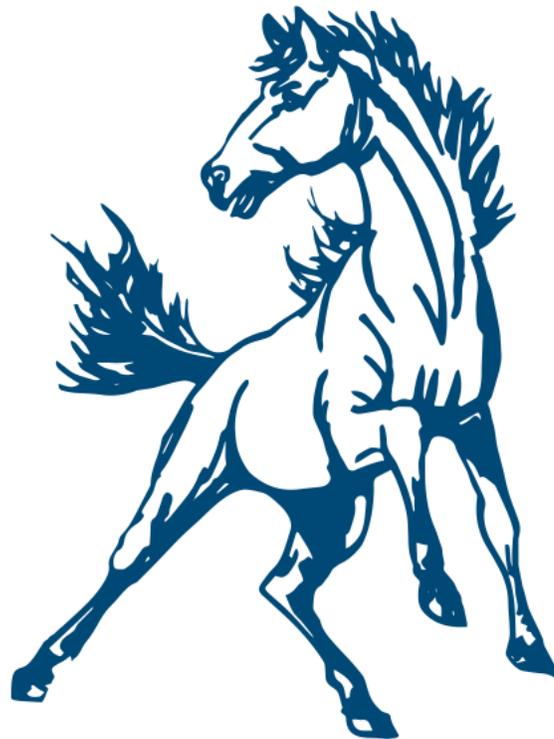


**Marvell-Elaine School District**

# **Student Services Plan**

**(Under Revision)**



**2018-2019**

# STUDENT SERVICES PROGRAM PLAN

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Act 908 of 1991

Act 1275 of 1997

Arkansas Department of Education rules and regulations for public school education services

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## I. APPENDICES

Marvell-Elaine School District provides services to all students to assist them with 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 classroom management is implemented. These methods include, but not limited to, the following:

- Behavioral contracts
- Conflict resolution
- Classroom Meetings

- Logistical consequences
- Assertive discipline
- Behavior modification
- Career and academic counseling

## **Role of School Counselor**

The school counselor works with all students by establishing individual, group, and classroom guidance with them, collaborating with teachers, and coordinating with other school or community guidance resources. The goal of the school counselor is to assist students in the process of growing socially and academically so they will become successful citizens.

The counselor will assist staff by:

- a. Promoting a positive learning environment,
- b. Promoting an understanding of the role of school personnel in the guidance program,
- c. Enhancing their counseling skills through consultation and other staff development activities, and
- d. Encouraging the recognition and use of affective skills in the teaching process.

**The counselor will assist families by:**

- a. Promoting effective communication among parents, school staff, and children, and
- b. Enhancing parenting skills that that will promote the positive personal/social, educational, and career development of children.
- c.

## **Guidance and Counseling Services**

### Group and Individual Counseling

K-12 students are provided with group and individual counseling as needed. Students, parents, teachers, or any staff member may request for students to have

individual or group counseling. The counselor provides daily individual counseling pertaining to academic and/or social emotional needs.

Group counseling is offered on a needs basis and may be requested by staff member or students.

Conflict resolution is used in the elementary and high school when needed. When students are having problems with each other, we give students a cooling off period and if situation allows, talk with them together to come up with solutions to their problem before it becomes a problem that administration has to be involved with.

Referrals for any counseling need may be made through email, personal request, or a form provided.

Elementary classroom guidance lessons deal with character education.

High School classroom guidance pertains to career, academic and college readiness.

### Classroom guidance

Classroom guidance lessons are determined by teacher request, need at the time (ACT deadlines, IPR or report cards, overall conflict students in classroom are having, etc.) Counselor is at the High School on Mondays, Wednesdays, and Fridays p.m. Elementary hours are Tuesdays, Thursdays, and Fridays a.m. However, staff and students know to call either school when the counselor is needed, and she will go when needed.

### New Student Orientation

New students and their parents are introduced to the principal and the student's teachers. The parents give background information to the counselor and principal who later inform teachers. Principal and/or counselor discuss climate and expectations of the school. Counselor or registrar requests a student in the same class to give a tour of classes and be the student's peer mentor for the rest of the day.

## Developing Academic Goals

High School: Counselor meets with each student individually to discuss course selection, provide a copy of student's transcript and discuss academic path. Student is asked what he/she plans to do after graduation and counselor makes recommendations for course selections depending on what student says. We discuss classes that will help with future goals. During the scheduling process, student test scores and grades are reviewed to determine placement for AP placement, concurrent, or remediation classes. Student's career choice is written at the top and marked through when student changes their mind.

High school students visit colleges of interest (usually we select 3 per year to tour) and a college/career fair at Phillips Community College of the University of Arkansas.

Meet with 11<sup>th</sup> graders individually to review transcript and course checklist. Plan schedule for upcoming year to ensure student meets all graduation requirements.

Junior high students take a class (Career Orientation) and the teacher also uses KUDER to for career guidance and academic goals.

Meet with individual students and discuss test assessment results.

Elementary students have classroom guidance lessons to discuss career and academic opportunities.

## Helping students understand the relationship between school and life goals

Students are given a realist approach to real life through interactive computer based program, called "Real Life Arkansas". This program allows students to choose where they want to live and the type of lifestyle they want. It shows students how much money they need to earn each year in order to accomplish their goal. The website then shows them the jobs/careers they may choose to reach their goals. Next, the students can click on the job(s) they are interested in to see what skills or college degree is required. We also discuss what they need to achieve in school to help achieve their goals. This year, seniors who qualify, may leave school at 12:00p.m. to job shadow or retain employment. We also, have guest speakers come in to talk with students.

The University of Arkansas comes in and works with our students on interview skills, dressing for interview, jobs skills, and provides us with a career fair.

#### Interpreting assessments for students, parents, and/or other stakeholders

Student data is interpreted for students and parents individually. During professional development, parent meetings, leadership meeting, and the Annual Title I meeting, data for all grade levels is presented and discuss.

#### Follow-up of School Dropouts and Graduates

Meetings are held with at risk students throughout the year. Graduation requirements are discussed and a plan is developed to help student meet the requirements to prevent them from dropping out of school. We also communicate with the parents.

#### Career Action Planning

Elementary: Introduction to career paths through guidance lessons.

Junior High: KUDER; Career/Job Fair; and Career Orientation for 8<sup>th</sup> graders.

High School: Career/Job Fair, College Visits, Recruiters come to discuss various programs; Job Shadowing; CAPS Advisory Program

Our goal is give our students a variety of experiences so they will be able to choose what is best for them. Concurrent credit gives them an opportunity to experience college. This year, we added job shadowing to give our students an opportunity to get a real on the job experience.

#### Group Conflict Resolution

These services include, but 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.

## Parental Involvement

Monthly parent meetings are held to keep parents informed. Parents are encouraged to take an active role in helping their children reach their potential. The counselor communicates with parents in order to keep them updated on programs, opportunities, and/or information on ways to support their children at home.

## Informational resources provided on educational options and vocations

The counselor uses informational resources for educational and vocational decision making. Counselor works 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.

## Suicide Prevention

Classroom guidance; coping and stress management

## Individual Counseling

Plan in place for student's intentions: 1. Ask about plan, 2. Contact parent 3. Refer for additional help 4. Follow-ups

## Bullying Prevention

Elementary: Group and classroom guidance lessons on positive social skills, bullying, empathy, and getting along. Kind and respectful behavior is modeled and encouraged consistently during every day interactions. As well as, individual counseling and if the situation allows, the students will come together to try to solve the issue. Our success is measured by follow up discussions with teachers and students, and discipline records.