

# **VIOLA PUBLIC SCHOOL**



**STUDENT SERVICES PLAN**

# **S T U D E N T S E R V I C E S P R O G R A M**

Arkansas Department of Education

**RESPONSE TO ARKANSAS SCHOOL LAWS  
ANNOTATED CODES 6-18-1001 THRU 6-18-1009**

(Updated August 2019)

# ***ARKANSAS DEPARTMENT OF EDUCATION 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.

This plan is 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 and Mental Health Agencies.

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



**Viola Public Schools  
Home of the Longhorn**

## **Foreword**

The Viola School District recognizes its obligation to provide a safe, comfortable and well-ordered learning environment. The school's purpose is to produce a well-rounded, harmonious individual. Viola School District strives to educate each child to his/her utmost potential regardless of race, creed, color, social, or economic background. We encourage students to develop deeply held values, by providing a caring, safe environment with open communication between students, faculty, administration, and community.

All Viola School employees have a vested interest in providing a quality educational experience for our students. It is our belief that every student can achieve their goals by providing programs to meet the career, academic, personal and social needs of each individual. The goals and standards set forth in our plan reflect local, state and national criteria and are designed to meet the individual needs of all students on our campus.

We are committed to preparing students to compete in the twenty-first century. The faculty constantly strives to improve methods of teaching and learning. Various programs and educational opportunities allow students to gain a greater understanding of difficult concepts and utilize their understanding to the betterment of society. Through a collaborative effort, the Viola School District and Viola community have a long history of empowering every student to become responsible and productive citizens.

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# **I. GUIDANCE AND COUNSELING SERVICES**

## **A. Mission Statement:**

The mission of the Viola School District's Guidance and Counseling Program is to address the needs of all students through the guidance curriculum, individual planning, responsive services, and system support services so that all students have the opportunity to acquire competencies in knowledge of self and others, academic success commensurate with individual abilities, mental and physical well-being, career exploration and post-secondary planning, and acquisition of the skills needed to become responsible and productive members of society.

The Viola School District employs one K-12 counselor. The counselor helps all pupils by establishing individual, group, and classroom contacts (as warranted) with them, collaborating with teachers, and coordinating with other school or community 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.

Using the ASCA National Standards for school counseling programs as a guide, she is able to help students develop competencies in academic achievement, career planning and personal/social development through various lessons, programs and experiences that are offered in various settings. Each learning experience is developmentally appropriate for the student and continues to build on previous learning.

## **B. Program Outcomes**

The Guidance and Counseling Program in the Viola School District will help students to develop into lifelong learners and responsible members of society. It is the mission of the Viola School District and the Guidance and Counseling Department to accomplish and maintain the following standards.

- Endeavors to assist each child make the best of his or her educational opportunities and environment in order to develop a normal, useful, and happy life.
- The guidance program shall endeavor to promote growth and improvement of all pupils in the school, adjusting for individual differences in students that warrant more need for individual guidance.
- The guidance program will seek to provide for each student a sense of belonging, respect, emotional well-being, self-respect and respect for others, self-esteem, and achievement to the capacity of each individual student.
- The guidance program will seek to ascertain that each student is provided with a classroom and school environment conducive to effective learning and appropriate behaviors for living in and becoming responsible members of society.
- The guidance program will provide positive program(s) of correction and prevention of inappropriate social behaviors of students both within and outside of the school environment.
- The guidance program will strive to instill in each student a sense of responsibility and pride.

- The guidance program will provide a safe environment in which all students can share their hopes, fears, beliefs, and concern.
- The guidance program shall be viewed as an integral part of the Viola School District's contributions to the academic, social-emotional, and overall growth and success of individual students within its scope and realm.
- The guidance program will provide support for students through the utilization of timely interventions appropriate to unique situations.
- The guidance program will aspire to provide to and educate students about crisis situations, the procedures to be followed in crisis, and information about possible prevention of crisis.

