

**Dermott School District**  
**Comprehensive Counseling**  
**Program Guide**



**2022-2023**

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## **Foundation**

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## **Counselor Beliefs**

### **We believe:**

- All students:
  - Can learn and achieve academic success when encouraged and nurtured in a respectful environment.
  - Have access to a school counselor to discuss personal issues/concerns.
  - Have access to information about occupational and educational planning.
  - Have the right to be assisted in identifying needs.
- Nurturing all students' social and emotional well-being will encourage academic development and future success.
- The school counselor's role is to provide a data driven, developmental counseling program to meet the needs of all students through guidance curriculum, individual student planning, responsive services, and system support.
- The school counseling program will promote the following:
  - an understanding of and respect of self and others
  - problem solving and decision-making skills
  - emotional-management skills
  - skills for learning
  - the influence of academic habits on career success.

These beliefs will drive the work of the school counselor in decision making and planning of use of time to best meet the needs of the students being served in our school. The work of the school counselor will be reviewed each year using data collected from students, parents, administrators, and community members along with program goals evaluations. Plans will be revisited to update services provided based on data collected.

## **Vision and Mission Statement**

### **Dermott School District Counseling Mission Statement**

The mission of the Dermott School District Counseling Program is to empower students to overcome any barriers to academic, career, and personal/social achievements by advocating for student endeavors and promoting student success.

### **Dermott School District Counselor Vision Statement**

The Vision of the Dermott School District Counseling program is to provide a comprehensive, developmental, social, and academic program that addresses all students' emotional needs, by empowering students to overcome any barriers. Through advocacy, leadership, and collaboration, we will do what is necessary to encourage student potential and achievement for student endeavors and success. We encourage partnership with our stakeholders and community members to ensure that all students are prepared and have access by teaching all children the skills necessary to become lifelong learners.

## **Benefits of Comprehensive School Counseling Programs**

Comprehensive developmental school counseling programs positively impact students, parents/guardians, teachers, the community, boards of education, administrators and school counselors. The benefits to each of these groups include the following:

### **Benefits for Students**

- Focuses on all students
- Enhances students' academic performance
- Centers on students' needs
- Seeks students' input
- Encourages more interaction among students
- Provides a developmental and preventative focus
- Promotes knowledge and assistance in career exploration and development
- Enhances life coping skills
- Helps students feel connected to school
- Enhances students' personal/social development
- Develops decision-making skills
- Increases knowledge of self and others
- Broadens knowledge of our changing work world
- Increases opportunities for school counselor-student interaction
- Develops a system of long-range planning for students

### **Benefits for Parents/Guardians**

- Enhances students' academic performance, and their career and personal/social development
- Encourages the input of parents/guardians
- Encourages outreach to all parents/guardians
- Provides support for parents/guardians regarding each child's educational development • Increases opportunities for parent/guardian school counselor interaction
- Provides parents/guardians information about available resources
- Assures parents/guardians that all children will receive support from the guidance and counseling program

### **Benefits for Teachers**

- Contributes to a team effort to enhance students' academic performance as well as their career and personal/social development
- Provides relevant curriculum ideas through the use of guidance and counseling grade level expectations
- Encourages teachers' input into the delivery of the comprehensive guidance and counseling program
- Establishes the school counselor as a resource/consultant

- Encourages positive, collaborative working relationships
- Defines the role of school counselors as educators

### **Benefits for the Community**

- Encourages input from business, industry, labor, and other community partners including community mental health and social service agencies
- Provides increased opportunities for collaboration among school counselors and business, industry, labor, and other community partners including community mental health and social service agencies
- Enhances the role of the school counselor as a resource person
- Increases opportunities for business, industry, labor, and other community partners including community mental health and social service agencies to actively participate in the total school program
- Enhances students' academic performance as well as their career and personal/social development
- Supplies a future workforce that has decision-making skills, pre-employment skills, and increased worker maturity
- Facilitates the development of students as active responsible citizens

### **Benefits for the Board of Education**

- Enhances students' academic performance as well as their career and personal/social development • Encourages greater school/community interaction
- Provides a rationale for including a comprehensive guidance and counseling program in a school system
- Provides program information to district patrons
- Provides a basis for determining funding allocations for the program
- Provides ongoing evaluation data concerning the full implementation of the program, the work of school counselors within the program, and the attainment of relevant guidance and counseling student outcomes

### **Benefits for Administrators**

- Enhances students' academic performance as well as their career and personal/social development
- Provides a clearly defined organizational structure for the comprehensive guidance and counseling program
- Establishes a clearly defined job description for school counselors
- Provides a way to supervise and evaluate school counselors
- Encourages administrative input and involvement in the implementation and evaluation of the comprehensive guidance and counseling program
- Provides a means of accountability through comprehensive guidance and counseling program, personnel and results evaluations

- Enhances the image of the comprehensive guidance and counseling program in the school community
- Promotes the work of school counselors as providers of direct services to students and parents as well as being a consultant and collaborator with teachers and administrators.

### **Benefits for School Counselors**

- Enhances students' academic performance as well as their career and personal/social development
- Places guidance and counseling in the mainstream of the total educational system
- Provides clearly defined organizational structure in which to work
- Reduces and strives to eliminate non-guidance and counseling activities while retaining fair share responsibilities
- Offers the opportunity to reach all students
- Provides a systematic way to plan, design, implement, evaluate and enhance the District's comprehensive guidance and counseling program
- Outlines clearly defined responsibilities for helping students master guidance and counseling content, develop personal plans of student and assisting students needing help with their individual concerns

Adapted from the Missouri Comprehensive Guidance Program, Missouri State Department of Education.

### **Program Goals**

#### **District Goal (All students):**

- Dermott School District students will increase their attendance rate by 3%, during the 2022-2023 school year.
- Dermott School District student discipline referrals will decrease by 3%, during the 2022-2023 school year.

### **Data Review**

The district will review Eschool discipline reports and the SmartData Dashboard reports to gain insight not only of specific students but also time and place of incidents.

### **Strengths**

Parents receive notification of office referral.

The discipline policy has been updated to hold students and parents more accountable for student behavior.

