

# **RURAL SPECIAL SCHOOL**



## **STUDENT SERVICES PLAN 2019-2020**

## **Rural Special Mission Statement**

***The mission of Rural Special School is to provide a safe environment that nurtures the needs of all students, in order that they may reach their full potential in all aspects of life. Rural Special is dedicated to creating a positive learning environment that encourages students to develop a strong work ethic in academics, vocational work, and community service, so in the end students will become reflective, lifelong learners, who are productive members of society and successful leaders of the community.***

## **Administration Page**

### **District Administration:**

Superintendent: Mr. Brent Howard

Assistant Superintendent: Mr. Mark Rush

### **Central Office Staff:**

Administrative Assistant/ Federal Programs: Gwen Anderson

Administrative Assistant Finance: Sue Freeman

Administrator's Secretary: Liz Meeler

Phone: (870) 269-3443 Fax: (870) 269-3446

### **School Administration:**

High School Principal: Mr. Junior Barham

Elementary Principal: Mrs. Shelia Mitchell

### **School Office Staff:**

Administrative Assistant: Jeanne Stone

Phone: (870) 363-4365 Fax:(870) 363-4222

## **Resource List**

**Junior Barham-Principal**

**Shelia Mitchell-Principal**

**Kayla Knapp-Counselor**

**Greg Vanatter- SRO**

**Cindy Branscum- Stone County Health Nurse**

**Kallie Avey, LPN- Rural Special**

**Samantha Callahan, LPN- Timbo**

**Kim Stewart, RN- MVMV & MVHS**

**Robin Tate- AR Rehabilitation Services**

**Brody Prince- Counseling Associates**

**Dr. Hervey Madden- Child and Adolescent Psychiatrist**

**Leann Johnson- OT**

**Catie Galloway- OT**

**Megan Carpenter- Director of Ozarka College, MV campus**

**Benny Abraham- LEA**

**Red River Physical Therapy**

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## **II. GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES**

Rural Special School provides a developmental school counseling program for all students. The program's goal is to ensure that all our students will gain the competences they need to be successful in their academic adventures, career and goal goals, and personal and social development.

### **A. Role of School Counselors**

The counseling program of Rural Special School District is designed to promote positive self-concepts and positive school experiences for all students. Each student is a valued, unique individual with the capacity to grow and to develop into a self-directed adult possessing a positive self-image and concern for the rights of others. The function of the counselor can be divided into four main areas: counseling, consulting, coordinating, and appraising. The school counselor's primary job is counseling. This could take place by individual counseling, group counseling, or whole group enrichment. The school counselor works closely with the school staff in order to equip them with resources needed to ensure that each child is successful. In the role of coordinator, the counselor organizes programs and services to make certain that our students are ready to address what is ahead of them. The school counselor has responsibilities to the students, parents, and staff. The counselor serves as a facilitator of human relations among students, parents, and school staff.

#### **Responsibilities to the students:**

- A. Always treat each student with respect
- B. Ensure that the needs of the student are the primary focus. Needs assessments are imperative.
- C. Know your limits. Always refer to outside agencies if needed.
- D. CONFIDENTIALITY! Always keep disclosed information confidential, unless there is possible harm to self or others.
- F. Communicate in a way that is understandable to the students you are

with. You must know your students..

#### **Responsibilities to Parents:**

- A. Always show respect to parents.
- B. Provides parents with information in a sincere and caring matter.
- C. CONFIDENTIALITY! Only disclose information that must be reported.

#### **Responsibilities to Staff:**

- A. Build rapport with the staff
- B. Be a resource to staff members
- C. Always treat staff with respect and fairness

## **B. Guidance Goals and Objectives**

*Goal 1: To help students gain the skills they need to be successful in academic, career, and social/personal development.*

**Objectives:**

**1. Academic Development – The counselor will assist students to:**

- a. have motivation to reach full potential
- b. develop a love for learning
- c. be able to recognize their academic strengths and weaknesses

**2. Career Development – The counselor will assist students to:**

- a. learn what it means to have a good work ethic
- b. discover what it means to have a positive outlook on work
- c. understand their strengths and weaknesses and how it applies to work

