



## Student Services Plan

### ***Guidance and School Counseling (Direct Service)***

The three K-6 magnet school counselors hold guidance classes with students at least once a nine weeks, if not more often. We believe that counseling is more than crisis intervention and we must develop a trusting relationship with all students. The three K-6 magnet schools focus on leadership, trust, and helping students become productive citizens in our community.

### ***Individual and Small Group Counseling (Direct Service)***

Marion School District school counselors work with students when they experience problems. Counselors may see students individually or in groups to help them develop skills and coping strategies to deal with the many issues students face. Groups are based on student needs and are set up by referrals to the school counselor. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

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

The counselor provides direct services to students at least 75% of their time monthly. Examples of direct counseling are:

- Individual social/emotional counseling
- Individual academic guidance and counseling
- Individual career, education, guidance and counseling and vocational decision making
- Orienting new students to the school
- Consultation with students

- Class selection discussion/academic advisement with students
- Interpretation of state-mandated assessments with students
- Review records and files while assisting students
- Small group counseling sessions
- Classroom guidance sessions

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

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

- Consultation services with school personnel and outside agencies
- Making appropriate referrals
- Test interpretation about students; test interpretation for parents, faculty or community
- Updating guidance/counseling records for counselor's utilization
- Planning, managing, and evaluating the comprehensive counseling program
- Planning classroom guidance lessons

***Suicide and Bullying Prevention Public Awareness Program***

Marion School District takes the following stance on bullying, as stated in the MSD Handbook:

Abuse of Students – Verbal or Physical Bullying 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 of Directors. 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. 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 a person

with whom the other student or public school employee is associated and that causes 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 communication device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment. 39 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.

Substantial disruption means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- The 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. Students are encouraged to report behavior they consider to be bullying to their teacher or

the building principal, including a single action which, if allowed to continue, would constitute bullying. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed, that a student 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. 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. 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 behavior code which may have simultaneously occurred. For example, a student might be disciplined both for bullying and fighting; or bullying and sexual harassment; or bullying and assault.

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, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice. Copies of this policy shall be available upon request. When students are caught Making Threats/Bullying in K – 6 the minimum is a warning and the maximum discipline is expulsion.

### **ADE Guidance and School Counseling Suicide Prevention Resources**

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

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

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, leadership, career exploration and making the connection between students and the work world.

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 aid 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.

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

Our district utilizes the Choose Love Movement by Jessie Lewis.

<https://www.jesselewischooselove.org/>

### ***At-Risk Students and the School Dropout Program***

The Marion School District Counseling Department has designed a plan to track the district's dropouts, including an exit interview, and follow-up whenever possible. We use the ADE Dropout Prevention Toolkit to help reduce 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>

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

The counselor assists students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students' education. Marion School District counselors work with students individually, in small groups, and in whole classroom settings to help students become successful inside and outside the classroom.

### ***Academic Advisement***

Academic advisement begins in elementary school and continues through high school. The 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. Informational resources are available and organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

Counselors hold meetings during the school year in grades 7-12 to make sure students are on the right track for graduation requirements. Please follow the link for more information.

[https://mhs.ms3.org/210402\\_3](https://mhs.ms3.org/210402_3)

### ***Orientation***

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered 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. 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.

Students are welcomed by their peers when they are new to an elementary school. The school counselor walks the student to their classroom and assists with introductions when time permits. The teacher is responsible for disseminating classroom information to the parent.

## ***Consultation***

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
- 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***

Elementary school counselors are chairpersons of their schools parent/teacher organization. All counselors, along with other school staff, also encourage parents to participate in volunteer opportunities within the school setting.

## ***Psychological Services***

The referral process begins with parents, teachers and administrators. Once referred, students are tested by one of our psychological examiners in the district. A committee then examines data and decides the best placement for the student with parental consent and involvement.

## ***Health Services***

We are proud to have a school based health clinic at our high school campus. This clinic serves our faculty and students.

### ***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.

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

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

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

### ***Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs***

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***

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. When needed, students and parents are given a list of community resources and counseling agencies.

### ***The American School Counselor Association's Position on High-Stakes Testing and School Counseling***

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_High-StakesTesting.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_High-StakesTesting.pdf)