

# Comprehensive School Counseling Plan 2023-24



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## MELBOURNE SCHOOL DISTRICT

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# MELBOURNE SCHOOL DISTRICT CONTACT INFORMATION

310 Bearkat Drive P.O. Box 250  
Melbourne, AR 72556  
(870) 368-7070 Phone  
(870) 368-7071 Fax

## Team Members & Contact Information

**Superintendent: Mr. Tim Massey – [tim.massey@melbourneschools.org](mailto:tim.massey@melbourneschools.org)**

- **Melbourne High School**

- Tara Rush, Principal – [tara.rush@melbourneschools.org](mailto:tara.rush@melbourneschools.org)
- Jason Qualls, Assistant Principal – [jason.qualls@melbourneschools.org](mailto:jason.qualls@melbourneschools.org)
- Cindy Poole, Counselor – [cindy.poole@melbourneschools.org](mailto:cindy.poole@melbourneschools.org)
- Janet Yancey, Counselor – [janet.yancey@melbourneschools.org](mailto:janet.yancey@melbourneschools.org)
- Nichole Parks, LEA SpEd Coordinator – [nichole.parks@melbourneschools.org](mailto:nichole.parks@melbourneschools.org)
- Tammy Hoskinds, High School Nurse – [tammy.hoskinds@melbourneschools.org](mailto:tammy.hoskinds@melbourneschools.org)
- Chase Tomlinson, SRO – [chase.tomlinson@melbourneschools.org](mailto:chase.tomlinson@melbourneschools.org)

- **Melbourne Elementary**

- Steven Chaney, Principal – [steven.chaney@melbourneschools.org](mailto:steven.chaney@melbourneschools.org)
- Sadie Jenkins, Assistant Principal – [sadie.jenkins@melbourneschools.org](mailto:sadie.jenkins@melbourneschools.org)
- Amanda Robertson, Counselor – [amanda.robertson@melbourneschools.org](mailto:amanda.robertson@melbourneschools.org)
- Autumn Wagoner, Elementary SpEd Coordinator – [autumn.wagoner@melbourneschools.org](mailto:autumn.wagoner@melbourneschools.org)
- Jessi Johnson, Elementary Nurse – [jessi.johnson@melbourneschools.org](mailto:jessi.johnson@melbourneschools.org)

- **Bearkatz Academy Preschool**

- Ramona Haney, Preschool Director – [ramona.haney@melbourneschools.org](mailto:ramona.haney@melbourneschools.org)

## Other Team Members

- Teachers
- Librarians
- Staff members (Janitorial, Cafeteria, Maintenance, Transportation)
- School Board Members
- Parents
- Community Members

- Local Business Leaders and Elected Officials
- State Representatives

## **MELBOURNE SCHOOL DISTRICT**

### **STUDENT SERVICES PROGRAM**

#### **FOUNDATION**

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators, and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement (ASCA, 2020).

#### **BELIEF STATEMENT**

- All students have the ability to learn.
- A student's basic needs must be met for optimal learning.
- All students have the right to be heard and treated with dignity and respect.
- Student success rests on the ability of counselors to collaborate with teachers, administration, and parents in a joint effort to ensure students reach their full potential.
- All students have the right to learn in a school climate that is safe, positive, and tolerant of other's differences.
- To best benefit all students, counselors must strive for professional excellence through continued study and participation in professional organizations and workshops.

#### **VISION STATEMENT**

The Melbourne School District will implement a comprehensive counseling program that addresses the academic, emotional, and social needs of all students. Through advocacy, collaboration, and leadership, school counselors will provide the support necessary to maximize student potential and academic achievement. The vision of the counseling program aligns with that of the district with an ultimate goal of preparing students to be lifelong learners who will profoundly contribute to the society in which they live.

#### **MISSION STATEMENT**

The Melbourne School District Counseling Program provides a comprehensive, developmental counseling program that nurtures the academic, career, and personal/social development of all students. Melbourne School District counselors, who are professional school advocates, maximize student potential and academic achievement in a safe and positive learning environment by ensuring that students' needs are met. In partnership with other educators, parents, and the community, school counselors facilitate the support system to ensure all students in the Melbourne School District have access to and are prepared with the knowledge and skills necessary to contribute at the highest level as productive members of society.

## **PHILOSOPHY STATEMENT**

Each student's life is valuable and unique, and each has the right to be respected, treated with dignity, and entitled access to the school counseling program. Therefore, we believe:

- All students can achieve academic, career, and personal/social success.
- All students shall be provided equitable access to school counseling programs and services.
- An effective school counseling plan should establish appropriate goals, expectations, support systems, and experiences for each student.
- A comprehensive counseling plan should be developmental, comprehensive, and preventative in nature.
- A comprehensive counseling program focuses on prevention, intervention, and student developmental needs.
- Effective delivery of school counseling programs are planned, coordinated, and managed by school counselors in collaboration with nurses, school resources officers, social workers, and community resources with the support of administrators, parents, and community.
- Effective school counseling programs support teachers' efforts in their delivery of the academic curriculum.
- Effective school counseling programs provide annual self-appraisal and evaluations of the counseling program.
- Effective school counseling programs are guided by the American School Counselor Association's principles of Ethical Standards for School Counselors.

## **PROGRAM GOAL**

Social-emotional learning, or SEL, is essential for managing emotions and problem-solving. It equips an individual with the ability to deal with difficulties that may arise throughout his or her life and the ability to build relationships and navigate the community they live in, and amid the pandemic, millions of students lost socialization and structure because of disrupted daily life, including invaluable interactions and expectations from their participation in school, afterschool and summer programming, community and religious organizations, and other extracurricular activities. These barriers illuminated an urgent and often unmet need for *accessible* social-emotional learning supports.

Melbourne School District will provide counseling regularly that emphasizes the growth mindset, focusing on Five Competencies: Self-Management, Self-Awareness, Social Awareness, Relationship Skills, & Responsible Decision-Making. We will continue with our EAST Initiative to help promote community involvement and teamwork.

Five Competencies:

- Self-Management: We want to initiate growth in impulse control, stress management, self-discipline, self-motivation, goal-setting, and organizational skills
- Self-Awareness: We want help students to identify emotions, gain accurate self-perceptions, recognize their strengths, gain self-confidence, and have a better sense of self-efficacy.
- Social Awareness: We would like to assist students with the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Relationship Skills: We hope to increase communication, social engagement, relationship-building, and teamwork.
- Responsibility Decision-Making: We want to students to be better at identifying problems, analyzing situations, and solving problems.

