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EDUCATIONAL BULLETIN

PUPIL PERSONNEL SERVICES

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Harry M. Sparks
Superintendent of Public Instruction

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PUPIL PERSONNEL SERVICES

FOREWORD

Whether we like it or not, the world for youngsters today is more complicated than it was when their parents were in school. When today's parents were children, they knew what was expected of them as children; they also knew what would be expected of them as young adults in the immediate post-high school period; and how to prepare for that time was clear-cut.

Today, in attempting to follow the example of their parents, many children are confused. They are constantly reminded that nothing remains the same for very long, from the kind of washing machine that washes their clothes to the geographical boundaries that divide one country from another. It is not surprising, therefore, that many of today's children feel insecure.

This situation places a special obligation on the schools. The three R's are still important, as is much other academic knowledge; but effective teaching is largely dependent on a knowledge of the learner's personal characteristics, including his capacities, interests, and aspirations. Effective learning depends on the child's state of adjustment and general well-being. In turn, realistic self-direction on the part of the learner depends on a growing understanding of self in relation to the opportunities, obligations, and requirements of a democratic society.

A cooperative study of the Kentucky Department of Education was made by the Executive Cabinet of the Kentucky Department of Education and their respective staffs working with the State Board of Education and Dr. Finis E. Engleman, former Commissioner of Education, State of Connecticut, and Executive Secretary Emeritus, American Association of School Administrators as Principal Consultant. Senior advisors to Dr. Engleman were: Dr. Edgar Fuller, former Commissioner of Education, State of New Hampshire, and Executive Secretary, Council of Chief State School Officers; and Dr. Claude Purcell, former Superintendent of Public Instruction, State of Georgia.

This committee drew up a concise blueprint with emphasis on an immediate action program to assist local school districts to facilitate the maximum development of their students through the educative process, by recommending that the Department be reorganized to increase administrative efficiency, assure better understanding of roles and functions, and provide a better structure for serving the schools of the Commonwealth.

As a result of the recommendations of this committee a "Bureau of Pupil Personnel Services" was established in the Kentucky Department of Education on November 1, 1966. This Bureau is to provide leadership in unifying and coordinating pupil personnel services. Through proper leadership the technical skills of the professionally trained people in the behavioral sciences who have initiated and supported a wide variety of special pupil services in the schools can alleviate the mounting array of administrative problems and problems of children and youth, thereby strengthening the effectiveness of the educative process.

The primary purpose of a program of pupil personnel services is to facilitate the maximum development of each individual through education. These services are essential to the adequate appraisal of individual needs and potentialities and the realization of these. They help each individual to develop the insight which will lead to self-understanding, orientation to society, and wise choices from among educational, occupational, and avocational opportunities.

In the framework of this bulletin, pupil personnel services encompass the following: Attendance, guidance, school food services, school social work, school health, school psychological and pupil appraisal services. Most of the services previously performed by pupil personnel workers have assumed functions peripheral to their areas of real competencies. It is our hope that this "Bulletin" will help to identify the personnel services, encourage both lay and professional persons to accept the idea that separate disciplines working together will increase the effectiveness of each one, and add strength through sharing.

The reorganization of the Kentucky Department of Education offers a challenge for us and the local school districts to produce in some of the areas in which we have been doing a lot of talking. If we take advantage of the opportunity to strengthen our pupil personnel services and meet this challenge undoubtedly the public will become more willing to build buildings and more willing to increase pay of teachers so that we may be able to attract and hold our better teachers. When funds are available to provide the additional services needed for children and youth, we will accomplish much of which we seek in Education today. Provision of quality pupil personnel services will help determine the future of education in the Commonwealth of Kentucky.

Harry M. Sparks
Superintendent of Public Instruction

PREFACE

The point emphasized in this bulletin is that the pupil personnel worker engaged by school systems, both state and local have as a primary function the task of assisting the teacher to do a better job with children. This means, then, their work will have to be closely coordinated with that of the teacher, so that he or she may gain the insights necessary to the doing of a better job with the group of children assigned to him or her. It is encouraging to note that many school systems are now recognizing this, and organizing their services with this as one of their important objectives.

In the development of this bulletin it is the intention of the Bureau of Pupil Personnel Services to bring together and coordinate the fundamental gleanings of an immense, scattered, and usually uncorrelated field.

The following professional personnel deserve a word of commendation and thanks for their contribution to this bulletin:

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Bevins, C. E. — Director, Division of School Lunch, State Department of Education

Braden, Billy — Assistant Director, Division of Guidance Services, State Department of Education

Broady, Ernest — Director of Pupil Personnel, Barren County Schools

Campbell, Dr. Kearney — Director, Division of Guidance Services, State Department of Education

Franklin, Burtis — Director of Pupil Personnel, Fayette County Schools

Freeman, Ben — Director of Pupil Personnel, Louisville City Schools

Mills, Ross, Jr. — Supervisor of School Social Work Services, State Department of Education

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Phipps, Dr. Curtis — Counselor Educator, University of Kentucky

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PHILOSOPHY OF PUPIL PERSONNEL SERVICES

Pupil personnel services are rapidly becoming an integral part of our American system of education. When these services are well developed, organized and coordinated they contribute significantly to the goals of education.

What are pupil personnel services? One of the earliest educators to define this service was Arch O. Heck. He defined pupil personnel services as "those services whereby all children of school age are kept track of, caused to attend school and so studied that they are aided in making good use of the abilities they have."[1] Twenty years later William A. Yaeger in his book entitled *Administration and the Pupil,* defined pupil personnel services as:

> Those services and activities pertaining to the welfare of the childhood and youth, within both the school and the community, to the important end that the abilities, interests and needs of each child are increasingly realized and his greater development and good achieved, and to the ultimate end that he can become a happy, useful contributing member of an ever larger social group.[2]

Pupil personnel services are not just services. More importantly, they are a point of view, a concept, which when implemented in the school program contributes greatly to the development and welfare of the pupil. The functions and activities of each service are derived from the objectives of the school. The orientation of these services is educational, not clinical. Both the development and remedial aspects of the work should be in support of the educational purposes of the school. These services join other phases of the school program to work for the fullest development and of the potentialities of each boy and girl. This point of view is expressed in a publication of the Department of Education entitled, "Pupil Personnel Attendance and Accounting."

> There is an ever changing point of view among educational leaders. The trend is toward a still broader type of

[1] Heck, Arch O., *Administration of Pupil Personnel.* New York: Ginn & Company, 1929, p. 12.

[2] Yeager, William A., *Administration and the Pupil.* New York: Harper & Row.

service with emphasizes the positive developmental preventive and the therapeudic approaches for developing the potentialities of each pupil as fully as possible.[1]

In discussing the pupil personnel point of view and function, Johnson, et al.,[2] indicate that these services are made up of those activities and services which are individualized attempts to aid the pupil in the maximum development of his potentialities in accordance with his unique background and equipment. They further state that while these activities are performed by the teacher, this functions as a secondary responsibility of the teacher and a primary responsibility of the pupil personnel specialist. Over the years certain concepts have become widely accepted as fundamental to the work of the pupil personnel staff members. Some of these concepts as stated by Shear follow:

1. that the worth, dignity, and uniqueness of each pupil must be accepted and understood; and, that recognition of these qualities must be included
2. that, in support of the individual's rights and responsibilities in relation to self-direction and choice, a very important purpose of education is to build positive attitudes and abilities for continued learning and adaptation to changing situations
3. that the teacher has the central role in the educational development of the pupil, and that the administrator has the central responsibility for the total school program
4. that the parent has primary responsibility for the upbringing of his child, and that the pupil personnel staff members function to support this responsibility, and, in ways which do not duplicate community responsibilities for assistance to the family
5. that the objective and functions of the pupil personnel workers in the school setting are educational, not clinical, in nature and that any remedial aspects of their work are in support of the educational purposes of the school
6. that in content and process the work of pupil personnel workers serves all pupils. Much of the content concerns the information describing the uniqueness of the pupil.

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[1] *Pupil Personnel Attendance and Accounting for Kentucky Schools*, Kentucky Department of Education, Vol. XXXIV. Dec. 1966, p. 3.

[2] Johnson, Walter; Stefflre, Buford; and Edelfelt, Roy A. *Pupil Personnel Services*. New York: McGraw-Hill Book Company, 1961.

> The process is, in the main, developmental, that is, assistance to pupil growth in self-direction.[1]

As stated earlier pupil personnel services contribute to the goals of education. The goals of education in our society have been stated by many outstanding educational leaders and organizations. Henry M. Wriston, Chairman on Goals for Americans said the paramount goal for any generation "is to guard the rights of the individual to insure his development and to enlarge his opportunities."[2]

The Educational Policies Commission listed four broad objectives of education in their report of 1938 covering the purpose of education. These were:

1. The objectives of self-realization
2. The objectives of human relationships
3. The objectives of economic efficiency
4. The objectives of civic responsibility[3]

Pupil personnel services derive their purposes from the goals and objectives of education. These services contribute to the growth, development, and welfare of children and youth in the schools.

Many school districts have not yet developed effective programs of pupil personnel services. In fact, the various services in pupil personnel had been developing in the schools for many years before there began to be much concern for their central direction and coordination. Not many school districts had all services. Some services continued to be supplied by out of school sources. Services continued to be limited in objectives and actions with few points of contact. There was a need for clarifying and relating those services. This point was well stated by Walter Johnson in the foreword of a book written by Donald G. Ferguson on *Pupil Personnel Services,* when he said,

> The time has arrived when it is necessary to clarify and relate properly the various pupil personnel services

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[1] *The Development of the Team Concept.* Pupil Personnel Seminar, New York Department of Education, New York, N.Y.

