

STUDENT SERVICES PLAN

**Howard Perrin Elementary School
2019-2020**

**RESPONSE TO ARKANSAS SCHOOL LAWS
ANNOTATED CODES 6-18-1001 THRU 6-18-1008**

***ARKANSAS DEPARTMENT OF EDUCATION
BUILDING-BASED STUDENT SERVICES PROGRAM PLAN***

This plan articulates the functions served by each of the components of a program of student services. The plan indicates development and implementation for providing student services to all students in the public school system, including area vocational-technical schools.

This plan is building-based (site based) upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works (such as local Department of Human Services or Department of Health personnel).

This plan ensures coordination of the various student services being offered and could utilize such techniques as differentiated staffing.

**Howard Perrin Elementary
Student Services Plan
Design Team
2019-2020**

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HOWARD PERRIN ELEMENTARY MISSION STATEMENT

Pursuing excellence, respect, and responsibility in a positive and safe environment through involving students, teachers, and community in order to nurture a love of learning.

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I. GOVERNING LAW, RULES & ACCREDITATION

A. FOUNDATION OF ARKANSAS SCHOOL COUNSELING PROGRAMS

1. Beliefs and Philosophy – set of principles guiding the program development, implementation and evaluation. All personnel involved in managing and implementing the program should reach agreement on each belief or guiding principle.
 - a. Outlining beliefs will provide a set of guiding principles that provide the foundation for the development, implementation and evaluation of the school counseling program
 - (1.) Indicates an agreed upon belief system about the ability of every student to achieve
 - (2.) Identifies who benefits from a comprehensive school counseling program
 - (3.) Addresses every student’s right to a school counseling program
 - (4.) Focus is on primary prevention, intervention and student developmental needs
 - (5.) Identifies who is to be involved in the delivery of program activities
 - (6.) Identifies who will plan and who will manage the program
 - (7.) Defines how the program will be evaluated and by whom
 - (8.) Establishes school counseling program as integral to school’s educational mission
2. Mission – the mission statement describes the program’s purpose and goals. A school counseling program mission statement aligns with and is a subset of the school and district’s mission.
 - a. The mission statement articulates the intention of the school counseling programs. It represents the immediate and long term desired impact for every student into the future. The mission statement is the avenue to make clear the relationship between the education system, school improvement and the school counseling program.
 - b. Mission Statement Criteria: A mission statement has been written for the school counseling program. Written with the student as the primary client. Written for all students. Indicates the content to be learned. Integral to the vision, goals and mission of the state and local school district. Indicates the long term results for all students.

Arkansas School Counseling Program Mission Statement:

The mission of the Comprehensive School Counseling program in Arkansas is to challenge all students to learn to their maximum potential in the areas of career, academic personal and social development.

3. The goals of the mission statement correspond to the areas of achievement that students will reach by the time they graduate from school. These areas include: career development, academic development, personal development and social development. Goals and Standards reflect national, state and local criteria. Identifies a framework for organization of school counseling program lessons and activities. Identifies the developmental structure for K-12 program and what is to be measured.
4. ASCA National Standards – all school counseling programs should help students develop competencies in academic achievement, career planning and personal/social development.
 - a. Competencies are knowledge, attitudes or skills that are observable and can be transformed from a learning situation to a real life situation and can have measurable results. Competencies are directly related to the Goals and Standards of the school counseling program.
 - b. Competencies/Indicators Criteria: Competencies directly relate to the domains of career, academic, personal and social development. Developmentally appropriate student competencies are specified for each grade level.
 - c. Competency selection is based on data and are measurable or observable
 - d. Competencies are a direct link in the relationship between the school counseling mission, the school districts educational mission and expected student results.
5. Policy Criteria: Beliefs/Benefits of school counseling program; Mission Statement; Essential Learnings/Goals.Standards; Student Competencies; Curriculum-Written school counseling program curriculum; Responsive Services-Identified system for intervention and referrals; Student Planning Tools and guidelines for student academic/career planning; System Support-Provisions for time, professional development and resources to plan, implement, and evaluate the school counseling program.

B. School Counselor/Pupil Ratio form Standards for Accreditation Rules

The Arkansas Public Schools Standards for Accreditation as adopted by the AR State Board of Education in December 2003:

16.0 XI. SUPPORT SERVICES

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws and regulations. The plans shall be based upon the needs identified

by parents, teachers, principals, students, and other agencies with which the school district works. Further, the plan shall be incorporated into the comprehensive school improvement plan for each site.

16.01A. GUIDANCE AND COUNSELING

- 16.01.1. Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.
- 16.01.2. Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.
- 16.01.3. Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of (1) to four hundred fifty (450

C. Public School Student Services Act by Law

6-18-1001. Title.

This subchapter shall be known and may be cited as the "Public School Student Services Act". History. Acts 1991, No. 908, § 1.

6-18-1002. Purpose.

It is the intent of the General Assembly to articulate the functions served by each of the components of a program of student services. It is further the intent of the General Assembly that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational-technical schools. Such plan shall be implemented no later than the 1991-92 school year. It is the intent of the General Assembly that student services coordinators be given time to fulfill their responsibilities under this subchapter.

History. Acts 1991, No. 908, § 2.

6-18-1003. Rules and regulations.

The State Board of Education is authorized to adopt rules to carry out the intent of this legislation; such rules shall include, but need not be limited to:

- (1) A description of the student services program at all educational levels for which the school board is responsible;
- (2) Criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies;
- (3) Identification of alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board in providing the recommended student services, including, but not limited to, paraprofessionals, teachers, parents, and representatives of business and industry;

(4) Establishment of minimum standards for all areas of student services personnel.

History. Acts 1991, No. 908, § 8.

6-18-1004. School district plan.

(a)(1) Each school district shall develop and implement a plan which ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service.

(2) Only those trained and certified in the appropriate specialty or following a Department of Education Deficiency Removal Plan will be assigned to carry out the duties of each service.

(b) Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, but are not limited to, the following:

- (1) Behavioral contracting;
- (2) Dispute resolution;
- (3) Classroom meetings;
- (4) Logical consequences;
- (5) Assertive discipline; and
- (6) Behavior modification.

(c)(1) Each school district plan shall provide for a district-level tracking system for school dropouts.

(2) The tracking system shall include provisions for student services personnel in all schools to conduct an exit interview of students who are dropping out of school and for follow-up of such students when possible.

(d) The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate and House Interim Committees on Education.

History. Acts 1991, No. 908, §§ 4, 5; 1997, No. 1275, § 1.

6-18-1005. Student services program defined.

(a) A "student services program" is defined as a coordinated effort which shall include, but is not limited to:

- (1) Guidance and counseling services, which shall include, but are not limited to:
 - (A) The availability of individual and group counseling to all students;
 - (B) Orientation programs for new students at each level of education and for transferring students;
 - (C) Academic advisement for class selection;
 - (D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
 - (E) Utilization of student records and files;
 - (F) Interpretation of standardized testing and dissemination of results to the school community;

- (G) The following up of early school dropouts and graduates;
 - (H) A school-initiated system of parental involvement;
 - (I) An organized system of informational resources on which to base educational and vocational decision making;
 - (J) Educational and career guidance, including advising students on the availability of vocational and alternative programs that could provide successful high school completion opportunities for students at risk of dropping out of school;
 - (K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests; and
 - (L) Classroom guidance which shall be limited to thirty-minute class sessions, not to exceed three (3) per day or ten (10) per week;
- (2) Psychological services, which shall include, but are not limited to, the following:
- (A) Evaluation of students with learning or adjustment problems;
 - (B) Evaluation of students in exceptional child education programs;
 - (C) Consultation and counseling with parents, students, and school personnel;
 - (D) A system for the early identification of learning potential and factors which affect the child's educational performance;
 - (E) A system of liaison and referrals, with resources available outside the school; and
 - (F) Written policies which assure ethical procedures in psychological activities;
- (3) Visiting teacher and school social work services, which shall include, but are not limited to, the following:
- (A) Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and
 - (B) Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;
- (4) Occupational services, which shall include, but are not limited to, the dissemination of career education information, and follow-up studies;
- (5) Group conflict resolution services, which shall include, but are not limited to, the following:
- (A) Educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups; and
 - (B) Programs designed to promote understanding, positive communication, and a greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills;
 - (C) Programs designed to prevent bullying.
- (6) Health services, which shall include, but are not limited to, the following:
- (A) Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have an individualized health care plan.

- (B) Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to § 17-87-102(2)(D) or other professional licensure statutes. The regular classroom teacher shall not perform these tasks.
- (C) Custodial health care services required by students under an individualized healthcare plan shall be provided by trained school employees other than the regular classroom teachers; and
- (7) The distribution of a suicide prevention public awareness program developed for distribution by the interprogram task force established by the Lieutenant Governor's Teenage Suicide Prevention Task Force.

(b) School counselors shall spend at least ninety percent (90%) of work time each week providing direct counseling related to students and shall devote no more than ten percent (10%) of work time each week to administrative activities provided that the activities relate to the provision of guidance services.

History. Acts 1991, No. 908, §§ 3, 6; 1997, No. 1275, § 2; 1999, No. 1565, § 1.

6-18-1006. Occupational and placement specialist.

- (a) The occupational and placement specialist shall serve as liaison between employers and the school.
- (b) It is the responsibility of the district placement to make written board recommendations to the superintendent for consideration by the district school board concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates or progress in subsequent education experiences.
- (c) Furthermore, district administrative personnel shall report to the school board concerning adjustments in program outcomes, curricula, and delivery of instruction as they are made with the use of placement and follow-up information.
- (d) The follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.

History. Acts 1991, No. 908, §§ 4, 7.

6-18-1007. School student services status report.

- (a) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, and the Senate and House Interim Committees on Education a report outlining monitoring findings and the status of implementing each of the provisions of this subchapter

by the various school districts, including which districts are in substantial compliance with the plan required under this subchapter.

- (b)(1)(A) By January 1, 1998, the department shall have in place a staffing structure which assures that the department's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of this subchapter.
- (B) The department shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.
- (2) Each school district shall be responsible for submitting an annual report to the Assistant Director for School Improvement and Instructional Support outlining its compliance with and implementation of plans for the provisions of this section.
- (3)(A) The Director of the Department of Education, in consultation with the appropriate assistant director, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with this section.
- (B) The monitoring shall include interviews with administrators, counselors, students, and teachers.

History. Acts 1993, No. 1313, § 38; 1995, No. 1196, § 29; 1997, No. 112, § 12; 1997, No. 1275, § 3; 1999, No. 391, § 14.

6-18-1008. Implementation.

(a) The State Board of Education shall cause the Director of the Department of Education to designate one (1) employee who shall be responsible for overseeing the implementation of this subchapter.

(b) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the board, and the House and Senate Interim Committees on Education a report outlining the status of implementing each of the provisions of this subchapter by the various school districts.

History. Acts 1997, No. 1362, § 30.

6-18-1008. Career development.

(a) Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals.

(b) School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children's learning and career planning process. History Act 1049.

D. Arkansas Department of Education Rules

GOVERNING PUBLIC SCHOOL STUDENT SERVICES

Revised September 1999

1.00 REGULATORY AUTHORITY

1.01 These regulations shall be known as Arkansas Department of Education Regulations Governing Public School Student Services.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Arkansas Code Annotated § 6-18-1003 (Repl. 1993) and Ark. Code Ann. § 6-11-105 (Repl. 1993).

2.00 PURPOSE

2.01 The purpose of these regulations is to provide guidance to local school districts in complying with requirements of Ark. Code Ann. § 6-18-1001 through § 6-18-1008 (Repl. 1993) (Supp. 1997) [as amended].