Methods of gathering data will include the following:

- Regular consultations with faculty, staff and parents through in-person contact, Facebook, Email & Remind.
- Faculty and staff referrals to counselors.
- Review of Disciplinary Offenses

Referrals to School Based Mental Health Services.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA Ethical Standards for School Counselors (2016)

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2014)

<https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors>

Melbourne School District's additional goals include:

- Further develop the skills that were begun in previous years
- Provide the student with a sound educational foundation for an enriched life
- Help develop social, economic, and moral values which will serve students well later in life
- Guide students to be better citizens so that they may be a productive member of society
- Provide guidance in making career decisions
- Provide a school atmosphere that reflects respect for the property and rights of others
- Create a positive and healthful atmosphere in which to learn, grow mentally, physically, emotionally, and socially
- Help each child feel that he/she is a worthwhile person
- Help each child feel capable of being successful
- Develop children's abilities and interests
- Help children discover themselves and strive to achieve their highest potential
- Provide a safe, drug-free and disciplines environment where quality learning can take place
- Assist students in the process of growing in personal, social, educational, and career development
- Assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills
- Assist the school staff in its efforts to promote the developmental growth of students

- Assist the family in its efforts to understand the developmental growth of children
- Understand the importance of self-knowledge
- Provide educational/occupational exploration
- Provide information/resources for career planning
- Provide additional support services

## **BENEFITS OF THE MELBOURNE SCHOOL COUNSELING PROGRAM**

### **Benefits to Students:**

- + Guarantees access to advocacy
- + Guarantees services to all students
- + Focuses on students' developmental needs
- + Develops proactive skills to increase success
- + Ensures equitable access to educational opportunities
- + Develops understanding of connections between education and future success
- + Encourages career exploration and development
- + Generates acknowledgment of the changing world
- + Teaches decision-making and problem-solving skills
- + Develops effective interpersonal relationship skills
- + Facilitates cooperative peer interactions

### **Benefits to Parents/Guardians:**

- + Encourages involvement of parents in students' learning environment
- + Provides parents timely access to appropriate support and resources when needed
- + Provides opportunities for parent, student, and counselor interaction
- + Provides understanding of the counseling program
- + Advocates for their child's academic, career, and personal/social development
- + Develops a systematic partnership to support academic and career planning for students
- + Generates data related to student progress

### **Benefits to Teachers:**

- + Enhances better understanding of the counseling program
- + Creates an interdisciplinary team effort to address student needs in all domains
- + Provides access to support for skill development in classroom management
- + Provides consultation to assist in the teachers' guidance and advisement role
- + Supports a positive school climate and the learning community

### **Benefits to Administrators:**

- + Creates a structured program aligned with the National School Counseling Standards
- + Facilitates a team approach between administration and school counseling program
- + Encourages better understanding of the role of the counselors and the total school counseling program
- + Assures that a high-quality school counseling program is available to every student



- ✚ Provides an understanding for requiring appropriate credentials for all school counselors and establishes effective student-counselor ratios
- ✚ Aligns school counseling program with the school's academic mission
- ✚ Provides a basis for determining funding allocations for school counseling programs and professional development opportunities
- ✚ Addresses the students' needs and enhances the school climate
- ✚ Analyzes data for school improvement and program evaluation
- ✚ Serves as a source of data regarding the school counseling program productivity

#### Benefits for School Counselors:

- ✚ Provides a clearly defined set of functions
- ✚ Integrates the school counseling program with other school curricula and programs
- ✚ Articulates competencies students are expected to achieve as a result of participating in a comprehensive, developmental school counseling program
- ✚ Defines roles and functions within the educational system
- ✚ Provides access to direct service with all students
- ✚ Includes involvement in the academic mission of the school

#### Benefits for Post-Secondary:

- ✚ Allows equity and access to all forms of postsecondary education for all students
- ✚ Articulates the transition of students to postsecondary institutions
- ✚ Prepares students to take advantage of advanced educational opportunities

#### Benefits for Community, Business, Industry, and Labor:

- ✚ Increases the opportunity for collaboration among counselors, students, and business/industry/labor
- ✚ Enhances the role of the counselor as a resource
- ✚ Generates community/school collaborations for mutual awareness of needs
- ✚ Affords opportunity for active participation in the school counseling program
- ✚ Produces a workforce with decision-making skills, interpersonal relationship skills, pre-employment skills, and increased worker maturity.

## **MANAGEMENT**

**Use of Time** - Act 190, The School Counseling Improvement Act, states that a school counselor shall spend at least ninety percent (90%) of his/her time during student contact days providing direct and indirect counseling services to students.

**Advisory Council** - We plan to work with administration to establish a regular PLC time for counselors to meet (in person or virtual) and discuss district needs, program plans, etc.

**Direct Services** - Direct services provided by the MSD Counseling Program may include (but are not limited to) the following:

- Individual Counseling

- Classroom Lessons
- Small Group Counseling
- Orientation for New and Transitioning Students
- Individual Age-Appropriate Career Education
- Academic Advisement and Individual Planning
- Guidance and Vocational Decision-Making Responsive Services
- Follow-Up with Graduates and Students at Risk of Dropping Out
- Addressing Social/Emotional Needs
- Crisis counseling
- Conflict resolution
- Attendance, academic, or behavioral monitoring, support and guidance
- Activities to aid student transitions between buildings (elementary to junior high, jr. high to high school)

### **Indirect Services**

- Consultation
- Referrals
- Decision Making Teams:
  - IDEA
  - Section 504
  - Response to Intervention (RTI)
  - English to Speakers of Other Languages (ESOL)
  - Leadership
  - Positive Behavioral Intervention Support (PBIS)
  - Retention
- Food Backpack Program
- Clothes Closet

### **Administrative**

- Parent Contact
- Positive Behavioral Supports
- Response to Intervention (RTI)
- Student Success Plans
- Duties such as supervising students in common areas such as the hallway, cafeteria, playground and bus lines
- Reviewing and planning School Counseling Goals

### **DELIVERY**

#### **CLASSROOM GUIDANCE**

School counselors take the lead in the development and organization of the guidance activities, however, this requires the support and assistance of teachers/faculty, parents, and administrators. Other guidance procedures may be delivered most effectively by other team members. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced. The Classroom guidance curriculum focuses on topics such as:

- Self-understanding
- Effective interpersonal and Communication Skills

- Problem-solving
- Decision-making
- Conflict Resolution Skills
- Effective Study Skills
- Positive Attitudes toward School
- Career Awareness and the World of Work
- Substance Abuse Prevention
- Comprehension and Acceptance of Differences in People
- Importance of Academics and Planning for the Future

In grades kindergarten through sixth grade, classroom guidance is provided via regularly scheduled pull-out visits. In grades 7 through 12, classroom guidance is based upon need. Some specific lessons that are delivered are suicide prevention, drug and alcohol awareness, de-escalation techniques, conflict resolution, and academic planning.

