

COMPREHENSIVE SCHOOL COUNSELING PROGRAM

JASPER SCHOOL DISTRICT



Jasper School District

THREE CAMPUSES ... ONE DISTRICT ... ONE MISSION

600 School Street
Jasper AR, 72641

Dwayne Barnard
Jasper Elementary School Counselor
dbarnard@jasper.k12.ar.us
600 School Street
Jasper AR, 72641

Emily Willis
Jasper High School Counselor
ewillis@jasper.k12.ar.us
600 School Street
Jasper, AR 72641

Lela McChesney
Oark K-12 School Counselor
lmcchesney@jasper.k12.ar.us
370 Hwy 215
Oark, AR 72852

Joei Phillips
Kingston K-12 School Counselor
joei.phillips@jasper.k12.ar.us
220 Madison 2620
Kingston, AR 72742

This plan details the purposes of each of the components of our comprehensive school counseling program.

This plan is a district-based comprehensive school counseling program which identifies student needs by parents, students, teachers, principals, and other agencies with which the school district works.

Purpose of a Comprehensive School Counseling Program

A comprehensive school counseling program is an essential part of the students' daily educational setting. The overall goal of the school counseling program is student academic, personal/social, and career success.

A. Our Beliefs

In order to successfully meet the personal/social, career, and academic needs of all students in Jasper School District, the counseling program is committed to the following beliefs:

- We believe all students can succeed.
- We believe all students can achieve excellence through high expectations and continuous improvement.
- We believe all students will strive to do their best and work together as a team.
- We believe all students will receive positive feedback on their behavioral and academic performance.
- We believe all students will work in a cooperative and diverse community of educators and learners to promote the development of self-esteem.

B. Our Vision Statement

"Jasper School District is a place where all students are encouraged to demonstrate excellence academically, socially, and emotionally in a safe and supportive atmosphere. We work with the community and parents to help students demonstrate excellence to meet their maximum potential with extensive support. High expectations are set for all students. We all believe that all students can and will learn. We strive to develop learners whose curiosity about the world around them leads them to a fulfilling life."

C. Our Mission Statement

"We promote a learner-centered atmosphere where students stay motivated and engaged to become successful lifelong achievers."

Jasper High School Program

Goal #1 Career Awareness and Planning in School Counseling Programs (Direct Service)

Each student (grades 9-12) will have a student success plan in place by the end of the 3rd quarter of the 2020-2021 school year. The counselor, in cooperation with classroom teachers, will facilitate classroom sessions in which students use the Career Readiness tool to explore career options, keep record of academic progress, plan for future academic options, discuss extended learning opportunities (Advanced Placement, Arkansas Governor's School, MASH, Boys/Girls State, Curriculum camps, etc.) and scholarship possibilities. The Career Readiness tool (Naviance) will also allow for parent communication and collaboration with students, counselors and teachers to encourage their child in a career path. Due to Covid-19 interruptions, 8th grade students were not able to complete their student success plan in the 2019-2020 school year. Each high school student will need one in place to take advantage of the Arkansas Academic Challenge Scholarship for concurrent credit and to give them better direction for a career path. 11th graders have one in place, but it needs to be updated and put into the Xello system. Plans can be managed by mentors once they are in place.

Jasper Elementary School Counseling Program Goal #1

Behavior: Year after year we re-evaluate our referral process and behavior interventions. There seems to always be a need to modify and adjust with the changing behaviors.

What is Being Done: We are utilizing behavioral RTI and implementing restorative practice techniques, Conscious Discipline concepts, school-based mental health resources, and social curriculums. The school counselor introduces the character traits during classroom

guidance and teachers extend the learning and application. Classroom teachers provide a family time that builds relationships and leads to discussion of social issues. Students have access to safe places to gain composure. These safe places consist of feeling buddies, a variety of fidget items, and calming activities.

This Year Plans: As a school, we are trying to adopt a new discipline. The school counselor has been to several training sessions on Restorative Practices. The school counselor will use her knowledge to introduce a new school wide initiative of “character education” using the 5 R’s from “Hacking School Discipline”. There will be a shift to use restorative language throughout the building and in everyday speech. This approach works to target the feelings and what is going on. Behavioral plans may need to be created on an individual basis if necessary and new techniques of addressing specific behaviors will be put into place. Teachers will be given advice and resources will be provided by the school counselor to follow a plan or use as needed. The school counselor will use data from referrals (counselor and office discipline) to determine if the new Restorative Practices have benefited the school and the behaviors teachers are seeing in the classroom.

