



SHERIDAN SCHOOL DISTRICT

COMPREHENSIVE SCHOOL COUNSELING PLAN



SHERIDAN
SCHOOL DISTRICT

Inspire. Empower. Serve.

SECTION ONE

The Arkansas Department of Education's Vision for Excellence in Education is transforming Arkansas to lead the nation in student-focused education. Implementation of this vision drives significant changes as the department identifies student learning to be a defining characteristic of effective teaching.

Arkansas is committed to students exhibiting evidence of learning through three lenses of application that move students toward competency in multiple disciplines. In order for Arkansas students to graduate college and/or be career ready, they must be actively literate, critical thinkers, and engaged in the community.

The school counselor is able to impact all students in these three areas. Through teaching social and emotional learning skills, which are essential for student success in and out of the school, the school counselor impacts students' ability to access the curriculum being addressed in the classroom. Sheridan School District (SSD) counselors can support students in developing a strong foundation in the skills identified in the G.U.I.D.E. for Life. These skills help students to be more able to manage daily tasks, collaborate and interact with others positively, communicate well, and make positive contributions in the workplace and beyond. SSD counselors provide students an opportunity to explore and plan for the future to help them understand the relationship between academics, personal competencies, and future aspirations.

SSD counselors provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple areas. This plan includes information about legislation regarding comprehensive school counseling, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Arkansas Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling.

The American School Counselor Association defines a comprehensive school counseling program as an "integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students."

SSD counselors can also utilize the Arkansas Comprehensive School Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents, and students in regard to the role, function, and job skills required of the school counselor.

Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, teachers, administrators, students, parents, psychologists, social workers, and community members.

Introduction to the American School Counselor Association (ASCA) Model

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs.

The ASCA National Model: A Framework for School Counseling Programs, 3rd edition, guides school counselors in developing and implementing a comprehensive school counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional, and based on data-driven decision making. It is based on four components: foundation, management, delivery, and accountability.

The ASCA National Model: A Framework for School Counseling Programs, 4th edition, continues to guide school counselors in developing and implementing comprehensive school counseling programs, but includes some structural reorganization. The four components are now called: define, manage, deliver, and assess. This guide will primarily follow the 3rd edition which is aligned with Act 190, The School Counseling Improvement Act of 2019. When applicable, the 4th edition will be referenced in parentheses.

The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage, and evaluate their programs to promote students' success. The model provides a framework for the

program components, the school counselor's role in implementation, and the underlying themes of leadership, advocacy, collaboration, and systemic change. Program components are focused on achieving results. Today's school counselors are leaders, advocates, systemic change agents, and collaborators.

School Counselor Advocacy

SSD counselors participate in classroom guidance, small groups, individual counseling, coordinating committees, assessments, and programs, large group professional development, parent meetings to inform and educate school staff, students, parents, and community stakeholders about the comprehensive school counseling program.

National School Counseling Week

Sheridan School District counselors celebrate National School Counseling week, which is held the first full week of February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

Link to additional information:

[National School Counseling Week](#)

Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

Comprehensive in Scope

A comprehensive school counseling program will focus on a multi-tiered approach for all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

Preventive in Design

SSD counselors design programs and services that emphasize proactive education through the implementation of the school counseling core curriculum lessons. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, and the G.U.I.D.E. for Life essential skills, as well as the Arkansas standards being taught in public schools.

Developmental in Nature

SSD counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

A Cooperative Effort

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

An Opportunity for Leadership

SSD counselors serve as leaders who are engaged in change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. Counselors focus on closing achievement gaps and helping students access content and curriculum. Counselors become effective leaders by collaborating with other professionals in the school to influence systemic change and by implementing school reforms and participating in professional communities and professional development opportunities.

A Tool for Student Advocacy

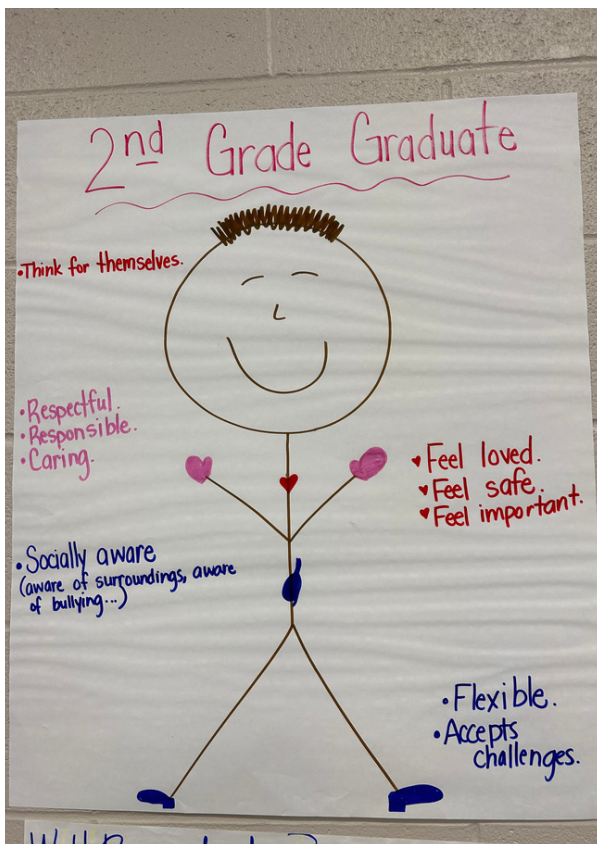
SSD counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, counseling, and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

A Representation of Collaboration and Teaming

SSD counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access, and academic success for every student. School counselors create effective working relationships among students, professional and support staff, parents and/or guardians, and community members.

A Systemic Change Agent

With a school-wide expectation to serve the needs of every student, SSD counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, student academic performance, and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.



SECTION TWO

Foundation

The foundation area of the ASCA model serves as the solid ground upon which the Sheridan School District Comprehensive School Counseling Program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career, and social/emotional needs of the students in the school.

