

Woodlawn School District Student Services Plan

Woodlawn High School

The vision of the Woodlawn High School counseling program is to provide each student with the tools and support necessary to achieve his/her full potential in the areas of academics, career readiness, and personal growth.

The mission of the Woodlawn High School counseling program is to address the needs of all students, both collectively and individually, and provide the support and resources needed to help each student meet his/her academic, social/emotional, and career goals while preparing students to become productive community members.

The Woodlawn High School Student Services Plan is a coordinated effort between the school counselor, high school principal, faculty and staff, 504 coordinator, resource teacher and aides, school nurse, gifted and talented coordinator, Advanced Placement coordinator, dyslexia interventionist, ALE program coordinator, distance learning facilitators, and outside agencies including mental health providers, Department of Human Services, Arkansas Department of Health, local law enforcement, court appointed special advocates and others to meet the unique academic, health, social, and emotional needs of each student.

The following components are included in the guidance and counseling services provided to all students:

1. Individual and group counseling.
 - a. Classroom discussion and presentation of materials to assist students in addressing relevant issues.
 - b. Small group meetings with students to address more specific issues.
 - c. Individual sessions to address specific concerns.
2. Orientation programs for new students at each level of education and for transferring students.
 - a. Seventh Grade Orientation night for students transitioning from elementary to the high school building. Parents are encouraged to attend with their student to hear presentations by the high school principal and counselor about student expectations, procedures and academic planning.
 - b. Students new to the district, along with the parent or guardian, meet individually with the principal and counselor to discuss placement and other concerns. New students are given a group orientation at the beginning of the year and each student is placed with a student ambassador to help orient them to the school campus.
3. Academic advisement for class selection by establishing academic goals in elementary, middle, and high school.

- a. A six year academic plan to include 2 years of post-graduate study is established for each student at the eighth grade level and is revised throughout a student's high school career to address individual needs and desired outcomes.
4. Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs.
 - a. A team approach is utilized to address specific needs or problems as they occur. This may include individual meetings with parents, teachers, students, counselors and other outside resources to provide help as needed for a student's unique circumstances.
5. Utilization of student records and files.
 - a. A cumulative file for each student is kept in the high school office to provide a reference for decision-making and support to meet the individual needs of a student including health and wellness, academic, and special needs.
6. Interpretation of augmented, criterion-referenced, or norm referenced assessments and dissemination of results to the school, students, parents, and community.
 - a. General interpretation of ASPIRE and ACT testing are provided by the counselor in a group setting to students.
 - b. Individual test results are discussed with students and parents at parent conferences or as needed to set up remediation or academic planning for the student.
 - c. Results are presented to the community at the annual Report to the Public and at regularly scheduled School Board meetings. This allows for discussion of strengths and weaknesses throughout the school district and possible remedies or programs to be implemented.
7. The following up of early school dropouts and graduates.
 - a. A unique graduation plan is created for each student to address individual goals and career desires.
 - b. A student at-risk for failure or dropout is assigned alternate pathways to obtain credit and is provided additional supports for success.
 - c. A student of age to dropout and determined to do so is encouraged to enroll in a GED or other program leading to a high school diploma. The school district is in constant contact with the educational agency in which the student enrolls and places all reports of student progress in the student's permanent file.
 - d. Each student enrolled in Woodlawn High School is encouraged to subscribe to the Remind app that allows communication between the counselor and each student as needed through mobile text messaging. The Remind app, along with student email is used to follow up with graduates and students who have dropped out of the traditional school program.
8. A school-initiated system of parental involvement.
 - a. Woodlawn High School has a well-defined program for parental involvement including two district-wide parent-teacher conferences per year, an annual open house to introduce parents and students to faculty and staff, a district website that includes announcements, lunch menus, school calendars and more,

SchoolWay, a district-wide mobile app that allows communication to parents about school closings and other important events, Eschool Home Access Accounts (HAC) that allow parents to view student grades and assignments in real time, and faculty webpages that allow parents to communicate directly with teachers or faculty through email.

