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K-12
Student Services Plan
(under revision)

Ozark Mountain School
District

Bruno-Pyatt K-12 School
St. Joe K-12 School
Western Grove K-12 School

Staff
2017-18

District Superintendent: James H. Jones

Bruno-Pyatt School

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Counselor: Vicki Stokes

Nurse: Meredith Myers

St. Joe School

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UNIT I

GUIDANCE, COUNSELING, and CAREER EDUCATION SERVICES

A. Philosophy

The Ozark Mountain School District believes that the primary purpose of the school is to serve the community in providing children with the best education possible.

We believe that every effort should be made to develop and administer the school in the most efficient manner possible, and specifically; to provide the necessary facilities, equipment, curriculum, and staff to meet the various needs of all pupils enrolled.

Furthermore; we believe that an atmosphere should exist within the school that is conducive to learning. A healthy and proper relationship must exist between pupils, parents, faculty and staff, administration, Board of Education, and community in an atmosphere both cordial and cooperative with mutual respect.

Due to the great differences in the individual pupils enrolled, each pupil represents a separate and distinct challenge. Therefore, it is necessary that a flexible program of studies be available to meet the needs of all students. It is the purpose of the school not only to develop the areas of mental health, physical well-being, social attributes, creativity, and an appreciation of aesthetic values. In addition, we believe the school should recognize the responsibility for developing and strengthening high moral values through both precept and example in cooperation with the home and community:

It is our purpose to instill within each student an appreciation and understanding of the diverse cultural background of our country and the rest of the world; developing a respect for the rights and property of others, including those who think and act differently.

It is our conviction that to meet the challenge of our time in providing excellence in education, we must secure teachers both qualified and dedicated; provide an adequate curriculum; provide adequate physical plants, equipment; and materials; utilize the most efficient approaches and methods available in the teaching and learning process, emphasizing individualized instruction whenever appropriate.

B. Principles of A Comprehensive School Counseling Program

ACT 908 of 1991, Section 6 states: School counselors shall spend at least seventy-five percent (75%) of work time providing direct counseling related to student, and shall devote no more than twenty-five percent (25%) of work time to administrative activities, provided that such activities related to the provision of guidance services.

A summary of some of the basic principles of developmental counseling states that a developmental school counseling program is for all students, has an organized and planned curriculum, is sequential and flexible; is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, includes counselors who provide specialized counseling services and interventions (Myrick, 1987).

School counseling program is an umbrella term encompassing a wide variety of services provided by administrators, teachers, counselors, and other pupil personnel specialists in kindergarten through senior high school. (School counseling programs such as "student outcomes" (student competencies) activities and processes to assist students in achieving these outcomes; professionally recognized personnel; and materials and resources (Gysber and Henderson, 1988).

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

1. Preventive classroom guidance activities;
2. Individual and group counseling;
3. Referrals to community agencies;
4. Consultation with teachers, administrators, parents, and community leaders;
5. Crisis intervention;
6. Assessment, placement and follow-up services.

A team approach is essential to comprehensive school counseling program. There is an underlying assumption that all school staff must be actively involved in promoting student achievement. The team refers to teachers, parents, and the school counselor, administrator, and social worker. At the core of this team is the qualified school counselor, who counsels students and parents and works as a consultant to (and collaborator with) all team members.

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

Counseling is a process in which the 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.

Career development is a lifelong process integrating the roles, settings, and events of a person's life (Gybers and Moore, 1981). In this sense, the word career encompasses all the roles in which individuals are involved (student, worker, family member, citizen). As such, career education is an integral part of students' school experiences as they grow and develop.

C. Guidance, Counseling, and Career Goals and Objectives

Goal 1: To assist students in the process of growing in personal, social, education, and career development.

Objectives:

- a. 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 school, family, and community.
 4. Help each student acquire knowledge and habits of use in maintaining mental, physical, and emotional health, discipline, and a positive attitude.
 5. Provide students with career information with emphasis on the respect for the dignity of work.
- b. Social Development - The counselor will assist students to:
 1. Develop and maintain effective interpersonal skills;
 2. Understand the roles and responsibilities of others in school, family, and community;
 3. Acquire a knowledge of and respect for individual differences in abilities, interest, attitudes and background.
 4. Provide each student with opportunities for experience in acquiring good manners and acceptable moral values.
 5. Help the students develop cooperative attitudes, leadership qualities, and willingness to assume responsibilities
 6. Provide experiences wherein the students develop appreciation for human values, develop respect for the beliefs of others, and learn to cooperate for the best interests of all.

- c. Educational 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;
 3. Understand their own attitudes and develop their own abilities as they pertain to the world of work.
 4. Help students to acquire respect for our American heritage, respect for offices of responsibility, an appreciation for our democratic processes, and a desire for participation in our government.

d. Career Development:

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

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

- a. Set personal goals and relate them to career choices.
- b. Identify factors, including career, which influence a person's lifestyle.
- c. Apply a decision-making process to solve career-related problems.

Goal B: Students will be able to identify information about career and sources of occupation information.

- a. Investigate occupational supply and demand.
- b. Locate and use appropriate sources of career information.
- c. Recognize similar job characteristics in various occupations.

Goal C: Students will improve job acquisition and retention competencies.

Students will demonstrate skills to locate and interview for a specific job and understand the requirements to remain employed.

- a. Locate and interview for a job.
- b. Know job retention factors.

Goal D: Students will improve attitudes and appreciation for career success.

Students will demonstrate productive attitudes toward work and positive feelings about task accomplishment.

- a. Relate work attitudes to accomplishment and satisfaction.
- b. Detect and appreciate quality work.

Goal E: Students will improve self-investigation and evaluation skills necessary for career success. Students will be able to examine self in relation to careers, assess self-concepts, appraise own interest and capabilities.

- a. Recognize personal adjustment situations and seek required help.
- b. Recognize personal limitations and how self-concept influences job success.
- c. Identify factors influencing own career options.

Goal F: Students will improve understanding of economic factors influencing career opportunity. Students will demonstrate understanding of how various economic conditions affect a person and how a person interacts in the economy.

- a. Identify the ways technology can affect work and/or lifestyle.
- b. Identify the results of job specialization and worker interdependence.
- c. Recognize relation of time/effort to wages.
- d. Indicate relationship of supply and demand among resources, goods, and services.

Goal G: Students will improve understanding of relationship of education and career choices. Students will demonstrate understanding of the relationships of education (formal and informal) to career opportunities. Demonstrate understanding of the relationship of education or training to specific job

requirements.