**3. Personal/Social Development – The counselor will assist students to:**

- a. develop of sense of self respect
- b. understand appropriate and inappropriate responses to situations
- c. understand their roles and responsibilities,
- d. learn the importance of working cooperatively with others  
(interpersonal skills)
- e. learn to respect differences in others

*Goal 2: To assist the staff in advancing academic , career, and social development of students.*

**Objectives:**

**1. The counselor will assist staff by:**

- a. modeling a positive work environment,
- b. being available for consultation and other staff development activities
- c. lending knowledge about topics when needed

## **C. What are School Counselors involved in?**

**Rural Special Counselors will be involved in the following for at least 90% of their time in the following:**

1. Classroom Guidance
2. Individual and Small Group Counseling
3. Working with Parents and Parental Involvement

4. Consultation
5. Making Appropriate Referrals to Outside Agencies
6. Academic Advisement
7. Career Exploration
8. Student Records

### Classroom Guidance

These lessons will be age appropriate and will be based on the needs of the students. We will work on skills that will help with to be successful in social settings. We will also use this time for career exploration and planning. Classroom guidance lessons will focus on topics such as:

- 1) Self-understanding
- 2) Effective interpersonal and communication skills
- 3) Problem-solving, decision-making, and conflict resolution skills
- 4) Effective study skills and positive attitudes toward school
- 5) Career awareness and the world of work
- 6) Substance abuse prevention
- 7) Comprehension and acceptance of differences in people (racial, gender-based, cultural, religious, physical)
- 8) Divorce
- 9) Grief

### Individual and Group Counseling

Individual counseling sessions are used to provide students with in-depth help and consultation in a private setting. The counselor has been trained in the necessary skills to provide a helpful learning situation. Individual and group counseling are based on student needs. Both individual and group counseling to deal with a variety of topics, such as failure, death, divorce, peer relations, etc.

### Working With Parents

To serve as a liaison between the home and the school. The counselor will share insight and knowledge gained about each child as he/she progresses in the school setting with the parents. Parents may be asked to assist in identifying student needs, in developing a program for the student, in participating in a parenting group or, in serving on school advisory committee. The counselor will share information about school based programs, will assist with student course selection, and will provide lists of outside referral agencies when the student's physical or emotional needs cannot be met adequately by the home or the school.

### Consultation

To consult with parents in groups or individually to provide information about the emotional and academic needs of the students. Counselors will make teachers aware of available affective resources, materials and activities that correlate with academic objectives in the classroom. The counselor may, at times, be called upon to consult with outside agencies and community groups about resources to help individual students or the total school climate.

#### Referrals to Community Agencies or Professional Individuals

To refer a student to another person or agency within or outside the school for additional specialized assistance when needed.

#### Academic Advisement

To properly place students in the academic setting. Counselors act in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives. Counselor will discuss test scores with students to ensure that they are utilizing their strengths appropriately.

#### Career Exploration

To help students determine their strengths and weaknesses in order to choose different career options that will highlight these strengths and weaknesses.

#### Utilization of Students Records

To utilize data to assist parents, faculty, administrators, and counselors in helping each individual student reach their potential.

### **E. Career Awareness and Planning in School Counseling Programs**

To introduce the student to the world of work and to assist them in choosing, preparing for, and entering appropriate careers by:

- 1) helping students to understand the value of working,
- 2) helping students relate interests to career choices, and
- 3) helping students to relate school performance to job choice and success.

### **F. State Goals for Career Education**

*Developed by the AR Advisory Council for Career Education*

1. Students will improve career planning and decision-making skills. Students will be able to set goals, understand the importance of a planning process, and seek assistance in decision-making.

- A) Set personal goals and relate them to career choices.
- B) Identify factors, including career, which influence a person's lifestyle.
- C) Apply a decision-making process to solve career-related problems.

2. Students will be able to identify information about career and sources of occupational information.

- A) Investigate occupational supply and demand.
- B) Locate and use appropriate sources of career information.
- C) Recognize similar job characteristics in various occupations.
- D) Match job characteristics with own needs and interests.

3. Students will improve job acquisition and retention competencies. Students will demonstrate skills to locate and interview for a specific job and understand the requirements to remain employed.

- A) Locate and interview for a job.
- B) Know job retention factors.

4. Students will improve attitudes and appreciation for career success. Students will demonstrate productive attitudes toward work and positive feelings about task accomplishment.

