

Student Service Plan Norfolk School District

Members of the Student Services Team

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Bobby Hulse- High School Principal
Keela Olson- Elementary Counselor
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Crystal Baker- Elementary SPED
Billy Cox- Resource Officer
Curtis Meinzer- Resource Officer
Crystal Alman- Nurse
Laura Treat- School Based Mental Health- Youth Bridge
Brittany Reeves- Teacher
Stacey Bradbury- Teacher
Candice Beavers- Nutritional Specialist
Amber Richard- Parent

Arkansas Student Services Plan Requirements

Classroom Guidance (Direct Service)

Arkansas School Laws Annotated Code 6-18-1005 states: (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day and ten (10) per week.

Classroom guidance lessons are not a break or planning time for teachers. Classroom guidance is an age appropriate, collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student. Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It allows them to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

Individual and Small Group Counseling (Direct Service)

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling

provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources. Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them 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. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves. Individual and small group counseling are K-12 services provided as needed.

Guidance in Understanding the Relationship between Classroom Performance and Success in School (Direct Service)

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. 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.

Academic Advisement (Direct Service)

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 should also be 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.

Orientation (Direct Service)

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.

Orientation procedures include but are not limited to the following:

Parent Nights, New Student Orientation, Transition Days, Financial Aid Nights

Consultation and Coordination (Administrative Activity)

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 Student Success Plan
- 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, especially relating to classroom guidance core curriculum
- 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 (Administrative Activity)

Counselors may conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. The counselors provide newsletters or social media information for parents to keep them updated on school counseling programs, opportunities, or information on ways to support their students at home. Counselors along with other school staff should encourage parents to participate in volunteer opportunities within the school setting.

Utilization of Student Records (Administrative Activity)

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 (Direct Services)

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

Interpretation of Student Assessments (Direct or Administrative Activity)

Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs (Direct Service)

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. Activities include, but are not limited to the following:

Career Awareness Lessons

Career Fairs

College Career Coaches

College Visits

Making Referrals to School and Community Resources (Administrative Activity)

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 following community resources are an integral part of the counseling program and student success.

DHS

Local Counseling Agencies

Junior Auxiliary

Local Churches

American Legion

Elks

Lions Club

Juvenile Services

Direct Counseling Activity Examples – 75% of Time Monthly

The counselor provides direct 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 (this does not include master scheduling)
- 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

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

Career Awareness and Planning in School Counseling Programs (Direct Service)

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, career exploration and making the connection between them and the world of work.

-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 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.

Arkansas District and School Planning

Additional Components of Student Services Plans

The following components must be included in the school/district student services plan, but are not typically provided or implemented by the school counselor.

Alternative Methods of Classroom Management

The Student Services Plan addresses alternative methods of classroom management. These methods can include, but are not limited to: behavior contracts, dispute resolution, classroom meetings, logical consequences, assertive discipline, behavior modification and career and academic counseling. Alternative methods are consistently implemented and reinforced by all school staff.

Follow-up of School Dropouts and Graduates

Schools/districts follow-up with students who drop out with referrals, communication with parents, students, requests from new schools, etc. Follow-up with graduates can be through phone calls, emails and What's Next forms completed prior to graduation, or by other contact methods.

Group 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 and positive communication. 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. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

Occupational and Placement Services

Occupational and placement services personnel shall serve as a liaison between employers and the school to develop connections between the school and business and industry.

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
- Evaluation of students for exceptional student programs
- Consultation with parents, students and school personnel to ensure students are ready to succeed
- Provision of an early identification system of learning potential and factors that might affect educational performance
- System for liaison and referrals with available resources
- Written policies that assure ethical procedures in psychological services.

School Health Services

Each school district shall have a health services program. The program shall include 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. Classroom teachers shall not perform these tasks with the exception of

administering glucagon to a student with Type I diabetes, providing the teacher is trained, and the situation is an emergency.

Suicide Prevention Public Awareness Program

The distribution of a suicide prevention public awareness program should be provided ADE Guidance and School Counseling Suicide Prevention Resources

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

At-Risk Students and the School Dropout Program

The plan should be designed to include a system for tracking the district’s dropouts, including an exit interview, and follow-up when possible. Local goals for improvement should be set by the district, such as reducing 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>

Alternative Student Services Personnel

In order to provide the services set forth in the Act, a district may utilize the following types of personnel in addition to any standard student services personnel: professionals or paraprofessionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers. These individuals may provide only the services they are trained, certified, or licensed to perform.

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|---------------------------------------|----------------------|-------------------|
| Building Administration | School Nurses | OT/PT |
| Psychological Examiner | Resource Teachers | Speech Therapists |
| Building Support Staff | Dyslexia Specialists | |
| School Based Mental Health Therapists | | |
| School Resource Officers | | |