- a. Relate specific training to specific career goals.
- b. Relate general learning experiences to career opportunity.

Goal H: Students will improve learner outcomes in the basic subjects.

While career education cannot assume total responsibility for the performance of students in the basics, the effect on the basic skills should be monitored. Programs and activities which can be demonstrated to improve achievement in the basics will be given priority; those which demonstrated no relationship will be supported; those which demonstrate decreased achievement in the basics will be discontinued.

Goal 2. To assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills.

Objectives: The counselor will assist students to:

- a. Develop strategies for exploring alternatives that allow students to successfully deal **with** problem situations through practicing critical thinking, decisionmaking, and scientific method skills that facilitate independent, life-long learning.
- b. Evaluate, select, and implement the appropriate solutions to problems.

Goal 3: To assist the school staff in its efforts to promote the developmental growth of students.

Objectives: The counselor will assist staff by:

- a. Promoting a positive learning atmosphere;
- b. Promoting an understanding of the role of school personnel in the guidance program;
- c. Enhancing their counseling skills through consultation and other staff development activities;
- d. Encouraging the recognition and use of affective skills in the teaching-learning process.

Goal 4: To assist the family in its efforts to understand the developmental growth of children.

Objectives: The counselor will assist families by:

- a. Promoting effective communication among the parents, school staff and children;
- b. Enhancing parenting skills that will promote the positive personal, social, educational and career development of children.

D. Standards for Accreditation and Counselor-Pupil Ratio

1. Standards

According to the Standards for accreditation adopted by the State Board of Education in February of 1984:

- a. Each school shall provide a guidance program to aid students in educational, personal, social and vocational development.
- b. Each school shall provide the necessary facilities, supportive personnel and privacy for counseling.
- c. Each school district shall provide access in the elementary and secondary schools to certified guidance counselors. The ratio for the secondary level shall be not less than one counselor for every four hundred fifty students. The ratio for the elementary level shall be one counselor for every four hundred fifty students.

It is recommended that the district's ratio shall be not less than one counselor for every three hundred students.

2. Division of Counselor's Time

Availability of time for the counselor to provide direct counseling services is paramount to meeting students' needs. The myriad of counselor responsibilities may be divided into those providing direct counseling related to students and those which would be considered administrative activities. School counselors shall spend at least seventy-five percent (75%) of work time in the following areas:

- Individual Counseling
- Small Group Counseling
- Classroom Guidance
- Orientation
- Conferences pertaining directly to students
- Consultation with parents, teachers, and administrators
- Test coordination
- Scheduling
- Coordinator for student programs such as:
 - Parenting Groups
 - Consultant for Drug Free Schools
 - Peer Helpers
 - Grade Improvement Program
 - College/Career Fair

The remaining twenty-five percent (25%) can be used for administrative activities such as

- Counselor meetings
- Service on school committees
- Record keeping of reports - weekly, monthly, and annual
- Special Education observations and reports
- Assessment team meetings
- Lesson Planning
- Inservice Training
- Faculty meetings
- Coordinating special programs and activities
- Liaison for community and school support services

3. Facilities For The Guidance Program

Facilities required for a school guidance program are functions of student's characteristics and needs, program goals and objectives, staffing and scheduling, grouping of students for specific purposes, the use of a variety of materials and procedures, the need for privacy for counseling, and the need for security of restricted materials and student records.

Minimum facilities required in each school building to operate a guidance program should include one or more of each of the following: office(s) for counselor(s); reception/clerical/display room(s); and group procedures room(s). The number of each type of facility depends on student enrollment and the number of required counselor positions.

a. General Requirements. The facilities should provide adequate heating, cooling, ventilation, lighting, electrical outlets, chalkboards and bulletin boards. In addition, the facilities should include adequate storage closets or cabinets with locks for restricted guidance materials and student records. In schools requiring less than a full-time counselor, the guidance facilities may be scheduled for other uses by other staff members provided three conditions are met. First, the guidance uses of the facilities are given priority. Second, scheduling of the facilities accommodates the counselor's full-time equivalent job assignment for guidance. Third, restricted guidance materials and student records must be securely stored and accessible to the counselor only.

- b. Counselor's Office. Each school building should provide space and time for each counselor assigned to the school. Minimum requirements for each office are 120 square feet, reasonably soundproof, visual privacy, door locks and telephone without an intercom unit. If the counselor conducts "confidential" telephone conferences, a private line to the guidance complex is required. A counselor without a dedicated line should not conduct confidential conferences via telephone.
- c. Reception/Clerical/Display Room. Each counselor should be provided with a reception/Clerical/Display room (outer office). Minimum requirements are 120 square feet, door locks, and adjoining to the counselor's office.
- d. Group Procedures Room. Guidance facilities should include a group procedure room. Minimum requirements for this room are 400 square feet and adjoined to or near the other guidance facilities. This room may be a special purpose room and/or (an) "extra" classroom(s) scheduled for group guidance purposes.
- e. In addition to the Location. Guidance facilities should be
 - a) Near but separate from the administrative offices, both physically and in the minds of the students;
 - b) near or in the flow of student traffic;
 - c) reasonably near the source of supply of students, for example, study hall and/or library;
 - d.) near restrooms or contain a half-bath.
- f. Guidance facilities should not:
 - a) be isolated from the major complex of buildings;
 - b) have a common waiting room for offices of the principal and counselor;
 - c) require students to pass through guidance facilities en route to other activities;
 - d) result in "fish bowl" effects by way of glass doors and windows.
- g. Other considerations:
 In addition to the foregoing requirements and recommendations for guidance facilities, it is important for principals, teachers, librarians, media specialist, other personnel and counselors to cooperate in making other facilities available for guidance activities. Regular classrooms with "intact" classes of students are sometimes required. General meeting facilities, such as auditoriums and cafeterias are sometimes needed for special activities involving a large number of students and/or parents and or community representatives. Finally, a major portion of a building or an entire building may be required occasionally for special events such as, but not limited to, parent days/nights, career days/nights and college days/nights.

4. Counselor Assignments which Interfere with Meeting Student Needs

- a. Serve duty which requires disciplinary action;
- b. Administer discipline, witness corporal punishments, or involved in a disciplinary action.
- c. Administer psychological evaluations (unless certified and assigned part-time as an education examiner);
- d. Assume the role of principal, clerical or substitute teaching duties, i.e. due process for special education or school secretary.

E. The Role of School Counselors in Arkansas Public Schools

School counselors help all pupils by establishing individual, group and classroom contacts, collaborating with teachers and coordinating with other schools or community guidance resources. The clinical skills and knowledge of the counselors 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.

