



**Two Rivers School District
Comprehensive School Counseling Plan
2023-2024**

Two Rivers School District

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Two Rivers High School

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Foundation

Additional Two Rivers Personnel Implementing Plan:

Denice Alvis, K-12 Literacy Coach/Curriculum/School Improvement Specialist Coordinator/Building Test Coordinator

Kelly Brown, Child Nutrition Director/Wellness Committee

Barry Fisher, 7-12 Principal/Curriculum Coordinator

Courtney Frost, Family Engagement Facilitator/Building Test Coordinator

Leslyn Garrett, GT Coordinator

Josh Harrison, 5-8 Principal

Sierra Hernandez & Fabby Solis, Elementary ESL

Kelsey Lisenbey, Family Engagement Facilitator

David Minnie, K-4 Principal/Curriculum Coordinator

Lindy Minnie, Physical Education/Wellness Committee

Stefanie Noles, Nurse

Kenneth Poore, Resource Officer

Tammy Rainey, LEA Supervisor (Arch Ford Cooperative)

Todd Spencer, Facilities & Transportation Director

Rebecca Treadwell, High School ESL/Migrant

Kathy Turner, Dyslexia

Michael Zelnick, Technology Coordinator

Heylie Gray, Heather Heathcoat, Renae Hodges, and Tosha Palmer-Elementary Special Education

Trishia Hill, Casey McKendree, Amber Nelson, Nicholas Nelson, and Rachel Whitten-Middle and High School Special Education Teachers

Lyon's Rehabilitation-Speech, Occupational Therapy, and Physical Therapy

Community Services, Counseling Associates, Day Springs Inc, RPI Behavioral Health-Outside agencies who use our facilities to see students

Beliefs:

- All students should feel safe in their learning environment.
- All students can achieve academically.
- The counselor's role is to partner with school staff, parents, and community to support the individual social/emotional needs of each student.
- The counselor must foster relationships with students and their families to gain knowledge of familial situations, patterns of behavior and students' developmental needs.
- The counselor must use both anecdotal and empirical data to determine the needs of the student body, in its entirety, while also considering the individual needs of each student.
- Students should gain maturity each year to ultimately graduate from our district equipped with the social and academic skills necessary to obtain their college or career goals.

Vision:

The Two Rivers School Counseling Program strives to support the emotional, social and physical well-being of each student in order to empower all students to embrace learning and achieve their academic and personal goals.

Mission:

The mission of the Two Rivers CCP is that all students develop the skills to feel safe, supported and successful both now and in their post secondary endeavors.

Program Goal:

After reviewing data from 22-23 goals, it was determined that student behavior is still a major concern. Large numbers of office referrals, out of school suspension, and in school suspensions lead to missed learning and lower student achievement. An additional action for the program this year is to provide additional support to classroom teachers and staff through social emotional information and trauma informed practice resources. The success of our actions will be measured through behavior reports from eSchool and feedback.

Action 1: Provide resources and strategies to better equip faculty and staff to de-escalate behavior.

- Request and promote professional development for faculty and staff on trauma informed practices.
- Create an online resource (such as a Google classroom) for faculty and staff that houses links, videos, literature, research, articles, professional development opportunities, etc. focusing on the whole child and social emotional issues.

Action 2: Maintain or decrease percentage of discipline referrals from previous school year

- In addition to the interventions for behavior (for all students), already in place, the targeted group or students and his or her guardian will be conferenced with immediately, if prior year patterns begin to emerge.

- Expectations about behavior will be clearly communicated to parents and students via, district website, paper format, assemblies, Student Handbook, and Parent/Teacher conferences, etc.
- Routines and procedures will be introduced, reviewed, demonstrated and practiced daily for the first two weeks of school and revisited when needed.
- Behavior will be closely monitored by faculty and staff daily.
- Parent contact will be made if/when behavior becomes an issue . Depending on the type and severity of the offense (handbook criteria) parent contact will be made immediately.
- Guidance Lessons
- Student Conferences
- Counseling referrals when needed
- Resource Officer referrals when needed
- Juvenile Office assistance when needed

Standards and Competencies:

[ASCA Standards](#)

[ASCA School Counselor Professional Standards & Competencies](#)

[Guide for Life](#)

Management

Program Assessment:

Use of Time: As outlined in Act 190, 90% of the school counselors' time will be spent delivering direct and indirect student services and 10% will be spent on administrative activities.