[2] *Goals for Americans.* The Report of the President's Commission on National Goals, New York. The American Assembly, Columbia University, 1960. p. 1.

[3] *The Purposes of Education in American Democracy.* Educational Policy Commission, (Washington: National Educational Association, 1938): p. 47.

which have to be recognized as important and integral parts of the American educational enterprise.[1]

Pupil personnel services is one group of supporting services to instruction. All supporting services are necessary for the child to reach maximum achievement in any and all disciplines. He must be comfortable, have adequate light, materials, and equipment, and be physically and mentally capable of receiving instruction. He can learn more in any discipline if he is not tired from having to walk several miles to school; if the building is adequately heated, lighted, and free of dust; if he is free of disease and can hear and see well; if he has as a result of an adequate program of nutritional services, the vim, vigor, and vitality of a healthy, growing child; if he is given proper guidance and if he has the proper and adequate materials with which to work.

With the adoption of such a concept and understanding, school organizations will exist in such a manner that a true balance can be achieved between the academic disciplines and supporting services. Those persons charged with each type of responsibility will be quick to recognize the importance of each facet of the total program and the mandatory need for complete coordination between the many programs which comprise the total educational experience for the child.

Pupil personnel services referred to in this bulletin are a cluster or noninstructional school services many school systems provide for their elementary and secondary students. They embrace: Attendance, guidance, school food service, school social work services, school health services, school psychological services, and pupil appraisal services.

The following sections in this bulletin present the general organization of a total program of pupil personnel services and the description of each of the seven important pupil services.

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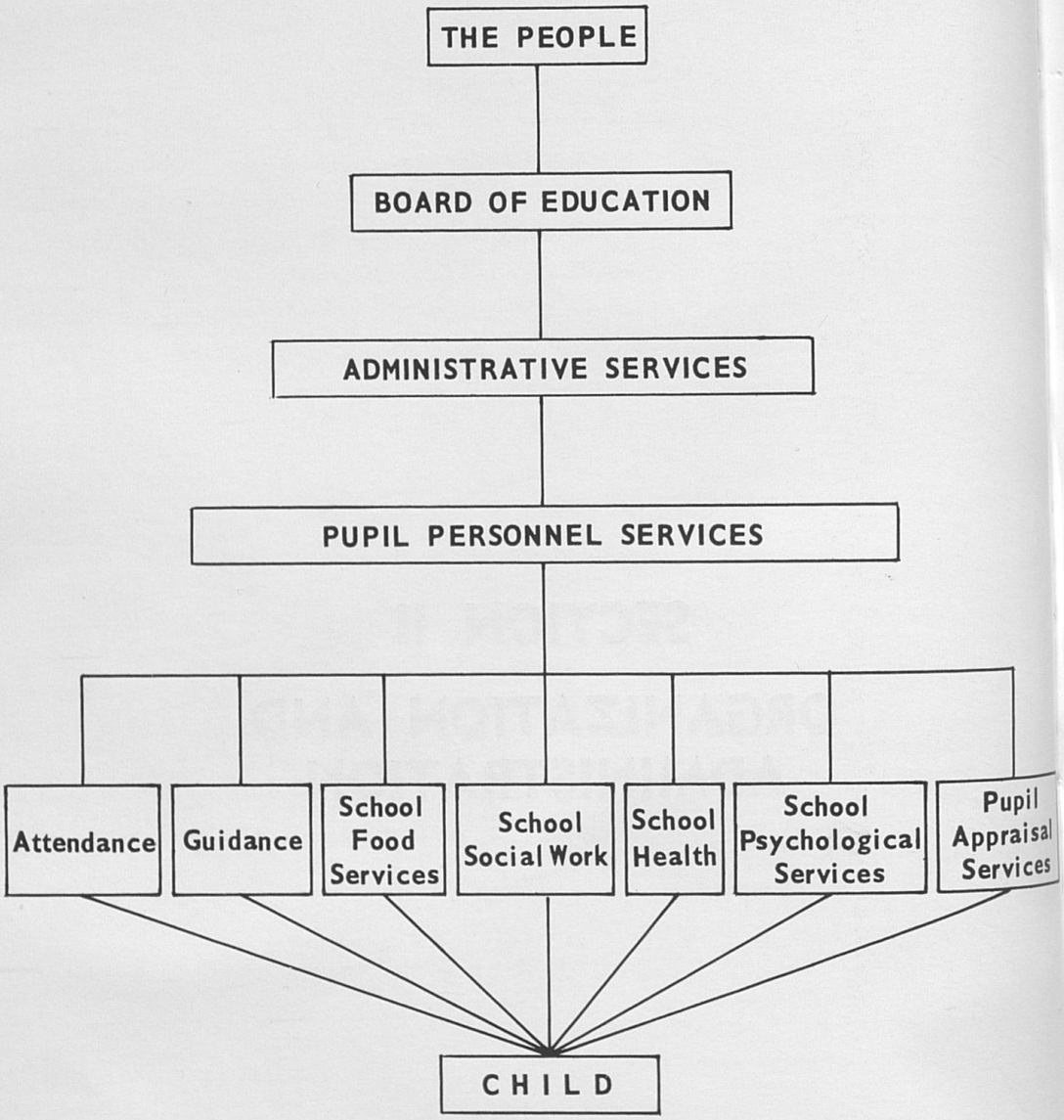
[1] Ferguson, Donald G., *Pupil Personnel Services.* Center for Applied Research and Education, Publisher — New York. Foreword v.

SECTION II

ORGANIZATION AND ADMINISTRATION

GENERAL ORGANIZATION OF PUPIL PERSONNEL SERVICES



This chart shows a suggested general organization for pupil personnel services program. The organization may vary from district to district. Pupil personnel service programs follow three basic patterns; specialists responsible to a full-time director of pupil personnel services; specialists responsible to an assistant superintendent with responsibilities in addition to pupil services; and senior specialists who coordinate the work of their associates and report directly to the superintendent of schools.

ORGANIZATION AND ADMINISTRATION OF THE PUPIL PERSONNEL SERVICES PROGRAM

Administration and instruction have long been recognized as an important function of education. A third major professional function is emerging in American public education. Following long after the development of group instructional techniques to facilitate mass public education and close on the heels of the emergence of administration, and supervision as an identified professional function, pupil personnel services are beginning to emerge a distinct and separate entity.

Pupil Personnel Adminstrator. — The pupil personnel services administrator should be a member of the administrative staff on the same level with other major assistants to the superintendent of schools. Such an organizational structure promotes maximum coordination and communication with administration and instructional supervision at all levels. It facilitates the development of a functional and balanced program that integrates pupil personnel services in a manner that is acceptable, effective, and in close harmony with the goals of the total school program.

Facilities. — Regardless of the size of the district, consideration must be given to housing and facilities for the pupil personnel services program. Traditionally, this need has been minimized or overlooked. In future planning, facilities for housing the professional and clerical staff assigned to pupil personnel services must be provided in the central office. In addition, space for this staff to work with children, teachers and parents must be provided at the building level.

ADMINISTRATIVE STRUCTURE

1. Each school system should maintain a balanced, comprehensive and coordinated program of pupil personnel services consistent with policies established by state and local boards of education.

2. The pupil personnel services department should be identified as an administrative unit within the framework of the administrative structure of the school system.

3. The pupil personnel services administrator should be assigned full time to the pupil personnel services program and should be responsible to the superintendent of schools. He should provide leadership and supervision in the following areas:

a. Planning and Program Development
b. Administration and Program Coordination
c. Staff Selection and Development
d. Budgeting and Fiscal Control
e. Program Evaluation and Reporting

4. The pupil personnel services program should be centrally administered with appropriate functions decentralized in accordance with a carefully established administrative plan and written job descriptions. The role of the pupil personnel services staff is to support and strengthen the work of the administrator and teacher in their work with and for children.

5. The pupil personnel services program in each building unit should be carried out in cooperation with the principal. The building Principal should either be directly involved in or fully informed of the department's activities when providing services to child, teacher or parents within the attendance district served by the building unit.

The success of any program of pupil personnel services, regardless of the size of the school system, is dependent upon continuing close cooperation among the various pupil personnel services. Similarly, the success of the total educational program of any school system is dependent upon continuing close cooperation among its major components: Administration, Instruction and Pupil Personnel Services.[1]

