referral location outside of the classroom is the playground.
 - Playground expectations will be established and taught to all staff and students. Expectations will be taught throughout the year and students will be able to model expected behaviors.
- Student behavior on the bus will be improved so as to prevent students from being suspended from the bus and prevent other students and their parents from developing a negative mentality concerning riding the bus. This will be achieved by sharing bus expectations with students during the first week of school where a contract will be signed by students indicating they have been made aware of the expectations and by assigning a para to ride some of the buses that have behavioral issues for the first week of the 2025-2026 school year. The principals will work with the transportation director to identify the buses that have behavior issues and assign paras as needed.
- Counseling
 - Counselors will plan to spend 90% of their time counseling.
 - Counselors will conduct monthly guidance lessons in the classroom using *G.U.I.D.E. for Life*, The Compass Curriculum, and other related materials.
 - Counselors will conduct individual and small group counseling sessions and track students' data through the RTI process. Counseling will be based on student needs.
 - Counselors may partner with Stuttgart High School and community members to provide students with mentoring services as needed.
- Attendance will increase.

- All teachers will closely monitor student attendance. They will contact parents concerning absences and maintain a contact log. At risk students will be identified and the late transportation option will be utilized.
- PAE will have a tiered series of notifications who are missing an increasing number of school days.
- Students will be rewarded for perfect attendance and good attendance at semester. Perfect attendance is having no absence/tardy/early checkout all year and good attendance is having no more than 1 absence/tardy/checkout a month, 4 days a semester, and less than 8 days a year.

Meekins Middle School (5-6) & Stuttgart Junior High (7-8)

- The behavior team will look over discipline data, address high referral locations, discuss new and ongoing general behavior consult forms, update and discuss students' behavior contracts, look at tier 2 students' data based on their behavior contracts and discipline data, inform teachers and staff, provide behavior support for teachers, and conference with students and families about additional supports inside and outside the building.
- Beginning of the Behavior Professional Development
 - The school-wide behavior matrix will be shared with staff. Grade levels will create a classroom behavior matrix.
 - Staff will discuss relationship building and go over the RTI behavior process.
 - Staff will learn how to use the SWIS Suite - go over how and when to submit a major and minor referral and discuss teacher managed behaviors and strategies to use.
- Behavior matrix expectations will be taught multiple times throughout the school year.
- Each classroom will use positive reinforcement.
- Students with multiple discipline referrals will be given additional support following the RTI process.
- Re-entry conferences will be held.
- Counselors will plan to spend 90% of their time counseling.
- A FINS (Family In Need of Services) petition will be filed with the court against students for lack of attendance.

Stuttgart High School (9-12)

- Counselors will meet individually with students in academic distress who have failed enough classes to keep them from graduating within their 4-year cohort or are on track to do so. They will help students gain awareness of academic status,

develop an individual plan for closing the academic achievement gap, and develop a vision for future career goals.

- Counselors will call or meet with as many of the parents/guardians of the previously identified students.
- Attendance will increase.
 - Bi-weekly attendance reports will be run, and students who have excessive absences will be met with.
 - Attendance letters will be mailed out to parents/guardians.
 - Parents/guardians of students with excessive absences will be called.
 - A FINS (Family In Need of Services) petition will be filed with the court against students for lack of attendance.
- Re-entry conferences will be held.
- Students will participate in GUIDE for Life week.
- Students will participate in character education.

Standards and Competencies

ASCA School Counselor Professional Standards & Competencies (2019)

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA Ethical Standards for School Counselors (2016)

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

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student (2014)

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

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

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

Management/Manage

Program Assessment

Stuttgart School District counselors will use the Arkansas Comprehensive School Counseling Self-Assessment to assess their program, reflect on potential goals, and develop future programs.

Use of Time

The Stuttgart School District counselors spend at least ninety percent (90%) of their working time during student contact days providing direct and indirect services to students. Administrative services related to guidance, counseling, and planning in school counseling programs do not exceed more than ten percent (10%) of counselors' time.