Sheridan School District Counselors

East End Elementary School PK-2	Christy Whitley christywhitley@sheridanschools.org
East End Intermediate School 3-5	Brittany Stamper brittanystamper@sheridanschools.org
East End Middle School 6-8	Jessica Ashcraft jessicaashcraft@sheridanschools.org
Sheridan Elementary School PK-2	Melissa Brown melissabrown@sheridanschools.org
Sheridan Intermediate School 3-5	Autumn Gilbert autumngilbert@sheridanschools.org
Sheridan Middle School 6-8	Carrie Shankles carrieshankles@sheridanschools.org
Sheridan High School 9-12	Abbey Lusinger abbeylusinger@sheridanschools.org Nick Steele (G-O) nicksteele@sheridanschools.org Vicki Strong (P-Z) vickistrong@sheridanschools.org Stephanie Smith (Career Coach) kstephaniesmith@sheridanschools.org
The Academy K-12	Christy Daniels christydaniels@sheridanschools.org
Sheridan School District Director of Counseling	Allyson Pitts allysonpitts@sheridanschools.org

Program Focus

Beliefs

SSD Counselors Believe:

- School is a positive and safe environment where students' academic, social, and emotional needs are met.
- In encouraging students to find their own unique strengths and qualities.
- We must equip students with the life skills necessary for leading lives of integrity and responsibility.
- All students deserve to be treated with respect and feel valued.
- All students are encouraged to develop resiliency in all aspects of their lives.
- All students should have access to tools to prepare them to be college and career ready.
- Faculty, staff, parents, and community members must work together to promote student success.

Vision Statement

The SSD counselors will provide a high quality, comprehensive developmental counseling program equally available to all students that addresses academic, social, and emotional needs allowing them to become responsible citizens and lifelong learners.

Mission Statement

Sheridan School District counselors strive to provide students with a safe and rigorous educational environment that meets academic, social, emotional, college, and career needs by empowering them to be lifelong learners who are responsible contributing citizens.

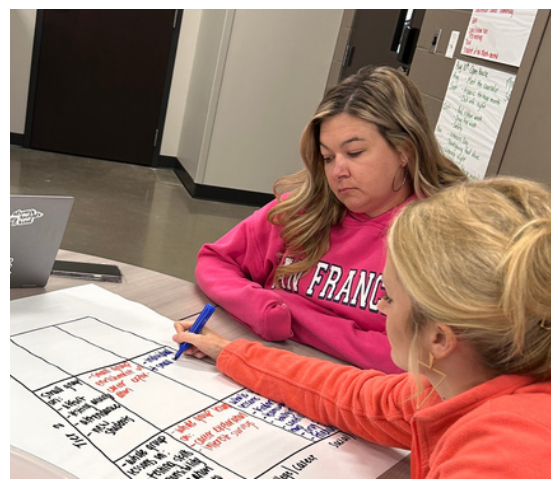
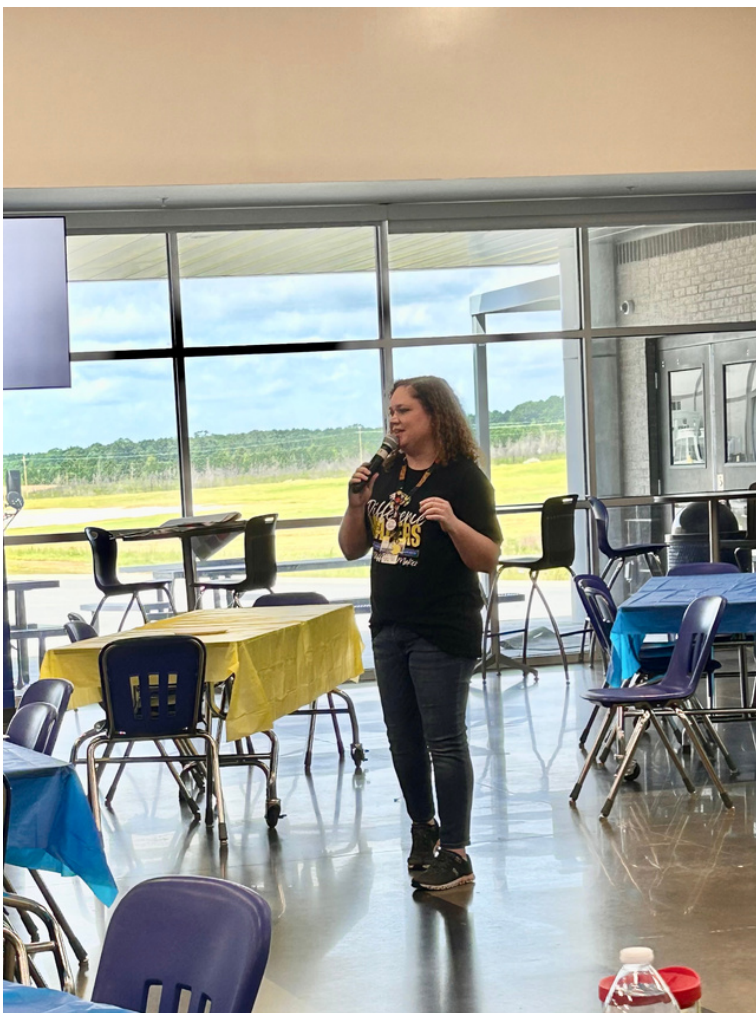


Program Goals

SSD counselors develop SMART program goals that define how the vision and mission will be accomplished. School counselors use these SMART goals to develop classroom lessons, as well as small-group and closing-the-gap action plans. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources, (Dimmit, Carey, & Hatch, 2007), and they are not only specific, but also measurable, achievable, results-focused, and time-bound. The SMART goal statements address specific student outcomes, including improved student achievement, attendance, behavior/discipline, and school safety through one or more of the three domains: academic, career, or social/emotional development. The goals are developed into actions or tasks to improve student outcomes.

Sheridan School District Student Outcome Goal Action Plan :

[Outcome Goals by School Link](#)



School Counseling Standards and Competencies

ASCA School Counselor Professional Standards and Competencies (4th edition - define)

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

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

2016 ASCA Ethical Standards for School Counselors (4th edition - define)

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership, and professionalism. [ASCA Ethical Standards for School Counselors](#)

Code of Ethics for Arkansas Educators

Arkansas School Counselors follow the Code of Ethics for Arkansas Educators.

[Code of Ethics for Arkansas Educators](#)

Arkansas Teacher Excellence and Support System (TESS) for School Counselors

The Arkansas Teacher Excellence and Support System (TESS) provides a statewide system for observation and support of K-12 Teachers. Arkansas School Counselors follow the Arkansas TESS school counseling rubric.