### **C. Public School Student Services Act by Law**

Viola School District has developed and implemented a plan to instruct each individual student in such a manner that he/she will be equipped to live a full, active and satisfactory life. Teachers, aids, principals, nurses, counselors and support personnel (OT, PT, Speech Therapist, LEA, Mental Health Therapists, Psych. Evaluators, etc.) are all involved in meeting the needs of the students and carrying out the educational plan set forth.

### **D. Goal of the School Counseling Program**

The primary goal of the school counseling program is to promote and enhance student learning through the three broad and interrelated areas of student development which include academic, career and personal/social development. Each of these areas of student development encompass a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes, and skills, which form the foundation of the developmental school counseling program.

Recognizing that all children do not develop in a linear fashion according to a certain timetable, there is intentional overlapping among grade levels. The school counseling program reflects the progression of student development throughout the school experience. It is understood that mastery of basic skills facilitates the mastery of higher-order skills in each area of development. The school counselor utilizes a variety of strategies, activities, delivery methods, and resources to promote the desired student development. The school counselor's responsibilities include the design, organization, implementation, and coordination of this program.

### **E. School Counselor's Time Percentages**

The Viola School counselor shall spend at least seventy-five percent (75%) of work time providing direct counseling related to students, and shall devote no more than twenty-five percent (25%) of work time to administrative activities, provided that such activities relate to the provision of guidance services. (ACT 908 OF 1991, section 6)

#### **Counselor's Duties** (updated 7/23/19):

- **K-12 Counselor**
  - Conduct individual, small group and large group sessions. (Due to counselor's caseload, large group sessions are conducted as needed and are not set times.)
  - Build and Maintain Counselor Website

- Handle all scholarships
- High School Scheduling which includes maintaining course catalog, building master schedule courses in eSchool, meeting with students, checking for graduation requirements and getting students registered for Virtual AR classes, Tech Center Classes and Concurrent Credit classes.
- Consultation with others
- Parent Meetings
- Coordination of all duties which are listed below.
- **District Test Coordinator** Attends all the trainings and webinars for each state test and trains the BTCs. (New for 2020 school year: The principal assigned two BTCs; one for each building, due to new ADE rules.) Sets up BTC, administrator and teacher accounts. Helps BTCs build the testing calendar, set up testing schedules, plan for non-testing teachers to cover classes during testing, maintain testing portals, and ensure teachers are trained and following protocol. Works with tech person to ensure all technology is updated and adequate for testing. Submits district forms after all testing is done.

**District Tests:**

- ELPA 21
- ELPA Screener
- DLM
- iStation
- ACT Aspire
  - Periodics
  - Summatives
- ACT
  - State
  - National
- ASVAB
- Civics Test Point of Contact & Coordinator
- School Needs Assessment

**Ozarka Semester and Final Exams:**

- Help the high school BTC coordinate and proctor exams for those enrolled in Dual Enrollment courses.
- **eSchool Administrator** (Attends all eSchool meetings, sets up District and Building eSchool calendars, builds and maintains High School Course Catalog and Master Schedule, sets up all new teachers and staff in eSchool, trouble shoots and helps district staff with eSchool and TAC problems, helps with Accreditation issues/errors, corrects Duplicate Enrollment issues, runs all Report Card and Progress report duties and various other issues pertaining to eSchool usage at Viola High School.

- **TAC Administrator** (Sets up all new teachers in eSchool, shows teachers how to use TAC, and helps troubleshoot teachers' problems.)
- **HAC Administrator** (Sets up all HAC accounts for parents and students and helps troubleshoot issues when they arise.)
- **Triand Administrator**
  - Send and Request records on transfer students and college bound students.
  - Help set up identified employees with Triand accounts. (Principal identifies those who need to be set up.)
- **HS Registrar**
  - Register all new students. Drop students and notify all school personnel. Copy and send students' records. Enter new students in eSchool and build schedules.
  - Maintains all current student records and records of those who graduated or dropped.
  - Follows Graduates and Drop-outs per ADE mandate.
  - College Bound Students: Copying and sending final transcripts, ACT Scores and shot records upon students' requests.
  - Gathers and enters past course history from previous school.
- **Virtual Arkansas Registrar**
  - Uploads Cognos Reports for registration and as needed when new students enroll.
  - Schedules students in VA
  - Adds/Drops students as necessitated.
- **Ozarka Concurrent Credit Registrar**
  - Sets up meeting for Ozarka Rep and students. Helps both during this enrollment meeting.
  - Gathers and sends necessary documents to Ozarka.
  - Helps students register.
  - Helps students set up their on-line account.
  - Helps students navigate their accounts.
  - Helps students with payment process.
  - Helps gather documentation for Free/Reduced students.
  - Helps students locate books for courses.
  - Helps students with issues regarding their concurrent credit courses, account or technology.
  - Requests transcripts for our files.
  - Enters grades in their report cards/transcripts.
  - Helps students complete paperwork to have their transcripts sent to other colleges.

