

VIOLA SCHOOL DISTRICT



2020-21 Comprehensive School Counseling Plan

(Updated July 28, 2020)

I. Foundation:

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 Viola School District.

This plan ensures coordination of the various student services being offered and could utilize such techniques as differentiated staffing. **Team members include the counselor, principal, vice-principal, nurse, classroom teachers, special resource teachers, and personnel related to special services.**

- **Beliefs:** 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 the Viola School campus. We are committed to preparing students to compete in the twenty-first century.
- **Vision:** 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.

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.

- **Mission:** 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.
- **Program Goals:** The Guidance and Counseling Program in the Viola School District supports administrators, teachers, and staff in helping 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.
 - A. 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.
 - B. 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.

- C. 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.
- D. 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.
- E. 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.
- F. The guidance program will strive to instill in each student a sense of responsibility and pride.
- G. The guidance program will provide a safe environment in which all students can share their hopes, fears, beliefs, and concern.
- H. 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.
- I. The guidance program will provide support for students through the utilization of timely interventions appropriate to unique situations.
- J. 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.

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.

GOAL 1: Attendance is an issue in our district. Our goal is to decrease the absentee percentages for both buildings. This will be measured using Cognos data in the way of past year absentee information, student information, and grade information. The counselor will support the principal, teachers, and staff in educating parents and students regarding the importance of school attendance by attending team meetings, providing school data from eSchool, and meeting with students with high absentee rates. The COVID-19 pandemic will add additional concerns and the counselor will also be in contact with students and their guardians who choose the off-site learning environment.

GOAL 2: Every senior will have a post-graduation plan. For the 2021 school year, the assistant principal is working to get our students set up with their own success plan which will outline the students' goals and will be used to evaluate their post-graduation plans. Based on our beliefs, vision, and mission, we want all our students to have a post high school plan upon graduation from our district. The counselor's goal is to work with students, advisors, and parents to ensure each student has a plan for their life once they complete their high school years. This could mean joining the workforce, enlisting in a branch of the military, or enrolling in technical or pre-professional programs of study. The counselor will help guide the students on

this journey and every student will be able to identify their future plans during the graduation ceremony. This will be measured by the Senior Exit forms that students complete.

School Counseling Standards and Competencies

<https://www.schoolcounselor.org/asca/media/asca/home/sccompetencies.pdf>

II. Management

The Viola School District employs one counselor for the entire district. 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.

• **Use of Time**

The Viola School counselor shall spend at least 90 percent (90%) of work time providing direct and indirect counseling related activities to students, and shall devote no more than 10 percent (10%) of work time to administrative activities, provided that such activities relate to the provision of guidance services. (ACT 190 – School Counselor Improvement Act of 2019)

Counselor's Duties

➤ **K-12 Counselor**

- Conduct individual, small group and large group sessions
- 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
- Student Success Plan Team Member

- #### ➤ **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 if secretary can't figure out the issues first, helps with Accreditation issues/errors.

- **GT Committee Member**
 - Placement meeting for newly tested students.
 - Annual review of currently identified students.
- **504 Committee Member**
- **Monthly Calendar (NOTE: A full-time secretary has been hired to assist the counselor and the following calendar will be updated throughout the year as we work on the changing roles.)**

August

- Orientation/Back-to-School Night
- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Put new staff/teachers in eSchool staff catalog
- Finish student scheduling
- Schedule changes first 2 weeks of the semester
- Maintain master schedule in eSchool
- Print all schedules for office for Orientation Night
- Enroll and schedule all new high school students
- Request and process records for all new high school students
- Run Cognos reports to check for district compliance with state laws
- Manage TAC system and help teachers and staff who have “user” issues.
- Maintain eSchool systems
- Run 3.0 GPA report for teachers and club sponsors
- Testing:
 - Send Civics Exam Files
 - Load DLM students and teachers
 - Make sure DLM students are coded correctly in eSchool
 - Load Istation students
 - Remind BTC of their duties
 - Load/Invite ACT Aspire teachers in the portal
- Update student statuses in eSchool (migrant, 504, SPED, ALE, GT, Dyslexia Interventions, smart core, core, etc.)
- File Smart Core waiver forms
- Begin Scholarship Folder
- Run Triand Completion Report
- Get Food days from principal and code in eSchool for Cafeteria manager
- Run 9DY report for Nutrition Coordinator

September

- Suicide Prevention Month
- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Check dyslexia intervention with coordinator
- Code AAA activity field in eSchool for seniors