- b. The high school counselor encourages parent communication through the use of the Remind app, Google Classroom for scholarship posting and other announcements and email for direct contact with parents at any time during or after school hours.
9. An organized system of informational resources on which to base educational and vocational decision making.
 - a. Students are provided an overview of career choices and academic requirements for that choice in the eighth grade Career Development Course required of all students.
 - b. Students are assigned an individual KUDER career assessment account and allowed structured time to investigate academic and other requirements.
 - c. A large selection of career and academic resource information is available in print form in the counselor's outer office and is accessible to students and parents at all times.
 - d. Seniors are provided the opportunity to attend a regional college and career fair in September to receive information and contacts about colleges, majors and vocational programs in the state of Arkansas and beyond.
10. 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 postsecondary opportunities for students.
 - a. All students receive information collectively in a group setting at least once during the school year about career pathways, workforce opportunities and the role of education and ACT/SAT testing in the attainment of career goals.
 - b. Each student receives individual advisement beginning in the ninth grade about assessment results and academic planning as well as any corrective or enrichment opportunities to help each student meet his/her goals.
11. Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests.
 - a. Woodlawn High School works with agencies in nearby counties to provide GED related testing and instruction if this becomes the appropriate pathway for a student.
12. Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week.

- a. Structured classroom guidance is provided by the counselor on a regularly scheduled basis for predetermined subjects and topics relevant to all students.
 - b. Classroom guidance may be initiated if a particular concern or area of need arises during the school year.
- 13. Guidance in understanding the relationship between classroom performance and success in school.
 - a. Students are encouraged both in a group setting and in individual counseling sessions to do their very best in each classroom and to immediately ask for assistance if needed.
 - b. Discussion and question/answer time is given to explain the role of academics in furthering a student's career goals and providing for future wealth.
 - c. Students are encouraged to make every effort to attend school on a regular basis and to keep current on assignments in order to avoid falling behind or losing credit.

The following psychological services are available as needed to each student attending Woodlawn High School:

- 1. Evaluation of students with learning or adjustment problems.
 - a. The school counselor serves as the first contact if a student, faculty member, or parent presents a concern about student learning or adjustment.
 - b. After contact with the parent or guardian and appropriate school personnel the student is referred to the correct in-house or outside agency to best address the individual student's need.
- 2. Evaluation of students in exceptional child education programs.
 - a. Students are evaluated after referral and appropriate interventions have been implemented.
 - b. An Individual Education Plan (IEP) is developed for each student who qualifies for the Special Education Services Program.
- 3. Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work.
 - a. A Student Success Plan is developed and updated each year to address academic, career and personal goals of each student.
 - b. The school counselor, principal, parent/guardian, student, and faculty collaborate together to revise the plan as needed to keep the student on track for academic success and college/career readiness.
- 4. A system for the early identification of learning potential and factors that affect the child's educational performance.
 - a. A student may be referred for educational or psychological testing at the request of faculty or parents/guardians who feel the student is not performing satisfactorily.
 - b. An IEP may be written for a student needing additional supports based on professional testing and recommendation of the IEP committee.

- c. The student IEP is updated annually or on an ongoing basis as needed throughout the school year.
- 5. A system of liaison and referrals, with resources available outside the school.
 - a. A comprehensive list of agencies and services to meet a wide range of student needs is updated annually and made available as needed to faculty, staff and parents.
- 6. Written policies that assure ethical procedures in psychological activities.

Visiting teacher and school social work services, which shall include, without limitation:

- 1. Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.
 - a. Referral is made as needed to outside agencies including DHS, juvenile justice officers, FINS program, CASA workers and private treatment facilities.
- 2. Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance.
 - a. The school counselor serves as liaison in referring students and parents for appropriate services and assistance.

Career services, which shall include, without limitation, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success.

- 1. Students entering Woodlawn High School build upon the foundation already established for each student's unique goals and ambitions.
- 2. Students are introduced to careers and the world of work through the Career Development course at the eighth grade level.
- 3. A Career Action Plan is established and updated each year beginning in the 8th grade.
- 4. Students are advised both individually and in a group setting multiple times throughout the school year on courses appropriate to meet the goals established in the Career Action Plan.
- 5. Each student is assigned a unique account in the KUDER career planning system and is given instruction on using and navigating the system to research career fields, explore college options, and to assess his/her own interests and skills.
- 6. Career information in written form including books, pamphlets, and college recruiting materials are available continuously throughout the school year in the counselor's waiting area.