- **ASUMH Tech Center Registrar**
  - Helps students with paperwork.
  - Gathers and submits paperwork to ASUMH
  - Helps with issues relating to their Tech courses.
  - Helps drop, add, and/or change programs when warranted.
  - Enters grades in their high school report cards/transcripts.
- **Cycle Coordinator Back-Up**
  - Help run, check and correct errors that pull on each cycle report.
  - Helps trouble-shoot issues that arise from the cycle runs.
  - Completes the cycle report if main coordinator is unable.
- **CTE School Coordinator**
  - Point of contact for Completer Reports
  - Run Cognos reports for CTE teachers.
  - Help CTE teachers submit their reports.
- **GT Committee Member**
  - Placement meeting for newly tested students.
  - Annual review of currently identified students.
- **504 Committee Member**

## **F. School Counselor/Pupil Ratio from Standards for Accreditation**

The Arkansas Public Schools Standards for Accreditation as adopted by the AR State Board of Education in December 2003 sets forth the counselor/pupil ratio of 1/450 students. The Viola School District employs one full time K-12 counselor; which is a ratio of 1:377 as of December 2018.

## **G. Academic, Career and Personal/Social Domains with Standards, Goals and Indicators**

- 1) **Student Outcomes:** Students will demonstrate proficiency in the areas of knowledge, skills, and professional behaviors by attaining the following competencies.

### **a.) Academic Competencies**

1. Demonstrate learning abilities and how to apply them.
2. Demonstrate understanding of the school environment and expectations.
3. Demonstrate knowledge of the impact course selection will have on future plans.
4. Demonstrate the ability to set realistic goals and development of strategies to reach them.
5. Demonstrate knowledge of the purpose of standardized tests and how to utilize results.

### **b.) Personal/Social Competencies**

1. Demonstrate ability to foster good interpersonal relationships and how to establish an independent identity.

2. Demonstrate responsibility for personal decisions.
3. Demonstrate one's own abilities and show appreciation for abilities of others.
4. Demonstrate knowledge and application of conflict resolution skills.
5. Demonstrate knowledge of procedures to be followed in crisis situations.
6. Demonstrate the ability to adapt to change and plan accordingly for the future.

**c.) Career/Vocational Competencies**

1. Demonstrate knowledge of the career development process and how to use available resources.
2. Demonstrate the ability to form tentative career goals and develop strategies for attaining them.
3. Demonstrate knowledge of post high school educational opportunities and issues involved in the selection process.
4. Demonstrate knowledge of the changes of gender roles and the relation to career choice and college involvement.
5. Demonstrate interpersonal skills necessary for positive adjustment to independent living.

**2) Academic Development Domain**

**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.

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

### **3.) Career Development Domain**

**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 achievement 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.

#### **4. Personal/Social Domain**

**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

## **H. Principles Of Comprehensive School Counseling Programs**

Guidance services are viewed as an integral part of the total educational process. A successful program is based upon the knowledge and recognitions of developmental needs of the school-age child. Consistent with this understanding, guidance services emphasize programs which are developmental, sequential and flexible in nature. The program is for all students, is an integrated part of the total educational process, involves all school personnel and helps students learn more effectively and efficiently (Myrick, 1987).

