

**WELCOME TO MT.
HEBRON STUDENT
SERVICES AND
SPECIAL EDUCATION**

STUDENT SERVICES TEAM MEMBERS

- Alana Alkire, Pathways Alternative Education
- Sletta Arobo, Pathways Alternative Education
- Cheryl Grimes, BSAP Achievement Liaison
- Jamie Kim, International Achievement Liaison
- John Klyap, School Psychologist
- Michelle Bassler, Health Assistant
- Karen Torpey, Cluster Nurse
- Betsy Rice, Pupil Personnel Worker
- Veronica Valentine, Counselor A-Ce
- Tina Flynn, Counselor Ch-G
- Monique Flores, Counselor H-Le
- Allison Downey, Counselor Li-Pa
- Patrick Miles, Counselor Pe-Si
- Trish Derwart-Marton, Counselor Sk-Z

SPECIAL EDUCATION

- Our Team

- Special Education Teachers
- Special Education Para educators
- Student Assistants
- Speech Language Pathologist
- Full Time School Psychologist

HOW STUDENTS MAKE APPOINTMENTS TO SEE STUDENT COUNSELOR OR SCHOOL PSYCHOLOGIST

- Students sign up for an appointment time on the clipboard outside their counselors door
- Students can email Mr. Klyap or make an appointment with Mrs. Mathias, Student Services secretary
- A pass will be delivered by a student aide
- Students can come down before school, after school and during lunch to sign up for an appointment.
- Counselors and the Psychologist communicate/consult with Community Mental Health Providers

PATHWAYS IN-SCHOOL ALTERNATIVE EDUCATION

Alana Alkire & Sletta Arobo – room 108, ext. 268

- Provide support to students with significant behavioral and academic challenges
- Services provided:
 - Tutorial
 - Referral process

Cheryl Grimes ~ Black Student Achievement Program Liaison

WHAT: BSAP Mission

To advocate for African-American students and families by providing social, emotional, and academic support to close achievement gaps

WHO: Students I serve

African-American students on, below and above grade level who would benefit from additional support being successful where they are, while encouraging students to take on more rigor.

HOW: Student Supports

- 1 on 1 mentoring
- Academic goal setting
- Grade Monitoring
- Organizational help
- Conflict resolution
- Communicate with parents
- Communicate with staff to monitor in class performance
- Link students to school & community resources to master academic success

INTERNATIONAL ACHIEVEMENT LIAISON

Ms. Jamie Kim

- Facilitate communication and understanding across cultures between the school and the international families.
- Collaborate with the school staff to provide support to international students and their families.
- Provide community mental health resources and support to international students and families.
- Provide direct emotional support to international students.

504 Plans for Students with Mental Health Disabilities

- Students with a Mental Health disability that substantially limits their access to education may qualify for a 504 plan of accommodations
- Some typical accommodations may include a Flash Pass, Preferential Seating, Assigned Groups for class work, etc.
- All teachers receive a copy of the 504 plan and are required to provide the accommodations listed
- Annual meetings are held to review the plans and add or delete accommodations
- Our goal is to help all students become independent learners.
- Parents can request that their child be considered for a 504 plan by contacting their child's School Counselor

SPECIAL EDUCATION SERVICES FOR STUDENTS WITH EMOTIONAL DISABILITIES

The degree of a student's emotional disability (depression, anxiety etc..) adversely affects his/her instructional performance in educational performance (significantly below level of peers) or standardized test scores.

- Services provided (determined individually) :
 - In class support
 - Out of class support (tutorial, crisis support, psych services)
 - Accommodations (flash pass, frequent breaks, preferential seating etc)
 - Regional Emotional Disabilities program (if recommended by IEP placement team)

SST-STUDENT SUPPORT TEAM

- To maintain a collaborative problem-solving team to generate creative solutions to support students
- To coordinate support services to teachers and their students
 - To support teachers and students with strategies for the classroom
 - To support students and their families with community resources.

WHO TO REFER?

- Students who are missing 20% or more of class
- Students who are continuing to struggle academically after classroom interventions have been tried
- Students who are NOT demonstrating appropriate behavior consistently
- Students who you suspect may be under the influence of drugs or alcohol during the school day

SUICIDE PREVENTION

*If a teacher suspects a student to be suicidal,
what do they do?*

- They will accompany that student or call to their assigned school counselor, the school psychologist, or an administrator immediately.
- They provide appropriate staff with as much information as possible (i.e. statements made by the student, behavioral observations, student's written comments, grades, social behavior, emotional status, etc.)
- The student's parent(s)/ guardian(s) will be notified.
- If the student is at a "high risk" for a suicide attempt, the Mobile Crisis Team will be called.
- If staff are unable to reach a parent or guardian, the student may be transported by the HCPD to Howard County General Hospital.

SUICIDE PREVENTION

- What to look for (Warning signs/red flags): ideation, hopelessness, feeling trapped, withdrawal, dramatic mood change, no sense of purpose, behavioral/academic changes
- We cannot predict future suicidal behavior, we can only assess for its heightened risk of occurrence.
- Do's & Don'ts when talking to a child who may be suicidal:
 - DO- listen, take it seriously, tell them if their words/action scare/worry you, encourage positive action/ seeking help, ACCOMPANY them down to student services.
 - DON'T-give advice, minimize what they are saying, analyze motives, argue/try to reason, keep the information confidential, leave them alone.

CHILD ABUSE REPORTING/DETECTING

- Detecting Abuse
 - Written Assignments in school
 - Oral Statements
 - Physical (marks/lack of hygiene)
 - Report from a Peer
 - Noticeable change of behavior
- Reporting
 - Phone Call as soon as possible/Written Report within 24 hours
- After the Report
 - CPS only lets school know that they investigated
 - Counselors are here to help and will check on the student periodically