
Mena School District



Comprehensive School Counseling Program

2022-2023

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FOUNDATION

Our Team



Avanlea Chaney

- K - 2nd Grade Counselor
- Building Test Coordinator
- K - 2nd Grade 504 Coordinator
- Louise Durham Elementary School Parent/Family Engagement Coordinator
- Louise Durham Elementary Homeless Liaison



Tonya Thacker

- 3rd - 5th Grade Counselor
- Building Test Coordinator
- 3rd - 5th Grade 504 Coordinator
- Holly Harshman Elementary School Parent/Family Engagement Coordinator
- Holly Harshman Elementary Homeless Liaison



Leilani Rose

- 6th - 8th Grade Counselor
- 6th - 8th Grade 504 Coordinator
- Mena Middle School Parent/Family Engagement Coordinator
- Mena Middle School Homeless Liaison



Shannon Lyle

- 10 - 12th Grade Counselor
- 9th - 12th Grade 504 Coordinator
- Mena High School Parent/Family Engagement Coordinator
- Mena High School Homeless Liaison



Tim Walston

- 9th Grade Counselor
- College and Career Coach
- District Test Coordinator

Belief

Every student should have access to a comprehensive school counseling program that promotes academic, social, emotional, and career outcomes while collaborating with the school counselor, parents, administrators, and families to help become prepared for postsecondary opportunities while attaining a high-quality education.

Vision

Our vision as school counselors at Mena Public Schools is to provide comprehensive, developmental, and professional counseling services to all students. We strive to prepare our students for their future endeavors by including instruction on social emotional learning, academic information, and career preparation. We hope to ensure that all students feel safe in their learning environment where we value accountability and respect for one another.

Mission

The Mena School District Counseling Department will serve students by providing a proactive, comprehensive, and developmentally appropriate program. Counselors will support students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, and productive workers. Counselors will address students' academic and career goals in addition to supporting their personal and social needs.

2022-2023 Program Goals

Louise Durham

Goal 1

Area for Concern

In the school year 2022-2023, Louise Durham will give K-2 students social and emotional support to help each child manage their emotions and behaviors, build healthy relationships, and promote positive communication to increase personal growth in a preventive manner. This can include topics such as bullying, negative behavior, communication, mental health, relationships, and decision making.

Data Review

1. In the first semester of school in 2021-2022, 81 disciplinary reports were made and 41 in the second semester. Bus behavior issues were a high concern during the 2021-2022 school year. In the first semester, 139 incidents were reported. The second semester, 123 incidents were reported. Each of these incidents were reported primarily in the evening. In each case action was taken to stop the behavior and to help prevent it in the future.
2. Non-counseling duties were expected in this counseling position which decreased the ability to do as many implications for the K-2 social and emotional education.

What are we doing well?

1. Negative behavior is addressed and action is taken consistently. This gives structure to the students and sets clear boundaries.
2. Counseling lessons are given and cover communication, social-emotional development, and decision making.
3. Act of Kindness implications, word of the month, and the use of HERO tickets.

Where are our barriers to learning, or areas of growth?

1. Not enough time for one-on-one interactions with students who need additional guidance.
2. Social-Emotional growth is hard to measure.

SMART Goal

1. Action Step- Daily counseling lessons during pull outs will be tailored to meet the needs of the students primarily discussing social-emotional development, communication, and career exploration. These lessons will help educate the children with the hope that the number of disciplinary reports and classroom disturbances will decrease within the year.
 - August- Bullying Prevention

-
- September- Body & Internet Safety Awareness
 - October- Substance Abuse/Healthy Habits
 - November- Social Emotional Learning/ Mindset
 - December- Behavior & Coping Skills
 - January- Responsibility and Decision Making
 - February- Friendship, Communication, & Teamwork
 - March- Strengths & Weakness/ Talents
 - April- Career Exploration
 - May- Setting Goals
2. Action Step- Events will be planned and implemented to increase social-emotional development in the children's education and development. This includes Rise and Shine monthly assemblies at the beginning of every month. During these assemblies, words of encouragement will be given, a word of the month will be presented, and fun activities. Community guest speakers will be available. Taylor May will come in September to discuss Body Safety and another speaker will come in February to discuss bullying.
 3. Action Step- One-on-one sessions will be given to students and families that need additional assistance. I will meet with students if they are experiencing behavior concerns, have had a traumatic event, and/or to address other needs. I will assist parents by providing information on resources, giving data and research, help with application, and address any other needs tailored to the individual. I will log the date and times of the meeting to determine the number of sessions provided.

Desired Outcomes

1. What will happen?
 - a. Students will be able to identify and manage their emotions positively.
 - b. There will be fewer discipline reports in the schools and on the buses.
2. What type of data will be used to measure this goal?
 - a. Student redirecting and discipline will decrease.
 - b. Students, parents, and teachers will receive assistance and support through one-on-one meetings.
 - c. A survey will be sent to students and families about education needs.
3. What resources will students have access to in order to assist with the process?
 - a. Guide for L.I.F.E lessons will be taught.
 - b. Additional social-emotional education opportunities through guest speakers and activities will be available.
 - c. Assistance with disciplinary issues through one-on-one sessions and family meetings will be conducted as needed.

Goal 2

Area for Concern

In the school year 2022-2023, Louise Durham will ensure that K-2 students have resources to meet their basic needs to enhance learning in the classroom by making education equally accessible and helping with physical health to increase stability and security in the school and at home which will give each child the opportunity for a successful future. This can include topics such as academic achievement, career development, creating goals, education disabilities, physical health, hygiene, and low resources.

Data Review

1. A total of 13 tardy warning letters were sent and a total of 28 attendance warning letters were sent out in the school year 2021-2022. 22 of the letters were 6 day attendance warnings, five were 12 day attendance warnings, and one being a FINS filed twice on the same student.
2. Open house, parent-teacher conferences, and reading and math nights have had low attendance in previous years.

What are we doing well?

1. Addressing student needs as issues arise.
2. Making reports as needed to students in potentially harmful situations.

Where are our barriers to learning, or areas of growth?

1. Not being aware of who needs services.
2. Services not being available that fit the needs of the families and not being easily accessible.
3. The need for services exceeds the resources available in this area due to high poverty levels.
4. Increasing parental involvement and volunteering in the schools now that the COVID-19 pandemic has passed.

SMART Goal

1. Action Step- Action Step- Daily counseling lessons during pull outs will be tailored to meet the needs of the students primarily discussing social-emotional development, communication, and career exploration. These lessons will help educate the children with the hope that the number of tardiness and absences will decrease within the year.
 - August- Bullying Prevention
 - September- Body & Internet Safety Awareness
 - October- Substance Abuse/Healthy Habits
 - November- Social Emotional Learning/ Mindset

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- December- Behavior & Coping Skills
 - January- Responsibility and Decision Making
 - February- Friendship, Communication, & Teamwork
 - March- Strengths & Weakness/ Talents
 - April- Career Exploration
 - May- Setting goals
2. Action Step- Action Step- Events will be planned and implemented to increase family engagement in the children's education and development. Community guest speakers will be available. Reading and math nights will be provided once a month to help increase parent involvement and be primarily implemented by the teachers. Open house in August and Parent-Teacher Conferences in November and March will encourage parent involvement and will address family needs. The goal is to increase communication amongst the families and the school to improve the lives of the students and parents.
 3. Action Step- One-on-one sessions will be given to students and families that need additional assistance. I will meet with students if they are experiencing behavior concerns, have had a traumatic event, and to address any other needs. I will assist parents by providing information on resources, giving data and research, help with application, and address any other needs tailored to the individual. I will log the date and times of the meeting to determine the number of sessions provided.

Desired Outcomes

1. What will happen?
 - a. Student attendance and tardiness will decrease.
 - b. Parents and families will receive assistance and support to help create a positive environment for children to thrive in.
 - c. Parental involvement will increase.
2. What type of data will be used to measure this goal?
 - a. Student attendance and tardiness will improve.
 - b. DCFS maltreatment and neglect hotline reports will decrease.
 - c. The number of people who need to receive benefits such as free and reduced lunches and the backpack program will be given.
3. What resources will students have access to in order to assist with the process?
 - a. A community resource guide for families in need will be distributed and made accessible through Open House, the Parent Center, social media, and through the online website.
 - b. Assistance with food, housing, and other resources will be given to families to help relieve stress at home.

-
- c. Family education involvement will be implemented through math and reading nights and guest speakers.

Holly Harshman

Goal 1

Area for Concern

After Covid, it was difficult to get students collectively back in the classroom. Teachers are working diligently to recover learning loss due to COVID. For student gain and improved scores, students need to be in class on time, every day.

Data Review

Absences increased during 2021 and 2022 due to sickness, quarantine, and personal choice. In 2019 (pre-COVID) average attendance at HHE was 1477 absences 96.9. 36 absentee letters were sent to families, and one FINS was filed. In 2022, HHE averaged 2466 absences, an average of 96.2%. 988 more absences in 2022 compared to 2019 school year.

Link to 2022 HHE attendance

<https://docs.google.com/spreadsheets/d/1P--R7V0QacftMNqTufa6wPilrYB9aNaN-KsAOzcUWvg/edit?usp=sharing>

What are we doing well?

1. HHE attendance is significantly better than any other school in our district. Link to 2022 Mena Public Schools average attendance:
 - a. <https://docs.google.com/spreadsheets/d/130gm0Hn1JhPmPUrngRWH97ugouXitAJDgUbVMnDMv4g/edit?usp=sharing>
2. HHE teacher attendance is better than any other school in the district, which is a direct correlation to the best student attendance in the district.
3. HHE is sending attendance letters, calling, communicating with parents in an attempt to get students to come to school.
4. Attendance is a district goal as well, so efforts are being made collectively throughout the district to improve attendance. MPS has hired additional help to help decrease student barriers with attendance.

Where are our barriers to learning, or areas of growth?

1. When students are not in class, they are missing instruction. They are not participating in class, interacting with their peers, or receiving pull out services that they need.

-
2. Some families do not see the importance of attendance to the educational process; every effort is not being made to get their child to school.
 3. Some families are facing barriers that we may not be aware of to get their child to school.

SMART Goal

Attendance at Holly Harshman will improve by 1 percent.