Successes/Challenges: The reduction of office referrals is attributed to students being able to self-regulate. Students are solving their own problems with conflict resolution strategies. This year we have noticed behaviors in Kindergarten students that we have not typically seen previously. Students entering school seem to struggle and aren’t as well equipped to follow classroom procedures or exhibit self-control. This is definitely an issue that we plan to continue to monitor and adjust as we focus on behavior interventions and stronger social curriculum.



Jasper School District

District Report Card 2018-2019
Jasper Public Schools | Jasper, AR 72641
870-446-2223

Superintendent

Jeff Cantrell



District Characteristics

Enrollment	947
Avg. Class Size	9
Avg. years teaching Experience	6
Per pupil spending	\$11,713
• District avg.	
• State avg.	\$10,117

Student Demographics

Race/Ethnicity Statistics



- 0.7% Native American
- 0.2% Asian
- 1.2% African American
- 0.2% Hawaiian/Pacific Islander
- 0.7% Hispanic/Latino
- 87.8% White
- 0.4% Two or More Races

Other Demographics

English Learners

0 %

Low-income

71 %

Students eligible to receive special education

14 %

The Purpose of the Report Card

The Report Card is a comprehensive report of state and federal accountability and additional reporting requirements. The Report Card is comprised of the School Report Card (state and federal reporting), ESSA School Index (federal accountability), Discipline Act 1015 of 2017 (state reporting), and Waivers. All stakeholders have access to aggregate data, data disaggregated by subgroups and grade levels (where applicable), and comparisons of schools, district, and state. The ESSA law in Section 1111(n)(1)(C)(i) requires states to report, "A clear and concise description of the State's accountability system. The State Accountability System empowers the State and public school districts to assess the effectiveness of student-focused education using multiple factors, measures, and indicators of student achievement and school quality, rather than relying solely on an annual statewide assessment. Stakeholders are encouraged to examine the Report Card and engage in communication with local schools and district.

Overview of the State's accountability system under Title I

Arkansas' ESSA plan was approved January 18, 2018. In this plan, Arkansas utilizes a summative (one final score) accountability system based on the following indicators: weighted achievement, value-added growth and English learner progress toward English language proficiency, cohort graduation rates, and school quality and student success. Arkansas's system is known as the ESSA School Index. As per stakeholder request, the indicators are weighted as noted in http://www.arkansased.gov/public/Userfiles/ESSA/Documents_to_Share/What_is_the_ESSA_School_Index.pdf. The full ESSA School Index report for each school is located in Report Card - ESSA School Index.

Reporting the N-Size and Subgroup Membership

The ESSA law in Section 1111(n)(1)(C)(ii) seeks to determine how many students must be in a group for the data to be used for accountability. Arkansas uses an n size of 15 students to identify student subgroups. This means a school must have a minimum of 15 students in a subgroup to be held accountable for that subgroup. Arkansas reports on six subgroups of students including Black/African American, Hispanic/Latino, White, English Learners, Low-Income, and Special Education as required under federal requirements of Every Student Succeeds Act (ESSA). Arkansas will also report on additional subgroups of students including Gifted and Talented, Military Dependents, Foster, Homeless, and former English Learners in the School Report Card. The ESSA School Index identifies scores for each of the six subgroups of students. The scores for these subgroups of students are available under the School Rating tab (Accountability at-a-Glance Report) and on the ESSA School Index Report under the Report Card tab. Arkansas is committed to student privacy therefore n size of 10 is used for reporting. "N<10" is shown instead of a value if there are fewer than ten students in a subgroup. "RV" is Restricted Value. "RV" is used instead of a value so that information identifiable for individual students will not be shown.

How does the state differentiate to support public schools?

Arkansas is committed to supporting local education agencies to ensure all students are college, career and community ready. Arkansas's approved ESSA plan explains that in addition to supporting all districts and schools, the state will also differentiate support to schools in need of comprehensive support and improvement and schools in need of targeted support and improvement.

Arkansas offers support to schools that are in need of support for consistently underperforming subgroups.