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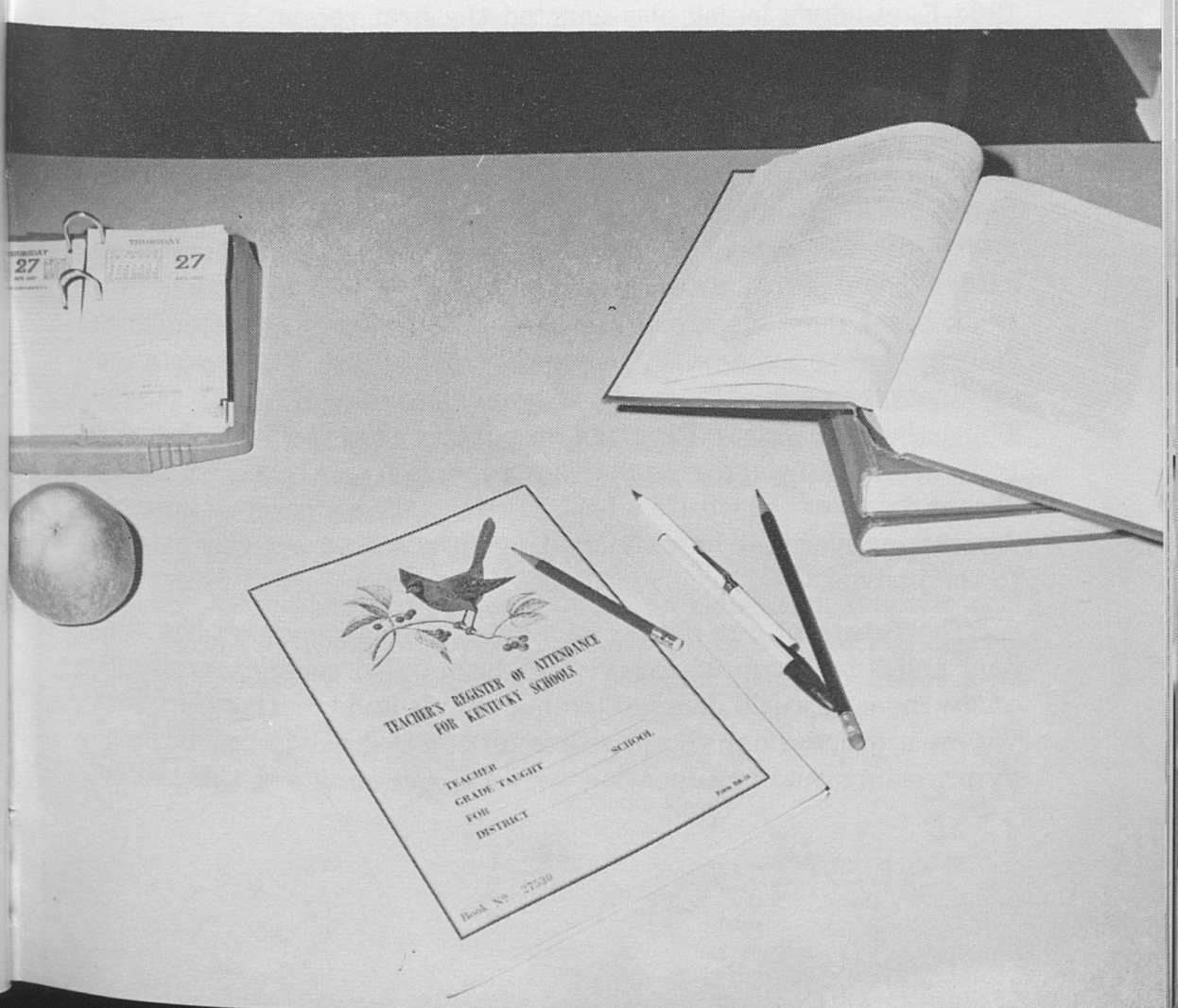
[1] *The Organization of Pupil Personnel Services*, Ohio Department of Education, 1964.

SECTION III
ATTENDANCE SERVICES



ATTENDANCE SERVICES

Philosophy

The primary objective of attendance services is to get every child enrolled in a school program which meets the need of the individual child. If a child is unable to participate in the regular school program due to mental, physical or emotional handicaps he should be enrolled in an educational program appropriate to his need. All attendance programs must be designed to motivate and enhance the aspirations of the child and overcome an array of human and environmental problems which might interfere with school attendance.

The General Assembly, as stated in Section 183 of the constitution of Kentucky, ". . . shall, by appropriate legislation, provide for an efficient system of common schools throughout the State." The General Assembly appropriates millions of dollars annually for the support of education in Kentucky. In 1904 Kentucky's legislators enacted the first compulsory attendance law and from time to time legislation has made provisions for improving areas pertaining to school census and attendance.

The Foundation Program, which is based on educational needs, services and financial ability of each school district, was designed to encourage good attendance. Since attendance is the basis for distribution of school funds, it is important to each district to carry on an active attendance program. The Foundation Program bases most classroom units on an average daily attendance of twenty-seven pupils. This was obtained from the expectation of ninety percent attendance of a membership of thirty pupils. Thus, the Foundation Program recognizes there will be absences from school for valid reasons; however, a good reason for being absent does not constitute a basis for recording a pupil as present. Absent pupils must be participating in a school activity related to the instructional program if they are to be recorded present.

The future of our nation, or any nation, depends on the wisdom and knowledge of today's children. The complex problems of the modern world demand trained minds and creative thinking. We must prepare our young people for the tasks confronting them by providing quality education. Every community in this nation

has the responsibility of assisting and encouraging its youth to stay in school and obtain the best education possible.

Responsibility

Directors of Pupil Personnel are the coordinators of attendance programs in the local districts. They are the connecting link between the home, school and community. They are trained professionals who recognize absences from school as a symptom of problems which need understanding. Being absent from school, in many cases, is not a simple matter of illness or truancy, but a complex problem with many dimensions. It reflects many facets of human behavior, advantages and disadvantages of environment and cultural conflicts, and academic failure. In order to understand and be able to cope with many situations involved in attendance work, the Director of Pupil Personnel must be professionally trained and experienced.

Types of Attendance Services

Local Services. — The Council of Chief State School Officers lists the following attendance services for which local attendance personnel are responsible:

(1) Leadership in a program to promote positive pupil and parent attitudes toward regular school attendance.

(2) Assistance to teachers in the early identification of patterns of non-attendance, indicative of inadequate pupil adjustment.

(3) Early professional action on problems of non-attendance, involving a casework approach to the pupil's problems, parents contacts, cooperation with teachers, other pupil personnel workers, and appropriate community agencies.[1]

Department of Education. — Due to the interest and financial support by our state, the Department of Education inherits certain responsibilities for providing leadership and initiating programs to improve attendance and prevent dropouts in all local

[1] *Responsibilities of State Departments of Education for Pupil Personnel Services*, 1201 Sixteenth Street, N.W. Washington, D. C.: Council of Chief State School Officers, 1960, p. 11.

school districts. Most of these responsibilities have been well stated by the Council of Chief State School Officers as follows:

(1) Assistance to local school authorities in the development of adequate attendance services and systematic child accounting procedures.

(2) Assistance to local attendance personnel is developing a professional approach to the prevention of non-attendance and to problems involving chronic absenteeism.

(3) Assistance to local districts in the provision of appropriate educational opportunities for pupils exempted from regular school attendance.

(4) Assistance to local school authorities in devising the ways and means in which attendance personnel may work cooperatively with other personnel within the school system and with community agencies to improve school attendance.

(5) Consultation with all appropriate groups and agencies regarding laws, regulations, and procedures relating to school attendance and child labor.

(6) Recommendation of professional standards for the preparation of attendance personnel and assistance to institutions of higher learning in the development of appropriate courses and sequences.

(7) Preparation and distribution of attendance and child accounting publications and materials for the use of schools and the public in the enlightened treatment of attendance problems.[1]

[1] Ibid, p. 11.

SECTION IV
GUIDANCE SERVICES

GUIDANCE SERVICES

Philosophy

Guidance services is a program for all children based upon the needs of pupils at their particular maturity level. The emphasis of programs will differ as the maturity level of pupils differ at the various educational levels.

The emphasis of guidance services at the elementary level is one of early identification of the pupil's intellectual, emotional, social and physical characteristics; development of his talent; diagnosis of his learning difficulties, if any; and early use of available resources to meet his needs.

At the junior high school level, the main focuses of guidance services are assisting the pupil to understand and accept himself as an individual, thereby making it possible for the pupil to express and develop an awareness of his own ideas, feelings, values and needs; and exploring occupations and occupational opportunities, in the pupil's relation of these to himself.

The emphasis shifts in guidance at the senior high school level to providing assistance to pupils in making appropriate choices of school subjects and courses of study and in making transitions from one school level to another, one school to another, and from school to employment. Assistance at this level also includes educational and occupational planning, pupil appraisal, and counseling appropriate to the pupil's choices and progress in school subjects, extracurricular and community activities and employment.

Responsibility

The program's responsibility is to meet the guidance needs of all pupils. Guidance and counseling programs function to: (1) assist them in assessing and understanding their abilities, aptitudes, interests, and educational needs; (2) increase their understanding of educational and career opportunities and requirements; (3) help them make the best possible use of these opportunities through the formulation and achievement of realistic goals; (4) help them attain satisfactory personal-social adjustments; and (5) provide information useful to school staff

members, parents, and community in planning and evaluating the school's total program.

Personnel

An effective organization of guidance services requires that the personnel have a clear understanding of their duties and responsibilities. This does not imply that duties of similar positions will be the same in all instances nor does it imply that all staff members will not share in the responsibilities. It is necessary, however, that there be a designation of duties. Some of these are:

The Superintendent —

The superintendent must assume the responsibility for providing the initiative in developing a sound philosophy concerning guidance and extending guidance services. Many responsibilities will be delegated to other individuals in the school system, but only when leadership and support are provided by the superintendent can an active on-going program be developed.

The Principal —

The administrative responsibility for guidance activities within his school rests with the principal. Leadership for guidance activities comes through his efforts. He must have a recognition of the importance of guidance and desirable philosophy concerning it.

The Classroom Teacher —

Each classroom should be considered a laboratory in human relationships with the personality of the teacher the most important force. Because of the close contact between the teacher and her class, she is the key person in the guidance program.

The Counselor —

The counselor provides the specific leadership and the technical know-how for the development and operation of the guidance program. To carry out properly his role in connection with the school, the counselor must have a thorough understanding of the aims, purposes, and program of the school.

Types of Services

Coordination with other pupil personnel services and appropriate community organizations is of prime importance. Some of the major guidance services are:

Appraisal. — Collecting, organizing, and interpreting information appropriate to an understanding of the pupil's abilities, aptitudes, interests, and other personal characteristics related to educational-career planning and progress and satisfactory personal-social adjustments.