- A) Relate work attitudes to accomplishment and satisfaction.
- B) Detect and appreciate quality work.

5. Students will improve skills in human relationships. Students will demonstrate positive interpersonal relationships, knowledge of group dynamics, and positive attitudes toward the possession of human relationship skills.

- A) Identify and recognize the need for and benefits of good interpersonal relationships.
- B) Recognize prejudice, contributing factors, and behavioral effects.
- C) Identify ways to effectively work as a team member.

6. Students will improve self-investigation and evaluation skills necessary for career success. Students will be able to examine self in relation to careers, assess self-concept, appraise own interests and capabilities.

- A) Recognize personal adjustment situations and seek required help.

- B) Recognize personal limitations and how self-concept influences job success.
- C) Identify factors influencing own career options.

7. Students will understand personal/world/societal responsibilities. Students will demonstrate good citizenship. Knowledge of relationships with, and responsibilities to fellow persons, job, etc.

- A) Identify responsibilities toward co-workers, supervisors, and property.
- B) Identify rights derived from the political and social environment.
- C) Develop positive attitudes/behaviors for participation in political/social

environment.

8. Students will improve understanding of economic factors influencing career opportunity. Students will demonstrate an understanding of how various economic conditions affects a person and how a person interacts in the economy.

- A) Identify the ways technology can affect work and/or lifestyle.
- B) Identify the results of job specialization and worker interdependence.
- C) Recognize relation of time/effort to wages.
- D) Indicate relationship of supply and demand among resources, goods, and services.

9. Students will improve understanding of the relationship of education and career choices. Students will demonstrate an understanding of the relationships of education (formal and informal) to career opportunities. Demonstrate understanding of the relationship of education or training to specific job requirements.

- A) Relate specific training to specific career goals.
- B) Relate general learning experiences to career opportunity.

10. Students will improve learner outcomes in the basic subjects.

While career education cannot assume total responsibility for the performance of students in the basics, the effect on the basic skills should be monitored. Programs and activities which can be demonstrated to improve achievement in the basics will be given priority; those which demonstrated no relationship will be supported; and those which demonstrated decreased achievement in the basics will be discontinued.

### **G. Recommended Facilities for the Guidance Program**

Rural Special Schools meets the requirements for guidance program facilities. The

counselor is provided a private office, which has adequate floor space, heating, cooling, ventilation, and lighting. The guidance office includes space for displaying various materials needed by the students, and a place for security of restricted materials. The office also has a private telephone line. The counselor's office is located directly between the high school and elementary building so that each location can easily access the counselor.

### **H. Student Services needs Assessment Samples**

Needs assessments are available upon request.

#### **I. School Counselor/Pupil Ration from Standards for Accreditation**

*16.01.3 Each school assigns appropriate certified counselor (s) to maintain an overall ratio of one (1) to four hundred fifty (450) students.*

One fully licensed and certified counselor, Kayla Knapp, serves Rural School School grades K-12. The current ratio is 1:180.

### **III. PSYCHOLOGICAL SERVICES**

Rural Special Schools provide:

- A. Evaluations for students with learning or adjustment problems and evaluation for students in exceptional-child education programs.
- B. Consultation and counseling with parents, students and school personnel.
- C. In conjunction with our local educational co-op (NAESC), the schools also provides a system for the early identification of learning potential and factors, which affect the student's educational performance.
- D. A system for liaison and referrals with resources available outside the school.
- E. Written policies, which assure ethical procedures in psychological activities.

### **IV. VISITING TEACHER AND SCHOOL SOCIAL WORK SERVICES**

Rural Special School will work with supporting agencies such as CMS (Children's Medical Services), Pinnacle Pointe, DCFS, Counseling Associates, Unity Health, and the State Police to enhance the coping capabilities of people and to change environmental conditions that impact upon children. When warranted, consultants will be contacted to observe and evaluate students, make home visits, and act as liaisons between home and school so that appropriate remediation can be outlined and implemented.

## **V. OCCUPATIONAL SERVICES**

Rural Special School uses a variety of occupational programs in the classroom as an integral part of community involvement. Community volunteers speak to classrooms and provide materials relating to their career choice for students.