2.02 The further purposes of these regulations are to:

2.02.1 Establish criteria for development of student services plans.

2.02.2 Identify alternative student services personnel who may be used to provide student services.

2.02.3 Establish minimum standards for student services personnel.

3.00 DEFINITIONS

Student Services Plan as used in these regulations is defined by Ark. Code Ann. §6-18-1005 (Supp. 1997), as amended by Act 1565 of 1999.

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

4.01 The Public School Student Services Act requires local school districts to develop a Student Services Plan for each school building.

4.02 Development of the Student Services Plan shall meet the following criteria which are also set forth in Ark. Code Ann. § 6-18-1003 (Repl. 1993) and § 6-18-1004 (Supp. 1997).

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4.02.1 The plan shall be building-based (site based) upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works (such as local Human Services or Health Department personnel).

4.02.2 The plan shall ensure coordination of the various student services.

4.02.3 The plan shall utilize such techniques as differentiated staffing.

4.02.4 The plan shall reflect the use of alternative methods of classroom management such as those set forth in Ark. Code Ann. § 6-18-1004 (b) (1) through (6) (Supp. 1997).

4.02.5 The plan shall include a system for tracking the district's drop

outs, including an exit interview, and follow-up when possible.

4.03 Specific requirements of the Student Services Plan required by each district are set forth in Ark. Code Ann. § 6-18-1005 (Supp.1997) [as amended].

5.00 CRITERIA FOR DEVELOPMENT OF A STUDENT SERVICES PLAN BY EACH SCHOOL

Each school within a district must develop its own building-based student services plan by a process which includes identification of student services needs, by parents, students, teachers, principals, and other agencies with which the district works such as the Department of Human Services, Department of Health, local law enforcement, etc.

6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL

6.01 In order to provide the services, a district may utilize the following types of personnel in addition to any standard student services personnel.

6.01.1 professionals or para-professionals in the social work or mental health fields

6.01.2 volunteers under the supervision of certified personnel

6.01.3 Medicaid licensed targeted case managers

6.02 Personnel employed under Section 6.01 shall be limited to performing those services for which they are licensed, certified, or trained.

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7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL

7.01 All non-certified students services personnel shall have: a) in-service training regarding the district's Student Services Plan, along with, b) appropriate training by certified personnel to perform the tasks assigned.

7.02 Professional and para-professional personnel are exempt from Section 7.01 (b).

8.00 DOCUMENTATION OF SERVICES

8.01 Each building-based school site in all school districts shall submit annual reports indicating services provided through the Student Services Plan to the Department of Education.

8.02 Each school counselor shall document spending at least seventy-five percent of work time each week providing direct guidance and counseling services related to students, and shall devote no more than twenty-five percent of work time each week to administrative activities, provided that such activities relate to the provision of guidance services.

8.03 Each school counselor serving students in buildings housing students in grades 8 through 12 shall provide a career planning process for each student. During the five-year process, documentation of the information provided must be maintained as to whether the information was discussed with the student in individual or group settings. Each counselor is to

develop a form to document these activities which can be a form used district-wide. A copy of the form and a statement of how services were provided must be submitted to the Department of Education as part of the annual report required in 8.01.

9.00 MONITORING OF SERVICES

9.01 Regular monitoring activities of the Student Services Plan for each school building site shall occur annually when the Department of Education's Standards Assurance Unit directly monitors schools, when the School Improvement Planning Unit directly assists schools in the Arkansas Consolidated School Improvement Planning process, and when the guidance specialist monitors individual schools on an as needed basis.

9.02 The superintendent of each school district shall certify annually that each school within the district has a Student Services Plan and a guidance program which implements the Plan in order to meet the requirements of ADE 096 – 4 the *Standards for Accreditation of Arkansas Public Schools* and the Public School Student Services Act, Ark. Code Ann. §§ 6-18-1001 through 6-18-1008 (Repl. 1993) (Supp. 1997) [as amended].

9.03 Pursuant to the Arkansas Department of Education's Rules and Regulations Governing the Probationary Status and Accreditation of Public Schools, a school determined to be in noncompliance with the Public School Student Services Act will be placed in probationary status for lack of a guidance program which involves the implementation of the Student Services Plan. Such status will extend to the first day of the next academic semester.

II. GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES

A. The Role of School Counselors in Arkansas Public Schools

The Howard Perrin counselor helps all pupils by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge base of the counselor are more effectively used if effort is directed in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

Benton Elementary counselors serving different school populations function differently, due primarily to variations in the developmental stages of students and in school organization. Whatever the setting, however, counseling and guidance are functions integral to the school that are maximized when counselors collaborate with others.

The counseling program at Howard Perrin Elementary is an integral part of our school's educational mission. The student is our primary "client" and all that we endeavor to do is with their best interests in mind. For this reason, the school counselor attends numerous staff development workshops throughout the school year in order to stay well informed of current trends and issues that our students face. Also, membership in state and national counseling associations is maintained, which provides opportunities for professional growth development.

B. Academic, Career and Personal/Social Domains with Standards, Goals and Indicators

ADE RECOMMENDATIONS FOR DOCUMENTING THE THREE SCHOOL COUNSELING DOMAINS BY INDICATING SPECIFIC ACTIVITIES

Establish Academic Goals - Section 2. 6-18-1005 (a) (1) (C)

Domain: ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Goal: A1. Improve Academic Self-concept

Indicators: Articulate feelings of competence and confidence as learners; display a positive interest in learning; take pride in work and achievement; accept mistakes as essential to the learning process; and identify attitudes and behaviors that lead to successful learning.

Goal: A2. Acquire Skills for Improving Learning

Indicators: Apply time-management and task-management skills; demonstrate how effort and persistence positively affect learning; use communications skills to know when and how to ask for help when needed; apply knowledge and learning styles to positively influence school performance.

Goal: A3. Achieve School Success

Indicators: Take responsibility for their actions; demonstrate the ability to work independently, as well as the ability to work cooperatively with other students; develop a broad range of interests and abilities; demonstrate dependability, productivity and initiative; share knowledge.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Goal: B1. Improve Learning

Indicators: Demonstrate the motivation to achieve individual potential; learn and apply critical-thinking skills; apply the study skills necessary for academic success at each level; seek information and support from faculty, staff, family and peers; organize and apply academic information from a variety of sources; use knowledge of learning styles to positively influence school performance; become a self-directed and independent learner.

Goal: B2. Plan to Achieve Goals

Indicators: Establish challenging academic goals in elementary, middle/junior high and high school; use assessment results in educational planning; develop and implement annual plan of study to maximize academic ability and achievement; apply knowledge of aptitudes and interests to goal setting; use problem-solving and decision-making skills to assess progress toward educational goals; understand the relationship between classroom performance and success in school; identify post-secondary options consistent with interests, achievement, aptitude and abilities.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Goal: C1. Relate School to Life Experiences

Indicators: Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life; seek co-curricular and community experiences to enhance the school experience; understand the relationship between learning and work; demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals; understand that school success is the preparation to make the transition from student to community member; understand how school success and academic achievement enhance future career and vocational opportunities.

Domain: CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Goal: A1. Develop Career Awareness

Indicators: Develop skills to locate, evaluate and interpret career information; learn about the variety of traditional and nontraditional occupations; develop an awareness of personal abilities, skills, interests and motivations; learn how to interact and work cooperatively in teams; learn to make decisions; learn how to set goals; understand the importance of planning; pursue and develop competency in areas of interest; develop hobbies and vocational interests; balance between work and leisure time.

Goal: A2. Develop Employment Readiness

Indicators: Acquire employability skills such as working on a team, problem-solving and organizational skills; apply job readiness skills to seek employment opportunities; demonstrate knowledge about the changing workplace; learn about the rights and responsibilities of employers and employees; learn to respect individual uniqueness in the workplace; learn how to write a resume; develop a positive attitude toward work and learning; understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace; utilize time and task management skills.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Goal: B1. Acquire Career Information

Indicators: Apply decision-making skills to career planning, course selection and career transition; identify personal skills, interests and abilities and relate them to current career choice; demonstrate knowledge of the career-planning process; know the various ways in which occupations can be classified; use research and information resources to obtain career information; learn to use the Internet to access career-planning information; describe traditional and nontraditional career choices and how they relate to career choice; understand how changing economic and societal needs; influence employment trends and future training.

Goal: B2. Identify Career Goals

Indicators: Demonstrate awareness of the education and training needed to achieve career goals; assess and modify their educational plan to support career; use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience; select course work that is related to career interests; maintain a career-planning portfolio.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Goal: C1. Acquire Knowledge to Achieve Career Goals

Indicators: Understand the relationship between educational achievement and career success; explain how work can help to achieve personal success and satisfaction; identify personal preferences and interests influencing career choice and success; understand that the changing workplace requires lifelong learning and acquiring new skills; describe the effect of work on lifestyle; understand the importance of equity and access in career choice; understand that work is an important and satisfying means of personal expression.

Goal: C2. Apply Skills to Achieve Career Goals

Indicators: Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals; learn how to use conflict management skills with peers and adults; learn to work cooperatively with others as a team member; apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

Domain: PERSONAL/SOCIAL

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Goal: A1. Acquire Self-knowledge

Indicators: Develop positive attitudes toward self as a unique and worthy person; identify values, attitudes and beliefs; learn the goal-setting process; understand change is a part of growth; identify and express feelings; distinguish between appropriate and inappropriate behavior; recognize personal boundaries, rights and privacy needs; understand the need for self-control and how to practice it; demonstrate cooperative behavior in groups; identify personal strengths and assets; identify and discuss changing personal and social roles; identify and recognize changing family roles.

Goal: A2. Acquire Interpersonal Skills

Indicators: Recognize that everyone has rights and responsibilities; respect alternative points of view; recognize, accept, respect and appreciate individual differences; recognize, accept and appreciate ethnic and cultural diversity; recognize and respect differences in various family configurations; use effective communications skills; know that communication involves speaking, listening and nonverbal behavior; learn how to make and keep friends.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Goal: B1. Self-knowledge Application

Indicators: Use a decision-making and problem-solving model; understand consequences of decisions and choices; identify alternative solutions to a problem; develop effective coping skills for dealing with problems; demonstrate when, where and how to seek help for solving problems and making decisions; know how to apply conflict resolution skills; demonstrate a respect and appreciation for individual and cultural differences; know when peer pressure is influencing a decision; identify long and short-term goals; identify alternative ways of achieving goals; use persistence and perseverance in acquiring knowledge and skills; develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

Goal: C1. Acquire Personal Safety Skills

Indicators: Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact); learn about the relationship between rules, laws, safety and the protection of rights of the individual; learn about the differences between appropriate and inappropriate physical contact; demonstrate the ability to set boundaries, rights and personal privacy; differentiate between situations requiring peer support and situations requiring adult professional help; identify resource people in the school and community, and know how to seek their help; apply effective problem-solving and decision-making skills to make safe and healthy choices; learn about the emotional and physical dangers of substance use and abuse; learn how to cope with peer pressure; learn techniques for managing stress and conflict; learn coping skills for managing life events.

The counseling program at Howard Perrin has been developed to meet all Standards and Goals as set by the Arkansas Department of Education. Throughout the course of the school year lessons are developed and presented according to the ASCA Mindsets and Behaviors. (See chart on next page)

C. Principles of Comprehensive School Counseling Programs

ACT 908 OF 1991, section 6. states: School counselors shall spend at ninety percent (90%) of work time providing direct counseling related to students, and shall devote no more than ten percent (10%) of work time to administrative activities, provided that such activities relate to the provision of guidance services.

