

STUDENT SUPPORT SERVICES



Time Required: 30-45 minutes

Principles:

- Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
- Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

Objectives (Students will...):

- Identify sources of extra help available to students needing academic support.
- Know where to find resources, seek information and support from faculty, staff, family, peers, and the community.

GOAL: Students will become familiar with the pupil support services available in their school.

Activity Statements:

Students will brainstorm a list of member of the pupil support team and participate in a discussion about the services that these people offer.

Materials:

- Blackboard/chalk or whiteboard/dry erase markers
- Discuss School Support Services such as: IEPs, 504s, SAT, tutoring, ESS, mentors, natural helpers, conflict mediators, school-based mental health services, career center, security, counselors, etc.
- Discuss community Support Services including information about: police, DHHR, behavioral health centers, YMCA, food bank, United Way, etc.

Procedures:

1. Ask students to discuss in pairs the people in their school and community who can provide support. (*Be sure to include tutoring programs, after school programs through Boys and Girls Clubs, etc.)
2. Could invite the presenter to explain the kinds of services he/she provides if you would like.

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3. Encourage students to ask questions.

Discussion:

1. Why do you think schools have so many different professionals available to students?
2. How can a student access this professional in the school?
3. What services can these professionals provide to students?
4. When problems arise, where can you go to seek help?
5. What is the first thing that you do when you discover that you need help with class work?
6. How can you tell whether or not you are passing a class?
7. Is it easy to let others know that you need help?
8. Are teachers easy to talk to when you do not understand class work?

Integrative Closing Statement:

Students are often unaware of what other professionals in the school do unless they had a reason to use these services. Many times, initial contact may be negative because the student is having difficulties. These services are in the schools to enhance student performance and improve their high school experience.

Additional Resources: Provide websites and phone numbers of support services in the school and community.

Extension Activities: Ask students to share resources they learn about from their parents and community

