

**Southside School District  
Comprehensive School Counseling  
Program**



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## **Beliefs**

- Every student has a right to receive school counseling services which are an integral part of all students' education.
- All students have diverse strengths, needs, and abilities that contribute to their academic, personal, social, career and community goals.
- All students can learn and achieve academic greatness when encouraged and nurtured in a respectful environment.
- Nurturing all student's social and emotional well-being will encourage academic development and future success.
- Each student has a responsibility for actively participating in his/her learning and achievement as well as demonstrating self-management skills.

## **Vision Statement**

The vision of Southside School's counseling program is to maximize the potential of each student to reach their future story by ensuring the academic, career, and personal/social development of all students.

## **Mission Statement**

The mission of Southside School Counseling Program is to successfully contribute to the educational, personal/social, and career development of all students through collaborative work with counselors, staff, parents, and community members. Together, a supportive, safe, and caring atmosphere is formed to promote high achievement which empowers all students to reach their maximum potential.

### **Southside Elementary Program Goal**

Southside Elementary's counseling program goal is to increase student attendance by informing parents and students of the relationship between attendance and achievement.

**Potential Concern:** To increase student attendance

**Data Review:** Attendance reports

**Gap or Identified Need:** 36% of students are at risk or are chronically absent

**Strategy:** Our strategy is to better inform parents and students of the importance of school attendance by parents signing an attendance agreement at the beginning of the school year.

**Action Step 1:** Counselor calls parents after 3 undocumented absences in a row. Counsel with children when they return to school about the importance of being at school.

**Action Step 2:** Send a letter home after 5 days of documented or undocumented days of school.

**Action Step 3:** Go to court after 10 days of undocumented days in a semester.

**Evaluation or Desired Outcome:** Students will be absent less so they can be at school to learn. Student engagement score will increase on the ESSA report to 80% or above with an increase of 6%.

### **Southside Middle School Program Goal**

Southside Middle School's counseling program goal is to increase student attendance by informing parents and students of the relationship between attendance and achievement.

**Potential Concern:** To increase student attendance

**Data Review:** Attendance reports

**Gap or Identified Need:** 44% of students are at risk or are chronically absent

**Strategy:** Our strategy is to better inform parents and students of the importance of school attendance by parents signing an attendance agreement at the beginning of the school year.

**Action Step 1:** Counselor may assist with calling parents after 3 undocumented absences in a row. May counsel with students when they return to school about the importance of being at school.

**Action Step 2:** Send a letter home after 5 days of documented or undocumented days of school.

**Action Step 3:** Go to court after 10 days of undocumented days in a semester.

**Evaluation or Desired Outcome:** Students will be absent less so they can be at school to learn. Student engagement score will increase on the ESSA report to 80% or above with an increase of 6%.

### **Southside JR High Program Goal**

Southside Jr. High School's counseling program goal is to increase student attendance by informing parents and students of the relationship between attendance and achievement.

**Potential Concern:** To increase student attendance

**Data Review:** Attendance reports

**Gap or Identified Need:** 44% of students are at risk or are chronically absent

**Strategy:** Our strategy is to better inform parents and students of the importance of school attendance by parents signing an attendance agreement at the beginning of the school year.

**Action Step 1:** Counselor may assist with contacting parents after 3 undocumented absences in a row. May counsel with students when they return to school about the importance of being at school.

**Action Step 2:** Send a letter home after 5 days of documented or undocumented days of school.

**Action Step 3:** Go to court after 10 days of undocumented days in a semester.

**Evaluation or Desired Outcome:** Students will be absent less so they can be at school to learn. Student engagement score will increase on the ESSA report to 80% or above with an increase of 6%.

### **Southside Charter High School Program Goal**

**Potential Concern:** College placement scores

**Data Review:** ACT test reports

**Gap or Identified Need:** Decrease in scores

**Strategy:** Remediation / Test prep

**Action Step 1:** Administrative review of scores and share with classroom teachers

**Action Step 2:** Purchase On to College (John Baylor Prep)

**Action Step 3:** Implement an advisory (into master schedule) and utilize it for remediation and test prep.

**Evaluation or Desired Outcome:**

Overall student composite scores will increase.

### **Administrative Conference**

District counselors meet with school administration on a regular basis. This will include building principals, curriculum director, assistant superintendent and superintendent. This takes place through regular Counselor PLC, testing, and other school related meetings as well as individual building meetings. These ongoing

meetings keep them updated and informed of our counseling program and the goals we are trying to address. This frequent communication ensures and confirms support of our school administration.

### **Advisory Council**

As a district we include teachers, parents, students and community members as part of an advisory council to help address and support the needs of our counseling program as well as program goals. Meetings are held at the beginning and end of the school year to address the following:

- Assistance in addressing and achieving program goals
- Evaluate program goals and outcomes
- Provide information pertaining to the school counseling program
- Familiarize them with the school

### **Use of Time Data**

The counselors of Southside School District follow the use of time data and are not scheduled for other activities that will take away from the services of the children.

### **The Role of the School Counselor in Providing Direct Counseling Services**

**Classroom Lessons:** The classroom counseling lessons are based on the needs of academic, social/emotional, and/or career domains.

