

Ozark Mountain

SCHOOL DISTRICT

**Comprehensive School Counseling Plan
2026-2027**

The OMSD Comprehensive School Counseling Plan was developed in 2022 through a district-wide collaborative effort. Designed to be both dynamic and responsive, the plan is regularly updated to reflect the evolving needs of our students. It serves as a strategic guide and practical resource for school counselors and administrators as they assess, enhance, and align services to support student success.

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OMHS Counseling Program Overview

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Ozark Mountain School District is committed to meeting the evolving goals and expectations of our diverse communities—families, educators, administrators, and, most importantly, our students. As the needs of our schools continue to shift, our Comprehensive School Counseling Plan will serve as a dynamic framework and vital resource for School Counselors and Administrators, guiding the development, evaluation, and enhancement of student-centered programs and services.

This plan is designed to:

1. **Support the developmental growth** of every student through age-appropriate academic, social, and emotional strategies
2. **Ensure equitable access** to personalized guidance tailored to individual student needs
3. **Foster mental well-being** and cultivate positive relationships and healthy decision-making skills
4. **Create an inclusive school climate** where all students feel heard, valued, and empowered to thrive
5. **Provide responsive support** to students navigating crisis situations or requiring targeted, remedial interventions

FOUNDATION

I. Belief Statements:

- Our students are capable of learning and achieving success when provided access to resources and support
- Every student deserves a safe, inclusive, and respectful school environment that nurtures academic, social, and emotional growth.
- School Counselors are advocates for all students, working to eliminate barriers to learning and promote equity.
- Collaboration among counselors, educators, families, and the community is essential to student success.
- Career and college readiness begins early, and all students should be empowered to explore their future pathways.
- Social-emotional development is foundational to academic achievement and lifelong well-being.
- School Counselors will collect and utilize data to design, implement, and evaluate our school counseling program.
- School Counselors will abide by the ASCA's National Model & Ethical Standards for School Counselors.

II. Vision Statement:

“Our district strives to empower all students to achieve academic excellence, develop personal resilience, becoming lifelong learners, and explore meaningful post-secondary pathways through an inclusive and data-informed counseling program that fosters equity, belonging, and lifelong success.”

III. Mission Statement:

Our goal is to provide a comprehensive, developmental counseling program that meets the unique academic, career, and social/emotional needs of our diverse student population and community. Our School Counselors will strive to empower all of our students to embrace their fullest potential through equitable access, community partnerships, and individualizes support. School Counselors will work diligently to ensure that our students graduate with the competencies necessary to make self-directed, realistic, and responsive decisions, and to make a positive difference in our school and community.

IV. Program Goals:

Annual Elementary School Goals / ASCA Mindsets & Behaviors

➤ Goal 1- Student Attendance

- Target Group: OMES students in grades K-6 who have more than 5+ absences at the end of term 1.
- Target Outcome: By the end of term 2, we will see a 15% improvement in attendance from the end of term 1 by using weekly check-ins, parent outreach, and attendance initiatives.

Supporting Evidence: Research demonstrates that reducing absenteeism in the elementary years supports academic growth, strengthens school connectedness, and improves long-term educational outcomes.

Mindset Standard	• M 3. Positive attitude toward work and learning
Behavior Standards	• B-SMS 1. Responsibility for self and actions • B-SMS 8. Balance of school, home, and community activities
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.
Counselor Interventions	• Tier 1: SEL lessons, positive attendance incentives, parent education • Tier 2: Parent meetings, CICO, 1 on 1 with counselor • Tier 3: Reengagement plan for chronic absenteeism, FINS, Referrals

➤ **Goal 2- Career & Postsecondary Awareness**

- Target Group: All OMES students in grades K-6.
- Target Outcome: By May 2027, 100% of students will participate in at least one career awareness activity during the school year.
By May 2027, 90% of students in grades 5-6 will identify a career interest and explain the education needed for that career.

