



**Marvell-Elaine
School District
Student Services
Plan
2020-2021**

**Student Services Plan
Committee Members**

Henry Anderson, Jr.
Superintendent

Nicholas B. Murry
K-12 Principal

Jasmin T. Davis
K-12 Counselor

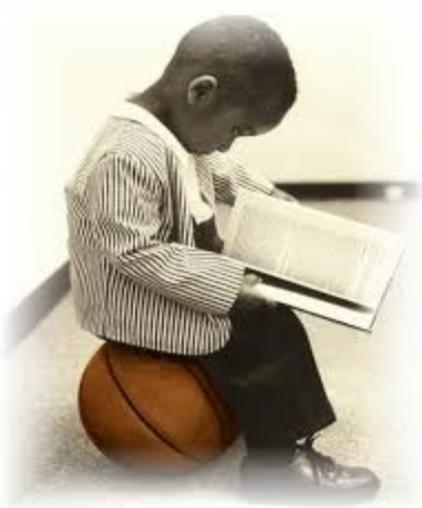
Wynee McDaniel
Behavior Interventionist

LaChandra Johnson
AWARE Grant
Behavior Specialist

Lakyisha Pope
Elementary Parent Facilitator

Ashanti Hart
School Based Health Services
Coordinator

Leroy Powell
School Resource Officer



ORGANIZATION

Our full time guidance counselor serves the Marvell-Elaine School District as the K-12 Counselor. Our K-12 Counselor, Jasmin T. Davis may be reached via email at jtdavis@marvellschools.org and via telephone at 1-870-829-1343. Her immediate supervisor is the Superintendent, Henry Anderson, Jr. Mr. Anderson can be reached via email at handerson@marvellschools.org or via telephone at 1-870-829-2101.

The guidance program is organized to reflect a balance or emphasis on three areas of responsibility: counseling, coordinating, and consulting.

Counseling

consist of large group guidance activities, small group counseling, and individual counseling.

Coordination

includes student assessment, transition of students between buildings, teacher assistance team meetings, 504 identification and conferences, student registration and orientation, and special education conferences.

Consulting

includes working with teachers, parents, support personnel, high school administrators, and various community agencies to meet the need that affect the child's academic, personal/social, and career development.

MISSION

It is the mission of Marvell-Elaine Public Schools to equitably educate all students, to inspire all students to believe that learning is a lifelong process, and to foster good citizenship by providing each student with opportunities to develop skills for:

- obtaining and utilizing information
- coping with the dynamics of society
- thinking, reasoning and problem solving
- developing creativity
- positive human relationships in an environment conducive to learning.

GOAL AND OBJECTIVES

The Marvell-Elaine Board of Education believes that a strong, effective system of public education is essential for the continuation of our democratic form of government for the good of citizens.

To have an effective and continually improving education program, it is necessary that the following goals and objectives for our system be stated and accepted by each professional employee.

1. A strong system of public education, compatible with our democratic form of government, shall be maintained.
2. The opportunity of education shall be equally available for all boys and girls residing in the school district regardless of handicap, race, color, creed, sex or national origin.
3. The instructional program of our schools shall be compatible with the district's goals and objectives in meeting the needs and differences of students.
4. In view of the importance of good citizenship to our democratic government and society, our schools shall develop programs to encourage the growth of good citizenship in every student.
5. The schools of this system shall develop programs which promote proper attitudes and practices toward physical fitness, health, and care of the body.
6. Schools shall strive not only to prepare students for further education but to equip them with vocational information and skills which will enable them to obtain employment upon graduation from high school.
7. Schools shall provide opportunity for understanding and appreciation of our cultural heritage, including such areas as art and music.

PHILOSOPHY

- All students have the right to a safe and supportive learning environment.
- All students have the right to participate in a quality school counseling program that contributes to their academic, career, and personal/social growth regardless of ethnicity or social-economic status.
- All students K-12 have a right to access to a professional certified counselor.

NATURE OF OFFERINGS

The MESD guidance program is designed to provide for the needs of individual students by conducting activities of a developmental and preventive nature by promoting and facilitating small group/advisory sessions, and by providing one-to-one consultation. Early exposure to guidance services in the elementary and middle grades can result in enhanced interpersonal relationships, increased positive self-esteem, and reduction in the dropout rates. Through consultation activities with parents, positive effects on motivation, self-esteem, and parent-child communication have been shown. As a result of counselors consulting with teachers, positive gains in students' self-perception and peer relationships occur. Guidance processes can result in effective decision making and improved problem solving. In general, when all of these areas are addressed, significant gains in school achievement can result.

PHYSICAL FACILITIES

The counselor at the MESD is housed in the Student Services Corridor in Marvell-Elementary School and has access to the student counseling/therapy room at Marvell-Elaine High School. Both areas are equipped with materials needed for a successful program. Material includes but is not limited to table and chairs for group sessions and computers for research on colleges, scholarships and career opportunities.