**Examples:** Orientation activities, goal setting, skill building, career planning and developing Student Success Plans. Character education lessons to build positive relationships, whole group lessons based on student needs.

**Individual and Group Counseling:** Individual and small group counseling sessions are based on the individual needs of the student.

**Examples:** Small group sessions in needed areas such as: divorce, grief, behavior, conflict resolution, academic, self-esteem. etc.

**Responsive Services:** Supporting students whose immediate concerns put the student's academic, career, or social and emotional development at risk.

Examples: Immediate needs or concerns initiated by the student, parent, teacher, or administration. Crisis response to support students during an emergency situation.

### Indirect Counseling

**Consultation:** Consultations on of the students concerning academics, behavior and attendance with:

- Parent/Guardian
- School Staff
- School Based Mental Health Services

**Referrals:** Referrals on behalf of the students concerning:

- School Based Mental Health Services
  - Families Inc.
  - Life Strategies
- Child maltreatment reports
- Help with special education referral process

**Decision Making Teams:** Serve as a contributing member of decision making teams:

- Section 504
- Response to Intervention Team ( RTI)
- Advanced Placement and Gifted and Talented
- ELL
- Positive Behavior Supports
- Parent Involvement



## **Administrative Activities**

### **Coordination of Programs and Data Input:**

- Section 504
- ELL
- Response to Intervention (RTI)
- Positive Behavioral Intervention Support
- Advanced Placement and Gifted & Talented
- Student Success Plans
- Cognitive Achievement Assessments
- State Assessments
- Student Registration
- eSchool Administration
- Master Schedule
- Student Data Entry

### **Chairing Committees and Meetings:**

- Parent Involvement
- Section 504
- Response to Intervention
- Positive Behavioral Intervention Support
- Advanced Placement and Gifted & Talented

### **Duties:**

- Cafeteria
- Bus Duty
- Office Duty
- Car Pickup

## **Counselor's Calendar**

### **August:**

- Schedules
- Planning for HAC letter to parents
- School based mental health - general information session with therapists
- Open House
- Beginning of the year classroom lessons - meet the counselors

### **September:**

- Cycle 2 - update lists: 504, ELL, Foster Care, GT, Homeless, IEP, Migrant
- ACT (PNP's) for testing
- Plan activities for Red Ribbon Week
- Guide for Life - Growth

### **October:**

- APNA planning (Middle, Jr. High, and High School)
- Parent Teacher Conferences
- Red Ribbon Week activities
- TESS PGP's

### **November:**

- AR Counselor's conference
- APNA
- Student Success Plan (Jr. High and HS)
- Guide for Life - Understanding

### **December:**

- Plan for Great Kindness Challenge

### **January:**

- Planning for School Counseling Week
- Participate in the Great Kindness Challenge

**February:**

- Prepare for CAP conferences (Jr. High and High School)
- Planning for ACT Aspire Testing
- Guide for Life - Interaction

**March:**

- Parent/Teacher/CAP conferences
- Guide for Life - Decisions

**April:**

- TESS/PGP artifacts
- ACT Aspire

**May:**

- Student tours/transitions
- Counselor Watch Meeting (assistant principals and counselors)
- Needs Assessment
- New Student Registration Packets to Admin. Office
- Guide for Life - Empathy

**Summer:**

- Scheduling
- Plan meeting for mental health therapists
- Planning for open house
- Evaluate/Update Comprehensive Counseling Program

**Career Planning**

Tools to use in Career Planning (Junior/High School)

## Career Planning

- The G.U.I.D.E. for Life Essential Skills
  - o Manage your online personal, develop your self-awareness, social interactions and communication skills, and make good decisions
- ACT - <https://www.act.org>
- College Board - <https://www.collegeboard.org>
- Arkansas Career Model -  
<https://dcte.ade.arkansas.gov/docs/Resources/arkansas-career-model-cte.pdf>
- College and Career Exploration
- Graduation Pathways
  - o Graduation Requirements -  
<http://dese.ade.arkansas.gov/divisions/learningservices/curriculum-support/arkansas-graduation-requirements>
  - o Alternate Pathway to Graduation -  
<http://dese.ade.arkansas.gov/divisions/learningservices/special-education/alternate-pathway-to-graduation>
- Post High School Planning
  - o Four-year colleges, tech schools, concurrent credit, articulated credit
  - o ArkACRAO - <https://arkacrao.org/>
- Accelerated Learning
  - o Advanced coursework (AP, IB, Concurrent Credit)
  - o Internships, Apprenticeships
  - o Mentorships
  - o Industry Certifications
  - o Career Readiness Certificates -  
<https://www.dws.arkansas.gov/programs/careerreadiness-certification/>
- Discover Arkansas - <http://www.discover.arkansas.gov>
- College for YOU – Scholarship Information -  
<https://scholarships.adhe.edu>
- Local Scholarships
- Student Success Plan -