- Create eSchool activities list for sponsors who request it
- Run Licensure Exception Report
- HAC: Make sure all high school students have HAC accounts created
- Testing Duties
 - Make sure all students and teachers have been uploaded into all testing portals.
 - Attend mandated trainings
 - Train/update BTCs accordingly
 - Make sure all DLM students in our district have the correct course codes assigned and correct codings in eSchool
 - Check ESEA Test Corrections on ACE website
- Update junior and senior list for recruiters
- Maintain eSchool
- Set up for IPRs
 - Prepare system
 - Run Verification Sheets and have teachers check for accuracy
 - Print IPRs
 - Attach any notes
- Check Preliminary Accreditation Report
- Update Graduates information
- Attend Cycle Reporting meeting
- Attend ArkACROA meeting
- Check ALE courses and schedules in eSchool
- Begin Senior Information file
- Begin updating all college information
- Begin scheduling college/military visits
- Set up a Financial Aid meeting
- Update website
- Update scholarship folder and place copies on high school office shelf
- Run Cognos reports to make sure district is in compliance
- Encourage students to register for the ACT

October

- College/Career Day at Ozarka College
- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Check Dyslexia information with coordinator
- Hold Financial aid meeting
- Coordinate College/Career Fair for seniors
- Work on Accreditation errors if applicable
- Help submit cycle report
- Remind seniors to complete the FAFSA and apply for scholarships
- Set up and run report cards
 - Open system
 - Run verification Sheets and have teachers check for accuracy
 - Print Report Cards
 - Attach any notes, scholarships, etc.

- Create Honor Roll report for high school and email it to local newspapers
- Update drop-out information and try to make contact with those on the list
- Update Website
- Run Cognos reports for data accuracy
- Keep scholarship folder current
- Attend test trainings/webinars
 - Update BTCs and check for progress on all state tests
 - ASVAB Testing
 - Needs Assessment – Send letters home to parents
- Attend Counselor Meeting at Melbourne Coop
- Schedule a day for Ozarka College to come and register concurrent credit students for the spring
- Check transcripts for accuracy
- Encourage students to register for the ACT

November

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Review Graduation Rate and make corrections when it is available
- Run Cognos reports for errors
- Maintain Dyslexia Intervention information in eSchool
- Remind seniors to be applying to colleges and financial aid
- Ozarka Concurrent Registration day
- Build new concurrent credit courses in the system, make new sessions as needed, and build into students' schedules.
- Needs Assessments completed
- Attend testing trainings/meetings/webinars
- Set up for IPRs
 - Prepare system
 - Run Verification Sheets and have teachers check for accuracy
 - Print IPRs
 - Attach any notes
- Update Website
- Keep scholarship folder current
- Run Cognos reports
- Continue checking transcripts for accuracy
- Encourage students to register for the ACT

December

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Run schedules for seniors and allow them to change their schedules for next semester
- Make sure all seniors are still on track to graduate
- Run schedules for juniors and sophomores and allow them to change their schedules for next semester

- Update Website and scholarship folder
- Remind seniors to be applying to colleges and financial aid
- Check completion status in Triand for seniors
- Mark CPR boxes on students who are completing health
- Run Cognos reports
- Set up for Report Cards (This will continue into January.)
- Print schedules for all students and give to Shelly prior to Christmas break
- Attend Counselor Region Meeting
- Encourage students to register for the ACT
- Help with cycle report

January

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Schedule Changes first 2 weeks of the semester
- Set up and run report cards
 - Open system
 - Run verification Sheets and have teachers check for accuracy
 - Print Report Cards
 - Attach any notes, scholarships, etc.
 - Create Honor Roll report for high school and email it to local newspapers
- Run transcript calculations after report cards are finalized
 - Check seniors' transcripts for accuracy
 - Make sure seniors are on track to graduate and enrolled in courses they need
- Check HAC accounts for high school students and meet with those who haven't logged in.
- Check Academic Challenge portal
- Attend testing trainings/meetings/webinars
 - Check with BTCs for testing progress and monitor issues
 - Encourage BTCs to begin building Summatives
 - Encourage BTCs to begin planning for spring testing
- Meet with seniors who have not applied to any college
 - Check their future plans
- Encourage students to complete their FAFSA and Challenge Scholarship
- Encourage students to register for the ACT
- Run Triand Completion report for seniors
- Update website and scholarship folder
- Run Cognos reports
- Run gpa information for BETA sponsor
- Check seniors' Triand records

