

CLARENDON SCHOOL DISTRICT STUDENT SERVICES PLAN (under revision)

CLASSROOM GUIDANCE (Direct Service)

Classroom guidance at Clarendon School District is 10 times a week, with three 40 minute sessions per day.

INDIVIDUAL AND SMALL GROUP COUNSELING (DS)

Although continuing to provide remediation and crisis intervention, individual counseling will also provide developmental counseling before a crisis develops.

Working in a group counseling session acknowledges that peer influence is an important factor in students' development and gives them an opportunity to give and receive feedback, practice interpersonal and personal skills in a safe reinforcing environment. A group approach also enables a counselor to have an impact on a greater number of students.

GUIDANCE IN UNDERSTANDING THE RELATIONSHIP BETWEEN PERFORMANCE AND SUCCESS IN SCHOOL (DS)

The counselor assists students, from the early grades through graduation, in understanding the relationship between school, classroom performance and their future college- or career- goals and dreams. Age appropriate classroom lessons, small groups, individual counseling sessions as well as teacher lessons and classroom procedures all aid the student in seeing this connection.

ACADEMIC ADVISEMENT (DS)

Academic advisement begins at the lower grades and continues through high school. The school counselor acts as an advisor in helping students from all levels learn how to make short and long term goals for education decisions including but not limited to course selection, gathering information for decision making and guiding them to take the most challenging academic courses within the student's focus area.

ORIENTATION (DS)

Orientation is a process for all stakeholders to learn about the guidance program and other student services offered to assist in the adjustment of new students to our schools. This will help a student with a smoother transition from one school to another. Classroom group presentations are given to students changing schools on promotion to the next grade. New students will be given individual or group sessions along with peer aides.

CONSULTATION AND COORDINATION (Administrative Activity)

An important part of the counselor's role is to collaborate with teachers and parents. Counselors work with teachers and administrators to help create school environments that encourage student growth and learning. Consultation can include: ● Participating in and supporting the work of the RTI team ● Conducting professional development workshops ● Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements ● Assisting teachers to work with individual students or groups of students ● Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum ● Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas ● Interpreting student data or assessment results ● Consulting with other specialists (e.g., social workers, psychologists, representatives from Community agencies)

The counselor can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

PARENTAL INVOLVEMENT (AA)

Counselors may conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Many counselors provide newsletters or social media information for parents to keep them updated on school counseling programs, opportunities, or information on ways to support their students at home. Counselors along with other school staff should encourage parents to participate in volunteer opportunities within the school setting.

Utilization of Student Records (AA)

The school counselor reviews academic records and files, and may update them for use with students and parents, as well as for their own professional use.

Interpretation of Student Assessments (DS)

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

Interpretation of Student Assessments (Direct or Administrative Activity)

Counselors interpret standardized test results for parents, faculty, students, and community stakeholders.

Working with students to interpret and understand their own standardized assessment results would be a direct counseling service. XI

Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs (DS)

Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

Making Referrals to School and Community Resources (AA)

Counselors establish and maintain close working relationships with 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, counselors identify school and community resources and support the established policies and procedures for interagency communication.

Career Awareness and Planning in School Counseling Programs (DS)

Annotated Code 6-18-1009 states: "Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children's learning and career planning process." At the elementary level, guidance and classroom activities can focus on developing personal skills, career exploration and making the connection between them and the world of work. At the secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning. They can help students develop their course of studies or four-year plans so that students have a map for high school coursework. Counselors provide information to and assist students in understanding how taking more rigorous classes better prepares them for college- and work- success. Information on post-secondary opportunities and institutions, and alternative career programs are shared with students. Soft-skills are developed at all levels and the connection between them and career success is emphasized.

The following components must be included in the school/district student services plan, but are not typically provided or implemented by the school counselor.

Alternative Methods of Classroom Management

The Student Services Plan addresses alternative methods of classroom management. These methods can include, but are not limited to: behavior contracts, dispute resolution, classroom meetings, logical consequences, assertive discipline, behavior modification and career and academic counseling. Alternative methods are consistently implemented and reinforced by all school staff.

Follow-up of School Dropouts and Graduates Schools

Schools/districts follow-up with students who drop out with referrals, communication with parents, students, requests from new schools, etc. Follow-up with graduates can be through phone calls, emails and What's Next forms completed prior to graduation, or by other contact methods.

TABE Testing (Pre-High School Equivalency Examination)

The counselor may support the coordination of the Test for Adult Basic Education or the High School Equivalency Examination pretest. However, the counselor does not administer the test, but refers to other appropriate personnel to administer the assessment.

Group Conflict Resolution Services

These services shall 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 and programs designed to promote understanding and positive communication. Conflict solving for students could include: dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

Visiting Teacher and Social Work Services

Visiting teacher and social work services provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning concerns. The visiting teacher or social worker functions as a liaison between the home and school. They may provide home visits and refer students and parents to appropriate school and community agencies for assistance.

Occupational and Placement Services

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

Psychological Services

The district provides psychological services to students to ensure that they are ready to succeed and are being prepared for college- and/or career- readiness. These services include, but are not limited to: ● Evaluation of students with learning or adjustment problems ● Evaluation of students for exceptional student programs ● Consultation with parents, students and school personnel to ensure students are ready to succeed ● 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.

School Health Services

Each school district shall have a health services program. The program shall include screening, referral and follow-up procedures for all students. Students with special health care 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, other than the classroom teacher. Students who require invasive medical procedures shall be cared for by a trained person who is licensed to perform the task. Classroom teachers shall not perform these tasks with the exception of administering glucagon to a student with Type I diabetes, providing the teacher is trained, and the situation is an emergency.

Suicide Prevention Public Awareness Program

The distribution of a suicide prevention public awareness program should be provided · ADE Guidance and School Counseling Suicide Prevention Resources

<http://www.arkansased.gov/divisions/learning-services/guidance-and-schoolcounseling/student-support>

At-Risk Students and the School Dropout Program

The plan should be designed to include a system for tracking the district's dropouts, including an exit interview, and follow-up when possible. Local goals for improvement should be set by the district, such as reducing the number of dropouts, the number of incidents of suspensions, school vandalism, attendance, etc.

<http://www.arkleg.state.ar.us/education/HigherEd/Documents/DropoutPreventionToolkit.pdf>

Alternative Student Services Personnel

In order to provide the services set forth in the Act, a district may utilize the following types of personnel in addition to any standard student services personnel: professionals or paraprofessionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers. These individuals may provide only the services they are trained, certified, or licensed to perform.