- <http://dese.ade.arkansas.gov/divisions/learningservices/student-success-plan>
- FAFSA - <https://studentaid.ed.gov/sa/fafsa>
  - Bureau of Labor Statistics -  
[http://www.bls.gov/oes/current/oes\\_ar.htm](http://www.bls.gov/oes/current/oes_ar.htm)
  - Arkansas Job Link -  
<https://www.arjoblink.arkansas.gov/ada/r/>
  - Arkansas State Jobs -  
<https://www.ark.org/arstatejobs/index.php>
  - College Application Checklist -  
<https://securemedia.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-ApplicationChecklist.pdf>

### **Career Planning Elementary and Middle School**

- Career Fair
- The G.U.I.D.E. for Life Essential Skills
- Career Exploration
- Transitional plans for elementary to middle/junior high school
- Career Days

### **Suicide Prevention Process and Protocols**

Southside School District suicide prevention begins in elementary and follow students through graduation. The suicide prevention program includes training all staff members in suicide awareness. Staff will also complete a mental health first aid training. A mental health awareness campaign has also been established and pushed to students to enhance discussion of suicide awareness and prevention. All staff understand that any and all threats, including direct knowledge or a report from another individual, will be taken seriously. Once a threat and/or suspicion is referred to the counselor's office, the counselor will follow the district crisis plan. School counselors in each building will provide classroom guidance lessons on mental health awareness and self-care. Students will be provided with resources on how to manage stress, anxiety, and also with coping skills and strategies. Counselors will collaborate with mental health agencies and other outside sources to provide tools and resources to all students.

Resources:

 No-Suicide Contract.docx

 Parent Notification Verification.docx

 21 - 22 CRISIS MANAGEMENT

## **Bullying Prevention and Protocols**

### **Southside School District Handbook Bullying Policy:**

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops. A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

#### **Definitions:**

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

**Bullying** means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with

whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

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

**Electronic act** means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment. Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;

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

**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; 46
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;

- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

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

1. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
2. Pointed questions intended to embarrass or humiliate,
3. Mocking, taunting or belittling,
4. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
5. Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes,
6. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
7. Blocking access to school property or facilities,
8. Deliberate physical contact or injury to person or property,
9. Stealing or hiding books or belongings, and/or
10. Threats of harm to student(s), possessions, or others,
11. Sexual harassment, as governed by policy 4.27, is also a form of bullying,
12. Teasing or name-calling based on the belief or perception that an individual is not conforming to expected gender roles (Example: "Slut") or conduct or is homosexual, regardless of whether the student self-identifies as homosexual (Examples: "You are so gay." "Fag" "Queer").

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.

### **Follow up with High School Graduates**

Each year a survey is administered by email and phone to each graduating class two years out. Long term results (trends) are evaluated and shared with the faculty for discussion and reflection.

 Graduate follow up Senior Survey.docx

### **Model for Students Considering Dropping Out of School**

This document was developed to help frame conversations and provide an opportunity for discussion with a student about their future college- and/or career-goals, and to support students who may be considering dropping out of school. In addition, the document provides data about dropouts, which may help the school or district to develop interventions for struggling students.

### **Questions You Might Use with At-Risk Students:**

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

What are your plans if you leave school?

- o Full-time work
- o GED
- o Training program or technical training for employment
- o Military
- o College (Two- or Four-Year)
- o Other \_\_\_\_\_

### **Assessing the Comprehensive School Counseling Program**

#### **Tools for Assessing the Comprehensive School Counseling Program:**

- Feedback from parents, students, community members, and educators
- School Counseling Program self-assessment
- School Counselor Teacher Excellence and Support System (TESS)
- School Counselor reflections
- Review of goal setting action plan results

#### **Tools for Sharing Results:**

- Webpage
- Handouts
- Data Reports

- Presentations

**Sharing Data Results (results will be posted at the end of the school year)**

**Elementary: Design-** To increase student attendance

**Ask-** View attendance reports monthly

**Track-** Monthly Cognos reports on student attendance

**Announce:**

- Advisory Council End of the Year Meeting
- Social Media Announcements
- Attendance Rewards to students

**Middle School: Design-** To increase student attendance

**Ask-** View attendance reports monthly

**Track-** Monthly Cognos reports on student attendance

**Announce:**

- Advisory Council End of the Year Meeting
- Social Media Announcements
- Attendance Rewards to students

**Junior High School: Design-** To increase student attendance

**Ask-** View attendance reports monthly

**Track-** Monthly Cognos reports on student attendance

**Announce:**

- Advisory Council End of the Year Meeting
- Social Media Announcements
- Attendance Rewards to students

**Senior High School: Design-** College placement scores

**Ask-** ACT test reports/Profile

**Track-** Long term trends of ACT scores

**Announce-** ACT plaque and quarterly awards

### **Program Reflection**

The program goals created were designed to improve student attendance, test and achievement. These goals proved to be difficult due to regulations that schools were required to follow during the Covid-19 pandemic. While school counselors attempted to address these goals, there were circumstances outside their control that created obstacles in obtaining accurate data. Due to these restrictions being lifted, we believe that we will be better able to address these program goals during the 2023-2024 school year. Data should reflect a decrease in student absenteeism and increase in ACT test score.