[TESS Counseling Guidance Documents](#)

Management

The management or manage component of the ASCA Model provides SSD counselors organizational guidance and tools to help support the development of a student focused, needs based comprehensive plan. Management requires self-assessment as well as program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short term and long term goals to improve the program and to help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

Arkansas Comprehensive School Counseling Self-Assessment or Annual Review (4th edition - Manage)

SSD counselors use program self-assessments to evaluate the school counseling program to ensure alignment to ACT 190, The School Counseling Improvement Act of 2019, and the ASCA National Model. This self-assessment provides an opportunity for school counselors to reflect on their program and identify areas of strength and areas for growth. The self-assessment is completed annually by each school in the district.

Calendars

Ongoing services include:

- Individual counseling
- Small group counseling
- Large group counseling
- Collaboration with teachers, parents, and other stakeholders
- Consultation with site based mental health and community/agencies
- Coordinate student support programs and services

ELEMENTARY SCHOOL ANNUAL CALENDAR

Month	Topics
August	Meet the Counselor/Open House Night Student-Parent Orientation
September	Intro to Feelings and Emotions/Caring
October	Red Ribbon Week/Courage
November	Thankfulness/Gratitude/Forgiveness
December	Friendliness/Conflict Resolution
January	Hard Work
February	Honesty/Kindness
March	Patience
April	Respect/Self-Respect
May	Responsibility

INTERMEDIATE SCHOOL ANNUAL CALENDAR

Month	Topics
August	Meet the Counselor/Introduction to School Year Open House Night/Student-Parent Orientation
September	Growth Mindset
October	Bullying/Drug Prevention
November	Gratitude
December	Mindfulness
January	SMART Goals
February	Kindness
March	Conflict Resolution/Friendship
April	Testing Strategies/Persevering
May	Summer Safety/Transitions to Next Grades

MIDDLE SCHOOL ANNUAL CALENDAR

Month	Topics
August	Meet the Counselor/Open House Night Student-Parent Orientation
September	Media Safety & Student Success Plans (8th Grade)
October	Red Ribbon Week
November	Coping with Anger
December	Conflict Resolution
January	Goal Setting & Student Success Plans (8th Grade)
February	Kindness/CAP Conference Preparation (8th Grade)
March/April	Student Conferences/Planning for Scheduling
May	Transitioning to Next Grades

HIGH SCHOOL ANNUAL CALENDAR

Month	Topics
August	Open House Night/Student-Parent Orientation
September	College Exploration/ARKACRO College Fair
October	Meet the Counselor/Open House Night Student-Parent Orientation
November	Media Safety/Sexual Harassment Training
December	Anxiety & Stress
January/February	Student Success Plans/CAP Conferences/Anti-bullying Suicide Awareness/ACT for Juniors
March/April	Career Exploration/Career Fair Senior Scholarship Preparation
May	Graduation/AP Exams/Final Senior Survey Awards Assembly/Awards Banquet



Multi-Tiered Services

- Tier one provides school counseling interventions to all or most students at a school wide level through classroom instruction and assemblies.
- Tier two may serve those students identified as having greater needs through targeted interventions with increased intensity and additional focus through individual and small group counseling.
- Tier three provides interventions through an individual level and is tailored for each particular student. Students may be referred to outside agencies.

Regarding the school counselor's division of time, the tiered framework of the school counseling intervention model demonstrates that the greatest amount of time should be spent in direct service at tier one, schoolwide interventions and implementation of the guidance curriculum. This model advocates for greater attention to tier one services, as they are the most efficient means for serving the greatest number of students. The use of tier one services as a monitoring ground for students who are potentially struggling and thus in need of more intensive services is also consistent with the philosophy of Response to Intervention (RTI). Just as is the case with RTI, this tiered model of school counseling interventions should be seen as flexible based upon the identified needs of each school and/or each student. School counseling interventions within each tier should change over time based on school data, evaluation of the overall school counseling program, and supporting research from the field. Students themselves may move between the tiers at various times based upon their needs; for example, a student may require more intensive services when transitioning to middle school, but only receive tier one services once adjusted to the challenges of a new environment.

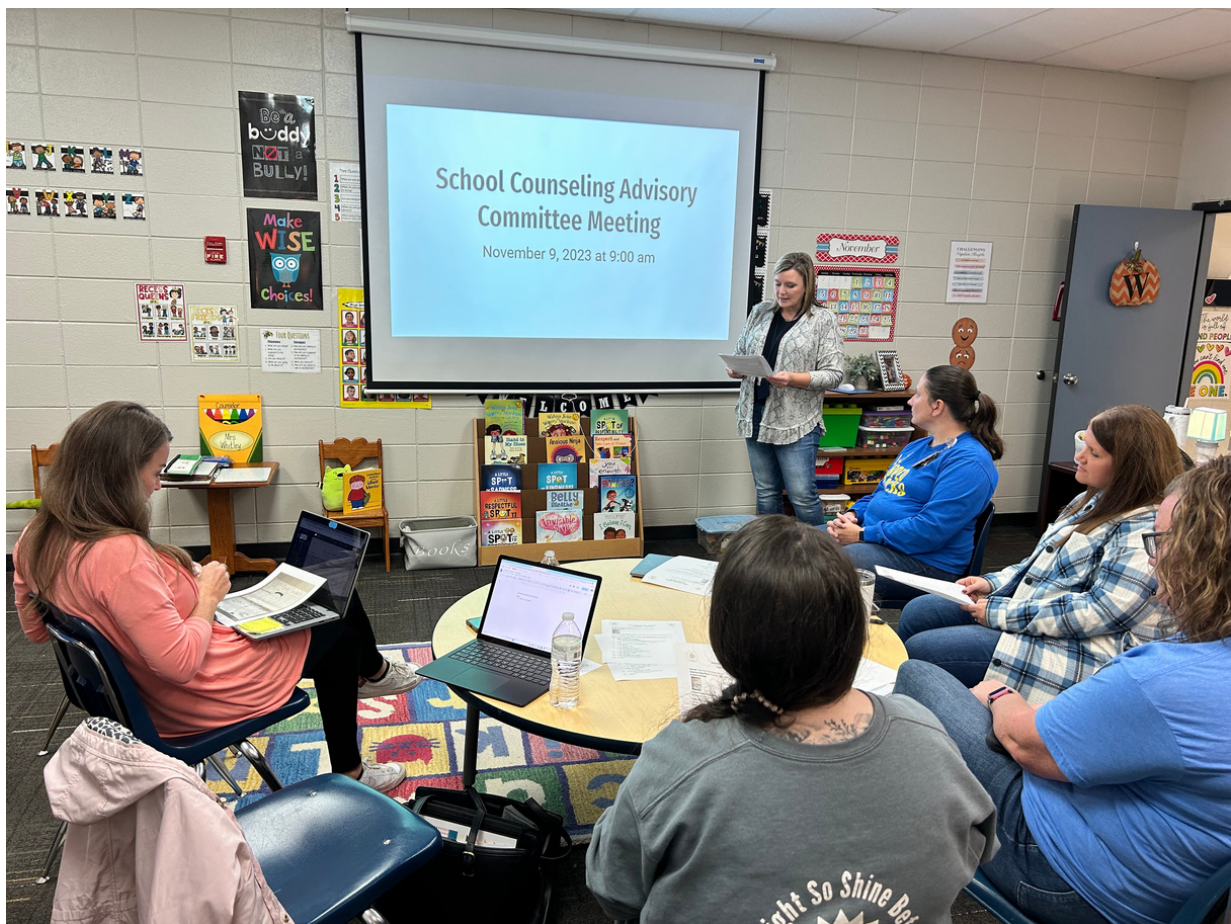
[**Link to MTMDSS by School**](#)