Educational and Occupational Planning. — Making available to pupils, parents, and teachers information useful to them in understanding educational and career opportunities and requirements, and personal and social relationships related to the choice of and progress in an educational program or an occupational field.

Counseling. — Providing individual counseling to: (1) help the pupil and parent develop a better understanding of the pupil's personal characteristics and potentialities, (2) help the pupil, with parent assistance, make educational and career plans in the light of understanding of self in relation to opportunities and requirements, (3) stimulate and assist the pupil in carrying out appropriate plans for education and career, and (4) prepare selected pupils, and their parents, for referral to other appropriate sources of assistance.

Group Guidance Procedures. — Providing group guidance activities to: (1) orient pupils to educational opportunities and procedures at various grade levels, (2) inform them about occupational and military service opportunities and requirements, (3) assist them in making normal personal adjustment and social contacts, and (4) help them make transitions from one school level to another or to out-of-school activities.

Placement. — Providing placement services for individual pupils to assist them in: (1) making appropriate transitions from one school level to another, one school to another, or school to employment; and (2) obtaining financial aids to continue their educational development, such as scholarships and loans, and obtaining part-time or summer employment.

Staff Consulting. — Providing administrators and teachers with information about individual pupils or pupil groups that is useful in planning and in providing school programs to facilitate the full development of pupil potential.

Evaluation. — Collecting, analyzing, and interpreting information needed to evaluate the guidance and counseling program; providing guidance information which may be used in evaluating the school's program in terms of its ability to develop human potential.

For a more comprehensive treatment of guidance services, refer to the "Guidance Services" Volume XXXIV, September, 1966, an educational bulletin published by the Kentucky Department of Education, Frankfort, Kentucky.

SECTION V
SCHOOL FOOD SERVICES

SCHOOL FOOD SERVICES

Philosophy

School food services are commonplace across the United States. This activity has grown as a service to pupils and is designed to help meet a basic need which exists in children, that of nutrition. The reasons for school food service growth are numerous. School consolidation in recent years has resulted in the location of schools away from centers of population and places to eat. Considerable distances are involved in transporting pupils to and from school, and these distances prevent pupils from going home for lunch.

School food service can be conducted by the school in a more satisfactory and economical manner than other agencies and at a savings to the taxpayer. A nutritionally adequate lunch prepared for the pupils at school is much preferred over a home-packed lunch. Most pupils enjoy the complete lunch they receive at school much more than the snack type of lunch which can be brought from home or can be obtained elsewhere.

Pupils must be both physically and mentally ready before school achievement can reach the desirable level. Providing nutrition is a service which insures a desirable state of mental and physical readiness and without proper nutrition this condition cannot be maintained throughout the school life of pupils. This in itself is justification of this pupil personnel service — school food service.

Philosophically, this activity known as school food service is in need of much consideration. There are many who feel that providing nutrition for pupils is a responsibility of the home, however, the same might be said of other services such as transportation and textbooks. Again, it is doubtful if parents could provide either transportation or school food services on an individual basis as efficiently and as beneficially to the pupil as it is now being done by the school. Still another point of contention to be considered philosophically is the fact that when the home does not provide necessities to the pupil, can school officals afford to excuse themselves and do likewise? To do so would mean that school officials were not doing all that could be done to provide maximum pupil benefits and justifying this action on the basis

that because someone else neglected their duties the school could afford to do likewise. This in itself is a point upon which much clarification is needed.

Responsibility

Based upon the previous discussion, it is felt that there are many levels of our society and government which should be involved in meeting nutritional needs of each individual; the home, the school, the state, and the federal government can justifiably recognize this need and provide such school food service which will help meet the need. On the basis of preparedness alone, it is the responsibility of the home to recognize the needs of the pupil and to cooperate with school officials in seeing that these needs are being met. Without the cooperation of parents and pupils, school officials are incapable of providing maximum benefits to pupils in this area. It is the responsibility of school officals to provide for school food services and to enlist the cooperation of other agencies to assist in conducting school food service programs.

The state should recognize the need for maxium growth — mental and physical — and include in the planning for school programs the basic activities of school food service which are needed. The state can achieve this by including in the Foundation Program plans for facilities as well as personnel. By doing so the state more nearly assures maximum growth and development of each pupil to the extent that in accordance with his inheritance he will achieve to the maximum and thus become a taxpayer instead of a welfare recipient.

The federal government has the responsibility of preparing an overall framework in which school food services in the many states can be so designed and conducted that the objectives which have been established can be achieved. Such overall planning is needed in view of the fact that population is becoming more mobile each year and in keeping with the cliché, "a chain is only as strong as its weakest link," no state or area can afford to neglect the nutritional needs of its pupils regardless of where they are found. This overall planning and nationwide assistance is necessary when this fact is accepted.

Types of School Food Service

Type A Lunch. — The phase of school food service with the most history is the complete noon meal commonly known as the Type A lunch. This is an identification and standard included as a part of the National School Lunch Program which has been sponsored by the federal government for more than twenty years. The Type A lunch is a complete meal prepared and served at school and designed to meet one-third of the daily nutritional requirements of a 12 year old pupil. This lunch consists of a meat, two fruits and/or vegetables, bread, butter, and milk, and when practical and financially possible, a dessert. This complete lunch is being enjoyed by approximately one-half million Kentucky pupils each day, while yet another one-fourth million are not privileged to have such a meal. Incentive payments in the form of monthly reimbursement checks encourage school officals to provide such a meal and encourage pupils to enjoy such a meal because of the low popular price.

Special Milk Program. — The Special Milk Program, as it is now known, is the second phase of school food service to be considered and the one with the second longest history. This program is also sponsored by the federal government and through the annual appropriation, subsidy payments are made on the basis of one-half pint servings of fresh fluid whole milk which is served in addition to the one-half pint served as part of a Type A lunch. More recently the Special Milk Program has been made available to kindergartens, child care institutions, schools without other food services, as well as summer camps. This program has resulted in yearly increased uses of milk in the various participating units. Extra milk is made available any time of day pupils are present and until recently the prevaling cost of one-half pint of milk to pupils was 2¢.

Breakfast Program. — The Child Nutrition Act which was passed by the 89th Congress and financially implemented on a limited basis, is responsible for the inauguration of the Breakfast Program in more than a score of Kentucky schools during the 1966-67 school year. These pilot breakfast programs were accepted by school officials on the basis that many pupils arrived at school in the early morning without having received adequate nutrition to sustain them through the morning hours. It was felt that pupils could be better achievers and present fewer prob-

lems to school officials when this nutritional need was met prior to the opening of school. While difficult to prove statistically, or otherwise, comments from school officials indicate that this program in itself, though in its mere infancy during 1967, is here to stay and will certainly grow beyond all previous expectations. No doubt the demands upon the state and federal governments and local school officials will be such that plans will need to be made for a breakfast participation which will at least equal the school lunch participation. This is in spite of the early morning nutritional need exists and if maximum benefits are to be achieved during the morning by the pupil, then such identifiable nutritional needs must be met.

A la Carte Lunches. — Many pupils in Kentucky schools, and for that matter, in schools in other states, can purchase individual items of food as what is commonly referred to as an à la carte lunch. Such a lunch may be a complete lunch but as a rule is not, since pupils have a freedom of choice. A pupil with a desire for "sweets" may obtain from the à la carte service three dishes of banana pudding in lieu of a lunch containing the foods he should have. These separate items are individually priced and usually an à la carte lunch will cost the pupil considerably more than the regular plate lunch commonly identified as Type A. School officials who insist on maintaining the à la carte program do so on the excuses that the government red tape is too much to endure, that pupils should have what they want to eat — not what they need, and that more freedom in the use of the profits accruing to the school from à la carte service can be enjoyed.

Special Assistance Lunches. — While this is not in itself a different type of lunch, it is well that this service be identified. Lunches served under the Special Assistance Program are to be Type A lunches and are to meet all other standards in the regular lunch program. The only difference here is that the reimbursement payment for lunches served under the Special Assistance Program will be 15¢ per meal.

A similar arrangement is that of the Special Assistance phase of the Special Milk Program. This authority permits a reimbursement to be paid at a rate to equal the cost of milk to the school. Such milk is to be provided to pupils who are known to be unable to pay the established price.

Rural School Lunch Service. — Recently a method has been devised whereby small rural isolated schools of the one-room type can be so equipped that it is possible for all pupils attending such schools to have a complete meal. This type of lunch is conveniently identified as a rural type lunch. The method devised consists of heating two pans of water on a two-burner hot plate and setting cans of pre-cooked food from which the tops have been cut in these pans so as to warm the food. Usually these two cans contain the meat and vegetable items. In addition, a third can of food is used which is usually the fruit item and needs no warming to be made more appetizing. The foods used for rural type lunches are for the most part donated by the U. S. Department of Agriculture through the Kentucky Department of Agriculture and are pre-cooked needing only warmth to make them more palatable. Paper service is recommended as well as milk in paper cartons. These items can be burned after being used with the cans being prepared and disposed of by burying. Bread and butter are to be provided in the usual manner and a dessert added as often as practicable.

OEO and Tile I Lunches. — Recently aid to schools through the Office of Economic Opportunity as well as the Elementary and Secondary Education Act of 1965 has made lunches available to schools where there are needy pupils. These lunches are to be of the complete variety and to meet the standards of the Type A lunch. Reimbursement payments from these programs are made to the school lunch account on the per meal basis and at a rate which has been approved in each program. It is strongly recommended that the lunches served under authority of these two programs be accomplished through the use of existing personnel and facilities; this will permit funds for facilities and equipment to be used for food and labor for lunches.