Action step:

1. Restrictions are lessened on quarantine and isolation which will help attendance rates. Letters will continue to be sent to parents once their child misses 6 and 12 days. A FINS review is organized after 12 days. Teachers will continue to make attendance a priority. Conferences will be held with parents of students with significant absences.
2. Student work is available online for students who miss school, so that students are able to do the missed work from home.
3. We want students to WANT to come to school. School is a safe place, a haven for all students. We want them to feel loved and wanted. We want them to know they are missed when they are not at school. Daily activities are planned to make school more enjoyable, so that the students will want to be at school, on time, daily.
4. We will help provide basic needs to students so that they can come to school. School supplies, backpacks, hygiene items, clothing, shoes are available for students who are in need. Lunches are free to students who qualify, and daily snacks are given to all students.
5. Daily attendance drawings are held as an incentive for students to be at school on time, everyday. Random names are chosen for a prize, and students must be present to win. The student's name is called on the intercom. Attendance is also a qualifier on PBIS.

Desired Outcomes

1. What will happen?
 - a. Attendance will increase
 - b. Test scores will increase.
2. What type of data will be used to measure this goal?
 - a. Eschool attendance reports will track attendance.
 - b. ACT Aspire results will be the measurement for student growth.
3. What resources will students have access to in order to assist with the process?
 - a. Students will have access to lunches, snacks, food backpacks, hygiene items, clothing, and school supplies needed for the school day.
 - b. Students may participate in classroom and extracurricular activities when present.

- c. Students will have access to a computer and internet hot spot so that they can complete their work from home when they are absent.
- d. A community resource guide for families in need will be distributed and made accessible through Open House, the Parent Center, social media, and through the online website.
- e. Assistance with food, housing, and other resources will be given to families to help relieve stress at home.

Mena Middle School

Goal 1

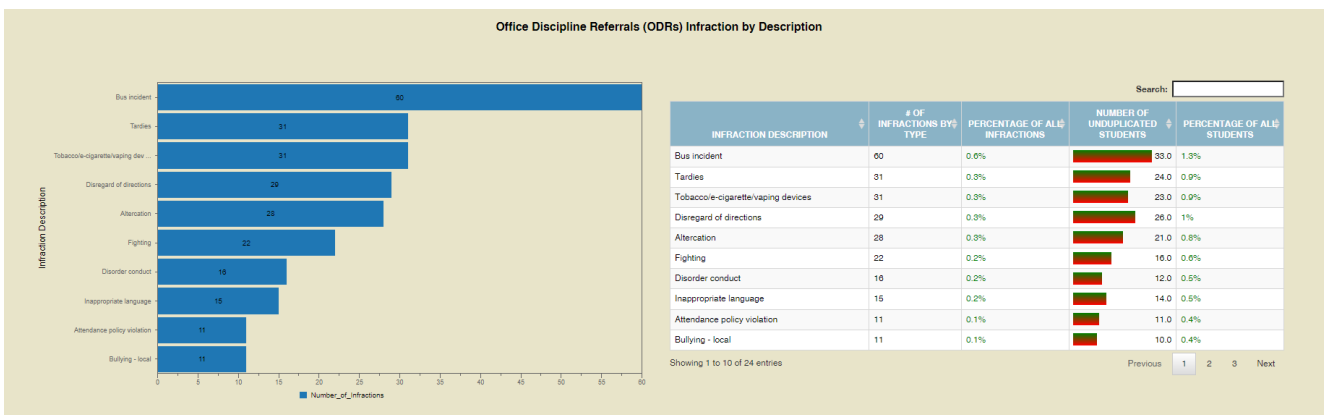
Area of Concern

Managing Conflicts is a skill many middle school students struggle to master. The Mena Middle School Counselor and Administrators believe students would benefit from extra practice in conflict management with peers and adults. Many students have had access to devices and social media since birth. The lack of face to face relationship building practice has left many with the inability to manage simple conflicts peacefully.

Data Review

In 2021-2022 and previous years the Mena Middle School counselor was required to do many non counseling duties. Those duties hindered the counselor from having adequate time to address mindsets and behaviors with all students. The administration has recognized the rising need for the counselor to be working directly with students and has made necessary adjustments. The counselor will have more time in 2022-2023 to work directly with students on Social Emotional concerns.

Data



2021-2022 Altercations 28 and Fighting 22. Plan is to reduce by 20 percent in 2022-2023

What are we doing well?

1. Weekly Character Strong lesson in most Achieve classes
2. School Counselor's duties have been reassigned to allow more time to focus on SEL.

Where are our barriers to learning, or areas of growth?

1. Consistent, "protected" time to meet with students
2. Social Emotional Learning Growth is difficult to measure.
3. Magnitude of all the needs and the large number of student to counselor ratio

SMART Goal

1. Action Step-The counselor will create classroom lessons with the focus on relationship building. The counselor will use Character Strong Curriculum, Activities that Teach and other resources.
2. Action Step- The counselor will create a counseling calendar with dedicated time to lessons with classroom size groups as well as small groups. Focusing on conflict resolution with small groups as deemed necessary based on office referral data.
3. Action Step- The counselor will, in collaboration with faculty, seek guest speakers and community helpers to speak with groups and mentor individual students.

Desired Outcomes

1. What will happen?
 - a. Students will become more confident in positive peer to peer relationships.
 - b. There will be fewer office referrals for conflict and fighting. Specifically a 20% reduction from 2021-2022.
 - c. MMS will have a more positive culture.
2. What type of data will be used to measure this goal?
 - a. Smart Data on discipline from 2021-2022 and 2022-2023
 - b. Faculty feedback on pre-survey and post-survey
3. What resources will students have access to in order to assist with the process?
 - a. Students will have access to extra Character Strong lessons
 - b. Students will access the school counselor in group and individual settings.
 - c. Students will have access to protected time to learn relationship skills and conflict resolution skills.

Mena High School

Goal 1

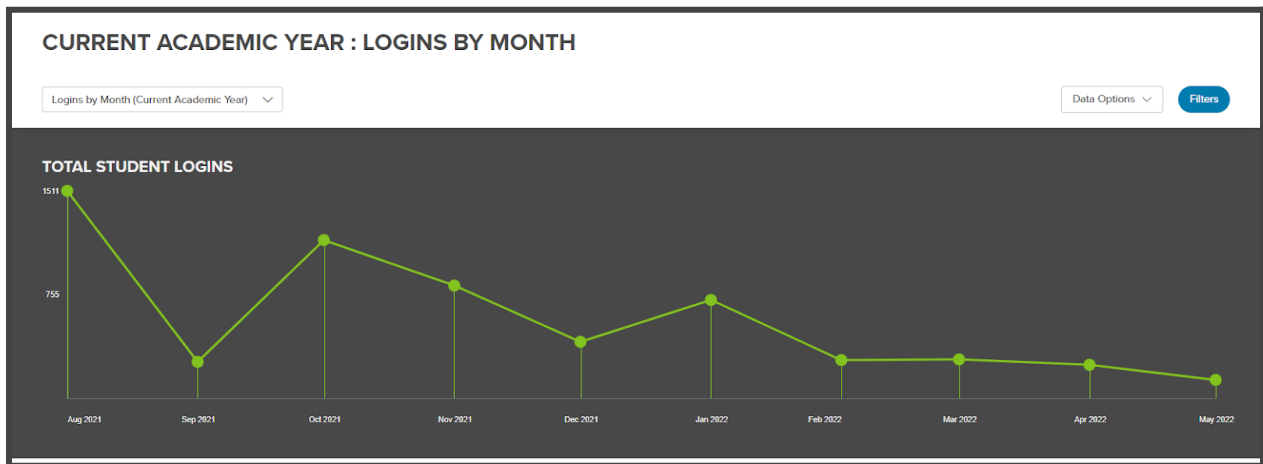
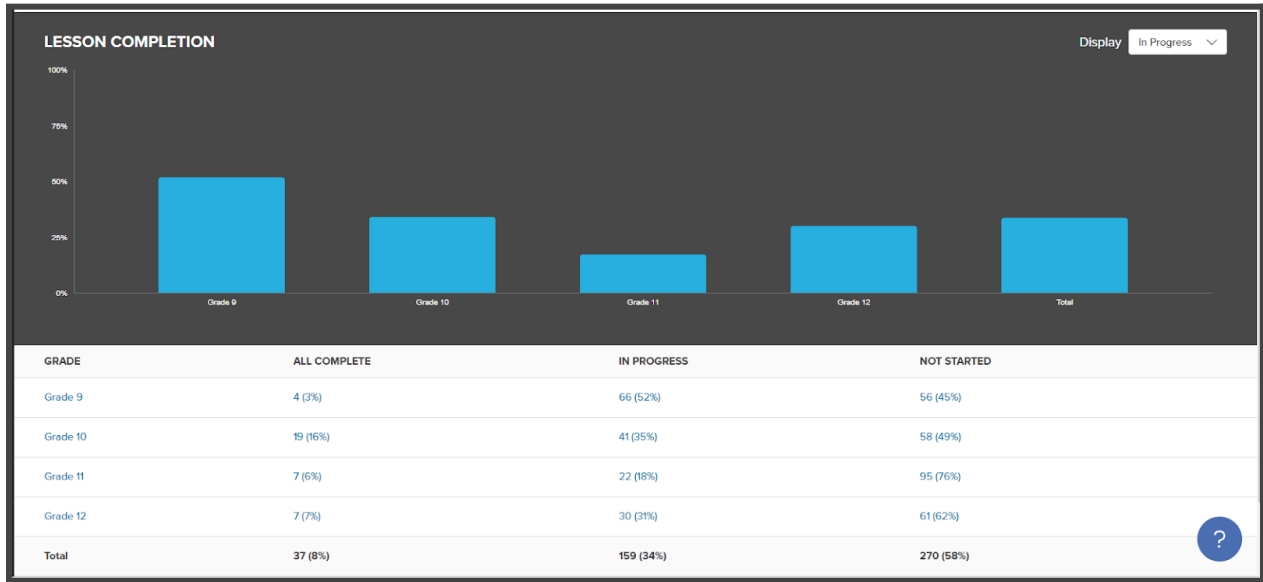
Area of Concern

Many high school students don't yet know what they want to do as a career. Mena High School counselors believe students should be in the process of creating a vision for their futures. In fact, we know that students are likely to change their minds multiple times, perhaps even after they enter the workforce. Because of this, we are aware that some of tomorrow's careers might not exist today. That is why Mena High School Counselors see the need for students to have a career plan that would help students stay motivated during all the twists and turns that a career path throws at them. Career planning is a process that helps students identify what they are good at while also helping them see their individual skills, talents, values, and interests and how those translate into possible jobs or careers. We want to help students match their skills to existing jobs or careers while keeping in mind their financial and educational needs may change or their overall job goal might change.