A summary of some of the basic principles of developmental counseling states that a developmental school counseling program is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions (Myrick, 1987). The school counseling program is an umbrella term encompassing a wide variety of services provided by administrators, teachers, counselors, and other pupil personnel specialist. These services are offered in kindergarten through senior high school settings. School counseling programs share similar characteristics with other educational programs such as “student outcomes” (student competencies); activities and processes to assist students in achieving these outcomes; professionally recognized personnel; and materials and resources (Gysbers and Henderson, 1988).

The Benton Elementary School counseling programs are comprehensive in the range of activities and services provided. These include: Preventive classroom guidance activities: Individual and group counseling; Referrals to community agencies; Consultation with teachers, administrators, parents, and community leaders; Crisis intervention; and Assessment, placement, and follow-up services.

A team approach is essential to comprehensive school counseling programs. There is an underlying assumption that all school staff must be actively involved in promoting student achievement. The team refers to teachers, parents, school counselors, administrators, psychologist, and social worker. At the core of this team are qualified school counselors, who counsel students and parents and work as consultants to (and collaborates with) all team members.

Guidance describes an instructional process or structured learning activities, which attempt to prevent problems. Such activities assist students in developing greater understanding of themselves and others and emphasizes the needs of a group of students rather than those of any student.

Counseling is a process in which a trained professional forms a trusting relationship with a person who needs assistance. This relationship focuses on personal meaning of experiences, feelings, behaviors, alternatives, consequences, and goals. Counseling provides a unique opportunity for individuals to explore and express their ideas and feelings in a non evaluative, non threatening environment.

D. SCHOOL COUNSELORS ARE INVOLVED IN THE FOLLOWING:

1. CLASSROOM GUIDANCE

Howard Perrin's school counseling program involves planned guidance activities for all students. These age-related exercises foster students' academic, personal, social, and career development skills. Such activities are implemented through a collaborative effort by counselors and teachers. The classroom guidance curriculum focuses on topics such as: Self-understanding; Effective interpersonal and communication skills; Problem-solving, decision-making, and conflict resolution skills; Effective study skills and positive attitudes toward school; Career awareness and the world of work; Substance abuse prevention; Comprehension and acceptance of differences in people (racial, gender-based, cultural, religious, physical); and Divorce.

The school counselor takes the lead in the development and organization of the guidance activities; however, this requires the support and assistance of teachers, parents, and administrators. Counselors can assist teachers to conduct many activities during their classes. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced.

CLASSROOM GUIDANCE GUIDELINES

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

This law is still in effect and has not been changed because of any other legislation. The forty-minute planning time for classroom teachers is a separate issue and other personnel should be used. Classroom guidance lessons were never intended to provide a break or planning time for teachers. Classroom guidance was intended as a collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, personal, social and career development. Counselors can train teachers to conduct and continue many of these activities during their classes to assist in the development of the whole student. School counselors take the lead in the development and organization of guidance activities; however, this requires the support and assistance of teachers, parents and administrators.

Please note the school counselor can offer from one to ten per week with ten per week being the maximum. Note "class" is not plural. That means you cannot double up classes but only serve one class at a time with classroom guidance. There are safety, safe school, health, fire codes and other issues with combining two teachers' classes on a regular basis.

If a counselor is only part-time (50% or some percentage) then the number of classroom guidance sessions will also be reflected in that percentage. For example, if a counselor were only 50% then they would have a maximum of five classroom sessions per week. This protects the time for them to present a complete guidance program as outlined in the law which is reflected in the Student Services Report each year.

Classroom guidance is part of the curriculum and should be treated with the same respect as other academic classes. Remember, school counselors serve in the Academic, Personal/Social and Career Education domains and all should be reflected in the Student Services Program.

2. INDIVIDUAL AND SMALL GROUP COUNSELING

The Howard Perrin Elementary counselor works with students when they experience problems. However, counseling must be more than the provision of remediation and crisis intervention. If counselors are always putting out fires, they have little time to prevent them from starting. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop and use their resources. Counseling can also be provided for parents to address specific problems that may interfere with their student's success in school.

The school counselor provides group counseling which has become an invaluable part of the comprehensive program. Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students, making the most efficient use of the professionals' time.

Of course, a group approach is not best suited for every student. There are students who benefit most from individual counseling, or a combination of individual and group work. For some students, the nature of their problem requires more confidentiality. Others may have extreme difficulty in relating to their peers, be overwhelmed in group situations, be personally dysfunctional, or need individual attention.

Students are referred for counseling by: teachers, parents, school nurse, school psychologists, school administrators, or themselves.

3. CONSULTATION

Consultation in school counseling programs focuses on the total learning environment of the school (Myrick, 1987). At Howard Perrin, the teachers value the counselors as a resource, seeking consultation on specific student's problems and on general issues such as addressing the needs of culturally diverse students in the classroom. Many teachers can benefit from the counselor's assistance in developing new ways of responding and relating to students.

The Howard Perrin Elementary counselor's role is to collaborate with teachers and parents. The counselor can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

The counselor works with teachers and administrators to help create the kind of school environments that stimulate growth and learning. Their emphasis is on making the educational

process more personal and increasing teachers' and administrators' understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students; and ways of helping students cope with success and failure.

Typically, consultation involves: Conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance or child abuse; Assisting teachers to work with individual students or groups of students; Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum; Assisting in the identification and development of programs for students with special needs; Participating in school committees that address substance abuse, human growth and development, school climate, and other guidance-related areas; Designing and conducting parent education classes; Interpreting student information, such as results of standardized tests for students and team members; and Consulting regularly with other specialists (e.g., social workers, psychologists, representatives from community agencies).

4. COORDINATION

Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required. Research in the area has shown that systematic coordination of guidance programs is essential for effective delivery of services (Kameen, Robinson, and Rotter, 1985).

The Howard Perrin Elementary counselor coordinates the use of school and community resources in collaboration with other team members; Assist parents in gaining access to services their children need—e.g., a child psychologist or a local housing agency—through a referral and follow-up process; Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated; Plan, coordinate, and evaluate the guidance program's effectiveness; and Coordinate the school's testing program, which usually includes interpreting test results to parents, students, and school personnel.

5. WORKING WITH PARENTS & PARENTAL INVOLVEMENT

The Howard Perrin Elementary counselor offers parenting tips that focus on providing adults with valuable techniques for helping their children meet their academic, personal, and social potential. The counselor also provides information on an as needed basis on specific issues such as normal growth and development, development of study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. The Howard Perrin Elementary counselor also encourages parents to participate in volunteer opportunities within the school setting.

6. PEER FACILITATION

Students often share their problems with peers rather than adults. The Howard Perrin Elementary counselor provides structured opportunities for students to serve as peer helpers. The power of

peer influence cannot be minimized and, in fact, should be capitalized upon. Peer helpers can be selected by school staff and trained by professional counselors in communication and basic counseling skills through a carefully planned program.

Peer facilitators talk with other students about their personal problems and refer them to counselors or other adults for help. They are also trained to work well in group settings, teaching basic communication skills to other students and helping facilitate guidance discussions. In addition, peer facilitators tutor students in academic areas, serve as readers for nonreaders, and assist in special education classes. They are also effective in greeting new students and their parents during orientation programs. Overall, recent research shows that both peer facilitators and the students they are matched with benefit from the relationship.

7. MAKING APPROPRIATE REFERRALS

The Howard Perrin Elementary counselor establishes and maintains a close working relationship with staff of a variety of school and community agencies. These agencies include the departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, the school counselor identifies school and community resources and assists in establishing policies and procedures for interagency communication.

Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need include:

Identifying and assisting students and their parents with special needs by referring them to resources in and outside the school; Maintaining contacts with outside resources; Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues; Developing a student self-referral system; and Following up on referrals.

8. INTERPRETATION OF STANDARDIZED TESTING & DISSEMINATION

The Howard Perrin Elementary counselor helps students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. The counselor also interprets standardized test results for parents, faculty, and students; relates the results to strengths and limitations in the school's curriculum; and assists in planning and implementing changes in the curriculum and school's procedures.

The counselor use a variety of assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

9. SPECIALIZED POPULATIONS AND NEEDS

Working with students from culturally diverse populations and students with disabilities requires special attention. The school counselors' activities may include promoting; Students' and school personnel's acceptance of differences; Policies, procedures, and behaviors that reflect freedom from stereotypes; Examination of schools' testing programs to ensure that they reflect equitable standards for all students; and Outreach to parents and families of students from culturally diverse populations.

10. ORIENTATION

Orientation is a process for students, teachers, and parents to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make effective transition adjustments from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

11. ACADEMIC ADVISEMENT FOR CLASS SELECTION

Class scheduling is the proper placement of students in the academic setting. The Howard Perrin Elementary counselor acts in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives.

12. UTILIZATION OF STUDENT RECORDS

The Howard Perrin Elementary counselor has authorized access to any files kept by the school district. Data is utilized to assist parents, faculty, administrators, and counselors in helping each individual student reach their potential.

13. ACTIVITIES USING 90% OF TIME IN DIRECT COUNSELING SERVICES TO STUDENTS

Some activities: Individual Personal and Social Counseling; Individual Academic Guidance and Counseling; Individual Career Education Guidance & Counseling; Orientation; Consultation with Students; Interpretation of State-Mandated Tests; Serving Students at Risk; Alternative Program; Review Records and Files while Assisting Students; Small Group Counseling Session; Small Group Orientation Sessions; Classroom Guidance Sessions; Students in Crisis Situations through Group Counseling; and others.

14. ACTIVITIES USING 10% OF TIME IN SERVICES RELATED TO GUIDANCE/COUNSELING/CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS

Some activities: Consultation Services with Parents; Consultation Services with School Personnel; Consultation Services with Outside Agencies; Reporting Abuse of Students; Making

Appropriate Referrals for Services; Test Interpretation about Students; Test Interpretation with Parents; Test Interpretation with Faculty; Test Interpretation with School Community; Update Guidance Records for Counselor's Utilization; Organizing Information; Collecting Resources for Guidance/Counseling/Career Education; Coordination of Guidance Program; School Suicide/Crisis Planning; and others.

15. ACTIVITIES THAT COULD INTERFERE WITH MEETING STUDENTS' NEEDS:

School Counselors should not serve duty that requires disciplinary action; Administer discipline, witness corporal punishment, or involved in disciplinary action; Administer psychological evaluations (unless certified and assigned part-time as an educational examiner); and Assume the role of principal, clerical, or substitute teaching duties, i.e. due process for special education or school secretary.

E. CAREER AWARENESS & PLANNING IN SCHOOL COUNSELING PROGRAMS

Career development is a lifelong process integrating the roles, settings, and events of a person's life (Gysbers and Moore, 1981). In this sense, the word career encompasses all the roles in which individuals are involved (student, worker, family member, citizen). As such, career education is an integral part of students' school experiences as they grow and develop.

In general, the guidance curriculum focuses on facilitating interpersonal relationships, decision-making, problem-solving skills—all of which can increase a student's future effectiveness in the workplace.

Howard Perrin Elementary guidance lessons and general classroom activities at various times throughout the year focus specifically on the world of work. An untold number of opportunities exist for students to relate school subject matter to career themes. Teachers can link mathematics lessons to the working world by having a model supermarket in the classroom. Part of the science curriculum can focus on the professional functions of people in science-related fields. During a current events lesson discussing, perhaps, the building of a new airport, students can learn about the interdependence of jobs that are needed to accomplish the goal.

Career Awareness at the Secondary Level Addresses the following:

1. Informational Resources of Educational Decision Making
2. Advising Students on Availability of Vocational & Alternative Programs
3. Career Planning Process of Each Student in Grade 8-12
4. Sample Form to Document Career Planning Activities

In the Benton School District School Counselors at the secondary level focus on these areas: Work with, advise, and make students aware of the importance of selecting the proper courses throughout school in order to meet graduation requirements, to prepare for employment, or to prepare for admission to post-secondary institutions.