The ESSA law in Section 1111 (n)(1)(C)(iv)(c) requires states to define consistently underperforming subgroups. Arkansas defines a consistently underperforming subgroup as any subgroup, pursuant to ESSA Section 1111(C)(3), in any school that scores at or below the bottom one percent in each of the three prior years. Effective 2018-2019 and annually thereafter, Arkansas will identify schools with one or more subgroups that meet the above definition of consistently underperforming for Targeted Support and Improvement. In addition, ADE provides a statistical report annually that is posted on the Informational Documents webpage under the column Business Rules and Statistics on the ADE website at <http://www.arkansased.gov/public/public-school-accountability/every-student-succeeds-act-essa/informational-documents>.

Arkansas identifies schools in need of comprehensive support and improvement (CSI).

The ESSA law in Section 1111 (n)(1)(C)(iv)(d) requires states to identify schools for comprehensive support and improvement (CSI). (1) All schools will be assigned to one of three grade spans based on each school's grade configuration. (2) Schools receiving Title I Part A funds will be ranked by ESSA School Index score within their respective grade span. (3) Schools receiving Title I Part A funds with ESSA School Index scores at or below the ESSA School Index score of the lowest five percent in each grade span will be identified as in need of comprehensive support and improvement. (4) Arkansas will identify schools in need of comprehensive support and improvement in 2018-2019 and every three years thereafter. (5) In addition, Arkansas will identify schools with a four-year Adjusted Cohort Graduation Rate below 66.667 percent for all students as in need of comprehensive support and improvement in 2018-2019 and every three years thereafter.

Arkansas identified schools can exit from comprehensive support and improvement.

Section 1111 (n)(1)(C)(v) of the ESSA Law examines how identified schools can exit from comprehensive support and improvement. Arkansas exit criteria requires a school identified in need of comprehensive support and improvement to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years and meet or exceed the ESSA School Index score that initially led to identification (the 5% cut score). High schools will be exited from comprehensive support and improvement services after three years if the schools' four-year Adjusted Cohort Graduation Rate is greater than 66.667 percent.