Counseling and guidance are functions integral to the school that are maximized when counselors collaborate with others.

1. 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.

The school counselor takes the lead in the development and organization of the guidance activities. However, support and assistance of teachers, parents and administrators is essential in implementation, a collaborative effort. Other guidance services may be delivered most effectively by other team members. Regardless of who conducts the exercises, the whole team must be aware of guidance goals so that they will be reinforced. For example, after a work-related guidance activity, parents could discuss the personal satisfaction they experience from their work and leisure time. Or after a class field trip to a local factory, small groups of students might analyze different parts of the production process.

a. The classroom guidance curriculum focuses on topics such as:

- (1) Self-Understanding;
- (2) Effective interpersonal and communication skills;
- (3) Problem-solving, decision-making, and conflict resolution skill;
- (4) Effective study skills, test-taking skills, and positive attitudes toward school;
- (5) Career awareness and the world of work;
- (6) Substance abuse prevention and safety awareness;
- (7) Comprehension and acceptance of differences in people (racial, gender-based, cultural, religious, physical);
- (8) Family changes (divorce, death, abuse, moving)

b. Scope and Sequence Activity Plans

c. Resource List

(1)(A)(3) CLASSROOM GUIDANCE (Continued)

Level: **K-6**
Needs: Students need the opportunity to develop academic, personal, social and career development skills.
Goal: To provide students age-related classroom guidance activities to meet the needs of all students Classroom guidance
Basic Service: Classroom Guidance

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Students will participate in classroom guidance activities directed toward developing a sense of personal identity and self-worth.	Group discussions Puppets Art Guest speakers periodically. Instructional videos Worksheets Role play.	Student verbal or written evaluation periodically. Teacher verbal or written evaluation	Personal files Other professionals Media Mental Health professionals and agencies Workshops	Aug-June
2. Students will participate in classroom guidance activities directed toward developing positive social relationships and effective decision making skills.	Same as above	Same as above	Same as above	Aug-June

3. Students will participate in class room guidance activities directed toward academic growth.

4. Students will participate in classroom guidance activities directed toward developing an awareness of future roles.

(1)(A)(3) Classroom Guidance (Continued) Classroom Guidance (Continued)

Level: 7-12

Need: Students need an opportunity to develop and expand their knowledge of self and others and need to be able to use this information toward responsible decision making.

Goal: To provide classroom guidance to meet the needs of all students. Classroom guidance

Basic Service: Classroom Guidance

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Students will have the opportunities to participate in classroom guidance activities directed toward personal development.	Group discussions Guest Speakers Other resource materials Co-op Drug Education Media Resource Group	Student verbal or written evaluation Teacher verbal or written evaluation	Library Personal Files Other professionals Co-op Mental Health professionals and agencies Workshops Conventions	Aug-June
2. Students will have the opportunity to participate in classroom guidance activities directed toward developing positive social relationships and effective decision-making skills.	Same as above	Same as above	Same as above	Aug-June
3. Students will have the opportunity to participate in classroom guidance activities directed toward educational development.	Activities: 1. Test taking 2. Booklets: Study skills Test -Taking Skills 3. Stress management 4. Goal setting	Same as above	Same as above	Aug-June

Classroom Guidance (Level 7-12 Continued)

OBJECTIVE	ACTIVITIES	EVALUATION PLAN	RESOURCE	TIMETABLE
4. Students will have the opportunity to participate in classroom guidance activities directed toward developing an awareness of future career goals.	<ol style="list-style-type: none"> 1. Career exploratory course 2. Interest Inventory in 8th grade 3. Career plan 8th grade 4. Field trips 5 Group discussions 6. Computer programs 7. Explore in 8th grade grade; PLAN in 10th grade PSAT in 11th grade 8. SAT, ACT, ASVAB, Career plan update grades 9,10, 11,12 9. Career research materials such as: computer programs on colleges, careers, and financial aid 10. Occupational Outlook Handbook; 11. Teachers 12. Speakers 13. College! Career Fair 14. Career Shadowing 	Same as #1	Same as#1	Aug-June

2. Individual And Small Group Counseling

a. Individual Counseling

Individual counseling is working with one student individually on personal, social or educational concerns which impact the child's ability to function effectively and efficiently.

In many situations, the counselor works with students when they experience problems. However, counseling must provide more than remediation and crisis intervention. Requiring the counselor's energy to be directed at putting out fires allows little time to prevent them from starting. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop and use their resources. Counseling with parents to address specific problems that interfere with their students' success in school may also be recommended.

(1) (A) (1)

Level: K-12

Needs: Students need access to the counselor on an individual basis and need an opportunity to discuss in **private** personal growth and areas of concern.

Goal: To provide a place and time for private consultation in a non-threatening climate

Basic Service: Individual Counseling.

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Help the student strive to reach his/her goals and resolve his/her personal conflicts or concerns.	1. Decision making skills 2. Role playing 3. Discussion 4. Developing self-awareness 5. Conflict resolution skills 6. Problem solving. 7. Behavior modification 8. Assertiveness training. 9. Responsibility 10. Skills for dealing with changing family constellation.	Verbal or written feedback by any of the following: a. student b. parent c. teacher d. peers	Personal Files School Library OUR Co-op Mental health professionals and agencies Workshops Conventions U of A Professional journals & publications	Aug - June
2. Students will use self-referral methods, or may be referred by teachers, staff or parents.	Students may have to fill out a request to see the counselor. Students may verbally request to see the counselor.	Students feedback as to how the referral system meets their needs.	Drop boxes. Counselor's "open door" policy.	Aug-June

b. Small Group Guidance and Counseling

Students are referred for counseling by: teachers, parents, the counselor, school administrators, or themselves .

Group counseling is an invaluable part of most school counselors' work. Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' 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, thereby making the most efficient use of his/her time.

Level: K-6

Needs: Students need an opportunity to interact with other students to address similar problems or concerns.

