



Arkansas Consolidated High School-AJATC

Student Services Plan

Revised November 2019

In accordance with Act 190 of 2018 and Arkansas Department of Education Rules and Regulations for Public Schools, this document will serve as the required Student Services Plan of Action for the Arkansas Consolidated School District at the Arkansas Juvenile Assessment and Treatment Center, an Arkansas Department of Youth Services program operated by Rite of Passage.

Arkansas Consolidated High School-AJATC Mission Statement

MISSION: Rite of Passage is dedicated to improving the lives of youth, families, and communities.

VISION: Our dedication to youth demands our full participation in services to rehabilitate and help them. Our values reflect those of a business founded by people who want to help youth succeed. Our youth-centered approach, with a focus on providing normalized environments, safety and caring relationships, and positive opportunities for learning and personal growth, reflects our commitment to tomorrow's generation.

CORE VALUES:

Community Connections: Promoting community engagement provides our youth with opportunities to develop positive relationships and a sense of belonging and purpose.

Environment: Our program environment is therapeutic, gender-specific and trauma-informed which promotes learning and growth through a normalized and supportive atmosphere.

Positive Youth Development: These principles embrace adolescent brain science through incentives, recognition and respect, with an appreciation for youth voice and choice.

Partnerships with Families: We articulate our pro-family and pro-youth approach to enrich connections between youth and families.

Programming: Structured, purposeful, pro-social and strength-based programming is delivered by diverse, motivated staff.

Guidance Mission Statement

The mission of the Arkansas Consolidated High School-AJATC guidance department is to provide students and staff a safe environment where they can share feelings and concerns, can learn to communicate, and can make responsible decisions. While respecting individual uniqueness and multicultural diversity, opportunities will be provided to enhance the three domains of Academic, Career, and Professional/Social Development.

Guidance Philosophy

The Arkansas Consolidated High School-AJATC counseling program is designed to recognize the potential and uniqueness of each student. The students' growth and learning are developmental; therefore, guidance must be comprehensive, developmental, and sequential. All members of the school staff are part of the educational guidance team; therefore, guidance is the responsibility of the total school staff. The counselor serves as a consultant and resource with specialized knowledge and expertise.

Guidance Core Beliefs

Acquiring Knowledge of Self and Others

- Students should acquire skills to understand and accept themselves.
- Students should apply decision making skills to diverse situations and problems.
- Students should understand and respect peers and adults.
- Students should understand the consequences of poor choices.

- Students should explore family roles and responsibilities.
- Students should develop safety and survival skills.

Developing Competencies in Career/Vocational Planning and Exploration

- Students should explore multiple career pathways.
- Students should develop and utilize time management skills.
- Students should understand how physical abilities, interests, and personalities affect potential jobs and careers.
- Students should have knowledge of careers and how they affect our society.

Achieving Educational Success

- Students should develop basic skills and study/learning skills.
- Students should make decisions about postsecondary training.
- Students should know which high school courses to take in order to graduate.

Guidance, Counseling, and Career Education Services

The Role of the Guidance Counselor

The Arkansas Consolidated High School- AJATC counselor is responsible for helping all students by establishing individual, group and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge of the counselor are more effectively used if effort is directed in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

Goals and Objectives

Goal #1: Assist students in the process of personal, social, educational, and career development.

Objectives:

- Personal Development – The counselor will assist students to: (1) Establish and maintain a sense of personal worth and a positive self-image; (2) Develop and cultivate appropriate emotional responses to life experiences; and (3) Understand their roles and responsibilities in their school, family and community.
- Social Development – The counselor will assist students to: (1) Develop and maintain effective interpersonal skills; (2) Understand the roles and responsibilities of others in their school, family and community; and (3) Acquire knowledge of and respect for individual differences in abilities, interest, attitudes, and background.
- Educational Development – The counselor will assist students to: (1) Achieve their highest potential; (2) Develop a sense of discovery about new knowledge; and (3) Recognize their academic strengths, weaknesses, and areas of need.
- Career Development – The counselor will assist students to: (1) Discover the meaning of work and its relationship to the individual; (2) Develop a positive attitude and a personal identity as a worker who contributes to self and to social needs; and (3) Understand their own aptitudes and develop their own abilities as they pertain to the world of work.

Goal #2: Assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills.

Objectives: The counselor will assist student to: (1) Develop strategies for exploring alternatives that allow students to successfully deal with problem situations; and (2) Evaluate, select, and implement the appropriate solutions to problems.