Annual Administrative Conferences

Each year, counselors and administrators will meet to develop a collaborative overview of the school counseling program and percent of time to be allotted to school counseling activities. This conference identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor(s) and program. This conference should be aligned to the Personal Growth Plan and the Teacher Excellence and Support System goals. This conference provides the opportunity to share information about and advocate for the comprehensive school counseling program and show the impact it makes on students.

ASCA Annual Administrative Conference

<https://docs.google.com/document/d/16cPSur96ni5Ez42abKY1dlSp38PRJlgW/edit?usp=sharing&oid=104560581801747376790&rtpof=true&sd=true>

Advisory Council

We are working on developing an advisory council that consists of students, staff, parents, and community members.

Data Use in Counseling

The Stuttgart School District counselors use data in the school counseling program to develop the academic, career, and social/emotional needs of students. Data can also be evaluated on an individual or group basis to determine needs for more intensive or frequent intervention. This data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the

counselors to reflect on their practice, make adjustments to programming as needed, and coordinate with school improvement initiatives.

Calendars

Park Avenue Elementary (K-4) and Meekins Middle School (5-6)

July

- Scheduling students
- Annual ESOL conferences

August

- Signing Day
- Open House
- Determine students for Super Sack food program
- Counseling program needs assessment
- Individual counseling begins

September

- Monthly guidance lessons begin
- Small group counseling begins
- ATLAS screener assessments (grades K-3)

October

- Parent/Teacher conferences
- Red Ribbon Week

November

- Arkansas Prevention Needs Assessment (grade 6)

December

- ATLAS interim assessments (grades K-2)

January:

- Great Kindness Challenge

February

- ELPA21 summative assessments
- Parent/Teacher conference

March

- Kindergarten Registration

April

- ATLAS summative assessments

May

- Retention conferences
- IEP/504 conferences
- What's Next Night

Monthly events:

Park Avenue Elementary (K-4) - attend Community Organization for Drug Education meetings, Academic Rewards (every 9 weeks), Behavior Rewards (every semester)

Meekins Middle School (5-6) - attend Community Organization for Drug Education meetings, Coffee with the Counselor, Behavior Rewards (every 9 weeks)

Potential guidance lesson topics: interactions with others, conflict resolution, bullying, making responsible choices, empathy, building relationships, understanding self and others, sexual abuse prevention, career information and grades

Stuttgart Junior High (7-8) and Stuttgart High School (9-12)

August

- Open House/Orientation
- Schedules and schedule changes

September

- Classroom visits
- Suicide prevention slides and resources
- Post-Secondary Fair (high school)
- Senior Parent Meeting Financial Aid Night (grade 12)
- Prepare Interim Progress Reports

October

- Parent/Teacher Conference
- Prepare Report cards
- Red Ribbon Week
- Help students create Youuniversal accounts with ADHE Create FSA IDs (grade 12)
- Administer PSAT/NMSQT
- Junior Parent Meeting (grade 11)
- Facilitate National ACT Assessment

November

- Arkansas Prevention Needs Assessment Survey (grades 8, 10 and 12)
- Sophomore Parent Meeting (grade 11)
- Assist with administration of the ASVAB
- Classroom visits
- Prepare Interim Progress Reports

December

- Facilitate National ACT Assessment
- Classroom visits

January

- Prepare Report Cards

- Schedule changes
- Prepare Local Scholarship packets for seniors

February

- Parent/Teacher Conference Random Acts of kindness
- Classroom visits
- Hand out Local Scholarship packets
- State ACT for juniors (grade 11)
- Prepare Interim Progress Reports

March

- Classroom visits
- Prepare Report Cards

April

- Start working on master schedule for the next school year
- Classroom visits - course selection for the upcoming year CAP Conferences
- Organize scholarships that are coming in
- Facilitate the National ACT assessment
- Prepare Interim Progress Reports

May

- Graduation practice
- Graduation
- What's Next Night
- Senior Recognition Night
- Classroom visits