Goal: To provide small groups, which allow students to practice interpersonal and personal skills in a safe, reinforcing environment

Basic Service: Small Group Counseling

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Students will have the opportunity to experience personal, social and academic growth through participation in small groups.	The students will participate in small groups concerning: grief and loss, divorce, physical abuse, substance abuse, self-esteem, behavior, study skills, test taking skills, conflict resolution, grades, drugs, decision making skills, retention.	Student verbal or written evaluation during and at the end of group process.	Personal files Library Other professionals Co-op Mental Health professionals and agencies Workshops Conventions.	Aug-June
2. Students will have the opportunity to develop leadership and helping skills through participation in special training groups.	The students may participate in special training groups such as: Student Council Peer Tutoring Peer Helpers	Written or verbal evaluation by counselors, teachers, and students.	Personal files Library Other professionals Co-op Mental Health professionals and agencies Workshops Conventions.	Aug - June

Small Group Guidance and Counseling (Continued)

Level: 7-12

Needs: Students need an opportunity to interact with Other students to address similar problems or concerns. To provide small groups to meet the needs of students Small Group Counseling

Goal: To provide small groups to meet the needs of the students

Basic Services: Small Group Counseling

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Students will have the opportunity to experience personal, social and academic growth through participation in small groups.	Topics may include: sex equity; study skills; conflict resolution; student's with 2 or more F's; seniors in danger of not graduating; drugs; decision making; stress; self-esteem; eating disorders; students on probation; students in danger of failure or retention; behavior problems; and grief.	Student written or verbal evaluation by counselors, teachers, and students.	Personal files Library Other professionals Media Co-op Mental Health professionals and agencies Workshops Conventions	Aug- May
2. Students will have the opportunity to develop leadership in special group training.	Students will have opportunity to participate in groups such as: Student Council, Peer Tutoring, Peer Helpers, Other health professionals and agencies Workshops Conventions Peer Helpers	Written or verbal evaluations by counselors, teachers, and students.	Workshops OUR Coop Media	Aug -June

3. Consultation

Consultation in school counseling programs focuses on the total learning environment of the school (Myrick, 1987). Teachers use counselors as a resource, seeking consultation on specific students' problems and on general issues such as addressing the needs of culturally diverse students in the classroom. Many teachers can benefit from a counselor's assistance in developing new ways of responding and relating with students.

A major part of the counselor's role is to collaborate with teachers and parents. Counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

Counselors work with teachers and administrators to help create the kind of school environment that stimulates growth and learning. Their emphasis is on making the education process more personal and increasing teachers' and administrators' understanding of the importance of valuing and fostering acceptance 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:

- a. Conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance or child abuse;
- b. Assisting teachers to work with individual students or groups of students;
- c. Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum;
- d. Assisting in the identification and development of programs for students with special needs;
- e. Participating in school committees that address substance abuse, human growth and development, school climate, and other guidance-related areas;
- f. Designing and conducting parent education classes;
- g. Interpreting student information, such as results of standardized tests for students, parents, and faculty;
- h. Consulting regularly with other specialists (e.g., social workers, psychologists, representatives from community agencies).

(1)(D)

Level: K-12

Needs: Teachers, administrators, parents/guardians and others need access to the school counselor as a consultant. The counselor will be available for consultation with teachers, administrators, parents/guardians and others.

Basic Services: Consultation

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
The counselors will be able to consult with administrators, parents/guardians, and others.	1. Consult with all concerning student placement and retention	Record of conferences on file	Appropriate support persons, State and District guidelines.	Mar-Oct
	2. Assist the all in the identification of children with academic, social and emotional problems.	Same as above	Personal files	Aug-June
	3. Work with support agencies for referral purposes as needed.	Verbal or written record on file.	Appropriate support person.	Aug-June

CONSULTATION (continued)

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
	4. Assist in the referral to AEGIS programs.	Record of activity on file.		Aug-June
	5. Assist in tutorial assistance for students.	Tutors in place.	Tutors	Sept-June
	6. Assist in the referral to the alternative school.	Students placed in ALE	Alternative School Staff	
	7. Serve as principal's designee for awards, scholarships conferences, etc.	Record of activity on file.	Hugh O'BRIEN Leadership, Governor's School, etc.	

4. Coordination

Before guidance and counseling activities occur, much planning, thinking and coordinating are required. Research has shown that systematic coordination of guidance programs is essential for effective delivery of services (Kameen, Robinson, and Rotter, 1985). Systematic coordination includes:

- a. Coordination of school and community resources in collaboration with other team members;
- b. Assist parents in gaining access to services their children need-e.g., a child psychologist or a local housing agency-through a referral and follow-up;
- c. Serve as a liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated;
- d. Plan, coordinate, and evaluate the guidance program's effectiveness;
- e. Coordinate the school's testing programs.

5. Peer Facilitation

Purpose:

- a. To help make the period of orientation to a new school more adequate for students.
- b. To provide peer mediation
- c. To assist counselor and teachers in serving the student body.
- d. To help all students grow in empathy and understanding of the feelings of others.

6. Making Appropriate Referrals

The counselor establishes and maintains close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts and advocacy groups. To help students and their families cope with an array of problems, the counselor maintains a list of school and community resources, and establishes policies and procedures for interagency communication.

Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need include:

- a. Identifying and assisting students and their parents with special needs by referring them to resources in and outside the school;
- b. Maintaining contacts with outside resources;
- c. Developing, publishing and distributing a list of community resources, referral agencies, and hotlines for parents, students and colleagues;
- d. Developing a student self-referral system;
- e. Following up on referrals.

The Counselor has a Community Resource Directory to use in the referral process.

7. Working With Parents

Some school counselors provide parenting classes that focus on valuable techniques for helping their children meet their academic, personal, and social potential. The classes also may provide information on specific issues such as normal growth and development development of study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, add managing disruptive behaviors.

The counselor also encourages parents to participate in school volunteer programs.

(1)(H)

Level: K-12

Needs: Students need parental involvement in school situations.

Goal : Maintain system of parent involvement in school.

Basic Service: Parental Involvement

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Counselors encourage parents to participate in activities in the school.	1. Open house at beginning	Record of activities on file.	Counselor, Teachers, Parents, Community	Aug-June
	2. Financial Aid Program is offered when requested.	Record of activities on file.	Counselor, Teachers, Parents, Community	Dec-Jan
	3. At the end each high school five weeks period, a progress/deficiency report is sent home. Parents are encouraged to visit or call teacher or counselor at this time.	Record of activities on file.	Counselor, Teachers, Parents, Community	Oct-Apr
	4. Once each semester parents are encouraged to visit school to pick up report cards and visit with teachers and counselor.	Record of activities on file.	Counselor, Teachers, Parents, Community	Oct-Apr
	5. Parents are encouraged to call to set up a time for visiting school and teachers at any time.	Record of actives on file.	Counselors, Teachers, Parents, Community	

8. Assessment and Interpretation

Standardized tests are systematically developed for a defined sample of the population, under prescribed conditions and are scored according to definite rules.