School Counselor Advisory Council

Creating an advisory council that consists of stakeholders supports the implementation of the school counseling program. This council should meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program.

Sheridan School District will host stakeholder meetings. School counselors will attend, and a section will be dedicated to discuss the comprehensive school counseling program. The meeting will include attendees from parents, staff, administration, and community members.

[Link to Sheridan School District Advisory Council Agendas and Notes](#)



Annual Administrative Conference

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

Data Use in School Counseling

Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be used to evaluate an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners, or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the school counselor to reflect on his/her practice and make adjustments to programming as needed.



School Counseling Facilities

Each school in the Sheridan School District has private office space provided to each counselor to conduct individual counseling and meetings with parents. The location of the counseling offices is near the front of each building and is easily accessible to students and parents. The elementary and intermediate schools have classrooms to conduct guidance lessons with all students. The middle schools and high school are equipped with a counseling center that includes space for small group lessons and space to provide resources to students.

Delivery

The delivery system or delivery is focused on the process and method of delivering the comprehensive school counseling program to students. The program is implemented through direct and indirect student services as well as administrative activities.

Direct Student Services (90% Direct & Indirect)

Direct services are provided for all students using a multi-tiered systems approach. These services are typically in a face-to-face format and include core curriculum classroom lessons, individual and group counseling, as well as responsive services.

Indirect Student Services (90% Indirect & Direct)

Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or in the role of contributing member of an ESOL, PBIS, RTI, parental involvement, or GT etc.).

Administrative Activities (No More Than 10%)

Administrative activities include non-counseling responsibilities and are not directly related to the comprehensive school counseling program. Chairing committees and meetings (504, ESOL, PBIS, RTI, parental involvement, or GT etc.), data input, developing master schedules, coordinating assessment administration, and monitoring students in common areas are all administrative activities.

Comprehensive School Counseling Program postings will be reviewed to ensure the counselor is working indirectly for or directly with students 90% of the time and is spending no more than 10% of time completing administrative activities.

Direct Services

Act 190, The School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on student contact days, providing direct and indirect services to students.

<p>Classroom Lessons</p> <p>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</p>	<p>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.</p> <p>Examples: Career planning and exploration, orientation activities for new or transitioning students, addressing accelerated learning opportunities, and/or working with students on the development of their Student Success Plans.</p>	<p>Direct Services (At Least 90% Direct & Indirect) Face-to-Face</p>
<p>Individual and Group Counseling</p>	<p>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. Follow-up should occur to ensure students are continuing to develop the skills taught in the small group. Pre- and post- evaluations or assessments will gather data to help determine growth in knowledge or skill attainment.</p> <p>Examples: Interpretation of assessments, individual academic planning, guidance in understanding the advantages of career certifications and internships, behavioral supports, attendance, and school academic success skills</p>	
<p>Responsive Services</p>	<p>Responsive Services - Supporting students whose immediate concerns put the student's academic, career, or social and emotional development at risk</p> <p>Examples: Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.</p>	

Sheridan Comprehensive School Counseling Plan

A. Guidance and School Counseling

1) Individual and Small Group Counseling

- Available to all students in order to meet educational, emotional, and social needs.
- Referrals for counseling may be made by the student, parent, teacher, or administrator, the referral process can be verbal or written.

- During individual counseling sessions, counselors work on social, emotional and/or personal needs in order to help individual students reach academic goals.
- Small group counseling sessions (up to 8 students) are developed as the need arises based on similar needs at appropriate grade levels.
- Small group counseling sessions can be on problem-solving, divorce, grief, anger management, self-control, friendship, self-esteem, study skills, motivation, etc. All group counseling sessions are done based on the needs of students.
- Both individual and group counseling target tier two students.
- If long term counseling is needed, a referral for appropriate outpatient or school based counseling services will be made.

2) Classroom Guidance Lessons

- Are conducted by the counselor monthly.
- May include, but are not limited to, topics regarding drug and alcohol abuse, sexual harassment, bullying, college and career planning.
- Are developed on a scheduled rotation basis for each class per grade. Lessons taught in the classroom target counseling domains for personal, social, emotional, and career development.

3) Orientation

- The CAP program is conducted in the spring of each year to prepare students for high school. Counselors meet with all students in the transitioning class to go over course options and career pathways at the high school in preparation for the actual CAP conference. The CAP conference includes the parent, student, and teacher to plan appropriate classes based on career and academic goals.
- Open House is held at the beginning of each school year. Students and parents are able to get acquainted with the building and meet their teachers. Various resources are provided regarding programs offered on campus.
- New students who transfer to our district throughout the school year are given a tour of the building by peer helpers and have the opportunity to participate in a transition program.

Student transition - campus to campus



Students transitioning from one campus to another have a tour of their future campus in May that allows them to see the building, learn about the campus and daily routines, and have a glimpse into what their day will look like the following year.

4) Academic Advisement

- Counselors work with students and parents on class selection each year through CAP conferences and individual meetings on an as needed basis. The counselor reviews grades, test scores, and teacher recommendations and shares the information with parents and students to assist them in making course choices and to make referrals for special service programs if needed. Starting in the 2018-2019 school year, each eighth grade student will have a Student Success Plan that will be reviewed each year (refer to Career Services). Advanced Recommendation Rubric

5) Interpretation of Assessments

- Counselors provide opportunities for students to take assessments in order to identify their skills, abilities, achievements, and interests. Counselors interpret standardized test results for students, parents, and faculty as needed. Results are used in the creation of the Student Success Plan and course selection each year.