## **I. School Counselor's Involvement Areas**

### **1. Small Group Guidance and Classroom Guidance:**

The Viola School District employs one guidance counselor for grades K-12. She conducts classroom guidance lessons when warranted. These are not predetermined time periods, but are coordinated when necessitated and based on current needs of the students. In elementary, the principal has designated a teacher to hold character education classes in order to provide planning times for his teachers and to provide character building lessons for the students. The high school principal is in the process of developing advisory times for students in grades 7-12.

Small group guidance sessions are conducted based on the current needs of the students. Topics are identified by current student behaviors, teacher recommendations and parent recommendations.

### **2. Individual Counseling:**

A group approach is not best suited for every student or situation. The Viola school counselor provides individual counseling when the nature of problems requires more confidentiality than small group or classroom guidance would afford. Viola students have access to the counselor on an individual basis and can be referred by a parent, teacher, school staff, friend or self. Referrals can take place face-to-face, a note in my box or a phone call to my office. In high school, students can sign up on the counselor's clipboard or visit her in her office if the door is open.

Students who exhibit behaviors out of the expertise and training of the Viola School counselor will be referred to professionals who are more qualified to meet the individual needs.

### **3. Consultation:**

Consultation in the school counseling program focuses on the total learning environment of the school. Counselors serve as a resource for teachers concerning specific student's problems and on general issues (Myrick, 1987).

A major part of the Viola School counselor's role is to collaborate with teachers, parents, administrators and outside agencies; which include colleges, mental health agencies, career agencies and community leaders. Viola School District administrators, teachers and counselor are all involved in consultations. The counselor consults with parents through phone calls, face-to-face meetings, website, email and notes/letters.

Consultation involves the following;

- 1) Assisting teachers in working with individual students or groups of students.
- 2) Providing relevant materials and resources to teachers.
- 3) Assisting in the identification and development of programs for students with special needs.
- 4) Participating in school committees that address substance abuse, gifted and talented education, curriculum development coordination of each grade level, and school accreditation.
- 5) Interpreting student information, such as results of standardized tests for students and team members.
- 6) Consulting regularly with other specialists (e.g., psychologists and 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).

Some of the things the Viola school counselor coordinates include the following:

- 1) Assist parents in gaining access to services for their children through a referral to outside agencies;
- 2) Plan, coordinate and evaluate the guidance program's effectiveness; and
- 3) Coordinate the school's testing program, which includes interpreting test results to parents, students, and school personnel. The Viola School counselor is also the District Test Coordinator and Building Test Coordinator.
- 4) Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

#### **5. Working with Parents & Parental Involvement:**

Parental Involvement includes active Parent Teacher Organizations, school open houses, school notes, progress reports, Parent-Teacher conferences, meetings with individual parents for specific concerns and phone calls.

The Viola School District has a full-time Parent Center Coordinator who maintains parental resource materials and information and a Parental Involvement Coordinator who oversees Parental Involvement for the District.

The Viola School counselor has built and regularly maintains her own website, helps with Open House and Parent-Teacher nights, as well as hosts her own parent meetings. The Viola

counselor regularly sends letters and information home to parents through various methods such as emails, regular mail, website postings, phone calls and all-calls.

#### **6. Peer Facilitation:**

Students often share their problems with peers rather than adults. Counselors provide structured opportunities for students to serve as peer helpers. The power of peer influence cannot be minimized and, in fact, should be capitalized upon. Recent research shows that both peer facilitators and the students they are matched with benefit from the relationship.

At Viola School, the counselor utilizes students to be special helpers and friends to others when the need arises. In the elementary school, the homeroom teachers pair students as needed. At the high school level, students nominate Student Council Representatives and these students serve as peer helpers. A male and female are chosen for each grade level.

#### **7. Referral to Outside Agencies:**

The Viola School Counselor establishes and maintains close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and human services, mental health agencies, juvenile courts and advocacy groups. To help students and their families cope with an array of problems, the counselor identifies and posts school and community resources on her website. To see all the resources she has identified, please visit <https://violaschoolcounselor.weebly.com/resources.html>.

NOTE: Arkansas law requires schools to cooperate with and provide access to the Department of Human Services staff.