February

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated

- Encourage students to register for the ACT
- Check Transcripts for accuracy
- Check Academic Challenge site and encourage seniors to apply if they haven't
- Meet with seniors who have not applied to a college and see if they need help
- Meet with seniors about FAFSA, scholarships, and encourage those who have been accepted to log into their accounts often for information on housing and scheduling.
- Schedule a day for Ozarka College to come register our students for the fall.
- Attend eSchool meeting to set up our district for next school year.
 - Remind administrators that I need a copy of the district calendar for eSchool
- Remind principal that to create scheduling sheets for students
- Set up for IPRs
 - Prepare system
 - Run Verification Sheets and have teachers check for accuracy
 - Print IPRs
 - Attach any notes
- Testing:
 - Help BTCs to make sure we are on track
 - Make sure the ACT test is coordinated for all 11th graders
 - Help the BTC create a schedule for the ACT (assigning someone to administer the test and someone to administer the accommodated test, assigning teachers to help cover classes)
- Keep scholarship folder updated
- Update Website
- Check/Update Dyslexia information
- Run Cognos reports

March

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Encourage students to register for the ACT
- Build calendar for NYS
- Check accreditation report for errors. Correct any that I can.
- Set up and run report cards
 - Open system
 - Run verification Sheets and have teachers check for accuracy
 - Print Report Cards
 - Attach any notes, scholarships, etc.
 - Create Honor Roll report for high school and email it to local newspapers
- Run Completer's report information for CTE teachers
 - Run Triand Number report for CTE teachers and email it to them.
 - Remind CTE teachers to complete the State Completer report and submit to the Coop.
 - Have vocational teachers order completer stickers.
- Estimate the number of gold and silver cords needed and give count to Shelly. (Do this after report cards have been run.)
- Run 4 year report and analyze for awards. Give information to Shelly.

- Testing;
 - Make sure BTCs are finishing Interim Testing
 - Purge Server after all our done
 - Make sure Summative tests have been built
 - Help BTCs schedule who's doing what and when
- Check/Update Dyslexia information
- Run Cognos reports
- Update website
- Keep scholarship folder current
- Check Academic Challenge portal
- Talk with seniors about plans after graduation

April

- Coordinate which seniors are eligible for Honors Day at the Governor's mansion
- Testing – Help BTCs:
 - Administer the tests
 - Make final testing arrangements
 - Give makeups
 - Close out completed tests
 - Collect paperwork and submit any required. (Box and store district paperwork.)
 - Purge info from the server once testing is complete
 - Check Civics Exam Requirement for seniors
 - Coordinate concurrent credit proctored finals.
- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated
- Encourage students to register for the ACT
- Order Diploma Seals from the Coop
- Set up for IPRs
 - Prepare system
 - Run Verification Sheets and have teachers check for accuracy
 - Print IPRs
 - Attach any notes
- Continue to work with seniors on plans after graduation
- Keep website updated
- Keep scholarship folder updated
- Check Academic Challenge portal
- Mark CPR box on students who were enrolled in health
- Meet with Ozarka and concurrent credit students about scheduling.
- If principal has completed scheduling sheets, work with students on next year's schedule
- If principal has a master schedule, build it in eSchool

May

- Individual, Small Group, and Whole Group Counseling when needed
- Consultations, referrals, and hotline calls when necessitated

- Encourage students to register for the ACT
- Run Cognos reports
- Check Dyslexia Information and update as needed
- Testing: finalize all testing for the year
- Have seniors complete senior exit exams
- Help seniors check their Academic Challenge accounts and accept any scholarships awarded
- Set up and run report cards
 - Open system
 - Run verification Sheets and have teachers check for accuracy
 - Print Report Cards and give to Shelly.
 - Attach any notes, scholarships, etc.
 - Update Senior Information and attach a copy to all 11th grade report cards.
 - Mail one to parents/guardians too.
 - Create Honor Roll report for high school and email it to local newspapers
- Fill in Diploma type in eSchool for seniors
- Plan and Coordinate Awards Day with Shelly
 - Invite Guest Speakers
 - Finalize Scholarship List
 - Type up script for principal
 - Determine honor graduates
 - Give list to Shelly
 - Gather cords for them
- Update website
- NYS-Scheduling
 - Work with students on their requests
 - Build Master Schedule in eSchool as soon as principal gets it to me.
- Finalize Senior Transcripts
 - Have superintendent sign them
 - Put applicable stickers on (completers, valedictorian, salutatorian, state 2.75 sticker)
- Copy senior records and send to colleges they requested
- Take GT seniors out of GT programs as of graduation date
- Remind SPED to graduate their seniors out of the SPED system
- Update Graduates book with current graduates
- Register for summer in-service
- Turn of scheduling and attendance notifications in eSchool
- Run failing grades report