Supporting Evidence: Research indicates that introducing career and postsecondary concepts during the elementary years promotes student engagement, strengthens goal-setting skills, and supports long-term academic achievement.

Mindset Standard	• M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success • M 3. Positive attitude toward work and learning
Behavior Standards	• B-LS 7. Long- and short-term academic, career and social/emotional goals
Learning Objectives/Competencies	• Students will identify how effort, responsibility, and perseverance contribute to success in school and future careers. • Students will explain how education and training influence career opportunities by identifying the education requirements for at least three careers.
Counselor Interventions	• Tier 1: Deliver classroom guidance lessons on career clusters, career pathways, and postsecondary options. • Tier 2: Connect students with mentors, job shadowing opportunities, or career fairs. • Tier 3: Provide individualized college and career planning for students with significant academic, behavioral, or social-emotional needs.

➤ **Goal 3- Positive School Climate**

- Target Group: All OMES students in grades K-6.
- Target Outcome: By May 2027, 90% of students will report that they can identify at least one trusted adult at school on the annual student survey. By May 2027, 90% of students will demonstrate knowledge of bullying prevention and reporting procedures on a SEL post-assessment.

Supporting Evidence: Research continually shows that a positive school climate improves student grades, attendance, and behaviors.

Mindset Standard	• M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
Behavior Standards	• B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them • B-SS 3. Create relationships with adults that support success • B-SS 4. Empathy
Learning Objectives/Competencies	• All students will believe they are one part of a whole and can promote real change in their school. • All students will engage in SEL lessons and will learn and commit to actionable ways to promote kindness and positivity.
Counselor Interventions	• Tier 1: Celebrate student achievements, monthly SEL lessons/character themes, Kindness Week, Aubrey West Sunshine Award, Terrific Kid • Tier 2: Calming corners/rooms, small group counseling, regular check-ins with families of high-need students, CICO • Tier 3: Restorative reentry plans after removal from class or school, individualized SEL plans, Chenal Family Therapy referrals

IV. Program Goals:

Annual High School Goals / ASCA Mindsets & Behaviors

 Goal 1-Attendance & Engagement

- Target Group: OMHS students in grades 7-12 with 5+ absences during the 1st semester of the school year.
- Target Outcome: By the end of the 2nd semester we will see improved attendance among 7th-12th graders by 25% using weekly check-ins, attendance incentives, and parent outreach—as measured by quarterly attendance reports.

Supporting Evidence: Research shows that targeted interventions—including personalized family communication, mentoring, counseling, and family engagement—can produce measurable decreases in student absences.

Mindset Standard	• M 3. Positive attitude toward work and learning
Behavior Standards	• B-SMS 1. Responsibility for self and actions • B-SMS 2. Self-discipline and self-control
Learning Objectives/Competencies	• Self-awareness, goal setting, and responsibility. • Builds problem-solving and emotional regulation skills. • Promotes accountability and motivation through goal-setting.
Counselor Interventions	• Tier 1: School-wide messaging on attendance expectations/Social media posts. • Tier 2: Weekly check-ins for at-risk students, tied to solution-focused goals. • Tier 3: Intensive support plans with family outreach, mental health referrals, and academic catch-up sessions.

➤ **Goal 2-Behavior & Discipline**

- Target Group: OMHS students 7-12 with 3+ office referrals in the first quarter.
- Target Outcome: By the end of the second quarter, reduce the number of OMHS students in grades 7–12 with three or more office referrals by at least 50%, through a combination of Tier 2 behavior interventions, goal-setting check-ins, and targeted SEL group supports.

Supporting Evidence: Research has found that positive behavior supports is associated with a decrease in office discipline referrals.