INSTRUCTIONAL ACTIVITIES

Topics covered through large group activities both through classroom visits and targeted groups include, but are not limited to:

Accepting Differences in Ourselves and Others	Making and Keeping Friends
Getting Along in School	Rules and Responsibility
Study Skills	Caring and Sharing
Drug Education and Peer Pressure	Personal Safety
Self-Esteem	Bullying
Violence Prevention	Scholarships/Financial Aid
Test-Taking Strategies	College/Career Planning

GROUP GUIDANCE/CLASSROOM GUIDANCE

Group/Classroom guidance classes offer groups of students' information on needs, interests, and concerns. Group guidance is conducted in the classroom. These developmentally appropriate exercises foster students' academic, personal/social, and career skills. Counselors and teachers implement such activities through a collaborative effort. While school counselors take the lead in the development and organization of the guidance activities, the support and assistance of teachers, parents, and administrators is also necessary. Other team members may deliver guidance activities more effectively. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced. For example, classroom teachers could provide follow-up activities in the class after the guidance lesson with the counselor.

INDIVIDUAL COUNSELING

Individual counseling for students provides a unique interpersonal relationship between two people, in which the counselor has been trained in the skills required to provide a learning situation. Through this counseling, the student gains insight into his/her potential for dealing with self and others in order to facilitate understanding and acceptance.

Individual counseling may be initiated by self-referral, teacher referral, principal referral, parent referral, or counselor selection, and serves the purpose of responding to a crisis, providing the counselor an opportunity to evaluate a situation.

Individual counseling also involves personal/social, academic, and career information about each student that is obtained through testing, student records, and academic progress. This information is used to evaluate each student for necessary decisions to meet instructional and guidance needs.

CONSULTATION

Consultation with school staff and parents helps promote a better understanding of the uniqueness of students and/or individual circumstances. Consultation enables the counselor and students to arrive at workable solutions to problems and helps students show academic progress and improved behaviors by accepting responsibility. The counselor consults regularly with school personnel to integrate the guidance and counseling program within the total instructional program; with students regarding their interests, abilities, and aptitudes. Teachers use counselors as a resource seeking consultation on specific students' needs and on general issues in the classroom. Many teachers can benefit from a counselor's assistance in developing new ways of responding and relating to students.

A major part of the counselor's role is to collaborate with teachers and parents, not to criticize them. In fact, counselors can provide support and encouragement to teachers who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

Counselors work with teachers and administrators to help create the kind of school environments that stimulate growth and learning. Their emphasis is on making the educational process more personal and increasing teachers' and administrators' understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students; and ways to help students cope with success and failure.

Typically, consultation involves:

- Conducting professional development workshops and discussions with teachers and other school personnel on subjects such as state testing, eSchool, and graduation requirements
- Assisting teachers to work with individual students or groups of students
- Assisting in the identification and development of plans for students with special needs
- Participating in school teams
- Use student information, such as results of standardized tests for students to assist in determining course placements
- Consulting regularly with other school counselors

COORDINATION

Before guidance and counseling activities can take place, much planning, thinking, and coordinating is required.

- Coordinate the use of school and community resources in collaboration with other team members
- Assist parents in gaining access to information such as attendance, discipline, academic performance through eSchool
- Serve as a liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated
- Coordinate the school's state testing
- Assist with the orientation of new students occurs in the fall

- The transition of students includes promotion/retention decisions, class selections, and class rolls. Transition of students between buildings includes a cooperative orientation program and recommendations for class selection and placement.

PARENT INVOLVEMENT

Counselors are a valuable resource on specific issues such as course selections, registering for national/state assessments, graduation requirements, college preparation, and/career choices

Information for parents is included via social media pages and the high school website. The goal is to improve both parent and community communication which can positively impact student's learning.

REFERRALS

The counselor and Behavior Interventionist at MESD work hard to establish and maintain a close working relationship with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health agencies, juvenile courts, advocacy groups, and local churches and support organizations. It is the counselor's responsibility to assist the student in coping with an array of problems. Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need include:

ASSESSMENT AND TESTING

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities. They also interpret standardized test results for students; relate the results to strengths and limitations in the school's curriculum; and assist in planning and implementing changes in the curriculum and school's procedures. Notification to parents is given before and after the testing period.

SPECIALIZED POPULATIONS AND NEEDS

Working with students from culturally diverse populations and students with disabilities requires special attention. The counselor's activities can promote:

- Students' and school personnel's acceptance of differences
- Policies, procedures, and behaviors that reflect freedom from stereotypes
- Examination of schools' testing programs to ensure that they reflect equitable standards for all students
- Outreach to parents and families of students from culturally diverse population

ORIENTATION

Orientation is to assist students in making adjustments and moving with ease through unfamiliar situations such as moving from one school to another and to provide students the information needed to be successful in the new setting. The counselor is available for conferences with the parents and shares information concerning services offered by the school.