Annual Administrative Conferences: TRSD counselors will meet with administrators to explore data, discuss effectiveness of the previous year's comprehensive school counseling plan, and modify or set new goals. Counselors' Personal Growth Plans will also be reviewed for strengths and weaknesses and determine future professional development.

Advisory Council: TRSD will form an advisory committee that will include stakeholders.

Data Use in Counseling: Data is essential for determining the strengths and weaknesses and determining the effectiveness of the program. This data will include but not be limited to eschool reporting, teacher feedback, and observation.

Calendars:

Two Rivers Elementary

August	January
<ul style="list-style-type: none"> • Transitional Activities • Open House • Orientation • Individual Counseling as needed • Small group counseling as need • Minute Meetings 	<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Classroom Guidance-Focus on "Decisions"-Problem Solving
September	February
<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Classroom Guidance-Focus on "Growth"-Group communication & behavior skills 	<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Classroom Guidance-Focus on "Decisions"-Problem Solving continued • Kindness
October	March
<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Red Ribbon Week Activities • Bullying Prevention Month • Classroom Guidance-Focus on "Empathy"-Listening Skills and showing respect for others opinions 	<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Classroom Guidance-Focus on "Decisions"-Identifying safe and unsafe situations.
November	April
<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Classroom Guidance-Focus on "Understanding"-Identify emotions and how they are linked to behavior and social situations • Families in Need- Yell for Toys 	<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Classroom Guidance-Career Exploration
December	May
<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Organize assistance for families in need • Classroom Guidance-Focus on "Interaction"-Asking for help and 	<ul style="list-style-type: none"> • Mental Awareness Week • Individual Counseling as needed • Small group counseling as need • Classroom Guidance-Career Exploration • PK Transition to Kindergarten

relating to others	<ul style="list-style-type: none"> • 4th Grade transition to Middle School.
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Two Rivers High School

August	January
<ul style="list-style-type: none"> • College Night • Transitional Activities • Reviewing Course Selections & Academic Advising • Open House • Orientation • Seniors- College Admissions & Academic Scholarships • Individual Counseling as needed • Small group counseling as need • Returning to School: Growth/Empathy/Interaction: Perspectives, Valuing Others Feelings, Listening & Social Awareness, Respect, Advocating for Others & For Oneself • Assisting students with registering for ACT 	<ul style="list-style-type: none"> • Reviewing course selection/Academic Advising • Senior Follow Up on Graduation Requirements/Progress • 9-12 Monitoring Student Credits and Needs Assessment for Credit Recovery • Individual Counseling as needed • Small group counseling as need • Student Success Plan: • Assisting students with registering for ACT • Assisting seniors with the Youniversal
September	February
<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Seniors- College Admissions & Academic Scholarships • Student Success Plan-Kuder-Career Interest Inventory • ASVAB Testing • Check Up: Returning to School: Growth/Empathy/Interaction: Listening & Advocating- Social Awareness Collaborative Team • Understanding the link of Academic Success to Later College & Career Success (Persevere-G.U.I.D.E.Growth; Increasing Self-Awareness G.U.I.D.E. Understanding) • Assisting students with registering for ACT 	<ul style="list-style-type: none"> • Local Scholarships • Individual Counseling as needed • Small group counseling as need • Student Success Plan: SEL's for Social Emotional • Time Out for Tech (ATU) • 10th Grade Tours Arkansas Tech Career Center • Assisting students with registering for ACT • Assisting seniors with scholarships and FAFSA

October	March
<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Red Ribbon Week Activities • Bullying/Drug Free/Suicide • Student Success Plan: G.U.I.D.E. Decisions: Making Responsible Choices, Putting best self-forward, Considering Potential Consequences • Assisting students with registering for ACT • Seniors-Financial Aid Information • Assisting students with applying for FAFSA • Assisting seniors with the Youniversal 	<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Student Success Plan: SEL's Social Emotional • Assisting students with registering for ACT • Assisting students with local scholarships and FAFSA • Assisting seniors with the Youniversal
November	April
<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Student Success Plan: Career Planning (Kuder) • Families in Need- Yell for Toys • Assisting students with registering for ACT • Assisting students with applying for FAFSA • Assisting seniors with the Youniversal 	<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Student Success Plan: Career and Academic Planning • Assisting students with registering for ACT • Assisting Seniors with FAFSA
December	May
<ul style="list-style-type: none"> • Individual Counseling as needed • Small group counseling as need • Organize assistance for families in need • Student Success Plan: Career Planning 	<ul style="list-style-type: none"> • Mental Awareness Week • Individual Counseling as needed • Small group counseling as need • Student Success Plan: Course Selection Review and Academic Advising • Assisting students with registering for ACT • Assisting Seniors with FAFSA

