

**STUDENT SERVICES PLAN  
GOZA MIDDLE SCHOOL  
ARKADELPHIA SCHOOL DISTRICT**

## **Student Services Plan Goza Middle School**

### ***The Role of School Counselors***

The role of school counselors encompasses three areas: counseling, consulting, and coordinating. Counseling is at the heart of the guidance program. The counselor in a helping relationship creates an atmosphere in which mutual respect, understanding, and confidence prevail to allow for growth and resolution of concerns. The general goals of counseling are developing skills of thinking and problem-solving, developing and maintaining a positive self-concept, and helping students set positive goals and exercise self-responsibility.

The school counselor works closely with the teaching and administrative staff so that all the school's resources are directed toward meeting the needs of the individual students. The counselor cooperates with other school staff in the early identification, remediation, or referral of children with developmental deficiencies or handicaps.

In the role of coordinator, the counselor organizes varied programs and services to meet the unique concerns of the school. Such programs and services may be: classroom guidance, individual and group counseling, career awareness, student placement, new student orientation, school-wide testing, student achievement, and staff in-service.

### ***Direct Counseling – 75% of Time Monthly***

The counselor provides direct to students at least 75% of their time monthly.

### ***Administrative Activities - 25% of Time Monthly***

The counselor provides administrative services no more than 25% of their time monthly.

**Arkansas law defines a student services plan as “a coordinated effort which shall include, but is not limited to”:**

***Classroom Guidance, Individual and Group Counseling***

In classroom guidance, individual and group counseling students learn to deal constructively with conflicts, build positive self-esteem, respect human differences, make responsible decisions, develop sensitivity to all people, practice conflict resolution, learn ways to handle frustration and anger, and develop positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others. Students use this information and self-evaluation to help them clarify what their academic, career and social/emotional needs and interests are.

Goza has a school program called STAR – Students Teachers and Relationships. A committee which includes the counselors, two teachers and an administrator plan the lessons and activities for these meetings. The students are divided into small groups, of about 12 students, and are assigned to a teacher mentor who stays with them for their entire three years at the middle school. The groups meet once a month and have a lesson that includes many of the examples listed above. This gives them another adult to bond with outside of their classroom teachers.

Counselors maintain an office at the school so they are available to work with students when they experience problems or need to work on coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources. Groups provide students 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. Students can be referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

\*See attached Counselor Referral Form

### ***Academic Advisement and Guidance in Understanding the Relationship between Classroom Performance and Success in School***

This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections. Our core teachers, instructional facilitators, administrators and counselors meet bi-weekly to discuss grades and classroom behavior of students who are at risk. Once a list is made, the committee begins an RTI plan and counselors meet with the students weekly. The counselors help students with study skills, organization, communicate with parents and teachers, etc. as well as review the school policy re: retention. (See handbook)

Our counselors assist students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. Our school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career- plans. Administrators, counselors and teachers have meetings with students and parents in the spring of each school year to discuss scheduling options for the next year. Some of these decisions are based on grades and test scores. The middle school only offers one advanced course, 8<sup>th</sup> grade Algebra I. There are academic restrictions that apply to enrollment in this class.

### ***Orientation programs for new and transferring students***

Orientation is a process for students, teachers, and parents to learn about the school and to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Grade level orientations are scheduled at the end of each year, during registration and at the beginning of each school year. Parents are invited. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school

throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

For our spring orientation our 5<sup>th</sup> graders come to Goza one afternoon to meet the principals, counselors and 6<sup>th</sup> grade teachers. They receive a newsletter and registration information at this time. Our 8<sup>th</sup> graders also travel to the high school in the spring for 9<sup>th</sup> grade orientation. AHS has students, teachers and administrators come to the Goza campus to meet with the 8<sup>th</sup> graders and discuss the 9<sup>th</sup> grade academic and extracurricular offerings. They also assign them a mentor to meet with to plan their course load.

New students are encouraged to register before school starts each fall. The principal, secretary and registrar are available throughout the summer for registration. An open house is scheduled the week prior to school starting so that all students and parents may meet the faculty and staff and tour the facility. Students receive their handbook as well as other important paperwork on the first day of school, usually from their homeroom teacher. The Chamber of Commerce recently made a new student bag to be handed out at the time of registration.