Provide materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment.

Work with individual students on postsecondary educational and work alternatives to become informed about educational/work alternatives.

Work with individual students experiencing difficulty with the changing roles of men and women to help understand continuous changes of male/female roles and how this relates to career choice.

Counsel with students displaying a lack of interpersonal skills to develop the interpersonal skills necessary for harmony in the workplace.

Make employment opportunities, college choices, and career planning materials available for students' use to become informed about up-to-date employment and college opportunities.

Provide current materials for career awareness and exploration to form tentative career goals and strategies to reach them whether college or vocational schools could provide those opportunities.

Work with individual students to discuss occupational, college, or vocational interests to understand lifestyle preferences and relate them to occupational, college, or vocational interests.

F. STATE GOALS FOR CAREER EDUCATION

Developed by the AR Advisory Council for Career Education

Goal 1. Students will improve career planning and decision-making skills. Students will be able to set goals, understand the importance of a planning process, and seek assistance in decision-making.

- a. Set personal goals and relate them to career choices.
- b. Identify factors, including career, which influence a person's lifestyle.
- c. Apply a decision-making process to solve career-related problems.

Goal 2. Students will be able to identify information about career and sources of occupational information.

- a. Investigate occupational supply and demand.
- b. Locate and use appropriate sources of career information.
- c. Recognize similar job characteristics in various occupations.
- d. Match job characteristics with own needs and interests.

- Goal 3. Students will improve job acquisition and retention competencies. Students will demonstrate skills to locate and interview for a specific job and understand the requirements to remain employed.
- Locate and interview for a job.
 - Know job retention factors.
- Goal 4. Students will improve attitudes and appreciation for career success. Students will demonstrate productive attitudes toward work and positive feelings about task accomplishment.
- Relate work attitudes to accomplishment and satisfaction.
 - Detect and appreciate quality work.
- Goal 5. Students will improve skills in human relationships. Students will demonstrate positive interpersonal relationships, knowledge of group dynamics, and positive attitudes toward the possession of human relationship skills.
- Identify and recognize need for benefits of good interpersonal relationships.
 - Recognize prejudice, contributing factors, and behavioral effects.
 - Identify ways to effectively work as a team member.
- Goal 6. Students will improve self-investigation and evaluation skills necessary for career success. Students will be able to examine self in relation to careers, assess self-concept, appraise own interests and capabilities.
- Recognize personal adjustment situations and seek required help.
 - Recognize personal limitations and how self-concept influences job success.
 - Identify factors influencing own career options.
- Goal 7. Students will understand personal/work/societal responsibilities. Students will demonstrate good citizenship, knowledge of relationships with, and responsibilities to fellow persons, job, etc.
- Identify responsibilities toward co-workers, supervisors, and property.
 - Identify rights derived from the political and social environment.
 - Develop positive attitudes/behaviors for participation in political/social environment.
- Goal 8. Students will improve understanding of economic factors influencing career opportunity. Students will demonstrate understanding of how various economic conditions affect a person and how a person interacts in the economy.
- Identify the ways technology can affect work and/or lifestyle.
 - Identify the results of job specialization and worker interdependence.
 - Recognize relation of time/effort to wages.
 - Indicate relationship of supply and demand among resources, goods, and services.
- Goal 9. Students will improve understanding of relationship of education and career choices. Students will demonstrate understanding of the relationships of education (formal and

informal) to career opportunities. Demonstrate understanding of the relationship of education or training to specific job requirements.

- a. Relate specific training to specific career goals.
- b. Relate general learning experiences to career opportunity.

Goal 10. Students will improve learner outcomes in the basic subjects.

While career education cannot assume total responsibility for the performance of students in the basics, the effect on the basic skills should be monitored. Programs and activities, which can be demonstrated to improve achievement in the basics, will be given priority; those, which demonstrated no relationship, will be supported; and those, which demonstrate decreased achievement in the basics, will be discontinued.

The Howard Perrin Elementary counseling program follows the State Goals for Career Education.

G. GUIDANCE & SCHOOL COUNSELING FACILITIES

Facilities required for a school guidance program are functions of: students' characteristics and needs, program goals and objectives, staffing and scheduling, grouping of students for specific purposes, the use of a variety of materials and procedures, the need for privacy for counseling, to provide security for student guidance/counseling folders and the need for security of restricted materials.

Minimum facilities required in each school building to operate a guidance program should include one or more of each of the following: office(s) for counselor(s); reception/clerical/display room(s); group procedures room(s); grade appropriate career center. The number of each type of facility depends on student age, enrollment and the number of required counselor positions.

General. The facilities should provide adequate heating, cooling, ventilation, lighting, electrical outlets, dry erase board and bulletin boards. In addition, the facilities should include adequate storage closets or cabinets with locks for restricted guidance materials, and guidance and counseling records.

Counselor's Office. Each school building should provide office space and time for each counselor assigned to the school. Minimum requirements for each office are: 120 square feet, reasonably soundproof, visual privacy, door locks and telephone without an intercom unit.

When the counselor conducts confidential telephone conferences, a private line to the guidance complex is required.

Career/Reception/Clerical/Display Room. Each counselor should be provided with a reception/clerical/display room (outer office). Minimum requirements are: 240 square feet, door locks and adjoining to the counselor's office. In schools with more than one counselor, the reception/clerical display room may be shared by two or more counselors if a minimum of 30 additional square feet is provided for each additional counselor.

Each counselor's office should have a door between the office and the reception/clerical/display room. The latter may be equipped with an intercom (reception only), provided it has an on-off control.

Small and Large Group Procedures Room. Guidance facilities should include a group procedures room. Minimum requirements for this room are: 400 square feet and adjoining to or near the other guidance facilities. This room may be a special purpose room and/or (an) "extra" classroom(s) scheduled for group guidance purposes. In schools with more than one counselor, the group procedures room(s) may be shared by counselors, providing each counselor has reasonable access to such accommodations. The group procedures room may be equipped with an intercom unit, provided it has an on-off control.

In addition to the aforementioned requirements, consideration should be given to the following general recommendations and other considerations when school buildings are constructed, renovated or altered to provide guidance/counseling facilities.

Location. Guidance/Counseling facilities should be: 1) separate from the administrative offices, both physically and in the minds of the students; 2) near or in the flow of student traffic; 3) reasonably near the source of supply of students-for example, study hall and/or library; and 4) near restrooms or containing a half-bath. Guidance facilities should not: 1) be isolated from the major complex of buildings; 2) have a common waiting room for offices of the principal and counselor; 3) require students to pass through guidance facilities enroute to other activities; and 4) result in “fish bowl” effects by way of glass doors and windows.

Other considerations. In addition to the aforementioned requirements and recommendations for guidance/counseling facilities, it is important for principals, teachers, librarians, media specialists, other personnel and counselors to cooperate in making other facilities available for guidance activities. Regular classrooms with “intact” classes of students are sometimes required. General meeting facilities, such as auditoriums and cafeterias, are sometimes needed for special activities involving a large number of students, parents and/or community representatives. Finally, a major portion of a building or an entire building may be required occasionally for special events such as, but not limited to, parent days/nights, career days/nights and college days/nights.

Currently, Howard Perrin Elementary has one floater counselor for kindergarten and first grade students and one full time counselor for second through fourth grade students, with a ratio of approximately 1:225 for the floater counselor and a ratio of approximately 1:415. The full time counselor has a private office with a private phone line and a computer. Classroom lessons are conducted in the students’ classroom.

H. STUDENT SERVICES NEEDS ASSESSMENT

The Howard Perrin Elementary counselor uses a student needs assessment to determine programming goals. The Student Needs Assessments are given to a random number of students, parents, and faculty.

III. PSYCHOLOGICAL SERVICES

- A. The district provides an **evaluation** for students with learning or adjustment problems and evaluation of students in exceptional-child education programs.
- B. The district provides **consultation** and counseling with parents, students, and school personnel.
- C. The district provides a system for **working with parents, students, and school personnel**.
- D. The district provides a system for the **early identification** of learning potential and factors that affect the child's educational performance.
- E. The district provides a system for **liaison and referrals** with resources available outside the school.
- F. The district provides written policies that ensure **ethical procedures** in psychological activities.

The Benton School District employs two licensed psychological examiners to conduct comprehensive evaluations for students with learning or adjustment problems. The counselor and special education teachers at Howard Perrin Elementary may refer students to the psychological examiner if learning problems are suspected, or at parents' or teachers' request. Additional staff, including speech pathologists, occupational, and physical therapists are also qualified to conduct specialized evaluations to assist in appropriate educational placement for the student.

IV. VISITING TEACHER AND SCHOOL SOCIAL WORK SERVICES

A. Description

These persons seek to enhance the coping capabilities of people and to change environmental conditions that impact upon people.

B. Assist in Casework

These persons provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.

C. Liaison

These persons act in the role of liaison between home and school.

D. Home visits

These persons also may do home visits and assist in referring students and parents to appropriate school and community agencies for assistance. They also, pursues avenues by which parents can become not only more involved with their child's school program, but also more responsive and responsible; provides the parent with techniques and strategies to be utilized at home to enhance positive behavior; develops and facilitates parent groups composed of persons with similar concerns; and refers parents to appropriate outside agencies or counselors.

The Howard Perrin Elementary principal coordinates with visiting teachers to provide homebound services to students who need an extended medical leave of absence for illness or injury. These teachers provide assistance to the students in maintaining current academic status with his/her grade level. They meet with the student a minimum of four hours per week to provide explanation on assignments and administer tests. Grades are forwarded to the student's classroom teacher.

The Benton School District is contracted with the Saline County Counseling Clinic to provide our school with a mental health/therapist/social worker. This person provides casework to assist in the prevention and remediation of problem issues with attendance and behavior. Their role as liaison between home and school may include home visits to help address family issues that hinder student learning. They may refer students and families to appropriate community agencies for assistance such as the Counseling Clinic, Juvenile Court, DHS, etc. They work closely with truancy officers and the courts. Their efforts are coordinated through the school counselor.

Therapist and case managers from other community agencies may be allowed with building principal's permission to meet with their students "clients" with parent consent. Their efforts are coordinated through the school counselor and should be limited to issues pertaining to school success.

The Benton School District also has seven full time School Resource Officers. The officers are present on all of the school campuses throughout the day as the needs dictate. Every school is assigned one School Resource Officer per building. The officers are also available to provide training on a variety of topics.

V. OCCUPATIONAL AND PLACEMENT SERVICES

- A. Description: These services, which shall include, but are not limited to:
- B. Dissemination of career education information,
- C. Placement services and follow-up studies.

Follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.

- D. The occupational and placement specialist shall serve as a liaison between employees and the school.

In the Benton School District, the dissemination of career education information, placement services and follow-up studies are implemented by the secondary counseling staff. The secondary school counselors shall serve as liaisons between employers and the school.

VI. CONFLICT RESOLUTION SERVICES

A. Description of Conflict Resolution Services

These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding, positive communication, and a greater utilization of a race relations specialist or human relations specialist to assist in the development of inter-group skills.

B. Activities & Programs for Conflict Resolution

Conflict solving for students could include: dealing constructively with conflict, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills.

C. Anti-Bullying Description and Policy for the School

Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent pupil harassment, also known as “bullying,” and shall file with the Department of Education a copy of the policies adopted. The State Board of Education shall review the policies provided by the school districts and may recommend changes or improvements to the districts if the board determines the policies need improvement. The anti-bullying policies developed by the school district should become part of the district’s “Student Handbooks” and “School Personnel Policy Handbooks.” Policies are to be provided to parents, students, school volunteers and employees.