Non Food Assistance. — The Child Nutrition Act approved by the 89th Congress included provision for what is commonly known as non food assistance payments to schools. These payments are to be tied closely to school lunch participation by pupils who, heretofore, have not been privileged to have a complete lunch. This has been a serious drawback in the use of funds in the early stages of this program as the space requirement precedes the need for equipment. Many new pupils could be enrolled in the school lunch program if the space were available

in which equipment could be placed through the aid provided under the Non Food Assistance part of the Child Nutrition Act.

Sack Lunches. — Frequently a very special need is made known concerning the availability of lunches and to meet this need a sack lunch only can be used. This lunch will of necessity have to be prepared in various areas and as a rule be eaten in their own classroom. The sack lunch always meets the Type A requirements and menus are available which will insure this being done. The sack lunch usually consists of a sandwich of meat or meat substitute and other items such as soups and canned fruit which can be easily handled in small containers with tight fitting lids. In addition, raw fruits and vegetables are plentiful and available for use in the sack lunch. The addition of milk and a dessert makes this lunch complete and adaptable for use in many types of schools.

With all these forms of aid available, there remains few reasons why school food services cannot be made available to all pupils in Kentucky schools. The participation should be a respectable 95% rather than the existing 60%.

Financing

Historically the school food service activities have been known to be self-supporting. Funds necessary to conduct these programs have for the most part been derived from two sources; namely, payment by the pupil and government subsidy payments. The required payment for the lunch by the pupil has been based upon the degree of sophistication of the program including types of foods offered, capabilities of personnel, as well as types of facilities available for conducting the school food service program. Local school boards, in general, provide and maintain the space in which the school food service program is conducted including utilities and telephone service. Some districts, however, still maintain that such items as telephone service and heat for the school food service areas should be the responsibility of the school food service account. Such can be justified only when each school activity is required to raise funds to pay a proportionate share of each utility or service.

Today rising food costs and a newly enacted Minimum Wage Law will certainly be reflected in the financing of the school food

service. No doubt the increasing costs of school food services to the individual pupil will continue to rise with the result that in the years to come an ever larger number of free lunches will have to be provided if all pupils are privileged to benefit from this service.

The federal government has for more than twenty years provided to the states incentive payments and donated foods to encourage school food services. The incentive payments are possible through an annual appropriation by Congress for this purpose. While the annual appropriations have increased over the past two decades, the number of lunches served to pupils has steadily increased with the result that the "pie" from Congress each year has been sliced ever thinner. The appropriation made by Congress for school food services is but a "drop in the bucket" when compared to the total federal budget. There are those, however, at the federal level who feel that sooner or later such incentive payments from Congress, as well as the organization for the purpose of administering and supervising school food service operations will need to be discontinued. With the above fact in mind, it is well that Kentucky consider taking over as soon as possible the complete financing of school food services through the Foundation Program. In the long run the end result would be the same with more pupils being able to enjoy school food services through such state efforts. No doubt the elimination of fund handling on a day to day basis would result in greater efficiency of program operation and would relieve many persons for other assignments.

Personnel

The level of services provided to pupils depends greatly upon the capabilities of the persons involved in the various programs. This is especially true of the school food service program and when it is realized that until recently the median educational achievement level of personnel directly involved in the program has been less than the high school level, the service to pupils during the past two decades has been conducted in a manner where maximum performance has been necessary. School food services today may be compared to food services in a large hospital. There are two differences when such a comparison is made. In the schools we have future citizens who are well and hearty

and need adequate nutrition to achieve maximum growth and development. In hospitals we have citizens who have become afflicted in one way or another and who need nutrition to be restored to health. The qualifications for personnel in school food services are very low and in most instances non-existent. On the other hand, the food service staff for hospitals must be adequately prepared and experienced so that the program of nutrition can be conducted on a scientfic basis. When considering the personnel requirements in such a comparison, the question might be asked "How much better off would our citizens be in the future if more attention were given to the types of services provided when they are in school?" This is another phase of school food service operations which needs a great deal of attention.

A major step was taken in Kentucky when the unit for district school food service director (supervisor) was provided for in Kentucky's Foundation Program. Services to pupils has improved considerably where such a person has been included as a part of the central office staff.

Another major step will have been taken when the Foundation Program provides for the manager of each lunch room to be a certified teacher with a "major" or "minor" in food service. The services to pupils will again be increased in quantity as well as quality. It is also felt that the pupil experience in school food service when a certified teacher is in charge of this activity will more adequately fit the pupil to take his rightful place in society as an adult.

Existing organizational structures in the central office would also permit better coordination of activities and staff assignments. There is no validity in the thought that only school food service personnel can purchase for their own program. A purchasing agent can, if properly advised, do as well or better in purchasing than a school food service staff member, if the preparation and experience are not the same. Coordination and reassignment can only result in improved pupil personnel services.

Organization

Traditionally the organization of school food services at the district level and at the school level has been one reflecting very little planning. In a traditional manner the person at the school who for many years has had the responsibility of conducting the

school food service is the principal. Usually their training and background, the demands upon their services, and their experience in school food service prevents maximum services to pupils as a result of their efforts. School food service personnel assigned tasks in fundamentals of operation have usually served a time in the home kitchen where meals for four people have been prepared and by virture of the fact that her four children have been able to grow to adulthood, this apparently qualified her to begin assisting in serving meals to 400 pupils at school. Such inefficiency has been financed by the day to day payments and the funds spent in the absence of sound business practices.

If the school food service program is to continue and to be justified, improved organizational practices will be necessary. This activity will, of necessity, need to be in the hands of persons who know their responsibilities and who have the capabilities necessary to conduct the affairs for which they are assigned and be given the privilege by the governing body or board of education to set objectives and design plans whereby these objectives may be achieved. Such an organization will need to be adequately identified and accepted by all school officials and the public itself.

The organization for conducting school food services in Kentucky schools should center about a county or district school lunch director. This person should be responsible to the governing body or board of education through its administrative officer, the superintendent. This director should have the capabilities and preparation to plan for school food services on district wide basis for all pupils so that maximum benefits can be available to each pupil. This person, at the county or district level, should be permitted to recommend for employment at each participating unit level or school a certified teacher who has had the required preparation and is found to be capable of serving as manager of an individual school food service program. The director should also be responsible for providing in-service education as needed for the entire school food service staff of the district.

Purchasing for school food services should not be an activity divorced from the purchasing function of the district but should be coordinated with all purchasing and other business practices. What to purchase, however, should be determined by the school food service staff whose capabilities qualify them to do so. As an illustration, a case of green beans purchased by a fiscal agent for a savings of $2.00 could possibly be money ill spent if the

green beans are not edible. This in itself is the basic reason for coordinating the effort of the school food service and the business office staffs.

Evaluation

All school activities are evaluated hourly as well as daily; informally as well as formally; individually as well as collectively and objectively as well as subjectively. Probably the most important evaluation is incidental in nature and certainly plays an important role in achieving success or failure of district school systems. Much evaluation of the school food service is of the type as expressed by the remarks made by Johnny at the supper table when he says that Miss Smith is a grump or that the beans or corn bread were burned. A likable person behind the serving counter can no doubt be one of the best public relations agents of a district and for the most part should be considered a valuable person to an overall school program. This type of evaluation, while incidental in nature, should not be overlooked.

Still other types of evaluation of school food services can be used. Such evaluation can be the pooling of opinions and observations on the part of the classroom teachers as well as other school officials. While difficult to measure the effect of school food service and adequate nutrition upon such matters as attendance, classroom achievement, discipline, success or failure in school can be weighed in connection with several types of activities. Opinions and observations on the part of classroom teachers should have a greater bearing upon the relationship of various activities and the above mentioned items.

Statistically it is possible to relate nutrition and many phases of achievement as far as individual pupils are concerned. Also on a statistical basis, school achievement, individual and group, and participation in the various services can be just as important.

School food service is and should be considered in the process of evaluating total school program for accreditation and rating. A school to be eligible to receive and maintain a higher rating is and should be required to meet the established standards on an annual basis.

Evaluation of school food services should be in terms of the objectives set and actual achievement. Such relationships may be justified on both a subjective as well as an objective basis.

Probable Benefits

As indicated elsewhere in this bulletin, the total educational picture of today's schools can be divided into an academic achievement area and supporting services. These complement and support one another and total educational achievement is dependent upon both. An illustration at this time seems to be apropo.

A pupil comes to school with academic needs in such areas as math, reading, science, etc. This pupil can best achieve in these areas if he has been able to get to school without too great a difficulty or too many distractions. Also, he needs a comfortable environment in which to operate. He certainly needs proper equipment with which to work. He must be both physically and mentally capable of receiving instruction and assistance from his teachers. Transportation, custodial services, health services, and school food services are also implied here. If the child comes to school hungry but is provided a breakfast, he will not waste his time from nine until noon, or become a discipline problem, and consequently a low achiever throughout these hours. Pupils coming to school with adequate breakfasts are ready for additional food at the noon hour. The food he receives at noon not only prepares him for the afternoon activities but makes him more capable of achievement throughout the school day.

Keeping in mind the relationship of the academic achievement and the supporting services, pupils leave school upon graduation or earlier in one of two categories. They either become successful as far as business and society is concerned and contribute to the world in which they live. On the other hand, if the supporting services are inadequate, assuming, of course, that academic achievement is possible, pupils may possibly become low achievers, make little or no contribution to the world in which they live, and perhaps become dependent upon society for their care. With this in mind, the supporting services of schools of today cannot be considered too lightly; instead, they should be given a place of importance and permitted to make it possible for pupils to receive maximum benefits through their school experience.