Throughout the school year as new students arrive the counselor meets with parents to help them enroll their student. The counselor reviews the handbook and other important information with the student. Once the student receives a schedule, the counselor shows them around the school and takes them to see their classrooms and teachers. In most cases, a buddy is assigned to help them adjust to their new surroundings.

***Consultation and Coordination with parents, faculty, and out-of-school agencies concerning student problems and needs.***

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 include:

- Participating in and supporting the work of the RTI team on a bi-weekly basis – this includes teachers, administrators, counselors and parents

- Conducting professional development workshops with teachers and other counselors – district level PD re: 504
- Discussions with teachers, staff and parents on subjects such as suicide prevention or child maltreatment reporting requirements – a copy of the hotline phone # and fax form are given to the teachers in the teacher notebook each school year.
- Assisting teachers to work with individual students or groups of students – we have a mentor program called STAR where the teachers work with a small group of students. The lessons usually consist of character development, kindness, teamwork, etc.
- Interpreting student data or assessment results –individual and group
- Consulting with other specialists (e.g., therapists, social workers, psychologists, representatives from Community agencies)

The counselors also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated. Our district has a contract with Ouachita Behavioral Health and Wellness - OBHAW for school-based counseling. Parents may choose to enroll their student and the therapists and case-managers work with the students weekly during the school day. They communicate with the teachers, administrators, counselors and parents to improve student progress. They also offer summer programs for their students.

Our counselors work with teachers on the grade-level parent nights to provide information on many social, emotional and academic issues that middle school students deal with. The counselors also provide helpful information in the school newsletters or social media. Our parental involvement coordinator works with the administrators, counselors and teachers to plan a program that is relevant to the students and parents.

### ***Parental involvement***

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The principal mails home a monthly newsletter to inform parents about what is going on in the classrooms and school-wide. A calendar and lunch menu are provided in the newsletter.

We have a parent organization that volunteers at the school to help with fund raisers, the book fair, social activities, and mailing the newsletter. The group also provides snacks for the teachers throughout the year.

The counselors coordinate the district-wide food bank program, Project Care, with Patterson Federal Credit union. A letter is sent home with students to apply for this program. See attached letter

### ***Utilization of Student Records***

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. These records are used during 504, Sped and RTI meetings. The student records are kept in a file cabinet in the counselors' office and are available to the teachers, as needed. The school registrar and counselors fax records to and from other districts when a student transfers. Triand and eSchool records are also utilized, as needed. The permanent file folder moves to the next grade and building as the student moves.

### ***Interpretation of Student Assessments***

Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. This usually happens in an individual session with the parents, students and teachers.

Each year the school counselors and the district test coordinator conduct training on administration of standardized tests and also on interpretation of scores. Prior to testing, the school sends the parents and students notification

about the testing dates and a parent letter from the ADE. When the results are returned, a letter is sent to all parents giving pointers on how to interpret the information and ways to use them to benefit their child.

### ***Making Referrals to School and Community Resources***

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. The counselors work with Darryl Middleton and Karrie Goodman in the juvenile system and OBHAW for mental health assistance.

#### **Resources**

<b>Arkansas Child Abuse Hotline</b>	<b>800-482-5464</b>
<b>Department of Human Services</b>	<b>870-246-9886</b>
<b>Dawson Cooperative</b>	<b>870-246-3077</b>
<b>Clark County Sheriff's Office</b>	<b>870-246-2222</b>
<b>Arkansas State Dept. of Education</b>	<b>501-741-8404</b>
<b>Arkadelphia Police</b>	<b>870-246-4545</b>
<b>Juvenile Services</b>	<b>870-246-7071</b>
<b>Arkansas Rice Depot</b>	<b>501-565-8941</b>
<b>(Allison Stroud)</b>	
<b>Children's Medical Services</b>	<b>800-482-5850; ext 22277</b>
<b>Clark County Health Office</b>	<b>870-246-4471</b>
<b>Baptist Health Medical Center</b>	<b>870-245-2622</b>
<b>Arkansas Children's Hospital</b>	<b>501-370-1100</b>
	<b>501-320-1360</b>
<b>Ouachita Behavioral Health and Wellness</b>	<b>870-246-4123</b>



## ***Career Awareness and Planning in School Counseling Programs***

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. 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. Most of this information is shared with the 7<sup>th</sup> and 8<sup>th</sup> graders in their career classes. The counselors work with the teachers as the students prepare their four-year plan.

## ***Group Conflict Resolution Services***

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, 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. The counselors conduct group and individual counseling for students who need to address these issues. Some of these are also addressed in our mentor program.