Data Review

Based upon the current counseling duties and structure, counselors have not had adequate time in the classroom to assist with career planning. Previously the career planning and guidance has been mostly completed by the Enrichment Advisors. The data below has been taken from Xello and documents the lesson progress, lesson completion, and total number of logins by month inside the program. As you can see, only 8% of students completed all of the lessons inside the program. A large number of students (58%) did not even begin the activities. In August, it seemed from the chart below that advisors pushed for students to begin the process; however as time went on less and less of the students logged into the program and completed the activities.

Data



Reports

Student Information Service Coverage Student Contacts **Contact Details** Monthly Cumulative Summary Academic Outcomes

2021/2022

Student Enrollment

Grades	09 th	10 th	11 th	12 th
# Students	126	118	124	96

Student Initial Contact Visit

# Students with Initial Contact Visit	111	108	126	86
% Students Initial Contact	88.1%	91.53%	101.61%	89.58%

What are we doing well?

1. Our students all have logins for the Xello portal.
2. Mena School District hired a College and Career Coach to assist in the process.
3. Mena partners with The University of Rich Mountain to offer concurrent courses as well as career center courses
4. Mena High School partnered with Western Arkansas Planning and Development District to offer the Pre-Apprenticeship program to students this year.
5. Teachers have been assigned lessons to complete with students on Xello. You may access it in the [Enrichment Calendar under Xello Lessons](#).

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

1. Not a consistent time for counselor's to meet with students during the school day at the high school level. Class time must be shared with teachers or during the 30 minutes enrichment period.
2. Career development is not seen as a shared responsibility among staff.
3. Xello assignments are not completed by students.
4. The older students become, the less they enjoy the lessons within the Xello program as reported by students informally.
5. Most students do not have a four year plan entered into Xello.

SMART Goal

1. Action Step - To provide a foundation for students to understand their interests, abilities and challenges; school counselors will require and assist students in taking the Xello interest inventory, skill assessment, and personality assessment each year of their high school career. This concept of self-exploration will help students examine their skills, values, experiences, interests, and education and how those interact in the career planning process. Those self-exploration concepts will be discussed with the students when they meet individually with their counselor or career coach. This will happen August 2022 - January of 2023.
2. Action Step - In collaboration with parents, advisor, and student, counselors will assist students in developing their Four Year Plan for high school graduation and their career pathway. This will be completed by the end of September 2022
3. Action Step - Counselors will assist students in linking their academic strengths and high school courses to post-secondary education/training through one on one guidance meetings with students as well as whole group enrichment guidance lessons. This will be

monitored using the LEA Insights Career Coach portal. This will happen August 2022 - January of 2023.

4. Action Step - Counselors will help students develop productive work habits and soft skills in the classroom that apply to the workforce. Counselors will present guidance lessons in their enrichment classes throughout the school year.
5. Action Step - Counselors will aid students with occupational exploration by researching occupational and job profiles, attending career and job fairs, and assisting in the gathering labor-market information. This will happen August 2022 – May 2023.

Desired Outcomes

1. What will happen?
 - a. Students will take their interest inventory and personality assessments on Xello.
 - b. Students will complete their 4 year Students Success Plan
 - c. Students will meet with the Career Coach to link academic strengths and high school course work to post secondary education/training.
 - d. Counselors will present lessons in the enrichment classes that demonstrate work habits and soft skills.
2. What type of data will be used to measure this goal?
 - a. Xello completion reports will show an increase in Interest Inventory and Personality Assessment
 - b. Report from Xello that shows completion of their 4 year plans
 - c. Increase in the number of students who attend one on one meetings with the Career Coach seen in the data from the LEA Insights portal.
 - d. Documentation of the lessons presented in enrichment classes for Tier 1 whole group instruction.
3. What resources will students have access to in order to assist with the process?
 - a. Xello is available to all students.
 - b. A Career Coach/counselor and 10-12 grade counselor are available to student

Goal 2

Area of Concern

Vaping among youth is a serious public health issue. In the past decade, vaping has increased among all age and demographic groups and is more popular than traditional cigarettes among high school students. The term vaping for our reference refers to the use of any device that converts a liquid solution into an aerosol that is inhaled by the user. Examples of such devices include electronic cigarettes and e-cigarettes. Among youth, there are three main types of vaping products: nicotine, cannabis (or cannabis extracts), and flavoring without active drug substances.

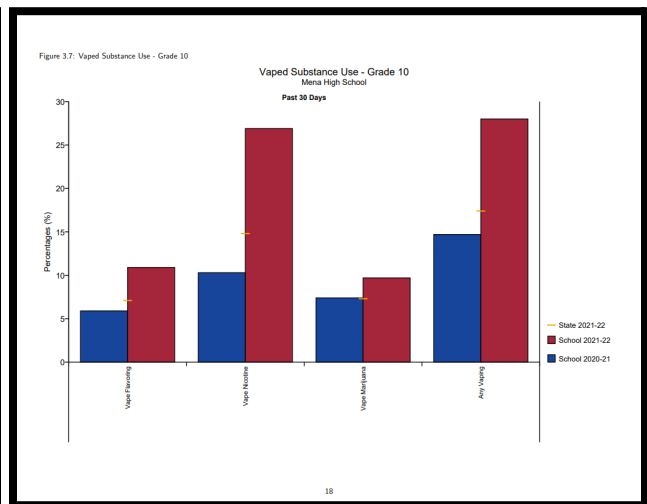
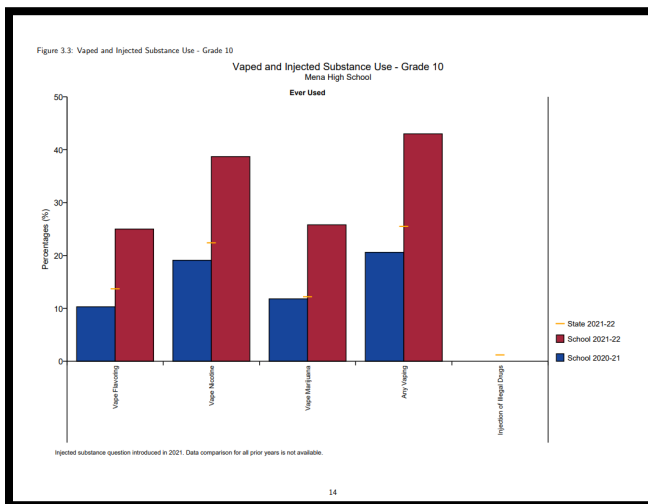
Several of these factors pose health risks to youth, which is why the Mena High School counselors consider them to be urgent interventions.

Data Review

According to the 2021-2022 Arkansas Prevention Needs Assessment Survey, over 25 percent of 10th grade high school students reported using e-cigarettes in the previous 30 days. E-cigarette use among our teens almost doubled from the previous year to this 2021-2022. More than 40% of our 10th grade students who have ever used a vape product is almost double the number of previous years. There were 106 Tobacco/e-Cigarette/Vaping Devices office referrals this academic year at Mena High School.

Data

5703012_Mena_High_School.pdf



What are we doing well?

Currently, students who are caught vaping at school do not receive any real interventions. Other than a punishment prescribed in the student handbook, there is no other form of intervention.

Where are our barriers to learning or areas of growth?

There is a prevalence of vaping among youth. Nicotine is a highly addictive substance that can adversely affect several body systems.

SMART Goal

1. Action Step - It is the intention of the counselors at Mena High School to advocate for the acquisition of Vape detectors in order to measure the air quality in the bathrooms and to detect the presence of hazardous chemicals present in vaping devices. These devices will

send alerts to all faculty members. In addition to being an effective and affordable solution, their visible presence will act as a deterrent to students.

2. Action Step - Counselors will present a lesson to each intervention class explaining the effects of vaping.
 - a. [The lesson that will be used can be accessed here.](#)

Desired Outcomes

1. What will happen?
 - a. The purchase of vape detectors will decrease the number of Tobacco/e-Cigarette/Vaping Devices office referrals.
 - b. A decrease of the self reported vaping on the Arkansas Prevention Needs Assessment Survey.
2. What type of data will be used to measure this goal?
 - a. Office referrals input into Eschool.
 - b. The Arkansas Prevention Needs Assessment Survey will be used to measure these same students when they are seniors. By 2024, we will know if the interventions had an impact on the survey data.
3. What resources will students have access to in order to assist with the process?
 - a. [Counselor presentation.](#)
 - b. Vape detectors

Standards and Competencies

The Mena School Counselors follow the American School Counseling Association model for Standards and Competencies.

1. [American School Counseling Association model for Standards and Competencies](#)

The Mena School Counselors follow Arkansas Department of Education TESS Standards and Competencies.

2. [Arkansas Department of Education TESS Standards and Competencies](#)

The Mena School Counselors follow the Guide for Life for Standards and Competencies.

3. [Guide for Life](#)
4. [Guide for Life](#)



Management

Program Assessment

Arkansas Comprehensive School Counseling Self-Assessment

Counselors at Mena Public School evaluate their work from previous years through self-assessments. As part of the counselor's annual administrator conference, they present this self-assessment to discuss areas of improvement every year with their administrator. [Arkansas Comprehensive School Counseling Self-Assessment](#) serves as a guide for campuses.

Louise Durham

The Counselor at Mena Middle School utilized the Arkansas Comprehensive School Counseling Self-Assessment. [A copy may be accessed here.](#)

Holly Harshman

The Counselor at Holly Harshman utilizes the Arkansas Comprehensive School Counseling Self-Assessment. [A copy may be obtained here.](#)

Mena Middle

The Counselor at Mena Middle School utilized the Arkansas Comprehensive School Counseling Self-Assessment. [A copy may be accessed here.](#)

Mena High School

Counselors at Mena High School utilize the Arkansas Comprehensive School Counseling Self-Assessment. [The files can be accessed here.](#)

Use of Time

Counselors at Mena Public Schools will use Use-of-Time documents to determine how much time they are utilizing for direct and indirect services. Time logs provide counselors with feedback that will help them ensure that the program goals and the needs of the students are being met.