Mindset Standard	• M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
Behavior Standards	• B-SS 3. Positive relationships with adults to support success • B-SS 6. Effective collaboration and cooperation skills
Learning Objectives/Competencies	• Recognizing and respecting diversity and inclusion within environment • Initiating and maintaining positive relationships with adults • Making choices that foster belonging and mutual respect
Counselor Interventions	• Tier 1: Visual reminders, student-created norms, and positive reinforcement systems to model desired behaviors, , new administration communicating expectations. • Tier 2: Review behavior data biweekly; adjust interventions based on trends and student responsiveness. • Tier 3: Weekly solution-focused sessions tailored to specific behavior goals.

➤ **Goal 3-Postsecondary Planning & Career Readiness**

- Target Group: OMHS Senior Students
- Target Goal: Increase the number of seniors submitting a post-secondary plan (e.g. FASFA, college applications, technical center trade program, enlistment, or career plan) to 95% of the graduating senior class by graduation.

Supporting Evidence: Research supports increasing career awareness and structured career planning as a strategy for helping high school students prepare for life after graduation.

Mindset Standard	• M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success
Behavior Standards	• B-LS 7. Long- and short-term academic, career and social/emotional goals • B-LS 8. Engagement in challenging coursework
Learning Objectives/Competencies	• Identify post-secondary pathways aligned with personal strengths, interests, and values • Complete essential steps in post-secondary planning (e.g. FASFA, applications, resume building, workforce planning) • Advocate for support by accessing resources (school counselor, career coach)
Counselor Interventions	• Tier 1: Ensure every senior has foundational knowledge, resources, and access to begin their post-secondary plan, introduction of LFS (Launch for Students) • Tier 2: Support students who’ve started a plan but need coaching, direction, or follow-through. • Tier 3: Address students with chronic disengagement, personal challenges, or systemic barriers.

➤ **Goal 4-Student Recognition & Encouragement**

- Target Group: High achieving OMHS students in grades 7-12 who maintain a strong academic record.
- Target Goal: Continue the annual OMHS Bears of Distinction Banquet for high achieving students, increasing the number of participants by 15%.

Supporting Evidence: Research supports the use of targeted academic supports to improve high school students' academic performance and increase the likelihood that students will meet established GPA requirements for honors recognition.

Mindset Standard	• M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
Behavior Standards	• B-SS 7. Leadership and teamwork skills to work effectively in diverse groups • B-SS 9. Social maturity and behaviors appropriate to the situation and environment
Learning Objectives/Competencies	• Members will maintain GPA to meet program eligibility (3.75), with academic progress monitored quarterly. • All students achieving this status are honored at the annual Honors Academic Banquet
Counselor Interventions	• Tier 1: School-wide promotion: Continual reminders, use bulletin boards, morning announcements, and newsletters to promote High Honors and awareness of requirements • Tier 2: Peer engagement/mentoring-Student Ambassadors. • Tier 3: Explore strengths and interests, build personalized plans for involvement.

V. Standards and Competencies

ASCA Ethical Standards for School Counselors (2022)

[https://www.schoolcounselor.org/About-School-Counseling/Ethical-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-\(1\).](https://www.schoolcounselor.org/About-School-Counseling/Ethical-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-(1).)

ASCA School Counselor Professional Standards & Competencies (2025)

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/sc-competencies.pdf>

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

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/mindsets-behaviors.pdf>

MANAGEMENT

I. 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 Calculator](#)

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.	
		Program Planning and School Support: School counseling program foundation, management, and accountability tasks (lesson planning, data analysis, developing programs and events, 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%

II. Self-Assessment:

A school counselor self-assessment is a structured reflection tool designed to help counselors evaluate their own practices, strengths, and areas for growth in relation to professional standards and goals.

The purpose of a School Counseling Self-Assessment is:

- Gauge effectiveness: Assess how well you’re supporting students academically, socially, and emotionally.
- Align with standards: Compare your work with frameworks like the ASCA National Model.
- Set goals: Use insights to create SMART goals and measurable objectives for program improvement.

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[OMSD School Counselor Self Assessment](#)

II. Administrative Conference:

An administrative conference will be help between OMHS School Counselor, OMES School Counselor, and OMHS & OMES School Principals during the month of August.

