

## **Student Services Plan**

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

Although Drew Central School District counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Schools Counselors provide 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. Reasons include, but are not limited to: grief or loss, depression, suicide, divorce, anger, abuse, stress, social, skills, self-esteem, conflict, or difficulty in class. Students are referred for counseling by: staff, teachers, parents, mental health providers, school administrators, peers, or themselves.

### ***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. Drew Central counselors work with students individually, in small groups, and in whole classroom settings to help students see the connections.

### ***Career Academic Planning (Direct Service)***

Academic advisement begins in elementary school with career guidance lessons and continues through middle school with SAIL Team and high school with CAP Advisors. 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. Resources include ACT Prep, FAFSA night, testing tips, OdysseyWare, student handbooks, and online resources. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

### ***New Student Orientation (Direct Service)***

New student 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 easier transitions from one school setting to another. For example, 8<sup>th</sup> grade CAP Day allows all 8<sup>th</sup> grade students transitioning to the high school to meet the high school teachers, tour the campus, and learn about state high school requirements. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers and a counselor.

### ***Liaison Services (Indirect Services)***

An important part of the counselor's role is to bridge the gap between teachers and parents. For example, setting up meetings to allow teachers and parents to discuss academic progress. Counselors also work with teachers and administrators to help create school environments that encourage student growth and learning.

Liaison services include, but are not limited to:

- 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 (Indirect Services)***

**Drew Central School Districts full District Parental Involvement Plan can be viewed here - [https://s3.amazonaws.com/scschoolfiles/1345/drew\\_central\\_school\\_district\\_parental\\_involvement\\_2018-2019.pdf](https://s3.amazonaws.com/scschoolfiles/1345/drew_central_school_district_parental_involvement_2018-2019.pdf)**

### **School-Parent Compact**

The **Drew Central School District** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the

responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2018-2019 school year.

**School Responsibilities:**

**The Drew Central School District will:**

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:** DCS is required to enlist and retain highly qualified staff members. If a staff member is hired that does not meet the highly qualified, the school will provide professional development that will assure they meet the highly qualified status. The administration follows the TESS model to monitor the learning environment so that each child receives a high quality level of instruction. Our school district also employs a curriculum coordinator who oversees the instruction and who monitors the curriculum as well as the ongoing professional development of each staff member.
2. **Hold parent-teacher conferences semiannually during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held on each campus on September 11, 2018 and February 7, 2019.
3. **Provide parents with frequent reports on their children's progress.** Parents and guardians are encouraged to look at student's grades online at the Home Access Center otherwise known as HAC. For log in information and access, contact your school's secretary.
4. **Provide parents reasonable access to staff.** All staff are allotted a specific time in which they may meet with a parent/guardian. DCS requires the parents or guardians to allow a minimum of 24 hour notice to meet with the teachers about any issue so that the teacher may plan accordingly and that they might be able to give their full and undivided attention to the matter at hand.
5. **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:**
  - A. Volunteer to read or talk to a class about their career or a topic of interest.
  - B. Chaperone class field trips, field days, or special events.
  - C. Come observe a classroom or activity. (Please allow a 24 hour notice)
  - D. Come read, research, or visit our library resources especially created for parents.
  - E. Volunteer for special duty. (A background check may be required prior to some types of duty.)
  - F. Come use our computers to look up your student's grades on HAC.
  - G. Eat with your student.
  - H. Follow your child throughout a day of his or her school life. (Please allow 24 hours for us to set up an appointment for you.)

***Utilization of Student Records (Indirect Services)***

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. Drew Central School Counselors obtain records from previous school districts to assess student abilities, interests, and strengths to guide the student on a successful academic journey.

***Interpretation of Student Assessments (Direct or Indirect Services)***

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. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

### ***Making Referrals to School and Community Resources (Indirect Services)***

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.

### ***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 counseling
  - social/emotional counseling
  - academic guidance and counseling
  - 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

### ***Indirect Services 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 for 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

### ***Student Success Plan (Direct Service)***

Act 930 of 2017 defines a Student Success Plan as “a personalized education plan intended to assist students with achieving readiness for college, career, and community engagement.” By the end of the 2018-19 SY, each eighth grade student shall have a Student Success Plan in place that is developed by school personnel in collaboration with parent and student. Although districts are encouraged to develop a Student Success Plan for every student, a Student Success Plan is only required for students beginning in eighth grade, and must be updated at least annually thereafter.

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

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

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

The Drew Central 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>