#### **8. Assessment and Testing:**

The Viola School Counselor is also the District Test Coordinator and Building Test Coordinator. Some of her duties include teacher in-service and training, coordinating all testing and ensuring all accommodated students are served according to IEP and 504 plans, building test sessions and testing groups, scheduling state tests, and planning how classes will be covered when testing is occurring. The following is a list of tests the Viola School counselor is responsible for: Istation (K-2nd), ACT Interims and Summatives (3-10th), DLM (Special needs 3-10th), ASVAB (10-12), NAEP (8th – this test is chosen randomly by the state), ACT (10-12<sup>th</sup>), Accuplacer (10-12<sup>th</sup>), Dynamic Screener (students with multiple languages spoken in the home), and ELPA21 (ESL students). She is also the contact person for the Civics Exam and is responsible for uploading and maintaining student information into all the testing portals.

The Viola School District administrators provide large group interpretations of state criterion-referenced and norm-reference testing and disseminate the results to the school, students, parents, and community. The guidance counselor meets with students and/or parents to go over individual test results of the ACT. The GT teacher provides information regarding AP and PSAT testing. Special Education teachers provide interpretation of testing related to referrals, SPED evaluations and placement. Classroom teachers also go over testing information with parents/guardians and provide information on how they will help meet the needs of the students.

The Viola School District counselor provides contact information to students and/or parents regarding the GED, but she does not administer it.

### **9. Specialized Populations and Needs:**

The counselor's activities include those which promote student's and school personnel's acceptance of differences in students which are due to culture or disabilities.

The counselor's activities can promote:

- 1) Students' and school personnel's acceptance of differences
- 2) Policies, procedures, and behaviors that reflect freedom from stereotypes
- 3) Examination of schools' testing programs to ensure that they reflect equitable standards for all students, and
- 4) Outreach to parents and families of students from culturally diverse populations.

The counselor has access to confidential records including psychological/psycho-educational evaluations.

### **10. Orientation:**

Orientation is a process to acquaint students, parents, and staff with the services of the guidance department and other student services offered to assist in the adjustment of new students to our schools. Orientation is designed to help students make affective transition adjustments from one school setting to another.

At the Viola School District, orientation is a collaborative effort among principals, teachers and counselor. New student orientation meetings are held at the beginning of the school year for all grade levels. When new students move in during the school year, the procedures vary. In elementary, new students are placed with a homeroom teacher and that teacher has specific procedures in place to help them acclimate to their new environment and assign peer helpers. In high school, the student council representatives are called upon to be a peer helper to the new student(s) and help them during this transition period.

### **11. Academic Advisement for Class Selection:**

In the Viola Elementary School, class selection and scheduling is a cooperative effort involving classroom teachers, special education teachers, administrators and counselor.

In the Viola High School, the counselor is responsible for scheduling all students. She collaborates with the special education teachers for students on 504s and IEPs. The principal develops a master schedule and has the counselor input it into eSchool. Once she inputs the schedule, she then begins scheduling each student based on the students' selections and requirements identified on their pre-scheduling sheets. Due to the new mandates, the principal is working on developing a procedure for implementing Student Success Plans and involving more teachers in the advisement for class selections instead of depending on the counselor to do this all.

Guidance in understanding the relationship between classroom performance and success in school is the duty of all school employees and support staff. Everyone at the Viola School

District is encouraged to be active participants in the lives of our students and always be ready to provide resources to students and parents.

### **12. Utilization of Student Records:**

Cumulative files are housed in both the Elementary and High School offices. The counselor has full access to these files and any other files kept by the district for guidance and other related services. The counselor is responsible for maintaining the high school records and permanent district records. She is also responsible for sending all school records when warranted and requesting records when new students enroll.

## **II. CAREER AWARENESS AND PLANNING**

Career awareness and planning is a collaborative effort involving the principals, teachers and support staff. The counselor and librarian support the teachers in providing career awareness in their classrooms. In the elementary school, the librarian offers resource materials for career units of study. These units include hands on materials, books and guest speakers. At the conclusion of elementary school, a career day is held where several former students and community leaders come to discuss the paths that led them to their current careers.