Furthermore, the use of time data will allow the school counselor and other stakeholders to determine which activities or services the school counselor is providing in accordance with the provisions of the School Counseling Improvement Act of 2019.

Annual Administrative Conferences

Annual Administrative Conference

Counselors and administrators at Mena Public Schools meet annually for the Annual Administrative Conference. In this conference, information is provided regarding the counselor's responsibilities, student caseloads, opportunities for professional development, and counselor's program and goal expectations. The conference allows opportunity for reflection with the counselor's professional growth plan.

Louise Durham

[2022-2023 Administrative Conference](#)

Holly Harshman

[2022-2023 Administrative Conference](#)

Mena Middle

[2022-2023 Administrative Conference](#)

Mena High School

[2022-2023 administrative Conference](#)

Advisory Council

Advisory Council Meeting

An advisory council is a group of individuals that assist the counselors in achieving their stated mission and vision. The advisory council functions to provide key stakeholder's perspectives to

counselors and to make recommendations on relevant topics. In an advisory meeting, program stakeholders, such as school and community partners, business supporters, youth, parents, government workers, volunteers, will have the opportunity to communicate their opinions, share their expertise, and assist counselors in the coordination of services to be offered.

1. The date for the 2022-2023 Advisory Council meeting is June 1, 2022

Advisory Council Meeting Agenda

[Advisory Council Meeting Agenda](#)

Advisory Council Meeting Sign In

[Advisory Council Meeting Sign In](#)

Data Use in Counseling

Mena Public Schools counselors examine school data in order to determine the program goals for the upcoming school year. Each year, counselors address these objectives in their Annual Administrative Conferences with their principals, as well as in the lessons and activities they plan and implement.

Direct, Indirect, Administrative

[Direct](#)

[Indirect](#)

[Administrative](#)

Calendars

Louise Durham Calendar

August	February
<ul style="list-style-type: none"> ➤ Rise & Shine monthly assembly ➤ Open House ➤ Classroom Placement Conferences ➤ Minute Meetings (kindergarten and new students) ➤ Meet the Counselor/Bully Prevention/Kindness Guidance lessons 	<ul style="list-style-type: none"> ➤ Rise & Shine monthly assembly ➤ Friendships/Communication/Teamwork Lesson ➤ “Bullying” guest speaker
September	March
<ul style="list-style-type: none"> ➤ Rise & Shine monthly assembly ➤ Minute Meeting ➤ Body & Internet Safety Awareness/ Guidance Lessons ➤ “Empower Me” Body Safety Talks (Child Advocacy Center) ➤ Family Engagement Evening- Literacy & Math ➤ Title I Meeting 	<ul style="list-style-type: none"> ➤ Rise & Shine monthly assembly ➤ Strengths/Weakness / Talents Lessons
October	April
<ul style="list-style-type: none"> ➤ Rise & Shine monthly assembly ➤ Minute Meetings (continued) ➤ Substance Abuse/Healthy Habits Awareness Lesson ➤ Red Ribbon Week Activities/ Band & Theatre students invited to perform ➤ Annual Fall Carnival (HS perform) ➤ SEL/Growth Mindset Guidance Lessons 	<ul style="list-style-type: none"> ➤ Rise & Shine monthly assembly ➤ Career Exploration Guidance Lessons ➤ Career Day/Fair
November	May
<ul style="list-style-type: none"> ➤ Rise & Shine monthly assembly ➤ Minute Meetings (continued) ➤ Annual Fall Carnival ➤ SEL/Growth Mindset Guidance Lessons 	<ul style="list-style-type: none"> ➤ Rise & Shine monthly assembly ➤ Goal Lessons ➤ Tour of HHE for 2nd grade students
December	June
<ul style="list-style-type: none"> ➤ Rise & Shine monthly assembly ➤ Minute Meetings (continued) ➤ Annual Fall Carnival ➤ Behavior/ Coping Skills Lessons 	
January	Daily/Weekly/Monthly
<ul style="list-style-type: none"> ➤ Rise & Shine monthly assembly ➤ Responsibilities/ Decision Making Lessons 	

➤ Great Kindness Challenge	
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Holly Harshman Calendar

August	February
<ul style="list-style-type: none"> ➤ Open House/Family Engagement ➤ Fair Booth 	<ul style="list-style-type: none"> ➤ 3-5 Guidance Lessons from Mendez “Too Good for Violence” Curriculum
September	March
<ul style="list-style-type: none"> ➤ Parent Night-Literacy and Math Night/Title I Meeting 	<ul style="list-style-type: none"> ➤ 3-5 Guidance Lessons from Mendez “Too Good for Violence” Curriculum
October	April
<ul style="list-style-type: none"> ➤ 3-5 Guidance Lessons from Mendez “Too Good for Drugs” Curriculum ➤ Red Ribbon Week/Red Ribbon Day Rally 	<ul style="list-style-type: none"> ➤ Polk County Home Extension Services coordinates “Choose My Plate” Curriculum in Regular Ed. for Health/Nutrition and Farm to You Body Walk ➤ Child Safety Awareness Month-Harbor House “Substance Abuse Prevention”; Cooper Anthony Mercer Child Advocacy “Empower Me” ➤ Student Showcase
November	May
<ul style="list-style-type: none"> ➤ 3-5 Guidance Lessons from Mendez “Too Good for Drugs” Curriculum ➤ Veteran’s Day Musical ➤ Parent Teacher Conferences ➤ Thanksgiving meal with parents 	<ul style="list-style-type: none"> ➤ Polk County Home Extension Services coordinates “Choose My Plate” Curriculum in Regular Ed. for Health/Nutrition and Farm to You Body Walk ➤ Child Safety Awareness Month-Harbor House “Substance Abuse Prevention”; Child Advocacy “Empower Me” ➤ 5th Grade Mena Middle School Tour/Orientation ➤ 2nd to 3rd grade Tour ➤ Sweetheart Gala ➤ mom/son@the arcade
December	June
<ul style="list-style-type: none"> ➤ 3-5 Guidance Lessons from Mendez “Too Good for Drugs” Curriculum ➤ Christmas musical ➤ Christmas lunch with parents 	<ul style="list-style-type: none"> ➤
January	Daily/Weekly/Monthly
<ul style="list-style-type: none"> ➤ 3-5 Guidance Lessons from Mendez “Too Good for Violence” Curriculum 	<ul style="list-style-type: none"> ➤

Mena Middle School Calendar

August	February
<ul style="list-style-type: none"> ➤ Open House ➤ Student orientation ➤ 504 Discussion with Teachers ➤ AE enrollment ➤ New student scheduling/orientation ➤ SEL6-8 Getting to Know You in ACHIEVE ➤ Curriculum night 6 grade Families ➤ SEL 7th grade Personality Activity FCSI ➤ Project Prevent 	<ul style="list-style-type: none"> ➤ Parent/Teacher Conferences ➤ SEL XELLO/NEXT Magazine 8th Careers ➤ ASPIRE Test Training ➤ Project Prevent ➤ SEL 6th Grade ACHIEVE Team Building ➤ 8th grade Career Action Planning ➤ 504 Testing PNP's to Test Coordinator ➤ Small Groups ➤ Classroom Lesson Each Grade
September	March
<ul style="list-style-type: none"> ➤ Title One Meeting Parent/Teacher Conferences ➤ 504 Meetings ➤ Project Prevent Meeting ➤ ETS recruitment ➤ SEL XELLO/NEXT Magazine Careers 8th ➤ Classroom Lesson Each Grade 	<ul style="list-style-type: none"> ➤ Ready for College Day 8th UARM ➤ Academic advising for failures ➤ SEL 1 on 1-7th grade career planning (CAPs) ➤ Project Prevent Event ➤ Aspire Test Tech/Room scheduling ➤ Classroom Lesson Each Grade
October	April
<ul style="list-style-type: none"> ➤ Red Ribbon Week ➤ Project Prevent State Meeting ➤ Natural High Videos 6-8 ACHIEVE ➤ SEL Cooking Class 7th Grade FCSI 	<ul style="list-style-type: none"> ➤ Parent/Teacher Conferences ➤ SEL Cooking Class Lessons ➤ Aspire Testing begins ➤ MMS 7th grade Career Action Planning ➤ Science Night
November	May
<ul style="list-style-type: none"> ➤ APNA Surveys ➤ Parent/Teacher Conferences ➤ SEL:ACHIEVE Check In 6-8 ➤ Project Prevent Meeting ➤ Veteran's Day Celebrations Activities ➤ Classroom Lesson Each Grade 	<ul style="list-style-type: none"> ➤ 5th grade MMS Tour Orientation ➤ Hunters Ed-Fishing Derby ➤ Awards Day ➤ District Parent Engagement Meeting ➤ Schedule request entry ➤
December	June
<ul style="list-style-type: none"> ➤ SEL for Faculty Gathering ➤ Academic advising for failures ➤ Spring schedule changes ➤ Small Groups 	<ul style="list-style-type: none"> ➤ ALE recommendations ➤ Counseling program planning ➤ 2022 Student Scheduling ➤ 504 Review HHE/MHS
January	Daily/Weekly/Monthly
<ul style="list-style-type: none"> ➤ ALE enrollment ➤ CAP prep for 7th and 8th ➤ SEL 7th grade Personality Activity FCSI ➤ Academic SSP Conferences for at risk ➤ New Student enrollment ➤ Great Kindness Challenge 	<ul style="list-style-type: none"> ➤ Intensive Care Lab student support/ZAP ➤ Responsive services ➤ Upward Bound/Backpack program ➤ Coordinate with WAGC and School Based ➤ Help Testing and 504 Coordination ➤ Academic advising for failures