JASPER SCHOOL DISTRICT 2021-22 CALENDAR

<table border="0"> <tr><td style="background-color: #ADD8E6;">Aug 11-13,16</td><td>.....</td><td>Teacher Inservice</td></tr> <tr><td style="background-color: #FFFF00;">Aug 17</td><td>.....</td><td>1st Day of Classes</td></tr> <tr><td style="background-color: #A9A9A9;">Sept 6</td><td>.....</td><td>Labor Day No School</td></tr> <tr><td style="background-color: #90EE90;">September 10</td><td>.....</td><td>Progress Reports Sent Home</td></tr> <tr><td style="background-color: #FF0000;">October 13</td><td>.....</td><td>End of 1st Quarter- 41 days</td></tr> <tr><td style="background-color: #FF0000;">October 21</td><td>.....</td><td>P/T Conf - school out at 2:30 p.m.</td></tr> <tr><td style="background-color: #ADD8E6;">October 22</td><td>.....</td><td>Professional Development - No Students</td></tr> <tr><td style="background-color: #A9A9A9;">October 25</td><td>.....</td><td>Fall Break No Classes</td></tr> <tr><td style="background-color: #A9A9A9;">Nov 22-26</td><td>.....</td><td>Thanksgiving Break No Classes</td></tr> <tr><td style="background-color: #90EE90;">Dec 3</td><td>.....</td><td>Progress Reports Sent Home</td></tr> <tr><td style="background-color: #FF0000;">Dec 17</td><td>.....</td><td>End of 2nd Quarter- 40 days</td></tr> <tr><td style="background-color: #A9A9A9;">Dec 20-Dec 31</td><td>.....</td><td>Christmas Break - No School</td></tr> <tr><td style="background-color: #FFFF00;">Jan 3</td><td>.....</td><td>School Resumes</td></tr> </table>	Aug 11-13,16	Teacher Inservice	Aug 17	1st Day of Classes	Sept 6	Labor Day No School	September 10	Progress Reports Sent Home	October 13	End of 1st Quarter- 41 days	October 21	P/T Conf - school out at 2:30 p.m.	October 22	Professional Development - No Students	October 25	Fall Break No Classes	Nov 22-26	Thanksgiving Break No Classes	Dec 3	Progress Reports Sent Home	Dec 17	End of 2nd Quarter- 40 days	Dec 20-Dec 31	Christmas Break - No School	Jan 3	School Resumes	<table border="0"> <tr><td style="background-color: #A9A9A9;">Jan 17</td><td>.....</td><td>MLK Day - No School</td></tr> <tr><td style="background-color: #90EE90;">February 3</td><td>.....</td><td>Progress Reports Sent Home</td></tr> <tr><td style="background-color: #FF0000;">February 3</td><td>.....</td><td>P/T Conf - school out at 2:30 p.m.</td></tr> <tr><td style="background-color: #ADD8E6;">February 4</td><td>.....</td><td>Professional Development - No Students</td></tr> <tr><td style="background-color: #FF0000;">March 11</td><td>.....</td><td>End of 3rd Quarter- 48 days</td></tr> <tr><td style="background-color: #A9A9A9;">Mar 21-25</td><td>.....</td><td>Spring Break - No School</td></tr> <tr><td style="background-color: #A9A9A9;">April 15</td><td>.....</td><td>Good Friday - No School</td></tr> <tr><td style="background-color: #90EE90;">April 22</td><td>.....</td><td>Progress Report Sent Home</td></tr> <tr><td style="background-color: #ADD8E6;">May 19-21</td><td>.....</td><td>Graduation - Jasper, Kingston & Oark</td></tr> <tr><td style="background-color: #FF0000;">May 27</td><td>.....</td><td>End of 4th Quarter- 49 days</td></tr> <tr><td style="background-color: #A9A9A9;">May 30</td><td>.....</td><td>Memorial Day</td></tr> <tr><td style="background-color: #FFD700;">May 31-June 3, 6</td><td>.....</td><td>Make-Up Days (only to be used in emergency)</td></tr> </table>	Jan 17	MLK Day - No School	February 3	Progress Reports Sent Home	February 3	P/T Conf - school out at 2:30 p.m.	February 4	Professional Development - No Students	March 11	End of 3rd Quarter- 48 days	Mar 21-25	Spring Break - No School	April 15	Good Friday - No School	April 22	Progress Report Sent Home	May 19-21	Graduation - Jasper, Kingston & Oark	May 27	End of 4th Quarter- 49 days	May 30	Memorial Day	May 31-June 3, 6	Make-Up Days (only to be used in emergency)	
Aug 11-13,16	Teacher Inservice																																																																											
Aug 17	1st Day of Classes																																																																											
Sept 6	Labor Day No School																																																																											
September 10	Progress Reports Sent Home																																																																											
October 13	End of 1st Quarter- 41 days																																																																											
October 21	P/T Conf - school out at 2:30 p.m.																																																																											
October 22	Professional Development - No Students																																																																											
October 25	Fall Break No Classes																																																																											
Nov 22-26	Thanksgiving Break No Classes																																																																											
Dec 3	Progress Reports Sent Home																																																																											
Dec 17	End of 2nd Quarter- 40 days																																																																											
Dec 20-Dec 31	Christmas Break - No School																																																																											
Jan 3	School Resumes																																																																											
Jan 17	MLK Day - No School																																																																											
February 3	Progress Reports Sent Home																																																																											
February 3	P/T Conf - school out at 2:30 p.m.																																																																											
February 4	Professional Development - No Students																																																																											
March 11	End of 3rd Quarter- 48 days																																																																											
Mar 21-25	Spring Break - No School																																																																											
April 15	Good Friday - No School																																																																											
April 22	Progress Report Sent Home																																																																											
May 19-21	Graduation - Jasper, Kingston & Oark																																																																											
May 27	End of 4th Quarter- 49 days																																																																											
May 30	Memorial Day																																																																											
May 31-June 3, 6	Make-Up Days (only to be used in emergency)																																																																											

BOARD APPROVED: February 23, 2021

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST I=11						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER I=21						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER I=19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER I = 17						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER I = 13						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY I= 20						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY I = 19						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH I= 18						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL I = 20						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY I = 20						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

P/T Conferences are 2:30p.m. - 7:00p.m. on October 21, 2021 and February 3, 2022

Table of Contents:

- I. Guidance, Counseling and Career Education Services
- II. School Counselor Services
- III. Psychological Services
- IV. Visiting Teacher and Social Work Services
- V. Career Services
- VI. Group Conflict Resolution
- VII. Health Services
- VIII. Suicide Prevention Public Awareness
- IX. At- Risk Students and School Dropout Programs
- X. Student Services Personnel
- XI. Alternative Methods of Classroom Management
- XII. Post-Graduation Followup
- XIII. Assessing the District Comprehensive School Counseling Program