[Comprehensive School Counseling Agreement](#)

III. Advisory Council:

The OMSD 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 advisory council shall meet no less than twice a year to review and support implementation of the Counseling Plan.

Recommendations from the council shall be documented and made available to the superintendent and the Board of Education.

[Advisory Council](#)

IV. Annual Calendar

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	October	November
OMES & OMHS Schedule Completion Open House Schedule Change Request Week UA Northark Concurrent Courses Begin UA Northark Technical Center Courses Begin Administrative Meeting Meet the School Counselor Newsletter/Posts Meet the School Counselor Lesson Update Senior Student Success Plans Introduce Seniors to A.C.C.E.S.S. Newton County Fair- FFA ATLAS K-3 BOY Assessments AGFC School of Conservation Phase I	Parent/Teacher Conference ATLAS Interim 3rd-10 th grade Progress Reports Introduction of LAUNCH for students (LFS) Advisory Council Meeting Update Junior Student Success Plans Goal Setting Lessons, Guest Speaker Suicide Prevention Week ASVAB Testing Talent Search-September College Fair @ North Ark Bobcat Days @ C of O Boone County Fair- FFA K-6 SEL Classroom Lessons AGFC School of Conservation Phase I Attendance Awards/Terrific Kid/Sunshine Award Counselor's Corner Newsletter	Red Ribbon Week, Guest Speakers Bullying Prevention Week End of 1 st Quarter-Report Cards Financial Aid Night Quarterly Awards Talent Search-October Update Sophomore Student Success Plans Arkansas Tech Tour Student & Teacher Needs Assessment District Fair AYE National Convention-FFA Fall Festival K-6 SEL Classroom Lessons AGFC School of Conservation Phase I Attendance Awards/Terrific Kid/Sunshine Award Counselor's Corner Newsletter	Workkeys Testing Angel Tree Sign Ups Veterans Day Sign up for NAC Tech/Concurrent Courses Progress Reports Get Real, Here's the Deal -UofA Coop National Career Development Month Talent Search-November UCA Tour Update Freshman Student Success Plans K-6 SEL Classroom Lessons AGFC School of Conservation Phase I Attendance Awards/Terrific Kid/Sunshine Award Counselor's Corner Newsletter
December	January	February	March
Fall Civics Exam Angel Tree Organization & Distribution Semester II Course Requests Social Media Safety -UofA Coop K-6 SEL Classroom Lessons Semester Tests: No Early Dismissal End of 2 nd Quarter -Report Cards Talent Search-December Update 8 th Grade Student Success Plans AGFC School of Conservation Phase I Attendance Awards/Terrific Kid/Sunshine Award Counselor's Corner Newsletter	ATLAS Interium 3rd-10 th grade ATLAS K-2 Interim Assessments Report Cards are sent out Transcript Audits UA Northark Concurrent Courses Begin UA Northark Technical Center Courses Begin Student & Teacher Needs Assessment Quarterly Awards Conflict Resolution Lessons Talent Search-January Update 7 th Grade Student Success Plans Schedule Committee Planning AGFC School of Conservation Phase I Attendance Awards/Terrific Kid/Sunshine Award Counselor's Corner Newsletter	Workkeys Testing Teen Dating Violence Awareness Kindness Week Self-esteem Lessons North Arkansas College Tour Progress Reports Parent/Teacher Conferences Talent Search-February K-6 SEL Classroom Lessons AGFC School of Conservation Phase I Attendance Awards/Terrific Kid/Sunshine Award Counselor's Corner Newsletter	Test Anxiety/Preparation Lessons ACT Test (juniors) Pre ACT (sophomores, freshman) End of 3 rd Quarter-Report Cards Sign up for NAC Tech/Concurrent Courses College of the Ozarks Tour Talent Search-March Child Sexual Abuse/Human Trafficking, Guest Speakers K-6 SEL Classroom Lessons AGFC School of Conservation Phase I Attendance Awards/Terrific Kid/Sunshine Award Counselor's Corner Newsletter

Annual Calendar continued...

