



BULLDOGS

STRONG-HUTTIG 2018-2019

STUDENT SERVICE PLAN

The Strong-Huttig counselor, Malinda Champion, has developed a plan that addresses the whole child. Her goal is to provide each student with services that help them make career choices and guide them academically toward their futures. To help these students become well rounded productive citizens, she also provides guidance both socially and emotionally.

The American School Counselor Association defines a comprehensive school counseling program as an "integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students." Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor. academic, career, and social/emotional development, promote and enhance the learning process for all students.

Mission

Our mission is to promote student growth and development, with regard to both personal characteristics and interpersonal competencies. We do this in the service of enabling students to benefit from and maximize their educational experiences in the Strong-Huttig School District.

We Value:

- Our passion and commitment to students' well-being.
- Our ability to model and demonstrate self-care and balance.
- Being flexible and creative in our efforts to assist students.
- Integrity in all of our actions.
- A philosophy and practice of acceptance, compassion, and support for those we serve and provide an emotionally safe and respectful environment.
- Supporting students of all identities including, but not limited to: age, gender, culture, race, ethnicity, sexual orientation, language, mental and physical ability, national origin, religion, spirituality, size, socio-economic status, political perspective, citizenship, and world view.
- A great appreciation for the dignity and worth of each person we encounter.

We Offer:

- A place where student voices will be heard.
- A compassionate and confidential atmosphere to discuss personal concerns.
- Services that foster the development and behaviors necessary for success in a complex global environment.

We Honor:

- The unique strengths and challenges of our students, while working to enhance life skills, coping strategies, and interpersonal relationships.

Role of the School Counselor

The counselor is a vital member of the Strong-Huttig education team. She helps all students in the areas of academic achievement, career choices, and social/emotional development to ensure today's students become the productive, well-adjusted adults of tomorrow. This is accomplished through individual, group, and classroom contacts with students, teachers, and coordinating with other schools or community resources.

The counselor spends most of her time in direct service to and contact with students. Her duties are focused on the overall delivery of the total program through school counseling core curriculum and individual student planning and responsive services. A small amount of their time is devoted to indirect services called system support.

GOALS AND OBJECTIVES

Goal 1:

To help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement.

Objectives:

1. Educational Development – The counselor will:
 - a. help students identify their own strengths, weaknesses, and areas for improvement.
 - b. help students develop their curriculum in line with their career goals.
 - c. help students remain on track with their goals by checking students' grades, keeping track of students' credits towards graduation, avoiding absenteeism, addressing behavior concerns in the classroom, preparing for state-mandated tests, and any other indicators of academic success for students.
2. Career Development – The counselor will assist students to:
 - a. explore potential post-secondary options and future careers.
 - b. navigate the college process. The counselor can be extremely helpful with completing the FAFSA, submitting college applications, submitting scholarships, and other crucial steps towards starting the college-going process.
 - c. help students better organize their thoughts and feelings about their careers options.
 - d. focus on what they need to do to achieve their career goals.
 - e. help students effectively analyze themselves to make more positive decisions.
3. Personal/Social Development – The counselor will assist students with:
 - a. factors such as homelessness, poverty, depression, anxiety, relationship struggles, self-esteem and other factors that can hinder their success.
 - b. connecting students and families to community agencies that could offer the additional support the student and/or family needs.
 - c. establishing a sense of worth.

Goal 2: To assist students to appropriately cope with crisis situations

Objectives:

- a. Teach students strategies in how to deal with issues such as drugs, alcohol, bullying, abuse, suicide, dating, pregnancy and other issues deemed as problem areas within the school.
- b. Provide counseling for individual students who have individual problems in any of the above areas
- c. Provide options for outside help as needed

Goal 3: To assist the school staff in its efforts to promote the developmental growth of students.