Student Resource Officers are employed at the middle school and high school.

Classroom lessons

Video cameras are located throughout the schools and on buses

Needs

Consistency among teachers and administration

Teacher and student buy in



## Community Involvement

Action Steps Phone Calls Home--Contact with student and parent

Proactive Contacts early in the year

Individual Student Meetings

Goal Setting

Team Meetings with Parents

Progress Monitoring at Checkpoints

Targeted Supports for students with disruptive behavior

Incentives--Behavior incentives will be offered. Incentives will be decided upon by the leadership team at each school.

Group Discussions

Strategies Determine where, when, and causes of disruptive behaviors

Evaluation

Increase their attendance rate by 3%,-Data: End-of-year report

Reduce discipline referrals by 3%--Data: End-of-year report

Dermott School District  
Counseling Management Agreement

School: \_\_\_\_\_

Year: \_\_\_\_\_

Date: \_\_\_\_\_

**School Counseling Vision Statement:**

The vision of Dermott School District Counseling program is for all students to be college and/or career ready. Every student will acquire the academic, career and personal/social skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

**Program Goal Statements:**

Dermott School Districts Goal (All Students): is to decrease yearly student office discipline referrals by 3% during the 2022-2023 school year.

**Program Delivery:**

Dermott School District Counselor will spend 90 percent of their time delivering direct and indirect student services as outlined by the ADE: individual and group counseling, and classroom guidance, referring for other services, consulting with parents/stakeholders, participating as a collaborative member of a student support team, and providing other help direct student or on behalf of a student to help that student achieve better academic, behavioral, attendance, career, of emotional performance. 10 percent of the time will be spent delivering administrative activities such as assisting with preparation work for standardized testing. Regular classroom guidance 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

**Job Responsibilities of School Counselor**

The primary function of school counselor is to provide a comprehensive developmental guidance and counseling program for all public school children at all grade levels, from prekindergarten through grade twelve; to consult with parents/guardians, teachers, and other school staff members to enhance their effectiveness in guiding and supporting students in progressing through the grade levels and in planning their careers; and to provide support for the other education programs in the individual schools.

**Major Responsibilities**

1. Implementing the guidance curriculum

**Examples of key duties:**

- conducting lessons in each teacher's classroom and/or systematically conducting developmental counseling programs for each grade level in the particular school throughout the year
- consulting with and/or providing resources to teachers to facilitate their teaching of counseling content in their regular lessons
- participating as a member of the interdisciplinary curriculum team

2. Counseling individual and small groups of students toward academic/educational growth and career development

Examples of key duties:

- working with teachers in preparation for students' transition from one school to another
- conduct, coordinating, and/or overseeing career awareness activities
- participating in the beginning-of-the-year orientation activities 20

3. Counseling individual and small groups of students toward personal, social, and emotional growth

Example of key duties:

- conducting goal-oriented counseling sessions in systematic response to the identified needs of individuals or groups of students regarding such issues as academic failure, family problems, child abuse, attendance and/or behavior problems, peer problems, and substance abuse

4. Participating in the intervention-team process

Example of key duties:

- assuming an advocate role in designing, implementing, monitoring, and adjusting education plans for individual students
5. Consulting with and training students, parents, and staff regarding the developmental needs of students

Examples of key duties:

- participating in student intervention/assessment meetings
  - conducting in-service programs for faculty acting as a resource person for faculty, staff, and parents • conducting conferences with teachers and/or parents
  - conducting or providing opportunities for parent-education programs
  - assisting families with school-related problems
  - serving as a student advocate and resource for guidance/counseling issues and concerns
6. Referring students and their families to special programs, specialists, and/or community agencies and consulting with parents regarding referrals when appropriate

Examples of key duties:

- consulting with and coordinating efforts with in-district and community-based specialists such as nurses, physicians, and psychologists
  - consulting with parents regarding referrals when appropriate
7. Participating in, coordinating, and conducting activities that contribute to the effective operation of the school and its counseling program

Examples of key duties:

- contributing to the district and school goals for enhancing education
- acting as an advocate for groups or individual students as system decisions are made

8. Planning and evaluating the counseling program

Examples of key duties:

- reviewing the counseling program annually with the other staff and administrators
- establishing the counseling department master calendar
- documenting and evaluating guidance-learning activities as they are implemented
- completing an annual counseling-program evaluation and follow-up studies on recent graduates

9. Pursuing continuous professional growth

Examples of key duties:

- attending district, state, and locally sponsored staff-development offerings
- reading professional journals and joining professional associations
- taking postgraduate courses
- attending relevant workshops and conferences sponsored by professional organizations and the Arkansas Department of Education
- contributing to professional literature and/or giving conference presentations
- becoming knowledgeable about multicultural and legal/ethical issues in education
- collaboration and exchanging knowledge and resources with counseling colleagues

Organizational Relationships School counselors at all grade levels are supervised by the administration, collaborate with other district counselors, and work cooperatively with other school and district staff.

10. Collaboratively create student schedules each year to help students achieve academic and career goals.
11. Help students make plans for overcoming academic deficits by meeting with students and/or parents, offering opportunities for credit recovery, and/or referring students for alternative education placement.
12. Meeting with credit deficient students and students who skip school, providing classroom guidance, providing counseling, assisting with college week and other activities as sponsored by the counseling department.

**Roles and Responsibilities of Other Staff and Volunteer:**

- School secretary: to assist in data entry, setting up meetings, and assisting parents and students in scheduling times to meet with school counselors.
- High School registrars: to print transcripts, to input transcripts from new students into the computer, to mail transcripts, and to ensure transcript accuracy.

- School attendance clerk: to ensure accuracy in student attendance records and to input records into the computer system, to provide admission to tardy students.

