

OZARK MOUNTAIN SCHOOL DISTRICT

Comprehensive School Counseling Plan 2023–2024

Bruno-Pyatt K-6 School

(870)427-5227

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School Nurse: Amber Smith [-asmith@omsd.k12.ar.us](mailto:asmith@omsd.k12.ar.us)

St. Joe K-6 School

(870)439-2213

Principal: Jess Knapp [-jknapp@omsd.k12.ar.us](mailto:jknapp@omsd.k12.ar.us)

School Counselor: Brittany Poynor [-bpoynor@omsd.k12.ar.us](mailto:bpoynor@omsd.k12.ar.us)

School Nurse:

Western Grove K-6 Elementary School

(870)429-5215

Principal: John McCleary [-jmccleary@omsd.k12.ar.us](mailto:jmccleary@omsd.k12.ar.us)

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Ozark Mountain High School

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Principal: John McCleary [-jmccleary@omsd.k12.ar.us](mailto:jmccleary@omsd.k12.ar.us)

7-12 School Counselor: Lori Henthorne [-lhenthorne@omsd.k12.ar.us](mailto:lhenthorne@omsd.k12.ar.us)

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Comprehensive School Counseling Plan Development

The OMSD Comprehensive School Counseling Plan was created through a district collaborative process in 2022. As the needs of our students change over time, this document is continuously updated to serve as both a guide and a resource for school counselors and administrators as they evaluate and improve programs and services for our students.

Ozark Mountain School District

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7-12 School Counselor

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FOUNDATION

The Ozark Mountain School District Counseling Program is a comprehensive program that provides all students the opportunity for maximum growth and development. The OMSD Counseling Program has adopted the following belief statements to ensure equitable services are provided to all students across all grade levels.

BELIEF STATEMENTS:

- All of our students have dignity and worth.
- All of our students have unique learning styles and abilities.
- All of our students can be successful in all endeavours.
- All of our students will be productive and contributing members of society.
- All of our students will have the right to participate in an equitable comprehensive school counselor program.
- All of our students deserve to be members of a school community that is culturally sensitive and celebrates their unique qualities.
- All of our students' ethnic, cultural, and special needs are considered in the planning and implementation of the school counseling program.
- The school counselors will advocate for all of our students.
- The school counselors will collect and utilize data to design, implement, and evaluate the comprehensive school counseling program.
- The school counselors will collaborate with the administrative team, advisory council, teachers, families, and all stakeholders to meet student needs and promote student development.
- The school counselors will abide by the ASCA's National Model & Ethical Standards for School Counselors.

VISION STATEMENT:

After participating in the school counseling program, all of our students at OMSD will be well-adjusted, high-functioning, and college and/or career ready. Every student will acquire the academic, vocational, social, emotional, and career skills to reach their fullest potential and successfully manage their lives as healthy, responsible, competent, and productive citizens who respect themselves and others.

MISSION STATEMENT:

It is our mission to instill within each student an appreciation and understanding of the diverse cultural background of our community while developing a respect for themselves and others. School counselors will strive to empower all of our students to embrace their fullest potential and to achieve their personal and academic aspirations. All of our students have the ability to develop the skills necessary for academic success, personal growth, positive interpersonal relationships, career development, and healthy choices. The school counselors will work diligently to ensure that equitable services are provided to all students to ensure that they graduate with the competencies necessary to make self-directed, realistic, and responsible decisions, and to make a positive difference in our school and community.

Annual Student Goals

OMSD Goal #1

By May 2025, student academic counseling services will improve student achievement by decreasing the number of zero/missing assignments by 10%.

Supporting Evidence:

Teacher surveys have indicated missing assignments to be a recurrent issue among students across all grade levels.

Mindsets and Behavior Data:

M 1.	Self-confidence in ability to succeed
B-LS 2.	Use time management, organizational and study skills
B-LS 4.	Apply self-motivation and self-direction to learning
B-LS 7.	Identify long and short term academic, career, and social/emotional goals

Learning Objectives/Competencies:

- All students will create and implement organizational systems to track assignment deadlines.
- All students will believe in their ability to initiate and complete difficult tasks and will self monitor their course progress utilizing the HAC program and/or other platforms.

