

Nashville School District  
Comprehensive School Counseling Program  
2020-2021  
Superintendent: Doug Graham



### School Counseling Department

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### Beliefs

1. School counselors must be leaders, advocates, and collaborators who create equal opportunities for all students.
2. School counselors will follow the ASCA Ethical Standards to guide decision making.
3. All students can be successful when appropriate resources are provided.

### Vision

Nashville School District Counselors will provide an inviting, proactive, and balanced comprehensive school counseling program. We will enlist the help of teachers, parents, administrators, and the community to ensure all students are successful academically, socially, and emotionally.

### Mission Statement

The Nashville School District Counselors will advocate for all students by addressing academic, career, and social emotional needs, which will fulfill the needs of our students.

## Nashville School District Counseling Program Goal

**Challenge:** Our concern is that students are facing high levels of stress and anxiety due to current events, unrealistic expectations, and lack of skills to effectively manage their emotions.

**Goal:** Our goal will be to increase awareness of emotions, especially anxious feelings and to identify triggers of anxiety and develop tools to effectively manage anxious emotions.

### **Actions in Place:**

- \*Guidance Lessons
- \*Individual Counseling
- \*Small Group Counseling

### **Actions to take:**

#### \*Continue Guidance Lessons with a focus on:

- Increasing understanding of anxiety
- Developing vocabulary
- Identifying symptoms and areas of vulnerability
- Giving students tools to effectively manage their emotions
- Teaching students how to challenge their anxious feelings

#### \* Provide Resources to Students, Parents, and Staff

- Apps
- Websites
- Social Media

#### \* Continue Small Group and Individual Counseling

- Teacher and Parent Feedback to identify students in needs
- Use small groups/individual counseling to address more specific skills
- Use surveys to determine needs
- Refer students to School Based Mental Health who have not shown social, emotional, and academic improvement after small group and individual counseling

### **Data Review**

- Post Surveys
- Observation
- Decreased visits to counselor for students who come because of stress and anxiety

## Nashville School Counselor Annual Calendar

August	September
<ul style="list-style-type: none"> <li>*Meet the Teacher</li> <li>*Meet the Counselor lessons</li> <li>*Counselor check-ins</li> <li>*Orientation for New Students</li> <li>*Pre Survey (anxiety awareness)</li> <li>*Register New Students</li> <li>*Schedule Changes</li> <li>*Attendance Matters</li> <li>*Uniqueness/Diversity</li> <li>*Pride of Primary (weekly)</li> </ul>	<ul style="list-style-type: none"> <li>*Citizenship</li> <li>*Start with Hello Week</li> <li>*Begin Scrapper of the Month (monthly)</li> <li>*Start small groups</li> <li>*Begin social media campaign (anxiety)</li> <li>*Digital Citizenship</li> <li>*Empower Me</li> <li>*Minute Meetings</li> <li>*Scrapper Supermarket/Food Backpack program begins (weekly)</li> <li>*Self care (hygiene)</li> </ul>
October	November
<ul style="list-style-type: none"> <li>*Cooperation</li> <li>*Red Ribbon Week</li> <li>*Bus Safety</li> <li>*Bullying Prevention</li> <li>*Fire Safety</li> <li>*Kindness Week</li> <li>*Parent/Teacher Conferences</li> <li>*Student academic conferences</li> </ul>	<ul style="list-style-type: none"> <li>*Compassion</li> <li>*Thanksgiving Food Baskets</li> <li>*Gratitude</li> <li>*JA Food Drive</li> <li>*FASFA</li> <li>*ACT Prep</li> </ul>
December	January
<ul style="list-style-type: none"> <li>*Shop with a Cop (4th-9th)</li> <li>*Primary Care Christmas (K-3)</li> <li>*Self-Discipline</li> <li>*Early Graduates</li> </ul>	<ul style="list-style-type: none"> <li>*Responsibility</li> <li>*Survey (anxiety)</li> <li>*Schedule Changes</li> <li>*New Student Orientation</li> <li>*Great Kindness Challenge</li> </ul>
February	March
<ul style="list-style-type: none"> <li>*Friendship</li> <li>*Conflict Resolution</li> <li>*Schedule Requests</li> </ul>	<ul style="list-style-type: none"> <li>*Respect</li> <li>*Testing Pep Rally/ Incentives</li> <li>*Parent/ Teacher Conferences</li> <li>*Scheduling requests</li> </ul>
April	May
<ul style="list-style-type: none"> <li>*Perseverance</li> <li>*Trustworthiness</li> <li>*Sportsmanship</li> <li>*Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>*Honesty</li> <li>*Career Awareness</li> <li>*Senior Walk (K-6)</li> <li>*Graduation</li> <li>*Tour of Buildings</li> </ul>

Nashville School District

**Direct Services**

Classroom lessons limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week.

\*Small Group Sessions

\*Individual Counseling

**Indirect Services**

\*Child Maltreatment reporting

\*School based mental health referrals

\*Consultation for Special Education, 504, and ESOL

\*Member of Family and Community Engagement Committee

\*Provide professional development to staff on mandatory reporting, bullying prevention, and suicide awareness.

