**Piggott High School**

**Comprehensive School Counseling and**

**Student Services Plan**

**2020-2021**

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**MISSION STATEMENT**

**Arkansas’ Leader in Academic Achievement**

The mission of the Piggott High School Counselors is that we believe that all students can learn and master basic academic skills regardless of their previous academic performance, family background, socio-economic status, race, and gender. The faculty and staff accept the responsibility for providing strong instructional leadership, a positive school climate, and a safe orderly school environment. Furthermore, we will maintain high expectations, frequently monitor student progress, and encourage a strong parent and community involvement.

**STUDENT SERVICES PLAN**

**Pursuant to Arkansas Code** Annotated §6-18-1004

**(Act 1275 of 1997 - The Public School Student Services Act)**

This plan articulates the functions served by each of the components of a program of student services. The plan indicates the development and implementation of student services to all students in Piggott High School. This plan facilitates coordination of the various student services and utilization of techniques to make maximum use of the contribution of each service.

**I. Guidance and School Counseling**

Piggott High School 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.

The role of school counselor is to 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 skills and knowledge base of the counselors 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 of the guidance and counseling program are:**

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

**Objectives:**

1. **Educational Development-** The counselor will assist students to:
	1. Achieve at a level in keeping with their potential
	2. Develop a sense of discovery about new knowledge
	3. Recognize their own academic strengths, weaknesses, and areas of need.
2. **Career Development**- The counselor will assist students to:
	1. Discover the meaning of work and its relationship to the individual.
	2. Develop a positive attitude and a personal identity as a worker who contributes to self and to social needs.
	3. Understand their own aptitudes and develop their own abilities as they pertain to the world or work.
3. **Personal/Social Development-** The counselor will assist students to:
	1. Establish and maintain a sense of personal worth and a positive self- image
	2. Develop and cultivate appropriate emotional responses to life experiences
	3. Understand their roles and responsibilities in school, family, and community
	4. Develop and maintain effective interpersonal skills, understand the roles and responsibilities of others in school, family, and community
	5. 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:**

1. Develop strategies for exploring alternatives that allow students to successfully deal with problem situations
2. 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:**

1. Promoting a positive learning atmosphere
2. Promoting an understanding of the role of school personnel in the guidance program
3. Enhancing their counseling skills through consultation and other staff development activities
4. 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:

1. Promoting effective communications among the parents, school staff, and children
2. Enhancing parenting skills that promote the positive personal/social, educational, and career development of children

**Guidance and Counseling Services:**

**A. Individual and 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 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 consultation with their counselor.

**D. Consultation**

The counselors will 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:

1. Making the educational process more personal for each student
2. Increasing teachers’ and administrators’ understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning

**E. Student Records/Files**

The counselors have access to all student records/files kept by the Piggott High School Counselors.  The counselors use the data obtained 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.

**II. Bullying and Suicide Prevention**

**Bullying**:

Counseling services are provided to students in an effort to prevent bullying cases and to respond when such an incident has occurred.

Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at 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.

A school principal or his or her designee who receives a credible report of 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.

**Suicide prevention:**

Any threat made to harm self or others will be taken seriously, and the following protocol will be implemented.

Threat to self: If any staff learns of suicidal attempts, gestures, and/or thoughts/talks of suicide by any student, he or she will immediately report the information to a counselor and an administrator.

* Immediately Report incident to School Counselor/Administrator.
* Staff/Administrator complete *Threat Notification*.
* Threat Assessment Team will complete *Threat Assessment* and contact parent/guardian.
* Threat Assessment Team will review all information and determine a course of action and provide follow-up recommendations.

**III. Career Services**

Career services are provided to all students across the district in ways most appropriate for their developmental level. The school 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
* Understand their own aptitudes and develop their own abilities as they pertain to the world of work.

School counselors provide a career planning process for each student that includes the following:

* Career awareness
* Employment readiness
* Career information
* Knowledge and skill necessary to achieve career goals.

Counselors throughout the district strive to provide students with opportunities to engage with various professions through information and events such as classroom guidance activities, career fairs, professional lectures, job shadowing experiences, etc.

**STUDENT SUCCESS PLANS:**

Piggottstudents create a Student Success Plan in the eighth grade in their Career Development class. Within this is their 4-year plan which maps out the classes they intend to take to meet their graduation requirements as well as elective choices for their career path. This plan is developed based in part on the Xello Career Assessment that identifies student interest and readiness for different career clusters and pathways. At the conclusion of their eighth grade year, the plans are updated in the 9th grade-12th grade. The Counselors will reassess high school students each year using the Xello to obtain new, more accurate data to assist students and advisors as they review and revise the student plans. The student success plans also contains student’s test scores, transcripts, and college/university research information.

**PURPOSE:**

Work diligently each year to continue the progress that was started in eighth grade so that students are on target to graduate within the four-year period and can continue to stay on track to reach their post-secondary goals.