Activities/Strategies/Interventions by School Counselor

- ➔ **Tier 1:** Classroom lessons on emotional regulation, study skills, time management, and organization. Utilization of the HAC platform. Advisory groups. PBIS.
- ➔ **Tier 2:** CICO Mentoring Intervention. Small groups for at-risk students. Student Support Team. Parent meetings. RTI groups.
- ➔ **Tier 3:** Academic Improvement Plan. Referral(s). Wrap-around services.

Annual Student Goals

Supporting Evidence:

*District wide
attendance reports
across all grade levels*



Mindsets and Behavior Data:

M 3.	Sense of belonging in the school environment
B-SMS 1.	Demonstrate ability to assume responsibility
B-SMS 2.	Demonstrate self-discipline and self-control

Learning Objectives/Competencies:

- All students will believe that school is a positive environment and increase motivation to attend.
- All students will learn coping strategies to reduce and manage stress, personal anxieties, and everyday life stressors to help them succeed in school.

Activities/Strategies/Interventions by School Counselor

- **Tier 1:** Utilize positive incentives for improved attendance. Classroom lessons. Assemblies and guest speakers. Fun Friday Reward Days. PBIS.
- **Tier 2:** Parent meetings. Small groups for at-risk students. Individual Counseling.
- **Tier 3:** Referral(s), Alternative Pathways, FINS

Annual Student Goals

OMSD Goal #3

By the end of the 2024-2025 school year, each OMSD student will identify at least one supportive adult at the school in which they connect with well enough to share their social, emotional, mental, physical, and academic well-being with.

Supporting Evidence:

Student surveys indicate a large percentage of students feel disconnected with school faculty and staff.

Mindsets and Behavior Data:

M 1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
B-SS 3.	Create relationships with adults that support success
B-SS 6.	Use effective collaboration and cooperation skills

Learning Objectives/Competencies:

- All students will believe in the importance of a supportive adult mentor in which they can share anxieties, concerns, and ambitions with.
- All students will engage in conversations that promote overall well-being with school staff.

Activities/Strategies/Interventions by School Counselor

- ➔ **Tier 1:** School-wide mentoring program. Classroom lessons. Guest speakers. Advisory groups. PBIS.
- ➔ **Tier 2:** CICO Mentoring Intervention. Individual Counseling. Small groups. Student Support Team.
- ➔ **Tier 3:** Referral(s), Chenal Family Therapy

Program Goals

Ozark Mountain School District Counselors develop program goals from data review, program assessment, surveys, and consultation with stakeholders.

Standards and Competencies

ASCA Ethical Standards for School Counselors (2022)

[EthicalStandards.pdf \(schoolcounselor.org\)](#)

ASCA School Counselor Professional Standards & Competencies (2019)

[SC-Competencies.pdf \(schoolcounselor.org\)](#)

ASCA Student Standards: Mindsets & Behaviors for Student Success (2021)

[Mindsets-Behaviors.pdf \(schoolcounselor.org\)](#)

Management

School Counseling Meetings

Advisory Council

The OMSD Comprehensive School Counseling Program Advisory Council will be comprised of school administrators, school counselors, lead teachers, parents, and other stakeholders, that will provide expertise, valuable insight, student information, ideas, feedback, and more in the planning, implementation, and evaluation of the program.

The 2024-2025 Advisory Council will be comprised of:

- ❖ School Counselors: Brittany Poynor & Lori Henthorne
- ❖ School Administrators: Jeff Lewis (Superintendent) & John McCleary (Principal)
- ❖ Lead Teachers: Crystal Samsel &
- ❖ Parent Representatives: Samantha Stewart & Tara Young

Advisory Council First Meeting Agenda

- ❖ Welcome & Introductions
- ❖ School Tour
- ❖ Explanation of:
 - The Comprehensive School Counseling Program
 - The Advisory Council
 - The Role of the School Counselor
 - The Role of each Advisory Council Member
- ❖ The Beliefs, Vision, and Mission of the Program
- ❖ Methods for School Counseling Program Outreach
 - Monthly Newsletters, Webpage, Remind Groups, Email Chain, etc.
- ❖ Student Demographics & Needs
- ❖ Review Data Collections
 - Data collect for each Annual Goal
 - Various other data collections
- ❖ Needs Assessment Formation
- ❖ Dates set for assessment to be given
- ❖ Next meeting dates set

Administrative Conference

Counselor _____

Principal _____

School Year _____

Date _____

School Counseling Vision Statement:

After participating in the school counseling program, all of our students at OMSD will be well-adjusted, high-functioning, and college and/or career ready. Every student will acquire the academic, vocational, social, emotional, and career skills to reach their fullest potential and successfully manage their lives as healthy, responsible, competent, and productive citizens who respect themselves and others.