### **INDIVIDUAL AND SMALL GROUP COUNSELING**

Counselors in Melbourne School District work with students in small groups and individually to provide developmental guidance and crisis intervention. This guide is tailored to the student's needs. Typically, topics like grief, divorce, trauma, abuse, and bullying are taught through small groups and individually. Referrals and topics covered are either from stakeholders' referrals and/or assessment and are held in counselor's office as needed.

### **COORDINATION**

Counselors and the social work team coordinate the use of school and community resources in collaboration with other team members; by assisting parents/guardians in gaining access to services their children need—e.g., a child psychologist or a local housing agency through a referral process; serving as liaison between the school, home and community agencies so that efforts to help students are successful and reinforced rather than duplicated; by working to assess the wellbeing of students and supporting them both emotionally and academically; planning, coordinating, and evaluating the guidance program's effectiveness.

### **COMMUNITY & PARENTAL INVOLVEMENT**

Counselors encourage parents to participate in volunteer opportunities within the school setting. School counselors encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process. Parents are able to have volunteer opportunities, attend various parent nights coordinated by content teachers, administrators, and counselors such as Fall Festival, the Art Show, Open House, 7<sup>th</sup> & 9<sup>th</sup> grade orientation, financial aid nights, booster club events, career fairs, pep rallies, & Awards nights.

### **PEER FACILITATION**

Students are offered structured opportunities for them to serve as peer helpers such as read alouds at the elementary level and the new student ambassador program, underclassman tours in the spring and mentoring.

## **MAKING APPROPRIATE REFERRALS**

Counselors establish and maintain close working relationships with staff from a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and establish procedures for communication. Some typical tasks counselors may be involved with while helping students and their families gain access to services they need may include:

Identifying and assisting students and their parents with special needs by referring them to resources in and outside the school; maintaining contacts with outside resources; and following up on referrals. Counselors refer students to mental health agencies for ongoing counseling.

## **INTERPRETATION OF TESTING & DISSEMINATION**

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. They interpret standardized test results for parents, faculty, and students when needed. Counselors help identify social/emotional needs of students through assessments and make recommendations to teachers based on these assessments.

## **ORIENTATION PROGRAMS**

Students and families are welcomed and are given a tour of the schools during Open House. Orientation is offered for 4-6, 7 & 9<sup>th</sup> grades. Sixth grade are given a tour of the high school by members of MHS Student Council. In high school (7-12), 4-year plans are developed or updated yearly during advisory where students meet weekly with advisors. At the high school level, we have a student ambassador program. Ambassadors are selected by administration and serve to welcome incoming students, both those moving from 6<sup>th</sup> to 7<sup>th</sup> grade and new students from other schools.

## **ACADEMIC ADVISEMENT FOR CLASS SELECTION**

Counselors act in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives. School activities include require 38 training, course credit training, elective training, & graduation requirement training for Advisors who then train students in these areas. Students in 8<sup>th</sup> grade will have an individualized Student Success Plan. Both campuses utilize ACT Aspire, ELPA21, & Renaissance assessment results along with teacher input in monitoring current progress and planning for the upcoming year. Counselors & teachers make students aware of Pre-AP and AP courses in all core areas. Specifically in high school, teachers make recommendations for student course placement. The course selection process begins mid-January and lasts through the spring semester. In addition, the following strategies are used for academic advisement: individual meetings with students, advisory teachers assisting students, parent/teacher conferences and counselor one-on-ones.

## **CAREER AWARENESS & PLANNING**

Each school counselor at the secondary level:

- Works with, advises, and makes students aware of the importance of selecting the proper courses throughout school in order to meet graduation requirements, to prepare for employment, or to prepare for admission to post-secondary institutions.
- Provides materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment.
- Works with individual students on post-secondary educational and work alternatives.
- Counsels with students who display a lack of interpersonal skills.
- Makes employment opportunities, college choices, and career planning materials available for student use.
- Provides current materials for career awareness and exploration to form tentative career goals.
- Works with individual students to discuss occupational, college, or vocational interests.

Counselors at the high school level work in coordination with technical and vocational schools. We also work with local businesses through an internship program and career practicum program where students get on-the-job training. This collaboration includes visits from the technical schools to the high schools, recruiter visits, college and career fairs, students taking field trips to schools, coaching on best occupational routes, helping with the application and interview process, and helping with the scholarship process. High school students are encouraged to be Career Pathway Completers. High school students also have the opportunity to take specific classes in the Career Studies Pathways. Melbourne High School partners with Ozarka College to provide an on-campus career coach who meets with students on a regular basis and provides support to students as they search for a career path.

## **SCHOOL SOCIAL WORK SERVICES**

Melbourne School District partners with outside mental health facilities, Prospering Hope Counseling, and Department of Human Services to enhance the coping capabilities of students and their families and to change environmental conditions that impact families. They work with families and schools to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning, referring families to community resources and outside resources as needed.

## **CONFLICT RESOLUTION SERVICES**

Conflict solving for students is based upon individual need and could include: dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, and developing interpersonal skills.

## **STAKEHOLDER SHARING**

Stakeholder Sharing:

Melbourne school counselors will share results to stakeholders through:

- Handouts/ Presentations
- School Website
- Counseling brochure(s)
- Annual result newsletter
- Data reports
- Updated comprehensive school counseling plans

## **BULLYING POLICY**

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.

A school principal, or designee, who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form. Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom,

gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice. Copies of this policy shall be available upon request.

Legal Reference: A.C.A. § 6-18-514, A.C.A. § 5-71-217

Date Adopted: July 8, 2013 Revised: July 23, 2018

## **AT-RISK STUDENTS AND THE SCHOOL DROPOUT PROGRAM**

### At-Risk Definition:

At-risk students are those enrolled in school or eligible for enrollment whose progress toward graduation, school achievement, preparation for employment, and futures as productive citizens are

jeopardized by a variety of health, social, educational, familial, and economic factors. They are the children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low. High school counselors advise students of alternative pathways to dropping out of school.