Objectives:

The counselor will assist staff by:

- a. helping teachers understand the whole child. When teachers notice red flags, such as behavioral issues or grades, school counselors are prepared to help teachers gain a more complete understanding of the issues behind the actions.
2. providing professional advice. When teachers find themselves stuck with strategies that aren't working with a particular student, a counselor who is trained to problem-solve can help them gain fresh ideas to age old problems.
3. helping teachers tackle problems before they become insurmountable. When teachers sense trouble brewing in class, language or behavior that causes them anxiety, they should talk with a school counselor who can help trouble-shoot and prevent a situation from escalating.
4. providing teachers someone who can lend an empathetic ear to students. When students are having problems that seem personal or sensitive or that have the potential to get them into trouble, teachers can send them to a school counselor who can provide a sounding board and help them find solutions.
5. providing teachers with someone who can assist with continuous discipline issues. When students act out repeatedly in class, teachers should inform the counselor who can work with them on decision making. The school counselor can also help the child reframe the situation and illustrate how different behaviors might be in their best interest.
6. collaborating with a teacher to integrate counseling and class lessons. The counselor will work together with the teacher to teach lessons in class about academics, careers, and personal/social issues. These lessons are preventive by design and developmental in nature to help students with their decision-making in school
7. designing professional development that meets teachers' needs. In-service days provide great opportunities for counselors and teachers to explain their work and develop solutions to school-wide problems.
8. providing teachers with a peace maker. When students can't get along in class despite the teacher's attempts to separate them or diffuse tension, the counselor can mediate and work out a plan for how

9. assisting teachers in helping students explore career options. Educators may want to engage a school counselor in helping students understand how their academic work connects to specific careers.

10. helping teachers clarify the severity of a problem. As students develop physically, rapid changes in their mood or behavior can leave teachers wondering whether certain behavior is a normal or a cause for deeper concern. School counselors have been trained to ask the questions that get at the heart of what's really going on.

Goal 4: To assist the family in its efforts to understand the developmental growth of children

Objectives:

The counselor will assist families by:

- a. focusing on parents' concerns and respecting why these concerns matter to them
- b. offering options, including better ways to communicate with your child
- c. listening to both the student and the parent to establish a helping relationship.
- d. being a resource by providing referrals to outside agencies
- e. being an advocate for children and provide information on parents' rights, such as the right to request information.

Guidance and Counseling Services Provided by the Strong-Huttig School District

All students are offered individual and/or small group developmental counseling services in

A) Individual/Group Counseling

This provides 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 psychologists, 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 preschool to kindergarten and sixth grade to high school.

C) Academic Advisement

Beginning in eighth grade students are given assessment from the following list:

<https://www.careeronestop.org/GetMyFuture/Toolkit/interest-assessment.aspx>

<https://www.mynextmove.org/explore/ip>

<https://www.dallasfed.org/educate/navigate.aspx>

<https://www.bls.gov/oo/>

<http://www.kudernavigator.com/>

Data is reviewed with the student and choices are made.

Students are guided toward individualized short- and long-term educational and career objectives during consultations with the counselor.

D) Consultation

The counselors work with students, teachers, administrators, and parents in order to help create a learning environment that promotes growth and learning.

Consultation is provided to students either in a group or individual setting. The counselor provides grade appropriate training dealing with issues that affect the students.

Training is provided either as a group or individualized to help teachers, administrators, and/or parents understand the importance of accepting and valuing individual differences. They learn how their attitudes affect students and learn ways to help students cope with successes and failures.

E) Student Records/Files

The counselor is responsible for making sure that student records and files are current. The data contained in the student records and files are confidential but used to help administrators, faculty, parents, and students District. Counselors use the data contained in these records/files to guide students toward their fullest potential. This data can also guide the counselor in her training for administrators, faculty, and parents.

F) Testing

The counselor is responsible for preparing for all state testing. She works with the instructional facilitators to implement changes in the curriculum and school procedures. Data from the testing helps the counselor assist students in identifying their strengths and weaknesses and helps her assist students in making improvements.