6) Consultation and Coordination

- An important part of the counselor's role is to collaborate with teachers, parents, and administrators to help create school environments that encourage student growth and learning. Consultation can include:
 - Conducting professional development workshops for teachers.
 - Assisting teachers as they work with students.
 - Providing relevant resources for teachers.
 - Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements.
 - Referring students and families to school-based mental health services for support. Counselors assist parents in gaining access to services their children need. School-based therapy services are available to students based on referral through Pinnacle Pointe. Counselors also assist in the identification and development of programs for students on an as needed basis.

B. Bullying and Suicide Prevention

Bullying Prevention

It is the policy of the Sheridan School District that students shall be free of harassment, threats or harmful actions commonly referred to as bullying. Therefore, bullying will not be tolerated in the Sheridan Schools.

Bullying is behavior that is aggressive and is used to harm or disturb others in a physical or psychological manner. The aggressive behavior occurs frequently over a period of time, with an imbalance of power between the victim and perpetrator (bully is physically or mentally stronger).

Forms of bullying behaviors that are prohibited include, but are not limited to, verbal, physical, or psychological actions such as: threatening, name-calling, hitting, spreading rumors, extorting money, and social isolation/exclusion. Teasing will be considered bullying when the behavior is degrading, offensive, malicious, and/or the victim experiences distress or fear as a result of the repeated teasing behavior. Students may be disciplined for harassing communication, including telephone, texting, mail, written communication, or electronic communication. Cyber bullying, which occurs away from school, may be dealt with as bullying if the behavior results in a substantial disruption of the learning environment.

Bullying behaviors are prohibited while in school, on school property, in school vehicles, on school buses, at designated school bus stops, at school sponsored activities, or at school sanctioned events.

Any school employee who has witnessed or has reliable information that a student is a victim of bullying behavior shall report the incident to the principal of the school. The person or persons who file a complaint will not be subject to retaliation or reprisal in any form.

Notice of what constitutes bullying and the consequences of engaging in bullying is provided annually to parents, school volunteers, and school employees.

Notices are posted in every classroom, restroom, gymnasium, auditorium, and bus in the district. Consequences for bullying behavior are immediately administered to the perpetrator at the age and development level appropriate for comprehension. Consequences range from a verbal reprimand to expulsion for severe or repeated offenses. Sheridan Public Schools has a confidential "SAFE SCHOOLS HOTLINE" to help keep our schools and students free from bullying, violence, drugs, and weapons (1-855-509-2559). The images below are posted in all school buildings.

Be a Buddy Not a Bully!

What is bullying?

BULLYING IS WHEN SOMEONE IS BEING HURT EITHER BY WORDS OR ACTIONS ON PURPOSE, USUALLY MORE THAN ONCE, FEELS BAD BECAUSE OF IT, AND HAS A HARD TIME STOPPING WHAT IS HAPPENING TO THEM.

Types of Bullying

- 1. VERBAL**
Illustration: A student with green hair is being verbally abused by a student with red hair. A speech bubble contains symbols for swearing.
- 2. PHYSICAL**
Illustration: A student with green hair is being physically pushed or hit by a student with red hair.
- 3. SOCIAL**
Illustration: A student with green hair is being excluded or socially isolated by a group of students, including one with red hair. A speech bubble contains symbols for social media or rumors.

Bullying Hotline: 1-855-509-2559

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CONSEQUENCES OF BULLYING: ALL STATEMENTS REGARDING OR RELATING TO BULLYING WILL BE TAKEN SERIOUSLY. CONSEQUENCES RANGE FROM CONFERENCES TO EXPULSION.
REFER TO THE STUDENT HANDBOOK, PAGES 116-120, FOR MORE INFO.

All students in the Sheridan School District are taught to recognize bullying, and are encouraged and taught to report incidents of bullying behaviors.

SES students learn four action steps in the bullying lesson: *You Can Be an Upstander*. The four action steps are:

- 1) Be a Buddy
- 2) Interrupt
- 3) Speak Out
- 4) Tell Someone

View *Be an Upstander* - Prevent Bullying Video



The theme at EEE for anti-bullying week was, "We are all different and it is amazing!" EEE students were taught three steps to stop a bully: STOP, TALK, WALK.

Anti-bullying week is celebrated in various buildings in the district. There are dress up days, morning announcements on recognizing and preventing bullying, read alouds, and mini lessons done throughout the building. One Kind Word is the theme.

[SIS Anti-Bullying Week Nov. 15-19](#)

[EEE Anti-Bullying Week Nov. 15-19](#)

[Anti Bullying Week Announcements](#)

Classroom guidance sessions are provided to all students to teach grade appropriate lessons to help the students identify bullying behavior and to develop coping skills. Classroom lessons teach students to make good choices and how to articulate their need for help.

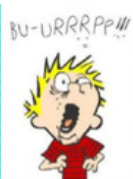
In grades 3-5 we focus on rude vs. mean vs. bullying behaviors because not everything is bullying. We then discuss appropriate ways to handle rude behaviors and mean behaviors, and when to report bullying.



Rude vs. Mean vs. Bullying

Because everything **isn't** bullying!!!

Review



- ❑ **Rude:** Inconsiderate, thoughtless, unplanned behavior, bad manners, only thinking about yourself, not meant to actually hurt anyone
- ❑ **Mean:** Saying or doing something on purpose to hurt someone, maybe once or twice, usually in anger
- ❑ **Bully:** on purpose, repeated over time and involves and imbalance of power

All campuses have access to the Brooks Gibbs "Raise Them Strong" curriculum to address resilience and bullying.



Suicide Prevention

Counselors at all grade levels work to assist students through classroom and individual sessions on appropriately coping with crisis situations through the acquisition of effective problem-solving skills and how to recognize and manage emotions.

When needed, Sheridan School District has created a suicide prevention/intervention protocol for all schools to use ANY TIME there is concern that a student may be experiencing suicidal ideation. This protocol is a district protocol and is to be completed and guided by district personnel.

- Contracted mental health provider personnel may participate as a part of the assessment team if the student is already receiving mental health services from the provider. However, the provider staff is never to complete this protocol or to dictate the assessment or interventions for the student.
- If a student who is already receiving services from our contracted provider reveals to the provider staff that they are struggling with suicidal ideation, the provider staff will launch their own assessment response and will notify the district staff at their earliest opportunity of the assessment and any resulting interventions.