Delivery

Direct Counseling(90% of student contact days spent on direct and indirect services):

- **Developmentally Appropriate Classroom Guidance (Tier 1/all students)** is provided for K-12 students in either individual, large group or small group sessions. Students are provided guidance designed to be preventative in nature. The following areas will be addressed: Social/Emotional (Personal Competency) Guide for Life skill development, resolving student conflicts and/or differences, college and career readiness, and intergroup skills. These lessons are based upon G.U.I.D.E for Life skills and areas of need within the district identified through data collection. School counselors strive to assist students in understanding the relationship between academic performance and success in school and how this relationship follows them for later success with college and career programs after graduation. These lessons are no more than 40 minutes per session, no more 3 sessions per day, and 10 sessions per week.
- **Individual and Small Group Counseling (Tier 2 or 3/based on student need)** is provided as needed, These include potential academic obstacles, obstacles to learning, individual family/peer concerns, conflict resolution and social/emotional concerns. This may involve the use of school personnel, student peer helpers, or outside agencies.
- **Responsive Services (Tier 3/based on student need)** are provided for immediate or potentially crisis situations. These include concerns and potential academic obstacles, obstacles to learning, individual family/peer concerns, conflict resolution and social/emotional concerns. This may involve the use of school personnel or outside agencies. Some examples may include: self harm, suicide prevention/ideation, mental health counseling, or suspected maltreatment/abuse.
- **Orientation/Transition:**
 - Students entering kindergarten, from our preschool, are brought to our campus to start becoming familiar with our school prior to summer.
 - Those entering 5th grade and transitioning to the middle/high school building, attend orientation night with their parents, prior to the beginning of the school year.
 - Students entering 9th grade and transitioning to earning high school credit will receive classroom guidance at the beginning of the school year explaining high school credits, graduation requirements, the importance of GPA, and how student success relates to future world of work success.
- **Academic Advising/Career Planning Activities:**
 - Academic advising and planning is initiated through classroom guidance, small group, and individual counseling. Students, K-12, learn that everyday academic success correlates with greater opportunities and enhanced college and career success. Students are informed of the importance of taking rigorous courses (including AP and Concurrent Credit), that best meet foundational, prerequisite knowledge for their future college/career aspiration. Students receive advice on national college assessments, assistance with registering for college assessments, workforce opportunity information, Career and Technical Education opportunities, and alternative educational programs that may be needed to assist students toward obtaining graduation and post-secondary options. Parents are welcomed and encouraged (open door policy) to meet with the counselor and student to discuss course selection and advising on an individual basis.

- Career exploration begins in elementary. Students are provided information on career pathways, career and technical courses, and certifications they can obtain while in high school. High school students are transported to Arkansas Tech Career Center to explore career and technical training opportunities/coursework, prior to course selection.
- Kuder is utilized as a component for Student Success Plans grades 7-12 to assist students with Career and College Planning and Social Emotional Learning. Career exploration is further explored by guest speakers and college days.
- Parental consent is required for students enrolling in ACE coursework at Arkansas Tech Career Center and any concurrent credit coursework. Representatives from post-secondary institutions also visit with students, in high school, to discuss the opportunities various technical and certificate programs offered throughout the state after graduation.
- College Night is hosted by Two Rivers School District for students and parents, to offer an overview of the college admissions process, financial aid application process, and learn more about the various programs, majors and scholarship opportunities provided at surrounding colleges and universities. Tasseltime by Robin Finley is an additional resource utilized by the district for College & Career planning for students and families.
- Students and parents may also receive assistance with making application for financial aid, by contacting the school counselors. Parents are welcomed to complete the FAFSA and/or other forms in the school counseling office, if assistance is needed.
- Scholarship information is posted in announcements, placed outside the counseling office for “anytime” availability, and posted to the school website.

● **Preventative Interventions**

Preventive measures and response services include, but are not limited to, the careful attention and assistance of school personnel and swift referrals for students needing immediate assistance with crisis counseling.

○ **Bullying**

- Assemblies/Guest Speakers
- Classroom Guidance
- Individual and small group counseling
- Faculty/Staff Training
- Protocol

The following steps are immediately taken:

- Intervene immediately. It is okay to get another adult to help.
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

This is taken from stopbullying.gov. This website is our primary resource, and we also refer to the TRSD policy from our student handbook:

BULLYING 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 or 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; 6 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 interferes with the learning environment.