Rural Special School has compiled a community volunteer list of people in the community willing to speak to classes and also volunteer for various projects. Examples include:

- A local Dentist
- Fire Chief (includes a tour of the fire truck)
- Stone County Recycling
- Police Department (programs provided by the Sheriff's Department)
- Banker (Simmons First, Terry Rushing, RSHS graduate)
- Certified Public Accountant (Renee Carr, RSHS graduate)
- Military personnel from different branches
- West Point graduate Tim Shelhammer (also a graduate from RSHS)
- Paul Harris (one of the top comedian shows in Branson, MO), (RSHS graduate)
- Marvin Sutterfield (Bank President), (RSHS graduate)

### **RURAL SPECIAL VOLUNTEER PROGRAM (RSVP)**

At the beginning of each year an application for community volunteers is sent out with all students. A list of volunteers are included. All parents/guardians are encouraged to be involved in the student services at Rural Special School.

## **VI. CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES**

### **A. Conflict Resolution Services:**

Rural Special School is committed to enhancing conflict resolution services by dealing constructively with conflict, 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 positive interpersonal skills.

Rural Special School will participate in ongoing workshops for teachers and personnel.

**B. Activities and Programs:**

A variety of programs are utilized for conflict resolution and anti-bullying and to promote understanding and positive communication.

These include:

"Bee Your Best"	K-6
"Character Ed I & II	5-6
"Six Pillars of Character"	4-5
"Seymour the Seal"	1-3
"Try Kindness"	4-6
"Friendly Faces"	K-1
"Study Skills"	K-6
"SIPPI, The Canine with Character"	1-4
"OCHO"	2-4
"Froggy & Friends I & II	K-3
"The Name Game"	1-4
"Potter Pig in Control"	1-3
"The Flower and the Caterpillar"	1-4
"Careers I Know Bingo"	4-6
"Look & See Marvelous Me"	4-6

**BOOKS: K-3** Rude Mule; Armadillo Tattletale; Benny Gets a Bully-ache;  
Rising Above the Clouds; Glenda; Dabi, the Donkey who didn't want to  
Be Stubborn; The Band-Aid Chicken; Buddy; The Brand New Kid;  
Is It Right to Fight; I'm Gonna Like Me; Little Brown Bear Won't Go  
To School;

**K-6**

**VIDEOS: K-6** **Bullying:** Joey; Scars; Bully Proof Bingo

**CHARACTER DEVELOPMENT:** Adventures In Odyssey; McGhee & Me; Veggie Tales;

## **VII. HEALTH SERVICES**

Rural Special has a full time nurse for 180 students. Rural Special School complies with all rules and regulations required by the Arkansas State Board of Health. Responsibilities of the health services at Rural Special may include, but are not limited to, the following:

1. To appraise and identify the health needs of students and other school personnel through planning and administering recommended screening tests such as vision, hearing, and scoliosis.
2. To encourage the correction of remedial defects by working with parents, teachers, and community agencies.
3. To work with administrators, teachers, and other school personnel to modify the school environment and curriculum for children with health problems.

4. To provide health counseling to students, parents, and school personnel.
5. To assume responsibility for the care of the sick and injured in keeping with school policy.
6. To assist in planning and participate in pilot projects concerned with health education and service to the schools.
7. To maintain adequate and up-to-date health records.
8. To serve as a resource person to school and community in health education, including, but not limited to, physical, emotional, personal, social and consumer health and safety.
9. To present health education both informally, by means of bulletin boards and opportune teaching moments, and formally in the classroom when necessary.
10. To recommend changes in the environment to reduce health and safety hazards.
11. To review and evaluate their own job performance and professional development.
12. To evaluate the nursing aspects of the school health program.
13. To aid in developing the Individual Education Plan (IEP) when the child has health related problems.