Summer

- Send updated SSP to Superintendent so he can post on the website.
- Check transcripts for accuracy
- Build Master Schedule if not done yet
- Schedule students
 - Once done, print all and give to secretary
- Let administrators know when they can access ACT Aspire scores

- Gather incoming 7th graders' permanent files from elementary
- Attend in-service
- Run 3.0 GPA report and make copies for each homeroom teacher.
 - Give to secretary to put with first day packets
- Register new students
 - Request records from previous school
 - Input transcript information for new students in grades 9-12th.
- Register VA and ASUMH Tech students
- Drop students who move
 - Copy and send their records to the new school

III. Delivery

- **Classroom Support:** The counselor will support the classroom teachers, student advisors, and principals in the following areas.
 - Attendance
 - Career Awareness
 - Conflict Resolution
 - Decision Making
 - Effective Communication Skills
 - Interpreting Standardized Tests
 - Problem Solving
 - Self Awareness
 - Social and Emotional Learning
 - Substance Abuse Prevention Programs

In K-6th: Character education is taught weekly and includes lessons on social/emotional, academic, and career topics.

In 7th-12th: Lessons will be delivered during advisory times and through Xello to support students' current and future interests and needs. Student Support Plans will include various assessments and surveys. All students will have an advisor who will follow them through graduation and will help with academic, career and social/emotional topics. (This is has not been established yet. The assistant principal is in charge of advisory and success plans.)

- **Small Groups:** 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.
- **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 her box, or a phone call to her office. In high school, students can sign up on the counselor's clipboard, email her, or stop in when her office 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. Hope Behavioral

Counseling is currently providing school based mental health services on our campus, but parents have the right to choose the provider of their choice.

- **Consultation:** Consultation in the school counseling program focuses on the total learning environment of the school. The Viola School counselor serves as a resource for teachers concerning specific student's problems and on general issues.

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 can involve 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.)

- **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) Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated,
- 3) Plan, coordinate, and evaluate the guidance program's effectiveness; and
- 4) Coordinate the school's testing program, which includes interpreting test results to parents, students, and school personnel. While the principal and classroom teachers provide test information on a large scale, the counselor provides test interpretation on a personal, one-on-one, scale. The Viola School counselor is also the District Test Coordinator.
- 5) eSchool: TAC & HAC

- **Working with Parents & Parental Involvement:** Parental involvement includes 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 as well as 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 School counselor regularly sends letters and information home to parents through various methods such as emails, regular mail, website postings, phone calls, and all-calls.

- **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.

- **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.

- **Assessment and Testing:** The Viola School counselor is also the District Test Coordinator. She is responsible for overseeing the testing of the district and to train the BTCs in all things related to state testing.

The Viola School District administrators provide large group interpretations of state 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.

- **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 school records which could include psychological/psycho-educational evaluations.

- **Orientation:** Orientation is a process to acquaint students, parents, and staff with the various 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 peer helpers are assigned. 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.

- **Academic Advisement for Class Selection:** In the Viola Elementary School, class selection and scheduling is a cooperative effort that may involve 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 begins scheduling each student based on the students' selections and requirements identified on their pre-scheduling sheets. The principal and vice-principal are responsible for the implementation of Student Success Plans; which will include the advisors in the class selection process.

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.

- **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 high school records when warranted and requesting high school records when new students enroll.

IV. Accountability

The school counselor will make available needs assessments and surveys, as well as utilize Cognos reports to evaluate the effectiveness of our programs, monitor the progress made toward our goals, and determine future needs.

Appendix

A. 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 1:355 as of May 2020.

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

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

C. 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 years (6th grade), 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 7th and 8th 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 and vice-principal are responsible for developing and implementing our Student Success Plan program in which all students are 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

D. PSYCHOLOGICAL SERVICES

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

- 1) Viola School District provides an evaluation for students with learning or adjustment problems and evaluation of students in exceptional-child education programs.
- 2) Viola School District provides consultation and counseling with parents, students, and school personnel.
- 3) Viola School District provides a system for working with parents, students, and school personnel.
- 4) Viola School District provides a system for the early identification of learning potential and factors that affect the child's educational performance.
- 5) Viola School District provides a system for liaison and referrals with resources available outside the school.

6) Viola School District 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.

E. OCCUPATIONAL AND PLACEMENT SERVICES

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

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

Career Development begins with 7th grade students at Viola High School. The career development teacher follows up with Family and Consumer Science Investigations with all 8th graders. To meet the requirements of the law, the high school principal and vice-principal coordinate the Student Success Plans for the students.

F. 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 there of, 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.

H. 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 employs 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

I. 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 and is supported by the school nurse and guidance counselor. 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.

J. 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 Viola School District has identified the guidance counselor as 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.