Building a fake profile or website of the employee;

Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;

Posting an original or edited image of the school employee on the Internet;

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; making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;

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;

Signing up a school employee for a pornographic Internet site; or without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages;

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

- Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
- Pointed questions intended to embarrass or humiliate,
- Mocking, taunting or belittling,
- Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person, 7
- Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes,
- Blackmail, extortion, demands for protection money or other involuntary donations or loans, Blocking access to school property or facilities,
- Deliberate physical contact or injury to person or property, Stealing or hiding books or belongings,
- Threats of harm to student(s), possessions, or others,
- Sexual harassment is also a form of bullying.

- Teasing or name-calling based on the belief or perception that an individual is not conforming to expected gender roles.

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. Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice. Different consequences are permitted depending on the age or grade of the bullying student.

Mean talk or hurting other people is called bullying. Bullying is against the rules and can get you in trouble, suspended, or expelled. If someone bullies you, or you see someone being bullied, get help by telling an adult."

○ **Suicide Prevention**

- Assemblies/Guest Speakers
- Classroom Guidance
- Individual and small group counseling
- Faculty/Staff Training
- Basic protocols for immediately addressing potential risk of suicide are taken from leaders in the suicide prevention field.
 1. Do not leave the student alone or unsupervised.
 2. Calling the parent/guardian while the student is in a supervised, safe location unless parental abuse is suspected then the Arkansas Child Abuse Hotline is notified at 1-800-482-5964.
 3. Contact the student's mental health professional.
 4. Arranging for outside agency to assess with parental permission
 5. Referral for outside agency counseling services.

If students are showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above such as:

1. Ask if the student is okay or having suicidal thoughts.
2. Express concern about what is being observed.
3. Listen attentively and non judgmentally.

4. Reflect what the student shares and let the student know he/she has been heard.
5. Tell the student that he or she is not alone.
6. Let the student know there are treatments available that can help.
7. If needed guide, student to additional professional help or to call the National Suicide Prevention Lifeline: 1-800-273-TALK.
8. District policy is to notify parents unless parental abuse is suspected and then the Arkansas Child Abuse Hotline is notified at 1-800-482-5964.

The following resources are utilized:



[SAMHSA Suicide-A-Toolkit](#)



[After A Suicide: A Toolkit for Schools](#)

Early Dropout Intervention

- Evaluating student progress and developing plan for on time graduation
- Meeting with student and parent to discuss plan and supports/intervention needed for success (credit recovery, ALE, attendance, etc...) Monitoring of progress to determine further needs.
- Tracking for students failing to reach required number of credits and/or proficiency

- Follow up with exit interviews when possible

- **Individual Planning** includes interpretation of student needs and assessments. as well as, an ongoing, grade-level appropriate career exploration process. This serves as the foundation to “Student Success Plans” introduced in grade 8. Students begin making their four and six-year plans by completing interest inventories and exploring career development through age-appropriate activities.

Indirect Counseling (90% of student contact days spent on direct and indirect services):

- Serving on 504 Committee
- Attending Special Education conferences when needed
- Attending ALE conferences when needed
- Mental health services referrals
- Hotline reporting
- Attending GT identification meetings
- Attending Blended Learning Committee meetings
- Attending RTI meetings
- Parent conferences (in person or by phone)
- Review of student records
- Interpreting and disseminating standardized test data
- Using standardized test data to make academic decisions and recommendations
- Attending PLC meetings

Administrative (10% of student contact days are spent on administrative :

- eSchool data entry and scheduling
- Assist with coordinating building level assessments
- Maintaining students’ cumulative records
- Serving as a contributing member on teams such as Special Education, Response to Intervention, Parental Involvement, Student Success Plans, Blended Learning, state testing, Advanced Placement Programs, etc.

Accountability

Two Rivers Comprehensive School Counseling Plan goals will be assessed through eSchool reporting, google forms, and anecdotal data. Due to the ongoing nature and potential obstacles of the pandemic, the Comprehensive School Counseling Plan has been ultimately focused on the foundation and delivery of services, as it pertains to student physical safety and mental well being. This year's action plan will be tied to more reliable and concrete data due to more face to face learning. This will allow the ability to choose future appropriate goals based on measurable data. This outcome data will be shared with stakeholders and used to help us develop a more responsive and comprehensive program.