Program Goal Statements:

By May 2025, the number of missing student assignments will be reduced by 10%, student attendance will increase by 10% from Semester I to Semester II, and each OMSD student will identify at least one supportive adult at the school in which they connect with well enough to share their social, emotional, mental, physical, and academic well-being with. Action steps that will be taken to reach these goals include, but are not limited to:

- ❖ Tier I: PBIS, classroom guidance lessons, assemblies, guest speakers, advisory groups, Fun Friday reward days, school-wide mentoring program
- ❖ Tier II: CICO interventions, individual counseling, parent meetings, RTI groups, Student support team,
- ❖ Tier III: Academic Improvement Plans, referrals, wrap-around services, FINS, Alternative pathways, AR AWARE, School-based mental health

Program Delivery:

In order to ensure counselors spend the majority of their time engaged in tasks that only they can fulfill as high trained professionals, the following division of time will be followed as closely as possible in order to ensure that school counselors do not end up completing tasks that clerical staff or administrative staff are responsible for:

90% of time will be spent delivering direct and indirect student services as outlined by the ADE: individual and group counseling, classroom guidance, referring students for other services, consulting with parents/teachers/stakeholders, participating as a collaborative member of a student support team, and providing other help directly to a student or on behalf of a student to help that student achieve better academic, behavioral, attendance, career, or emotional performance; counselors will begin building an online bank of videos to deliver services in a virtual environment 10% of time will be spent delivering administrative activities such as assisting with preparation work for standardized testing.

School Counseling Responsibilities

Caseload of approximately 300 students:

- Collaboratively create student schedules each year to help students achieve academic and career goals.
- Help students make plans for overcoming academic deficits by meeting with students and/or parents, offering opportunities for credit recovery, and/or referring students for alternative education placement.
- Meet with credit deficient students and students who skip school, providing classroom guidance, providing counseling, assisting with college week, college fairs, and other activities as sponsored by the counseling department.
- Coordinate student services, collaborate with teachers to identify student needs and progress, organize and run small-groups, teach SEL lessons.

Role and Responsibilities of Other Staff and Volunteers

- School counseling secretary: to assist in data entry, setting up meetings, and assisting parents and students in scheduling times to meet with school counselors.
- School registrars: print transcripts, input transcripts from new students into the computer, mail transcripts, and ensure transcript accuracy.
- School attendance clerk: to ensure accuracy in student attendance records and to input records into the computer system, to provide admission to tardy students.

Counselor Signature

Today's Date

Principal Signature

Today's Date

Planning Documents & Tools

School counselors will utilize multiple social/emotional learning (SEL) and college & career readiness (CCR) curricula to provide engaging, meaningful learning experiences.

Monthly Activities at-a-glance:

August	September
Open House High School Opportunity Info Night Meet the School Counselor Lessons Growth Mindset Theme Schedule Changes/Audits Assist with Food Backpack Program	Student & Teacher Needs Assessment Student Success Plans Goal Setting Lessons, Guest Speaker Suicide Prevention Week Parent/Teacher Conferences ASVAB Testing College Fair @ North Ark U of A Tour
October	November
Red Ribbon Week, Guest Speakers Bullying Prevention Week Financial Aid Night Quarterly Awards Arkansas Tech Tour	Angel Tree Sign Ups Get Real, Here's the Deal -UofA Coop Coping Skills Lessons National Career Development Month UCA Tour
December	January
Angel Tree Organization & Distribution Semester II Course Requests Social Media Safety -UofA Coop Emotional Regulation Lessons	Transcript Audits Student & Teacher Needs Assessment Quarterly Awards Mock Interviews Conflict Resolution Lessons
February	March
Teen Dating Violence Awareness Kindness Week Self-esteem Lessons North Arkansas College Tour Student Success Plans	Parent/Teacher Conferences Test Anxiety/Preparation Lessons ACT (juniors) College of the Ozarks Tour Child Sexual Abuse/Human Trafficking, Guest Speakers
April	May
Senior Exit Plans Mental Health Awareness Lessons Safe Decision Making Lessons Summative ACT Aspire Testing	Transition Days (6th grade) High School Orientation (8th grade) Decision Making Lessons Transcript Audits Arena Scheduling

Use of Time Data

School Counselor's use of time will be determined in mutual agreement with site administrators in accordance with the OMSD program goals. OMSD Counselors will utilize the School Counselor Use of Time Analysis (SCUTA) application to document use of time. Collected data will be reviewed to ensure proper use of school counselor time.