Goal #3: Assist the AJATC School staff in their efforts to promote the developmental growth of students.

Objectives: The counselor will assist staff by: (1) Promoting a positive learning atmosphere; (2) Promoting an understanding of the role of school personnel in the guidance program; (3) Enhancing their counseling skills through consultation and other staff development activities; and (4) Encouraging the recognition and use of affective skills in the teaching-learning process.

Goal #4: Assist the family in its efforts to understand and support the developmental growth of the student.

Objectives: The counselor will assist families by: (1) Promoting effective communication among the parents, school staff and student; and (2) Enhancing parenting skills that will promote the positive personal, social, educational, and career development of the student.

Principles of a Comprehensive School Counseling Program

ACT 190 of 2018, Section 6. states: School counselors shall spend at least ninety percent (90%) of work time providing direct counseling related to students and shall devote no more than Ten percent (10%) of work time to administrative activities, provided that such activities relate to the provision of guidance services.

School counseling services are comprehensive in the range of activities and services provided. These include:

- Preventive classroom guidance activities;
- Individual and group counseling;
- Referrals to community agencies (therapists);
- Consultation with teachers, administrators, parents, and community leaders
- Crisis intervention;
- Assessment, placement, and follow-up services.

A team approach is essential to comprehensive school counseling programs. The team refers to teachers, parents, school counselors, administrators, and mental health professionals.

Guidance describes an instructional process or structured learning activities, which attempt to prevent problems. Such activities assist students in developing a greater understanding of themselves and others and emphasize the needs of a group of students rather than those of the individual.

Counseling is a process in which a trained professional forms a trusting relationship with a person who needs assistance. This relationship focuses on personal meaning of experiences, feelings, behaviors, alternatives, consequences, and goals. Counseling provides a unique opportunity for individuals to explore and express their ideas and feelings in a non-evaluative, non-threatening environment.

School Counselors Are Involved in the Following:

Classroom Guidance

A comprehensive school counseling program involves planned guidance activities for all students. These age-related exercises foster students' academic, personal, social, and career development skills. Counselors and teachers implement such activities through a collaborative effort.

The classroom guidance curriculum focuses on topics such as:

- Self-understanding
- Effective interpersonal and communication skills
- Problem-solving, decision making, and conflict resolution skills
- Effective study skills and positive attitudes toward school
- Career awareness and the world of work
- Substance abuse prevention
- Comprehension and acceptance of differences in people (i.e. racial, gender-based, cultural, religious, physical)
- Developing plans for student academic success leading to graduation
- Other topics as necessary

School counselors develop and organize guidance activities; however, this requires the support and assistance of teachers, parents, and administrators. Counselors can train teachers to conduct many activities during their classes. Other team members may deliver other guidance procedures when appropriate. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced.

Individual and Small Group Counseling

In many situations, counselors work with students when they experience problems. However, 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 small groups to help them develop and use their resources. Counseling can also be provided for parents to address specific problems that may interfere with their child's success in school.

Working with students in groups acknowledges that peer influence is an extremely powerful factor in a student's 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, making the most efficient use of the professional's time.

A group approach is not best suited for every student. For some students, the nature of the problem requires more confidentiality. Others may have extreme difficulty in relating to their peers, be overwhelmed in group situations, present with dysfunctional behaviors or personality, or need individual attention.

Students are referred for counseling by teachers, parents, school administrators, and by completing a counselor request.

Consultation

Consultation in school counseling programs focuses on the total learning environment of the school. At Arkansas Consolidated High School-AJATC, teachers use the counselor as a resource, seeking consultation on specific student's needs and on general issues. Many teachers can benefit from a counselor's assistance in developing new ways of responding and relating to students.

A major part of the counselor's role is to collaborate with teachers and parents, not to criticize them. In fact, school counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, and unappreciated.

The counselor works with teachers, staff, and administrators at Arkansas Consolidated High School-AJATC to help create the kind of school environment that stimulates growth and learning. The emphasis is on making the educational process more personal and increasing teachers' and administrators' understanding of the importance of fostering an acceptance and value of individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students; and ways of helping students cope with success and failure.

Typically, consultation involves:

- Assisting teachers with individual students or groups of students;
- Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum;
- Assisting in the identification and development of programs for students with special needs;
- Interpreting student information, such as results of standardized tests for students and team members;
- Consulting regularly with other specialists (i.e. school-based mental health counselors and mental health paraprofessionals).

Assessment and Testing

The school counselor helps students identify their skills, abilities, achievements, and interests through counseling activities and guidance curriculum. The counselor also interprets standardized test results for parents, students, and faculty.