The counselor helps students identify their skills, abilities, achievements, and interests through standardized test results, relate the results to strengths and limitations in the school's curriculum and assist in planning and implementing changes in the curriculum and school's procedures.

The counselor uses a variety of assessments and instructions to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

1)(F)

Basic Service: Kindergarten

Level: K-12

Needs: Teachers need assistance in administering and interpreting the school's standardized tests.

Goal: Counselor will coordinate school testing program, and assist in interpreting test results for parents, students, faculty, administration, and staff.

Basic Service: Supervision of testing program and interpretation of test results.

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Coordinate standardized testing program. STAR, ACTAP.	1. Attend in-service 2. Schedule tests 3. Conduct staff in-service on test administration and test taking skills. 4. Distribute test materials	Completed test profiles	District in service, Test materials	Aug-May
2. Coordinate EXPLORE, PLAN.ACT, PSAT/NMSQT, SAT,ASVAB.	5. Classroom guidance for test taking skills. 6. Supervise testing and make-ups. 7. Organize test materials for scoring. 8. Interpret test results	Completed Test profiles	College and ACT workshops, Test materials.	Aug-June

Specialized Populations and Needs

Working with students with disabilities requires special attention. Counselors' activities can promote:

- a. Students' and school personnel's acceptance of differences;
- b. Policies, procedures, and behaviors that reflect freedom from stereotypes;
- c. Examination of schools' testing programs to ensure that they reflect equitable standards for all students;

(1)(F)

Level: K-12

Needs: The Special Education Building Level Committee needs assistance in referral, testing, placement.

Goal: The counselor will assist in the referral, testing, and placement due process procedure for special education.

Basic Service: Referral, testing, placement

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
Counselor will serve on building level referral committee.	Facilitate communication in committee.	Record of conference on file.	Counselors, teachers, parents, principal.	Aug-June
Counselor can serve on special education referral for comprehensive evaluation.	Facilitate communication in committee.	Record of conference on file.	Counselors, teachers, principal, parents.	Aug-June
Counselor can serve on evaluation and/or placement committee conference team.	Facilitate communication in committee.	Record of conference on file.	Counselors, teachers, parents, principal and other appropriate support individuals.	Aug-June

10. Class Scheduling

Class scheduling is the proper placement of students in the academic setting. The counselor acts in a consulting capacity at all levels in guiding students toward short and long-term education and career objective.

(1)(C)

Level: K-12

Needs: Students need to be placed in a classroom that will maximize their learning opportunities.

Goal: Students will be placed in a classroom that will maximize their learning opportunities. Counselors may assist in this process.

Basic Service: Scheduling

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
Counselor assists in: 1. Recommending: Tutoring, counseling, special services,	1. Classroom guidance sessions to explain credit and grade requirements, registration process, the required classes, and choices available	records, and record grades Records of guidance sessions on file.	Professional Staff, Test Scores, Grades	Aug-May
2. Referring students to special ed, speech.	2. Individual conferences with students and/or parents to help select courses for their educational plan.	Record of conferences	Professional Staff, test scores, grades	Aug-June
3. Consultation as needed regarding placement of students.	3. Consultation with personnel to identify and properly place students (gifted and talented, resource, honors, and advanced placement).	Record of conferences	Professional Staff, test scores, grades	Aug-June
4. Properly placing each current student for the following year. (K-6)	4. Conferencing with administrators about Master Schedule	Record of conferences.	Professional Staff. test scores, grades	Aug-June
5. Building an appropriate schedule for helping meet long and short term educational and career goals	5. Assist in Registration	Registration records	Professional Staff. test scores, grades	Aug-June
6. Properly placing each student new to school.	6. Follow proper enrollment procedures. 7. Request	Copy of request.	Professional Staff. test scores, grades	

11. Orientation

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 a school. Orientation is designed to help students make effective transition adjustments from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school setting after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions.

(1)(8)

Level: K-12

Needs: Students need to become aware of the role of school counselor and how to obtain services

Goal: To provide awareness to each student of counselor's role and the guidance and counseling program.

Basic Service: Orientation

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. During the first month of school, the counselor will visit each classroom to provide information about the guidance and counseling program.	Discuss with students: 1. Role and function of a counselor. 2. Referral process. 3. Appointment time. 4. Small groups and individual counseling.	Students' responses to questions about the process.	Student discussions, Brochures, Puppets, Pictures	Aug-Sept
2. New students will be provided with information about the counseling program.	Same as #1	Same as #1	Student discussion Examples of appointment procedures Brief group visit to office.	Aug-Jun
3. Counselors will orient students to helping programs through assemblies, presentations, and conferences.	Same as #1	Same as #1		

(1)(8) ORIENTATION (Continued)

Level: Teachers (K-12)

Needs: Teachers need to become aware of the role of the school counselor and how to obtain the services available.

Goal: To provide each teacher with an awareness of the counselor's role and the guidance and counseling program.

Basic Service: Program Orientation

OBJECTIVE	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
During an Inservice faculty meet-the counseling at the beginning of the school year, the guidance and counseling program will be explained to the teachers.	1. Discuss the role of Counselor in relationship to teachers , students, and parents. 2. Written outline of program plan and procedures.	Suggestions, questions, concerns, from teachers. 2. Record of activity	Personal files.	August

Level: Parents (K-12)

Needs: Parents need to become aware of the role of the school counselor and how to obtain the services available.

Goal: To provide the parents with information about the guidance and counseling program

Basic Service: Program Orientation

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMELINE
During the first month of the school year, parents will be provided a written explanation of the counseling program.	Send a brochure home that will give a general overview of the counseling program.	Record of activity on	Personal Files	Aug-Sept
2. Parents of new students will be provided with a written explanation of the counseling program.				

12. Utilization of Student Records

The counselor should be authorized access to any files kept on a student by the school district. Data is utilized to assist parents, faculty, administrators, and counselors in helping each individual student reach their potential.

(1)(E)

Level: K-12

Needs: Students need accurate files of relevant information kept on them with counselor access for purposes of placement and referral.

Goal : Accurate files will be kept in the office, of relevant information on all students. Counselors will have access to the information for the students' benefit.

Basic Service: Utilization of Student Records

RESOURCES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Counselors will have access to personal files, standardized test scores and permanent records.	Keep files on all student housed in designated place.	Cumulative File	Designated school personnel: Principals, Counselors, Nurses, Special Ed State Dept guidelines	Aug-June
2. Counselors Can use information in the students' file to confer with parents, teachers or appropriate personnel as needed.	Use files for conferences concerning students.			
3. Counselors will have access to a student's file for the purpose of placement and referrals.	Update files as needed.			