BENTON SCHOOL DISTRICT ANTI-BULLYING POLICIES

For the purpose of the policy, “bullying” is defined as; when a student is exposed repeatedly and over time, to negative actions on the part of one or more other students. It may include but not be limited to, repeated intimidation of others by real or threatened harm (written, verbal, physical or emotional abuse) to another student or their property. Examples many include, but or not limited to name calling, verbal taunts, ethnically based or gender-based verbal putdowns, and extortion of money or possessions.

Bullying is prohibited in the Benton Public Schools. Specifically, students are prohibited from bullying while on school property, while attending any school sponsored activities, and on any school provided transportation. School employees who witness bullying, or have reliable information that a student had been the victim of bullying, as defined in this policy, shall report the incident to the building principal immediately.

Students who are involved in the bullying of another student are subjective to disciplinary action. The discipline for the offense of bullying will range from a conference to expulsion.

Howard Perrin Elementary has an obligation to and is committed to providing a safe learning environment for each of its students. Student achievement is best attained in an atmosphere that is free from the fear of emotional and physical intimidations and threats. Bullying is a destructive behavior that will erode the foundational principles on which a school is built. Howard Perrin Elementary will not tolerate any behavior that is classified under the definition of bullying and will take steps needed to eliminate such behavior. Believing that prevention is the strongest means available in eliminating bullying, this school will offer programs or educational material regarding the nature of bullying, its consequences should a child choose to engage in this type of behavior, and the procedures for reporting an incident which involves bullying. The information will emphasize that this district will not tolerate bullying, and that school employees, volunteers, and students are encouraged to report any instances of bullying without fear of consequences. Any reports will take into account the age of the offending student, the level of seriousness of the behavior, and whether or not the offending student has developed a habit of engaging in bullying behavior. Appropriate measures will be taken in dealing with such students. It will be considered a violation of this policy for any student to inflict bullying behavior upon another student(s) as defined in this policy. After completing an investigation of the reported incident, a student who was found to have participated in bullying behavior will be subject to disciplinary action that is appropriate to the degree of seriousness of the bullying behavior.

D. Activities and Programs for Anti-Bullying at School

The Howard Perrin Elementary counselor uses various materials to address bullying issues. The material may be presented in individual or small group counseling or in classroom lessons.

E. Programs Designed to Promote Understanding and Positive Communication

The Howard Perrin Elementary counselor uses various materials to address positive communications skills. The material may be presented in individual or small group counseling or in classroom lessons.

F. Alternative Methods of Classroom Management

The Howard Perrin Elementary administration and faculty use a variety of methods for classroom management. The school counselor can assist the teachers in developing appropriate classroom management techniques which may include the following:

1. Behavioral Contracting
2. Dispute Resolution
3. Classroom Meetings
4. Logical Consequences
5. Assertive Discipline
6. Behavior Modification

VII. SCHOOL HEALTH SERVICE PROGRAM

A. The Standards for Accreditation, Arkansas Public Schools

The Benton School District employs nine nurses to provide services to our schools. A substitute nurse is usually available in the absence of the nurse. Howard Perrin Elementary has an RN. She works closely with all staff and parents, to provide a healthy environment for all our students. The nurse's health room is located in the main office. It has an area for triage, a sick/counseling room, and a bathroom. All medical records are kept confidential and all medications are in a locked cabinet. Howard Perrin Elementary Health Services Program shall be in accordance with the Arkansas Public Schools Standards for Accreditation which are as follows:

1. Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral and follow-up procedures for all students.
2. Each school shall provide facilities, equipment and materials necessary for operation of a school health services program.
3. The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the State Department of Education.
4. Each school shall take proper measures to insure the safety of its students and protect against injuries, which may occur in or on the school facilities or site.
5. Beginning with the 1994-1995 school year, all enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.

B. Nurse/Pupil Ratio

Act 1106 of March 1991 establishes guidelines for an appropriate school nurse to student ratio. The General Assembly determined that a ratio is needed to effectively meet the health care needs of children.

All school districts beginning with the 1994-95 school year should have no less than one full-time school nurse per one thousand students.

In districts having a high concentration of children with handicapping conditions as determined by the State Board of Education, the ratio of school nurses to students should be one to four hundred in those schools so designated. If a district provides a center for profoundly handicapped students, the ratio should be one nurse per one hundred twenty-five students at the center.

It has been determined that a school nurse shall mean the equivalent of a licensed nurse engaging in school nursing activities. School nurses may be employed by local school districts or provided by contract or agreement with other agencies of individuals provided that the prescribed ratio and equivalency are maintained.

C. Immunization

See Arkansas State Board of Health and Regulations pertaining to immunization requirements effective September 1, 2014

D. Other States and Statements of Immunization

Certificates of immunization from other states and statements received from private physicians may be accepted as proof of immunization if they meet all of the following criteria:

1. The child's birth date and name are recorded.
2. The certificate or statement specifies the number of doses of each vaccine the child has received. The number specified, or course, must meet the minimum Arkansas requirements for each vaccine.
3. At least one date for each vaccine entity is recorded, so that school officials can determine whether the last dose of polio, DTP, TD, and/or DT was administered after the fourth birthday and whether the measles and rubella vaccines were administered after the first birthday.
4. The certificate or statement includes the physician or clinic name, authorized medical signature and date of issuance. Our preference is for documentation to consist of full dates for each inoculation given, however, with incomplete certificates, this criteria will permit school officials to determine that a student is in compliance with the Arkansas School Immunization Law. Direct questions regarding immunizations to: Arkansas Department of Health, 1-800-482-5400.

E. Responsibility of the School Nurse

The school nurse should have the physical, mental, social, emotional, and value-making capabilities as well as the professional nursing and other educational preparation to adequately perform in the following areas:

1. To appraise and identify the health needs of students and other school personnel through planning and administering recommended screening tests such as vision, hearing, and scoliosis.
2. To encourage the correction of remedial defects by working with parents, teachers, and community agencies.
3. To work with administrators, teachers, and other school personnel to modify the school environment and curriculum for children with health problems.
4. To provide health counseling to students, parents, and school personnel.
5. To assume responsibility for the care of the sick and injured in keeping with school policy.
6. To assist in planning and participate in pilot projects concerned with health education and service to the schools.
7. To maintain adequate and up-to-date health records.

8. To serve as a resource person to school and community in health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety.
9. To present health education both informally by means of bulletin boards and opportune teaching moments and formally in the classroom when necessary.
10. To recommend changes in the environment to reduce health and safety hazards.
11. To review and evaluate their own job performance and professional development.
12. To evaluate the nursing aspects of the school health program.
13. To aid in developing the Individual Educational Plan (IEP) when the child has health related problems.

The school nurse is encouraged to contact the local health department to get acquainted with the area nursing supervisor, the communicable disease nurse specialist, the health educator, and the vision and hearing specialist. Early Periodic Screening Diagnosis and Treatment (EPSDT) can be provided by local school districts whose school nurse is a Registered Nurse and has taken a class to learn EPSDT procedures.

The following various agencies and organizations have offered their services and some will sponsor and co-sponsor workshops to aid school nurses: AR The health service unit should be planned with very definite purposes in mind. These purposes vary in schools according to whether the school is large or small, urban or rural, elementary or secondary. The primary purposes for which this unit should be used are as follows Department of Education, March of Dimes, AR Children's Hospital, AR Society to Prevent Blindness, AR Department of Health, AR Genetics Council, AR Aids Foundation, AR Department of Human Services.

F. School Health Service Unit

In all school buildings, space should be allocated for delivering needed school health services. In planning the school health service unit, consider the size, location, special features, supplies and equipment, and suggested plans for the unit.

Purposes of the School Health Service Unit

The health service unit should be planned with very definite purposes in mind. These purposes vary in schools according to whether the school is large or small, urban or rural, elementary or secondary. The primary purposes for which this unit should be used are as follows:

- a. As an emergency center for the administration of first aid to school children and personal and proper care of accident victims until they are moved from school;

- b. As an emergency center for the care of children becoming ill

during the school day until they can be placed under their parent's care or returned to class;

- c. As a center where children with suspected communicable diseases can be cared for and separated from others until arrangements can be made for the parent or guardian to pick up the children;

- d. As a place for those who, because of health conditions, require on their physician's recommendation a rest period at school during the school day;
- e. As a center where first aid and other supplies and equipment may be placed and kept in readiness at all times for use in rendering other health services to children at school;
- f. As a work area for the nurse to inspect pupils referred to the nurse;
- g. As a work area where periodic medical and dental inspections and other clinic services for school children can be given when it is necessary to render these services at school;
- h. As a place where vision, hearing, and other screening procedures, including the measurement of pupil height and weight, may be carried out;
- i. As a conference room where the nurse, doctor, teacher, pupil, parent, or others concerned with health counseling and guidance can discuss privately specific health problems of individual school children;
- j. As a work center for school health personnel and as an area where children awaiting health services can be accommodated; and
- k. As a center where records and other information necessary in the administration of the general health program and emergency care program may be kept for ready use when needed. The records and information should include:
 - Arkansas School Health Guidelines; American Red Cross First Aid Textbook; MEDICAL DICTIONARY; PHYSICIANS DESK REFERENCE. Records of accident and illness reports and complete emergency call card index file on each pupil giving name of parent (s) or other persons to be notified, emergency care authorization signature, preferred physician, and preferred hospital. This information is necessary to provide care in case of an emergency at school. Health Appraisal Records (folder obtainable from local educational cooperative or the Arkansas Department of Education).
 - Af. A pediatric reference book such as The AMERICAN ACADEMY OF PEDIATRICS RED BOOK AND/OR NURSING CARE OF INFANTS AND CHILDREN, Whaley & Wong, C.V. Mosby Company.

Size of the School Health Service Unit: In planning the size of the health service unit, consideration should be given to space necessary for services that may be provided and to the number of people who may be served. Consideration should be given to the prospect of increased enrollment.

Location of Health Service Unit: The health service unit should be centrally located on the ground floor, convenient to the main building exit, and near the administrative unit so that files and records connected with health services may be available to those concerned with health guidance and counseling. It is imperative that the unit be located in a quiet area near the administrative suite so that close supervision of the unit can be maintained. Placement of entrances and exits should be made with this point in view. Accessibility to toilet and lavatory facilities and arrangement for windows to provide natural light and ventilation are essential in the

location of the health service unit.

Special Features of the School Health Service Unit: All purposes for which the unit is designed may be carried out in one large unit which may be subdivided into rest area, examining and

counseling room, waiting room, toilet and lavatory, and storage space.

G. Students with Special Health Care Needs

Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have an individualized health care plan.

H. Invasive Medical Procedures

Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to or other professional licensure statutes. The regular classroom teacher shall not perform these tasks.

I. Custodial Health Care Services

Custodial health care services required by students under an individualized healthcare plan shall be provided by trained school employees other than the regular classroom teachers.

VIII. SCHOOL SUICIDE, CRISIS & TERRORIST PLANS

The General Assembly of the Arkansas Legislature (Act 1757 of 2005) finds that youth suicide is a serious problem that: Takes the life of a youngster who has only begun to live; and can be prevented with suicide intervention strategies. The General Assembly also recognizes that suicide is the third leading cause of death for young people between the ages of fifteen and twenty-four and the fourth leading cause of death for persons between the ages of ten and fourteen.