June

- Prepare Report Cards
- Summer school Scheduling

July

- Scheduling

Classroom visit topics: transcripts, NCAA requirements, honor graduate requirements, credits, graduation requirements, ACT date information, scholarship information, suicide, abuse, career options, registration for selective service, creating FSA IDs, creating Youuniversal accounts and important dates

Delivery/Deliver

Administrative Services

ACTIVITIES USING 10% OF TIME IN SERVICES RELATED TO GUIDANCE/COUNSELING/CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS

Park Avenue Elementary (K-4)

Activities include: maintain student cumulative folders; receive and disseminate custody and other legal documents related to students; student scheduling; create and update student no photo list; greeter (students and staff each morning, adults for assemblies and programs, Parent/Teacher conferences); Behavior Committee chair; Health and Wellness Committee chair; SWIS Suite administrator; facilitate weekend food sack program; facilitate student academic and behavior incentives; organize Red Ribbon Week and Great Kindness Challenge activities; print behavior referrals for teachers; state testing administrator; assist with K registration; transfer student records to Meekins at the end of the school year; coordinate and design yearbook

Meekins Middle School (5-6)

Activities include: PBIS chairman; facilitate weekend food sack program; student schedules; create and update cumulative folders; process student records requests; calculate honor roll and check for accuracy, send information to the newspaper, print awards, and send letters to invite families to the awards assemblies; eSchool input; greeter (Parent/Teacher conferences); disseminate and track documentation sheets for Parent/Teacher conferences; facilitate the administration of the Arkansas Prevention Needs Assessment; transfer student records to Stuttgart Junior High School for students changing buildings for the next school year; print interim reports and report cards; open and close interim progress report and report card links for teachers and check for missing grades; special education

Stuttgart Junior High (7-8) and Stuttgart High School (9)

Activities include: schedule students - new and returning; updates in eSchool; make changes to student schedules; facilitate the administration of the Arkansas Prevention Needs Assessment; run individual interim reports, report cards, transcripts and records of attendance or behavior; open interim progress report and report card links for teacher, check for missing grades, assign credit, and calculate grade point averages and class ranks; calculate and check honor roll and send this information to the local administrator or social media coordinator; for new students, enter 9 weeks grades in eSchool, share withdrawal grades, and enter past course history for 9th grade; semester tests; update course offerings for grades 7-9; enter course requests; run

course requests, simple tallies, pre-assignment rosters, etc. for teachers and administrators to use for planning, summer school APEX (not part of student contact days)

Stuttgart High School grades (10 -12)

Activities include: facilitate ASVAB Test and Arkansas Prevention Needs Assessment; review courses for next year's schedule; input in eSchool past course history for incoming students; confirm graduation dates for graduates requested by potential employers; supply documentation for GEAR UP; input and update information in eSchool; disseminate and interpret reports received from residential facilities; semester tests; send transcripts upon request; write recommendation letters for students

Direct and Indirect Services

ACTIVITIES USING 90% OF TIME IN DIRECT AND INDIRECT COUNSELING SERVICES TO STUDENTS

Park Avenue Elementary (K-4)

Activities include: classroom guidance lessons; individual counseling; group counseling; family counseling; attend conferences (retention, ESOL, SPED, 504, ALE, Parent/Teacher); contributing member of decision making teams (leadership, GT, Behavior Intervention, Community Organization for Drug Education); Positive Behavioral Interventions and Supports (PBIS); follow up with struggling students; classroom observation of students; conduct morning announcements with students; deliver weekend food sacks to students; referrals and/or consultations for student behavior, academics, attendance, the Department of Human Services, outside mental health agencies; referrals to the Mobile Assessor for students making suicidal statements or gestures; interpret reports from other agencies; analyze behavior data; score behavior rating scale; facilitate Red Ribbon Week and Great Kindness Challenge activities; school color guard; school supply closet; clothes closet; new or returning student orientation; assist with 4th transition to 5th grade; Parent Teacher Association