Use of Time

The following percentages serve as a guide when determining time spent in each of the three areas of the delivery system (ASCA National Model, 2nd Edition).

The program percentages are suggested; the individual time a certain counselor spends in each component of the delivery system may vary depending on student needs and staffing considerations.

The recommendations are provided to prioritize program and counselor activities.

It is recommended that sites develop a calendar to be shared with all stakeholders that includes an overview of counseling and guidance support activities.

Type of Services	Definition	Examples	Arkansas Act 190
Direct Services to Students	In-person interactions between school counselors and students	<u>School Counseling Core Curriculum</u> : Structured lessons to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. Class sessions up to 40 minutes, not to exceed 3 sessions per day or 10 sessions per week.	90% or more
		Individual Student Planning: Ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.	
		<u>Responsive Services</u> : Activities designed to meet students' immediate needs and concerns, including individual or small-group counseling and crisis response.	
Indirect Services for Students	Services provided on behalf of students as a result of the school counselor's interactions with others	Referrals: Directing students, parents, and families to school and community resources for additional assistance within the three domains.	
		Consultation: Sharing strategies that support student achievement with parents, teachers, other educators, and community organizations. Serving as student advocates to promote student development within the three domains.	
		Collaboration: Teaming, partnering, resource sharing, serving on committees and advisory boards, etc.	
Administrative Duties	Necessary services and duties needed to run the daily operations of the school	Involvement in school leadership teams and other administrative planning committees	10% or less
		"Fair Share Responsibilities": Routine responsibilities involved in running the school that all members of the school staff take equal turns doing to ensure the school's smooth operation (i.e. duties, paperwork, scheduling, etc)	
TOTAL:			100%

Delivery

OMSD delivery model is focused on services, strategies, and interventions that provide equity and access to support achievement for all of our students.

The ASCA National Model Framework recommends that school counselors spend 80% of their time in the delivery system providing both direct and indirect student services. Act 190, The School Counseling Improvement Act of 2019, states that school counselors are to deliver school counseling core curriculum no more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.