In high school, all 7<sup>th</sup> and 8<sup>th</sup> graders take career courses taught by our FCCLA teacher; which is where they begin their career folders. The career planning process continues with the guidance counselor, librarian, teachers and administrators all sharing information to the students. This involves helping students understand the value of work, identifying special talents, discovering career interests and helping students relate school performance to future success. The high school principal is developing our Student Success Plan program in which all students will be paired with an advisor who will guide them on their personal journey of career awareness and planning.

Career services, may include, but are not limited to, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success.

The Viola School District school counselor supports teachers and administrators in the process of educating students in the world of work. This is accomplished by being a resource for information, helping coordinate guest speakers, helping students utilize college/career days and maintaining a website for the public.

The school counselor also encourages parents, during regular parent conferences, to support partnerships in their children's learning and career planning process

History. Act 1949.

## **III. PSYCHOLOGICAL SERVICES**

The Viola School District contracts a Psychological Examiner. Psychological services, which shall include, but are not limited to, the following:

- 1) Viola Public School provides an evaluation for students with learning or adjustment problems and evaluation of students in exceptional-child education programs

- 2) Viola Public School provides consultation and counseling with parents, students, and school personnel.
- 3) Viola Public School provides a system for working with parents, students, and school personnel.
- 4) Viola Public School provides a system for the early identification of learning potential and factors that affect the child's educational performance.
- 5) Viola Public School provides a system for liaison and referrals with resources available outside the school.
- 6) Viola Public School provides written policies that assure ethical procedures in psychological activities.

Viola School District's psychological examiner provides student evaluations when warranted by Due Process and referrals. She conducts full and initial evaluations of specified students to determine whether a student is a child with a disability.

In this evaluation process, the student has a right to:

- be tested in such a manner that results are not affected by race or culture;
- be tested in his/her native language or other mode of communication, unless it is not clearly feasible to do so;
- be tested with validated tests used in a manner consistent with their purpose;
- be tested by trained personnel in accordance with test instructions;
- be tested with procedures in accordance with any instructions provided by the producer of such tests;
- have tests selected and administered in a way that ensures that when a test is given to a child with impaired sensory, manual or speaking skills, it measures the child's ability or what the child has learned and not the degree of impairment (unless, of course, measuring impairment is the purpose of the test);
- have his/her educational program determined on the basis of more than one test or procedure;
- be evaluated by a group of knowledgeable persons including at least one teacher or specialist who is knowledgeable about the kind of problem the child is thought to have;
- be tested in all areas related to his or her suspected problem;
- be evaluated with a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parents and school, that may assist in determining whether he/she is a child with a disability and in determining his/her educational needs. This includes information related to enabling him/her to be involved in and progress in the general curriculum or;
- be evaluated with technically sound instruments that may assess the relative contribution of cognitive and behavioral factors,

#### **IV. VISITING TEACHER & SCHOOL SOCIAL WORK SERVICES**

Visiting teachers and school social work services shall include, but are not limited to, the following:

- 1) Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and

- 2) 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;

## **V.OCCUPATIONAL AND PLACEMENT SERVICES**

The Viola School District has an organized system of informational resources on which to base educational and vocational decision making; which is provided by the local educational service cooperative.

Educational academic assessment and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students, is provided by the teachers, mentors, principals, counselor and support staff.

At Viola School, occupational and placement services, include, but are not limited to the dissemination of career education information, 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.

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

At the elementary level, classroom teachers incorporate career education throughout their curriculums. At the conclusion of their elementary school years (6<sup>th</sup> grade), a job/career fair is held and guest speakers are invited.

ASUMH Trio Services meets bi-monthly with identified students in grades 7-12<sup>th</sup> regarding career investigation, career counseling, post-secondary job training and post-secondary education.

Career Orientation begins with 7<sup>th</sup> grade students at Viola High School. The career orientation teacher follows up with Family and Consumer Science Investigations with all 8<sup>th</sup> graders. To meet the requirements of the law, the high school principal is in the process of developing Student Success Plans for current 2019 7<sup>th</sup> and 8<sup>th</sup> graders.