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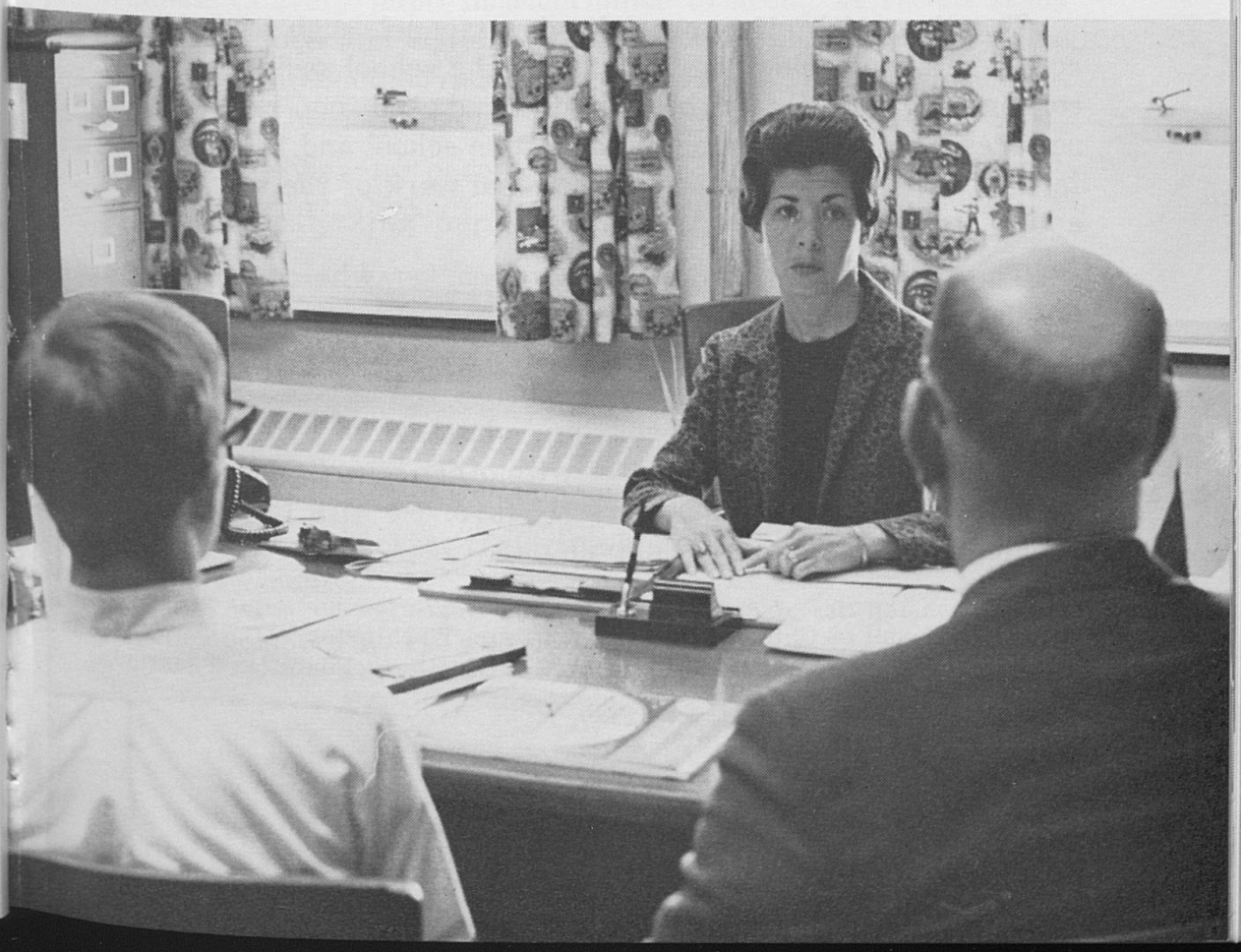
SECTION VI
SCHOOL SOCIAL WORK SERVICES



SCHOOL SOCIAL WORK SERVICES

Philosophy

School Social Work Services is an essential component of an adequate educational program, and should be emphasized as an integral aspect of the total instructional process under the direction of the Director of Pupil Personnel.

School Social Work is a specialized form of social work focusing on pupils with problems of a social-emotional nature or origin which interferes with their normal progress in school. One of the school social worker's unique contributions is his skill in the use of the social casework method. Another is his extensive knowledge and use of the various social institutions and agencies. He contributes to the study and adjustment of pupil problems through facility in the use of school and community resources, through an understanding of human growth and behavior, and an ability to share his professional competencies with others in the school.[1]

Responsibility

Together with other specialized personnel, such as guidance counselors, psychologists, the nurses, the school social worker is concerned primarily with individualized and non-instructional services. By helping pupils to adjust in school and function better, he facilitates the basic instructional work of the teacher and administrator.

The school social worker is a *caseworker* who counsels with pupils and their parents. He is a *collaborator* who works cooperatively with other members of the school staff. He is a *coordinator* who serves as an agent to bring the school, home, and community into a better working relationship. He is a *consultant* who is available to confer with other school staff members even though he may not be directly involved with pupils or the problem immediately in question.[2]

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[1] *Responsibilities of State Department of Education for Pupil Personnel Services*, Council of Chief State School Officers, Washington, D.C., 1960, p. 4.

[2] Kelley, Jerry L., *Children With Problems*, National Educational Journal, January 1962.

The functions of the school social work services include:

1. Casework services with the individual pupil toward the correction of certain personal, social or emotional maladjustments.
2. Casework service with parents as an integral part of the task of helping the pupil to increase parent's understanding, their constructive participation, and their use of appropriate resources.
3. Case consultation and collaboration with other school personnel to gather and give information on a case, and to establish and plan respective roles in the modification of the pupil's behavior.
4. Cooperative action with the person in charge of pupil personnel services in referral of pupils, cooperation with parents, contact with community social agencies, coordination of school social work services, and cooperation with such agencies in determining needs for and developing additional casework resources.

School social work, simply defined, is "an educational service which employes the social work method to attain its basic goal of educating the whole child.[1] It is a service which should be available to every pupil in accordance to need. A recent study of performance and opinion among school social workers and their superintendents yielded the following results concerning functions. These functions should be performed:

1. Interviewing parents for pupil's personal history.
2. Investigating pupil's home and neighborhood environment.
3. Conferring with parents when child shows signs of poor social adjustment.
4. Trying to adjust home for more favorable conditions.
5. Collecting background material on pupil and family for the psychologist when mental retardation is suspected.
6. Referring cases requiring long term casework to outside agencies.

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[1] Rowan, Robert B., *The School Social Worker: An Analysis of Present Training Programs in Relationship to Job Functions*, University of Arizona, 1960, pp. 3-4.

7. Keeping the principal informed of all cases.
8. Preparing summaries on referrals to social agencies.
9. Bringing information to teachers and principals when this will be conducive to better understanding of the pupil.
10. Keeping teacher informed on case progress.
11. Advising the parents of community agencies which can offer them help with their problems and prepare them before such referrals.
12. Cooperating with social agencies involved with pupils or parents.
13. Explaining the purpose of social work in the public schools.
14. Acting as a liaison between school and community.
15. Referring cases of improper guardianship to child welfare agencies.
16. Keeping case records.
17. Securing social and personal data for principal and teacher which will be utilized in making educational procedures more effective.
18. Belonging to and participating in professional organizations.
19. Serving as consultant to principal and teacher in regard to problem pupils not referred.
20. Serving on community committees.
21. Serving as a resource person for teacher's meetings.
22. Participating in periodic research studies.[1]

Responsibilities of the State Department of Education in relation to programs of school social work include:

1. Provision for state level personnel competent to provide leadership and administrative and supervisory services in the area of school social work.

[1] Rowan, Robert B. and Mestanas, Gregory, *Functions of School Social Workers in New Jersey*, A Study of Performance and Opinion, Final Report, New Jersey State Department of Education, (Trenton, 1966).

2. Studies of local school social work programs and personnel.
3. Interpretation of school social work functions, as an integral part of the pupil personnel services and the total educational program, to school authorities and the public.
4. Recommendation of the qualifications of school social workers, cooperation in the preparation of certification standards, and assistance to institutions of higher education in the development and improvement of programs for the preparation of school social workers.
5. Assistance to school systems in planning and implementing effective working relationships between school social workers, other pupil personnel workers, other school staff members, parents, and appropriate public and private community agencies.
6. Programs of information and in-service education for school social workers and maintenance of effective working relationships with school social work organizations at various levels.
7. Cooperative working relationships between those in charge of the school social work programs at the state level with state agencies and organizations whose programs relate to the work of the school social worker.
8. Preparation, dissemination, and use of criteria for the evaluation of the effectiveness of school social work services.

Supporting Resources For School Social Work Services.

1. Public Welfare Agencies
2. Juvenile Courts and Probation Officers
3. Child Services Agencies
4. Family Service Agencies
5. Church Welfare and Service Agencies
6. Civic Clubs

SECTION VII
SCHOOL HEALTH SERVICES

SCHOOL HEALTH SERVICES

Philosophy

The purposes of the school health services program are: to bring each child, through health services and counseling, into optimum condition to profit from the educational program, to the end that no child will be deprived of an effective education because of his physical condition; to develop in each child a sense of responsibility for his own health, as well as the health of others, and to understanding of the principles upon which good health is based.

The State Department of Education and the State Department of Health have been working jointly to establish health policies to meet the needs of Kentucky's children. The State Board of Education adopted a new school health code in March, 1961. It is the purpose of this code to set minimum standards to promote the health of all school children and to be flexible enough to be adapted to meet the needs of children in various areas of the State.