**Annual Calendars**  
**2022 2023 Dermott Elementary Counselor Activity Calendar**

<b>August</b> <ul style="list-style-type: none"> <li>• Open house/Orientation night</li> <li>• New student welcome activities</li> <li>• CRV lessons - Who is the Counselor?</li> <li>• Send 504 plans sent from coordinator to teachers</li> <li>• Birthday celebrations</li> </ul>	<b>January</b> <ul style="list-style-type: none"> <li>• CRV lesson - Perseverance/Conflict Resolution</li> <li>• Rise N Shine assemblies</li> <li>• Birthday celebrations</li> <li>• Individual and group counseling</li> </ul>
<b>September</b> <ul style="list-style-type: none"> <li>• NED show - if possible to present this year</li> <li>• CRV lessons - Uniqueness &amp; Acceptance of Others</li> <li>• Rise N Shine assemblies</li> <li>• Birthday celebrations</li> <li>• FALL testing K-6</li> <li>• STEAM night for students and parents</li> <li>• Individual and group counseling</li> </ul>	<b>February</b> <ul style="list-style-type: none"> <li>• Kindness month activities</li> <li>• CRV lessons - Careers</li> <li>• Student Led conferences</li> <li>• ACT Aspire Interim</li> <li>• Birthday celebrations</li> <li>• Individual and group counseling</li> </ul>
<b>October</b> <ul style="list-style-type: none"> <li>• Red Ribbon Week Activities</li> <li>• CRV lessons - Prevention/safety/Anti Bullying</li> <li>• Rise N Shine assemblies</li> <li>• 1st 9 weeks Attendance celebration - Extra recess blow pops</li> <li>• Birthday celebrations</li> <li>• Parent/Teacher conferences</li> <li>• Individual and group counseling</li> </ul>	<b>March</b> <ul style="list-style-type: none"> <li>• CRV lessons - Teamwork/Cooperation</li> <li>• Character Ed presentations(virtual) Test Busters</li> <li>• Birthday celebrations</li> <li>• Individual and group counseling</li> <li>• Summative testing preparation with students</li> </ul>
<b>November</b> <ul style="list-style-type: none"> <li>• CRV lessons - Gun/ATV safety/Gratitude</li> <li>• Rise N Shine assemblies</li> <li>• Birthday celebrations</li> <li>• Individual and group counseling</li> </ul>	<b>April</b> <ul style="list-style-type: none"> <li>• Transition tours for preschools in town and for children not enrolled in preschool</li> <li>• CRV lessons - Test Anxiety/Being Prepared</li> <li>• Summative Testing</li> <li>• Testing incentives for summative testing shared with students</li> <li>• Birthday celebrations</li> </ul>

	<ul style="list-style-type: none"> <li>• Individual and group counseling</li> </ul>
<b>December</b> <ul style="list-style-type: none"> <li>• CRV lessons - Empathy/Manners</li> <li>• 2nd 9 weeks Attendance celebration – Snack Bags</li> <li>• Birthday celebrations</li> <li>• Individual and group counseling</li> </ul>	<b>May</b> <ul style="list-style-type: none"> <li>• Kindergarten Roundup</li> <li>• Continued Summative - ACT Aspire</li> <li>• Testing celebrations for K-3 students</li> <li>• Transition tours at Elementary for 6th graders</li> <li>• CRV lessons - Summer safety</li> <li>• Birthday Celebrations</li> <li>• Individual and group counseling</li> </ul>

### 2022- 2023 Dermott High School Counselor Activity Calendar

<b>August</b> <ul style="list-style-type: none"> <li>• High School schedule changes</li> <li>• Request records and grades</li> <li>• Adjust master schedule and schedules according to need.</li> </ul>	<b>January</b> <ul style="list-style-type: none"> <li>• One - on- one individual counseling</li> <li>• Small group counseling</li> </ul>
<b>September</b> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Small Group Counseling</li> <li>• Class Meeting</li> <li>• College Career Fair - UAM</li> <li>• Academic Counseling and referrals</li> </ul>	<b>February</b> <ul style="list-style-type: none"> <li>• Classroom small group, pre-registration education plan</li> <li>• ACT Boot Camp</li> <li>• Visits from Army/Reserves/Military</li> </ul>
<b>October</b> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• ACT Boot Camp</li> <li>• Red Ribbon week</li> <li>• One on one Parent Conferences</li> </ul>	<b>March</b> <ul style="list-style-type: none"> <li>• Absenteeism conferences</li> <li>• Individual Counseling</li> <li>• Speakers from College and Careers</li> <li>• Financial Aid speaker</li> <li>• Check on grades for credits and academic referrals</li> </ul>
<b>November</b> <ul style="list-style-type: none"> <li>• Beta Club - Inductee</li> <li>• Visits from Post- Secondary Institutions</li> </ul>	<b>April</b> <ul style="list-style-type: none"> <li>• Transcript review</li> <li>• Visits from Post-Secondary Institutions</li> <li>• Academic Counseling and referrals before report cards</li> </ul>
<b>December</b> <ul style="list-style-type: none"> <li>• Senior auditing/ individual</li> </ul>	<b>May</b> <ul style="list-style-type: none"> <li>• Graduation Preparation</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Junior auditing/individual</b></li> <li>● <b>Sophomore auditing/individual</b></li> <li>● <b>Freshman auditing/individual</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Exit interviews</b></li> <li>● <b>Transcripts to Colleges and Universities</b></li> </ul>
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### **School Counseling Standards and Competencies**

ASCA School Counselor professional Standards & Competencies (2019)  
<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA Ethical Standards for School Counselors (2016)  
<https://www.schoolcounselor.org/school-counselors-members/legal-ethical>

ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2014)  
<https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors>

G.U.I.D.E for Life  
<http://www.arkansased.gov/divisions/learning-services/guide-for-life>



## **COMPREHENSIVE COUNSELING PROGRAM DEFINED**

### **A. GUIDANCE AND SCHOOL COUNSELING**

- 1. CLASSROOM GUIDANCE** School counselors take the lead in the development and organization of the guidance activities, however, this requires the support and assistance of teachers/faculty, parents, and administrators. Other guidance procedures may be delivered most effectively by other team members. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced.