Meekins Middle School (5-6)

Activities include: SEL lessons, individual counseling; group counseling; deliver weekend food sacks to students; attend conferences (504, ALE, retention); contributing member of decision making teams (Community Organization for Drug Education); facilitate Red Ribbon Week, Great Kindness Challenge, and Random Acts of Kindness activities; locate clothing for students; meet with parents; make home visits; coordinate with the School Resource Officer; plan advisory activities and lessons; crisis intervention with students having outbursts; referrals to the Mobile Assessor for students making suicidal statements or gestures; referrals to outside mental health agencies; pursue

continuous professional growth; assist with 4th transition to 5th grade (What's Next Night); special education; disseminate and interpret reports received from residential facilities; help with Home Access Center

Stuttgart Junior High (7-8) and Stuttgart High School (9)

Activities include: orientation for students; individual counseling sessions; small group counseling sessions; referrals to the Mobile Assessor for students making suicidal statements or gestures; consultations and referrals to outside mental health agencies; assist with rewards and incentives for students; facilitate the activities for Red Ribbon Week and the activities for Random Acts of Kindness; plan advisory activities and lessons; CAP Conferences; send Thrillshare(Rooms) messages to parents; provide documentation letters and information regarding proof of enrollment and information for the GEAR UP program and the Career Coach; help with Home Access Center (HAC); register students and set up for credit recovery in the 9th grade; register Virtual Students students for Virtual Arkansas coursework; presentations to parents; locate clothing for new or homeless students; classroom meetings or sessions; help create attendance improvement plans; assist in development of Student Success Plans; Community Organization for Drug Education Board Member; Prevention Education Program Board Member and President; attend 504 & SPED conferences; pursue continuous professional growth; collaborate with off campus ALE personnel; ALE conferences - referral, placement and exit; disseminate and interpret reports from residential facilities; check eligibility for sports participation; clubs

Stuttgart High School grades (10 -12)

Activities include: organize College and Post-Secondary Fair; parent information Night - one for juniors and one for seniors; organize financial aid workshops; organize Senior Recognition Night and Signing Day; facilitate local scholarship process; create Youniversal accounts for seniors; apply for FAFSA IDs for seniors; assist students in registering for ACT throughout the year; change schedules at semester for students who are failing Advanced or AP classes or for seniors who need a semester of credit recovery to graduate; assist with disability applications; write letters about child support payments; work with military recruiters; work with a representative of Rehab Services; help with Home Access Center (HAC), classroom meetings and visits; individual counseling sessions; group counseling sessions; crisis intervention; referrals to Mobile Assessor for students who make suicidal statements or gestures; Community Organization for Drug Education Board Member; facilitate Random Acts of Kindness; homecoming; SPED; attend 504 conferences; pursue continuous professional growth; check eligibility for participation in sports; attend ALE conferences - referral, placement and exit; check seniors progress toward graduation

Process for Providing Direct Services

Stuttgart School District meets and exceeds the required number of Counselors for this district. Each counselor has a private office, computer and telephone line which allows students and other stakeholders a protected space to meet.

Referrals may be made in a variety of ways to include, but not limited to, faculty, staff, family, peers, other agencies, or themselves.

Two counselors are available on a full time basis on our largest campus. The other three campuses each have one counselor assigned. At the secondary level, there is a Counselor's Secretary assigned to assist those counselors.

Southeast Arkansas Behavioral Healthcare (SEABHS) agency meets with students and families for individual services, family services, psychological services, psychiatric services, and case management services. New Patterns Counseling provides therapy services to students and families. United Family Services has an after school program which meets on the campus of Stuttgart Junior High School and is open to students in grades 5-12. A Mobile Assessor is contacted in cases of suicidal gestures/ideations or other crisis that might warrant hospitalization.

Contacts are made frequently with each counselor by the supervisor - in person visits, phone calls, texts, or emails. These contacts occur as often as needed.