13. Follow-up of Early Drop-outs and Graduates

The counselor, in collaboration with administrators, will develop a tracking system to help prevent school dropouts. They will conduct exit interviews with potential dropouts and will follow up on each dropout. The school will develop a tracking method for following graduates.

(1)(G)

Level: K-12

Needs: Students need appropriate supervision and follow up activities to prevent early school dropouts.

Goal: Efforts will be made to minimize dropping out by providing supervision and follow-up of students at risk.

Basic Service: Drop-out Prevention

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Recommend peer tutors for children who need extra help.	1. Provide tutors.	Tutors provided	Peer Tutors	Aug-June
2. Provide classroom guidance in the areas of study skills, self-concept, social skills, career education and drug prevention.	Units on study skills, self-concept, career education, and drug prevention.	Documentation of classroom guidance units presented.	Classroom materials	Aug-Jun
3. Help teachers and staff meet students' needs by focusing on learning styles	Provide assistance addressing learning styles.	Documentation of assistance	Learning Styles materials	Aug-Jun
4. Track students with excessive absences and students who are at risk of failing.	Report excessive absences to proper authorities.	Juvenile Judge	Office personnel	Aug-Jun

14. Educational and Job Placement

(1) (J)

The counselor's role is to assist students in discovering the meaning of work and its relationship to the individual; developing a positive attitude and a personal identity as a worker who contributes to self; and to understand his/her aptitudes and to develop his/her own abilities as they pertain to the world of work. The counselor will assist student with information that encourages them to stay in school.

Emphasis in elementary school is on career awareness. Secondary emphasis is on disseminating occupational and career information and to provide career counseling.

Level: K-6
 Needs: Students need to be aware of different career opportunities and of the importance of being productive members of a working society
 Goal: Students will be exposed to different career opportunities and develop a positive attitude toward work.
 Basic Services: Career Awareness

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Students will be able to describe different types of work.	1. Guest speakers, classroom guidance units on: a. responsibility, b. work ethic, c. kinds of jobs, d. educational requirements, etc.	Teachers or counselor observation of carry-over.	District Office, Aug-June Library, Professional instructional materials, Community re-preventatives,	Aug-Jun
2. Students will develop a positive attitude and a personal identity as a worker who contributes to self and to social needs.	2. Classroom guidance units on: a. Importance of work. b. Fulfilling responsibilities. c. Getting along with peers. d. Taking pride in work. e. Being a member of a cooperative working team. 3. Role play. 4. Guest speakers, and interviews.			

Educational and Job Placement (Continued)

(1)(J)

Level: 7-12

Needs: Students need current information concerning the world of work and career opportunities available.

Goal: To assist students in the process of growing in educational and career development.

Basic Service: Occupational and placement Services

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
The counselor will assist students in discovering the meaning of work and its relationship to the individual.	1. Distribute career information in Career Orientation and Work Place Readiness Classes.	Verbal or written report	District Personnel, Library, Work shops, Conventions.	Aug-June
	2. Make career literature available in the counselors offices and library.	Verbal or written report.	District Personnel, Library, Work shops, Conventions.	Aug-June
	3. Career Shadowing.		Same as above	Aug-June
	4. Career fair for grades 11, 12		Same as above	Aug-June
	5. Individual student conferences		Same as above	Aug-Jun
	6. Group and classroom guidance sessions			

Education and Job Placement (Continued)

(1)(J)

Level: 7-12

Needs: Students need to be provided proper class placement and information for proper occupational placement.

Goal : Programs and activities designed to prepare students for further education and/or direct entry into the world of work.

Basic Services: Occupational and placement services

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
The counselor will assist in properly placing each student through guidance activities.	1. Administer vocational aptitude, interest, and learning style test battery.	Results on file.	Professional Staff	Aug-Jun
	2. Classroom presentation by career counselor for 8th graders concerning 4-year plan.	Record of activity on file	Counselor	Aug-Jun
	3. Individual conferences with students to continue career plans in grades 9-12.	Record of conferences on file	Counselor	Aug-Jun
	4. Complete ACTEXPLORE in Grade 8 and PLAN in Grade 10.	Record of results on file.	ACT, counselor	Oct-Nov
	5. Work with area agencies in job placement for students during senior year and after graduation.		Counselor	Aug-Jun
	6. College and career Fairs		Counselor, NACTC	
	7. Military ASVAB and visitations		Military, counselor	Aug-Jun
	8. Visits from representatives of post-secondary institutions		Area colleges, counselor	Aug-Jun
	9. Visits to post-secondary institutions and places of employment.		Counselor	Aug-Jun

Unit II. PSYCHOLOGICAL SERVICES

A. Purposes are to:

1. Provide comprehensive evaluations for students who are referred for consideration for special services. Assessment may include measures of intelligence, achievement, language and adaptive behavior.
2. Provide triennial re-evaluations on students with disabilities. Also, additional assessments can be requested prior to the re-evaluation to determine appropriate educational programming.
3. Consult and counsel with parents, students, and school personnel as appropriate
4. Providing a system of liaison and referrals with resources available outside the school;
5. Providing written policies which assure ethical procedures in psychological activities.
6. Provide routine screening procedures upon entry to kindergarten and/or first grade and for children transferring into the district.

The Early Prevention of School Failure is the screening tool used to assess each kindergarten child in the areas of language development, visual memory/discrimination, fine motor, and gross motor. School psychology specialists work closely with school personnel at the Kindergarten Center to assist them in identifying students at risk. Consultation, behavioral observations, and follow-up are provided.

7. Providing a system for the early identification of learning potential and factors which affect the child's educational performance.

UNIT III ALTERNATIVE SERVICES PERSONNEL AND SOCIAL SERVICES

A. Role:

1. These persons seek to enhance the coping capabilities of people and to change environmental conditions that impact upon people. They focus on the interaction of people and their environments. They can serve as catalysts to bring people together and to create an environment that is conducive to problem solving.
2. In order to provide the services set forth in the Act, a district may utilize the following types of personnel in addition to any standard student services personnel: professionals or para-professional in the social work or mental health fields, volunteers under the supervision of certified personnel, and other professionals as deemed necessary.
3. Personnel employed under this section shall be limited to performing those services for which they are licensed, certified, or trained.
4. All non-certified student services personnel shall have in-service training regarding the district's Student Services Program, along with appropriate training by certified personnel to perform the tasks assigned.