The classroom guidance curriculum focuses on topics such as:

- Self-understanding
- Effective interpersonal and communication skills
- Problem-solving • Decision-making • Conflict Resolution Skills
- Effective Study Skills • Positive Attitudes toward School
- Career Awareness and the World of Work
- Substance Abuse Prevention
- Comprehension and acceptance of differences in people (racial, gender- based, cultural, religious, physical)
- Divorce

- 2. INDIVIDUAL AND SMALL GROUP COUNSELING**

The Counselor in Dermott Schools work with students in small groups and individually to provide developmental guidance and remediation and crisis intervention. This guidance is tailored to the students' needs. Typically, topics like grief, divorce, and more intensive SEL lessons are taught through small groups and individually. Referrals and topics covered are either from stakeholder referrals and/or assessments.

**Calendar 2022-2023**

<b>Month</b>	<b>Behavior/Mindset</b>	<b>Lesson</b>
<b>August</b>	<b>B-LS-3 B-SMS-6 B-SS-1</b>	<b>Introduction to Counseling/Friendship</b>
<b>September</b>	<b>B-LS-7 B-SS-2 B-SS-3</b>	<b>Respect</b>
<b>October</b>	<b>B-LS-1 B-SMS-9 B-SS-6</b>	<b>Bullying/Red Ribbon</b>
<b>November</b>	<b>B-LS-9 B-SMS-3 B-SS-4</b>	<b>Thankful</b>
<b>December</b>	<b>B-LS-2 B-SMS-4 B-SS-4</b>	<b>Giving/Kindness</b>
<b>January</b>	<b>B-LS-4 B-SMS-2 B-SS-5/6</b>	<b>Self-Esteem/Responsibility</b>
<b>February</b>	<b>B-LS-8 B-SMS-5 B-SS-9</b>	<b>Courage/Anger/Coping</b>
<b>March</b>	<b>B-LS-10 B-SMS-8 B-SS-7</b>	<b>Honesty/Sportmanship</b>
<b>April</b>	<b>B-LS-6 B-SMS-7/10 B-SS-9</b>	<b>Loyalty/Stress/Ethical</b>
<b>May</b>	<b>B-LS-5 B-SMS-1 B-SS-7</b>	<b>Career</b>

Sample lesson:

Goal: Career Education/ Planning

Program Objective: To provide Career Planning Counseling

A. Target Population: K-4

B. Expected Outcomes:

Students will be able to demonstrate an understanding of:

1. How to find specific information about a career/vocation.
  2. How to evaluate personal values, interests and abilities
- C. Evaluation: Counselor interview with student for the purpose of determining:
1. Student understanding of how to locate specific career information
  2. Student performance on values checklist.

3. Counselors review effectiveness of materials, activities, and methods used based on student results.

<b>Activities</b>	<b>Personnel</b>	<b>Other Resources</b>
	<b>School Counselor, Teacher, Computer TA</b>	<b>Reflection Sheet</b>
<b>Career Speakers</b>	<b>School Counselor, Teacher</b>	<b>Community Representative</b>
<b>Career Themed Classroom Lessons</b>	<b>School Counselor</b>	<b>As Needed</b>
<b>Paws in Job Land</b>	<b>School Counselor</b>	<b>Drawings</b>

#### Career Plan:

In grades K-6, the elementary school counselor begin helping students explore different careers by doing lesson plans highlighting different careers. Students in 1st-6th grade work in Kuder Galaxy to continue their exploration of careers.

In grades 7-8, the middle school counselor continues to help students explore different careers. 7<sup>th</sup> and 8<sup>th</sup> graders will explore careers paths through Kuder Explorations. 8th grade students are all required to take Career Orientation where specific career clusters are studied along with the educational and skill requirements of different jobs. In Career Orientation students will work in the Kuder Career Planning system and take 3 different inventories: Career Interests, Job Skills and Work Values.

In grades 9-12 students have the opportunity to take elective classes in several different Career and Technical Education departments. Dermott High School will work with the counselor in beginning to narrow their career choices by continuing to access the Kuder Career Planning System and researching post-secondary education institutions that are appropriate for their intended careers. The high school counselor helps advisors guide students annually in selecting courses for the next year that may be of benefit to them in their chosen careers.

3. **CONSULTATION** Consultation in Dermott Schools is adjusted based upon individual student needs and school needs; it can include: conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance or child abuse; assisting teachers to work with individual students or groups of students; providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum; assisting in the identification and development of programs for students with special needs; participating in school committees that address substance abuse, human growth and development, school climate, and other guidance-related areas; conducting parent education classes; interpreting student information, such as results of standardized tests for students and team members; and consulting regularly with other specialists (e.g., social workers, psychologists, representatives from community agencies). The counselor refers students and

families to our district social work team and outside mental health agencies for support. Parent input is sought through communication such as phone calls, email and conferences. Faculty will email or have a meeting with the counselor.

4. **COORDINATION** The counselor and the social work team coordinate the use of school and community resources in collaboration with other team members; by assisting parents in gaining access to services their children need—e.g., a child psychologist or a local housing agency—through a referral and follow-up process; serving as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated; planning, coordinating, and evaluating the guidance program's effectiveness. Crossett Schools also employs a career coach at the high school. This position helps students plan for college entrance or career readiness.
5. **5. PEER FACILITATION** The counselor provides structured opportunities for students to serve as peer helpers. The counselor continually monitors the peer facilitation program. They are effective in greeting new students and their parents during orientation programs.
6. **MAKING APPROPRIATE REFERRALS** The counselor establishes and maintains close working relationships with staff from a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, the counselor identifies school and community resources and establish policies and procedures for communication. Some typical tasks the counselor may be involved with while helping students and their families gain access to the services they need may include: identifying and assisting students and their parents with special needs by referring them to resources in and outside the school; maintaining contacts with outside resources; developing, publishing, and/or distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues; developing a referral system; and following up on referrals. The Counselor also plays a vital role in referring students to attend ALE.
7. **INTERPRETATION OF TESTING & DISSEMINATION** The counselor helps students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. They interpret standardized test results for parents, faculty, and students when needed. The counselors uses different assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.
8. **SPECIALIZED POPULATIONS AND NEEDS** Working with students from culturally diverse populations and students with disabilities requires special attention. The counselor promotes acceptance through classroom guidance lessons, group guidance and 1:1 guidance.
9. **ORIENTATION PROGRAMS** In K-6, students and families are welcomed and are given a tour of the school. Open House and Kindergarten Orientation are also part of the K-6 orientation. In grades K-6, new student packets are distributed.