### **A. Occupational and Placement Specialist:**

The occupational and placement specialist shall serve as liaison between employers and the school. At the Viola School District, the principals are responsible for insuring that programs that are utilized and taught in their buildings are beneficial in the overall goal of students obtaining employability skills.

It is the responsibility of the principals 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.

Furthermore, district administrative personnel shall report to the superintendent and 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.

The follow-up studies conducted by the principals and community stake holders 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. Adjusting curriculum to meet the students' and workforce needs is an ever-evolving process. Principals will allow guest speakers and career specialists to work with our students in helping students acquire the knowledge and skills they need for gainful employment.

History. Acts 1991, No. 908, §§ 4, 7.

## **VI. CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES**

### **A. Description of Conflict Resolution Services:**

These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication.

### **B. Activities:**

Activities include dealing constructively with conflict, building positive self-esteem, respecting human differences, making responsible decisions, coping with frustrations and anger, and developing positive interpersonal skills. Character education, clubs, organization and team sports are some activities that promote cohesiveness, team building skills and interpersonal skills at the Viola School District.

### **C. Anti-Bullying Description & 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.

#### **Viola Public Schools Anti-Bullying Policy**

The Viola School District has an obligation to provide a safe learning environment for each of its students. Student achievement is best attained in an atmosphere that is free 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. This school will not tolerate any behavior that is classified under the definition of bullying and will take steps needed to eliminate such behavior. Bullying is prohibited while in school, on school property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, or at school sanctioned events.

All school volunteers, students and parents are encouraged to report any instances of bullying without fear of consequences. School employees who witness or have reliable information that a pupil has been a victim of bullying as defined by the district shall report the incident to the principal. 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

For the purposes of this policy, bullying is defined as any written or verbal expression or physical act or gesture, or a pattern thereof, that is intended to cause distress or fear upon one or more students. A student will be found

violating this policy if their conduct has been found to have the effect of humiliation or embarrassment on a student, and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

Students who believe they have been victimized by a bully or parents who believe their child has been victimized by a bully, should file a complaint by contacting a school counselor, teacher, principal, or superintendent who will assist in getting help for the child and take the appropriate steps to ensure that such behavior is stopped. To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students, parents, or teachers who file a complaint against a student who is guilty of being a bully, will not be subject to retaliation or reprisal in any form.

Students or adults, who knowingly fabricate allegations and falsely accuse a student of being a bully, will be subject to disciplinary action.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of a student for the purposes of bullying, shall be subject to disciplinary action.

#### **D. Activities & Programs for Anti-Bullying at School:**

The Viola School District has a strict anti-bullying policy which is posted in our handbook and strictly enforced. All school personnel are involved in making sure any reports of bullying are quickly referred to the principals. The teachers, counselor and staff all support the principals in dealing with bullying issues. Character education, classroom discussions and health lessons are activities utilized to maintain a positive, caring environment.

#### **E. Programs Designed to Promote Understanding & Positive Communication:**

Classroom discussions, community service requirements, character education, and "buddy" programs are some of the ways the Viola School District tries to promote positive communication within our school and community.

#### **F. Alternative Methods of Classroom Management:**

The Viola School District uses several methods of classroom management and conflict resolution skills. 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
- 6) Behavior modification; and
- 7) Career and academic counseling.

The methods used are at the discretion of the teachers and/or principal and are supported by all Viola School District employees and support staff; which includes the counselor. The main method employed at Viola is Assertive Discipline. Teachers employ their own classroom rules and each building enforces specific rules. These are made clear and reinforced daily. Certain circumstances involve using several of the other methods outlined above and occasionally, we consult with the behavioral therapist at our local educational cooperative.

## **VII. HEALTH SERVICES**

### **A. Responsibilities of the Nurse:**

The role of the Viola School District nurse is to assess and care for student health needs. The major part of the nurse's time is spent in direct child care, personal conferences, appraisal and follow-up. The Viola School district employees a full time nurse and several personal care aides. Health services include, but are not limited to: 1) maintaining students' health records, 2) physical screenings, 3) referrals to appropriate medical professionals for students in need, 4) providing emergency care, 5) being available to present health related units in the classroom, and 6) providing parents with health related information.