B. Responsibilities:

Alternative Services Personnel and Social Services workers shall include, but are not limited to, the following:

1. Assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning. They may provide information for parents concerning school programs and procedures. They may maximize effective communication between home and school and assist parents in follow-through activities as needed. Also, homebound teachers are provided for students as needed.
2. Provide transition services to assure successful transition of students with disabilities from school to living and working productively in their communities. The transition services are included in Individual Education Plans of students with disabilities aged 16 and older. These services are based on the needs, preferences, and interests of the student and family.
3. Provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment and learning.

C. Outside Persons' Role of Liaison Between Home and School

May include such activities as:

1. Home **visits**;
2. Referring students and parents to appropriate school and community agencies for assistance;
3. Pursuing avenues by which parents can become not only more involved with their child's school program, but also more responsive and responsible;
4. Providing the parent with techniques and strategies to be utilized at home to enhance positive behavior;
5. Developing and facilitating parent groups composed of persons with similar concerns.

D. School's Role in Suspected Abuse Cases

1. School personnel are required by law to notify proper authorities in the event that they suspect abuse.
2. Procedures followed:
 - a. Teachers, parents, staff report to the building principal or his/her designee that there exists a reason to suspect abuse.
 - b. Principal notifies Social Services of the suspected abuse.
 - c. Social Services sends a representative to talk with student at school, in the presence of the counselor, principal, or his/her designee.

Unit IV
CONFLICT RESOLUTION

A. Purpose:

1. Conflict Resolution addresses cooperation, communication, tolerance, and positive emotional expression to diffuse and resolve conflicts as they arise.
2. Creative conflict resolution helps students reduce conflict, and deal more effectively and constructively with their feelings and those of others.

B. Conflict solving for students could include:

1. Dealing constructively with conflict;
2. Building positive self-esteem;
3. Respecting human differences;
4. Making responsible decisions;
5. Developing sensitivity to all people;
6. Practicing conflict resolution;
7. Learning ways to handle frustration and anger;
8. Exploring conflict as a positive force for change;
9. Understanding the dynamics of conflict;
10. Developing positive interpersonal skills.

(5) (A) (B)

Level: K-12

Needs: Students need to develop social skills to enable them to resolve differences in a constructive manner.

Goal: Help student develop social skills enabling them to resolve group and individual conflicts constructively.

Basic Service: Group and Individual Conflict Resolution

OBJECTIVES	ACTIVITIES Classroom	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Students will develop conflicts resolution skills. Resolution	guidance activities in: a. Assertiveness training b. 5 step problem solving method c. Problem solving d. Handling anger e. Social skills, f. Cooperative learning, g. Role play	Reduction in students referral for group conflict. Teachers feedback on classroom climate.	Professional guidance materials, library, Professional Publications, Workshops, and Conventions.	Aug-June
2. Students will practice positive social skills.				

UnitV. PREVENTION PROGRAM

A. General Information

Ozark Mountain Public Schools are committed to providing a comprehensive program to prevent , school failure, drug abuse and suicide by providing information, skill development, support and positive role modeling for students.

Our program includes the following components:

1. Progressive, Proactive No Use Policy
2. Preventative Curriculum
3. Skill Development
4. Training for Students and Faculty
5. Peer Programs
6. Parenting Programs
7. Special One Time Programs and Assemblies

B. Suicide Prevention Plan

1. Faculty, staff, and peer counselors can be trained to recognize the warning signs of suicid
2. If one suspects a student is a high risk for suicide, some options are:
 - A. Talking to the student and/or parents and/or teacher and making appropriate referrals, such as to the school crisis team.
 - B. Talking to another crisis team member for advice.
 - C. Being a supportive friend to the student and making a referral if the situation becomes threatening.
 - D. Making a contract with the student.
3. Any suicide attempt is a life-endangering situation and should be treated as such. Any knowledge of such an attempt should immediately be referred to the appropriate professionals.

(I) level:

Needs: K-12.
Students need accurate, up-to-date information to make wise choices and info decisions concerning drug use and suicide prevention.

Goal: Students will have accurate information and practice in the process of making decisions that contribute to their well-being.

Basic Service: Prevention

OBJECTIVE	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Instructional Units on Drugs, AIDS, teen pregnancy, self-concept, suicide prevention.	Health courses, counseling units, special presentations, assemblies, regular class presentations.	Each program assessed as to appropriateness for each grade level.	Teachers, counselors, Guest speakers; Programs such as: -9t:tscr,	Aug-Dec
2. Instructional Units on decision-making, predicting consequences, and finding positive alternatives.			McGruff, Thinking Changing, Rearranging, Health Curricula.	

Prevention (Continued)

Level: K-12
 Needs: Students need skills to be effective and prevent failure, which can lead to drug abuse and suicide.
 Goals: Students will have opportunities to develop skills that will make them more successful at school, home and with the work place.
 Basic Service: Skill Development

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
Students will be taught: following skills: study, refusal, life, communication, assertiveness, and self-concept.	6th grade transition group; Other groups as needed or requested.	Each school will assess need for classes and types to offer.	Teachers, counselor, community volunteers, peer helpers.	Aug-June

Level: K-12
 Needs: Students need positive peer role models
 Goal: Students will be trained, encouraged, and supported in providing positive peer relations.
 Basic Service: Peer Programs

OBJECTIVES	ACTIVITIES	EVALUATION PLAN	RESOURCES	TIMETABLE
1. Students will be trained as peer tutors for students at risk of academic failure.	Peer Helpers, Peer Mediators, and other programs as needed.	Documentation of activities provided and student participation. materials,	Our Coop Materials, Internet research, Peer Mediators materials	Aug-June
2. Students will be trained as Peer Mediators to assist in resolving minor student conflicts.				

Unit VII

SCHOOL HEALTH SERVICES PROGRAM

A. Objectives of Ozark Mountain Health Services

The objectives of the school health services are:

1. health protection
2. health maintenance
3. remediation of health problems
4. maintenance of individual school health record

The school nurse is the heart of Ozark Mountain's health services.

Health services throughout the school system will follow generally as described below: 1. Pre- school health screening and assessment of emotional and social readiness; 2. Health appraisals by observation and periodic examination; 3. Health counseling for physical and emotional problems for students and their parents; 4. Consult with teachers about physical and emotional problems encountered, and recommendations of modifications for students. 5. Emergency policies for actual emergencies (fire, tornado) 6. Screening of school facilities for potential hazards 7. First aid 8. Immunization and communicable disease control. 9. Screening of students (visual, auditory, scoliosis, physicals, etc.) 10. Examination of suspected communicable skin rashes and parasites or insects. 11. Cumulative health records including immunization, accidents, and growth and development. 12. Appraisal and documentation of suspected child abuse or neglect cases.