UTILIZATION OF STUDENT RECORDS

MESD counselor and secretaries are authorized to access any files kept by our school. These include health records, official transcripts of grades, test results, and screening programs, and all special education testing and records. This data is used to assist parents, faculty, administrators, and counselors in helping each individual student reach their full potential. All records are kept in a secure file cabinet. Only authorized school personnel dealing directly with a student are allowed access to those files and confidentiality is assured.

GOALS AND OBJECTIVES

GOAL I. To assist students in the process of growing in academic, personal/social, and career development

OBJECTIVES: The counselor will assist students to:

A. PERSONAL DEVELOPMENT

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

B. SOCIAL DEVELOPMENT

1. Develop and maintain effective interpersonal skills
2. Understand the roles and responsibilities in school, family, and community
3. Acquire knowledge of and respect for individual differences in abilities, interests, attitudes and backgrounds
4. Assist students in recognizing the advantages and disadvantages of social media

C. ACADEMIC DEVELOPMENT

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

D. CAREER DEVELOPMENT

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 others' needs
3. Understand their own aptitudes and develop their own abilities as they pertain to the world of work

GOAL II. To assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills

OBJECTIVES: The counselor will assist students to:

- A. Develop strategies for exploring alternatives that allow students to successfully deal with problem situations
- B. Evaluate, select and implement the appropriate solution/s to problems

GOAL III. To assist the school staff in its efforts to promote the developmental growth of students

OBJECTIVES: The counselor will assist staff by:

- A. Promoting a positive learning atmosphere
- B. Promoting an understanding of the role of school personnel
- C. Enhancing their counseling skills through consultation and other professional development activities
- D. Encouraging the recognition and use of affective skills in the teaching/learning process.

PSYCHOLOGICAL SERVICES

CONSULTATIONS

Each building level counselor attends formal and informal consultations with teachers, parents, and administrators concerning students with special needs, such as Gifted & Talented, special education, Response to Intervention, Section 504, etc.

EDUCATION AND CAREER GUIDANCE

Students attending Marvell-Elaine High School begin in the seventh grade learning about career education and exploration. This is a developmental program that progresses throughout their high school years. Career education is integrated into the curriculum when teacher person/social and educational skills.

CONFLICT RESOLUTION SERVICES

Counselors and school personnel assist students to develop skills that help them resolve differences and conflicts within groups. Conflict solving for students could include: dealing constructively with conflict, building positive self-esteem, respecting human differences, making responsible decisions, practicing empathy, learning ways to handle frustration and anger, and developing positive interpersonal skills.

HEALTH SERVICES

MESD follows all state guidelines for students attending public schools. The nurse's duties include: conducting a variety of screenings - reporting findings to state; referrals; attends conferences concerning health issues; updating health records on each child; and serving as a resource person for health, nutrition, hygiene, and human growth/development units. Each school is adequately equipped with a health room. The nurse works in cooperation with other school personnel to ensure safe conditions on school grounds and with school related activities.

OBJECTIVES OF SCHOOL HEALTH SERVICES

The objectives of the school health services are:

- A. Health protection
- B. Health maintenance
- C. Remediation of health problems

SCHOOL NURSE DUTIES:

- A. Emergency care of the sick and injured students
- B. Organization of the health room and maintenance of supplies
- C. Student health counseling
- D. Function as a health resource person

- E. Communicable disease prevention and control
- F. Make health appraisals and assist staff members in identification and recognition of specific health problems
- G. Vision, hearing, BMI, and scoliosis screenings and follow ups
- H. Aid in physical examinations - athletics and others
- I. Supervise health records which includes immunizations and screening records
- J. Develop a list of confidential health information of students with high-risk health problems, such as diabetes, seizures, allergies, etc., and notify school personnel
- K. Provide in-service training as needed at assigned schools
- L. Develop knowledge base of community resources and health agencies
- M. Supervises and monitors administration of medications in the school setting by designated school personnel
- N. Assists in the formation or revision of health policies, goals, and objectives for the school high school

SUICIDE AWARENESS/CRISIS PLAN

MESD has in place a crisis intervention plan which includes information and resources for suicide awareness/prevention.

STAFF DEVELOPMENT

Staff development provides teacher in-service training in communication skills, life role skills, and student appraisal information and academic programs.

PROFESSIONAL GROWTH

The counselors participate in professional guidance organizations such as the Arkansas School Counselors Association - Southeast Region. The counselors attend school district, regional, state, and national counseling meetings and workshops. The counselor keeps abreast of current issues and approaches by reading professional articles.

COMMUNITY AWARENESS/PUBLIC RELATIONS

MESD disseminates information about the school, including guidance services, honor awards, and special recognition of students to the community. This information is published in various media outlets.