April	May
ATLAS Summative K-2 Senior Exit Plans Mental Health Awareness Lessons Safe Decision Making Lessons Summative ACT Aspire Testing Graduation Preparation Talent Search-April Progress Reports Spring Civics Exam Attendance Awards/Terrific Kid/Sunshine Award AGFC School of Conservation Phase I Counselor’s Corner Newsletter	6 th Grade Transition Day Graduation Academic Award Banquets Decision Day Celebration Transcript Audits Arena Scheduling Quarterly Awards Positive School Climate, Post-Survey ATLAS Summative Exams End of 4 th Quarter-Report Cards AP Testing Attendance Awards/Terrific Kid/Sunshine Award AGFC School of Conservation Phase II Counselor’s Corner Newsletter
June	July
Arkansas School Counselor Association Conference	AFGC School of Conservation Phase III (Completion)

DELIVERY

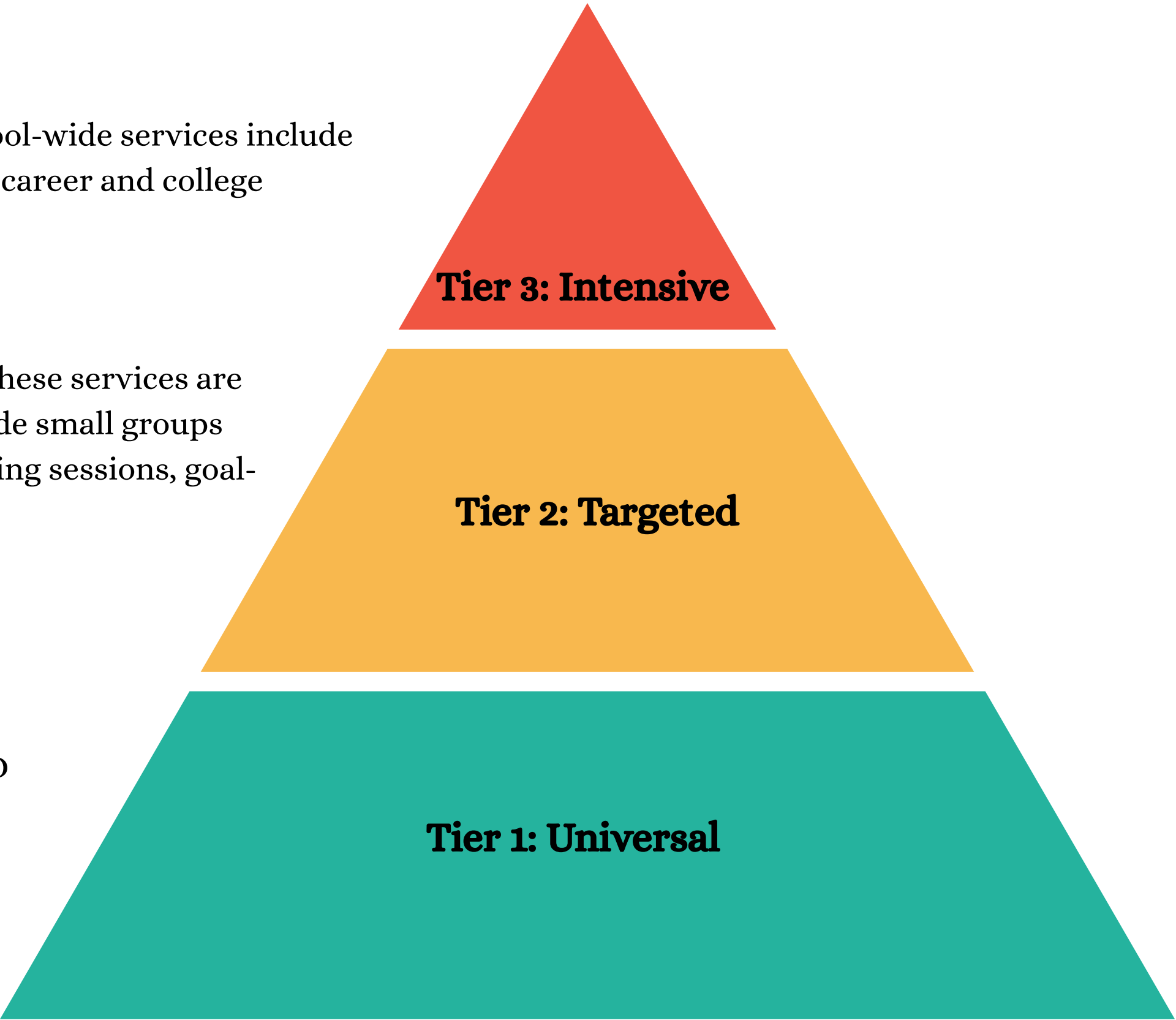
OMSD delivery model is focused on services, strategies, and interventions that provide equity and access to interventions to support achievement for all of our students. Ozark Mountain School District follows a three tier Comprehensive Counseling Model. Each tier is divided by the level of intervention needed for each student.