Multi-Tiered Comprehensive School Counseling Model

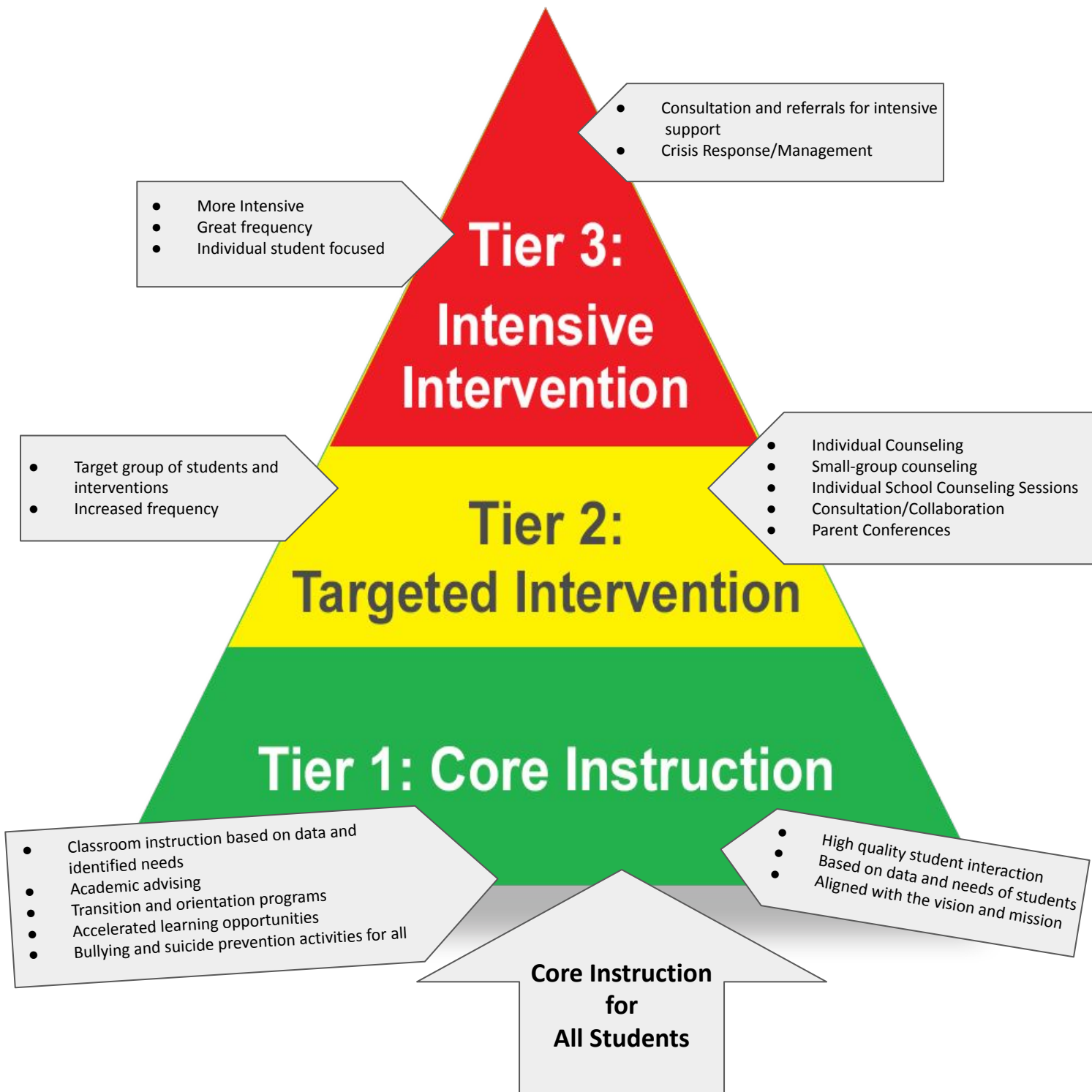
Ozark Mountain School District follows a three tier Comprehensive Counseling Model. Each tier is divided by the level of intervention needed for each student.

Tier 1: Tier 1 services are provided to all students. These school-wide services include guidance lessons, SEL activities, special guest speakers, school assemblies, and Positive Behavior Intervention and Supports. OMSD designed these Tier 1 services to be preventative and assist students in planning for school success in each of the school counseling areas of academic, vocational, and social emotional.

Tier 2: Tier 2 services are provided to a smaller, targeted group of students. These services were designed to be both preventative and responsive. OMSD Tier 2 services include small groups, Check In-Check Out Mentoring Intervention (CICO), individual school counseling sessions, referral for the OMSD Student Support Team, and consultation and collaboration with supporting adults who interact with students including but not limited to parents, teachers, administrators, and school mentors.

Tier 3: Tier 3 services are provided for students who need a more intensive counseling approach. These services are both preventative and responsive. OMSD Tier 3 services include Crisis Response Counseling, referrals to Chenal Family Therapy school-based counseling agency, housed on OMSD campuses, as well as community counseling outside agencies and resources.

Multi-Tiered Comprehensive School Counseling Model



Core Curriculum and Guidance

Classroom Guidance: Ozark Mountain School District Counselors plan and conduct classroom guidance to all students, across all grade levels. Guidance Lessons are age appropriate and based on student needs and gaps identified through school data reports. This data is collected through collaboration with teachers and parents, surveys, and needs assessments, which has helped to tailor lessons to reinforce goals for all of our students in the areas of academic, career, and social/emotional development.

Classroom Lessons include but are not limited to:

Career Education	Career Exploration
Character Education	Test Preparation
Anxiety and Coping Skills	Study Skills
Anger Triggers	Calming Skills
Friendship	Empathy / Cultural Awareness
Anti-Bullying	Cyber Bullying
Suicide Prevention	Self-Esteem

Ozark Mountain School District Classroom Guidance Curriculum Calendar

See p. 12

Example of a Lesson Plan:

- ❖ K-2 : Friendship
- ❖ 3-5 : Study Skills
- ❖ 7-8 : Stress and Anxiety
- ❖ 9-12 : College and Career Expectations

Bullying Prevention at OMSD:

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

OMSD school counselors support anti-bullying efforts in the school. The counselors work with students through guidance lessons on bullying prevention and individually with students who bully, who are the target of bullying behaviors, and those who witness bullying behaviors. Students are taught positive skills to reach out for help when they see bullying taking place. Although this support is on-going, special attention is given to bullying prevention in the month of October.