B. The Standards for Accreditation

Arkansas Public Schools state the following: a. Each school district shall have a health services program under the direction of a

Licensed nurse. The program shall include screening, referral and follow-up procedures for all students.

b. Each school shall provide facilities, equipment and materials necessary for operation of a school health services program.

c. The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the State Department of Education.

C. NURSE-PUPIL RATIO

Act 106 of March 1991 establishes guidelines for an appropriate school nurse-to-student ratio.

All school districts beginning with the 1994-95 school year should have no less than one full-time school nurse per one thousand students.

In districts having high concentration of children with handicapping conditions determined by the State Board of Education, the ratio of school nurses to students should be one to four hundred in those schools so designated.

It has been determined that a school nurse shall mean the equivalent of a licensed nurse engaging in school nursing activities. School nurses may be employed by a local school district or provided by contract or agreement with other agencies, provided that the prescribed ratio and equivalency are maintained.

D. DUTIES OF THE SCHOOL NURSE

Due to the scope of the health program and specifically to health services, no complete list of

duties is appropriate; however, the following points will help clarify the roll as a school nurse .
The school nurse may structure the performance or the health services around the following:

1. Emergency care of the sick and injured;
2. Organization of the health room;
3. Student health counseling;
4. Function as a health resource person;
5. Communicable disease prevention and control;
6. Make health appraisals and assist staff members in identification or recognition of specific health problems;
7. Vision and auditory Scoliosis, and dental screening, referrals, and follow-ups;
8. Aid in physical examinations - athletics and others;
9. Maintain health records;
10. Develop confidential health information;
11. Request health supplies through the health coordinator;
12. Transfer health records to other schools;
14. Follow-up to insure that health records are secured for new students;
15. Organize a list of potential sources for films, filmstrips, etc., as a health materials resource contact point in school;
16. Compile list of available resource people for various health projects at school;
17. Volunteer through the principal to provide in-service sessions for faculty on health-related subjects;
18. File accident reports;
19. Work with fire and tornado marshals to develop coordination in the event of an emergency;
20. Make home visit when they have been cleared through the principal;
21. Develop a cordial working relationship in the community with other health agencies and health professionals;
22. Keep a health log of students visits to the health room. Document first aid, counseling, etc.

E. PROCEDURES AND PRACTICES

1. General Practices and Procedures

- a. Requests for supplies are directed to the school health services coordinator (the school nurse.).
- b. Refer problem cases to the building health coordinator for his/her decision about appropriate action.
- c. Transport students only in the case of an emergency . The decision is made by principal or by his/her designee , such as the building health services coordinator.
- d. Notify parents immediately of an accident or emergency involving parent's child.
- e. Make health information requests through parents or guardians rather than the family physician.
- f. The school principal should sign any communication along with the school nurse that directs a parent to modify a student's health practices, characteristics, or health records.
- g. As an employee of the district, follow personnel policies of the school district.
- h. Avoid recommendation of health services available through local agencies that circumvent parental or guardian responsibility.
- i. Routine matters may be handled by the building health coordinator, remembering that the building health coordinator functions through the school system's structural scheme and ultimately through the principal.
- j. Request that parents sign a medical release form allowing the school or building health coordinator to dispense certain specified medications for specified situations.

2. Specific Practices and Procedures

a. Principal or Designee

- (1) Routine medication for students should be taken only by written direction from parent.

- (1) Burns/sunburns: apply burn ointment.
- (2) Eye irritation: apply eye wash
- (3) Broken bones/ severe sprains/dislocations:
 - (a) Immobilize
 - (b) apply ice if needed
 - (c) Splint if simple fracture
 - (d) Notify school health coordinator immediately.
- (4) Seizures:
 - (a) Help patient down to floor
 - (b) Protect head
 - (c) Notify school health coordinator immediately.
- (5) Cuts, abrasions
 - (a) Clean with peroxide
 - (b) apply antibiotic creme and/or bandage
- (6) Stings/insect bites
 - (a) Apply sting/bite injection extractor
 - (b) Apply benedryl
- (J) Bumps, bruises, sprains
 - apply ice as needed
- (8) Poison Ivy, oak
 - Apply Calladryl/ Dry Ivy as needed
- (9) Fever, vomiting
 - (a) take temperature
 - (b) send home or to clinic
- (10) Students with specific diagnosed problems have an individual emergency plan that is posted in appropriate principal's office, the main office, in each EMT's classroom, and in all appropriate classrooms.

F. TRANSFER OF HEALTH RECORDS

Health records shall be forwarded out of the district with other official school records as a student transfers.

Community Resources

To take advantage of community resources the Ozark Mountain School District District will ensure that:

- Ozark Mountain High School faculty/staff create an Alumni Advisory Committee to provide advice and guidance for school improvement on campus,
- the school will develop paycheck-size cards for parents/ guardians which contain suggestions for fostering their children's educational successes,
- the school will contact employers concerning the possibility of including the cards with employee paychecks,
- the school will engage in other activities which the school determines will use community resources to strengthen school programs, family practices and student learning.

Career Action Plan

Student Name: _____

Date: _____ \$ _____ Age: ___ - Grade: ___

What are your specific goals for the next year?

What are your career goals following high school or college?

I plan to:

- | | |
|---|---|
| <input type="checkbox"/> attend a four year institution | <input type="checkbox"/> attend a vocational school |
| <input type="checkbox"/> work directly from high school | <input type="checkbox"/> join the military |

Things that are important to me are:

- | | |
|---|---|
| <input type="checkbox"/> income | <input type="checkbox"/> security |
| <input type="checkbox"/> happiness | <input type="checkbox"/> a challenging career |
| <input type="checkbox"/> working in this area | <input type="checkbox"/> D working in other parts of the US |

other: _____

Some things that I can do to meet my goals are:

Student's Signature

Counselor/Advisor's Signature

Career Action Plan - Page3

Name: _____

Activities, clubs, awards, and services in which I have been involved:

Ninth:

Tenth:

Eleventh:

Twelfth:

Student Name: _ _ _ _ _

Tracking Information

Graduated: Year ___

GPA: ___

Honors ___

Plans:

1st Year Tracked: _ _ _ _ _

2nd Year Tracked: ___

/ , , 3rd Year Tracked: ___

4th Year Tracked: ___