Reflection for 2022-2023 Program Goal:

The faculty and staff of Two Rivers were asked to participate in a survey to identify what were, in their opinions, the three greatest challenges for student success in our district. Lack of attendance was overwhelmingly the largest concern submitted at 74%, Home support came in second at 53% and then student behavior at 35%. At the end of the 21-22 school year, counselors and administrators reviewed attendance and behavior reports identifying students with more than ten unexcused absences per semester and multiple discipline referrals. The top 5% of the excessively absent students were identified as the district's first target group for the 22-23 school year and students with 5 or more behavior reports were identified as the second target group. The goal of this program is to foster connections between students, home and school through the Two Rivers PLC which will ultimately lead to higher student achievement. We believe that important first steps are ensuring more students are actively involved through attendance and cooperation in the classroom.

Action 1:

Maintain or improve student attendance rates (including participation through digital blended learning)

- In addition to the interventions for attendance (for all students), already in place, the targeted group of students and his or her guardian will be conferenced with immediately, if prior year patterns begin to emerge. Counselors will connect these students to an adult mentor, who will check in daily with these students. These connections will be based on conversation with the students and faculty/staff to find the most impactful mentor possible. We are hoping to extend these relationships to reach out to our families.
- Currently, the policy states when a student has 3, 6, and 10 unexcused absences his/her parents, guardians, or persons in loco parentis will be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day. Whenever a student exceeds 10 unexcused absences in a semester, the district shall notify the prosecuting authority and the parent, guardian, or persons in loco parentis shall be subject to a civil penalty as prescribed by law.

- Expectations about attendance/participation will be clearly communicated to parents and students via social media, district website, paper format, School Messenger (phone messaging system), assemblies, Student Handbook, Parent Nights, Open House, and Parent/Teacher conferences, etc.
- Attendance/participation will be closely monitored by faculty and staff daily.
- After three absences/nonparticipation parent contact will be made by the teacher. If absences continue, the teacher will notify counselors and administrators.
- Guidance Lessons
- Student Conferences
- At the end of each quarter, eSchool reports will be pulled to look for patterns and trends in attendance.

Findings:

The target group consisted of 25 students. These students had the highest absentee rate of 21-22. After the above mentioned interventions were implemented during the 22-23 school year, these were our findings:

- 41 % showed marked improvement in attendance rate (reduced by 10 or more period absences per class).
- 44 % of the target students showed marginal improvement in attendance rate (reduced by 2-8 period absences per class).
- 15% of the target students did not show improvement.
- No student in the target group had an increased rate of absenteeism from the 21-22 school year.

Although modest gains were made during the 22-23 school year, our original target group is still among the students with the highest absentee rate for the district.

Action 2:

Maintain or decrease percentage of discipline referrals from previous school year

- In addition to the interventions for behavior (for all students), already in place, the targeted group of students and his or her guardian will be conferenced with immediately, if prior year patterns begin to emerge. Counselors will connect these students to an adult mentor, who will check in daily with these students. These connections will be based on conversation with the students and faculty/staff to find the most impactful mentor possible. We are hoping to extend these relationships to reach out to our families.
- Expectations about behavior will be clearly communicated to parents and students via, district website, paper format, assemblies, Student Handbook, and Parent/Teacher conferences, etc.

- Routines and procedures will be introduced, reviewed, demonstrated and practiced daily for the first two weeks of school and revisited when needed.
- Behavior will be closely monitored by faculty and staff daily.
- Parent contact will be made, by the teacher, if/when behavior becomes an issue . If misbehavior continues, a google form will be completed by the teacher to notify counselors and administrators.
- Depending on the type and severity of the offense (handbook criteria) parent contact will be made immediately.
- Guidance Lessons
- Student Conferences
- Counseling referrals when needed
- Resource Officer referrals when needed
- Juvenile Office assistance when needed
- At the end of each quarter, eSchool reports will be pulled to look for patterns and trends in behavior.

Findings:

Districtwide, in 21-22 there were a total of 555 infractions resulting in discipline slips. In 22-23, there were a total of 563 infractions. This could be attributed to the return of virtual and homeschool students to onsite learning. Some of these students, many new to the district, had not been onsite at any campus since 2020. Going forward, we feel that the numbers for next year might be more comparable with nearly all students being back on site for more than one year. We also feel that there needs to be conversations on our discipline coding, as many infractions are coded as “other”. This makes specific behavior and patterns hard to identify.