Each school system and county health department should work together to develop health programs for the particular needs of their area of the State. Local health and educational officials are urged to work closely with all the interested official, professional, and voluntary agencies and groups to achieve the best possible school health services.[1]

It is not the function of school health services to practice medicine or dentistry or to replace the family physician; rather, an important purpose of these services is to inform the family of health problems requiring medical attention.[2]

Responsibility

Local Boards of Education. — Local boards of education must require a medical examination of each child entering school with-

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[1] *Health Policies and Procedures for Kentucky Schools*, State Department of School Health and State Department of Health, p. 1.

[2] *Responsibilities of State Department of Education for Pupil Personnel Services*, Council of Chief State School Officers, 1201 Sixteenth Street, N.W., Washington, D. C., 1960, pp. 14-16.

in the period of six months prior to or one month following admission to school and subsequent medical examinations at least every fourth year thereafter. If, however, the school district has a program of continuous health supervision approved by the State Department of Education, the subsequent examinations are optional. Any good health program will include referral examinations and follow-up procedures through the use of cumulative records, teacher's observations, teacher-nurse conferences, and screening programs. Local boards of education by law and regulations are responsible for requiring certain vaccinations and immunizations and to maintain pupil health records.

Personnel

School Nurse. — School systems employ nurses because of their contributions to the health of children and assistance in the modification of the educational environment so children may benefit more fully. The degree to which the school nurse carries out these functions depends upon such factors as school policies, her preparation and experience, pupil load, needs of individual pupils, and the availability of other community services. Some of the main duties of the school nurse are:

1. Give leadership and guidance in planning and implementing nursing activities in the school.
2. Assume a leadership role in the identification of pupils with health needs that interfere with effective learning.
3. Work with school staff in learning to recognize and in reporting health deviations.
4. Serve on committees concerned with safety as well as emotional, mental, physical and social health.
5. Administer first aid and emergency care.
6. Assist children in developing improved attitudes toward health, health knowledge and in assuming personal responsibility for their own well being.
7. Provide counseling and guidance services to pupils, parents, and school staff directed toward eliminating or minimizing health problems of pupils.

8. Help coordinate the school program with the total health program and work cooperatively with professional associations, civic groups, and community agencies.
9. Provide supervision for maintenance of health records and provisions for the proper use of appropriate health information by other school personnel.
10. Cooperate with other pupil personnel workers when referral of children is made.

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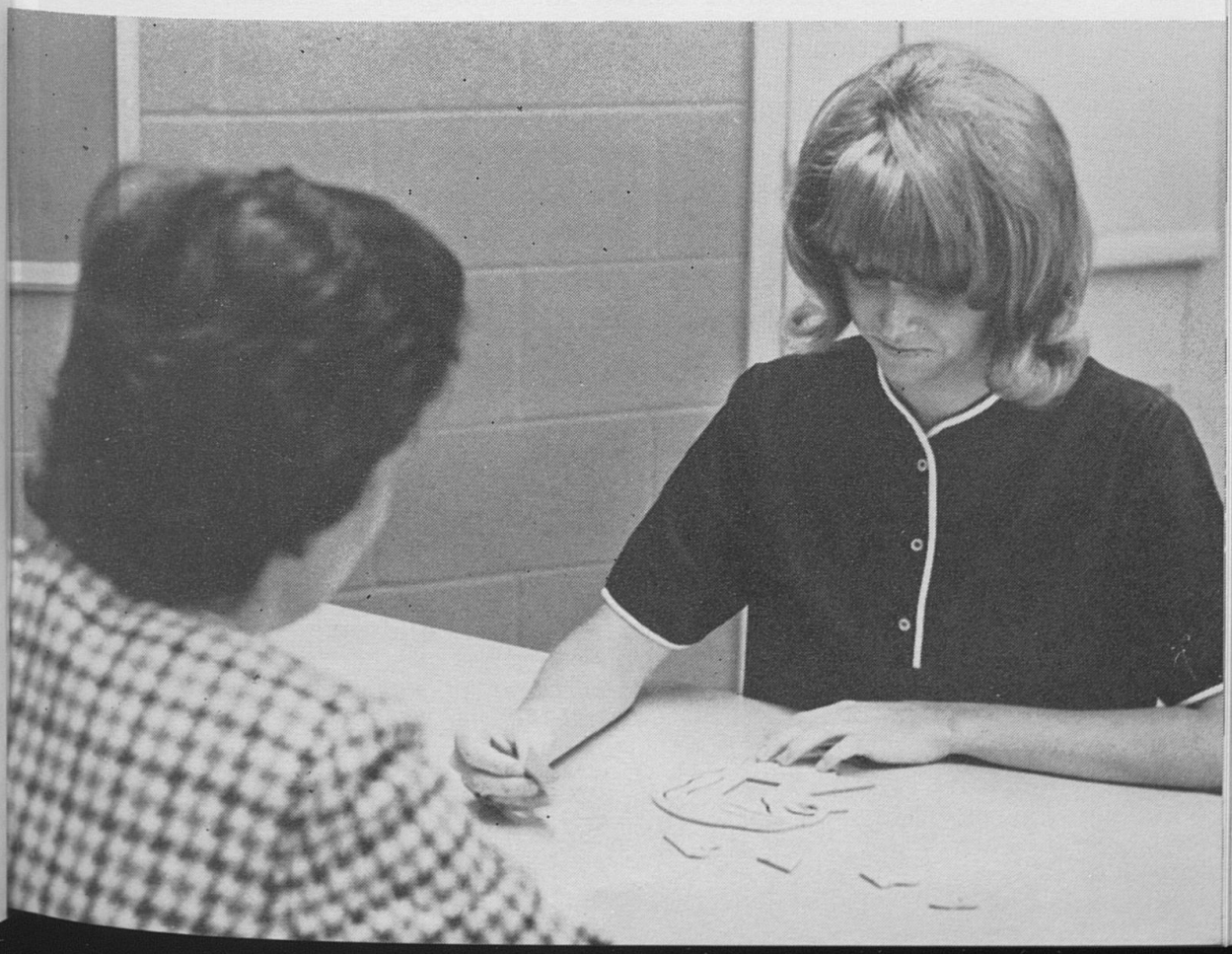
SECTION VIII

SCHOOL PSYCHOLOGICAL SERVICES



SCHOOL PSYCHOLOGICAL SERVICES

School psychological services function as an integral part of the total program, in cooperation with all school personnel in order to achieve the mutual goal which provides each child with an opportunity for maximum learning, adjustment and development in relation to his potentialities.

Responsibilities and Functions

The school psychological services function to supplement the school's reservoir of information identifying the individuality of each child, his capacities, achievements, interests, potentialities and needs. One principal role is to study individual children experiencing acute problems of educational development in order to furnish diagnostic information and to suggest remedial programs concerning the psychological aspects of these problems. Another important function of this service is to assist the school's staff in developing insights into the psychological needs of pupils necessary to the promotion of efficient learning and to the optimum development of all pupils.[1]

The function of school psychological services as a whole is to:

1. Cooperate in the development, organization, and administration of a basic group testing program for the school system.
2. Conduct detailed individual analyses of particular children in order to furnish deeper insights into their educational problems.
3. Furnish clinical and diagnostic information concerning the particular emotional and psychological problems which interfere with a child's effective learning.
4. Suggest and recommend programs designed to remedy these psychological problems.
5. Assist in interpreting to teachers and parents psychological data concerning individual children.

[1] *Responsibilities of State Department of Education Pupil Personnel Services*, Council of Chief State School Officers, Washington, 1960, p. 16.

6. Consult with teachers in the development of curriculum adaptations and classroom practices for pupils with special needs.

7. Consult in the development and operation of the total school program for exceptional children.

8. Work in a team approach with other school personnel toward the solving of educational problems of pupils.

9. Assist in developing efficient referral procedures for cases requiring the diagnostic or therapeutic services of specialists.

10. Orient staff members to be alert to the symptoms of psychological disorders in children and to refer any children displaying such symptoms.

11. Cooperate with other staff members in the development and use of psychological data.

12. Interpret to school, parent, and community groups the purpose and program of the school psychological services.

13. Furnish leadership in promoting sound mental health practices throughout the school program, and identify with community mental health programs.[1]

The major portion of the time of the school psychologist, perhaps should be spent in the individual study of children having various types of problems: mental and educational retardation, improper school placement, psychological difficulties because of physical or multiple handicaps, behavior problems, special types of learning problems, social and emotional problems. Such children may be in need of special classes, services or facilities. Individual child study includes: use of standardized tests and evaluative techniques; consultations with school personnel, professional personnel outside the school, and with parents as to children's adjustment and educational programs; staff conferences; observation of the child in the classroom or at play; analysis of data; the writing of reports; and, follow-up and re-evaluation. Aspects of studies are the child's mental ability,

[1] Ibid, p. 16-17.

achievement, interests, personality, special abilities and disabilities and psychological and educational needs.[1]

Other functions performed by school psychologists are as follows:

1. Screening school enrollments to identify children who should be referred for individual study.
2. Counseling and psychological remedial measures which may be needed by children studies.
3. Conducting research which contributes to understanding of children and improvement of the school program.
4. Assisting in in-service education of teachers.
5. Educating parents.
6. Consulting with school personnel regarding curriculum development and the total school program.
7. Assigning projects to committees.
8. Supervising psychological programs and other psychologists.
9. Furnishing leadership in promoting sound mental health practices as a means of preventing psychological maladjustment.

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[1] *A Guide to Pupil Personnel Services For Schools in the State of Illinois*, office of the Superintendent of Public Instruction, 1965, p. 11.