**IV. Group Conflict Resolution**

**Description of 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, positive communication, and to assist in the development of inter-group skills.

**Activities & Programs for Conflict Resolution**

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.

**V. Alternative Methods of Classroom Management**

Piggott High School Counselors provides services to all students in order to help them develop academic achievement, career planning, and personal/social development competencies.  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
* Conscious discipline
* Behavior modification
* Career and Academic counseling

Alternative methods are consistently implemented and reinforced by all school staff.

**VI. District Level Tracking System**

**Drop-out Prevention**

The Piggott High School Counselors strives to alleviate potential dropout outcomes for

students, no matter what the reason: poor attendance, truancy, tardiness, poor academic performance, lack of basic skills, home problems, poor communication between the home and school, poor organizational skills, history of school transfers and family relocation, adjustment problems; failure to see the relevance of education, family history of school drop-out, low self-esteem, and many more.  We strive to provide support systems and safeguards so students will see an alternative to dropping out of school through the following:

* Taking a personalized approach by listening to student concerns and providing education about the future impact dropping out may have.
* Examining the impact attendance and student conduct have upon academic performance.  Each school uses Response to Intervention (RTI) throughout the school year.
* Encourage parental involvement.
* Providing academic support.
* Fostering a school environment that promotes the building of relationships between the student and key staff.
* Providing early identification of academic risks in specific classes and employing subsequent remediation of academic failures through the digital curriculum APEX or an alternative learning environment if needed.
* Providing mental health services through the district mental health therapist or contracted provider.
* Offering a wide range of academic programs that include numerous CTE programs.
* Providing homebound academic support for students who meet criteria.
* Offering mentoring programs.

**Tracking of Drop-outs**

Within the school, the administration and school counselors listen to each student's concern. The value of education and educational alternatives are discussed with each student at risk of dropping out in an exit interview in an attempt to encourage them to continue in school. However, if a drop-out still occurs, data is then recorded as to the reason for the student’s withdrawal from school. .

**Student Achievement and Accountability Programs**

Piggott High School Counselors provide a wide array of services designed to assist students who exhibit a variety of needs.  Identifying the individual needs of students, as well as the services necessary to support teachers and administration, provides the basis for Student Achievement and Accountability Programs.  Specially trained teachers, paraprofessionals, and volunteers guide students through programs and initiatives such as The Homeless Education Program, Parental Involvement Committee, and the District’s Response to Intervention Plan.

* **The Homeless Education Program** is partially funded through a McKinney-Vento and Title I Grant.  This program provides educational support services to the children of families identified as homeless.  Students receive backpacks, educational supplies, toiletry items, clothing, transportation, tutoring, and referrals to appropriate community agencies.
* **Parental Involvement Committee** establishes a parental involvement plan that reflects the specific academic improvement needs of the schools, and that includes programs and practices that enhance parental involvement and addresses the specific parent involvement needs of students and their families.

**Follow-up of School Graduates**

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

* Communication with parents
* Communication with students
* Phone calls
* Emails

**VII. Parental Involvement**

The Piggott High School Counselors understand the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community.

Opportunities for parent and community involvement include, but are not limited to the following:

* Open House
* Volunteer opportunities at all grade levels
* Elementary Fall Festival held annually for the entire school community where high school student groups work booths to promote school organizations
* Communication through email, specialized apps, websites, newsletters, and school social media pages

**VIII. Health Services**

Arkansas Code Annotated §-18-704 establishes guidelines for an appropriate school nurse to student ratio.  The General Assembly determined that a ratio is needed to effectively meet the health care needs of children. Piggott Schools currently employ two licensed practical nurses LPN and one registered RN school nurse.

**Responsibilities of the School Nurse**

The school health program is a cooperative project produced through the efforts of district administrators, teachers, custodians, children, parents, and all persons concerned with the school.  The school nurse cooperates and shares responsibilities with all of these people.  The nurse interprets factors relating to physical, mental, and emotional health of children to teachers, parents, and others.  The nurse serves as a liaison person between the physician, community health agencies, the home, and the school.

The nurse assists in establishing and administering school health policies and procedures.  The school nurse knows the duties of persons involved in the school health program, helps to coordinate their activities, and assists in the evaluation of the program.

**School Health Service**

Space is allocated for delivering needed school health services in all buildings.  The primary purposes for which the school health service unit is used are as follows:

* As an emergency center for the administration of first aid to school children and personal and proper care of accident victims until they are moved from school;
* As an emergency center for the care of children becoming ill during the school day  until they can be placed under their parent’s care or returned to class;
* As a center where children with suspected communicable diseases can be cared for and separated from others until arrangements can be made for the parent or guardian to pick up the children;
* As a place for those who, because of health conditions, require on their physician’s recommendation a rest period at school during the school day;
* As a center where first aid and other supplies and equipment may be placed and kept in readiness at all times for the use in rendering other health services to children at school;
* As a work area for the nurse to inspect pupils referred to the nurse;
* As a place where vision, hearing, and other screening procedures, including the measurement of pupil height and weight, may be carried out;
* As a conference room where the nurse, teacher, pupil, parent, or others concerned with health counseling and guidance can discuss privately specific health problems of individual school children
* As a center where records and other information necessary in the administration of the general health program and emergency care program may be kept ready to use when needed.