Counselors receive input from the building administrators, teachers, nurses, office manager, custodians, technology department, paraprofessionals, lunchroom ladies, students, family members, and bus drivers. In the Stuttgart School District, the counseling program is accomplished as a team effort.

The chief factor of accomplishing the goals of the counseling program is the availability and accessibility of each counselor. They create, and maintain, relationships based on genuineness, caring, trust, honesty, respect, fairness and professionalism. They have an "open door" policy that encourages students to seek their help and support. They are advocates for the students and this is a well-known fact.

The role of a counselor is seen daily as vital to the success of the students. As a result, their time with students is protected by others in the building, by their supervisor, by administrators, by themselves, and by the law.

The strategies of PBIS (Positive Behavioral Interventions and Support) will be a major component of the interventions used with students across the district. Future

implementation of positive reinforcement and data collection is in the works for Stuttgart High School. Teams have been designated and trained; chairpersons have been chosen for each building. Next steps include training the faculty and the staff for each building. This will be a district-wide approach to responding to discipline issues. With fidelity and consistency of the interventions and supports that come via PBIS, the district should make great strides in reaching its goals as listed in this plan. Each building has completed the self-assessment and behavioral expectations survey. All counselors are members of the PBIS team.

Classroom Lessons and Social Emotional Learning

The Stuttgart School District counselors take the lead in the development and organization of guidance activities; however, this requires the support and assistance of all staff and parents as a team. Some guidance exercises may be delivered most effectively by other team members. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced. In kindergarten through sixth grade, classroom guidance is provided and lessons are developed using *G.U.I.D.E. for Life* and The Compass Curriculum. In grades K-6, the sexual abuse prevention program, Empower Me, is taught. Suicide prevention is taught in grades 7-12. Anti-bullying lessons are included at all grade levels.

The Stuttgart School District utilizes two programs with *Navigate360*, The Compass Curriculum and Behavior Interventions. The Compass Curriculum was designed to equip students with the skills and knowledge necessary to be great students, citizens, and lifelong learners. The Behavior Interventions is an alternative to punitive measures (suspension) that turns challenging and disruptive behaviors into learning opportunities.

Statement of Assurance: Classroom lessons are no more than 40 minutes long and are provided no more than three sessions in one day and no more than 10 per week to ensure the counselor is available to support all students.

Individual and Small Group Counseling

The Stuttgart School District counselors work with students in small groups and individually to provide developmental guidance and remediation and crisis intervention tailored to student needs. Topics like grief, divorce, and more intensive SEL lessons are taught through small groups and individually. Referrals and topics covered are from stakeholder referrals, behavior data, and assessments.

Orientation/Transition

Parents and students are invited and encouraged to attend Open House at the beginning of each school year. All 4th grade students and parents are invited to attend and tour Meekins Middle School in the spring each year for 5th grade orientation. All 6th grade students and parents are invited to attend Stuttgart Junior High School in the spring each year for a 7th grade academic advisory meeting. When 8th graders transition to 9th grade, high school CAP advisors meet with each student to select classes.

Academic Advisement

The Stuttgart School District counselors guide students toward short- and long-term educational and career goals. School activities include CAP conferences and discussing Smart Core with students and parents. In grades K-6, academic goals are discussed in grade level meetings and through the RTI process. When 6th grade students transition to 7th grade, they attend a presentation where they are advised regarding the course selection process. In grades 7-11, counselors and CAP advisors use ACT Aspire, teacher recommendations, and parent input to advise course selection.

Interpretation of Testing and Dissemination

The Stuttgart School District counselors help students identify their skills, abilities, and interests through counseling activities and the guidance curriculum. They interpret test results for parents, staff, and students when needed.