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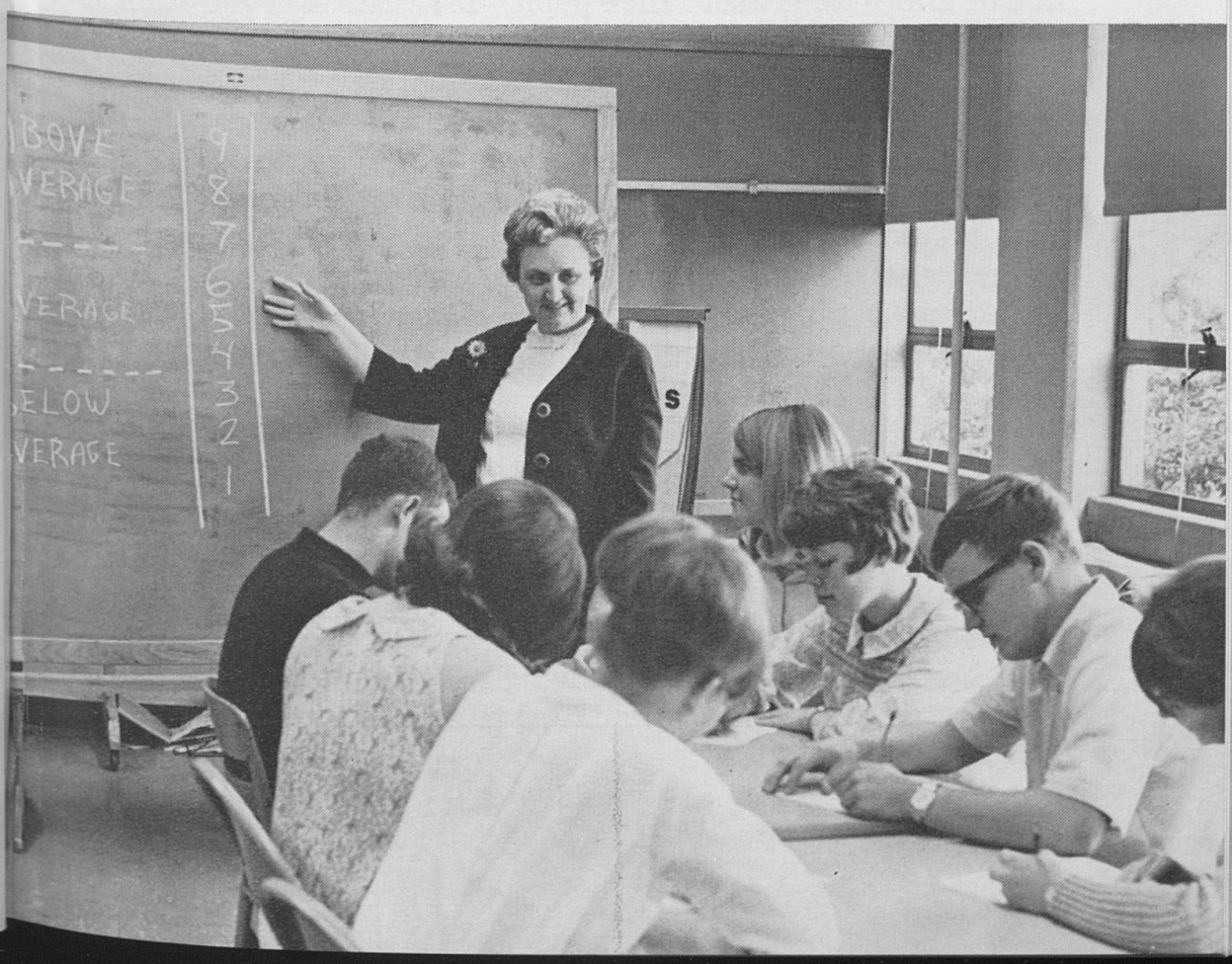
SECTION IX
PUPIL APPRAISAL SERVICES



PUPIL APPRAISAL SERVICES

Philosophy

The use of standardized tests as psychological tools for measurement of various components of behavior has become widely recognized and accepted. The majority of educators and psychologists will affirm that the schools can do a better job for their students by using the various test and measurement devices.

The tremendous increase in school enrollment at all levels in the past few years accompanied by an increase in the holding power of the schools and the demands of a highly technical age have made it increasingly difficult to develop and maintain an effective educational program for all boys and girls. School personnel are obligated more today than ever before to study their students thoroughly, and change the curricula accordingly, to meet the needs of the students.

Responsibility

The pupil appraisal services function to provide an accumulation of information about each pupil. It assists staff members in helping students attain the primary goal of education — a happier, more satisfying life. The information collected will of necessity, be related to the growth and development of the student. Its use enables staff members to: (1) better understand success or lack of success the student is experiencing; (2) plan appropriate and meaningful learning experiences in the classroom and other school situations; (3) better understand what children are attempting to communicate through their behavior; and (4) better evaluate pupil learning abilities and achievements.

Personnel

Testing, like many other aspects of education will not be adequate without proper organization and planning. To insure an effective program the school administrator must assume the central point of responsibility.

Proper organization and planning will pin-point the necessity for a system-wide testing committee to determine the needs to be

served, to assure full cooperation and participation of the entire staff, and to develop an organizational pattern or design.

Composition of the committee may differ with each school system as it must function under the conditions existing in the system. Representatives of the entire staff are recommended participants. These may be representatives from the individual elementary and secondary school guidance or testing committees and the system-wide testing coordinator designated to coordinate the development and operation of the total program. No blueprint or universal application can be given to those planning a testing program, but a committee contemplating such a program should give consideration to; existing personnel for administering the testing program, experience of teachers with test and testing techniques, attitude of school and community toward standardized tests, and present and previous policies of the school or system.

Types of Services

The general areas of information in which study of the individual should be made include:

General Information. — This area includes such personal data as name, address, sex, birthplace, and age. Also, included in this area would be basic family data, number and ages of brothers and sisters, parents — their marital and educational status, religious affiliation, etc.

Aptitudes. — Information in this area refers to the pupil's capacity to acquire certain knowledge, or skills most often related to school learning. Other data in this area describe certain special aptitudes which may be indicative of success in certain work areas.

Achievement. — Information in this area describes development made by students in subject matter areas plus description of growth in the more intangible areas of instruction involving insights, understandings, appreciations and attitudes. This area should reflect past as well as present development.

Health. — Information in this area includes up-to-date physical examinations, health and physical developments,

physical impairments and weaknesses. Other items such as illnesses, diseases, accidents, immunizations and handicaps which could be important in promoting better understanding of the student are also included.

Personality Development. — This area contains information concerning personal, social and emotional relationships with others in the students life. Some relationships cause problems requiring assistance from highly specialized professional staff members. Others cause minor everyday problems, many times solved by the students themselves. A backlog of data in this personal-social area may provide clues enabling the teacher, counselors and other pupil personnel workers to help with the minor problems and refer the few pupils in need of psychiatric and psychological help to specialists.

Student Plans. — Information in this area of immediate and future plans is vital to teacher and guidance worker in assisting students in becoming self-directive as he formulates goals appropriate for his interests, abilities, etc.

Family Backgrounds. — Information in this general area includes economic status, cultural environment, home atmosphere, community type, and many other factors about the home and family background which influence pupil behavior.

Interests. — Information in this area should reflect the students likes and dislikes of people, things, and activities. The students reaction to his interests and interest changes affects adjustment to school and should be studied in the same way as other growth and developmental patterns.

Techniques of appraisal consist of: (1) methods designed to determine what the student can do in a specific test situation (standardized), and (2) methods attempting to determine what the student will do under natural conditions (non-standardized). The standardized or the non-standardized method to be used will be determined by the particular area of the students like to be studied. The following commonly used data gathering devices are listed based on a standardized and non-standardized classification and is not all inclusive.

1. Standardized
   (a) achievement tests
   (b) aptitude tests
   (c) personality tests and inventories
   (d) interest inventories
   (e) attitude scales and inventories
2. Non-standardized
   (a) anecdotal records
   (b) rating scales
   (c) questionnaires and opinionnaires
   (d) autobiographies
   (e) diaries
   (f) sociograms
   (g) projective and expressive techniques
   (h) interviews

No one of the above single methods will provide all the information needed about an individual student. Assembling pertinent data in a cumulative record for each student or into a case history for certain students will contribute greatly toward a better understanding of the individual.

The collection, organization, and interpretation of data is the responsibility of all personnel concerned with education of the student. Many times a pupil personnel services staff member is delegated the leadership responsibility for determining types of data to be included in the cumulative record. The primary responsibilities of this staff member would include such functions as:

1. Development of the individual appraisal service
2. Coordination of the standardized testing program
3. Providing test information in regard to achievement, aptitudes, interests, abilities, etc., to:
   (a) assist teachers
      (1) in grouping within classes
      (2) in diagnosis of pupil strengths and weaknesses
      (3) in evaluating pupil learnings and abilities
      (4) in improving teaching techniques and methods.
   (b) assist school administrators
      (1) in planning the curriculum
      (2) in evaluation of the instructional program.

(c) assist other pupil services and curriculum staff members to carry out their functions.

4. Coordinator and consultant in the use of appraisal procedures such as anecodotal records, rating scales, autobiographies, sociograms and other data gathering devices for child study.

5. Providing means for the initial identification and screening of exceptional children.

6. Coordinating in-service training opportunities to staff personnel for improvement in use of appraisal techniques and data.

7. Coordinate research activities in the area of pupil appraisal and serve as consultant to other staff members in research design and execution.

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