Parents and students attend the Open House event. For middle school, all 7<sup>th</sup> graders are invited to tour the middle school in the spring. A summer day camp is conducted for incoming 7<sup>th</sup> and 8<sup>th</sup> graders during August. Parents and students attend Open House. School tours are given by student aides. To prepare for the transition from 8<sup>th</sup> to 9<sup>th</sup> grade, the high school counselor meets with 8<sup>th</sup> grade students in the spring to explain credits and requirements for graduation and assists them in making course selections for their elective choices

10. **ACADEMIC ADVISEMENT FOR CLASS SELECTION** The counselor acts in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives. School activities include CAP Conferences for Staff and Parents. In grades K-6, academic goals and advisement are discussed in PLC meetings and via the RTI process. Staff utilizes ACT Aspire scores, and teacher input for advisement and class selection for students in grades K-12. In intervention meetings, each student's progress is discussed. In grades 7<sup>th</sup> and 8<sup>th</sup> grade students receive assistance in middle school course selection in the spring semester. In grades 7-8, counselors use ACT Aspire and parent input to advise for course selection. All 8<sup>th</sup> grade parents and students meet with an advisor to complete a Student Success Plan. This plan will be revisited annually until they graduate.
11. **UTILIZATION OF STUDENT RECORDS** Counselors have authorized access to any files regarding their assigned students kept by the school district. Student records are kept in a central location. Counselors also use information from emergency cards, eSchool, 504 records, IEP records, SmartData, Triand, GPS Dashboard and health forms as needed.
12. **STUDENT SERVICES NEEDS ASSESSMENT SAMPLES** Counselors are asked to have students and parents complete a needs assessment and/or survey evaluation of the guidance/student services in the fall and spring of each year for evaluation purposes.
13. **OCCUPATIONAL AND PLACEMENT SERVICES** Counselors disseminate career education information, placement services and follow- up with students.

## **B. BULLYING AND SUICIDE PREVENTION**

### **Dermott School District 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. 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; or through electronic acts.

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; and

“Substantial disruption” means without limitation that anyone or more of the following occurs as a result of the bullying:

- Necessary cessation of instruction or educational activities;
  - Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
  - Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
  - Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment. Cyber bullying of School Employees is expressly prohibited and includes, but is not limited to:
    - Building a fake profile or website of the employee;
    - Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
    - Videoing and/or posting an original or edited image of the school employee on the Internet with malicious intent;
    - Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee; making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
    - Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
    - Signing up a school employee for a pornographic Internet site; or
  - Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.
- Examples of "Bullying" may also include but are not limited to a pattern of behavior involving one or more of the following:
- Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
  - Pointed questions intended to embarrass or humiliate,
  - Mocking, taunting or belittling,
  - Non-verbal threats and/or intimidation
  - Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes,

- Blackmail, extortion, demands for protection money or other involuntary donations or loans,
- Blocking access to school property or facilities,
- Deliberate physical contact or injury to person or property,
- Stealing or hiding books or belongings,
- Threats of harm to student(s), possessions, or others,
- Sexual harassment, as governed by Policy 4.29, is also a form of bullying, and/or
- Teasing or name-calling based on the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual.

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.



## **Dermott School District Threat of Suicide/Self Harm Protocol**

- A threat of suicide is an expression of intent to do harm to self.
- A threat can be spoken, written, or symbolic (i.e. pretending to choke self)
- All threats must be taken seriously and reported to the administrator.
- The student who has made the threat of suicide needs to be supervised at all times, and under no circumstances be left alone.
- The purpose of a suicide assessment is to determine the person's risk of actually attempting suicide.

### **School Counselor's Role in the Case of Suicidal Threat**

When a suicide threat has been made, it should be the responsibility of the school counselor, counseling intervention specialist or social worker to assess for students' risk of an attempt. As the school counselor is more often readily available and likely to know and be known by the student, he/she may be the best person to initially work with the parent/student. This will require considerable clinical insight and judgment, as there are no sure ways to measure a student's willingness or desire to take his/her own life. School Counselors have a duty to inform parents/guardians in regard to the possibility of student's self-injurious behavior.

By using the suicide screening form or C-SSRS, the school counselor, counseling intervention specialist, or social worker will be able to gather the information necessary to assess student's risk. When gathering data, remember to take these factors into account:

- Means-the method a student would use (ex. Shooting/overdose)
- Availability- access the student has to the stated means (ex. Guns/medications)
- Lethality- likelihood of success of the suicidal method student is discussing
- Intent- how probable or likely it is that the student will follow through on the act.

Remember, students with a definite plan, access to chosen means, and with a strong intent are at **HIGH RISK** for suicide attempt. Those with vague or unrealistic thoughts or statements are less likely to attempt suicide, but their threats are serious and interventions must be provided.

Persons considering suicide have typically developed a feeling of hopelessness or despair. Their vision is narrowed, and they see no options or solutions to the anguish and depression that overwhelms them at this time.

## Suicidal Threat Procedures

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Form Completed by: \_\_\_\_\_

\_\_\_\_ 1. A suicidal threat or suicidal thoughts are reported to the school counselor/intervention specialist.

\_\_\_\_ 2. The school counselor/intervention specialist talks with the student, and administers a Suicide Screen/C-SSRS.

\_\_\_\_ 3. The school counselor or administrator (designee) provides students with supervision during the rest of the process and notifies the principal.

\_\_\_\_ 4. Parent/Guardian is notified and based on the severity of the situation, parent/guardian is asked to come to the school for a conference. Conferences should include the school counselor/intervention specialist and at least one administrator. Counselors should gather paperwork necessary for the conference.

\_\_\_\_ 5. Using Conference Form, the counselor will advise the parent/guardian of the situation and options, give a copy of PRO Packet, Student Assistance Program (SAP) or Mobile Crisis or other community mental health resources. Make a copy of the signed form from PRO Packet. Copy kept by school counselor/interventionist and original provided to parents.

