

Nemo Vista School District Student Services Plan



Based on the ASCA National Model, “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.”

School counselors focus their skills, time and energy on direct and indirect services to students. To achieve maximum program effectiveness, the American School Counselor Association recommends a school-counselor-to-student ratio of 1:250 and that school counselors spend 80 percent or more of their time in direct and indirect services to students. School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability.

FOUNDATION

Beliefs

- All students can be academically successful and productive members of society.
- All students' ethnic, cultural, racial, gender differences, and special needs should be recognized and respected throughout the implementation of the school counseling program.

- School counselors will advocate for all students.
- School counselors will collaborate with families, stakeholders, teachers, and community resources to meet student needs and assist student development.
- School counselors will honor the school mission, lead responsibly, and learn by participating in ongoing professional development.
- School counselors will abide by [ASCA's Ethical Standards for School Counselors](#).

Vision Statement

Mission Statement

The Nemo Vista Counseling Department will assist our schools in providing students with opportunities and experiences that will enable them to be productive citizens through participation in a comprehensive counseling program. We believe that through the pursuit of academic, career, and social emotional well-being, we will help to mold individuals who are college and career ready and are prepared to make positive contributions to society.

DELIVERY

4.05 School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and should not devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities related to the provision of guidance services.

APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement

- interpreting student records
- providing teachers with suggestions for effective classroom management .
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

Classroom Guidance (Direct Service)

Arkansas School Laws Annotated Code 6-18-1005 states: (L) Classroom guidance which shall be limited to forty- minute class sessions, not to exceed three (3) per day and ten (10) per week (3.01.1.12).

Classroom guidance lessons are not a break or planning for teachers. They are age-appropriate, collaborative efforts with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development.

In grades K-12, students are provided guidance in the areas of:

- Bullying prevention (3.01.5.3)
- Conflict resolution (3.01.5.1)
- Suicide prevention
- Civic Responsibility
- Health awareness (alcohol, drugs, smoking, body image)
- College and career exploration

Individual and Small Group Counseling (Direct Service)

According to section three (Arkansas Student Services Plan Requirements) from the Arkansas School Counselor Comprehensive Counseling Program Guide, “although the counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.”

In grades K-12, students are provided but not limited to individual and small group counseling in the areas of:

- College/career planning
- Academic Advisement & student scheduling/study skills
- Social/emotional counseling
- Friendship/Social skills
- Behavioral contracts
- ACT prep and registration
- Death of a loved one
- Transitions /New student orientation
- Scholarship notifications and assistance

Consultation and Coordination (Administrative Activity)

Nemo Vista School counselors:

- Participate in, lead, and support RTI, IEP, 504, School Improvement, and other team meetings.
- Conduct professional development in areas such as but not limited to suicide prevention and statewide assessment training.
- Provide relevant materials and resources to teachers, not limited to the areas of classroom guidance, child maltreatment reporting, suicide prevention, and mental health referrals.
- Interpret student data or assessment results.
- Consult and coordinate with outside mental health professionals and case managers such as but not limited to Counseling Associates, The Pointe, Pinnacle Pointe Hospital (3.01.2.5)(3.01.3.2).
- Review and maintain high school academic records and files.

- Update, maintain, and educate about the district's Suicide Prevention Awareness Program (3.01.7). See page 8
- High school scheduling
- Coordinate college visit days and college recruiter visits to campus
- Coordinate military visits and ASVAB & statewide ACT administration
- Coordinate career speaker visits & Career Day (elementary)
- Organize student volunteer and community involvement opportunities

Parental Involvement (Administrative Activity)

School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes (8.05).

Nemo Vista School counselors:

- Attend parent teacher conferences and be available for parent/guardian questions and concerns in the areas of academic, career, and social/emotional.
- Conduct meeting for parents/guardians concerning freshmen orientation, graduation, college and career opportunities for students, Concurrent credit opportunities (Career Ready Program @UACCM), and financial aid information (3.01.2.3)
- Consult with parents/guardians concerning mental health referrals.
- Facilitate parent communications and notifications through Remind 101, newsletters, email, and school web pages.
- Organize Character Kids and Lunch Bunch (elementary).
- Assist with matching families to sponsors for Christmas assistance (elementary)
- Assist with Student registration at Open House
- Keep parent centers updated with information concerning student & parent health and well-being, college, career opportunities for their students, assistance with helping their students study, prepare, and be successful.