School suicide/crisis program plans should include a distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force. The task force has established a proposed model school response plan to youth suicide/crisis as distributed by the AR Youth Suicide Prevention Commission. It should include plans for crisis events that can be extraordinary and cannot be predicted. However, the human reactions to a crisis are consistent and very predictable. Being aware of and understanding beforehand how people will react in a critical situation make it possible to implement a plan that defuses those reactions and prevents them from precipitating a secondary crisis.

The Arkansas Youth Suicide Prevention Task Force shall: Assist in increasing the awareness of youth suicide among school personnel and community leaders; Enhance the school climate and relationships between teachers, counselors, and students to encourage everyone to recognize the signs of suicidal tendencies and other facts about youth suicide; Encourage the development and implementation of school-based youth suicide prevention programs and pilot projects; Utilize community resources in the development and implementation of youth suicide prevention programs through cooperative efforts; Increase the awareness of students of the relationship between drug and alcohol use and youth suicide; Advocate for programs to collect data on youth suicide attempts; and Develop a program of suicide prevention for distribution to the schools of the State of Arkansas.

A. Inclusive School Crisis Plan

The School Crisis Building Plan should be inclusive to address any type of suicide, terrorist or crisis in general.

B. School Crisis Team List

Establish a crisis team for each building on a school campus. It is suggested that it be composed of at least two teachers, a school administrator (serving as chairperson), a school nurse, a school counselor, a secretary, and a mental health professional.

C. Specialized Training Activities for School Community

The crisis team should receive specialized training in dealing with crisis situations. It is suggested the development and training of a crisis team be done jointly with school personnel and mental health professionals from the local community.

D. Referral Process to School Crisis Team

An at-risk student can be self-referred or referred by another student or a friend, parent, neighbor, teacher, or other school personnel to the crisis team for assessment.

E. Assessment, Forms & Processes Used by School Crisis Team

The crisis team should be ready to make assessments, be ready to adapt the plan to fit the crisis, and deal with the aftermath of a crisis.

F. Dealing with Specific Areas of Crisis

Crisis counseling should be made available to deal with the effects of trauma on the students, perceptions of death, short- and long-term effects, understanding grief, grief counseling, post traumatic stress disorder, and preventing post traumatic stress disorder.

G. Plan for Safety of Students & Employees in a Terrorist Attack

Most suicide threats and attempts as well as other crisis situations occur after school hours and off campus. School personnel are often perceived as important personal resources by students and their parents. For this reason school personnel may be called upon at home and after hours to help in a crisis. It is most important that formal guidelines for handling such emergencies be made available to, and followed by, school personnel. Doing so will ensure that these after-hour emergencies are handled effectively.

Act 648 of 2003 requires school districts to develop a plan on or before January 1, 2004 to provide for the safety of students and employees in the event of a terrorist attack, specifically including contingency plans for attacks using biological agents, the use of nerve gas, or similar chemical agents, affecting the school and in the event of war affecting the school.

H. Ongoing Training & Changes

There should be ongoing training for the crisis team as well as faculty and students in handling crisis situations. The crisis plan should be reviewed annually in light of all experiences and new developments in the field of suicide/crisis prevention/postvention and new case laws as they emerge. Modifications should be made accordingly.

Benton Public Schools Crisis Action Plan Emergency Procedures Guide

An accident or crisis situation can occur at any time. We must be prepared as much as possible for quick, appropriate responses to need.

This crisis action plan/emergency procedures plan should be quickly and easily accessible at all times. Ensure lesson plans for substitute teachers include easy access to this document.

When possible, intercom announcements will be made for reference to this chart.

Teachers should always take their class roster when exiting the building in a crisis situation.

When appropriate and safe, teachers who are on their preparation period during a crisis should report to the office to provide assistance as needed.

Response to Any Emergency

- Notify the principal and 911 (if necessary). Principal notifies Superintendent.
- Notify CPR/first aid/AED certified persons in school building, if necessary.
- Names of CPR/first aid certified persons are listed in Crisis Team Members section.
- Seal off high-risk area.

- Take charge of area until incident is contained or relieved by Principal/Asst. Principal/or SRO.
- Assemble Crisis Team.
- Preserve evidence. Keep detailed notes of incident.

Weather

- Severe Weather Watch has been issued in an area near school.
- Monitor Emergency Alert Stations (see EAS section) or National Weather Service, or Weather Channel.
- Bring all persons inside building(s)
- Close windows and blinds.
- Review severe weather procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review "drop, cover, and hold" procedures with students.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school.

- Move students and staff to safe areas.
- Remind teachers to take class rosters.
- Ensure that students are in "drop, cover, and hold" positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal

Fire

Explanation: A fire occurs or the fire alarm sounds in the building

1. Evacuate students and staff via the fire escape routes posted in your room.
2. Follow alternate route if normal route is too dangerous.
3. Principal or designee notifies police (call 911) and Superintendent. Principal or designee assembles Crisis Team if needed.
4. Teachers take roll after being evacuated.
5. Principal notifies students and staff of termination of emergency. Resume normal operations.

Teachers should always take their class roster when exiting the building in a crisis situation.

Intruder in the Building/Hostage

Explanation: A student or an adult with a weapon (or) who is upset and acting out of control has entered the building.

1. Contact the office immediately.
2. Lock your door.
3. Place students on the floor away from doors and windows.
4. Administration will announce action plan.
(This is also the plan to be used if a person has been taken hostage.)

Teachers should always take their class roster when exiting the building in a crisis situation

Weapons

- Staff or student who is aware of a weapon brought to school:
- Notify principal or teacher immediately.
- Tell principal or teacher name of suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.
- If the teacher suspects that weapon is in the classroom, he/she should confidentially notify a neighboring teacher.
- Teacher should not leave classroom.

· **Principal:**

1. Call police if a weapon is suspected, as viewed by a reasonable person, to be in school.
2. Ask another administrator or SRO to join you in questioning suspected student or staff member.
3. Accompany suspect to private office to wait for police.
4. Conduct search with police or SRO.
5. Inform suspect of his/her rights and why you are conducting search.
6. Keep detailed notes of all events and why search was conducted.
7. Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and the results of the search. Radiological Incident

A nuclear station or other radiological source can affect a school: Listen for 3 to 5 minute steady siren blast. This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation.

Sheltering Notification:

1. Bring all persons inside building(s).
2. Close all exterior doors and windows.
3. Turn off any ventilation leading outdoors.
4. Cover up food not in containers or put it in the refrigerator.
5. If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Evacuation Notification:

1. Principal contacts Transportation Director and informs him/her that evacuation is taking place.
2. Principal notifies students, staff and relocation center.
3. Close all windows.
4. Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
5. Lock doors.

Teacher responsibilities during evacuation:

1. Keep classes intact.
2. Take roll
3. Explain procedures to students. Instruct students to take belongings.
4. Wait in classroom until principal or designee informs teachers that buses have arrived.
5. Take class roster.
6. Take roll again after arriving at relocation center.

Serious Injury/Death

Explanation: An individual is seriously ill or has been seriously injured to the extent that emergency personnel have been called for assistance. If incident occurred during school:

1. Administration or designee calls 911.
2. Notify School Nurse and CPR/first aid certified persons in building of medical emergency.

Suicide/Attempt

Explanation: A person has attempted suicide at school.

1. Dependent upon the situation, a crisis team member should remove the identified student to the office or counselors' office (or) remove other students from the area. (Judgment call)
2. If a person is seriously injured, do not remove the person. Notify Administration, Counselor and School Nurse immediately.
3. Call 911, if student requires medical attention, has a weapon or needs to be restrained.
4. Calm suicidal person.
5. Try to isolate suicidal person from other students. Do not leave a suicidal person alone.
6. Principal calls Superintendent and parent(s) or guardian(s) if suicidal person is student.

7. Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operation hours as needed.
8. Activate school crisis team to implement post-crisis intervention.

Explanation: A person has died by suicide.

1. Verify information
2. Activate school crisis team.
3. Principal notifies Superintendent
4. Notify staff in advance of next school day following suicide or attempted suicide.
5. Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect the privacy of family.
6. Implement post-crisis intervention.

Post-crisis intervention:

1. Meet with school counselors and The Counseling Clinic to determine the level of intervention for staff and students.
2. Designate rooms as private counseling areas.
3. Escort siblings and close friends and other "highly stressed" students to counselors.
4. Assess stress level of staff. Recommend counseling to overly stressed staff.
5. Refer media to Superintendent (district spokesperson) Do not allow media to question students or staff.
6. Follow-up with students and staff who received counseling.
7. Resume normal routines as soon as possible.

LOCK-DOWN PROCEDURES

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

1. Principal or designee will issue lock-down procedures by announcing warning over PA system, sending a messenger to each classroom, or sounding bells.
2. PA Announcement will be in plain language and provide as much information about an incident as possible. (ie Teachers, lock-down your rooms at this time.)
3. DO NOT USE CODES.
4. Direct all students, staff, and visitors into classrooms.
5. Lock classroom doors.
6. Turn lights off
7. Move all persons away from window and doors.
8. Get quiet.

9. Staff communication
10. Allow no one into classrooms until the all clear signal is given by a known authority.

SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

1. Identify safe areas in each school building.
2. Principal warns students and staff to assemble in safe areas. Bring all persons inside building(s).
3. Teachers take class roster.
4. Close all exterior doors and windows.
5. Turn off any ventilation leading outdoors.
6. Cover up food not in containers or put it in the refrigerator.
7. If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
8. Teachers should account for all students after arriving in safe areas.
9. All persons must remain in safe areas until notified by Principal or emergency responders.

TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The procedures, outlined below, will protect students and staff should such attacks occur.

Nuclear:

Defense against weapons depends primarily on distance from the point of detonation. If time permits:

1. Move students and staff to specifically identified basement or lower level rooms. Interior hallways as an alternate.
2. Close all doors leading into hallways to minimize flying glass.
3. All people assume the duck, cover, and hold position on the ground.

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

1. Move students and staff to specifically identified basement or lower level rooms. Interior hallways as an alternate.

2. Close all doors leading into hallways to minimize flying glass.
3. All people assume the duck, cover, and hold position on the ground.
4. Shut down all utility systems to the building. (Gas and electricity are the priorities)
5. Shelter in place to protect from fall out if attack is far enough away.
6. Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

If the school is the target of the event:

1. Evacuate to pre-designated off-site location(s).

EVACUATION/RELOCATION CENTER

EVACUATION

1. Call 911, if necessary.
2. Principal or Designee issues evacuation procedures after consulting with Superintendent.
3. Principal determines if students and staff should be evacuated outside of building or to relocation centers. Crisis Team Member coordinates transportation if students are evacuated to relocation center. Crisis Team Member contacts Transportation Coordinator and informs him/her that evacuation is taking place.
4. Principal notifies relocation center.
5. Direct students and staff to follow fire drill procedures and route. Follow alternate route if normal route is too dangerous.
6. Close all windows.
7. Turn off lights, electrical equipment, gas water faucets, air conditioning and heating system.

RELOCATION CENTERS

List primary and secondary student relocation centers for each school in the district.

The primary site is located close to school. The secondary site is located further away from school (in case of community-wide emergency).

These locations are kept private to protect the safety of our students.

ALL STAFF MUST REFER MEDIA TO DISTRICT OR SITE INFORMATION OFFICER.

SCHOOL DISTRICT ASSUMES RESPONSIBILITY FOR ISSUING PUBLIC STATEMENTS DURING AN EMERGENCY.

Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

Media Statement

1. Create a general statement before an incident occurs. Adapt statement during crisis.
2. Emphasize safety of students and staff first.
3. Briefly describe school's plan for responding to emergency.
4. Issue brief statement consisting only of the facts.
5. Respect privacy of victim(s) and family of victim(s). Do not release names to media.
6. Refrain from exaggerating or sensationalizing crisis.