**If the parent/guardian or designated emergency contact CANNOT come to the school, the counselor/intervention specialist should offer the same options and document the conversation along with discussing this with the principal/admin. Transportation home should be discussed with parents. Consult with district level staff if student**

\_\_\_\_ 6. The school counselor should obtain Release of Confidential Information for permission to talk with mental health professionals, hospital staff, etc.

\_\_\_\_ 7. The school counselor/intervention specialist should identify all school personnel and others involved in this incident and remind them to maintain student confidentiality. This incident should not be discussed with other school staff members or students.

\_\_\_\_ 8. School counselor/intervention specialist identifies peers who also may be at-risk (friends, witness to threats made). After conversation with the peer(s), the counselor will determine if he/she needs to administer the Suicide Screen/C-SSRS to that peer(s) or offer any other services.

\_\_\_\_ 9. School counselor/intervention specialist documents follow-up communications.

\_\_\_\_ 10. Other actions taken (specify):

Delta Counseling Associates - 870-364-6471

Pinnacle Pointe (Marcelino Reed) - 870-500-5000

Riverview Behavioral Health - 903-630-0675

## Suicide Screen

(To be completed by school counselor, intervention specialist, or school social worker)

Screener's Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_  
Time: \_\_\_\_\_

### STUDENT'S IDENTIFYING INFORMATION

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian Phone: \_\_\_\_\_

Siblings/School Names: \_\_\_\_\_

### REFERRAL INFORMATION

Person who reported concern to screener: ☐ Student (Self) ☐ Peer ☐ Teacher/Staff ☐ Parent

What information did this person share with you that raised concerns about suicide risk?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### INTERVIEW WITH STUDENT

Does student admit to thinking about suicide? ☐ Yes ☐ No

Does the student admit to having a plan? ☐ Yes ☐ No

If so, explain (how, when, where):

\_\_\_\_\_

\_\_\_\_\_

Is the method available to carry out the plan? ☐ Yes ☐ No

If yes, explain:

\_\_\_\_\_

\_\_\_\_\_

Is there a history of suicide attempt(s)? ☐ Yes ☐ No

If yes, describe including last attempt month/year & description of event:

\_\_\_\_\_

Does the student exhibit any of the following warning signs (check all that apply)?

☐ Written notes, poetry, stories, pictures ☐ Recent Personal/Family Loss ☐ Changes in School

Performance ☐ Withdrawal from others ☐ Sleep Disturbances ☐ Feelings of Hopelessness

☐ Changes in Appetite ☐ Preoccupation with Death ☐ Loss of interest in appearance ☐ Other-

Explain: \_\_\_\_\_

Parent/Guardian Contact:

Name of Parent/Guardian contacted: \_\_\_\_\_ Time of Call: \_\_\_\_\_

Agree to conference with school staff? ☐ Yes ☐ No

**IF YES, stop here and use paperwork for Suicide THREAT, if NO then complete the remainder of the form.**

- Was the parent/guardian aware of the student's suicidal thoughts/plans? ☐ Yes ☐ No
- Does he/she plan to call Delta Counseling, Pinnacle Point or another source? ☐ Yes ☐ No
- Is the student seeing professionals? ☐ Yes ☐ No If YES, who? \_\_\_\_\_
- Parent Agrees to request Release of Confidential Information to the school counselor? ☐ Yes ☐ No
- Will the Parent/Guardian allow the school counselor to work with the student? ☐ Yes ☐ No
- If yes, is there a current permission slip? ☐ Yes ☐ No

---

Signature of Screener /Date

---

Signature of Parent/Guardian

### Release of Confidential Information

Student's FULL name:

School: \_\_\_\_\_ Grade:

Birth date:

Sex:

Address:

City/ZIP:

Student resides with:

Relationship:

Home/Work phone:

Check the appropriate box:

\_\_\_\_\_ Information may be obtained from the following individual or agency.

\_\_\_\_\_ Information may be released to the following individual or agency.

Name and address of individual and/or agency:

Pursuant to Federal Guidelines concerning the right to confidentiality, I authorize

Dermott School District

Other (listed above)

to release my medical, psychological, and/or educational records to:

Dermott School District

Other (listed above)

I specifically consent to the release of information of medical, psychological, and/or educational records pertaining to: (check all that apply)

\_\_\_\_\_ student's previous special education and/or services including educational, psychological, medical, speech, language, and audio logical assessments.

\_\_\_\_\_ verbal communication between appropriate Crossett School District personnel and above stated agency.

\_\_\_\_\_ other (specify):

I understand that I may revoke this consent to release information at any time; however, I also understand that any release which has been made prior to my revocation and which was made in reliance upon this authorization shall not constitute a breach of my right to confidentiality.

Unless I revoke this authorization prior to such time, this authorization shall expire:

\_\_\_\_\_ within one year from the date of the signature

\_\_\_\_\_ as otherwise specified here: (start date, event, condition of expiration)

At that time, no express revocation shall be needed to terminate by consent. (If the client is under age eighteen, or has a guardian appointed by the court, this release must be signed by the client's parent or guardian.) Signature of parent/legal guardian, or client age 18 or older:

Date:

Signature(s) of Document Witnesses:

Date:

Date:

## Conference Form

---

School

---

Date/Time of Conference

---

Student's name

---

School personnel name

---

Parent/Guardian's name

Concerns:

Plan of Actions and Follow Up:\_\_\_\_\_

Parent/Guardian's Signature

Others attending the conference

---

Name and Title

---

Name and Title

---

Name and Title

---

Name and Title

---

Name and Title

---

Name and Title

---

Name and Title

---

Name and Title

## PARENT/GUARDIAN SCHOOL SAFETY CONTRACT

I have been informed that my child has been expressing thoughts of \_\_\_\_\_. School staff members are concerned and want to support my child. I understand that I have a part in keeping my child safe. I have been advised to take the following steps:

- **Provide supervision for my child at all times and safety proof my home.** I will not allow my child to be left alone at this time or allow them access to weapons, drugs, or medications.

\_\_\_\_ I have been advised that I should immediately take my child to a facility to be evaluated.

\_\_\_\_ Yes, I will take my child to a facility.

Name of Doctor/Facility: \_\_\_\_\_

\_\_\_\_ No, I will not take my child to a facility.