College and Career Planning Services

Nemo Vista Counselors provide for students:

- Speakers and presentations highlighting different career opportunities.
- A Career Day for Elementary.
- College Visits/ Field Trips.

- Coordination of two (2) college visits in 11th/12th grades.
- Access to updated college, career, and military informational materials in student center.
- Coordination of the UACCM Career Ready Program where students may earn a certificate or associates degree in multiple career focus areas. This includes distributing and collecting permit to register forms, providing informational meetings to parents and students, providing data to UACCM, organizing and assisting with the registration process here on the Nemo Vista campus, Coordinating with UACCM to administer the Accuplacer Placement Test given on the Nemo Vista campus, etc...
- One on one advisement concerning career opportunities, college interests, college programs of study and courses to take in high school, UACCM programs of study and concurrent credit opportunities, financial aid assistance, filling out scholarship assistance.
- Provide and organize career folders, assist and provide support to advisory (CAPS) teachers with Student Success Plans beginning in the 8th grade.

Nemo Vista School District



K-12 Suicide Awareness and Intervention Plan

Drafted: May 9, 2018
Board approved:

OVERVIEW

Definitions

1. **At risk** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

2. **Crisis team** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

3. **Risk assessment** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

4. **Self-harm** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

5. **Suicide Death** caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

6. **Suicide attempt** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

7. **Suicidal behavior** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

8. **Suicide contagion** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

9. **Suicidal ideation** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

ASSESSMENT AND REFERRAL

The School's Role

Effective suicide and violence prevention is:

- a. Integrated with supportive mental health services.
- b. Engages the entire school community.
- c. Is embedded in a positive school climate through student behavioral expectation and a trustful student/adult relationship.

Crisis Team and Roles:

Superintendent-media interviews

Principals-contact student parent/guardian

Counselors-inform administration & consult with mental health professional

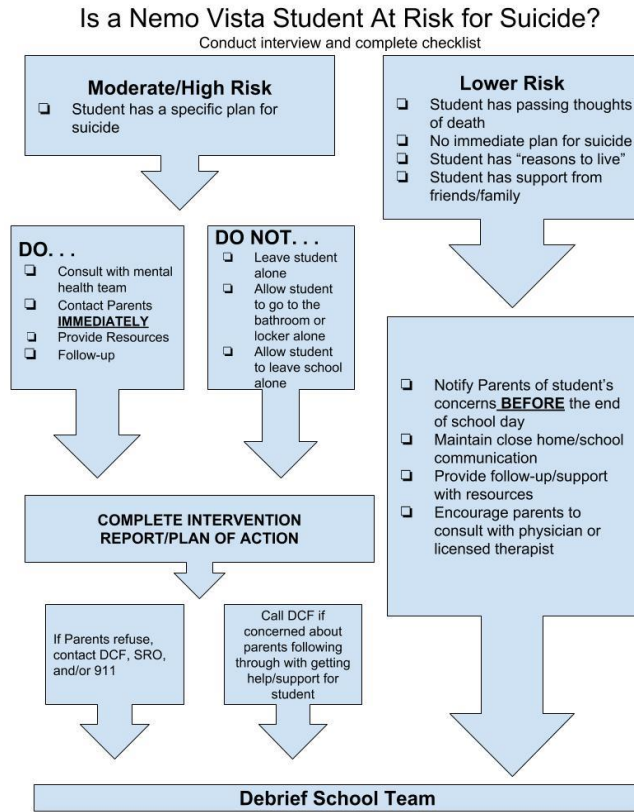
Technology coordinator- dealing with social media

Nurse- student safety

Teachers-assess situation & contact counselor

School Resource Officer-safety concerns

Mental Health Professional-student assessment



**NEMO VISTA PUBLIC SCHOOLS
STUDENT SUICIDE RISK DOCUMENTATION FORM**

STUDENT INFORMATION		
Date student was identified as possible at risk:		
Name:		
Date of Birth:	Gender:	Grade:
Name of Parent/Guardian:		
Parent/Guardian's Phone Number(s):		
IDENTIFICATION OF SUICIDE RISK		
Who identified student as being at risk? Indicate name where appropriate.		
<ul style="list-style-type: none"> • Student (him/herself): • Parent: • Teacher: • Other staff: • Student/Friend: • Other: 		