Specific assessment instruments used by the Arkansas Consolidated High School-AJATC include (but are not limited to):

- Accuplacer
- ACT
- ACT Aspire
- Armed Services Vocational Aptitude Battery (ASVAB)
- ELPA
- STAR360

Specialized Populations and Needs

Working with students from culturally diverse populations and students with disabilities requires special attention. The school counselor's activities can promote:

- Students' and school personnel's acceptance of differences;
- Policies, procedures, and behaviors that reflect freedom from stereotypes;
- Examination of Arkansas Consolidated High School-AJATC testing programs to ensure that they reflect equitable standards for all students;
- Outreach to parents and families of students from culturally diverse populations.

Orientation

At Arkansas Consolidated High School-AJATC, orientation is a process for students, teachers and parents to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to our school. Orientation is designed to help students make effective transition adjustments from one school setting to another. As new students enter throughout the school year, orientation is conducted by the counselor, other school personnel, and designated students.

Class Scheduling

The proper placement of students into the correct academic setting is essential. The school counselor acts in a consulting capacity at all levels in guiding students toward short and long-term educational and career objectives.

Career Awareness and Planning in School Counseling Program

Career development is a lifelong process that integrates the roles, settings, and events of a person's life. The word career encompasses all the roles in which individuals are involved (i.e. student, parent, worker, family member, citizen). For this reason, Arkansas Consolidated High School-AJATC considers career education an integral part of our students' school experience.

The Arkansas Consolidated High School-AJATC guidance curriculum focuses on facilitating interpersonal relationships, decision-making, problem-solving skills and teamwork—all of which can increase a student's future effectiveness in the workplace.

Guidance and general classroom activities focus on the world-of-work. Numerous opportunities exist for students to relate school subject matter to their future careers. Arkansas Consolidated High School-AJATC teachers link all subject areas to lessons for the working world.

State Goals and Objectives for Career Education

The Arkansas Council for Career Education developed these goals and objectives:

Goal #1: Students will improve career planning and decision-making skills.

Objective: Students will be able to set goals, understand the importance of a planning process and seek assistance in decision making.

Goal #2: Students will identify information about career sources of occupational information.

Objective: Students will investigate and locate appropriate sources of career information to match their interest.

Goal #3: Students will improve job acquisition and retention competencies.

Objective: Students will practice job interview skills and state job retention factors.

Goal #4: Students will improve attitudes and develop an appreciation for career success.

Objective: Students will demonstrate productive, positive attitudes toward work and task accomplishment.

Goal #5: Students will improve skills in human relationships.

Objective: Students will identify the need for good human relation skills in the world of work.

Goal #6: Students will improve self-investigation and evaluation skills necessary for career success.

Objective: Students will be able to examine self in relation to careers, assess self-concept, and appraise own interest and capabilities.

Goal #7: Students will understand personal, work, and societal responsibilities.

Objective: Students will demonstrate good citizenship, knowledge of relationships with, and responsibilities to peers, co-workers, supervisors and property.

Goal #8: Students will improve understanding of economic factors influencing career opportunities.

Objective: Students will demonstrate an understanding of how various economic conditions (i.e. supply and demand, time, effort, specialization) affect a person and how a person interacts in the economy.

Goal #9: Students will improve understanding of relationships of education and career choices.

Objective: Students will demonstrate an understanding of the relationships of education (both formal and informal) to career opportunities.

Facilities for Guidance Program

Arkansas Consolidated High School - AJATC meets the requirements for guidance program facilities. The guidance office includes space for displaying various materials needed by the students, a separate area for waiting, a private office for counseling, and a place for security of restricted materials. The office also has a private, dedicated telephone line.

The guidance office is located near the administrative offices and is conveniently located in close proximity to high traffic areas. Counselors are given access to a larger room or meeting space as needed.

Conflict Resolution Services

The need for programs that teach the peaceful expression and early resolution of conflict arises from many factors including overcrowded schools, tensions inherent in multicultural and multiethnic student bodies, and broad ranges of economic backgrounds. In addition, there are day-to-day conflicts typical in any school setting. Furthermore, nationwide polls indicate that discipline in schools has been a prevalent issue over the last ten years and that valuable teaching is list in maintaining order and resolving student disputes.

These services shall include, but not be limited to, the following: (1) educational and social programs which help students develop skills and enable them to resolve differences and conflicts between groups; and (2) programs designed to promote understanding and positive communication.