Other \_\_\_\_\_

- Contact professionals that can assist me and my child on a private basis:

Possible resources include: 1. \_\_\_\_\_

2. \_\_\_\_\_

- Share with the school the names of other professionals helping my child.

Sign a release of confidential information form so that school staff and other professionals may share information to benefit my child.

- In case of an emergency, I should:

1. Call 911

2. Call a Crisis Line, all 24-hour service. National Crisis Line, 800-784-2433 (1-800-SUICIDE)

3. Take my child to a hospital emergency room.

Student Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent/Guardian Names (print): \_\_\_\_\_ Signature of

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Signature(s)/Title of Document witnesses:

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

### **Additional Information on Suicide**

1. Suicidal threats/thoughts may be reported by some of the following ways:

- A student reports to the school counselor that a student is threatening suicide.
- A student discusses suicidal ideations referred or told to the school counselor.
- A teacher refers to a student with suicidal ideations or very sad/depressed to the school counselor.

- A teacher refers to a student who has written or drawn suspicious material.

- A teacher refers to a student who has shared that another student is having suicidal ideations to the school counselor.

2. Students with suicidal ideations must be provided with continuous supervision. The student should never be left alone or unattended.

3. If a student has expressed suicidal intentions, the parent/guardian should come to the school and get the child or notify the school as to how the child will get home, **AND** who will be supervising him/her at their home.

4. Riding the bus should never be an option.

5. Paperwork necessary for Parent/Guardian Conference Regarding Suicide Threat includes the following:

- ✓ Parent Conference Form
- ✓ Parent/Guardian School Safety Contract
- ✓ Release of Confidential Information
- ✓ SAP/Mobile Crisis materials
- ✓ If parents refuse SAP, Mobile Crisis, or a private facility, and the child is assessed as suicidal, the counselor or administrator (designee) will call DCS to report neglect.

**ARKANSAS CHILD ABUSE HOTLINE  
PHONE NUMBER 1-800-482-5964**



## **School Re-Entry for a Student Who Has Attempted Suicide**

Efforts to respond to suicide attempts and other traumas should be focused on making the student's return to school a comfortable one. Because families exposed to a suicide attempt experience considerable guilt and fear, they are more likely to disclose that a daughter or son has made an attempt if they know the school has a helpful, non-threatening manner of dealing with suicide.

Because a student who attempted suicide often is at greater risk for a suicide in the months following the crisis, it is extremely important to closely monitor his or her re-entry into school and to maintain close contact with parents and mental health professionals working with that student.

Assuming the student will be absent from one to four weeks after a suicide attempt and possibly hospitalized in a treatment facility, schools should complete the checklist below.

### **Re-entry Procedures for Student who Attempted Suicide During student's absence/before returning to school:**

- \_\_\_\_\_ 1. Obtain written Release of Confidential Information from parents. Be sure to obtain names of and include all treatment providers.
- \_\_\_\_\_ 2. Inform the administrator and District Social Worker of the expected date for the student to return.
- \_\_\_\_\_ 3. Ask the returning student if he/she has special requests about what is said and/or done by school.
- \_\_\_\_\_ 4. Coordinate make-up work and assignments so that the student is not overwhelmed. If possible, work could be given to the student during absence.
- \_\_\_\_\_ 5. Stay in contact with the student; let him/her know that school staff are concerned about him/her and want to help. If a student has a positive relationship with a particular teacher or other individual, ask him/her to visit, call, or send a card.
- \_\_\_\_\_ 6. Stay in contact with the student's family to provide support and to obtain information about the student's treatment and needs.
- \_\_\_\_\_ 7. Help a student plan what he/she will do or say when asked about the absence.

### **At time of Re-entry:**

- \_\_\_\_\_ 1. If not done previously, obtain Release of Confidential Information for all treatment providers.
- \_\_\_\_\_ 2. Consult with District Social Worker
- \_\_\_\_\_ 3. Consult with treatment professionals about any special needs the student may have or concerns about returning to school.
- \_\_\_\_\_ 4. School counselors should meet with the teacher(s) to convey relevant, nonconfidential information. Answer questions and make a tentative re-entry plan.
- \_\_\_\_\_ 5. The school counselor should maintain regular contact with the student and track his/her performance.
- \_\_\_\_\_ 6. The school counselor should maintain regular contact with the student's parents/guardians to share information and identify ongoing concerns or problems.

## Suicide Attempts

### Off-Campus

When a school becomes aware that a student attempted suicide, the school must protect that person's right to privacy. If a parent/guardian or other family member notify the school about a student's suicide attempt, the family should be referred to appropriate community agencies for support services.

School response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff.

As opposed to convening a Multi-Hazard School Team meeting and alerting the student body, any services provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team. To do so, obtain the **Release of Confidential Information**.

### On-Campus

**Procedures for School Staff include the following:**

- \_\_\_\_\_ 1. Render appropriate first aid and call emergency services (911).
- \_\_\_\_\_ 2. Try to preserve the scene.
- \_\_\_\_\_ 3. The School Administrator is notified immediately.
- \_\_\_\_\_ 4. Remove all student witnesses from the area, and place them in one secure area with the school counselor for statements and debriefing.
- \_\_\_\_\_ 5. Contact the parent/guardian of the victim.
- \_\_\_\_\_ 6. Inform Superintendent and Director of Student Services(752-7900) .
- \_\_\_\_\_ 7. Provide information to law enforcement officers or Emergency Medical Services, as appropriate.
- \_\_\_\_\_ 8. Provide assistance/counseling for witnesses.
- \_\_\_\_\_ 9. Notify parents/guardians of witnesses.
- \_\_\_\_\_ 10. Stress confidentiality with all parties involved. Stress student's right to privacy!
- \_\_\_\_\_ 11. Provide postvention care. (Counseling to students and adults as needed)

If a student survives, make no general announcements.

Monitor witnesses and "high-risk" students for the next several days.

If a student does not survive, follow procedures for handling a student death.

## **Indirect Services**

In addition to providing direct services to students, school counselors also provide indirect services on behalf of students. These services may include but are not limited to: Referring students for services, including child maltreatment; consulting with parents, teachers and other stakeholders on behalf of the student; participating as a member of a student support team, such as an IEP team, a 504 team, and RTI team, etc.