- Any time a student comes to the attention of the school district staff (ANY school district staff) as a student who may be experiencing suicidal ideation, a LIFE Plan is immediately initiated. The ways in which these students come to the attention of the staff are numerous. It could be a note found in the bathroom trash; it could be a friend coming to report concerns to a teacher/counselor; it could be a report from a bus driver who noticed something different on the way to school that morning (or on the way home that afternoon); it could be a teacher who overheard a conversation between students that created concern; it could be alerts from the multiple forms of security used by the district such as BARK or Securly that monitor all student accounts.
- The primary focus is that EVERY time this occurs, a LIFE Plan is initiated.
- UNTIL ASSESSED OTHERWISE, EVERY SITUATION IS CONSIDERED SERIOUS AND SHOULD BE ADDRESSED AS SUCH.
- If further assessment is indicated per the result of the LIFE Plan, parental consent will be obtained prior to contacting a mobile assessor. Parents will have the opportunity to select their preferred facility to conduct the assessment.[1] Prior to contacting a mobile assessor regarding a student assessment, parental consent will be obtained.
- Safety plans are created with the school counselor and student. These are shared with parents along with resources that parents can turn to for additional help.
- Suicide Prevention materials and hotline numbers are made available to students in case they need them.
- SSD LifePlan document

C. Career Services (Career Development and Exploration)

The Sheridan School District recognizes the importance of career education and learning as a lifelong process; therefore, we are proud to offer career awareness and planning as an integral part of students' school careers. The word career encompasses all the roles in which individuals are involved (i.e. student, parent, worker, family member, citizen). As a result, Sheridan School District's guidance and career services focus on facilitating interpersonal relationships, decision-making skills, problem-solving skills, leadership and character development, which can increase a student's future success in the workplace and the world. Guidance activities and general classroom activities for all grades are geared toward exposing students to the possibilities available in the world of work outside of the classroom. Students have the opportunity to explore different pathways for various types of employment.

Career Coaches, Career Teachers and Counselors will work with students to:

- Introduce students in grades K-6 to career opportunities through classroom lessons.
 - Curious Kids - Careers
 - Curious Kids - Careers
 - Jobs I Can Have When I Grow Up - Highlights
- Introduce students in grades K-6 to the possible different career pathways that are available to them as they progress through secondary and post-secondary education.
 - K-2 Career Parade - EEE
 - Community Fair and Family Night (EEE) - Fire Trucks, Ambulances, Policemen, and ACH Angel 1 Helicopter
 - Example 3-6 grade Career Lesson *Copy of Career Interest Inventory*
- Create a college and career ready environment.
 - College and Career Days are held on Mondays for staff and students. This engages students and staff and peaks the interest of students.
 - Review Career Assessments completed on students in grade 8 and 10. We will use different assessments for each grade level (ONET in 8th grade and ACT Profile in 10th grade).
 - Choose class selections that help them achieve their educational goals. (Smart Core/Core)
 - Expose students to college options using virtual campus tours and lunchtime and Jacket Time visits by recruiters from both two-year and four-year colleges.
 - Expose students to career options by working with business and industry to establish partnerships that allow for students to intern as well as the option to tour, explore, and be exposed to jobs that are available in the local communities and throughout the state.
 - Xello is used starting in 8th grade to help students with self-awareness, goal setting and career research. It is intended to be where the students create and update their "Student Success Plans". The students can complete self-assessments, which will lead them to careers that would fit their personality. They can save those careers, find schools that have the degree needed for the career and save those schools to their profile. Create a resource file of college information that students can have information readily available to them for post-secondary institutions.
 - Provide a financial aid night for seniors and parents/guardians that will bring college financial aid officers to Sheridan High School and assist the families with completing their Free Application for Federal Student Aid (FAFSA) and YOUNiversal application through the Arkansas Department of Higher Education.
 - Assist seniors in filling out college applications and navigating the college application/ admission process.

Student Success Plan

Student Success Plans at Sheridan School District are designed to guide students and their parents/guardians through both their high school education as well as helping them have a seamless transition to their post secondary college and career options. The Xello program is used in the district to aid students in building and maintaining their success plans. The students can complete lessons, add goals and plans, add volunteer experiences and build a resume which is all added to their profile. There is also a feature to build their course plan and choose the classes they will be taking in high school. If used consistently every student and parent has access to their own student success plan 8th - 12th grade where they can add and update information to plan for their college and/or career goals. The profile of the student can be printed and used for things such as scholarships or job interviews.

Sheridan School District provides a pathway to graduation with accelerated learning opportunities and addresses academic deficits by providing point in time remediation, credit recovery, and tutoring services.

Sheridan School District provides students with accelerated learning opportunities such as:

- Gifted and Talented Educational Programs
- Pre-Advanced Placement Classes
- Advanced Placement Classes
- Concurrent Credit-- College/Technical
- Apprenticeships
- Industry Certifications

College and Career Planning Components:

- See Career Services.

Academic deficits are addressed through instructional interventions. They are intentional, specific, and designed to improve a student's specific area of need.

- RTI (Response to Intervention)
- Jacket Time initiative (for remediation and tutoring)
- Lunchtime study labs
- SAS lab (Students Achieving Success)
- After school tutoring
- Summer Learning Camp (summer school)

D. Group Conflict Resolution

Sheridan School District uses the following approaches to deal with conflict:

- School counselors conduct interventions between parties involved in the conflict.
 1. Specifically, school counselors provide whole group, small group, or individual sessions directed to help students develop skills to enable them to resolve differences and conflicts in a positive manner.
 2. [Conflict Resolution Poster](#)

E. Alternative Methods of Classroom Management

Counselors work with teachers to provide resources and implement strategies for working with students who have recurring behaviors to determine if an additional plan is needed for academic and social success. Counselors are in a position to provide teachers with relevant materials that offer insight into current issues that affect students' daily lives. The emphasis is on making the educational process more personal and increasing teachers' and administrators' understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students and ways of helping students cope with success and failure. If needed, alternative methods can include placement within the Alternative Learning Academy.

F. District Level Tracking System

Dropout Prevention

At-risk students are those enrolled in school or eligible for enrollment whose progress toward graduation, school achievement, and preparation for employment are jeopardized by health, social, educational, familial, and economic factors. An at-risk list of students is compiled over the summer for students who struggle with attendance or are deficient in graduation credits. The administration and counselors work directly with these students to get them back on track using whatever means necessary. The teachers and counselors work with the students as well as contact parent/guardians to try and get students on track to pass classes and eventually graduate.