I. Multi-tiered Comprehensive Counseling Model

Tier 1: Tier 1 services are universal and provided to all students. These school-wide services include guidance lessons, SEL activities, special guest speakers, school assemblies, career and college readiness, and attendance awareness campaigns.

Tier 2: Tier 2 services are provided to a smaller, targeted group of students. These services are designed to be both preventative and responsive. OMSD Tier 2 services include small groups counseling (e.g., anxiety, grief, attendance), (CICO), individual school counseling sessions, goal-setting session, and referral for the OMSD Student Support Team.

Tier 3: Tier 3 services are provided for students who need a more intensive counseling approach. These services are an individualized approach. OMSD Tier 3 services include Crisis Response Counseling, Suicide Risk Reporting Assessment, Threat Assessment, referrals to our school-based counseling agencies as well as community counseling outside agencies and resources.



II. Core Curriculum/Guidance

Classroom Guidance: A structured set of lessons designed to help all students develop academic, career, and social/emotional skills aligned with ASCA Mindsets & Behaviors for Student Success 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.

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

Example of a Lesson Plan:

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

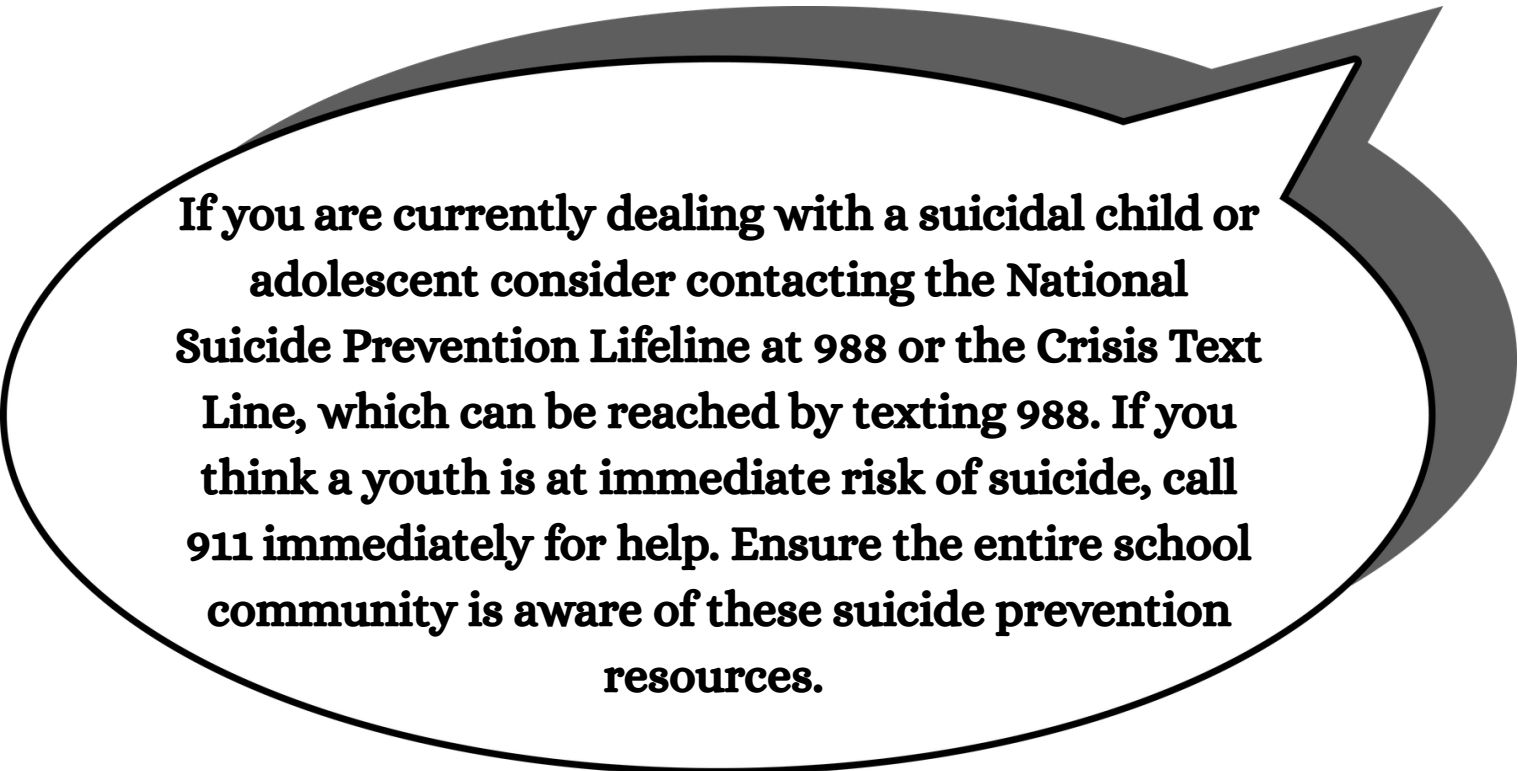
Suicide Prevention:

Suicide Prevention begins at the **elementary level** through guidance lessons based on wellness, self-care, safe and healthy choices, coping strategies, and resiliency building. **Upper elementary students/middle school students** are also 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 reviewed during classroom guidance lessons throughout all grade levels. If needed counselors will provide suicide prevention groups.

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.

The OMSD counselors utilize the following resources:

- **Rapid Assessment for Adolescent Preventive Services** [RAAPS](#)
- **Student Suicide Risk Reporting Form** [Suicide Risk Reporting Form](#)
- **No Harm Agreement** [No Harm Agreement](#)
- **Threat Assessment Checklist** [Threat Assessment Checklist](#)
- **Chenal Family Therapy Referral Form** [SBMH Referral Form](#)
- **Crisis Text Line** [Text Hello 741741](#)



Bullying Prevention:

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.

III. Direct Student Services

Act 190, The School Counseling Improvement Act states that school counselors shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students.

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 6th 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 student's 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 stud

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.