Mena High School Calendar

August	February
<ul style="list-style-type: none"> ➤ Open House ➤ Schedule Pick up and advisement ➤ New Student Orientation ➤ 504 Discussion with Teachers ➤ AE enrollment ➤ ACT Aspire Test interpretation 	<ul style="list-style-type: none"> ➤ Monthly Student Success Plan Meeting ➤ On to College ACT Prep with Juniors ➤ Update scholarship information in Google Classroom ➤ Student Success Plan Training for Teachers ➤ Student Success Plan Conferences where students plan their next years courses
September	March
<ul style="list-style-type: none"> ➤ Monthly Student Success Plan Meeting ➤ Take Seniors to Senior Day at UARM ➤ ACT informational meeting with Juniors and Seniors ➤ Update scholarship information in Google Classroom ➤ Career Coach individual meetings with Seniors ➤ Career Coach Enrichment meetings (Financial Aid with Seniors) ➤ Pre-ACT with Sophomores ➤ Club Fair 	<ul style="list-style-type: none"> ➤ Monthly Student Success Plan Meeting ➤ Update scholarship information in Google Classroom ➤ On to College ACT Prep with Juniors ➤ Juniors State Administered ACT ➤ Academic Lettering Assembly
October	April
<ul style="list-style-type: none"> ➤ Monthly Student Success Plan Meeting ➤ Take Seniors to College Fair at University of Arkansas at Rich Mountain (UARM) ➤ Senior Scholarship and FAFSA informational Meeting ➤ Update scholarship information in Google Classroom ➤ Parent Financial Aid Day in partnership with University of Arkansas at Rich Mountain (UARM) ➤ Bullying Prevention Activities ➤ In conjunction with JAG and Career Coach we will arrange college/military recruiter visits ➤ Career Coach individual meetings with Juniors ➤ Career Coach Enrichment meetings (Financial Aid with Juniors) 	<ul style="list-style-type: none"> ➤ Monthly Student Success Plan Meeting ➤ Take Juniors to Junior Day at UARM ➤ Update scholarship information in Google Classroom ➤ ACT Aspire ➤ Senior Scholarship and FAFSA informational Meeting
November	May
<ul style="list-style-type: none"> ➤ APNA Surveys ➤ Parent/Teacher Conferences ➤ Monthly Student Success Plan Meeting ➤ Update scholarship information in Google Classroom ➤ In conjunction with JAG and Career Coach we will arrange college/military recruiter visits ➤ Career Coach individual meetings with 	<ul style="list-style-type: none"> ➤ Monthly Student Success Plan Meeting ➤ AP Exams ➤ Awards Assembly ➤ Completers Assembly ➤ Graduation ➤ District Parent Engagement Meeting

Sophomores ➤ ASVAB	
December	June
<ul style="list-style-type: none"> ➤ Monthly Student Success Plan Meeting ➤ 9-12 Guidance Counselor meets with students who need to retake courses or need credit recovery ➤ Update scholarship information in Google Classroom ➤ In conjunction with JAG and Career Coach we will arrange college/military recruiter visits ➤ Career Coach individual meetings with Sophomores/Freshman 	
January	Daily/Weekly/Monthly
<ul style="list-style-type: none"> ➤ Monthly Student Success Plan Meeting ➤ On to College ACT Prep with Juniors ➤ Update scholarship information in Google Classroom ➤ 9th Grade Orientation Program/Preview Day ➤ Career Coach individual meetings with Freshman 	<ul style="list-style-type: none"> ➤ Responsive services ➤ Coordinate with WAGC and School Based Therapist ➤ Test Coordination ➤ Academic advising for failures



Sharing Data Results

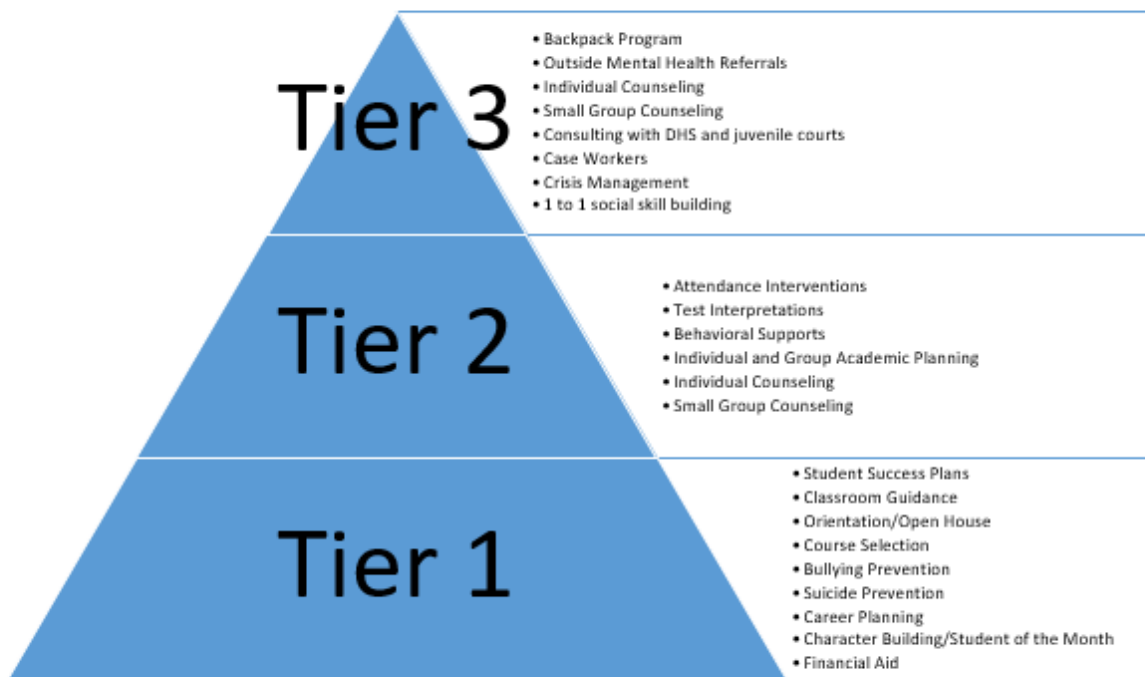
How is data shared?

Results from the previous year's goals will be incorporated in the Comprehensive Counseling Plan for the following year. In addition, results will be shared via the Counseling Advisory Meeting.

Delivery

Multi-Tier Support System

In Mena Public Schools, school counselors enhance their ability to collaborate, coordinate, and provide leadership in meeting the needs of all students and identifying those students who are at risk of not meeting academic or behavioral expectations. School counselors work in conjunction with teachers, administrators, and families to design and implement plans that meet students' academic, career, and social/emotional needs. As part of ongoing improvements, data is collected and analyzed to determine the effectiveness of the learning supports. Mena School counselors can observe the lasting impact on students' academic performance and development as a result of the multi-tier support system provided by the school counseling program.



Direct Counseling

Individual Counseling – Tier 2 and 3

Individual counseling sessions are available to students for the purpose of discussing concerns and areas of personal growth. Counselors assist students in achieving their goals and resolving their personal conflicts. Additionally, counselors assist students in developing academic, career, and essential skill plans as well as assisting them in developing their life goals. Parents, teachers, administrators, other school personnel, as well as students themselves may refer students for individual counseling. Referrals for urgent situations may include, but are not limited to:

1. Suspected abuse of a minor (physical or mental)
2. A sudden or unexpected change in behavior
3. Family experiences that have been traumatic
4. An increasing hostility between a child and their teacher or peers.

Small Group – Tier 2 and 3

Planned guidance activities are a part of the Comprehensive School Counseling program at Mena. Student achievement, personal development, and social growth are all enhanced by these age-related exercises. For most school counselors, group counseling is a vital component of their work. When working with students in groups, we acknowledge that peer influence is one of the most powerful influences in the learning process. They receive and give feedback in groups, which contributes to their overall understanding of themselves and others. In addition, they are able to develop their interpersonal and personal skills in a positive, supportive environment. Small group lessons are based on the identified gaps in the school and student needs. Small groups meet regularly over a specified amount of time with follow-ups occurring to ensure students are continuing to develop the skills taught in the small group. Pre-and post-evaluations or assessments gather data to help determine growth in knowledge or skill attainment. Services for small groups are available in the Mena School District, including but not limited to:

1. Friendship
2. Manners
3. Divorce
4. Bullying
5. Anger
6. Anxiety

-
7. Depression
 8. Organization Skills
 9. Study Skills
 10. Conflict Resolution
 11. Emotions
 12. Communication
 13. Vaping
 14. Self-Injury (Cutting)

Classroom Lessons – Tier 1

As part of the elementary education program, counselors will teach weekly classroom guidance lessons adapted to the age of the children based on gaps identified through the analysis of school data and the associated goals created to address those needs. The School Counseling Improvement Act of 2019 provides the following provisions: (L) Classroom guidance, which is to be limited to forty-minute sessions, not to exceed three (3) per day or ten (10) per week. Guidance in the classroom was intended to be a collaborative effort with teachers to reinforce classroom objectives for academic, personal, social, and career development. Classroom counseling 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 also address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific competencies in academic, social/emotional, and/or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives

Empower Me Program – Tier 1

Empower Me, a program in partnership with Cooper-Anthony Mercy Child Advocacy Center, teaches children to identify their safety net of trusted adults and encourages them to contact them if someone is violating their safety rules. The purpose of this initiative is to promote communication between children and the adults in their lives regarding this important topic, just as we do when we encounter other hazards. It is their goal to make children smart, rather than scared. This is an active, positive and upbeat curriculum. As the discussion progresses, it moves away from what panics the child to what actions they can take when they are asked to break a safety rule. Cooper-Anthony Mercy Child Advocacy Center Children's Safety Center offers Empower Me! curriculum FREE to elementary schools, after school programs, child care facilities, and any other youth-serving organizations.