I. Guidance, Counseling, and Career Education Services

Role of School Counselors

School counselors play a vital role in the development of successful schools. Counseling, consulting, and coordinating are three core roles of a school counselor. Some services provided by Jasper School District include the following:

- Emotional, social, developmental and behavioral services to students and families.
- Academic guidance and support services, including the monitoring of academic performance, facilitating communication between school and home.
- Career awareness, exploration and planning services, including goal setting and decision-making assistance for students.
- Classroom Observations
- Individual Counseling, Small Group Counseling, Social Groups
- Classroom Guidance lessons to promote the character Education Values
- Participate on academic teams and consult with teachers on a regular basis regarding the needs of students.
- Teacher/Parent Consultation
- Referral Assistance
- Social-Emotional Learning

- **Student Needs Assessment**

School counselors collaborate with teachers, parents, and the community to ensure each student receives all support and guidance he or she needs. Counselors in Jasper School District will spend at least ninety percent (90%) of work time each month during the school year providing direct counseling related to students and shall devote no more than ten percent (10%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services. We will work with parents, students, and school personnel to ensure that all students are college and career ready.

Ethical Standards for School Counselors-ASCA

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

Responsibility to Students

The School counselor:

- Has a primary obligation to students who are to be treated with dignity and respect.
- Establishes and maintains appropriate professional relationships.
- Acknowledges the vital role of parents/ guardians and families.
- Addresses students academic, career and social/emotional needs.
- Collaborates with all stakeholders to prepare students for life after high school.
- Provides point-in-time interventions to address student needs.
- Establishes a collaborative relationship with outside service providers.
- Strives to contribute to a safe, respectful, nondiscriminatory school environment.
- Respects suspected cases of child abuse and neglect to proper authorities.
- Protects the confidentiality of students' records and releases personal data in accordance with prescribed federal and state laws and district policies.
- Abides by the Family Educational Rights and Privacy Act (FERPA)

Responsibility to Parents

The School counselor:

- Informs parents/guardians of the legal and ethical responsibilities and the confidential nature of the school counseling program.
- Respects the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- Follows the directions and stipulations of all legal documentation, regarding divorce and separation issues with a focus on the well-being of the student.
- Is culturally competent and sensitive to diversity among families.

Responsibility to School and Community

The School counselor:

- Develops and maintains professional relationships and systems of communication with all stakeholders.
- Advocates for equitable school counseling program policies and practices.
- Promotes equity and access for all students through the use of community resources.

Responsibility to Self

The School counselor:

- Monitors personal behavior and recognizes the high standards of professionalism required on and off the job.
- Engages in professional development and personal growth.
- Has completed a counselor education program at an accredited institution and earned certification in school counseling.

Curriculum

A. Goals & Objectives

Jasper Public School Counselors will meet the academic, personal, social, and career development needs of each student through counseling, consulting, and coordinating.

B. National Standards

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

C. Social-Emotional Learning

II. School Counselor Services

A. Individual, Small Group Guidance, and Classroom Guidance

Jasper School District will provide an extensive guidance program that will accommodate the academic, social, and emotional needs of all students.

Students will be served in an individual and group setting. Arkansas School Law Code 6-18-1005 states: Classroom guidance, which shall be limited to forty minute class sessions, not to exceed three (3) per day or ten (10) per

week. Classroom guidance lessons are extremely important in the school setting. Classroom guidance allows the counselor to be proactive in a variety of areas to a large number of students. Some classroom guidance topics include, but are not limited to:

- Self-esteem development
- Problem-solving skills
- Career Awareness and planning
- Bully prevention
- Suicide prevention and awareness
- Drug prevention and awareness
- Conflict resolution
- Academic advisement
- College/career exploration
- Study skills
- Test interpretation
- Goal setting

B. Consultation

School counselors work closely with many organizations, counseling services, law enforcement, parents, and other community members to ensure that all students are safe, healthy, and being served so that they will be prepared for life after school. Plans and goals are set for students in order to support their academic, career, and personal/social development.