At the Viola School District, the school nurse is the head of the Health and Wellness committee. She coordinates the backpack program, helps students with health and hygiene needs, maintains a supply of personal care and head lice products, and maintains a list of resources to meet the individual needs of each student.

**B. Individual Plans for 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. The Viola School nurse is responsible for creating and implementing this plan.

**C. Invasive Medical Procedures:**

Invasive medical procedures required by students and provided at Viola School are performed by trained, licensed personnel (nurse and personal care aides) who are licensed to perform the task subject to § 17-87-102(2)(D) or other professional licensure statutes. The regular classroom teacher does not perform these tasks.

**D. Custodial Health Care Services:**

Custodial health care services required by students under an individualized healthcare plan shall be provided by the Viola School nurse and personal care aides who are trained school employees.

ACT 1106 of March 1991

**VIII. SUICIDE AWARENESS**

Viola School District distributes suicide prevention information which was developed by the Arkansas Youth Suicide Prevention Task Force. This includes hotline numbers and resource information. Suicide Prevention is addressed in all health classes, by the school nurse and guidance counselor, and through special programs. The guidance counselor maintains a resource list on the school website for students, parents and community members. The school nurse maintains a list of resource information in her office.

**IX. AT-RISK STUDENTS & THE SCHOOL DROP-OUT PROGRAM**

**A. At-Risk & Dropout Student Definitions:**

At-risk children are those enrolled in school whose progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are the children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low.

**B. Characteristics of Youth-at-Risk:**

School records are maintained which facilitate identification of at-risk students. At the Viola School District, the following factors are considered:

- 1) Excessive absenteeism or irregular attendance
- 2) Poor or failing grades
- 3) Low math and reading scores
- 4) Retention in at least one grade
- 5) Lack of participation in school and extracurricular activities
- 6) Dissatisfaction with teachers and traditional school structure
- 7) Failure to see relevance of education to personal desires
- 8) Learning disabled or handicapped
- 9) Uncooperative, inattentive, and unmotivated
- 10) Suspension, expulsion, or other disciplinary actions
- 11) Feelings of rejection, alienation, isolation, insecurity, and inadequacy
- 12) Association with disaffected peer group
- 13) Low and unhealthy self-esteem/self-concept
- 14) Poor decision making skills
- 15) Health problems
- 16) Delinquency
- 17) Family disturbances
- 18) Racial or ethnic minority
- 19) Low socio-economic background
- 20) Parent(s) or sibling(s) not completing school
- 21) Lack of parental emphasis on importance of education
- 22) Frequent moves
- 23) Poor communication between school and home

### **C. Exit Interview & Follow-Up Process for Tracking Drop-Outs:**

The Viola School District makes every effort to encourage students and parents in their educational journey. When students give advanced notice of intent to leave our district, we conduct exit interviews. If we do not receive advance notice of intent to move or drop-out, we attempt to make phone contact with the guardian(s) to check on the welfare of the student(s) after several absences. When students move, we make contact with the guardian and/or new school to insure an easy transition and verify enrollment. If a student drops-out, we make every effort to contact the student and/or parent by means of phone calls or visits and continue to follow them until they reach the age of 21. Graduating seniors complete a Senior Exit plan and are tracked for five years. Due to our student population size being so small, we are able to track students through social media, parent interviews, sibling interviews, face-to-face interviews and phone interviews. The Guidance Counselor is the individual identified to track these students.

The superintendent and building principals are responsible for contacting parents/guardians who complete home schooling paperwork to see if our district can better help meet their needs prior to them being homeschooled.

Students who do not make proficiency on state mandated tests are identified by the principals and remediation plans are put in place. The guidance counselor provides testing data to the principal once it is made available. Classroom teachers are assigned to these students and efforts

are made to address their deficit areas. This is all done under the direction of the building principals.

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