G) Follow-up of School Dropouts and Graduates

- f. The counselor follows up with students who have dropped out of and graduated from school. The following types of communication/contact are used to follow up with these students:
 1. Communication with parents
 3. Communication with students
 4. Requests from new schools
 5. Phone calls to other institutions
 6. Emails

At-Risk students are identified and supported in order to reduce the number of dropouts, suspensions, and trancies.

H) Parental Involvement

The counselor encourages parents to take an active role in helping their children reach their potential. The counselors communicate with parents in order to keep them updated on programs, opportunities, and/or information on ways to support their students at home.

I) Informational Resources

The counselor uses informational resources to help students with educational and vocational decisions. She works closely outside agencies such as colleges, the department of health and social services, mental health centers, juvenile courts, local law enforcement, and other advocacy groups. She identifies school and community resources to help students and families cope with a variety of problems.

J) Educational, Academic, and Career Counseling

- g. The counselors advise students in the areas of education, academic assessment, and career. Areas of advisement include national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

K) GED

The counselor assists members of the community who did not receive a high school diploma with getting registered for the GED and helps them find tutoring if needed.

L) Classroom Guidance

Classroom guidance is used to reinforce goals for students in the areas of academic, social/emotional, and career development. Guidance programs are age-appropriate and a collaborative effort with classroom teachers. Classroom guidance allows students to participate in discussions, collaborate with peers, receive productive feedback, self-evaluate, and clarify their own needs and interests.

M) Guidance in Understanding the Relationship between Classroom Performance and School Success

The counselor continuously reviews student records and helps those in need find assistance with getting back on track toward reaching their goals. She continuously impresses upon the students the relationship between their classroom performance and help students understand the relationship between their classroom performance and future college/career goals. The process of understanding is continued through each teacher's lessons and classroom procedures.

III. Psychological/Occupational/Placement Services

After determining that students need further services, the parent is contacted. The counselor refers the student and parent to services from outside based facilities.

The counselor works in conjunction with the local career coach to help students develop connections between school, businesses, and industry.

IV. Visiting Teacher and School Social Work Services

The counselor works with teachers and different agencies to make sure that students are moving toward their goals. She visits with parents to include them in the process of helping their child be successful.

V. Career Services

The counselor provides career services are provided to all students. Students are given information about career education, appropriate course selections and future educational planning, and post-secondary opportunities and alternative career programs.

The counselor provides a career planning process for each student.

Counselors encourage parents to take an active role in supporting their children's learning and career planning process.

h. VI. Conflict Resolution Services

The counselor provides individualized or group support for students in need of resolving educational or social differences and conflicts. The programs used are designed to promote understanding and positive communication. The goal is to encourage students to be more aware of differences and lead them to be accepting of others.

VII. Health Services

- i. A health services program, which is directed by a licensed nurse, is provided by the district. The program includes screening, referral, and follow-up procedures for all students.

VIII. Suicide Prevention

Suicide prevention awareness is provided to the students. Students referred due to threat of suicide are seen by the counselor or other administration. Appropriate parental contact is made, and referrals to other personnel are made as needed.

The School Crisis Management Plan is followed during events of crisis.

IX. Alternative Student Services Personnel

Services set forth in this plan require a collaborative effort. In addition to the standard student services personnel, the following may be used to carry out the Student Services Plan:

Professionals/paraprofessionals in the social work or mental health fields

Medicaid licensed targeted case managers

These individuals may only provide the services for which they are trained or licensed to perform.

XI. Documentation/Monitoring of Services

Each counselor submits a yearly report to the Arkansas Department of Education. The report indicates services provided through the Student Services Plan. This report accounts for the following:

Each school counselor spends at least 75% of worktime each month providing direct counseling related services to students and no more than 25% of worktime performing administrative duties.

Each school counselor provides a career planning process for each student, which shall include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.

Each school counselor serving students in grades 8-12 shall provide a career planning process for each student.

The school district cooperates with all required monitoring by the Arkansas Department of Education.