For students who fail to reach academic proficiency, Melbourne School District places them on Academic Improvement Plans (AIP).

### Dropout Prevention:

When a student is questioning dropping out of school, the student conferences with their school counselor, teachers, & administrators. The team works to provide support and alternatives to dropping out of school, with the goal being to decrease dropout rates while increasing graduation rates.

### School District-Level Tracking System for School Dropouts:

Registrars code dropouts in eSchool and Cognos. Counselors conduct an exit interview of students who are dropping out of school for follow-up of such students when possible.

## **CHILD ABUSE REPORTING INFORMATION:**

As set forth by Melbourne Schools, the protocol for reporting suspected child abuse/neglect is as follows:

1. When any staff member suspects any form of child abuse, that staff member should immediately report suspicion to the Arkansas Child Abuse Hotline 1-800-482-5964.
2. After the staff member reports their suspicion to the ACAH, they should immediately report the details of the incident to their building guidance counselor.
3. After reviewing the incident with the reporting staff member, the counselor should immediately report the details to the building principal or assistant principal.
4. After reviewing all the information available, the building principal, dean of students, and counselor should develop an action plan on how to proceed. The plan should include confirming that ACAH has been notified and that the student is safe.

## **SCHOOL HEALTH SERVICE PROGRAM**

The Melbourne School District nurses shall cooperate with state, county, and city health departments in providing health services for the schools. Nurses provide basic healthcare services while in school, including health education and promotion.

### **SCREENINGS**

- a. Vision: (A.C.A. 6-18-1501) Act 1438 of 2005 requires students in grades K, 1, 2, 4, 5, 9, and transfer students to have an eye and vision screen.
- b. Hearing: Hearing screens are mandated for students in grades K, 1, 2, 4, 6, 8, and transfer students.
- c. Weight and Height: Act 1220 requires students in grades K, 2, 4, 6, 8, and 10 to have their height and weight assessed.
- d. Scoliosis: Act 95 of 1989 and Act 41 of 1987 require girls in 6<sup>th</sup> grade and all students in 8<sup>th</sup> grade to be screened for scoliosis.

A student health history form must be completed annually and updated as needed by the parent. It is important for parents to bring to the nurse's attention any medical problems either physical or emotional. The nurse may need to consult with the teacher/staff on an "as need to know basis" to not only ensure the safety and welfare of your child but to possibly modify activities if needed.

When a child is absent due to a communicable disease diagnosed by a medical professional, the parent should call the office with that information. This is particularly important if the child has chicken pox, measles, influenza, pertussis, pink eye, etc. A written excuse, preferably by the doctor, should accompany your child when he/she is medically cleared to return to school. The school nurse will inform the Arkansas Department of Health of all cases of reportable communicable diseases and will follow their protocol.

Each school shall take proper measures to insure the safety of its students and protect against injuries, which may occur in or on the school facilities or site.

Nurses are to be contacted if a child has a diagnosis of Asthma, Diabetes, Seizures, Anaphylaxis, or any other medically diagnosed health condition. An Individual Health Care Plan will need to be developed and kept on file.

Acute illness: If a student develops a temperature of 100.4 degrees or above, the school nurse will notify parents to promptly remove the child from school. Students should be symptom free for 24 hours without requiring medication for fever, vomiting, diarrhea, or other symptoms prior to return to school.

The administration of medication will follow guidelines of ACT 1146 of 1995 and BPS Medication Policy. All medications given during school hours will require prescriptive authority and parent/guardian signed permission.

### **IMMUNIZATIONS:**

In order for a student to attend school, the following immunization guidelines must be followed:



Kindergarten through 12<sup>th</sup> grade:

- DTaP/DT/Td 4 doses with 1 on/after 4<sup>th</sup> birthday
- Polio 3 doses with 1 on/after 4<sup>th</sup> birthday
- MMR - 2 doses with 1 on/after 1<sup>st</sup> birthday and at least 28 days between doses
- Hepatitis B 3 doses (2 or 3 doses with specified age and spacing)
- Varicella 2 doses with 1 after 1<sup>st</sup> birthday and 2<sup>nd</sup> dose at least 28 days after

Kindergarten and 1<sup>st</sup> grade:

- Hepatitis A 1 dose on/after 1<sup>st</sup> birthday

Students 11 years old or older on or before September 1:

- Meningococcal 1 dose

Students entering 7<sup>th</sup> grade regardless of age:

- Tdap 1 dose

Students turning 16 years old on or before September 1 regardless of grade:

- Meningococcal - 1 dose if not previously vaccinated and if student will be 16 by September 1<sup>st</sup> (If first dose is administered at age 16 years or older, no second dose is required.)  
Second dose is required if it has been 8 weeks or more since the first dose was given (No dose is required for students 17 and older. However, it is strongly recommended.)

**SCHOOL HEALTH SERVICE UNIT**

In all school buildings, school nurses have an allocated space for delivering needed school health services. These spaces are centrally located, convenient to the main building exit, and near the administrative unit so that files and records connected to health services may be available to those concerned with health guidance and counseling.

**STUDENTS WITH SPECIAL HEALTH CARE NEEDS**

Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have an individualized health care plan.