\*Consultations with parents, staff and administrators on behalf of students

**Administrative Activities**

\*Develop master schedules

\*eSchool data entry

\*Supervise students in hallway, cafeteria, playground, and bus lines

## Career Planning

The counselors at Nashville School District utilize many methods to help students plan for life after secondary school. Tools used include:

- The G.U.I.D.E. for Life Essential Skills
- Xello
- ACT <https://www.act.org>
- College Board
- Arkansas Career Model · <https://dcte.ade.arkansas.gov/docs//Resources/arkansas-career-model-cte.pdf>
- College and Career Exploration
- Graduation Pathways
- Graduation Requirements <http://dese.ade.arkansas.gov/divisions/learning-services/curriculum-support/arkansas-graduation-requirements>
- Alternate Pathway to Graduation- <http://dese.ade.arkansas.gov/divisions/learning-services/special-education/alternate-pathway-to-graduation>
- Post High School Planning
- Four-year colleges, tech schools, concurrent credit, articulated credit
- Advanced coursework (AP, Concurrent Credit)
- Internships, Apprenticeships
- Mentorships
- Industry Certifications
- Career Readiness Certificates <https://www.dws.arkansas.gov/programs/career-readiness-certification/>
- Discover Arkansas
- College for YOU-Scholarship Information
- Local Scholarships
- Student Success Plans including Resume
- FAFSA
- Bureau of Labor Statistics
- Arkansas Job Link
- Arkansas State Jobs
- College Application Checklist <https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Application-Checklist.pdf>
- Goal Setting and Planning for Success
- Interest and ability inventories
- Preparation for High School Credits

\*Preparing for highschool credits

\*career day

\*Career Exploration (K-6)

\*Speakers (K-6)

## Suicide and Bullying Prevention

### **Suicide Prevention**

- \*Faculty and staff will be given and know protocol.
- \*Classroom guidance lessons on emotions and anxiety
- \*Available for consultation for students, parents, and staff.
- \*Refer to mental health/mobile assessor

### **Bullying Prevention**

- \*Classroom guidance lessons
- \*Small group and individual counseling
- \*Great Kindness Challenge
- \*Arkansas Kindness Week
- \*Provide professional development to staff on bullying prevention
- \*Consultations with parents, staff and administrators on behalf of students

## **Protocol for Student Risk of Self-Harm:**

\*\*The first two steps apply to all school faculty and staff. The school counselor and administrators will follow up appropriately with the next steps.

### **1. Take any threat of self-harm seriously, or reports from classmates about statements made by the student.**

If a student expresses a thought of ideation or demonstrates other clues or warning signs. (Examples: Student talks of suicide or sends electronic messages, refuses help, gives away favorite things, if they have been withdrawn/depressed for a time, and suddenly they are improved, increased isolation)

### **2. Take immediate action.**

a. Contact an administrator or the counselor to inform him/her of the situation.

b. Do NOT leave the student unattended. Escort the student to help if necessary.

\*the student will most likely feel uncomfortable or embarrassed, but just reassure them that our priority is keeping them safe. *"I need to make sure that you are safe."*

### **3. Contact the counselor to meet with the student.**

\*If the building counselor is unavailable, another building's counselor will be called.

At this time, the counselor will build a rapport, and complete a basic suicide risk assessment.

### **4. Always notify the parents when there appears to be risk of suicide.**

a. Notify parents of situation and request that they come to school.

b. Provide them with information about risk determined.

c. Advise them on next step to be taken, and provide them with the resources necessary.

### **5. Call facility and arrange or conduct an assessment with mental health professionals.**

\*If parent refuses to obtain services, a report to Department of Human Services will be made for failure to seek necessary treatment and placing child at risk of harm.

## Annual Reflection

Sharing results of your data ensures that others are aware of and understand the process school counselors use to develop programs that support student success. The presentation of data and results of data are most effective when presented in short, graphically designed formats (charts, graphs, etc.). Include in the presentation what you have learned about the data, and how the data will impact your comprehensive school counseling program. Your communication method should be tailored to the audience you are presenting to.

Great - It is Done	Working on it	More time needed	Updates will take place in the posted plan or will be kept as school counselor reflections and artifacts.	Post in Plan
	x		The counselor/program self-assessment has been reviewed and updated.	
x			Counselor team, vision, mission and belief statements have been reviewed and updated as needed.	√
	x		Data regarding student outcomes from the current year have been reviewed, analyzed, and implications for results over time have been considered.	
		x	Results from the review of student outcomes is reflected on in the plan.	√
	x		Planning for the next year is taking place. What will be the desired outcomes as a result of your interventions? Will you consider participation/process data, Mindsets and Behaviors or perception data, or outcome/results data?	
x			Smart goal(s) for the next year are developed, data is reviewed, action steps or tasks are developed, and desired outcomes are clearly defined. What will be your goal(s) for the next year? How do you plan to impact student access to learning?	√
x			Annual calendar is updated.	√
			Advisory council meeting information is included if available.	
x			Summary of how direct and indirect services are being provided to students has been outlined. Summary of administrative activities provided is outlined and updated as needed. (Include small group information, classroom lessons)	√
x			Suicide prevention and bullying prevention models are updated as needed.	√
x			Developmentally appropriate career planning process and/or exploration is described, and/or updated as needed.	
x			Professional standards have been reviewed.	
	x		Lessons, supporting documents, other artifacts are updated and included in plan as needed.	√
	x		Data sharing has taken place, or is planned.	
	x		Materials for data sharing are updated and included in plan. (charts, graphs, presentation notes, etc.)	√
x			New plan is posted for following year no later than August 1 of each year.	√

Notes: