

**Ozark Mountain School District
Comprehensive School Counseling Plan**

2020-2021

Superintendent: Mr. Kerry Saylor - ksay@omsd.k12.ar.us

870-439-2218

Bruno Pyatt School: 870-427-5227

Principal: Dr. Andrew Curry - acurry@omsd.k12.ar.us

School Counselor: Mrs. Anne Gallagher – agallagher@omsd.k12.ar.us

School Nurse: Mrs. Amber Smith – asmith@omsd.k12.ar.us

St. Joe School: 870-439-2213

Principal: Mr. Jess Knapp – jknapp@omsd.k12.ar.us

School Counselor: Mrs. Anne Gallagher – agallagher@omsd.k12.ar.us

School Nurse: Mrs. Ariel Kelley – akelley@omsd.k12.ar.us

Western Grove School: 870-429-5215

Principal: Mr. Billy Carter – bcarter@omsd.k12.ar.us

School Counselor: Ms. Micki Marshall – mmarshall@omsd.k12.ar.us

School Nurse: Mrs. Kelsey Treadwell – ktreadwell@omsd.k12.ar.us

District Project AWARE staff:

Mrs. Lori Henthorne – lhenthorne@omsd.k12.ar.us

Ms. Tina Pearce – tpearce@omsd.k12.ar.us

School Based Mental Health located on campus: Chenal and Burrell - Youthbridge

Belief Statement:

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.

Vision Statement:

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, but also 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.

Mission Statement:

It is our mission 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 teaching and learning processes, emphasizing individualized instruction whenever appropriate.

Program Goals and Action Steps

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 develop a positive self-image.
 2. Develop and cultivate appropriate emotional responses to life experiences.

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 the 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: The counselor will assist students to:

1. 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.
 - i. Students will set personal goals and relate them to career choices.
 - ii. Students will identify factors, including career, which influence a person's lifestyle.
 - iii. Students will apply a decision-making process to solve career-related problems.
2. Students will be able to identify information about career and sources of occupational information.
 - i. Students will investigate occupational supply and demand.
 - ii. Students will locate and use appropriate sources of career information.
 - iii. Students will recognize similar job characteristics in various occupations.
3. 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.

- i. Students will locate and interview for a job.
 - ii. Students will know the job retention factors.
4. Students will improve attitudes and appreciation for career success. Students will demonstrate productive attitudes toward work and positive feelings about task accomplishment.
 - i. Relate work attitudes to accomplishment and satisfaction.
 - ii. Detect and appreciate quality work.
5. 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.
 - i. Recognize personal adjustment situations and seek required help.
 - ii. Recognize personal limitations and how self-concept influences job success.
 - iii. Identify factors influencing own career options.
6. 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.
 - i. Identify the ways technology can affect work and/or lifestyle.
 - ii. Identify the results of job specialization and worker interdependence.
 - iii. Recognize relation of time/effort to wages.

- iv. Indicate relationship of supply and demand among resources, goods, and services.
7. 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 and training to a specific job requirement.
- i. Relate specific training to specific career goals.
 - ii. Relate general learning experiences to career opportunity.
8. 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 demonstrated decreased achievement in the basics will be discontinued.

OMSD is using the Xello assessment program. With further implementation in this next year, this will be another instrument that will help us guide our students into career areas of interest.

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, decision-making, 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.

Use of Data

The counseling programs at the schools in the Ozark Mountain School District are fairly new. Counselors will use the data collected in this next school year to do the following:

- Advocate for student success
- Identify student barriers to learning
- Develop program goals
- Measure goal progress
- Determine the effectiveness of the comprehensive school counseling program.

The counselors will analyze the data collected to be able to be an advocate for the students when needs arise. Counselors will find any student barriers that are prohibiting students from learning and will work with students, parents, and administrators to bring down those barriers. Such barriers could include attendance, achievement, and discipline.

The counselors will develop program goals based on the data collected and update and/or change goals as needed. Counselors will measure the goals of the students and watch for individual and student group progress of these goals.

The counselors will determine the effectiveness of the goals of the comprehensive school counseling program and make changes in goals, if necessary.

In this next school year, the counselors will use types of data that include participation/process data, mindsets and behavioral data or perception data, and outcome or results data. We will evaluate that data to make changes in the counseling program. Results will then be shared with stakeholders.

Ozark Mountain School District 2020-2021 School Calendar

August 18-21 – Teacher Contact Days 9 am – 3:30 pm

August 25 – First Day of School

September 25 – Parent Teacher Conferences 4:30--7 pm

October 16 - End 1st Quarter

November 23-27 – Thanksgiving Break

December 17-18 – Semester Tests

December 21-Jan 4 – Christmas Break

January 7 – End of the 2nd Quarter

March 11 – End 3rd Quarter

March 12 – Parent Teacher Conferences 4:30 -7 pm

March 22-26 – Spring Break

May 8 – Graduation

May 21 – End 4th Quarter/Last Day of School

May 25-28 – Inclement Weather Days

Use of Time

The counselors time of 90% direct and indirect services for students during contact days. These services include individual counseling, group counseling, classroom guidance, orientations/information nights, conferences, consultations with parents, teachers, and administrators, test coordination, scheduling, and coordinating various student programs.

Ten percent of the counselors' time is for administrative activities during student contact days. This may include counselor meetings, service on school committees, record keeping of reports, special education observations and reports, assessment team meetings, lesson planning, Inservice training, faculty meetings, coordinating of special programs and activities, and be a liaison for community and school support services. This time is on a monthly basis. Counselors will keep a log of direct and indirect activities that they are involved in per month.

Counselors will have set times to conduct whole group core curriculum lessons daily of no more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.

Programs, Lesson Planning, and Consultations

Individual and group counseling programs are available for all students, as needed. Students can also be referred to Project AWARE and our school-based agencies, Chenal and Burrell, if more in-depth mental health therapy is needed.

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 counselors work with students when they experience problems. However, counseling must provide more than remediation and crisis intervention. 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 student's success in school may also be recommended. Both AWARE and in school mental health service providers will help in this area with their student/clients.

A financial aid night is held each year for seniors and their parents as a transition from high school to college.

Whole class lessons are taught in the areas of social-emotional, personal, and career information. 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 counselors take 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.

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 skills
4. Effective study skills, test-taking skills, and positive attitudes towards 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, and physical)
8. Family changes (divorce, death, abuse, moving)

Even with similar topics, the lessons are tailored to the grade level's interests and abilities. The goal is to provide students age-related classroom guidance activities to meet the needs of all students' classroom guidance. Due to COVID-19, counselors will provide lessons face-to-face and also online to meet the needs of students who choose the blended option of staying home.

For K-6, students need the opportunity to develop academic, personal, social, and career development skills. For grades 7-12, 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.

Career planning is important on all levels and the younger students are taught about various careers. When the students reach high school, more emphasis is placed on career development. Students often are advised to take college courses and attend technical programs at an area community college. Students also attend career fairs and hands-on programs at the area community college. The counselors set up these meetings and attend with the students.

Consultations

Consultation in school counseling programs focuses on the total learning environment of the school. 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 benefit from a counselor's assistance in developing new ways of responding and relating with students.

Counselors collaborate with teachers and parents. Counselors 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 the teachers' and administrators' understanding of the importance of valuing and fostering acceptance, individual differences in learning styles, and rates of learning.

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 (social workers, psychologists, representatives from community agencies, etc.)

Academic Advising and Individual Planning

Academic advising and individual planning support students in the development of their academic, career, and essential skills planning. Students can submit wish lists for classes after consulting with parents on courses available. Students are encouraged to fill out a Google form with their wish lists of classes. Schedules are made based on needs and interests. Students are encouraged to discuss goals and plans with the counselors at scheduling time and throughout the year.

Counselors help support students in the development of their academic and career needs based on an individual basis. Counselors encourage and assist students by providing opportunities to access learning opportunities, such as concurrent classes

Bullying Prevention

Each year during Red Ribbon Week, bullying is also included as part of the observance. This past year, videos showing the viewpoint of the bully and the innocent people were shown and discussed with grades K-12.

The counselors also teach whole class lesson on antibullying.

When bullying has been reported to the counselors, they will talk with the person being bullied to find out more information and then sit down with the person accused of bullying and discuss the situation and try to come up with ways to avoid this behavior in the future. If discovered that they need some additional help, then counseling sessions can be set up with the school counselor, Project AWARE personnel, or a referral to one of the mental health providers on campus.

Suicide Prevention

Assemblies were held to educate students on suicide prevention. School based mental health facilities have offices on campus and meet with students weekly.

Both school counselors completed ASIST training over the 2019-20 summer to become certified to be the first contact person, if needed, to talk with a person suspected or thinking about suicide.

Social/Emotional Learning

Counselors teach lessons on the subject of social and emotional learning to students in grades K-12 in a whole class setting. If needed, counselors will pull smaller groups to discuss topics that are tailored to that group issue.

Assessing Your Program

In this 2020-21 school year, the counselors will be going more in depth in assessing the programs that they are conducting at their schools. The counselors will be looking to see improvement in areas examined.

Individual/Group Counseling

The school counselors do provide individual and group counseling services, as needed. If a student is requiring extensive mental health therapies, then that student may be referred to either Project AWARE or to one of the school-based mental health providers for continued therapy.

Responsive Services

Ozark Mountain School District works in partnership with Project Aware and the two inhouse mental health providers to offer individual or small group counseling to address issues such as obstacles to learning, family and peer concerns, conflict resolution, and social/emotional needs. We will also work in any way we can to help with crisis counseling on individual students in the district. We also will take part in consultations and make referrals when necessary to help the student with their mental health needs.

Intervention/Drop Out

Every measure will be taken to avoid student drop out. In the past, when students have wanted to drop out, they have been counseled and given the opportunity to join the district's distance learning program.

In the 2020-2021 school year, with the COVID-19 pandemic, the Ozark Mountain School District will be using the Lincoln Learning and Buzz platform to deliver blended lessons to all students. Students may either come to school for face-to-face learning or stay at home and access the same information online. They can change formats at any time, so if a student is not wanting to attend school for any reason, they may continue their learning from home. This effort may help to keep students from dropping out if they are being given more options.

High School Graduate Follow-Up

As part of our vocational programs require, we do a follow-up during the next year to see if our graduates are continuing their education or joining the workforce.