## **ANNUAL CALENDAR (K-12)**

Melbourne Elementary		Melbourne High School
<ul style="list-style-type: none"> <li>• Registration</li> <li>• Kindergarten Placement</li> <li>• Open House/ meet with students</li> <li>• Distribute school supplies/chrome books</li> <li>• 504 conferences</li> <li>• Move-in Conferences</li> </ul>	<h1>August</h1>	<ul style="list-style-type: none"> <li>• New Student Orientation</li> <li>• 7<sup>th</sup> Grade/Freshmen Orientation</li> <li>• Open House –distribution of schedules</li> <li>• Schedule Changes/ Finalize schedules</li> <li>• Schedule New Students</li> <li>• Assign/Train Student Ambassadors</li> <li>• Meet with parents/students registering</li> <li>• Send records for students who have withdrawn • Identify new McKinney Vento students and prepare paperwork as needed *ongoing</li> <li>• Distribute 504 plans, including dyslexia interventions to teachers</li> <li>• Review student placement and make schedule changes as needed</li> <li>• Threat Assessments as needed *ongoing</li> <li>• Child Abuse Hotline Reporting as needed *ongoing</li> <li>• Communicate with virtual students</li> <li>• Enroll students in Virtual Arkansas</li> <li>• Enroll students in Ozarka concurrent credit classes</li> <li>• VA facilitator training</li> </ul>
Melbourne Elementary		Melbourne High School
<ul style="list-style-type: none"> <li>• Meet the Counselor</li> <li>• Guidance Lessons - Empower Me/Self-Esteem</li> </ul>		<ul style="list-style-type: none"> <li>• All Ongoing Activities</li> <li>• Begin individual academic conferences for struggling students</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure teachers have 504 accommodations and dyslexia interventions</li> <li>• Elpa 21 Screener</li> <li>• iStation testing K-6</li> </ul>	<p><b>September</b></p>	<ul style="list-style-type: none"> <li>• Progress reports are distributed – follow up parent (phone calls)</li> <li>• Suicide Prevention Awareness Month activities</li> <li>• Incentives for perfect attendance</li> <li>• Fall Counselors Regional meeting</li> <li>• Classroom Visits – GPA and Transcript Study, Graduation Requirements</li> <li>• Individual Conferences for Personal/Social Needs (grades 9-12) *ongoing</li> <li>• Parent calls/emails to Online Learners *ongoing</li> <li>• WorkKeys Assessments</li> <li>• Order AP Tests</li> </ul>
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Melbourne Elementary		Melbourne High School
<ul style="list-style-type: none"> <li>• Red Ribbon Week</li> <li>• Bully Prevention Month</li> <li>• Empower Me</li> <li>• Guidance Lessons</li> <li>• Drug Awareness/Prevention</li> <li>• Parent/Teacher Conferences</li> </ul>	<b>October</b>	<ul style="list-style-type: none"> <li>• All Ongoing Activities</li> <li>• Individual Academic Conferences</li> <li>• Bullying Awareness Month</li> <li>• Red Ribbon Week Activities</li> <li>• Parent Conferences- Report cards issue</li> <li>• Identify first quarter failures and hold conferences</li> <li>• ASVAB testing</li> <li>• WorkKeys Assessment</li> </ul>
Melbourne Elementary		Melbourne High School
<ul style="list-style-type: none"> <li>• Guidance Lessons- Caring, Friendship, Gratitude, Feelings, Accepting Others</li> <li>• APNA Survey</li> </ul>	<b>November</b>	<ul style="list-style-type: none"> <li>• All Ongoing Activities</li> <li>• Individual Academic Conferences</li> <li>• Progress Reports – identify students in danger of failing</li> <li>• Classroom Visits – Education Pays, Real Life Arkansas, G.U.I.D.E. For Life</li> <li>• Get Real, Here's the Deal at Ozarka College</li> <li>• WorkKeys Assessment</li> </ul>
Melbourne Elementary		Melbourne High School
<ul style="list-style-type: none"> <li>• ACT Aspire Testing</li> <li>• Guidance Lessons – Fairness, Cooperation, Manners , Respect , Empathy</li> </ul>	<b>December</b>	<ul style="list-style-type: none"> <li>• All Ongoing Activities</li> <li>• Schedule Changes for 2nd Semester</li> <li>• Academic Conferences – Push for 1st Semester Credits</li> <li>• GPA Calculations</li> <li>• Christmas Outreach</li> <li>• Pre-Registration Prep (materials, procedures, etc.)</li> <li>• WorkKeys Assessments</li> </ul>

Melbourne Elementary		Melbourne High School
<ul style="list-style-type: none"> <li>• Guidance Lessons - Responsibility, Goal Setting, New Year Resolutions, Positive Attitudes , Overcoming Obstacles</li> <li>• iStation testing</li> </ul>	January	<ul style="list-style-type: none"> <li>• All Ongoing Activities</li> <li>• Schedule Changes</li> <li>• Update Graduation plans with 1st Semester Transcripts</li> <li>• Registration of incoming students</li> <li>• Parent meetings of students who failed (Report Cards)</li> <li>• ELPA21 administration</li> <li>• Great Kindness Challenge</li> </ul>

Melbourne Elementary		Melbourne High School
<ul style="list-style-type: none"> <li>• Great Kindness Challenge</li> <li>• Guidance Lessons -</li> <li>• Kindness, Compassion</li> <li>National School Counselor Week</li> <li>• Random Acts of Kindness Week</li> <li>• Gossip/Rumors</li> </ul>	February	<ul style="list-style-type: none"> <li>• All Ongoing Activities</li> <li>• 9-12 Grade Class Visits – Pre-Registration, &amp; Graduation Requirements</li> <li>• Career Plan conferences grades 7-11</li> <li>• Prepare paperwork for Pre-Registration 2025</li> <li>• ACT administered to 11<sup>th</sup> grade</li> </ul>
Melbourne Elementary		Melbourne High School
<ul style="list-style-type: none"> <li>• Empower Me</li> <li>• Guidance Lessons – Respect, Perseverance, Study Skills</li> <li>• Report cards</li> <li>• Parent/Teacher Conferences</li> </ul>	March	<ul style="list-style-type: none"> <li>• All Ongoing Activities</li> <li>• Career plan conferences grades 7-11</li> <li>• Input Course Requests</li> <li>• Report cards</li> <li>• Parent/Teacher Conferences</li> </ul>

Melbourne Elementary		Melbourne High School
<ul style="list-style-type: none"> <li>• Parent/Teacher Conferences</li> <li>• Guidance Lessons – Honest, Honesty, Test Taking Skills</li> <li>• Atlas Summative tests</li> </ul>	<b>April</b>	<ul style="list-style-type: none"> <li>• All Ongoing Activities</li> <li>• Atlas Summative tests</li> <li>• Career Plan Conferences</li> <li>• Input Course Requests</li> <li>• Progress Reports</li> <li>• Parent/Teacher Conferences</li> </ul>

