

# Sloan-Hendrix School District



## STUDENT SERVICES PLAN

2018-2019

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Adapted/duplicated from the Arkansas Department of Education: Student Services Plan, "Draft of Work in Progress," November 2004; Arkansas Department of Education Rules Governing Public School Student Services, October 2012; and Arkansas Student Services Plan Requirements

## **II. Guidance, Counseling, and Career Education Services**

Sloan-Hendrix School District provides services to all students in order to help them develop academic achievement, career planning, and personal/social development competencies. All services are provided by trained and certified personnel.

To better serve our students, alternative methods of classroom management are implemented. These methods include, but are not limited to, the following:

- Behavioral contracting
- Dispute resolution
- Classroom meetings
- Logistical consequences
- Assertive discipline
- Behavior modification
- Career and academic counseling

### **Role of School Counselors**

School counselors help all students by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge base of the counselor are more effectively used if effort is directed in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

### **Goals and Objectives**

**Goal 1:** To assist students in the process of growing in educational, career, and personal/social development

Objectives:

- Educational Development – The counselor will assist students to:
  - achieve at a level in keeping with their potential,
  - develop a sense of discovery about new knowledge, and
  - recognize their own academic strengths, weaknesses, and areas of need.
- Career Development – The counselor will assist students to:
  - discover the meaning of work and its relationship to the individual,
  - develop a positive attitude and a personal identity as a worker who contributes to self and to social needs, and
  - understand their own aptitudes and develop their own abilities as they pertain to the world or work.

- Personal/Social Development – The counselor will assist students to:
  - establish and maintain a sense of personal worth and a positive self-image,
  - develop and cultivate appropriate emotional responses to life experiences,
  - understand their roles and responsibilities in school, family, and community,
  - develop and maintain effective interpersonal skills, understand the roles and responsibilities of others in school, family, and community, and
  - acquire a knowledge of and respect for individual differences in abilities, attitudes, and background.

**Goal 2:** To assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills

Objectives:

The counselor will assist students to:

- develop strategies for exploring alternatives that allow students to successfully deal with problem situations, and
- evaluate, select, and implement the appropriate solutions to problems.

**Goal 3:** To assist the school staff in its efforts to promote the developmental growth of students

Objectives:

The counselor will assist staff by:

- promoting a positive learning atmosphere,
- promoting an understanding of the role of school personnel in the guidance program,
- enhancing their counseling skills through consultation and other staff development activities
- encouraging the recognition and use of affective skills in the teaching-learning process.

**Goal 4:** To assist the family in its efforts to understand the developmental growth of children

Objectives:

The counselor will assist families by:

- ✓ promoting effective communication among the parents, school staff, and children
- ✓ enhancing parenting skills that will promote the positive personal/social, educational, and career development of children.

## **Guidance and Counseling Services**

### **A) Individual/Group Counseling**

All students are offered individual and/or small group developmental counseling services in order to provide students with coping strategies before a crisis occurs. Students also receive counseling services when issues arise. Referrals for counseling can be made by teachers, parents, school psychologists, school administrators, or themselves.

### **B) Orientation Programs**

Students are given opportunities to participate in orientation activities/programs to assist them in making successful adjustments when transitioning from one school setting to another.

### **C) Academic Advisement**

Students are guided toward individualized short- and long-term educational and career objectives during consultations with their counselor.

### **D) Consultation**

The counselors work with teachers, administrators, and parents in order to help create a learning environment that stimulates growth and learning. Their work through consultation emphasizes the following:

- making the educational process more personal for each student, and
- increasing teachers' and administrators' understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students; and ways of helping students cope with success and failure.

### **E) Student Records/Files**

The counselors have access to all student records/files kept by the Sloan-Hendrix School District. Counselors use the data contained in those records/files to assist administrators, faculty, parents, and students in helping each student reach his/her potential.

### **F) Testing**

The counselors help interpret and disseminate test results for faculty, students, parents, and community. They use the data to assist in planning and implementing changes in the curriculum and school procedures. Test results help the counselors assist students in identifying their skills, abilities, achievements, interests, and social/emotional needs.

### **G) Follow-up of School Dropouts and Graduates**

The counselors follow up with students who have dropped out of and graduated from school. The following types of communication/contact are used to follow up with these students:

- ❖ Referrals
- ❖ Communication with parents
- ❖ Communication with students
- ❖ Requests from new schools
- ❖ Phone calls
- ❖ Emails At-Risk students are identified and supported in order to reduce the number of dropouts, suspensions, and trancies.