Taylor May
Supervisor, Community Education and Prevention
Cooper-Anthony Mercy Child Advocacy Center
216 McAuley Court
Hot Springs AR 71913
501-622-2531 ph 501-620-4595 fax

Family Engagement Opportunities

Louise Durham Elementary School Family Engagement Opportunities

1. Open house - beginning of school year
 - Give copy of Family Engagement plan & Comprehensive Counseling Plan and get signatures
 - Family & Parent Volunteer Forms
 - Provide list of resources for families
 - Residence form
2. Parent-Teacher Conferences
3. Fall Carnival - October
4. Harvest Party
5. Thanksgiving & Christmas meals
6. Box Top Collection, Pop Top Drive, & Blood Drive
7. Red Ribbon Week - October
8. Career Day - April
9. Awards Assemblies
10. Family Nights
 - Using the I do, we do, you do strategy of teaching reading skills
 - Helping your child take a book walk
 - Helping your child understand text and retell with open ended questions
 - Helping your child pick a just right book and helping them through frustrations
 - Revisiting familiar texts to help your child build fluency
11. Guest Speakers on Bullying and Empower Me Body Safety Talk- September & February

Holly Harshman Elementary School Family Engagement Opportunities

1. Open House-August
2. Blood Drive Competition
3. Veterans Day Musical
4. Book Fair
5. Thanksgiving/Christmas lunch
6. Student Showcase
7. Father/Daughter Dance-April
8. Mom and Son Event -April
9. Awards Assembly-May
10. Parent-Teacher Conferences-October and March

Mena Middle School Family Engagement Opportunities

1. Open House
2. Multiple School Dances
3. 6th Grade Curriculum/Smart Core Night
4. Title One Meeting
5. Veterans Celebration
6. Parent Teacher Conferences
7. Career and College Day Trip
8. Choir Concerts
9. Band Concerts
10. 5th grade Campus Tour and Orientation
11. 6th grade Elective Expo
12. Science Destination Challenge
13. 7th grade FINS Fishing Derby
14. Hunters Education 8th Graders
15. CAP Conferences 7th Graders
16. Careers of Mena Field Trip 6th grade
17. Awards Day MMS
18. Volleyball, Basketball, Football, Track Events

Mena High School Family Engagement Opportunities

1. Open House - Fall
2. Registration – Parent will sign confirmation sheet
3. Parent Teacher Conferences (Spring and Fall)

-
4. Parents Make A Difference Night–Tasseltime-
 5. Senior Seminar – quarterly scholarship, college, and career information
 6. School Performances- band, choir, athletics
 7. Talent Show
 8. Mena Booster Club- Athletics- 3rd Wed. of each month
 9. Band Booster Club
 10. JAG- Senior Parents
 11. FFA Alumni
 12. Prom- Jr. Parents
 13. After Prom Events- Sr. Parents
 14. Financial Aid Seminar- October
 15. Freshmen Orientation- Spring
 16. Senior Success Day - Spring

Orientation Programs - Tier 1

The Orientation Programs at Mena are a series of activities that give the new students information to help them adapt to the institution and realize their responsibility towards it. Orientation is held when students transition from each building.

Louise Durham Elementary School to Holly Harshman Elementary School

1. Open house is available to introduce the students to their new teachers and to get comfortable with the new environment
2. New students get a tour of the school from other students and/or school staff
3. 2nd Grade will tour HHE campus with orientation from ambassadors

Holly Harshman Elementary School to Mena Middle School

1. 2nd grade tour HHE campus with orientation from ambassadors
2. 5th grade tour MMS campus with orientation from counselor and principals
3. Meet the Teacher Night to receive schedules and meet with individual teachers in their classrooms.

Mena Middle School to Mena High School

1. For 8th grade students entering grade 9 in the fall, Mena High School offers a preview of the upcoming year in January. In addition to familiarizing students with the campus environment and physical facilities, they meet with their advisor/counselor and choose

courses for the next academic year. Orientation is an excellent opportunity to make a first impression on the student body and to get to know each other. Aside from conducting icebreaker activities, advisors also provide campus resources, establish mentorship opportunities, and help students determine their own educational goals.

Follow-up with Graduates and Students at Risk of Dropping Out - Tier 1

Mena High School

Mena High School uses Life Track Services to provide high school graduates with follow up services. Each graduate is sent a follow up survey to help measure questions like the following:

- Did their hopes at graduation come to reality?
- How many went on to college, trade schools or the military?
- How many are gainfully employed?
- How well do they feel they were prepared for life after high school?
- Wouldn't your teachers and administrators benefit by knowing how well their students are performing up to five years after graduation?

Graduates are notified about their online survey, via email, text, and traditional mail. LifeTrack representatives phone each graduate who did not respond to prior notifications, making 3 attempts (minimum) per phone number provided. Counselors and administration analyze the data taken from this and make improvements based on it. A sample survey is below.

LifeTrack High School, WA Class of 20XX

1. What area(s) do you plan to pursue immediately after high school? (Mark all that apply)

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> 4 Year College | <input type="checkbox"/> 2 Year College | <input type="checkbox"/> Voc/Tech School | <input type="checkbox"/> Work Full Time |
| <input type="checkbox"/> Work Part Time | <input type="checkbox"/> Apprenticeship | <input type="checkbox"/> Military | <input type="checkbox"/> Other |

- 2. Ethnic Origin:**
- | | | |
|--|---|--------------------------------|
| <input type="radio"/> African American | <input type="radio"/> Asian | <input type="radio"/> Hispanic |
| <input type="radio"/> Native American | <input type="radio"/> White / Caucasian | <input type="radio"/> Other |

- 3. Gender:**
- | | |
|----------------------------|------------------------------|
| <input type="radio"/> Male | <input type="radio"/> Female |
|----------------------------|------------------------------|

- | | Yes | No | N/A |
|--|-----------------------|-----------------------|-----------------------|
| 4. Were school counselors helpful in the selection of a path to follow after graduation? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Did school make learning exciting and encourage you to continue your education? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Were enough elective classes offered for you to explore different career opportunities? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Do you think you will be able to easily find a job that can support you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Did you ever experience significant harassment from other students? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Did you have a positive learning experience at LifeTrack High School? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Using the traditional grading style ("A" = Excellent, "B" = Good, "C" = Average, "D" = Below Average, "F" = Needs Improvement, and "N/A" = Not Applicable), please rate the following:

- | | A | B | C | D | F | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 10. LifeTrack High School provided a safe learning environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. LifeTrack High School maintained a drug-free environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. LifeTrack High School provided a strong foundation in the use of technology. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Teachers generally held high standards and demanded quality work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. My teachers were knowledgeable about the curriculum being taught. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Students and parents were regularly notified concerning academic progress. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I was challenged to experience academic growth each year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Rules were enforced consistently and fairly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Rate the availability of technology in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. How well prepared do you feel for the transition from school to life after high school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. How well did LHS prepare you for the job search process (applications, interviewing, and employer follow-up)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Rate the atmosphere at after-school activities and programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Rate the quality and content of guest speakers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. To what degree do you feel your classes at LHS were relevant to the real world? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Rate the school's security procedures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Overall, how would you rate LifeTrack High School as a learning environment? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

26. Comments and/or Suggestions:

Your school has enrolled your class into our 1-800-REUNION Program. 1-800-REUNION is a central registry for classes to update contact information for reunion purposes. Your contact information is completely confidential and backed by a nationwide partnership of schools and educational organizations. When your class begins to plan reunions in 5, 10, 20, or even 50 years, the difficult and time-consuming task of finding classmates will be easier than ever before!

Please provide your personal email address and cell phone number below so it can be added to your reunion database.

Whenever you need to update your information, visit www.ReunionUpdates.com or call 1-800-REUNION.

Name:

Personal Email Address (Not school email):

Cell Phone Number (Enter numbers and hyphens only. No spaces, no parenthesis):

Correct 509-758-6991 Incorrect (509)758-6991

Academic Advisement and Individual Planning - Tier 1

Advisory services begin in 6th grade at Mena Public Schools and continue throughout a student's high school career. The process of academic advising involves an active, ongoing dialogue between the advisor and the student. The purpose of advising is to help students in the process of making their educational experience relevant, coherent, and meaningful by providing them with accurate information and guidance.

Mena Middle School

1. Student Success Plan conferences (CAPs) 7-8
2. Failure conferences with students/parents/teachers/administrators
3. Alternative Learning Environment (ALE) recommendation meetings
4. Student meetings: one-on-one, small group, classroom

Mena High School

Mena High School offers academic advising as an interactive process where the adviser assists students in setting and achieving their academic goals, acquiring relevant academic and career

information and services, and making responsible decisions in accordance with their interests, goals, abilities, and future career requirements. Decisions concerning careers are a part of the advising process and are offered to all students as a tier one service. A student's advising is tailored to meet his or her special needs, which may include appropriate referrals to outside resources. The Mena High School Counselor Team consists of two counselors. The 9th grade counselor also functions as the career counselor and the 10-12 grade counselor provides academic programming guidance.

1. [The following presentation will be used for course planning.](#)

Individual Age-Appropriate Career Education Guidance and Vocational - Tier 1, 2, 3

Louise Durham Elementary School

1. G.U.I.D.E for Life - lessons tailored to G.U.I.D.E framework
2. Career Exploration Guidance Lessons
3. Career Day/Fair in April
4. Promote learning and education in the classroom by providing accommodations as needed

Holly Harshman Elementary School

1. Fun Fridays- a different speaker (either a family or community member) comes to share their profession with students.
2. Career Exploration Days- Art Gallery, Chamber of Commerce, Museum, State Park, Armory, Fire Station, Ouachita Little Theater, and Public Library are some of the places we have visited to learn more about careers.
3. Student Showcase- students present their career, talent, or skill for their peers and community.

Mena Middle School

1. Xello for Student Success Plans, SEL discussions, personality, interest and learning style inventories.
2. G.U.I.D.E. for Life- lessons to match G.U.I.D.E frameworks
3. Individual Student Success Planning Conferences 7th grade.
4. Ready Set Go to College Day for 8th grade
5. Exploring Careers of Mena Field Trip 6th grade

Mena High School

At Mena High School, there is a College and Career Coach who also serves as a 9th grade counselor. Tier 1 career services are available with guidance instruction in the student's enrichment classes. Our career counselor provides lessons on financial aid, resumes, the ACT, lifestyle costs, and career demand as a whole group. Tier 2 services include guest speakers and career exploration camps. Students are also given the opportunity to meet one-on-one with a career coach to develop strategies for planning their future career education and training. An important purpose of Xello is to assist students when choosing careers they may wish to pursue. Students complete an interest inventory, personality assessment, and a skills assessment.

Tools used in Career Planning

The following is a list of resources used by counselors to provide career services at Mena High School.