Suicide Prevention:

Elementary level suicide prevention awareness begins early, implemented through guidance lessons based on self-esteem, wellness, coping strategies, safety, healthy choices, and resiliency builder.

Upper elementary students/middle school students are taught how to recognize risk factors and warning signs of mental health conditions and suicide in self and others. Guest speakers from local community organizations are brought in to speak to suicide prevention awareness. How to help a friend and help-seeking strategies are reviewing during classroom guidance lessons throughout all grade levels. Small group counseling is also available.

Suicide prevention awareness at the high school level encourages that ANY and ALL threats are taken seriously. If threats are made or reported, the school counselor follows the direct crisis response plan. All teachers and staff members are provided with the district crisis plan and most are trained in Youth Mental Health First Aid. The district crisis plan addresses steps to be taken should any employee have reason to believe that a student or staff member is in any danger or harming himself/herself. Whether this information is from direct knowledge or report from another person. Protocols are in place for students at risk, these include risk assessment, suicide risk reporting form, safety plan, collaboration with mental health agencies, referrals for support, parent notification, and re-entry protocols.

Both school counselors utilize the following resources:

- **Rapid Assessment for Adolescent Preventive Services**
- **Student Suicide Risk Reporting Form**
- **Safety Plan**
- **Chenal Family Therapy Referral Form**
- **Student Support Form**

Direct Services – Individual Student Planning

Academic Advisement:

Both OMSD Counselors act as an advisor for their students and guide them in developing short-term academic and social/emotional goals, as well as long-term academic, post-secondary, and career goals.

Academic advisement services include:

- Assisting students through age-appropriate classroom counseling lessons, small and individual counseling sessions, and by providing teachers support and resources that they can utilize in their classrooms.
- Providing opportunities for students to review academic progress, interest inventories, student success plans, and support students in their development of academic, career, and skill planning.
- Providing guidance to students in academic, vocational, and social/emotional goal setting.
- Assist teachers to provide opportunities for students to access and monitor their own educational, career, and social/emotional progress.

Academic goals and course selection: Counselors and students meet to review their test data along with grades to start teaching the connection between education and future success. Counselors work with all of our students teaching them how to establish short and long term academic goals.

Counselors create guidance lesson plans and incorporate skills that students will need to make decision about post-secondary concerns. Counselors are responsible for assisting students in creating schedules and placing students course selection in E-school so the master schedule for the next school year can be created.

Elementary:

School Counselors begin early providing guidance lessons to students K-3 regarding what their interests, career opportunities, and what they want to be when they grow up. They speak with 4th grade on the transition to the middle school hallway and the new schedule that includes class rotation. Guidance is provided on the change in expectations, rituals, and routines in 5th-6th grade.

Middle School:

School Counselors use prior knowledge of elementary guidance lessons to begin teaching students how to select academic goals. They assist students in learning about their interests and what they are good at to start creating a career focus. Counselors also meet with students to discuss failing grades, self-motivation, and plans for success. Counselors meet with middle school classes to start the discussion and awareness of course selection. They review students personal and career goals and learn what courses are needed to attain those goals, as well as grades and future opportunities to pursue these goals.

High School

Academic goals are established based on each students individual needs, interests, and future career goals. Counselor's review available data with students in order to create Student Success Plans. Possible data includes but is not limited to state test, ACT, transcript, etc. Student are advised on smart core requirements for graduation. Group meetings are established to disseminate career selection information to students.

Counselors encourage high school students to take concurrent credit courses when they have an interest and requirements. Academic support resources are provided to students to encourage them to make better grades, increasing their opportunities after high school.