## **H) Parental Involvement**

The counselors encourage parents to take an active role in helping their children reach their potential. The counselors communicate with parents in order to keep them updated on programs, opportunities, and/or information on ways to support their students at home.

## **I) Informational Resources**

The counselors use informational resources for educational and vocational decision making. Counselors work closely with a variety of school and community agencies, which include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. They identify school and community resources to help students and families cope with a variety of problems, and they support the established policies and procedures for interagency communication.

## **J) Educational, Academic, and Career Counseling**

The counselors advise students in the areas of education, academic assessment, and career. Areas of advisement include national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

## **K) TABE/GED**

The counselors may support the coordination of the TABE; however, they do not administer the test. They can refer the students and/or parents to the appropriate personnel for the administration of the TABE as well as their GED options.

## **L) Classroom Guidance**

Classroom guidance is used to reinforce goals for students in the areas of academic, social/emotional, and career development. Guidance programs are age-appropriate and a collaborative effort with classroom teachers. Classroom guidance allows students to participate in discussions, collaborate with peers, receive productive feedback, self-evaluate, and clarify their own needs and interests.

## **M) Guidance in Understanding the Relationship between Classroom Performance and School Success**

The counselors help students understand the relationship between their classroom performance and future college/career goals. The process of understanding is continued through each teacher's lessons and classroom procedures.

### **III. Psychological/Occupational/Placement Services**

The district provides psychological services to students. These services include, but are not limited to, the following:

- evaluation of students with learning or adjustment problems
- evaluation of students for exceptional student programs
- consultation and counseling with parents, students, and school personnel to ensure students are ready to succeed and that all students are preparing for college and work
- provision of an early identification system of learning potential and factors that might affect educational performance
- system for liaison and referrals with available resources
- written policies that assure ethical procedures in psychological services

Occupational and placement services personnel shall serve as liaison between employers and the school to develop connections between the school and business and industry.

### **IV. Visiting Teacher and School Social Work Services**

The district provides services, which include, but are not limited to, the following:

- providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning
- serving as liaison between the home and school by referring students and parents to appropriate school and community agencies for assistance and/or making home visits

### **V. Career Services**

Career services are provided to all students. Students are given information about career education, appropriate course selections and future educational planning, and post-secondary opportunities and alternative career programs.

The counselors provide a career planning process for each student. The process includes the following:

- career awareness
- employment readiness
- career information
- knowledge and skill necessary to achieve career goals

Counselors encourage parents to take an active role in supporting their children's learning and career planning process.

## **VI. Conflict Resolution Services**

These services include, but are not limited to, the following:

- educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups
- programs designed to promote understanding and positive communication

These programs encourage students to be more sensitive to differences and accepting of others.

## **VII. Health Services**

A health services program, which is directed by a licensed nurse, is provided by the district. The program includes screening, referral, and follow-up procedures for all students. The services include, but are not limited to, the following:

- Special needs, medically fragile, and technology-dependent students will have individualized healthcare plans.
- Custodial health care services required by students with individualized health care plans shall be provided care by trained school employees. The classroom teacher will not provide these services.
- Students who require invasive medical procedures shall be cared for by a trained person who is licensed to perform the task. The classroom teacher will not provide these services.
- Classroom teachers may only administer glucagon to a student with Type I diabetes as long as that teacher is trained and the situation is an emergency.

## **VIII. Suicide Prevention**

Suicide prevention awareness is provided to the students. Students referred due to threat of suicide are seen by the counselor and/or principal. Appropriate parental contact is made, and referrals to other personnel are made as needed.

The School Crisis Management Plan is followed during events of crisis.

## **IX. Alternative Student Services Personnel**

Services set forth in this plan require a collaborative effort. In addition to the standard student services personnel, the following may be used to carry out the Student Services Plan:

- Professionals/paraprofessionals in the social work or mental health fields
- Volunteers under the supervision of certified personnel
- Medicaid licensed targeted case managers

These individuals may only provide the services for which they are trained or licensed to perform.

## **XI. Documentation/Monitoring of Services**

Each counselor submits a yearly report to the Arkansas Department of Education. The report indicates services provided through the Student Services Plan. This report accounts for the following:

- Each school counselor spends at least 75% of work time each month providing direct counseling related services to students and no more than 25% of work time performing administrative duties.
- Each school counselor provides a career planning process for each student, which shall include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.
- Each school counselor serving students in grades 8-12 shall provide a career planning process for each student.

The school district cooperates with all required monitoring by the Arkansas Department of Education.