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Melbourne Elementary		Melbourne High School
<ul style="list-style-type: none"> <li>• End of Year Activities</li> <li>• Guidance Lessons - Perseverance, Citizenship, Safety</li> <li>• Awards Assembly</li> <li>• End of Year Needs Assessments</li> </ul>	<b>May</b>	<ul style="list-style-type: none"> <li>• All Ongoing Activities</li> <li>• Academic Conferences – Push for 2nd Semester Credits</li> <li>• AP Testing</li> <li>• Begin Next Year Scheduling</li> <li>• End of the Year Awards</li> <li>• Report cards and transcripts finalized</li> <li>• Finish input of all next year requests</li> <li>• Pre-assignment class lists to teachers who need to make recommendations.</li> <li>• Rising 7th grade orientation</li> <li>• Simple tally to principal for Master Schedule building</li> <li>• Honor Roll and attendance awards</li> </ul>

		<ul style="list-style-type: none"> <li>• Complete Arkansas School Counseling Program Self assessment</li> </ul>
Melbourne Elementary		Melbourne High School
	<p><b>June &amp; July</b></p>	<ul style="list-style-type: none"> <li>• Next Year Scheduling</li> <li>• Update Grad Plans with 2nd Semester Transcripts</li> <li>• Review data and update comprehensive school counseling program</li> <li>• work on scheduling for next year</li> <li>• Input summer school grades</li> </ul>

## **SUICIDE PREVENTION PROCESS AND PROTOCOLS**

**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 are also taught how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. Help-seeking strategies and how to engage school resources and how to refer friends for help are also addressed through classroom guidance lessons. If needed, the elementary counselor will also provide small group suicide prevention. In addition, the elementary counselor brings awareness annually about suicide by providing professional development to all staff members on risk factors, warning signs, protective factors, response procedures, referrals, and resources regarding youth suicide prevention. Suicide prevention at the high school level includes any and all threats are taken seriously. If a threat is made the counselor follows the district crisis plan. All teachers and staff members are provided with the district crisis plan. This plan addresses steps to be taken should any employee have reason to believe, either by virtue or direct knowledge or a report from another person, that a student or staff member is in

any danger of harming himself/herself. Protocols are in place for students at risk that include risk assessment, crisis checklist, collaboration with mental health agencies, referrals for support, parent notification, re-entry protocols, and actions to take after a suicide death. Melbourne School counselors use the following resources: Melbourne Crisis Response Checklist, Student Suicide Risk Assessment Forms, Documentation, and Safety Plan, Guidelines for Teachers and Staff, Guidelines for Notifying Parents, Guidelines for Facilitating a Student's Return to School, Guidelines for Dealing with a Student Suicide.

**PROGRAM ASSESSMENT**

4.4 School counselors will annually self-assess their attitudes, knowledge, and skills based on the **ASCA School Counselor Professional Standards and Competencies Assessment**.

**SELF-ASSESSMENT**

**ASCA SCHOOL COUNSELOR PROFESSIONAL STANDARDS & COMPETENCIES (2019)**

Source: [www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf](http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf)

Reflect on how each ASCA Mindset and Behavior *has been evidenced in your current work as a school counselor within the past school year (i.e. could you show your administrator an artifact as proof?)*. Then, rate the extent to which you truly believe each mindset statement and check off each behavior standard that you have implemented within the past school year. Reflect on how you might apply any “ah-ha's” to your professional development plan.



**ASCA MINDSETS**

	STRONGLY DISAGREE	DISAGREE	SOMEWHAT	AGREE	STRONGLY AGREE
<i>I believe . . .</i>					
M1. Every student can learn, and every student can succeed.	1	2	3	4	5
M2. Every student should have access to and opportunity for a high-quality education.	1	2	3	4	5
M3. Every student should graduate from high school prepared for postsecondary opportunities.	1	2	3	4	5
M4. Every student should have access to a comprehensive school counseling program.	1	2	3	4	5



M5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.	1	2	3	4	5
M6. School counselors are leaders in the school, district, state, and nation.	1	2	3	4	5
M7. Comprehensive school counseling programs promote and enhance student academic, career, and social/emotional outcomes.	1	2	3	4	5

TOTAL: \_\_\_\_/35

**How do these mindsets affect your daily interactions with students, families, staff, and other stakeholders?**

**What might you provide as evidence that your actions demonstrate each of these mindsets?**

**How might these mindsets affect your school counseling program outcomes?**

## ASCA BEHAVIORS: Professional Foundation

*Check off each behavior standard for which you can show evidence of implementation within the past school year.*

\_\_\_B-PF 1. Apply developmental, learning, counseling and education theories.

*Evidence:* \_\_\_\_\_

\_\_\_B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education.

*Evidence:* \_\_\_\_\_

\_\_\_B-PF 3. Apply legal and ethical principles of the school counseling profession.

*Evidence:* \_\_\_\_\_

\_\_\_B-PF 4. Apply school counseling professional standards and competencies.

*Evidence:* \_\_\_\_\_

\_\_\_B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program.

Evidence: \_\_\_\_\_

\_\_\_B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities.

Evidence: \_\_\_\_\_

\_\_\_B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program.

Evidence: \_\_\_\_\_

\_\_\_B-PF 8. Demonstrate advocacy in a comprehensive school counseling program.

Evidence: \_\_\_\_\_

\_\_\_B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program.

Evidence: \_\_\_\_\_

**How many "ASCA Behaviors: Professional Foundation" items did you check off above (for which you can provide evidence)?**

PF TOTAL: \_\_\_\_/

## **ASCA BEHAVIORS: Direct and Indirect Student Services**

*Check off each behavior standard for which you can show evidence of implementation within the past school year.*

\_\_\_B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings.

Evidence: \_\_\_\_\_

\_\_\_B-SS 2. Provide appraisal and advisement in large-group, classroom, small group, and individual settings.

Evidence: \_\_\_\_\_

\_\_\_B-SS 3. Provide short-term counseling in small-group and individual settings.

Evidence: \_\_\_\_\_

\_\_\_B-SS 4. Make referrals to appropriate school and community resources.

Evidence: \_\_\_\_\_

\_\_\_B-SS 5. Consult to support student achievement and success.

Evidence: \_\_\_\_\_

\_\_\_B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success.

Evidence: \_\_\_\_\_

How many “ASCA Behaviors: Professional Foundation” items did you check off above (for which you can provide evidence)?

PF TOTAL: \_\_\_\_/5

## ASCA BEHAVIORS: Planning and Evaluation

Check off each behavior standard for which you can show evidence of implementation within the past school year.

\_\_\_B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings.

Evidence: \_\_\_\_\_

### Planning and Evaluation *Check all essential behaviors below that describe you.*

\_\_\_B-PE 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district.

\_\_\_B-PE 2. Identify gaps in achievement, attendance, discipline, opportunity and resources.