Career Planning Process

Park Avenue Elementary (K-4)

- Career exploration - begin exploration of the world of work - talk about options
- Roleplay various jobs
- Discuss job qualifications, training and responsibilities
- Career days and other career events and programs
- Emphasize reputation building begins now
- Conflict resolution

Meekins Middle School (5-6) & Stuttgart Junior High (7-8)

- Developing habits affect you for life
- Timely and regular school attendance at school sets the stage for those behaviors in the work world
- Conflict resolution
- Relationship between middle/junior high/high school coursework and preparing for high school credits
- Interest and skills inventories used to explore potential education and career paths

- Ex. Kuder
- College and career research tools
- Student Success Plans - google sites - reviewed at CAP conferences (grade 8)
- Career days and other career events
- AR Next Magazine (grade 8)
- Tasselttime

Stuttgart High School (9-12)

- ACT - <https://www.act.org>
- ASVAB
- Student Success Plan - google sites - reviewed at CAP conferences (grades 9-11)
- College Board - <https://www.collegeboard.org>
- Post-Secondary College and Career Fair
- Graduation requirements
- Work program
- Accelerated Learning-AP Coursework, Industry Certifications, Completer Certifications
- Local Scholarships
- FAFSA - <https://studentaid.ed.gov/sa/fafsa>
- Post High School Planning
- College for YOU - Scholarship information - <https://scholarships.adhe.edu>
- ARKACROA
- Tasselttime

Student Success Plans

By the end of the school year, each eighth student will have a Student Success Plan in place. This plan will be developed by school personnel in collaboration with the parent and student, and it will be updated annually through eleventh grade. Plans are meant to guide students along the pathway to graduation, address accelerated learning opportunities, address academic deficits and interventions, and include college and career planning components.

Suicide Prevention

Stuttgart School District must complete suicide staff development as required by the ADE. Counselors will meet with any students who report intent to harm themselves (or others) and notify and provide parents with information on how to access appropriate inpatient or outpatient mental health treatment. In an immediate crisis the school counselor will assist in arranging a crisis assessment with a behavioral health provider.

Bullying Prevention

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors.

Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

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

Definitions:

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

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

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

Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone

or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.

Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;

Harassment means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

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

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

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

1. Cyberbullying;
2. Mocking, taunting or belittling,
3. Demeaning humor relating to a student's actual or perceived attributes,
4. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
5. Blocking access to school property or facilities,
6. Threats of harm to student(s), possessions, or others,
7. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
8. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

"Cyberbullying" means any form of communication by electronic act that is sent with the purpose to:

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

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

- a. Building a fake profile or website of the employee;
- b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- c. Posting an original or edited image of the school employee on the Internet;
- d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
- e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- g. Signing up a school employee for a pornographic Internet site; or
- h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

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

shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

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

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.

High School Graduation Follow-up

A link to a survey will be sent to the Class of 2024 in the fall through their personal emails that are obtained from individual interviews with the seniors. The form includes questions about their current situation regarding college and/or career. It also affirms that I am available to help them at any time. Please click on the link below for the survey

https://docs.google.com/forms/d/1TPRoz68TfsymK_kGiaJOTtoC7ohIB3DXhv9fOGxawnQ/edit

Dropout Prevention

If students are considering dropping out and inform counselors, counselors inform their parents. The attached document is completed and reviewed with students. Other options for completion of schoolwork are also discussed.

https://drive.google.com/file/d/1n9bZbPn5x7jMHFcZP9p71Gcm1x1QiBpp/view?usp=share_link

Accountability/Assess

Program Review

The Stuttgart Public School counselors feel confident to meet the needs of the students academically, socially, and emotionally. They will use the data collected from the coming year to adequately meet the needs of all students. Student data, surveys, self-assessments, and reflections will be used to identify and make changes to the school counseling program.

Stakeholder Sharing

The Stuttgart School District counselors will work together with PTO and the Parental Involvement Committee to better serve our students. Information is shared through social media, parent meetings, PTO meetings, and the school district website.

School Counselor Reflection

The Stuttgart School District counselors reflect regularly on counseling practices throughout the year. Counselors will use the Arkansas Comprehensive School Counseling Self-Assessment to assess their program, reflect on potential goals, and develop future programs.