EMERGENCY PHONE NUMBERS

FIRE, AMBULANCE, POLICE EMERGENCY 911

Local Police (Non-emergency) (501) 778-1171

Referrals

Department of Human Services (501) 778-1524

Crisis Information

Rape Crisis Contact (501) 801-2700

Suicide Prevention (800) 784-2433 (800) 273-8255

Juvenile Services (501) 303-5730

Victim Assistance

Child Abuse/Neglect Reporting Line Statewide (800) 482-5964

Runaway Hotline Statewide (800) 786-2929

Family Violence Hotline Statewide (800) 332-4443

Crime Reporting Hotline
(Arkansas State Police)

Statewide
(800) 553-3820

WARNING AND NOTIFICATION

1. Call 911, if necessary. Assess life and safety issues first.
2. Inform
 - I. Principal or Designee
3. Principal/Designee notifies Superintendent at 778-4861.
4. Warn students and staff. If an emergency requires immediate action to protect the safety of students and staff, activate the warning System, i.e. PA announcement, sounding of bell.
5. Plain Language shall be used to announce an emergency. The following announcements will be made to initiate the indicated emergency procedure. (DO NOT USE CODES)

Announcement Actions

Lock Down/Shelter in Place

Evacuate

Reverse Evacuate

1. If immediate action is not required, notify staff at a meeting before or after school hours.
Teachers will debrief students during class unless an assembly or announcement over PA
2. Notifies parent(s) or guardian of the victim(s), if necessary.
3. Notifies other schools in the district. The school(s) with siblings of the victim(s) should be called first.

Howard Perrin Elementary Building Crisis Procedures

1. Principal: Stacye Shelnut or Asst. Principal Kelly Keene or designated personnel will determine crisis level according to the District Crisis Procedures.

Emergency 911

Police: 776-5950

Fire/Rescue: 776-5960 or 776-5961

2. Faculty/Staff: Refer to crisis chart and follow procedures. In the event of an evacuation classes will exit and move to the designated location. In the event, a teacher witnesses a crisis situation; they will call 911 and then the office to notify of the situation.

3. Howard Perrin currently has 16 faculty members who are CPR and first aid certified. We also have 25% of our faculty who are Stop the Bleed trained. We have 2 AEDs present in the building at all times. One is located in the main office and one is in the gymnasium. In the main hallway of Howard Perrin, there is a Stop the Bleed Kit mounted on the wall for easy access in the event of an emergency. This kit includes 5 individual bleeding control kits that contains a CAT tourniquet, 4" flat responder trauma dressing, quikclot bleeding control dressing, a pair of large gloves, trauma shears, permanent marker, and a just in time instruction card.

4. Howard Perrin Elementary will follow the district crisis plan. A simplified chart has been developed and given to the teachers. See the following two pages.

ALL MEDIA AND ALL REQUESTS FOR INFORMATION WILL BE REFERRED TO THE SUPERINTENDENT'S OFFICE.

IX. AT-RISK STUDENTS AND THE SCHOOL DROPOUT PROGRAM

A. Dropout Tracking Plan for the School

The plan should be designed to include a system for tracking the district's dropouts, including an exit interview, and follow-up when possible. Local goals for improvement should be set by the district, such as reducing the number of dropouts, the number of incidents of suspensions, school vandalism, bullying, teen pregnancies, and violations of law.

B. School District-Level Tracking System for School Dropouts

Each school district plan shall provide for a district-level tracking system for school dropouts.

C. Exit Interview Process & Follow-Up Process

The tracking system shall include provisions for student services personnel in all schools to conduct an exit interview of students who are dropping out of school and for follow-up of such students when possible.

The Benton School District Policy for Entering and Withdrawing

A parent or guardian must register students at the time of enrollment. The report card or withdrawal form from the previous school should be presented at this time.

When a student withdraws from school, a parent must contact the school one-day prior to withdrawal. If a student is absent for eleven (11) consecutive days then they are dropped from the schools attendance records. A report is then made to the Truancy office.

The Benton School District Attendance Procedures and Requirements are as follows:

ATTENDANCE AND ABSENTEE PROCEDURES

Attendance

1. The purpose of this attendance policy is to place primary responsibility for attendance upon the student and parent.
2. **BHS and BJHS** will make an effort each day to call parents or guardians of students who are absent. Parents are encouraged to call the school when their child is absent.
3. When a student returns from an absence, he/she must present a written excuse to the general office within five (5) school days. Checking a student out or calling the school to inform of an absence does not constitute an excused absence. As soon as the written excuse is received in the office, determination can be made as

to whether the absence will be excused or unexcused. Consideration for an excused absence will be given only for the following:

- (1) Physician's statement of illness (including specific days of absences);
- (2) Death in the immediate family;
- (3) Court appearances (acceptable only for travel time and actual time of court);
- (4) Counseling appointment (acceptable only for travel time and actual time of appointment),
- (5) Dental appointments (only for travel time and actual time of appointment);
- (6) College visit (limited to one (1) per term for juniors and seniors with official document from visited school);
- (7) To participate in a 4-H sanctioned activity;
- (8) To participate in the election poll workers program for high school students;
- (9) To serve as a page for a member of the General Assembly;
- (10) To visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting;
- (11) To obey a subpoena or to attend an appointment with a government agency;
- (12) Observance of recognized holidays observed by the student's faith;
- (13) Parental note (limited to five (5) days per term);
- (14) School trips or functions will not be considered absences.

4. Additional absences that are not charged against the allowable number of absences are those where the student was on official school business.

5. All other days will be unexcused. Credit may be lost or students retained when unexcused absences exceed:

BHS - four (4) in a term class and two (2) in a nine-week class.

BJHS , BMS and ELEMENTARY – six (6) per semester.

6. Pursuant to AR STAT. ANN. St 6-18-201 through 6-18-222, students who have unexcused absences will be referred to Juvenile Court and the Department of Finance and Administration. The Department of Finance and Administration is required to suspend the former student's operator's license unless he/she meets certain requirements specified in the code.

Students may be referred to Juvenile Court when they reach the following unexcused absences:

BHS and BJHS - four (4) in a term class and two (2) in a nine-week class.

BMS and ELEMENTARY – six (6) per semester.

The Department shall suspend the student's learner's permit or operator's license unless 567

7. Suspension days will be reflected on the student's attendance record, but will not count toward the unexcused absence days.
Exception: **BHS & BJHS** - Major exams (Nine-week / Semester Exams)
8. Parents will be notified by letter when the following absences occur:
BHS - the second (2nd) unexcused absence from any term class. A letter will be sent only for the first class in which a student misses two (2) days. Letters will also be sent on the fourth (4th) and fifth (5th) unexcused absence from the term class in which he misses. Parents will be notified by letter on the first (1st) unexcused absence from any nine-week course. Letters will also be sent in these classes on the second (2nd) and the third (3rd) unexcused absence.
BJHS, BMS and ELEMENTARY – the first class when the student misses three (3), five (5) and six (6) unexcused absences.
9. If any student's Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.
10. If a student misses over his limit the following policy will be put into force:
 - A. The student must stay in the class and do the assigned work for the remainder of the term or nine weeks.
 - B. If the student has a failing grade in the course at the end of the term or nine weeks, he will receive a grade of "F."
 - C. If the student does not have a failing grade in the course at the end of the term or nine weeks, he will receive a grade of "No Credit."
11. Students who are absent during either all or part of the day shall not participate in any school activity on that day or night unless permission is given in advance by the principal.
12. **BHS, BJHS and BMS** - A student who is more than five (5) minutes late will be considered absent and must have a note from the office to enter the classroom. A student may be considered truant if this occurs.
13. **BHS, BJHS and BMS** - A student who leaves class five (5) or more minutes before the bell rings will be considered absent.
14. It is the student's responsibility to make up all work missed. Missed tests will be made up at the teacher's convenience but not during class time. BHS and BJHS students will be required to attend school on Saturday or an alternate day to make up major tests (mid-term and finals).

X. ALTERNATIVE STUDENT SERVICES PERSONNEL

A. Types of Personnel

In order to provide the services set forth in the ACT, Benton School district may utilize the following types of personnel in addition to any standard student services personnel: professionals or para-professionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers.

B. Limitations

Personnel employed under this section shall be limited to performing those services for which they are licensed, certified, or trained.

C. Training

All non-certified student services personnel shall have in-service training regarding the district's Student Services Program, along with, appropriate training by certified personnel to perform the tasks assigned. Professional and para-professional personnel are exempt from the above.

The elementary behavioral alternative classroom for the Benton School District is currently on the campus of Angie Grant Elementary.

NON-TRADITIONAL EDUCATION

FUSION ACADEMY (Grades K-12)

The Benton School District provides Fusion Academy, an alternative learning environment for students meeting the Arkansas Department of Education eligibility requirements. The purpose of the program is to prepare students by providing intervention services (academic and behavior) to address the barriers that contribute to success in school. Academic classes are provided by on-line courses offered by Arkansas Virtual High School through the Arkansas Department of Education. Students assigned to Fusion Academy will be expected to follow all rules and procedures established by staff and administration. Students attending Fusion Academy are not to be on any other school campus or any school sponsored event for any reason without permission. Exceptions can be made to allow a student to attend school functions if administrators from both Fusion Academy and the homeschool agree that such an exception is warranted.

HUB (Grades 9-12)

The HUB is a non-traditional learning environment for students in grades 9-12, that offers the possibility of flexible seat time for students who are eligible for Fusion Academy. Academic classes are provided by on-line courses offered by Arkansas Virtual High School through the Arkansas Department of Education. Students who attend the HUB may also be eligible for JAGG, a class that promotes job/volunteer training aimed at preparing students for success after high school. Students who participate in the HUB and JAGG programs must be able to provide their own transportation to and from school and their job/volunteer site. Students who do not meet the expectations required for HUB students will be transitioned back to Fusion Academy. HUB students will be housed on the Benton High School Campus and will be required to follow all rules and procedures established by the staff and administration at Benton High School.

XI. ADDITIONAL EDUCATIONAL SERVICES

Howard Perrin Elementary offers the following services on an as needed basis to qualifying students.

A. 504 Referral Plan

- 1. Section 504 of the Rehabilitation Act of 1973 states that; No otherwise qualified handicapped individual in the United States...shall, solely by reason of ...handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.**

Howard Perrin Elementary follows the 504 law as stated in order to place children who need additional educational assistance.

B. English Second Language

The goal of the Benton School District ESL instructional program is to emphasize the acquisition of English language skills while helping students acquire content area competencies and increase their self-confidence. Every attempt will be made not to pull students out of content-area instruction to provide ESL instruction, unless the ESL teacher is providing content instruction comparable to that of the content teacher. The instructional program provided will be based on the language proficiency levels, age levels, and prior schooling of the LEP students.

Elementary Program

ESL Elementary Programs (K-4) are offered to students at Howard Perrin Elementary and are especially designed for non-English speaking students. While enrolled in the ESL program, students needing special assistance receive daily instruction in English language development in the ESL classroom from a state endorsed ESL teacher. Students receive instruction in the regular classroom in the content areas, physical education, music, and art. They attend recess and lunch with their English-speaking peers. These students spend the majority of the day in their regular classrooms taught by teachers who have been trained to use the ESL methodology. Howard Perrin has 9 students who receive services from an endorsed ESL teacher.

C. Gifted and Talented Program

Act 445 of 1983, the Quality of Education Act, established minimum standards for accreditation of public schools and authorized the State Board to appoint a committee to recommend regulations and minimum standards. The Standards and Accreditation of

Arkansas Public Schools of 1984 included a provision that all districts must provide a program for gifted/talented students. The State Board of Education approved rules and regulations, known as Gifted and Talented Program Approval Standards, in 1987.

