

STUDENT SERVICES PROGRAM PLAN

SALEM HIGH SCHOOL
SALEM SCHOOL DISTRICT

RESPONSE TO ARKANSAS
SCHOOL LAWS
ANNOTATED CODES 6-18-1001
THRU 6-18-1009

ARKANSAS DEPARTMENT OF EDUCATION STUDENT SERVICES PROGRAM PLAN

This plan articulates the functions served by each of the components of a program of student services. The plan indicates development and implementation for providing student services to all students in the school. It is building-based (site-based) upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works (such as local Department of Human Services or Department of Health personnel). The plan ensures coordination of the various student services and could utilize such techniques as differentiated staffing.

Arkansas Code 6-18-1005. Student service program defined.

(a) A “student services program” is defined as a coordinated effort which such include, but is not limited to:

1. Guidance and counseling services
2. Psychological services
3. Visiting teacher and school social work services
4. Career services
5. Group conflict resolution
6. Health services
7. Distribution of suicide prevention program

SECTION I

GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES

The Role of the Counselor

School counselors help all pupils by establishing individual, group, and classroom contacts with them, collaborating with teachers and administrators, and coordinating with other school or community guidance resources. The primary goal of the school counseling program is to promote and enhance student learning through the three broad and interrelated areas of student development which include academic, career and personal/social development. The counselor spends an average of 75% of the school day in direct student contact.

Individual and Small Group Counseling

Individuals and small groups may be referred by parents, teachers, administrators, concerned peers, or through self-referral. This counseling includes but is not limited to: personal, social, academic, career, and health. Although it frequently involves private and confidential topics, it also includes regular small group and individual work towards academic and college goals.

Classroom Guidance

The classroom guidance curriculum focuses on topics such as: self-understanding, effective interpersonal and communication skills (such as problem-solving, decision making, conflict resolution), effective study skills and positive attitudes toward school, career awareness and the world of work, substance abuse prevention, acceptance of differences in people (racial, gender, cultural, religious, and physical), and issues involving child endangerment. Such activities foster students' academic, personal, social, and career development skills. Such activities are implemented through a collaborative effort by counselors, administrators, and teachers. Classroom guidance activities also include outside speakers on topics ranging from drug abuse to careers depending on the age and needs of the students. On an ongoing basis, the counselor targets senior English classes with post-secondary preparedness.

Consultation

Consultation in the counseling program is provided in order to best meet the needs of all students. Consultation may involve but is not limited to the following:

1. Assisting teachers in working with individual students or groups of students
2. Providing relevant materials and resources to teachers, administrators, and parents
3. Assisting in the identification and development of programs for students with special needs
4. Participating on school committees on relevant guidance and counseling topics, such as Student Success Plans
5. Interpreting student information, such as result of standardized tests for students, parents, and teachers
6. Consulting regularly with outside specialists (with permission where required)

Coordination

In the role of coordinator, the counselor organizes varied programs and services to meet the unique concerns of the students and the school. Such programs and services include but are not limited to: classroom guidance, career awareness, student placement, orientation, interest inventories, conflict resolution, working with Student Success Plans, financial aid and post-secondary educational planning, and referral to appropriate agencies/resources. Many activities require planning and coordinating. The counselor coordinates the following on an ongoing basis:

1. Access to services with outside agencies
2. School visits by college representatives
3. School visits by military representatives
4. Trips to college fairs
5. Financial aid programs and workshops
6. Freshmen Orientation
7. Enrollment for concurrent credit classes through Ozarka College, Arkansas State University-Mountain Home, and Arkansas Tech University

Working with Parents/Parental Involvement

Parental involvement includes school open houses, school notes, phone calls, texts, emails, web site posts, progress reports, parent-teacher conferences, orientations, workshops, and meetings. Parents are always encouraged to visit, call, email, or set up a conference regarding any concerns or question they have.

Orientation

Orientation programs are designed to help students make effective transitions from one setting or set of requirements to another. Such programs to assist students in adjusting can be formal or informal. Salem High School holds two orientations for students entering 7th grade. The first is an informational visit and building tour near the end of their 6th grade year. The second is a program held for both parents and students prior to the start of school in August. Freshmen Orientation is held for students and parents at the end of 8th grade to help them transition to the expectations and choices high school brings.

Informal orientations are held for new students entering school throughout the year. These involve the counselor and assistance from a peer helper.