## **Manage**

**School Counseling Program Assessment** will be completed annually to reflect and review the plan.

### **Use of Time Assessment:**

Use of time assessments are used to determine the percentage of time the counselor is providing direct counseling services to students or indirect administrative services that are related to the comprehensive counseling program. Dermott counselor will use the data from these use-of-time logs to provide feedback to the counselor and their administrators to ensure the counseling program is being provided with fidelity to all students and that their needs are being met. Counselors will use the use of time assessment provided by the ADE to log services provided and reflect on time usage.

### **Annual Agreement:**

Counselors meet with administrators to develop an annual agreement that identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program for the upcoming year during the month of July. This agreement is aligned with the counselors' Professional Growth Plans for the year.

### **Advisory Council:**

We have not had an advisory council for the counseling program in the past, but we realize the importance of having a group to help with decision making and planning and are making plans to create this council upon returning to school. We are planning to invite parents, administrators, students, and community members.

### **Data Use in Counseling:**

Dermott Counselor will use data to advocate for student success, identify student barriers to learning, develop program goals, and measure these goal's progress, and determine the effectiveness of the Dermott School District Comprehensive School Counseling Program. Data used may include: participation/process data which describes the activity planned for the target population and how many students are affected, mindsets and behavior data which measure progress toward the development of the Mindsets and Behavior essentials, and outcome data that shows if the program, lesson, etc. has made an impact on students and their academic success.

## Delivery

Act 190, The School Counseling Improvement Act, states that a school counselor shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students. The Dermott School District counselor will engage in a variety of direct and indirect student services. Individual and small group counseling are based on student needs. Parents, teachers, and staff may also refer a student for counseling services. Additionally, support is provided for students with immediate concerns. Indirect services are provided on behalf of a student. This may include consultation, referrals, or through participation as a contributing member of a decision-making team.

**Direct student services** include the delivery of the school counseling core curriculum. This instructional program is intentional, planned and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well.

**Responsive services** are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include, regularly scheduled meetings with students based upon a referral, as well as crisis response to support a student during an acute crisis or emergency situation.

**Administrative activities** include referrals to school, district, or outside sources for additional assistance for a specific student need. School counselors consult with parents, teachers, educators, and community groups to advocate for students regarding academic, career, or social/emotional needs to increase student success in the school setting. Collaboration is used to ensure that all stakeholders working with the student have the same understanding of the support or program being provided. The counselor can use collaboration in teaming environments, committees, or workshops provided to school staff or parents.

The following direct and indirect services are provided at each campus.

<b>Dermott Elementary Counselor Direct Services</b>	<b>Dermott Elementary Counselor Indirect Services</b>
Classroom guidance lessons biweekly addressing Personal/Social, Academics, and Career exploration	Consultation with parents
School wide programs - Choose Love, Kindness Challenge, GUIDE for Life, Red Ribbon Week,	Consultation with teachers

Individual counseling	Consultation with administrators
Small Group counseling	Consultation with community members
Crisis counseling - students at risk, bullying, grief, suicide, school safety	Referrals for mental health
New student orientation for Kg and new students/transition to Brunson	Child abuse hotline calls
Academic advisement to establish goals	Parent communication
Assessment interpretation	Contributing member of 504 Team
Behavior support	Contributing member of Student Intervention Team - RTI
Attendance support	Contributing member of Special Education meetings
Parent meetings	Contributing member of building level collaboration team
Conflict resolution	Contributing member of BX3 Behavior team
Suicide prevention	Contributing member of EL team
Bullying prevention	Contributing member of Parent Involvement Team

<b>Dermott Elementary Counselor Administrative Activities</b>
Building Test Coordinator
Assist with student placement in classes
Character ED sponsor
Parent Facilitator
Running reports cards each quarter

<b>Dermott High School Counselor Direct Services</b>	<b>Dermott High School Counselor Indirect Services</b>
Individual counseling	Consultation with parents, teachers, other

	educators and community organizations
Small group counseling	Referrals made to mental health
Provide academic, career and personal planning and counseling for all students.	Collaborating with members of the community to support success
Provide individual student planning and responsive services.	Referrals to outside agencies on behalf of the students other than mental health
Crisis counseling, including bullying, students at risk.	Resources needed in regards to businesses and the community.
Suicide prevention	Conducting school counseling programs
Conflict resolution	Assessment and data as needed
Providing counseling to students who are tardy or absent.	Shares school results and data with stakeholders
Providing counseling to students who have discipline problems.	Analyze data as needed
Provide Scholarship assistance as needed	Monitor student attendance and behavioral data for the school counseling program.

<b>Dermott High School Counselor Administrative Activities</b>
Master Schedule
Schedule changes throughout the school year
Assist with boot camp for ACT
Testing administrator for Advanced Placement

### **Individual and Small Group Counseling**

Although the counselor works with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

*Individual and Small group lessons include but are not limited to:*

- *Character Education*
- *Friendship*
- *Grief*
- *Divorce*
- *Anger Management*
- *Study Skills*
- *Acceptance of Others and Differences*
- *Self Esteem*
- *Military Deployment Family Support*
- *Self-Responsibility*
- *Anti-Bullying*
- *Empathy for others*
- *Career Education*

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves. Group approach may have to be modified to comply with CDC and ADH Guidelines.

### **Student Success Plans**

All students will begin the creation of their student success plan in grade 8. All 8th grade teachers will assist their students in entering information into their Student Success Plans at least two times each year.

### **Follow-up with Graduates and Students at Risk of Dropping Out**

High school Students are provided with after school tutoring services, in prevention of drop-out rates and extensive skills to prevent drop out, due to various reasons. The counselor, in collaboration with administrators, will develop a system to help prevent school drop-outs. They will conduct exit interviews with potential drop-outs and will follow up on each drop-out.

### **Assess**

Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program.

The District Counseling Plan will be posted to the district website for all stakeholders to view.

The Annual Reflection Rubric and data collected in areas of goals will be used to reflect on the 2022-2023 plan.