- The G.U.I.D.E. for Life Essential Skills
 - Manage your online persona, develop your self-awareness, social interactions and communication skills, and make good decisions
- [ACT](#)
 - Students in the 11th grade take the ACT as State Assessment. Students who qualify may receive fee waivers for one free ACT test their Junior and Senior year. Juniors also take the ACT in the spring as their state assessment.
- [College Board](#)
- Graduation Pathways
 - [Mena High School Graduation Requirements](#)
 - [Alternate Pathway to Graduation](#)
- Post High School Planning
 - Concurrent Credit
 - AP English Language - English Composition I
 - AP English Literature - English Composition II
 - Oral Communication
 - World Civilization I
 - World Civilization II
 - US History I
 - US History II
 - Physical Science
 - Computerized Accounting I
 - Business Communication

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- Business Law
 - Concurrent Arkansas History
 - College Algebra
 - College Trigonometry
 - Chemistry I and II
 - Introduction to Education
 - Education Technology
 - Child Growth and Development
 - AP Calculus AB - Calculus I
 - Career Center
 - Machine Tool Technology
 - Medical Professions Education
 - Welding
 - Phlebotomy
 - Pharmacy Technician
 - Accelerated Learning
 - Advanced Coursework (AP, Concurrent Credit)
 - Advanced Placement
 - AP US Government and Politics
 - AP Chemistry
 - AP English Language
 - AP English Literature
 - AP Calculus AB
 - AP Biology
 - Concurrent Credit
 - AP English Language - English Composition I
 - AP English Literature - English Composition II
 - Oral Communication
 - World Civilization I
 - World Civilization II
 - US History I
 - US History II
 - Physical Science
 - Computerized Accounting I
 - Business Communication
 - Business Law
 - Concurrent Arkansas History
 - College Algebra
 - College Trigonometry
 - Chemistry I and II

-
- Introduction to Education
 - Education Technology
 - Child Growth and Development
 - AP Calculus AB - Calculus I
 - Industry Certifications
 - Serve Safe certification
 - National Career Readiness Certificate - ACT WorkKeys
 - Microsoft Office Specialist Word
 - Microsoft Office Specialist Word Expert
 - Microsoft Office Specialist PowerPoint
 - Microsoft Office Specialist Excel
 - Infant & Child CPR with FirstAid and AED
 - Beef Quality Assurance
 - Customer Service and Sales
 - Education Paraprofessional - Student
 - Certified Teaching Assistant Certificate
 - [Scholarship Application Management System | SAMS](#)
 - [Local Scholarships](#)
 - [Student Success Plans](#)
 - Student Success Plans enable students to take ownership of their coursework and focus on their goals after high school. Students map out their high school and post high school educational plans, which enables them to customize their education. Student Success Plans are one way for students to ensure they are taking all of the courses they require to graduate from high school. Students, parents, and educators are able to discuss future plans and goals through the development of a Student Success Plan. In the eighth grade, each student develops a student success plan, which is updated annually. In developing and implementing the Student Success Plan, educators, parents, and students work collaboratively.
 - [FAFSA](#)
 - [Bureau of Labor Statistics](#)

Decision-Making - Tier 1

Louise Durham Elementary School

- Section 504
- Response-to-Intervention
- English Language Learners
- Family Engagement
- Leadership Teams

-
- Individual Education Plan (IEP)

Holly Harshman Elementary School

- Section 504
- Response-to-Intervention
- English Language Learners
- Family Engagement
- Leadership Teams
- Individual Education Plan (IEP)

Mena Middle School

- Section 504
- Response-to-Intervention
- English Language Learners
- Family Engagement
- Leadership Teams
- Individual Education Plan (IEP)

Mena High School

Counselors at Mena High School serve as a contributing member of decision-making teams, which include but are not limited to:

- Section 504
- Response-to-Intervention
- English Language Learners
- Parental Involvement
- Leadership Teams
- Individual Education Plan (IEP)

Responsive Services – Tier 2 and 3

Providing responsive services is key to ensuring that the immediate concerns of the student do not negatively impact their academic, career, or social development. A student who requires these services may have immediate or short-term needs, such as a crisis intervention. Mena School District offers a wide range of responsive services, including but not limited to:

1. Individual or small group counseling to address
 - a. Obstacles to learning
 - b. Family/peer concerns

-
- c. Social/emotional needs
 - d. Personal endangerment/suicide risk
 2. Crisis Counseling
 - a. Suicide
 - b. Death
 - c. Conflict Resolution
 - d. Consultation and referrals

Suicide Prevention – Tier 1, 2, 3

Louise Durham

1. SEL/Growth Mindset Guidance Lessons
2. Encourage students skills and talents
3. Provide resources, hotline numbers, and information
4. Intervention taken once suicide symptoms are detected
5. Referrals to outside providers

Holly Harshman

1. Bathroom posters with national helpline numbers.
2. SEL Guidance Lessons
3. Encourage students skills and talents
4. Professional development for teachers
5. Teachers do a daily check in with students.
6. Identify and help students at risk for suicide. Follow up with student and family of at risk individuals.
7. If student has a suicide plan, a mobile assessor is contacted.
8. Referrals to outside providers

Mena Middle School

1. Hallway/bathrooms posters with national helpline numbers.
2. Identify and help students at risk for suicide. Follow up with students and family of at risk individuals.
3. Professional development for teachers
4. Annually students are scheduled into health classes. Health coursework includes symptoms of anxiety and depression, risk factors for suicide, warning signs of suicide, how to seek help for themselves or others, and available resources

Mena High School

1. At Mena High School, suicide prevention starts with recognizing the warning signs and taking the responsibility to address them seriously. Mena High School will use the [Suicide Prevention Plan](#) to address suicide needs and awareness.
 - a. Warning signs include any of the following
 - i. Talking about killing or harming oneself
 - ii. Talking or writing a lot about death or dying
 - iii. Seeking out things that could be used in a suicide attempt
 - iv. Feelings of Hopelessness
 - v. Dramatic mood swings
 - vi. Sudden personality changes such as switching from outgoing to withdrawn or well behaved to rebellious.
 - vii. Loss of interest in day-to-day activities
 - viii. Neglect of appearance
 - ix. Big changes in eating or sleeping habits
 - x. Self-loathing or self hatred
 - xi. Saying goodbye
 - xii. Getting affairs in order
2. MHS Counselors impress upon students the importance of speaking up if they are worried about another student or themselves.
3. MHS Counselors respond quickly to students in crisis by evaluating the immediate danger of the student by determining if the student has a plan or the means to carry out the plan, a time set for doing it and the intention of suicide.
4. Once a level of risk is determined, counselors at MHS will act according to the best interest of the student. These actions can include calling a crisis center, informing parents and administration, offering counseling and support, creating a safety plan and/or suicide contract.
5. If the risk is low, counselors will offer help and support by lending an empathetic, listening ear and in some cases refer students to an outside agency like The Guidance Center.
6. Counselors inform students of the Suicide Hotline number by posting it in building as well as handing it out business cards to students as needed. The National Suicide Prevention Lifeline can be accessed by calling 1-800-273-TALK, texting 741-741, or visiting their website www.suicidepreventionlifeline.org
7. At Mena High School, counselors encourage students to identify and keep a trusted adult as well as counselors teach students how to recognize suicide warning signs and encourage friends to reach out if another student is struggling.
8. The counselors at Mena High School will invite Sarah Gibbins from the Western Arkansas Guidance Center to speak to our students about suicide prevention. If she is unavailable, another representative will be contacted.

Bullying Prevention – Tier 1, 2, 3

Louise Durham

1. Live School is used by teachers school-wide. Students are allowed to “spend” their points earned for good behavior in the school store.
2. Rise ‘n Shine Assemblies are held in the gym on Mondays. These are fun, upbeat assemblies where important announcements are made; student achievements, perfect attendance, & Fitness Finders Club members are recognized; teacher & student birthdays are celebrated with a special birthday pencil & a turn on the “birthday slide”, and activities about RRW, bully prevention, and the GKC are held.

Holly Harshman

1. Live School and Live School Reward Days are quarterly along with pep rallies for recognizing outstanding students, providing substance abuse awareness and prevention, bully prevention, Red Ribbon Week, The Great Kindness Challenge, Peace Week and Celebrate Life themed activities are celebrated.
2. Bully-like behavior report is available for student/families to report bully-like behavior. The report is followed up by the Counselor and Principal.
3. Students are taught not to be “victims.” They are encouraged to report to a safe adult.
- 4.

Mena Middle School

1. Guest speakers for students
2. Professional development for teachers
3. Small Group and one on one conflict resolution
4. At Mena Middle School Counselor Google Classroom has a form to report bully like behavior.

Mena High School

1. At Mena High School, bullying prevention starts with recognizing the unwanted behaviors and taking the responsibility to address them seriously.
2. Bullying behaviors can include any of the following:
 - a. Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - i. Teasing
 - ii. Name-calling
 - iii. Inappropriate sexual comments
 - iv. Taunting

-
- v. Threatening to cause harm
 - b. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - i. Leaving someone out on purpose
 - ii. Telling other children not to be friends with someone
 - iii. Spreading rumors about someone
 - iv. Embarrassing someone in public
 - c. Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - i. Hitting/kicking/pinching
 - ii. Spitting
 - iii. Tripping/pushing
 - iv. Taking or breaking someone's things
 - v. Making mean or rude hand gestures
 - vi. Cyberbullying is a form of bullying or harassment using electronic means.
 - vii. Teasing
 - viii. Name-calling
 - ix. Inappropriate sexual comments
 - x. Taunting
 - xi. Threatening to cause harm
 - xii. Spreading rumors about someone
 - xiii. Embarrassing someone online
 3. Mena High School's teachers and staff strive to provide all students with a safe environment in which to learn, grow and develop. In order to carry this goal out, we seek to enlist the support and cooperation of all parents in the school community.
 4. At Mena High School, all students have access to a Google Form through which they can report bullying anonymously.
 - a. <https://forms.gle/MrAEbWCZydhjHQoPA>
 5. Throughout the academic year, bullying prevention lessons will be taught in each enrichment class. [You can access the lesson here.](#)
 6. Mena High School will follow the [Guidance on Bullying Prevention](#) from the Arkansas Department of Education Division of Elementary & Secondary Education.

Indirect Counseling

Consultation

Student consultations take place on behalf of the student. Parents, school staff and community agencies may be contacted regarding a student's behavior/discipline, academic performance, or attendance.

Referrals

Referring students to School Based Mental Health services and reporting child maltreatment are indirect services provided here at Mena School District. Health and social service departments, mental health centers, juvenile courts, and advocacy groups are among these agencies.

Counselors identify school and community resources and create policies and procedures for interagency communication to help students and their families deal with a variety of problems.