Referrals

Counselors establish and maintain working relationships with staff of a variety of school and community agencies. These agencies include the Arkansas departments of health and social services, mental health facilities, juvenile courts, advocacy groups, and church groups that provide needy families assistance. Tasks the counselor is involved with while helping students and their families gain access to the services they need include the following:

1. Referring students and parents with special needs to resources in and outside the school
2. Maintaining contacts with outside resources
3. Sharing information with outside agencies as applicable and authorized
4. Developing, publishing, and distributing a list of community resources, referral agencies
5. Following up on referrals

Special Populations and Needs

The counselor, faculty, and administration promote the acceptance of differences in students through the following:

1. Policies, procedures, and behaviors that reflect freedom from stereotypes
2. Examination of schools' testing programs to ensure that they reflect equitable standards for all students
3. Outreach to parents and families of students from culturally diverse populations, disabilities, and those with other special needs.

Academic Advisement

Faculty, administrators, and the counselor assist with academic advisement when working with individual students on Student Success Plans. The academic advisement provided to parents and students by the counselor includes but is not limited to:

1. Graduation requirements
2. Smart Core requirements
3. Honors Graduate requirements
4. Prerequisite courses
5. Courses relevant to planned college major
6. High school vocational/technical school opportunities
7. Concurrent credit opportunities
8. College admissions and scholarship criteria

Peer Facilitation

Students often share their problems with peers rather than adults. The counselor, teachers, and administrators provide opportunities for students to serve as peer helpers. The power of peer influence cannot be minimized and, in fact, should be capitalized upon. Peer facilitators talk with other students about their personal problems and refer them to counselors or other adults for help. In addition, peer facilitators tutor students in academic areas and serve as guides for new students. Recent research shows that students benefit from this relationship.

Assessments/School Records

Confidential school records, including assessments, are an extremely important part of Student Services because they are utilized for the following (with permission where required):

1. Class placement
2. ACT Workshop placement
3. Graduation
4. Honor Graduate status
5. Smart Core completion status
6. Qualifying for concurrent credit college classes
7. Referral for special programs
8. College admissions and other post high school planning

Career Awareness and Planning

Career development helps students to understand the value of working, helps students relate interests to career choices, and helps students to relate school performance to job choice and success. Students at the high school are given opportunities to explore careers and post-secondary options through a variety of resources and avenues. Specific activities implemented annually include the following:

1. 8th graders taking a semester of Career Development
2. 8th graders completing the ACT Profile interests, abilities, and valued inventories, as well as its career activities
3. Juniors completing the upper level ACT Profile
4. The use of "Career Watch" (provided by the Arkansas Department of Workforce Services)
5. Faculty led career awareness activities relevant to specific courses
6. The counselor assisting students in scheduling that will allow them to enroll in a technical program at Arkansas State University in Mountain Home their senior year.
7. Continuing work on individual Student Services Plans (once each semester)

At-Risk Students

At-risk children are those enrolled in school or eligible for enrollment whose progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are the children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low. At-risk/drop-out prevention tools at our school include counseling, conferences with parents/students, referral to community resources when applicable, the option of enrolling in our alternative program (GOALS), the Arkansas National Guard Youth Challenge Program, and GED classes taught at our high school through Ozarka. We consider the factors listed below as characteristics of at-risk youth.

1. Excessive absenteeism or irregular attendance
2. Poor or failing grades
3. Low math and reading scores and achievement
4. Failure and retention in at least one grade
5. Lack of participation in school and extra-curricular activities
6. Dissatisfaction with teachers and traditional school structure
7. Failure to see relevance of education to personal desires
8. Gifted, learning disabled, or handicapped
9. Below average in basic skills
10. Uncooperative, inattentive, unmotivated
11. Suspension, expulsion, other disciplinary action
12. Feelings of rejection, alienation, isolation, insecurity, inadequacy
13. Association with disaffected peer group
14. Lack of encouragement to stay in school
15. Low self-esteem/self-concept
16. Lack of future orientation
17. Poor decision-making skills
18. Alcohol or drug problems
19. Health problems
20. Pregnancy/marriage
21. Delinquency
22. Desire/need to work
23. Family disturbances, e.g., separation/divorce, violence, death
24. Racial or ethnic minority
25. Non-English speaking home
26. Low socioeconomic background
27. Parent (s) or sibling (s) not finishing school
28. Lack of parental emphasis on importance of education
29. Frequent moves
30. Poor communication between school and home

Follow-up Survey

Our school uses Life Track Services, Inc., for our follow-up surveys. Their website is www.graduate-surveys.com.