\_\_\_B-PE 3. Develop school counseling program goals based on student data.

\_\_\_B-PE 4. Develop and implement action plans aligned with program goals and student data.

\_\_\_B-PE 5. Evaluate and report program results to the school community.

\_\_\_B-PE 6. Use time appropriately according to national recommendations and student/school data.

\_\_\_B-PE 7. Establish agreement with the principal and other administrators about the comprehensive school counseling program.

\_\_\_B-PE 8. Establish and convene an advisory council for the comprehensive school counseling program.

\_\_\_B-PE 9. Use appropriate school counselor performance appraisal process.

**Provide 2-3 concrete examples of how you have demonstrated any of the above listed essential behaviors:**

**Reflect on the level that you have demonstrated the essential behaviors of the Professional Foundation standard overall and rate yourself using the 5-point scale where 1 = Does Not Describe Me at All and 5 = Very Much Describes Me**

①

②

③

④

⑤

PE TOTAL: \_\_\_\_/5

## ASCA PROFESSIONAL STANDARDS & COMPETENCIES REFLECTION

Answer the following questions.

***What personal insights did you gain from completing The ASCA School Counselor Professional Standards & Competencies Self-Assessment?***

***Based on self-assessment results, what are your strengths? What are the areas of challenge that you identified?***

***What are some next steps or commitments you can make related to your professional growth?***

**4.3 School counselors will annually complete a program assessment to determine program strengths and areas of thoughtfulness for improvement:**



## School Counseling Program Assessment

ASCA National Model Components	Yes	Comments
<b>MANAGE</b>		
<b>Vision Statement</b>		
Aligned with ASCA National Model's criteria for exemplary vision statement.		
<b>Mission Statement</b>		
Aligned with ASCA National Model's criteria for exemplary mission statement.		
<b>Data</b>		
School Data summary prioritizing data points addressed through the school counseling program completed.		
<b>Annual Student Outcome Goals</b>		
a. School improvement plan reviewed to identify school priorities.		
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.		
c. Goals written in alignment with ASCA National Model's criteria: end date, multiple descriptors of target group, specific outcome to be changed, baseline and target data.		
<b>Use-of-Time Calculator</b>		
Use-of-time calculator completed at least twice a year.		
<b>Annual Administrative Conference</b>		
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.		

<b>Advisory Council</b>		
Agendas and minutes completed from at least two meetings (one from first semester and one from second).		
<b>Action Plans</b>		
Classroom and Group Mindsets & Behaviors Action Plan detailing classroom lessons and groups aligned with the ASCA Student Standards completed.		
Closing-the-Gap Action Plan aligned with the ASCA Student Standards completed.		
<b>Lesson Plans</b>		
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.		
<b>Calendars (Annual and Weekly)</b>		
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.		
Weekly calendars available for each school counselor.		
<b>DELIVER</b>		
<b>Direct Student Services</b>		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.		
Small-group sessions are delivered and outlined using lesson/session plans.		
<b>Indirect Student Services</b>		
Indirect student services are reflected on weekly calendars.		
<b>ASSESS</b>		
Classroom and Group Mindsets & Behaviors Results Report(s) completed.		

Closing-the-Gap Results Report completed.		
ASCA School Counselor Professional Standards & Competencies assessment completed.		
School Counseling Program Assessment completed.		
School Counseling Performance Appraisal is conducted annually.		
Program results are shared with school staff and stakeholders.		

## **PROGRAM/DATA REVIEW FROM PREVIOUS YEAR**

In a school counseling program, we must always seek knowledge of what worked and what didn't work; there is no other way to grow as a program and as a school. School counselors collect and use data that links school counseling program activities to competency attainment and student outcomes. This component focuses on data analysis, program results, evaluation, and improvement.

Measuring results is vital to the school counseling program for several important reasons:

1. Professional and program evaluation: What works? What doesn't?
2. Professional and program improvement: How do we improve?
3. Program advocacy: Ensuring program sustainability
4. Student advocacy: Promoting equity and access
5. Systemic change: Promoting improved policies, practices, and procedures.

The following examples illustrate how school counselors assess the effectiveness of activities and can use those findings to make decisions for future programming.

Data Review: At Melbourne High School, students who participated in small group counseling had a decrease in school absences from 35% to 27% for the 2022-23 school year.

Data Review: At Melbourne Elementary School, classroom units on bullying were evaluated using pre-data and post-data (Survey). There was a decrease from 19% to 12% episodes of office referrals and reported bullying.

Data Review: On both campuses, we had goals to improve school culture. Using the G.U.I.D.E. for Life in classroom guidance lessons, small group and individual counseling, after-school activities and community events, and staff and student incentives, there was an increase in positive perception (measured by pre-perception data and post-perception data) of 10.5%.

## **ACCOUNTABILITY**

There are many ways by which to evaluate the effectiveness of a comprehensive guidance program; counselors must scrutinize any and all data reports available to them to adequately evaluate the impact the guidance program has had on student achievement. A list of some of the data Melbourne counselors use to better their guidance program is below:

### **Achievement Data**

- Promotion and Retention Rates
- Graduation Rates
- Dropout Rates
- Standardized Test Data
- Grade Point Averages
- Proficiency Scores in Literacy and Math
- Completion of Class Rates
- Academic Program Complete Rates

### **Behavioral Data**

- Discipline Referrals
- Suspension Rates
- Alcohol, Tobacco, and Other Drug Violations
- Attendance Rates
- Course Enrollment Data
- College Attendance Rates
- Parent/Guardian Involvement
- Participation in Extracurricular Activities
- Homework Complete Rates

### **Observational Data**

- Overall mood
- Hygiene
- Social Skills
- Physical Injuries
- Attitude Toward School
- Ability to Engage in Conversation with Counselor





3. My school counselor has not been helpful to me during the process of scheduling or changing courses. 1 2 3 4 5
4. My school counselor has helped me with personal and/or school problems. 1 2 3 4 5
5. My school counselor has helped me to think about my goals after graduation from high school. 1 2 3 4 5
6. My school counselor has provided me with information about careers and the world of work. 1 2 3 4 5
7. My school counselor has not helped me with future educational planning, college selection, and placement. 1 2 3 4 5
8. I have participated in classroom or small group programs covering topics such as study skills, violence prevention, peer pressure, etc. 1 2 3 4 5
9. My school counselor has provided services that have been helpful to me. 1 2 3 4 5
10. My school counselor has not been available to me when I have had questions or problems. 1 2 3 4 5
11. I would not recommend that my friends speak to my school counselor if they were having social or emotional problems. 1 2 3 4 5
12. My school counselor is knowledgeable about services outside of the school system. 1 2 3 4 5
13. My school counselor has helped me to learn about my strengths, abilities, and learning styles. 1 2 3 4 5
14. My school counselor believes I can succeed. 1 2 3 4 5
15. My school counselor has been an effective advocate for me. 1 2 3 4 5

### III. Please respond to the following.

1. Please list what you believe to be the most important activities of the school counselors.

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2. Please list the most significant strengths that currently exist within the Melbourne School Counseling Program.