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

## **VIII. SCHOOL SUICIDE, CRISIS & TERRORIST PLANS**

### **Crisis/Suicide Team**

Suicide Hotline 1-800-359-5541

Arkansas Child Abuse Hotline 1-800-482-5364

<b><u>Name/Position</u></b>	<b><u>Phone Number</u></b>
Keenan Glenn, MVSDPD	870-214-0118
Todd Hudspeth, MVSDPD	870-615-3047
Greg Vanatter , MVSDPD	870-214-8427
Junior Barham, HS Principal	870-213-7388
Shelia Mitchell, Elem Principal	870-213-5212
Kayla Knapp, Counselor	870-214-0180
Mitch Lewis, Maintenance	405-802-4367
Ty Pitcock, RS Teacher	870-680-2368
Valerie Ganus, RS Teacher	870-213-7855
Heather Berry, RS Teacher	870-213-8202
Cindy Osburn, RS Teacher	870-591-6217
Kallie Ross, RN - Campus Nurse	870-213-6131
Jeanne Stone, RS Secretary	870-213-5955
Dylan Stewart, Clergy	870-213-8351

Scott Langford, Clergy  
Rachelle Stewart, First Responder  
Dave Smith, First Responder

870-213-7477  
870-213-7255  
870-363-4210

**A. Managing School Emergencies, Model Flip Chart; Provided by the University of Arkansas System Criminal Justice Institute, School Violence Resource Center in Little Rock.**

Phone: 1800-635-6310; [www.svrc.net](http://www.svrc.net). The Response Plan includes:

- |                                 |  |
|---------------------------------|--|
| 1. Crisis team numbers          | 9. Gas Leaks, Hazardous Spills/Terrorist |
| 2. Bomb Threat                  | 10. Injury                               |
| 3. Bus Transportation Accident  | 11. Intruder Situations                  |
| 4. Child Missing, Abducted      | 12. Suicidal Situations                  |
| 5. Classroom, Hallway Emergency | 13. Violent Situations                   |
| 6. Disaster                     | 14. Weapons/Terrorist Situation          |
| 7. Fighting                     | 15. Weather, Severe Situation            |
| 8. Fire                         | 16. Drug Education                       |

**B. The school crisis plan outlines the referral process, dealing with specific areas of crisis, including a plan for the safety of students and employees in a terrorist attack and contingency plans for attacks with nerve gas, or biological and chemical agents.**

**C. Our school conducts regular fire/tornado drills to educate students about safety practices. Evacuation routes are posted in each classroom. Our teachers are trained on safety and crisis procedures yearly.**

## **IX. AT-RISK STUDENTS & THE SCHOOL DROPOUT PROGRAM**

1. Any pupil who leaves school for any reason except death, before graduation or completion of a program of studies, without transferring to another school or registering homeschool is considered a dropout. Documentation of receiving school is filed for exiting students and current home school students are on file in the high school principal's office.
2. At-risk children are those enrolled in school or eligible for enrollment who progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low.

Characteristics of Youth-At-Risk are:

- |  |                           |
|--|---------------------------|
| 1. Excessive absenteeism or irregular attendance | 2. Poor or failing grades |
|--|---------------------------|

- |   |  |
|---|--|
| 3. Low math and reading scores                          | 18. Alcohol or drug problems               |
| 4. Failure and retention in at least one grade          | 19. Health problems                        |
| 5. No participation in school & activities              | 20. Pregnancy/marriage                     |
| 6. Dissatisfaction with teacher & school structure      | 21. Delinquency                            |
| 7. Failure to see relevance of education                | 22. Desire/need to work                    |
| 8. Gifted, learning disabled, or handicapped            | 23. Family disturbance,                    |
| 9. Below average in basic skills                        | 24. Racial or ethnic minority              |
| 10. Uncooperative, inattentive, unmotivated             | 25. Non-English speaking home              |
| 11. Suspension, expulsion, or other disciplinary action | 26. Low socioeconomic background           |
| 12. Feelings of rejection, alienation, insecurity       | 27. Parent or sibling not finishing school |
| 13. Association with disaffected peer group             | 28. Lack of parental emphasis education    |
| 14. Lack of encouragement to stay in school             | 29. Frequent moves                         |
| 15. Low self-esteem/self-concept                        | 30. Poor communication with school & home  |
| 16. Lack of future orientation                          | 31. Attending a poorly financed school     |
| 17. Poor decision-making skills                         |  |

## **X. ALTERNATIVE STUDENTS SERVICES PERSONNEL**

Rural Special School does not yet participate in an alternative education program. Classes are available within the special education and regular education environment to meet the needs of students.

### **References:**

Arkansas's Guidance Scope and Sequence, "Student Services Plan", Arkansas Department of Education. 1993.