Direct Services – Career Planning

Career Readiness

- ❖ Xello -College & Career Readiness Platform
- ❖ Advisory Groups
- ❖ ASVAB Testing & Interpretation Platform
- ❖ Individual Student Meetings
- ❖ Career Guidance Lessons
- ❖ Internship Program
- ❖ Job Shadowing Opportunities
- ❖ Career Fairs
- ❖ Guest Speakers
- ❖ TRIO Educational Talent Search Program

Direct Services: Responsive Services –Tier 2

Individual and Small Group Counseling:

At Ozark Mountain School District targeted data-driven interventions will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns. The Responsive Tier 2 Services of OMSD consist of strategies, interventions, and activities to meet the immediate needs of students that are experiencing struggles in academic achievement, career readiness, or social/emotional health. These services are identified through surveying student needs, teacher reports, and referral to the Student Support Team. These services are delivered through strategies including:

- Individual and small group counseling
- Crisis Counseling
- Check In-Check Out Mentoring Intervention
- Referral to the Student Support Team

Individual and Small Group Counseling:

OMSD School Counselors work with students both individually and through small groups, providing support for students expressing academic challenges, difficulties dealing with relationships, grief, anxieties, personal concerns, or normal developmental tasks. Individual or small group counseling opportunities are short-term, and provide students with assistance in developing skills, positive coping strategies, and resources to handle difficult situations when they occur. School counselors do not provide long-term therapy. When necessary, referral sources are used to connect students/families to appropriate resources.

Crisis Response Counseling:

OMSD School Counselors provide immediate crisis response counseling which provides prevention, intervention, and follow-up. The OMSD Crisis Response Protocol is utilized when a crisis occurs. Counseling and support are provided to students and families facing emergency situations. When necessary, appropriate outside referral sources are utilized.

Conflict Resolution:

OMSD School Counselors provide guidance in conflict resolution skills. This technique is used to help students learn how to make changes in the way that they react to (get along with) others.

Orientation / Transition Services:

Orientation is a process for students, teachers, parents, and stakeholders to learn about the school counseling program, the roles of the school counselor, and the services available to students, families, and staff. Orientation can also help students make smoother transitions from one school setting to another.

OMSD orientation/transition services are as follows:

- Open House
- New student orientation packets provided at Open House and during the first week of school.
- Mentoring programs for incoming 4th graders transitioning to 5th grade and the middle school hallway
- Mentoring programs for incoming 6th graders transitioning to the high school hallway

Indirect Services

<p>Consultation</p>	<p>District school counselors meet with stakeholders on behalf of the students. This can include parents/guardians, school staff, and/or other community agencies. By consultation counselors help to make decisions on how to best serve our student academically, behaviorally, and emotionally.</p>
<p>Referrals</p>	<p>District school counselors refer to outside agencies and community resources to help ensure student success. These resources include school-based mental health services, mental health facilities, or government agencies that address child maltreatment.</p>
<p>Decision Making Teams</p>	<p>District school counselors serve as contributing members of decision making teams that help to determine appropriate actions for individual students and groups of students.</p> <ul style="list-style-type: none"> ➤ Section 504 ➤ Response to Intervention ➤ Parental Involvement ➤ School Leadership Teams ➤ Career and Technical Education ➤ Positive Behavior Interventions and Supports ➤ Student Support Team

Administrative Activities of Counselors:

<p>Coordination of Programs and Data Input</p>	<p>District counselors are coordinators of the following programs:</p> <ul style="list-style-type: none"> ➤ Master Scheduling (K-12) ➤ Student Success Plans (8th-12th) ➤ Check In-Check Out Mentoring Programs
<p>Participate in Committees and Meetings</p>	<p>District counselors participate in Student Support Meetings and PBIS Meetings</p>
<p>Duties</p>	<p>District school counselors do not have any required duties in which they supervise students in common areas.</p>

Referrals – Tier 3

OMSD School counselors will collaborate with local businesses, industries, and agencies in order to take advantage of community resources, referral agencies, field trip sites, employment opportunities, and local labor market information.

Referrals to school based/outside agencies:

Ozark Mountain School District offers on-site school based mental health services through Chenal Family Therapy. School counselors are also able to provide parents/guardians with a resource list of additional local service providers.

Ozark Mountain School District partners with Ozarks Unlimited Resource Educational Services Cooperative Behavior Consortium, in which Behavior Specialists from O.U.R. are available to assist teachers, counselor, and principal in behavior strategies and interventions to benefit students that are exhibiting behaviors at a Tier 3 level.

Any suspicion of child maltreatment is reported by mandated reporters to the Arkansas State Police via Arkansas Crimes Against Children Hotline at 1-800-482-5964.

Ozark Mountain School District works with local business and professionals to support career/college planning and exploration opportunities.