SECTION II PSYCHOLOGICAL SERVICES

1. The Salem School District provides an evaluation for students with learning or adjustment problems and evaluation of students in exceptional-child education programs.
2. The Salem School District provides consultation and counseling with parents, students, and school personnel.
3. The Salem School District provides a system for working with parents, students, and school personnel.
4. The Salem School District provides a system for the early identification of learning potential and factors that affect the child's educational performance.
5. The Salem School District provides a system for liaison and referrals with resources available outside the school.
6. The Salem School District provides written policies that assure ethical procedures in psychological activities.

SECTION III VISITING TEACHER AND SOCIAL WORK SERVICES

These persons seek to enhance the coping capabilities of people and to change environmental conditions that impact upon people. They provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning. The role of liaison between the home and school could include home visits and referring students and parents to appropriate school and community agencies for assistance. These individuals also pursue avenues by which parents can become not only more involved with their child's school program, but also more responsive and responsible; provide the parent with techniques and strategies to be utilized at home to enhance positive behavior; develop and facilitate parent groups composed of persons with similar concerns; and refers parent to appropriate outside agencies or counselors.

Fulton County DHS: Tonya Sutherland 870-895-3309

Juvenile Outreach Services: Cathy Schaufler 870-895-2601 or 870-834-6245 (cell)

Arkansas Rehab Services: Sunny Martin 870-793-4153

Occupational Therapy: Melanie Isaacs 870-994-2372

Physical Therapy: Sandy Hardin 870-307-4384

Mental Health Agencies:

Youth Bridge 870-425-5644

Families, Inc. 870-994-7060

Health Resources, Inc. 866-533-1762

Hope Behavioral 870-257-3336

Methodist Family Health 870-376-4502

SECTION IV

GROUP CONFLICT RESOLUTION & ANTI-BULLYING

These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication. Activities for students include dealing constructively with conflict, building positive self-esteem, respecting human differences, making responsible decisions, coping with frustrations and anger, and developing positive interpersonal skills.

The Salem School has an obligation to provide a safe learning environment for each of its students. Students' achievement is best obtained in an atmosphere that is free from emotional and physical intimidation and threats. Bullying is a destructive behavior that will erode the principles on which a school is built. In compliance with Act 1437 of 2005 and Act 907 of 2011, this school will not tolerate any behavior that is classified under the definition of bullying students or employees at school, on school property, in school vehicles, at activities, or at school sanctioned events and will take steps needed to eliminate behavior. This policy also prohibits cyber-bullying, which is defined as the use of computers, websites, the internet, cell phones, text messaging, chat rooms, instant messaging, etc. to ridicule, harass, intimidate, humiliate or otherwise bully another student both on and off of school premises. All teachers were trained on both preventing and dealing with bullying at an in-service.

SECTION V HEALTH SERVICES

Student Health Services shall provide the following:

1. An emergency center for the administration of first aid to schoolchildren and personal and proper care of accident victims until they are moved from school
2. An emergency center for the care of children becoming ill during the school day until they can be placed under their parent's care or return to class
3. A center where children with suspected communicable diseases can be cared for and separated from others until arrangements can be made for the parent or guardian to pick up the children
4. A place for those who, because of health conditions, require on their physician's recommendation a rest period at school during the school day
5. A center where first aid and other supplies and equipment are placed and kept in readiness at all times for use in rendering other health services to children at school
6. A work area for the nurse to inspect pupils referred to the nurse
7. A work area where periodic medical and dental inspections and other clinic services for school children can be given when it is necessary to render these services at school
8. A place where vision, hearing, and other screening procedures, including the measurement of pupil height and weight, may be carried out
9. A conference room where the nurse, doctor, teacher, pupil, parent, or others concerned with health counseling and guidance can discuss privately specific health problems of individual school children
10. A work center for school health personnel and as an area where children awaiting health services can be accommodated
11. A center where records and other information necessary in the administration of the general health program and emergency care program may be kept for ready use when needed

SECTION VI SUICIDE PREVENTION

All teachers are required to participate in suicide awareness and prevention training prior to the start of each school year. In addition to our own staff, we use the assistance of professional counselors from local agencies. Also, student Chromebooks have filters that flag any terms or searches related to suicide or harm. In some cases, this alerts us to issues still unnoticed and allows us to intervene with needed help and services.

Suicide Hotlines: 888-518-0108

800-273-8255