The majority of students drop out or are dropped from enrollment for excessive absences. After a certain number of consecutive days absent, a student is identified as at-risk for drop out. The assistant principal, attendance clerk, or counselors contact the parents/guardians by phone, email, and registered letter.

Tracking of Graduates and Dropouts

Any student who leaves school for any reason before graduating without documentation of enrolling in another program or school is considered a dropout. Exit interviews are held by the principal or counselor when possible. Administration and counselors also follow up with dropouts when possible.

All graduates complete a senior exit survey to provide counselors with post-graduation plans, emails, addresses, and phone numbers so contact may be made during the following year after graduation.

Senior Exit Survey

Every school year, seniors provide us with information that helps us prepare for graduation, along with getting accurate contact information if we should need to contact them about anything. They are asked to provide the following contact information: name, email, cell phone number, mailing address.

- They are asked if they will participate in our Senior Signing Day, which is a time to celebrate seniors for their educational and career goals after high school.
- They are asked about their plans after high school. This section is divided into three parts. A) Workforce, B) Military, C) Technical School, Two-Year College, & Four-Year College/University.
 - **Workforce:** We ask what their occupation will be and where they will be employed.
 - **Military:** We ask which branch of the military they plan to enter.
 - **Higher education:** We ask what type of post-secondary institution they will be attending.
- We ask them to tell us about their financial assistance endeavors for their next steps.
 - YOUNiversal application for Arkansas Financial Aid
 - FAFSA
 - Have they been offered and accepted any college scholarships?
- **Scholarships:** We ask them to list all scholarships that they have received and include the following information for each: name of scholarship, how much they are receiving per year, whether it is a one-time scholarship or is it renewable. They should include local, college, and national scholarships. The scholarship information they report on this form is sent to the local newspaper and is included in the school's senior scholarship slideshow.

Indirect Services

Act 190, The School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time on student contact days, providing direct and indirect services to students.

Consultation	Consultations occur on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.	Indirect Services (At Least 90% Direct & Indirect) On Behalf of, Referral, Consultation
Referrals	Indirect services include referring a student for School Based Mental Health services, and making child maltreatment reports.	
Decision Making Teams	Serving as a contributing member of decision-making teams, which include without limitation: Section 504 ESOL Parental Involvement or Family Engagement Positive Behavioral Intervention Support Advanced Placement and Gifted & Talented	

Family and Community Engagement

The counselors strongly encourage parents/guardians to participate in their children's school lives in order to help them reach their full potential. The counselors communicate with parents/guardians often to keep them updated on their children's school lives, including, but not limited to, upcoming activities, various opportunities, and particular information to best help their children succeed at school and at home.

School-Based Health Center

The Sheridan School District implemented a school-based health center to further serve the needs of current students and staff. The Jacket Health and Wellness Center's services include primary care, sick/urgent care, immunization services, injury assessment, Well-Child exams, employee wellness services, mental health services, sports physicals, and more. The Jacket Health and Wellness Center is located at 512 W. Church St., Ste. A, Sheridan, AR (adjacent to the Sheridan High School and Alternative Learning Center campuses). Additionally, Jacket Health and Wellness provides services at East End Intermediate School. The Jacket Health and Wellness Center provides services five days per week. The Jacket Health and Wellness Center does not deny any student medical services based on ability/inability to pay.

Psychological Services

The Sheridan School District employs a licensed psychological examiner to administer comprehensive and or specialized testing in the referral-placement process. Any assessment tool that is deemed necessary and cannot be legally or effectively given by the district examiner will be referred to an outside agency. A specialized comprehensive evaluation is an integral part of the special education program and the identification of students with disabilities.

- The Sheridan District provides consultation and counseling with parents, students and school personnel. The district partners with Pinnacle Point Behavioral Counseling to provide school based mental health services.
- Students are provided additional support through the Response to Intervention Program. This provides teachers with evidence based strategies and student data in mastering the strategies.
- The district provides a system for liaison and referrals with resources available outside of the school. This includes assistive technology, ADE specialists, transition agencies, etc.

Mental Health Services

The district offers comprehensive school-based mental health services through a combination of district employed staff and contracted mental health staff. The school social worker carries a small caseload of mental health students while the bulk of the mental health services are provided through a contracted provider. A Licensed Mental Health Professional and Qualified Behavioral Health Professional are available to students on each campus five days per week during school hours. If students and/or families need further referrals, the mental health staff will assist those families with finding additional services.

Visiting Teacher and Social Work Services

The district works together with families and schools to help in areas regarding -- but not limited to -- attendance, behavior, and learning. The counselors serve as liaisons between the home and school by providing appropriate resources for assistance. The district also employs a full-time school social worker available by referral to assist with linking families to community resources and other social service needs. The social worker acts as the district's identified Foster Care Liaison and McKinney Vento Liaison.

The school counselor and administrator meet yearly and complete an administrative conference to provide feedback, input, and goal setting for the counseling program. For the evaluation, Sheridan Schools use the "Annual Administrative Conference" form from the American School Counselor Association. [ASCA Templates & Tools \(Annual Administrative Conference template\)](#).

Administrative Activities

Coordination, Chair, Duties

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of their time, on student contact days, engaging in administrative activities.

Administrative Duties

- Assist with state assessments
- Assist/develop master schedule
- Student scheduling/input into eSchoolPlus
- Snack pack coordinator
- Concurrent credit enrollment
- Student service plan
- Student schedule changes
- Sending college records
- Enter student grades
- Scholarship advertisement

Committees and Meetings

- Parental Involvement
- ESL Committees
- Response-to-Intervention
- Section 504
- Leadership
- Emergency Response Team
- School Based Mental Health

Duties

Supervising students in common areas such as the hallway, cafeteria, playground, and bus lines.

Accountability

Assess

Sheridan School District Counselors reflect on and evaluate our comprehensive counseling program to ensure that we are meeting the needs of our students and are able to identify how our students have changed due to the interventions of the program. Counselors may use the following tools for assessing and sharing results of the comprehensive school counseling program.

Tools the school counselor should use in assessing the comprehensive school counseling programs:

- Use-of-Time calculators
- School data report cards
- Feedback from the provision of curriculum or programs (participation, mindsets and behaviors, and outcome results)
- Feedback from small groups such as surveys, participation data, mindsets and behaviors acquisition, and student outcomes
- Needs assessments from parents, students, community members, and/or educators
- School counseling program self-assessment
- School Counselor TESS
- School counselor reflections

Review of goal setting action plan results/tools for sharing results:

- Presentations (school, district, parents, other stakeholders)
- Handouts
- Webpages
- Inclusion in school improvement plan
- Data reports
- The following year's Comprehensive School Counseling Plan
- Social Media
- Newsletters

SECTION THREE

Comprehensive School Counseling Program Requirements

Each public school district shall provide a developmentally appropriate comprehensive school counseling program to aid students in academics, social/emotional needs, and career exploration and planning.

