



MELBOURNE SCHOOL DISTRICT CONTACT INFORMATION

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- Kendra Rains, Elementary Special Ed. Coordinator
- Amanda Bledsoe, Preschool Director
- 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

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 Goals

1. The Melbourne School District will purchase supplementary materials for math and literacy classes, such as Mastery Prep workbooks and bell ringers that will improve students' depth of knowledge in those core areas. Regularly scheduled department meetings will take place to give teachers opportunities to identify and address any existing achievement gaps in reading and math. Instructors will also engage in various forms of professional development; for example, middle school literacy teachers will attend the Rise Academy to improve reading instruction. As a result, Melbourne students will demonstrate academic growth that will be evidenced by a 5% increase in students scoring proficient on state tests in math and literacy when compared to scores from the previous year.
2. Parental involvement is crucial to the success of any student. Melbourne School District wishes to promote and maintain parental involvement; therefore, parents will be invited to meet with student advisors frequently and to be involved in their child's Success Plan. During Parent Teacher Conferences, parents will meet with their child's advisor in order to obtain report cards and discuss student progress. Data will be collected in the form of sign-in sheets for each meeting, with a baseline being set during the 2018-19 school year. Once a baseline is established, a year-to-year comparison will take place to hopefully see an increase of at least 5% in parental involvement from year to year.

3. Melbourne School District believes that a positive school environment is essential to the emotional, academic, and physical well-being of its students. Therefore, in the 2018-19 school year, Melbourne High School will implement the "Kindness Challenge," a movement that promotes respect for oneself and others, familial connectedness, and tolerance of all people. Daily bulletins promoting kindness and recognizing random acts of kindness will be read in the mornings; Red Ribbon week activities will specifically focus on changing the world and taking care of one another. Advisory classes will center on the importance of compassion, and positive visuals and quotes will be placed throughout the school. To measure the effectiveness of the "Kindness Challenge," attendance and behavior data will be evaluated as well as data from spirit week and Red Ribbon Week that identifies a shift in student moral as evidenced by increased participation from year to year.

4. In addition to the above, Melbourne School District's 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
- ✚ Creates greater school-community interaction

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 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.

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 ??????????

In grades 7-12, 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, 7th & 9th 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 & 9th 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 6th to 7th 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 8th 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 where student 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.

SCHOOL SOCIAL WORK SERVICES

Melbourne School District partners with Families Inc., 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.

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.

Definitions:

- **Attribute** means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

- **Bullying** means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:
 - Physical harm to a public school employee or student or damage to the public school employee's or student's property;
 - Substantial interference with a student's education or with a public school employee's role in education;
 - A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
 - Substantial disruption of the orderly operation of the school or educational environment;
- **Electronic act** means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment. Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;
- **Harassment** means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and
- **Substantial disruption** means without limitation that any one or more of the following occur as a result of the bullying:
 - Necessary cessation of instruction or educational activities;
 - Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
 - Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
 - Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Cyberbullying of School Employees is expressly prohibited and includes, but is not limited to:

1. Building a fake profile or website of the employee;
2. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
3. Posting an original or edited image of the school employee on the Internet;
4. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee; making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;

5. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
6. Signing up a school employee for a pornographic Internet site; or
7. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Examples of "Bullying" may also include but are not limited to a pattern of behavior involving one or more of the following:

1. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
2. Pointed questions intended to embarrass or humiliate,
3. Mocking, taunting or belittling,
4. Non-verbal threats and/or intimidation such as —fronting or —chesting a person
5. Demeaning humor relating to a student's actual or perceived attributes,
6. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
7. Blocking access to school property or facilities,
8. Deliberate physical contact or injury to person or property,
9. Stealing or hiding books or belongings,
10. Threats of harm to student(s), possessions, or others,
11. Sexual harassment, as governed by policy (STUDENT SEXUAL HARASSMENT), is also a form of bullying, and/or
12. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: —Slut!! —You are so gay!! —Fag!! —Queer!!).

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 help 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', 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

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.

Hearing: Hearing screens are mandated for students in grades K, 1, 2, 4, 6, 8, and transfer students.

Weight and Height: Act 1220 requires students in grades K, 2, 4, 6, 8, and 10 to have their height and weight assessed.

Scoliosis: Act 95 of 1989 and Act 41 of 1987 require girls in 6th grade and all students in 8th 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 12th grade:

- DTaP/DT/Td 4 doses with 1 on/after 4th birthday**
- Polio 3 doses with 1 on/after 4th birthday**
- MMR 2 doses with 1 on/after 1st 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 1st birthday and 2nd dose at least 28 days after**

Kindergarten and 1st grade:

- Hepatitis A 1 dose on/after 1st birthday**

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

- Meningococcal 1 dose**

Students entering 7th 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 1st (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.

Evidence of Impact

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

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

Support

- Student Council
- BAD 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
 - ✓Cheerleading
 - ✓Cross Country
 - ✓Track
 - ✓Trap Shooting
 - ✓Archery

Success Plan Component #

Academic / Career

Support

- Bi-Annual Career Fair
- Concurrent Credit Classes
- AP & Pre-AP Classes in all Core Areas
- Advisory
- College Visits
- College Representative Visits
- Military Representative Visits
- Educational Talent Search (ETS)

Success Plan Component #

- 1
- 1, 2, 4
- 1, 2, 4
- 1, 2, 3, 4,
- 4
- 4
- 4
- 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 |
| • 7 th & 9 th Grade Orientation | 1 |



to me.

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.

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

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

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

Melbourne High School

Internship Program

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 Internship Program provides 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
- Goal is to have students work a minimum of 10 hours a week
- Students can have up to 3 class periods of internship – 1st-3rd periods OR 5th-7th periods.
- Students will receive a grade/credit per period of internship.
- Coordinators will be in contact with students/supervisors regularly.
- Businesses are asked 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 3

Prerequisite: Must have at least a 2.0 GPA

This 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 does not meet 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.