

Glen Rose School District
Response to ACT 908 of 1991

This plan articulates the functions served by each of the components of a program of student service. The plan indicates development and implementation for providing student services to all students at the Glen Rose School District.

The Glen Rose School District has two full time school counselors and one part-time school counselor. The school counselors help all pupils by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other schools or community guidance resources. Counseling is a process in which a trained professional forms a trusting relationship with a person who needs assistance. This relationship focuses on personal meaning of experiences, feelings, behaviors, alternatives, consequences, and goals.

Classroom guidance is provided with lessons that reinforce goals in the areas of academic, social/emotional and career development. Classroom guidance lessons focus on self-understanding, effective communication skills, problem solving, decision-making, conflict resolution, career awareness, comprehension and acceptance of differences in people, choices and responsibilities and self-protection. The school counselor provides support to teachers and others in the school as well as support for parents and students.

Individual and small group counseling is provided to students to help in times of crisis and to provide coping strategies and life skills to students. Students may be referred to the counselor by teachers, parents, administrators and through self-referrals.

Educational development is encouraged with activities that assist students in learning to set goals, developing effective work habits and study skills, learning to perform assigned tasks adequately, and learning to evaluate the relevancy of school tasks for present and future goals.

Career development assistance is provided to students to help them discover the purpose of work and its relationship to the individual. The counselor uses age-appropriate classroom guidance lessons, individual and small group sessions to assist students in exploring the importance of work and its relationship to the individual, recognizing that talents and interest are related to career choices, recognizing the relevance of school tasks to the work force, and developing an awareness of occupational clusters.

Parent involvement is an important role of the school counselor. The school counselor is available to the parents for help in behavioral and developmental concerns of the student. Counselors can work with all parents to foster open communication between home, student, and school.

Structured peer facilitation opportunities may be provided if deemed necessary as students often share their problems with peers rather than adults.

Appropriate referrals are made by establishing and maintaining close working relationships with staff of a variety of school and community agencies. These agencies include department of health and social

services, mental health centers, and advocacy groups. Glen Rose School counselors have a close working relationship with *Living Hope* which is a mental health service based on our campus.

Testing and assessment may be used to help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. Counselors help interpret standardized test results for parents, faculty, and students.

Counselors assist with specialized populations and needs by working with students from culturally diverse populations and disabilities. The counselor can provide activities that promote student's and school personnel's acceptance of differences, policies, procedures, and behaviors that reflect freedom from stereotypes. Counselors may also exam the schools' testing programs to ensure that they reflect equitable standards for all students as well as provide outreach to parents and families of students from culturally diverse populations.

Orientation of students is important to the Glen Rose School District. New students are welcomed into the school by the counselor, administration, teachers, school staff and other students. All students receive a handbook describing available programs and other important information. Open House is held before school begins for students to meet their teacher and become familiar with their school.

Academic advisement for class selection is provided by the counselor in coordination with the school principal in scheduling students for placement in the proper academic setting.

Utilization of school records is used to assist parents, faculty, administrators, and counselors in helping each individual student reach their potential.

Activities using 75% of the counselor's time in direct counseling services to students include, individual counseling, group counseling, classroom guidance, an orientation of new students.

Activities using 25% of time in services related to guidance services include, assisting in enrolling new students, assisting with standardized testing programs, and interpreting test results.

The Glen Rose School District provides psychological services to students to ensure that they are ready to succeed and are being prepared for college and/or career readiness. A psychological examiner is on campus to evaluate students with learning problems. A behavior specialist can be utilized to observe students with behavior or adjustment problems. The Glen Rose School District provides evaluation and placement of students in the gifted and talented program. Consultation with parents, students and school personnel to discuss student performance and any resources that might be needed to ensure students are ready to succeed is conducted as needed. A system for referrals that involves teachers gathering data on students, documenting difficulties and interventions, result of interventions, and referral to determine what services or additional resources might be needed to help the student succeed is provided. The district provides written policies that assure ethical procedures in psychological activities.

Visiting teachers and school social work services are utilized to enhance the coping capabilities of people and the environmental conditions that impact people. Counselors and principals may visit the home of a student to speak with the student and parents about issues with attendance, behavior, academics or other concerns. The school based mental health counselor and case worker may also make home visits to address concerns with the students and families they work with in sessions.

Occupational and placement services shall include, but are not limited to the dissemination of career education information, placement services, and follow-up studies. The school counselor is the liaison between employers and the school. The counselor may make recommendations for job placement and application references. The Glen Rose School District employs a career coach as well.

Conflict resolution services begin at the elementary level. Students are taught the importance of acceptance and tolerance to aid in resolving differences. Through lessons and information at all grade levels, students are provided with strategies to learn better techniques to resolve conflict, become more accepting of others and promote positive communication skills.

The Glen Rose School District has a Suicide/Crisis plan. All staff receive professional development on risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.

At-Risk students and the school dropout program are addressed by tracking student through email, phone calls, and an exit interview when possible. The district's goal for improvement for all at-risk youth include decreasing the number of dropouts, improving attendance, and lowering the number of suspensions.

Alternative student services personnel is utilized through *Living Hope*, a school based mental health service and other outside mental health centers.

Support services are designed to be comprehensive and integral to the process of schooling and the development of all students. The Glen Rose School District provides a developmentally appropriate guidance program to aid students in educational, person/social, and career development. Our district provides supportive personnel and appropriate facilities to ensure effective counseling to meet the individual needs of students. A certified counseling staff maintains an overall district ratio of 1 to 450.

Media services are budgeted and spent yearly on purchasing and maintaining an appropriate collection.

Bullying is defined as mean talk or hurting other people. The Anti-Bullying Policy for the school can be located in the student handbook. The guidance curriculum includes lessons that discourage bullying and encourages students to be up-standers instead of by-stander when they witness bullying.

All staff may aid in the area of alternative methods of classroom management. Methods may include behavioral contracting, dispute resolution, classroom meetings, logical consequences, assertive discipline, and behavioral modification.

The Glen Rose School District employees two full time school nurses. School nurses conduct vision and hearing screenings and make referrals for students in need of follow-up procedures. The school nurses along with the 504 coordinator, parents and teachers may develop individualized healthcare plans for students as needed.