The District Comprehensive School Counseling Plan, which is a reflection of the program, shall be posted on the district website under “State Required Information” no later than August 1, 2021, and each following year thereafter. The requirements for the comprehensive school counseling program plan can be found in the Arkansas School Counselor Toolkit and in the Arkansas Comprehensive School Counseling Program Guide which are posted on the Arkansas Department of Education – Division of Elementary and Secondary Education - Guidance and School Counseling webpage.

[ADE Guidance and School Counseling](#)

Standards for Accreditation

[ADE Standards & Systems Support](#)

SECTION FOUR

Transformational School Counseling

Sheridan School District counselors impact student lives in positive ways, not only with daily supports, but through the comprehensive school counseling program. As we move forward with our program development, school counselors will desire to build on the work they are doing. Sheridan School District is working to help develop and support implementation of transformational school counseling programs aligned to the American School Counselor Association's (ASCA) Model.

Glossary of Terms

Academic advisement is provided for class selection by establishing academic goals in elementary, intermediate, middle, and high school.

Action or Closing the Gap Plans are developed to identify how goals will be implemented including strategies, competencies, activities, timeline, milestones, and means of evaluation.

Advisory council is a representative group of stakeholders who review the comprehensive school counseling plan and provide feedback and recommendations to the counseling staff, administration, and district.

Advocacy is the process of identifying underrepresented students and supporting them in their efforts to reach their highest potential as well as actively supporting the profession of school counseling and supporting policies that promote student success.

Calendars are maintained by school counselors and are distributed regularly to educators, students, and parents. Planning, visibility, and credibility are enhanced by effective use of an annual school counseling program calendar, monthly calendars, and a weekly calendar.

Career planning process helps students attain skills and attitudes and identify opportunities for successful transition from high school to post-secondary training or education.

Chairing includes presiding over meetings and committees.

Classroom counseling lessons, or core curriculum, is the curriculum component of school counseling that consists of developmentally appropriate lessons designed to assist students in achieving desired competencies and is presented systematically through classroom and group activities.

Comprehensive school counseling programs are an integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and social/emotional development to promote academic achievement and meet developmental needs. School counseling programs are based on the developmental age of the students and are conducted on a consistent and planned basis to assist students in achieving specified competencies.

Consultation is used to provide school counseling feedback and support while communicating with educators and stakeholders concerning student problems and needs.

Coordination includes organizing, scheduling, and providing documentation for programs and assessments.

Data-driven identifies systems that make decisions concerning future actions that are based on information, survey reports, assessments, statistics, or other forms of data.

Define (4th edition) school counselors develop comprehensive school counseling programs based on three sets of standards (Mindsets and Behaviors for Student Success, ASCA School Counselor Professional Standards & Competencies, and ASCA Ethical Standards).

Delivery systems identify how the comprehensive school counseling program is organized and delivered.

Direct services are counseling services that are provided directly to students: individual, small group, classroom core curriculum lessons, and responsive services. They are provided in a face-to-face format.

Ethical standards are adhered to by school counselors. They include ethical, legal, and professional standards developed by the state educational agency and national school counseling organizations.

Evaluation is used to determine progress on the implementation of goals, action plans, or comprehensive school counseling programs.

Foundation identifies the beliefs, vision, mission, and goals set forth in the comprehensive school counseling plan.

Gaps are identified when desired student outcomes are not being met by a student or small group of students. Data is reviewed to evaluate current student levels of performance to find areas of concern that can be addressed.

Indirect services include consultations between a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs. It also includes referrals for more frequent and more intensive interventions on behalf of a student or small group of students.

Individual student planning is used to coordinate ongoing systemic activities designed to assist individual students in establishing personal goals and developing future plans.

Leadership is an essential skill for school counselors as they develop and manage a

comprehensive school counseling program. It supports academic achievement and student development, advances effective delivery of the comprehensive school counseling program, promotes professional identity, and overcomes challenges or role inconsistency (Shillingford & Lambie, 2010).

Management system or Manage (4th edition) addresses the allocation of resources to best address the goals and needs of the program.

Mission statements outline steps to accomplish the vision. They identify the Who, What, How, and Why for students. Mission statements must be aligned with the mission of the school system within which the program operates.

Orientation is a process for students, teachers, parents, and stakeholders to learn about the school counseling program, the roles of the school counselor, and the services available to students, families, and staff. Orientation can also help students make smoother transitions from one school setting to another.

The G.U.I.D.E. for Life defines essential knowledge, attitudes, and skills students should obtain to help them get along with others, communicate well, and make positive contributions in the workplace and beyond.

Outcome or Results Data demonstrate that learning, performance, or behavioral change has occurred. This data shows how students are different as a result of the school counseling program.

Perception/Mindsets and Behaviors data measures what students and others observe or perceive regarding knowledge gained, attitudes and beliefs held or competencies achieved.

Process/Participation data answers the question “what.” It describes the activity that is occurring; the target population and how many students are affected.

Self-assessment is the assessment used to review strengths of the school counseling program and areas for improvement. Data from the profile is used to guide the school counseling program.

Responsive services meet students’, parents’, and teachers’ immediate needs for intervention, referral, consultation, or information.

Risk analysis is the procedure identified in the DESE Standard Operating Procedures for School Counseling programs and is based on the review of comprehensive school counseling plans that are posted on district websites as well as other district data and technical assistance needs. Support is provided to districts based on the level of identified risk.

School counseling assessments are tools used to measure the strength of the implementation of the comprehensive school counseling program. Data from assessments can be used to identify student needs and show student growth (pre/post-test).

Social/emotional development maximizes each student's individual growth and social maturity in the areas of personal management, social interaction, and self-efficacy.

Standard operating procedures provide information and guidance on the process that will take place to ensure that school counselors are providing multi-tiered comprehensive support to all students.

Systemic change is change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

System support consists of professional development, consultation, collaboration, teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling program.

Vision statements identify what you want to see going forward in your comprehensive school counseling program (what is the picture you see in your mind about your students' success). They identify long range, desired outcomes for students.