Group conflict resolution services:

- 1. Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups.
 - a. Classroom guidance in appropriate ways to handle conflict and get along better with peers.
 - b. Individual counseling with students to develop social skills needed to interact appropriately in a variety of situations.

2. Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills.
 - a. Group activities that allow for interaction among students with guidance on appropriate contact and interaction.
3. Programs designed to prevent bullying.
 - a. Classroom guidance on what constitutes bullying and how to initiate positive interactions among peer groups.
 - b. Instruction on steps to take if bullying occurs or is witnessed.
 - c. Students are encouraged to be an Upstander to help students being bullied and decrease the incidence of bullying behavior.
 - d. The building principal reviews the handbook's zero tolerance policy for bullying and reminds students of the negative consequences of bullying.
 - e. The Anonymous Tips Hotline gives students a way to report bullying without being identified.

Health services, which shall include, without limitation:

1. Students with special health care needs, including the chronically ill, medically fragile, and technology dependent, and students with other health impairments shall have individualized health care plans.
 - a. A health care plan prepared by a health care professional is required to be kept in the nurse's office at all times for a student that requires special health services. Faculty, staff, and others with a need to know are advised of a student's health care plan and the role they play in making sure the plan is followed.
2. Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to Ark. Code Ann. § 17-87-102(6)(D) or other professional licensure statutes, unless permitted under Ark. Code Ann. § 17-87-103(10) and (11). The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under Ark. Code Ann. § 17- 87-103(11).
 - a. A full time nurse is employed by the Woodlawn School District to perform medical procedures, routine or advanced, as needed to meet the health and safety requirements of all students.
3. Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers.
 - a. A full time school nurse, assisted by trained paraprofessionals, provide all custodial health care services.

The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

1. Posters are displayed in prominent locations throughout the school with contact numbers and information.
2. Pamphlets and brochures are available at all times in the counselor's office.
3. The suicide prevention hotline number is distributed to each student and they are encouraged to store this in their personal cell phones.

Woodlawn High School meets the general requirements of the student services act in the following way:

1. Only those personnel trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan (additional licensure plan (ALP)) will be assigned to carry out the duties of each service.
2. A variety of classroom management strategies are employed as needed to address student conduct and maintain an atmosphere conducive to learning. These include but are not limited to:
 - a. Behavior contracts
 - b. Conflict management
 - c. Behavior modification
 - d. Positive reinforcement
 - e. Logical consequences as outlined in the student handbook
 - f. Alternative Learning Environment assignment as needed
3. Each student is provided with career and academic counseling in both a group and individual setting.
4. Students who express the desire to drop out of high school before successful completion of graduation requirements are required to meet with the principal, counselor and parent or guardian to find the most appropriate course of action to help the student obtain skills and knowledge needed to enter the workforce. An exit form is placed in the student file and is used to follow up with the student concerning completion of a GED or other appropriate program.
5. Students who fail to meet proficiency standards on state-mandated tests will be remediated in those areas where skills are lacking. This will be a multi-faceted approach utilizing a certified teacher during the school day as well as online resources that can be accessed at any time by the student and parent at home.
6. The high school counselor spends 75% of the time on average in direct counseling with students. Administrative tasks related to counseling comprise 25% of the counselor's time on average.
7. The student services plan is updated annually with input from students, parents, and faculty concerning those needs most important to the student body.
8. Paraprofessionals and trained/certified professionals are used as needed to meet special needs of individual students. Volunteers are used only under direct supervision by a certified person in the area they are volunteering.

9. Woodlawn High School submits annually the Student Services Plan compliance report electronically to the ADE.
10. A comprehensive career action planning folder is used to assist students in choosing a career path and documenting progress toward that goal.
11. The counselor and other faculty are available to parents during parent teacher conferences to answer questions and concerns and to get parent input into student academic and career planning.