C. Working with Parents

The Jasper School District is privileged to have an active parent group that works with the administrators, teachers, students, and community in ways that benefit the overall academic, social, and career growth for students. Parents volunteer during Open House, Parent/Teacher conferences, reward programs, school performances, ball games, and they serve as tutors.

D. Testing

School Counselors are responsible for:

- * Establishing testing groups
- * Training staff
- * Printing and distributing testing tickets

- * Test security and documentation
- * Administering make-up tests

E. Orientation/Registration

Orientation programs assist with the transition and anxiety that students' parents experience when moving from one building level to the next. Jasper counselors work together to plan these transition programs to help ensure a smooth transition for students and parents.

F. Academic Advisement/Career Planning

School counselors work with students to establish career goals in elementary, middle and high school. Students are informed of how their course selections should reflect their individual career goals.

Student Success Plan: www.xello.world

Smart Core Waiver Form:

http://adecm.arkansas.gov/Attachments/LS-19-004--smartcore_waiver_2018_07162018.docx

Graduation Requirements: pg. 56-57

https://www.jasper.k12.ar.us/plugins/show_image.php?id=1842

G. Manage Student Records

School counselors have access to permanent records for all students. Each school counselor abides by the Family Educational Rights and Privacy Act (FERPA).

III. Psychological Services

The district provides psychological services to students with learning or adjustment issues and evaluations of students in exceptional child education programs. Parents, students, and school personnel collaborate to ensure that all students' needs are met and they are being prepared for college and work.

IV. Visiting Teacher and Social Services

- * The district works with juvenile services and behavioral health agencies when needed.

- * The district serves as a liaison between the home and school and community agencies.
- * The district provides access to services that assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.

V. Career Services

Career services are provided to all students. Students receive career education information, advice on appropriate courses to take, and opportunities to take advanced placement courses.

Students complete career interest inventories, participate in college/career fairs, participate in job shadowing opportunities, prepare resumes, and visit industries.

VI. Group Conflict Resolution

Group conflict resolution services are educational and social programs that help students develop skills which enable them to resolve differences and conflicts between groups and individuals. These programs are designed to promote understanding and positive communication. Students will participate in Anti-bullying programs and classroom guidance lessons that focus on being respectful, accepting differences and how to cope with anger. Jasper School District has a zero tolerance policy for bullying.

VII. Health Services

The school nurse is responsible for student health care needs. This role includes assessing, evaluating, studying, planning, and implementing services for students in all grade levels. The school nurse reviews and maintains health records, performs physical screenings, provides emergency care/first aid, dispensing of prescription medication as provided by parents/guardians, providing parents with health related information, and serving as liaison between parents, school and community in health matters.

VIII. Suicide Prevention Public Awareness

Maintaining a safe school environment is part of a school's overall mission. Subsequent to the passing of the Jason Flatt Act, licensed school personnel are required to obtain at least two hours of professional development every five years in the area of suicide awareness and prevention.

Students displaying signs of suicide are seen by the counselor and/or principal. Parental contact is made and referral (indirect services) to outside counseling agencies are made if the student isn't currently receiving mental health services. Students and parents/guardians will be given the suicide hotline information.

<http://www.suicidepreventionlifeline.org/>

IX. At-Risk Students and School Dropout Programs

Jasper School District has a tracking system for school dropouts. At-risk students are identified by poor and failing grades, excessive absenteeism, lack of parental involvement, and excessive disciplinary actions. These students are monitored and are offered alternative education and counseling services to increase academic, social/personal, and career achievement.

X. Student Services Personnel

Personnel utilized in Jasper School District:

- Paraprofessionals
- Physical/Occupational Therapists
- Speech Pathologist
- TRIO Counselor
- Families Inc/Life Strategies
- MidSouth Health Care Systems
- School Resource Officer
- Juvenile Office
- School Nurse

XI. Alternative Methods of Classroom Management

Student services at Jasper School District have the following alternative methods of classroom management:

- Behavioral contracting
- In-School suspension
- Alternative learning environment
- Positive reinforcement/PBIS Program
- ESSA Bank
- Career and academic counseling

XII. Post-Graduation Follow-up

- 6 month Report for CTE Program
- Counselor interview with postgraduate students about decisions and goals.

XIII. Assessing the District School Counseling Program

School Counselors will conduct a yearly program audit by using teacher/student/parent surveys, by engaging in the PLC process with the teachers, and collecting pertinent data.