Goza has a school program called STAR – Students Teachers and Relationships. The students are divided into small groups, of about 12 students, and are assigned to a teacher mentor who stays with them for their entire three years at the middle school. This gives them another adult to bond with outside of their classroom teachers. The groups meet once a month and have a lesson that includes many of the examples listed above.

Our school also participates in The Great Kindness Challenge every year, along with the other schools in our district. The students may write acts of kindness on strips of paper and make a kindness chain or write acts of kindness on hearts and make an acts of kindness tree. We also have daily announcements that encourage students to choose an act of kindness for the day.

### ***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 (Special education testing – Mrs. Talley, RTI – V. Hannah and 504 – D. Tuggle)
- Evaluation of students for exceptional student programs (Gifted and Talented – N. Mortenson)
- Consultation with parents, students and school personnel to ensure students are ready to succeed
- We have a system for liaison and referrals at each building
- We also have a contract with a school-based counseling agency that provides therapists, psychiatrists, and medical doctors for the students who are enrolled in the program

### ***School Health Services***

Our school district has a health services program. The program includes 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. Goza's nurse is Audrey Eldridge and she is on our campus for about 2 hours every day. She is shared by three schools.

### ***Suicide Prevention Public Awareness Program***

Goza counselors provide suicide awareness information in our school newsletter. They also meet with the students individually and in groups to discuss possible warning signs and what to do if you know someone who is suicidal. The counselors also post signs with the National Suicide Hotline

information. Our school district also provides district professional development for our teachers according to the requirements of the law.

***GMS School Counseling Referral Form***

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

I am referring \_\_\_\_\_ for the following reason(s):

### Moods/Behaviors

- ☐ anxious/worried
- ☐ depressed/unhappy
- ☐ eating disorder/  
body image concerns
- ☐ hyperactive/inattentive
- ☐ shy/withdrawn
- ☐ low self-esteem
- ☐ aggressive behaviors
- ☐ stealing
- ☐ Other: \_\_\_\_\_

\_\_\_\_\_

### Relationships

- ☐ bullying
- ☐ difficulty making friends
- ☐ poor social skills
- ☐ problems w/ friends
- ☐ boy/girl friend issues
- ☐ Other: \_\_\_\_\_

\_\_\_\_\_

### School Concerns

- ☐ homework not turned in/  
not complete
- ☐ low test/assignment grades
- ☐ poor classroom performance
- ☐ sleeping in class/always  
tired
- ☐ sudden change in grades
- ☐ frequently tardy or absent
- ☐ new student
- ☐ discipline problems
- ☐ Other: \_\_\_\_\_

\_\_\_\_\_

### Home Concerns

- ☐ fighting w/ family members
- ☐ illness/death in the family
- ☐ parents divorced/separated
- ☐ suspected abuse
- ☐ suspected substance abuse
- ☐ parent request
- ☐ Other: \_\_\_\_\_

\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dear Parent/Guardian,

We are continuing our weekly food backpack program at Goza Middle School this year. We have a limited number of weekly food bags that will be available for students to take home each Friday. Your child's name has been provided to us by a teacher, staff member or your child as a potential participant in this program. This program is designed for children who have a need to receive extra nutritional support at home.

If you feel that your child has a need, and will benefit, please read the guidelines below, sign the form and have your child return it to the counselors' office at Goza. If you feel this is a program your child is not in need of, please make note at the bottom of the page and sign, date, and return. This will allow us to offer the program to another child.

Guidelines:

\*Students need to pick up food bags from counselors' office immediately following 7<sup>th</sup> period on Fridays.

\*Students WILL NOT open food bags at school or on the school bus.

\*Students will realize that this opportunity is not presented to all students at Goza as we only have limited availability, so they are not to discuss the program with other students.

**\*Failure to comply with these guidelines could result in removal from this program.\***

This program is sponsored by Patterson Federal Credit Union, individual and group donations, local churches, and Project CARE. If you have questions, please feel free to contact:

Ms. Hannah or Mrs. Tuggle at 246-4291.

\_\_\_\_\_ Yes, my child would benefit from this program.

Print Student Name:

\_\_\_\_\_

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

My child is allergic to the following types of foods:

\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

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

\_\_\_\_\_ Thank you for the offer, but my student does not have a need at this time.

Parent/Guardian Signature \_\_\_\_\_