

12. PUPIL PERSONNEL SERVICES

- References:
- (a) DoDEA Manual 2942.0, "DoDEA School Health Services Guide," March 2004, as amended
 - (b) DoDEA Manual 2946.2, "School Counseling Services," January 30, 2006
 - (c) DoDEA Community Strategic Plan, 2006-2011
 - (d) DoDEA Manual 2946.4, "Department of Defense Education Activity School Psychological Services," June 2004

Additional Resources:

- DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003
- DoDEA Regulation 2946.3, "Department of Defense Education Activity School Psychological Services," January 22, 2004

a. School Health Services

(1) Optimal learning requires good emotional and physical health. DoDEA school health services works together with families and community for children's health. The school nurse at each DoDEA school works with the school administrators to provide an environment that promotes optimal wellness and safety for all students. The school nurse provides individualized quality health care for students, emphasizes health instruction at all levels, and utilizes available community and school resources to promote an overall healthy lifestyle for students, staff and families. Core services of a school nurse include:

- (a) Conducting health screenings.
- (b) Providing specialized health care and services.
- (c) Assessing and evaluating individual growth and development.
- (d) Monitoring student immunizations.
- (e) Acting as a resource for faculty, parents, and students.
- (f) Providing individual health counseling to service emotional and physical health needs.
- (g) Identifying and referring possible pediatric and adolescent health problems for early diagnosis and treatment.
- (h) Evaluating and monitoring communicable diseases.
- (i) Assisting teachers in planning and conducting health education classroom instruction such as disease prevention, sex education, and suicide prevention.

- (j) Providing child abuse prevention programs for families.
- (k) Acting as special education team member for children with special needs.
- (l) Serving as a liaison with parents and community health agencies.
- (m) Providing instructional and promotional activities for healthy lifestyles of students and staff.
- (n) Maintaining student health records.

(2) The purpose of the school health services is to strengthen the educational process by improving the health status and health knowledge of students. The goal of the program is to help students become responsible for their own health and wellness.

(3) The school health services cover three areas: health instruction, health services, and the maintenance of a healthy school environment. It is a comprehensive program that promotes and maintains optimum health for all students.

(4) A more comprehensive description of DoDEA's school health services program can be found in DoDEA Manual 2942.0 (Reference (a)).

b. School Counseling

(1) DoDEA's school counselors provide a comprehensive guidance program to all students in grades Pre-K–12. The school guidance program helps build the foundation for life-long learning by assisting students in developing self-respect, awareness of others, and positive learning attitudes. School counselors provide direct and indirect services and activities to students, families, and school staff for developing strategies that deal with academic, career, and social/personal challenges that may interfere with the educational process. These programs are detailed in DoDEA Manual 2946.2 (Reference (b)).

(2) In concert with Goal 1: Highest Student Achievement of the DoDEA Community Strategic Plan (CSP) (Reference (c)), school counselors are strategically positioned to help students in developing strategies to deal with academic, career, and social/personal challenges that may interfere with the educational process. To respond to the challenges of the CSP, DoDEA has implemented a competency-based counseling program (CBCP) in all schools under the authority of Reference (b). To meet the needs of all students today and tomorrow, the CBCP provides a balance of direct and indirect services and activities. Counselors provide transition services to students and parents at all educational levels.

(a) At the elementary school level, the CBCP promotes learning by assisting students in mastering skills and developing the attitudes necessary to be successful students. It emphasizes decision-making skill development and exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of social skills needed for interpersonal relationships.

(b) At the middle school level, the program focuses on the rapidly changing needs of pre- and early adolescents. The areas emphasized in elementary school are continued but are adjusted to fit the unique needs of students in the middle level age group. In addition, planning for the future years beyond high school is started. Each student begins a six-year plan with the help of the high school counseling staff, taking into account graduation requirements, interests and aptitudes, and future educational and occupational goals.

(c) At the high school level, CBCP assists students in becoming responsible adults who can develop realistic and fulfilling life plans based upon a clear understanding of themselves, their needs, abilities, interests and skills. The six-year plan started in middle school is reviewed and updated no less than twice annually. Continued attention is given to assisting high school students in the development of decision-making skills, particularly as they relate to post-high school education and career planning.

(3) DoDEA school counselors are responsible for maintaining student records and assisting with class scheduling.

c. School Psychological Services

(1) The primary function of DoDEA is to provide a quality education for eligible dependents of DoD military and civilian employees stationed overseas and in various states and territories. The families and children served must deal with their sponsors' frequent reassignments, extended deployments, demanding work hours, prolonged periods in the field, and other unique demands that tax the cohesiveness and well-being of military and DoD families. Therefore, pupils attending DoDEA schools may have additional needs for psychological and mental health services, which exceed those available in typical public schools.

(2) DoDEA believes that the psychological services program must be viewed within the context of the DoDEA CSP. School psychologists are in a strong position to help support the attainment of the goals outlined in the CSP. Ultimately, the overarching goal of the psychological services program is to increase student capacity to prevent or overcome academic, personal, and social problems that hinder their attainment of educational success and a satisfying and productive life.

(3) DoDEA Manual 2946.4 (Reference (d)) serves as administrative guidance, and was developed to provide a framework for the provision of a high-quality psychological services program for DoDEA students in grades Pre-K–12. The manual provides direction for a consistent program and allows for flexibility of the program based upon local needs. It is recognized that there must be adequate staffing to provide the full continuum of services described in this manual. The foundation for the DoDEA School Psychologist Manual can be found in the DoDDS Europe School Psychology Handbook, the DoDDS Pacific School Psychology Manual, the DoDEA Pupil Personnel Services Reference Manual, the National Association of School Psychologists Professional Conduct Manual, and the experiences of a representative group of DoDDS and DDESS practicing school psychologists.

(4) The program described in Reference (d) is to be available to all students, parents, and teachers as needed.

(5) DoDEA school psychologists play a critical role in supporting the attainment of the goals of DoDEA and in helping to ensure that all students in grades Pre-K–12 possess the capacity to become well-adjusted contributing members of society. The psychological services program recognizes the importance of diversity as reflected in DoDEA schools, and acknowledges that individual differences strengthen both school operations and society in general.