The Arkansas definition of Gifted and Talented students serves as a guide in providing services and opportunities for students identified as gifted and talented in Arkansas. This definition follows:

- Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.
- Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.
- A comprehensive identification plan for the Benton School District is based on the research and recommendations of experts in the field and the guidelines found in the Gifted and Talented Program Approval Standards.
- The purpose of identification is to find and serve those students who need special programs to develop their exceptional abilities.

D. Intensive Reading Intervention Kindergarten, First and Second Grade

Each student in K-2 is assessed (see attachment) to identify students for Reading Intervention. Students will be assessed at the beginning, middle, and end of the school year. Students that are below benchmark will be placed in Tier II or Tier III intervention. Tier II students will receive intervention in small group by the classroom teacher. Students in Tier III receive scientifically researched Orton-Gillingham-based intervention by the intervention team. Students in Tier III are progressed once a month.

Students in intervention are progressed monitor every month to evaluate the student's progress and the effectiveness of the intervention.

All students in Tier III will have a letter sent home at semester letting parents know that they are receiving intervention. In addition, parents are invited to attend PALS (Parents Assuring Literacy Success) meetings. Meetings provide information on how parents can work with students at home. Materials are sent home with the parents after the meeting. PALS packets are sent home at the end of each 9 weeks.

Third Grade

Reading intervention at this level is based on teacher observation and assessments - previous ACT Aspire and I Ready. Qualifying students are placed in System 44.

Fourth Grade

Reading intervention at this level is determined through PLC's. The administration, classroom teachers, and Literacy Specialist are currently looking at assessments and curriculum that can be used.

E. Dyslexic Students

Students that have been tested and display characteristics of Dyslexia may be placed in the Sondag Program. Sondag Program is based on the Orton-Gillingham method. Students go through intensive intervention prior to being assessed for Dyslexia Therapy. The majority of students who are tested are not making adequate progress. Once the assessment is completed if it reveals the student has characteristics of Dyslexia then they are offered the opportunity to have Dyslexia Therapy through the school.

Other Additions Supporting the Student Services Plan

BENEFITS OF SCHOOL COUNSELING PROGRAMS
BASED ON AMERICAN SCHOOL COUNSELING ASSOCIATION'S NATIONAL MODEL

BENEFITS FOR STUDENTS

- Ensures every student receives the benefit of the school counseling program by designing content curriculum for every student.
- Monitors data to facilitate student improvement
- Provides strategies for closing the achievement gap because some students need more
- Promotes a rigorous academic curriculum for every student
- Ensures equitable access to educational opportunities
- Fosters advocacy for students
- Supports development of skills to increase student success

BENEFITS FOR PARENTS OR GUARDIANS

- Provides support in advocating for their children's academic, career and personal/social development
- Supports partnerships in their children's learning and career planning
- Ensures academic planning for every student
- Ensures access to school and community resources
- Provides training and informational workshops
- Connects to community- and school-based services
- Provides data for continuous information on student progress
- Ensures every student receives the content of the school counseling curriculum
- Promotes a philosophy that some students need more and seeks to ensure they receive it

BENEFITS FOR TEACHERS

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom-management skills
- Provides a system for co-facilitation of classroom guidance lessons
- Supports the learning environment
- Promotes teaming to increase student achievement
- Analyzes data to improve school climate and student achievement

BENEFITS FOR ADMINISTRATORS

- Aligns the school counseling program with the school's academic mission
- Provides a school counseling program promoting student success
- Monitors data for school improvement
- Provides a system for managing a school counseling program
- Articulates a process for evaluating a school counseling program
- Uses data to jointly develop school counseling goals and school counselor responsibilities

- Provides useful data for grant applications and funding sources
- Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate

BENEFITS FOR THE BOARDS AND DEPARTMENTS OF EDUCATION

- Provides a rationale based on data for implementing a school counseling program
- Ensures equity and access to a quality school counseling program for every student
- Demonstrates the need for appropriate levels of funding
- Articulates appropriate credentials and staffing ratios
- Informs the community about school counseling program success
- Supports standards-based programs
- Provides data about improved student achievement

BENEFITS FOR SCHOOL COUNSELORS

- Defines responsibilities within the context of a school counseling program
- Seeks to eliminate non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation and accountability
- Recognizes school counselors as leaders, advocates and change agents
- Ensures the school counseling program's contribution to the school's mission

BENEFITS TO COUNSELOR EDUCATORS

- Builds collaboration between counselor education programs and schools
- Provides a framework for school counseling programs
- Provides a model for site based school counseling fieldwork or internships
- Increases data collection for collaborative research on school counseling programs
- Establishes a framework for professional development to benefit practicing school counselors
- Promotes alliances with other educator training programs

BENEFITS FOR POST-SECONDARY EDUCATION

- Enhances articulation and transition of students to post-secondary institutions
- Prepares every student for advanced educational opportunities
- Motivates every student to seek a wide range of substantial, post-secondary options, including college
- Encourages and supports rigorous academic preparation
- Promotes equity and access to post-secondary education for every student

BENEFITS FOR STUDENT SERVICES PERSONNEL

- Defines the school counseling program
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling program data to maximize benefit to individual student growth

- Increases collaboration for utilizing school and community resources

BENEFITS FOR COMMUNITY: BUSINESS, LABOR AND INDUSTRY

- Increases opportunities for business, industry and labor to actively participate in the school counseling program
- Builds collaboration, which enhances a student's post-secondary success
- Connects business, industry and labor to students and families
- Supports the academic preparation necessary for students' success in the workforce

CHILD ABUSE INFORMATION

The school does not have a responsibility to notify a parent when the VICTIM child is being interviewed by DHS or law enforcement (Such as CACD division of state police). This is sometimes confusing because the school has a responsibility to notify parents when a SUSPECT child is being interviewed by law enforcement.

Arkansas Code Annotated 12-12-510 (a)(1) states: The person conducting the investigation shall have the right to enter into and upon the home, school, or other place for the purpose and conducting and interviewing or completing the investigation...

No publicly supported school, facility or institution may deny access to any person conducting a child maltreatment investigation.

The investigator shall have the discretion in the child's best interest to limit the persons allowed to be present when a child is being interviewed concerning allegations of child maltreatment.

Upon request by the investigating agency, any school, daycare center, child care facility, residential facility, residential treatment facility, or similar institution shall provide the investigator with the name, date of birth, social security number, and last known address and phone number of any person identified as an alleged offender if the alleged maltreatment occurred at that school, center or facility.

COUNSELOR'S ROLE IN DISCIPLINE

Counselors do not deal directly with discipline and should not be placed in a disciplinary role, but rather approach discipline from a preventive perspective. Ideally, discipline problems are identified, discussed, and resolved before they significantly disrupt the classroom and the educational process. Early behavioral intervention is a legitimate activity for counselors, especially in view of the increasing reports of disciplinary problems and disruptive behavior that interferes with learning.

Consultation is one of the key intervention strategies employed by the counselor to create positive change and facilitate the growth and development of the students served. The counselor acts as an arbitrator between teachers and students regarding problem situations and relationships in classrooms. A systematic process is utilized which includes meeting with the teacher and with the students individually and together to monitor progress and evaluate outcomes.

After all available school resources are expended to assist the disruptive child; the school counselor utilizes appropriate school policies to refer the family to assistance resources outside the school system. However, referral is not usually a “once and forever” procedure, and the school counselor should continue to provide ongoing assistance.

Specific group guidance sessions employed by the counselor can assist students in their total school adjustment and thus reduce classroom problems. Special small-group counseling sessions are scheduled on a need basis for assisting students who exhibit more aggressive behavior.

Some examples of counselor intervention strategies that focus on school adjustment and discipline are listed below.

Orientation sessions are conducted at all grade levels to acquaint students with the discipline policy. The positive aspects and rewards of acceptable practices in attendance, classroom behavior, and social relationships both inside and outside the school environment are emphasized.

Group guidance sessions are held which stress responsible behavior and coping skills.

Individual sessions are scheduled on the basis of a referral or request from parents, teachers, or administrators. Minor first-time behavior problems may be referred to the counselor for assistance and follow-up.

Follow-up activities with a student returning from a suspension are conducted when requested by the school administrators.

Teachers are in-serviced on appropriate referral procedures and provided with the necessary forms.

Outside referrals are initiated through the principal when appropriate.

Conferences with parents, teachers, and administrators are scheduled when appropriate.

COUNSELOR'S ROLE IN PARENTING EDUCATION

Children do not come equipped with instruction manuals. Most parenting skills are learned through trial and error. Elementary schools effectively help children through developmental stages and learning processes when they support and seek involvement through facilitating school problems that offer assistance to parents and guardians. Because children today face increasingly difficult challenges and pressures, parenting has become an uncertain and complex adventure. Programs to assist and support parents in the parenting process are important parts of school counseling services. In addition to PTA/PTO presentations and sending communications home, schools can take an active role in this process by offering parent education opportunities.

One of the ways to aid parents in developing more effective parenting skills is a series of programs about physical and emotional development essential for learning. Communication and behavior management strategies are usually included as part of the area of parent education. Community professionals (pediatricians, counselors/psychologists who work with children, and human resources workers) can be utilized as facilitators on panel discussions.

Parent education programs use different formats and structures depending on the nature of the group, the expertise of the group leader, the leader's style, and the particular types of groups. When organizing and presenting parent education programs, there are two approaches from which to choose: Discussion Groups or Instructional Programs.

Discussion Groups are facilitated by counselors who are trained in group processes and are comfortable leading parent groups in discussions about topics of mutual interest and concern. These groups are successful when group members feel comfortable with each other. Instructional Programs may be either designed on your own or purchased commercially. An instructional program is identified by the structured format of goals, objectives, and activities incorporated into the learning process. When parents do not know other members of the group or if the range of topics is too diverse, the instructional approach might be considered for the parent education program.

COUNSELOR'S ROLE IN SPECIAL EDUCATION

Special Education is an issue that must be addressed directly when the counselor's job description is defined. The ultimate responsibility of the counselor is to meet the guidance needs of all students. Some examples of counselor activities that include all students are listed below:

- * Conducting classroom guidance activities.
- * Conducting small-group and individual guidance and counseling activities.
- * Consulting with parents and teachers.
- * Referring to community resources at appropriate junctures.

- * Conducting in-service training on relevant topics.
 - * Participating as a member of a diagnostic team when counseling skills are required.

Involvement with students with disabilities beyond the scope of the comprehensive counseling and guidance program will keep counselors from fulfilling their job descriptions. It should be kept in mind that counselors are charged with the responsibility of carrying out a system or school program. Therefore, counselors should not:

1. Become the coordinator of the IEP process.
2. Become immersed in writing IEP's for students with disabilities.
3. Become solely responsible for parent contacts and conference scheduling.

Students with disabilities have a right to a well-planned and thoughtfully executed guidance program just as students in the regular program. Counselors have an ethical obligation to provide these professional services on an equitable basis. Allowing the demands of students with disabilities to consume amounts of time that detract from the program for all students is not an acceptable nor an ethical guidance practice.

The development and implementation of a comprehensive counseling and guidance program includes career guidance and counseling which can facilitate the transition from school to post-school employment or further training. The transition from school involves a variety of choices, services, and experiences. Through planned activities and programs, this process can be made more realistic and successful for students with disabilities.

Through the cooperative effort of special education teachers, regular and career/technical education teachers, counselors, and support personnel, students with disabilities can be provided with a solid foundation that will enhance personal, educational, and vocational development. The goal is to provide programs that help students achieve their potential.