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3. Please list the most significant weaknesses that currently exist within the Melbourne School Counseling Program. What would you change?

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Thank you again for taking the time to complete this survey!

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### **FOLLOWING UP WITH HIGH SCHOOL GRADUATES**

Melbourne High School will follow up with the previous year's graduates by sending out a google form that asks them for their contact information, their current situation regarding college and/or career, and questions about how they are doing and if there is anything the counselors could help them with. We also keep a record of their intended careers and/or colleges at the time of graduation.

## **SUPPORTS CURRENTLY IN PLACE AT MHS FOR ALL STUDENTS:**

### **Student Success Plan Components**

1. Guides the student along pathways to graduation
2. Addresses accelerated learning opportunities
3. Addresses academic deficits and intervention
4. Includes college and career planning components

### **Social / Emotional**

- Student Council
- Bearkatz Against Drugs Club
- Fellowship of Christian Athletes
- Future Business Leaders of America
- Family, Career, and Community Leaders of America
- Future Farmers of America
- Clothing Closet
- Food/ Health Pantry
- Backpack Program
- BETA Club
- Guest Speakers
- Student/Faculty Events
- Ambassador Program
- Athletics
  - ✓Basketball
  - ✓Football
  - ✓Baseball
  - ✓Softball
  - ✓Volleyball
  - ✓Cheerleading
  - ✓Cross Country
  - ✓Track
  - ✓Trap Shooting
  - ✓Archery

### **Academic / Career**

- | <u>Support</u>          | <u>Success Plan Component #</u> |
|-------------------------|---------------------------------|
| • Bi-Annual Career Fair | 1                               |

• Career Coach	1
• Concurrent Credit Classes	1, 2, 4
• AP & Pre-AP Classes in all Core Areas	1, 2, 4
• Advisory	1, 2, 3, 4,
• College Visits	4
• College Representative Visits	4
• Military Representative Visits	4
• Educational Talent Search (ETS)	1, 2, 3, 4
• Scholarship Club	1, 4
• 4-Year Plans	1, 2, 3, 4
• Academic Credit Checks	1
• Remind AP	1, 4
• Internship Program	2, 4
• WOIA Student Work Program	1, 2, 3, 4
• Work Transitions Course	1, 2, 3, 4
• Welding Course	1, 2, 3, 4
• Orientation to Teaching I & II	1, 2, 3, 4
• Leadership & Communications Course	1, 2, 3, 4
• Response To Intervention (RTI)	2
• Learning Blade	2
• ASVAB	4
• ACT	1, 2, 3, 4
• ACT Aspire	1, 2, 3, 4
• ELPA21	1, 2, 3, 4
• Renaissance	1, 2, 3, 4
• Completers Program	1, 2, 3, 4

### **Parental Involvement**

<u>Support</u>	<u>Success Plan Component #</u>
• Parent / Teacher Conferences	1, 3, 4
• Financial Aid Nights (FAFSA Night)	4
• Booster Club	1
• Open House	1
• Community Art Show/Cookout	1
• 7 <sup>th</sup> & 9 <sup>th</sup> Grade Orientation	1
• Awards Night	1

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## **Melbourne High School**

### **Career Practicum & Internship Programs**

Melbourne School District recognizes the need to provide meaningful and engaging experiences for students that will play an intricate part in preparing them to be career and/or college ready. The MHS Career Practicum & Internship Programs provide an opportunity for students to experience a particular field of interest so that they may make a more informed decision when choosing a career.

#### **COURSE HIGHLIGHTS**

- Students gain experience and learn skills beneficial for college and/or workforce.
- Places students in positions related to career fields of interest
- Could be a paid or unpaid internship
- Students will receive a grade/credit per period of internship.
- Students will be monitored both during a designated class period as well as onsite visits from our Career Practicum/Internship coordinator. The coordinator will be in contact with students/supervisors regularly.
- Businesses are asked to agree to a set of regulations based on State of Arkansas requirements and to complete performance reviews once per 9 weeks.
- Employers will get the satisfaction of knowing they played a key role in the future of a student.
- Businesses could begin building a pipeline of future professionals.

#### **COURSE REQUIREMENTS**

- Students must intern a minimum of 10 hours per week.
- Students must be off campus during internship periods.

Students must have own transportation.

- Students must set up an interview with the proposed business.
- Students must complete monthly time logs.
- Students must be evaluated by supervisor once per semester.
- Students must attend one-on-one meetings with internship coordinators as scheduled.
- Students must complete an end-of-course project.
- Students must communicate with internship coordinators regularly.
- Students must not have a history of poor attendance.

## **COURSE DESCRIPTION**

Grade: 12

Credits: Up to

Prerequisite: Must have at least a 2.0 GPA

This Career Practicum/Internship is designed to assist students in their specific career focus areas and to help them gain work skills and experience necessary for a successful transition from school to career. All students will benefit from this course regardless of their chosen career path. This course meets in a physical classroom, and students are responsible for transportation to internship sites.

Melbourne High School

## **Student Ambassador Program**

Since transferring schools can be a very confusing and difficult time for families, the MHS Student Ambassador Program makes sure new students get the attention and consideration they deserve and need to be a successful Bearkat!

The Student Ambassador's main job is to be a helpful, friendly face for the new students on their first day of school and for the remainder of the school year. Student Ambassadors' duties include:

- Giving the new students a tour of the high school
- Introducing them to their teachers
- Walking them to all of their classes on the first day
- Teaching them how to use the lunchroom
- Eating lunch together
- Answering questions about activities, classes, and school rules
- Showing them how to find their bus at the end of the day
- Positively representing the Melbourne High School student body

The Student Ambassadors are invited to participate in the program by administration because they have proven to be positive, responsible, and respectful students.