Reason for concern:	
RISK ASSESSMENT	
Assessment conducted by:	
Date of assessment:	
Type of assessment conducted:	
Results of assessment:	
NOTIFICATION OF PARENT/GUARDIAN	
Staff who notified parent/guardian:	
Date/time notified:	
Parent Contact Acknowledgement Form signed:	Yes No
If no, provide reason:	
MENTAL HEALTH REFERRAL	
Student referred to:	Date of Referral:
Safety Plan developed with student and parent: _____ (Date)	
Mental Health Resources List given to:	
Student _____ (Date)	Parent/Guardian _____ (Date)
Staff member to conduct follow-up:	Date of follow-up: _____

Parent Contact Acknowledgement Form

Student Name: _____

Date of Birth: _____ Grade: _____

Parent/Guardian was contacted concerning child's risk of self-harm, injury, or concerning behavior on the following dates by a Nemo Vista staff member:

I have been advised to seek the services of a mental health agency or therapist immediately.

I understand that _____ (name of staff member) will follow-up with me, my child, and the mental health care provider to whom my child has been referred for services or whom I have chosen within two weeks of the date below.

Parent/Guardian Signature: _____

Date: _____

Parent Contact Information:

Phone: _____

Email: _____

School Staff Member Signature: _____

Date: _____

Mental Health Provider: _____

Contact Name/number: _____

MANAGEMENT & ACCOUNTABILITY

According to the ASCA National Model, in order to demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program. School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs.

At Risk Students

To promote high school graduation for all students, the Department of Education encourages schools to identify and implement supports and interventions for dropout prevention.

The Nemo Vista School Counselors:

- Maintain and monitor graduation plans for HS students to determine if they are on track for on time graduation.
- Collaborate with teachers concerning failing students or students in danger of failing courses required for graduation.
- Collaborate with the HUB supplying student data, placement paperwork, participating in meetings, and assisting with scheduling of students who need alternative supports in order to meet graduation requirements.

- Provide one on one counseling concerning attendance, grades, and student responsibility/behavior.
- Meet individually with students concerning their high school graduation plan and plans post-secondary.
- Meet with at-risk students to build problem solving skills, making decisions, goal setting, and understanding the relationship between educational achievement and career success.
- Collaborate with Advisory teachers concerning the implementation and organization of Student Success Plans for students in 8th-12th grades.
- Use data collected in the areas of student achievement (standardized test scores and grades) and attendance to help determine at risk students.
- Serve as the 504 facilitators.

Use-of-Time and Program Assessment

Nemo Vista School Counselors use assessments in order to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students.

Nemo Vista School Counselors use tools to manage their time and evaluate the program such as:

- Google weekly calendar
- Yearly Master calendar
- Schedule of Guidance for teachers
- Student surveys
- Needs assessments
- Pre and post guidance assessments
- Develop Professional guidance plans (PGPs) each year based on their program needs.

Examples of assessments:

<https://goo.gl/forms/N7cPbx8UocgyDebu2>

<https://goo.gl/forms/3dfBoYcyz0q4S4502> (Freshmen Survey)

Advisory Council

Nemo Vista School district has a super committee advisory team in place to provide feedback to the district, review programs, and make recommendations about the schools. Membership includes the high school counselor.

There are currently no set advisory councils created for the counseling programs in each building. However, teams including the nurse, principals, counselors, teachers, and mental health professionals meet when determining the mental health status of a student for counseling, suicide prevention, or outside psychological referrals.

Health Services

Nemo Vista Schools has a health services program headed by an on campus school nurse with an office and exam area. Services provided include but are not limited to:

- BMI Screenings
- Implementing and maintaining Individual healthcare plans for students with special healthcare needs such as those with Type I Diabetes.
- Informing and training teachers about students with special healthcare needs.
- Maintaining student immunization records
- Submitting referrals to counselors for outside Mental Health professionals

Psychological Services

Nemo Vista School District provides psychological services to students to ensure that they are ready to succeed and are being prepared for college and/or career readiness. These services include but are not limited to:

- Referrals to outside mental health providers such as The Pointe and Counseling Associates.
- Evaluation of students with learning problems (Arch Ford)
- Evaluation of students for exceptional student programs such as Gifted and Talented.
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