III. Direct Student Services

- Academic goals and course selection:
 - Review test data and grades with students to teach the connection between education and future success.
 - Work closely with students in teaching them how to establish short- and long-term academic goals.
- Accelerated Learning:
 - Counselors encourage high school students to take concurrent credit courses in partnership with our local college pursuing dual credit courses and some an associate's degree
 - Advanced Placement courses are an encourage part of OMHS accelerated learning pathway
 - UA Northark College Technical Center is a positive place for students to learn a trade, earning trade certifications upon graduation
- Student Success Plans:
 - A personalized education plan intended to assist students with achieving readiness for college, career, and community engagement
 - Developed in collaboration with parents and the student, SSP's are updated annually
 - 2026-2027 school year will introduce the Launch for Students (LFS) platform in which SSP's will be housed
 - Working plan that is in place to support the overall success of the student to graduate ready for postsecondary options
- Career Readiness
 - A.C.C.E.S.S. Portal for Seniors
 - Xello- College & Career Readiness Platform
 - Monthly meetings with Career Coach
 - ASVAB Testing & Interpretation Platform
 - Individual Student Meetings
 - Career Guidance Lessons
 - Internship Program
 - Job Shadowing Opportunities
 - Career Fairs
 - Guest Speakers
 - College Tours
 - TRIO Educational Talent Search Program

III. Direct Student Services

- Responsive Counseling:
 - Target data-driven intervention provided to students in need of additional support to address academic achievement, social/emotional concerns, or college/career readiness.
 - Check In-Check Out Mentoring Intervention
 - Referral to SBMH Team
- Individual and Small Group Counseling:
 - Provide support for academic challenges
 - Difficulties dealing with relationships
 - Grief, anxiety, and depression
 - Small group counseling opportunities are short-term, providing positive coping strategies, assistance in skill development, and resources to handle difficult situations.
- Crisis Counseling:
 - Immediate crisis response counseling which provides prevention, intervention, and follow-up
 - OMSD Crisis Response Protocol is utilized
 - Counseling and support provided to students and families facing emergency situations
 - When a higher level of care is needed, appropriate referral sources are utilized
- Conflict Resolution:
 - Guidance in conflict resolution skills
 - Technique utilized to help students learn how to make changes in the way that they react to others
- Orientation/Transition Services:
 - New student orientation is provided by counselors
 - Orientation days are set up to help students make smoother transitions from one school setting to another.
- Social Emotional Learning (SEL):
 - Individual, small group, and classroom lessons that facilitate social emotional learning and promote culture and social awareness

IV. Indirect Student Services

Indirect Counseling Act 190, The School Counseling Improvement Act states that school counselors shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students.

OMSD School Counselors provide Indirect Counseling in the following areas:

- Consultation
 - Advocate and communicate with parents, staff, community agencies, and administrators on behalf of students
- Referrals
 - School counselors refer to outside agencies and community resources to help ensure students success
 - School-Based Mental Health Services
 - Mandated Reporter to the child abuse hotline for child maltreatment reports
 - Identifying and advocating for 504 students
- School Committees and Teams:
 - Response to Intervention
 - Parental Involvement
 - School Leadership Teams
 - Career and Technical Education

Administrative Activities:

Act 190, The School Counseling Improvement Act, states that a school counselor shall devote no more than ten percent (10%) of his/her time each month, on student contact days, engaging in administrative activities.

OMSD Counselors participate in the following administrative activities:

- Coordination of Programs and Data Input
- Master Scheduling (K-12)
- Career & College Advisement
- Student Success Plans (8th-12th)
- Check In-Check Out Mentoring Programs
- Building Test Coordinator

ACCOUNTABILITY

I. Data Review

To provide a data driven comprehensive school counseling program, the school counselors at OMSD will evaluate program results annually. The purpose of these assessments is to determine strengths and weaknesses, what was successful and what was not, what needs to be included to more effectively meet the needs of OMSD students, as well as what additional resources are needed to promote academic, career, and social/emotional achievement.

In the accountability assessment of the OMSD Comprehensive School Counseling Program the following tools are utilized:

- Use of Time Calculator
- School Counseling Program Self-Assessment
- Student, parent, teacher assessment
- Surveys
- Results of data collection and comparison

II. Stakeholder Sharing and Community Engagement

The OMSD School Counselors provide stakeholder sharing and community engagement through the following outlets:

- Ozark Mountain School District Website
- OMHS School Counselor's Facebook Page
- OMES School Counselor's Facebook Page
- Counselor Remind
- Newsletters
- High School Counselor Bulletin Board