**IX. Psychological Services**

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

**School-Based Mental Health Services (SBMH)**

SBMH services are available to all students at Piggott High School Counselors.  Any student K-12, enrolled is potentially eligible for services either by the district’s mental health therapist or Families, Inc.

Services include:

* Individual, group, and family therapy
* Assessment and treatment planning
* Crisis Intervention services
* Medication management

**Special Education Services**

Students with suspected disabilities are referred for a comprehensive evaluation to determine eligibility for special education services.  These evaluations include, but are not limited to, intellectual, achievement, adaptive behavior, language, orientation and mobility, visual and auditory perception, and curriculum-based.

All district evaluators are licensed and/or certified under the Arkansas Department of Education and/or the Board of Examiners in Psychology.

Services provided include:

* **Liaison and Referrals**

The Piggott School special education department employs an early identification system of learning potential and factors that might affect a student’s academic performance.  The district provides a system for liaison and referrals with various agencies which may include medical, mental health, legal and law enforcement. Referrals for assistance are made as needed.

* **Consultations**

Conferences and consultations are provided to interpret test reports, discuss classroom concerns, explore modifications and educational and discipline plans, help develop positive behavior support plans, and student needs and services. Whenever feasible, a collaborative approach between school, home, and community is preferred.

* **Therapy**

As determined by each student’s IEP, special education students receive speech, occupational, and/or physical therapy to meet student needs.

* **School-Based Mental Health Services**

SBMH are provided to those students who meet eligibility criteria through the district’s mental health clinician or Families. Inc. The purpose of offering these services is to help students achieve academic, personal and social success at school.  A variety of therapeutic approaches are used to assist students in such areas as coping techniques, anger management, problem resolution, social skills, self-esteem, self-expression, etc.

* **Transition Services**

For each special education student, age 16 and over, a transition plan is developed.  This plan looks at student interest, career education, and community resources.

**Gifted and Talented Program/PACE**

The following definition serves as a guide for the gifted and talented program at Piggott High School in providing services and opportunities for students identified as gifted and talented:

Gifted and Talented children and youth are those of high potential or ability, whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.  Possessions of these talents and gifts, or potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.

**Identification**

The process for identifying students in the Piggott School is an ongoing process extending from grades K-12, serving at least 5% of the student population.  Written identification and placement procedures for the G.T. program are available to all stakeholders.

The process for identification has several stages: Referral Phase, Data Collection, and Placement.

**Implementation**

A Gifted Education Facilitator conducts classes with activities that are designed to enrich the frameworks and focus on higher-level thinking; critical thinking, communication, affective and creativity skills, while literary studies are emphasized.  Mini-lessons geared toward higher-order thinking promotes students in developing skills of analysis, synthesis, and evaluation.  The G.T. facilitator makes the units unique for each grade level and different from the expectations of the regular classroom.

**Junior High (Grades 7-8)**

Identified G.T./PACE students in grades 7-9 are served through Pre-AP and Secondary Content classes; skills obtained at the AP institute makes the curriculum challenging and rewarding for our students. Identified PACE students are encouraged to take at least one Pre-AP course per year, however, may be served through Secondary Content. Students are scheduled in G.T. Seminar classes whenever possible.

Junior High students are given the opportunity to participate in ancillary programs such as Quiz Bowl, Duke Talent Identification Program (TIP), Chess Competitions, and Community Projects.

**High School (Grades 9-12)**

Identified students in grades 10-12 receive services through designated course content classes in the academic areas of English, Math, Science, and Social Studies.  Pre-AP Placement, AP, and Concurrent courses are among the program options available. PACE students are encouraged to take at least one concurrent course or AP course during the junior and senior years.  Students are scheduled to take G.T. Seminar classes whenever schedules will allow.

AP Student Benefits

* A commitment to academic excellence
* The ability to perform well on high-stacks college entrance exams
* The development of finely tuned study habits required for success in college
* The confidence to succeed in a rigorous academic setting
* The opportunity to earn up to a full year of college credit before high school graduation
* A greater potential for enhanced college scholarship.

**X. Social Work**

Social work services provide casework to assist in the prevention and remediation of problem of attendance, behavior, adjustment, and learning concerns. The visiting tsocial worker functions as a liaison between the home and school.  Services provided include, but are not limited to:

* Assist in the prevention and remediation of problems of attendance, behavior adjustment, and learning
* Provide information for parents concerning school programs and procedures
* Maximize effective communication between home and school and assisting parents in follow through activities, as needed
* Serve 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