Among the agencies in our area that can be referred to are:

1. The Guidance Center
 - a. Address: 307 S Cherry St, Mena, AR 71953
 - b. Phone: (479) 394-5277
2. Valley Behavioral Services
 - a. Address: 10301 Mayo Dr, Barling, AR 72923
 - b. Phone: (888) 671-6174
3. Pinnacle Pointe Hospital
 - a. Address: 11501 Financial Centre Pkwy, Little Rock, AR 72211
 - b. Phone: (501) 223-3322
4. Riverview Behavioral Health Hospital
 - a. Address: 701 Arkansas Blvd, Texarkana, AR 71854
 - b. Phone: (870) 626-0328

Administrative Activities

Coordination of Programs and Data Input

Administrative duties at Mena Public Schools vary by school and by job duties include but not limited to:

1. Parental Involvement
2. Positive Behavioral Intervention Support
3. Response-to-Intervention
4. Section 504
5. Student Success Plans

Louise Durham Elementary School - Avanlea Chaney

1. Building Dyslexia Coordinator
2. Building Test Coordinator for all state mandated testing
3. 504 Building Representative
4. Building Parent/Family Engagement Coordinator

Holly Harshman Elementary School - Tonya Thacker

1. Building Test Coordinator for state mandated testing
2. 504 Building Representative
3. Building Family Engagement Coordinator
4. Homeless liaison

Mena Middle School - Leilani Rose

1. 504 Building Representative
2. Building Parent/Family Engagement Coordinator
3. Student Success Plan Facilitator
4. Scheduling

Mena High School – Shannon Lyle and Tim Walston

1. District Test Coordinator - Coordination of all Assessments - Tim Walston
 - a. Personal Needs Profiles
 - b. Creating Test Sessions
 - c. Print ACT Aspire Tickets
 - d. Training Staff on Testing
 - e. ACT submission of testing accommodations
 - f. ACT staff training
 - g. ACT testing scheduling
 - h. Uploading WorkKeys Imports
 - i. Managing DLM assessments
2. Student Success Plans - Tim Walston
 - a. Create Student Success Plans
 - b. Maintain all programs related to the Student Success Plans
3. Xello Accounts - Tim Walston
 - a. Maintain students in Xello
4. Master Schedule - Shannon Lyle and Tim Walston
 - a. Develop Master Schedule with Principal
 - b. Change Schedules as needed
5. eSchool - Shannon Lyle
 - a. Transcripts
 - b. Grade Entry
 - c. Fix Data Errors in eSchool

d. Graduation Rate

6. Homeless Liaison - Shannon Lyle

Chairing Committees and Meetings

Chairing committees and meetings including, but not limited to:

1. Parental Involvement
2. Positive Behavioral Intervention Support
3. Section 504
4. Response-to-Intervention

Louise Durham Elementary School

1. Parent Engagement-Planning and coordination of all Parent Engagement activities such as open house, parent teacher conferences, individual parent meetings, literacy and math nights etc.
2. 504 Coordinator-Scheduling and leading 504 meetings. Managing 504 folders and monitoring 504 students' success.
3. Meetings with teachers, staff, and/or parents to discuss behavior concerns as needed
4. Response-to-Intervention as student needs arise.

Holly Harshman Elementary School

1. Family Engagement-Planning and coordination of all family engagement activities such as open house, parent teacher conferences, individual parent meetings, literacy and math nights, student showcase, mom/son, father/daughter, etc.
2. 504 Coordinator-Scheduling and leading 504 meetings. Managing 504 folders and monitoring 504 students' success.
3. Meetings with teachers, staff, and/or parents to discuss behavior concerns as needed
4. Response-to-Intervention as student needs arise.
5. Plans speakers for Fun Fridays
6. Plans field trips for each grade level

Mena Middle School

1. Parent Engagement-Planning and coordination of all Parent Engagement activities such as open house, parent teacher conferences, individual academic meetings, curriculum nights etc.
2. 504 Coordinator-Scheduling and leading 504 meetings. Managing 504 folders and monitoring 504 students' success.
3. PPC participant
4. PBIS lead with assistant Principal

-
5. Behavior Threat Assessment Team Member
 6. RTI Team participant

Mena High School – Shannon Lyle and Tim Walston

1. Parent Engagement - Shannon Lyle
 - a. Parental involvement includes active Parent Teacher Organizations, school open houses, school notes, progress reports, Parent-Teacher conferences, and meetings with individual parents for specific concerns and phone calls. To achieve this goal, parents are provided with an opportunity to meet the counselor at Open House night as the school year begins, and the school counselor's contact information is handed out at this time and it is also available online. The school counselor offers consultation with parents concerning:
 - i. Techniques for helping their children meet academic, personal, and social potential.
 - ii. Development of study habits.
 - iii. Explanations concerning the value of testing.
 - iv. Techniques for helping the student do well on testing.
 - v. Disaggregation of the student's test results. (Istation) (ACT Aspire) (ACT)
 - vi. Counteracting negative peer pressure.
 - vii. Preventing substance abuse.
 - viii. Coping with divorce.
 - ix. Managing disruptive behaviors.
 - x. Participation in the One District/One Book Program.
 - b. Section 504
 - i. Coordination of all activities regarding section 504
 1. Schedule yearly meeting
 2. Monitoring student progress in courses.

Duties

Counselors in the Mena School District are responsible for the following duties, which include, but are not limited to, supervising students in common areas, such as hallways, cafeterias, playgrounds, car rider lines, and bus lines.

Louise Durham

1. Avanlea Chaney
 - a. Make an appearance to interact with students in car rider, lunch, and recess as available

-
- b. Supervise hallways as needed

Holly Harshman

- 1. Tonya Thacker
 - a. Morning car rider duty

Mena Middle School

- 1. Leilani Rose
 - a. Lunch room duty

Mena High School

- 1. Shannon Lyle
 - a. Supervise Hallway before school begins
- 2. Tim Walston
 - 1. Supervise Hallway before school begins

School Profiles

Louise Durham

Louise Durham Elementary School

Avanlea Chanley - K - 2nd Grade Counselor

106 North Reine St.

Mena, AR 71953

479-394-2943

479-394-2979

Website: <https://www.menaschools.org/o/louise-durham-elementary-school>

Number of Students: 462

Holly Harshman

Holly Harshman Elementary School

Tonya Thacker - 3rd - 5th Grade Counselor

1000 Geyer Drive

Mena, AR 71953

479-394-3151

479-394-3153

Website: <https://www.menaschools.org/o/holly-harshman-elementary-school>

Number of Students: 369

Mena Middle School

Mena Middle School

Leilani Rose - 6th - 8th Grade Counselor

700 South Morrow Street

Mena, AR 71953

479-394-2572

479-394-0258

Website: <http://www.menaschools.org/o/mena-middle-school>

Number of Students: 390

Mena High School

Mena High School

Shannon Lyle - 10th -12th Grade Counselor

Tim Walston - 9th Grade Counselor

1200 Dallas Avenue

Mena, AR 71953

479-394-1144

479-394-1145

Website: <http://www.menaschools.org/o/mena-high-school>

Number of Students: 464

Student Drop Out Interventions

Mena School Counselors meet regularly with faculty to support and closely monitor students who have difficulty in specific courses. Counselors play an essential role in the credit recovery process because of this. Students in the Mena School District who are failing or at risk of not completing their high school education will be referred to a school counselor. The counselor will work with the student to develop a plan for their future, which may include summer school and credit recovery. Students can earn credit for failed or incomplete courses with Edmentum which allow them to complete the work at their own pace and only focus on concepts and courses they have not mastered. Students may be referred to an Alternative Learning Environment (ALE) on the Mena High School campus if necessary. The role of school counselors is clearly defined in student orientation programs such as Preview Day, Open House, Parent Teacher Conferences and other avenues of communication that clearly distinguish their role as helpers. In order to ensure a student's success, school counselors collaborate with students, families, and school

administration. The counselors in the Mena School District offer an open-door policy to all students, as well as to those students who are known to have behavioral concerns or unique family circumstances.

If a student is identified as at risk of dropping they are asked the following questions.

- Are you considering dropping out of school? If yes, when are you thinking of leaving?
- Why are you considering leaving?
- What are your top two reasons?
- What are some of the barriers keeping you from staying in school?
- What would improve your chances of staying in school?
- Are there adults and students in the school who might help you continue to attend school, or those who support you? If yes, have you talked to them about your potential plans?
- What school programs or classes have you enjoyed the most and why?
- What school programs or classes have you enjoyed the least and why?
- Is there anything that we as the school can do to support you staying in school?
- What are your plans if you leave school?

Accountability

Tools for evaluating the comprehensive school counseling program

1. Use-of-Time calculator
2. Feedback from provision of curriculum or programs (participation, Mindsets and Behaviors, and outcome results)
3. Feedback from small groups such as surveys, participation, Mindsets and Behaviors, and student outcomes results
4. Surveys from parents, students, community members, and/or educators
5. School counseling program self-assessment
6. School counselor Teacher Excellence and Support System (TESS)
7. School counselor reflections
8. Review of goal setting action plan results

Tools for sharing results

1. Presentations (School, district, parents, other stakeholders)
2. Handouts
3. Webpages
4. Inclusion in school improvement plan
5. The following year's Comprehensive School Counseling Plan

School Counselor Reflection

Results from 2021-2022 Goals

SMART GOAL 1

The goal of the Mena School District Counseling Department for 2021-22 is to increase student achievement scores on the ACT Aspire by 1 percent.

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

Mindset Standards:

M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.

M6. Positive attitude toward work and learning.

Behavior Standards:

B-SMS 1. Demonstrate ability to assume responsibility.

B-SMS 2. Demonstrate self-discipline and self-control.

B-SMS 6. Demonstrate ability to overcome barriers to learning.

Action Steps:

Counselors will use data as well as attendance reports and behavior reports to determine the needs of students.

Counselors will serve on leadership educational teams that will assess needs of students and plan appropriate interventions to increase achievement scores.

SMART GOAL 2

The goal of the Mena School District Counseling Department for 2021-22 is to increase student attendance by 2 percent.

Action Steps:

Counselors will work to communicate attendance expectations to parents and staff through school compacts and parent learning nights.

Counselors will develop a Polk County Attendance Team made up of parents, law enforcement, DHS and school staff.

Counselors will work to create a more positive school culture. K-5 will use the positive behavior system L.I.V.E. School, so students are awarded for attendance.

Desired Outcomes

School Year 2018-2019 will be the baseline year due to the sudden closure for 2019-2020 and Covid interference in 2020-21.

The desired outcome is increased student attendance and test scores.



Outcomes: