

Student Services Plan

Beebe Junior High School Counselor Comprehensive Counseling Program Guide



School Counselor Roles and Best Practices 2018-2019

Table of Contents

Section One

- Introduction
- Arkansas Comprehensive School Counseling Programs Roles and Best Practices
- Introduction to the American School Counselor Association (ASCA) Model
- Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program
- Research Supporting the Use of Comprehensive Programs

Section Two

- The ASCA Model Components o Foundation
 - Management o Delivery
 - Direct Services
 - Administrative Activities
 - Mindsets and Behaviors
 - Accountability

Section Three

- Arkansas Student Services Plan Requirements for School Counselors
- Arkansas District and School Requirements for Student Services Plans

Section Four

- Ethical Standards for School Counselors
- Public School Student Services Act
- Rules Governing Public School Student Services
- TESS

Section Five

- Resource List
- Beebe Junior High Parental Involvement Plan
- Beebe Junior High Crisis Plan

Section One

Beebe Junior High school counselor, Tiffany Crafton, provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple topics. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation and Rules regarding public school student services planning, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling programming.

The American School Counselor Association defines a comprehensive school counseling program as an “integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.” Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor.

Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, faculty, administrators, students, parents, psychologists, social workers, and community.

Introduction to the American School Counselor Association (ASCA) Model

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs.

The ASCA National Model: A Framework for School Counseling Programs guides school counselors in developing and implementing a comprehensive counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional and based on data-driven decision making. It is based on four components: foundation, management, delivery and accountability.

The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs to promote students’ success. The model provides a framework for the program components, the school counselor’s role in implementation, and the underlying themes of leadership, advocacy, collaboration and systemic change. The old question was “What do school counselors do?” The new question is “How are students different because of the school counseling program?” Program components are focused on achieving results. Today’s counselors are leaders, advocates, systemic change agents and collaborators.

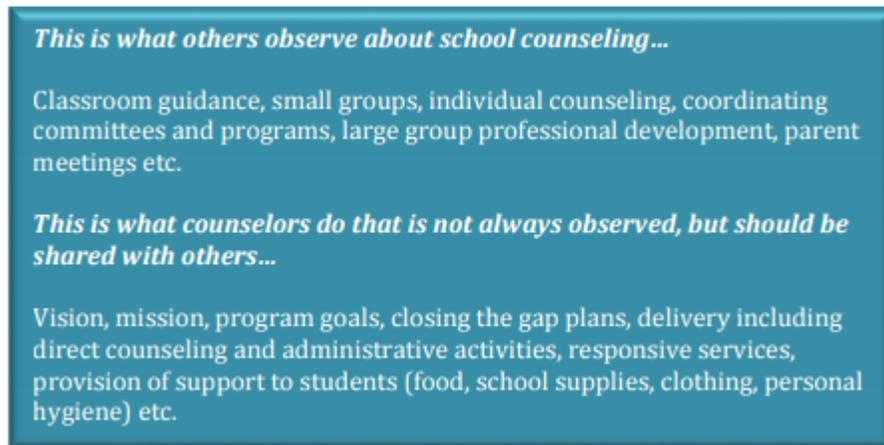
A comprehensive school counseling program is an integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.

National School Counseling Week

School counselors celebrate National School Counseling week, which is held each February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to

highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

School Counselor Advocacy



Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

Comprehensive in Scope

A comprehensive school counseling program will focus on all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

Preventive in Design

School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools

Developmental in Nature

School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

A Cooperative Effort

School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

Leadership

School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School counselors focus on closing achievement gaps found among all students. School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes, and by implementing school reforms and participating in professional communities and professional development opportunities.

Advocacy

School counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

Collaboration and Teaming

School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify achievement gaps. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members.

Systemic Change

With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students' academic performance and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

Section Two

The ASCA National Model Components

® The ASCA National Model graphic is a registered trademark of the American School Counselor Association



Foundation

The foundation serves as the solid ground upon which the comprehensive school counseling Program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career and social/emotional needs of the students in the school. This section of the manual offers an outline for a comprehensive school counseling program. You will find best practice examples and templates that can be customized for implementation at your school in the accompanying toolkit.

Program Focus

Beliefs

Arkansas school counselors recognize that our personal beliefs impact our behavior and how we interact with students and stakeholders. To establish program focus, school counselors identify personal beliefs and work to ensure all students benefit from the school counseling program.

Beebe Public Schools Counselors' Belief Statement

The professional school counselors believe every child can learn and that all students participate in a comprehensive school counseling program designed to foster student success.

Vision Statement

Arkansas counselors develop an appropriate vision statement defining what the future will look like in terms of student outcomes. By developing an appropriate vision statement, Arkansas school counselors can promote the success of every student with the support of all stakeholders (Council of Chief State School Officers, 2008).

Beebe Public Schools Counselors' Vision Statement

The professional school counselors produce high performing students through a comprehensive developmental school counseling program. There is a collaboration among school counselors, administration, teachers, parents, and the community.

Mission Statement

Arkansas school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured. A mission statement provides the focus and direction to reach the vision, creating one focus or purpose in the development and implementation of the comprehensive school counseling program. The school counseling mission statement aligns with and is a subset of the school's and district's mission. The program's mission statement is clear, concise and specific to the program's intent and what the program will contribute to the overall mission of schools.

Beebe Public Schools Counselors' Mission Statement

In support of Beebe public Schools' mission, the school counselors advocate for all students through a comprehensive, developmental approach addressing academic, career, personal, and social skills necessary to achieve quality learning and life-long success.

See page 24 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Program Goals

Arkansas school counselors develop program goals that define how the vision and mission will be accomplished. School counselors use these goals to develop core curriculum, as well as small group and closing the gap action plans. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources. (Dimmit, Carey, & Hatch, 2007). The goal statements address specific student outcomes, including improved student achievement, attendance, behavior, and school safety through one or more of the three domains: academic, career, or social/emotional development. This information can be found using the school data report card.

Refer to page 25-28 in the ASCA Model book (list of questions and data report card for developing goals).

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within comprehensive school counseling programs.

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

Professional Competencies

The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

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

2016 ASCA Ethical Standards for School Counselors

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership and professionalism.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Management

The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

School Counselor Competencies Assessment

School counselor competency assessments help school counselors to self-assess their knowledge, attitudes and skills necessary to perform the range of school counselor responsibilities in all four management components (use of time assessments, needs assessments, advisory council, and annual agreements).

School Counseling Program Assessment

Arkansas school counselors use a program assessment to self-evaluate the school counseling program in comparison to the ASCA National Model (ASCA, 2012).

See pages 42 and 59 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Use of Time Assessments

Use-of-time assessments are used to determine the percentage of time the counselor is providing direct counseling to students or indirect administrative services that are related to the comprehensive counseling program. Using the data from use-of-time logs provides regular feedback to the counselor and administration to ensure that the counseling program is being provided with fidelity to the students and their needs are being met. Use of time documentation also helps the counselor and leadership determine which activities or services the counselor is providing that are appropriate to the program and the Public School Student Services Plan. Calendars are used to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.

See page 63 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit

Annual Agreement

Each year, the counselor and administrator meet to develop an annual agreement. This agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This agreement should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals.

See page 64 and 65 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

School Counselor Advisory Team/Council

Creating an advisory council that consists of stakeholders supports the implementation of the counseling program. This council should meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program.

Templates can be found in the Arkansas School Counselor Toolkit.

Data Use in School Counseling

Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be evaluated on an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the counselor to reflect on his/her practice, and make adjustments to programming as needed.

See page 42 and 59 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Guidance & School Counseling Facilities

The school counseling program should be organized, intentionally planned, and managed in a manner to support the implementation, evaluation, and reflection of services being provided. Each school shall provide appropriate facilities to ensure effective confidential counseling to meet individual needs of students. To implement an effective

counseling program a counselor should have private office space, private phone lines, computer and data processing tools, and an appropriate area for small group activities.

The State of Arkansas Public School Academic Facility Manual planning concepts related to current educational best practices, defines the size of the counselor's office to be incorporated into a new or renovated building. In addition, the manual's Education Planning Concept states that decentralizing administrative services, including counselors, "may provide the flexibility and opportunity for increased student contact, decreased student anonymity, and opportunities for passive supervision."

[http://www.arkansased.gov/public/userfiles/rules/Pending/Facility Manual%20 Approved for Release 430 15\).pdf](http://www.arkansased.gov/public/userfiles/rules/Pending/Facility_Manual%20Approved_for_Release_430_15).pdf)

Delivery

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Direct services are those that are provided directly to students and administrative activities are those that are not direct, but are related to the counseling program and Public School Student Services program implementation.

Direct student services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well.

Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Administrative activities include referrals to school, district, or outside sources for additional assistance for a specific student need. School counselors consult with parents, teachers, educators and community groups to advocate for students regarding academic, career or social/emotional needs to increase student success in the school setting. Collaboration is used to ensure that all stakeholders working with the student have the same understanding of the support or program being provided. Counselors can use collaboration in teaming environments, committees, or workshops provided to school staff or parents.

Section Three

Arkansas Student Services Plan Requirements

Classroom Guidance (Direct Service)

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

Part-time counselors adjust their class sessions based upon the percentage of time they are present in the school. For example, if a counselor were only 50% then they would have a maximum of five classroom sessions per week. Classroom guidance lessons are not a break or planning time for teachers.

Beebe Junior High counselors conduct planned classroom guidance which are age appropriate, collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and

career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student. Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It allows them to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

Individual and Small Group Counseling (Direct Service)

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

Individual and Small group lessons include but not limited to:

- ***Character Education***
- ***Friendship***
- ***Grief***
- ***Divorce***
- ***Anger Management***
- ***Study Skills***
- ***Acceptance of Others***
- ***Self Esteem***
- ***Military Deployment Family Support***
- ***Self-Responsibility***
- ***Anti-Bullying***
- ***Career Education***

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students’ development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Guidance in Understanding the Relationship between Classroom Performance and Success in School (Direct Service)

Beebe Junior High School counselor assists students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students’ education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Academic Advisement (Direct Service)

Academic advisement begins in junior high school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career- plans. Informational resources should also be available and organized in such a way as to guide students and provide information relevant

to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

Orientation (Direct Service)

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

At Beebe Junior High, Sixth grade students walk through our building and into classrooms to become familiar with the school before entering Seventh grade. They will also attend an orientation before starting school, for only Seventh grade students and families. Lastly, Eighth grade students visit the Beebe High School Career Tech. building to familiarize themselves with next year's' course offerings and career pathways.

Consultation and Coordination (Administrative Activity)

An important part of the counselor's role is to collaborate with teachers and parents. ***Beebe Junior High Counselors*** work with teachers and administrators to help create school environments that encourage student growth and learning.

Consultation can include:

- Participating in and supporting the work of the RTI team
- Conducting professional development workshops
- Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum
- Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
- Interpreting student data or assessment results
- Consulting with other specialists (e.g., social workers, psychologists, representatives from Community agencies)

The counselor can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

Parental Involvement (Administrative Activity)

Counselors may conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Many counselors provide newsletters or social media information for parents to keep them updated on school counseling programs, opportunities, or information on ways to support their students at home. Counselors along with other school staff should encourage parents to participate in volunteer opportunities within the school setting.

The librarian serves on the Parental Involvement Community for the building and works with Patti Mathis, the School District Parent Volunteer Coordinator, to encourage parents to participate in volunteer opportunities within the school setting. (See Beebe Junior High School Parental Involvement Plan- Section Five)

Utilization of Student Records (Administrative Activity)

The ***Beebe Junior High School*** counselor reviews academic records and files, and may update them for use with students and parents, as well as for their own professional use.

Interpretation of Student Assessments (Direct Services)

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

Interpretation of Student Assessments (Direct or Administrative Activity)

The counselor at Beebe Junior High School serves as the Building Test Coordinator. Duties include teacher in-service, inventory of tests, distribution of tests, test security procedures, and documentation of test procedures as well as getting tests shipped/prepared for grading purposes. The counselor is also responsible for make-up testing.

Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs (Direct Service)

Counselors advise students on 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 post-secondary opportunities.

Making Referrals to School and Community Resources (Administrative Activity)

Counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and support the established policies and procedures for interagency communication. **(See Counselor Resource List- Section Five)**

Direct Counseling Activity Examples – 75% of Time Monthly

The counselor provides direct to students at least 75% of their time monthly. Examples of direct counseling are:

- Individual social/emotional counseling
- Individual academic guidance and counseling
- Individual career education guidance and counseling and vocational decision making
- Orienting new students to the school (this does not include master scheduling)
- Consultation with students
- Class selection discussion/academic advisement with students
- Interpretation of state-mandated assessments with students
- Review records and files while assisting students
- Small group counseling sessions
- Classroom guidance sessions

Administrative Activities Examples- 25% of Time Monthly

The counselor provides administrative services no more than 25% of their time monthly. Examples of administrative services are:

- Consultation services with school personnel and outside agencies
- Making appropriate referrals
- Test interpretation about students; test interpretation for parents, faculty or community
- Updating guidance/counseling records for counselor's utilization
- Planning, managing, and evaluating the comprehensive counseling program
- Planning classroom guidance lessons

The American School Counselor Association's Position on High-Stakes Testing and School Counseling

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_High-StakesTesting.pdf

Career Awareness and Planning in School Counseling Programs (Direct Service)

Annotated Code 6-18-1009 states: "Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children's learning and career planning process."

At *Beebe Junior High*, guidance and classroom activities can focus on developing personal skills, career exploration and making the connection between them and the world of work. At the secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning. They can help students develop their course of studies or four-year plans so that students have a map for high school coursework. Counselors provide information to and assist students in understanding how taking more rigorous classes better prepares them for college- and work- success. Information on post-secondary opportunities and institutions, and alternative career programs are shared with students. Soft-skills are developed at all levels and the connection between them and career success is emphasized.

Arkansas District and School Planning

Additional Components of Student Services Plans

The following components must be included in the school/district student services plan, **but are not typically provided or implemented by the school counselor.**

Alternative Methods of Classroom Management

The Student Services Plan addresses alternative methods of classroom management. These methods can include, but are not limited to: behavior contracts, dispute resolution, classroom meetings, logical consequences, assertive discipline, behavior modification and career and academic counseling. Alternative methods are consistently implemented and reinforced by all school staff.

Follow-up of School Dropouts and Graduates

Schools/districts follow-up with students who drop out with referrals, communication with parents, students, requests from new schools, etc. Follow-up with graduates can be through phone calls, emails and What's Next forms completed prior to graduation, or by other contact methods.

TABE Testing (Pre-High School Equivalency Examination)

The counselor may support the coordination of the Test for Adult Basic Education or the High School Equivalency Examination pretest. However, the counselor does not administer the test, but refers to other appropriate personnel to administer the assessment.

Group Conflict Resolution Services

These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding and positive communication.

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

By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

Visiting Teacher and Social Work Services

Visiting teacher and social work services provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning concerns. The visiting teacher or social worker functions as a liaison between the home and school. They may provide home visits and refer students and parents to appropriate school and community agencies for assistance.

Occupational and Placement Services

Occupational and placement services personnel shall serve as a liaison between employers and the school to develop connections between the school and business and industry.

Psychological Services

The district provides psychological services to students to ensure that they are ready to succeed and are being prepared for college- and/or career- readiness. These services include, but are not limited to:

- Evaluation of students with learning or adjustment problems
- Evaluation of students for exceptional student programs
- Consultation with parents, students and school personnel to ensure students are ready to succeed
- Provision of an early identification system of learning potential and factors that might affect educational performance
- System for liaison and referrals with available resources
- Written policies that assure ethical procedures in psychological services.

Evaluations are conducted by Karen Gajeski, who has a B.A. in Psychology and an M.S. in School Psychology. Karen Gajeski is certified by the Arkansas Department of Education as a School Psychology Specialist (SPS), and certified by the National Association of School Psychologists as a Nationally Certified School Psychologist (NCSP). She is in a full-time position with Beebe Public Schools.

School Health Services

Each school district shall have a health services program. The program shall include screening, referral and follow-up procedures for all students. Students with special health care needs, medically fragile, and technology-dependent students will have individualized healthcare plans. Custodial health care services required by students with individualized health care plans shall be provided care by trained school employees, other than the classroom teacher. Students who require invasive medical procedures shall be cared for by a trained person who is licensed to perform the task. Classroom teachers shall not perform these tasks with the exception of administering glucagon to a student with Type I diabetes, providing the teacher is trained, and the situation is an emergency.

Nurses at Beebe Junior High, Elizabeth Barton, RN and Irene Crain, LPN.

Suicide Prevention Public Awareness Program

The distribution of a suicide prevention public awareness program should be provided

Beebe Junior High School recognizes September is Suicide Awareness month. Activities/Resources include: Suicide Prevention Awareness Day, Publicizing suicide prevention lifeline website and phone number with faculty and students

- **ADE Guidance and School Counseling Suicide Prevention Resources**

<http://www.arkansased.gov/divisions/learning-services/guidance-and-schoolcounseling/student-support>

At-Risk Students and the School Dropout Program

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

<http://www.arkleg.state.ar.us/education/HigherEd/Documents/DropoutPreventionToolkit.pdf>

Alternative Student Services Personnel

In order to provide the services set forth in the Act, a district may utilize the following types of personnel in addition to any standard student services personnel: professionals or paraprofessionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers. These individuals may provide only the services they are trained, certified, or licensed to perform.

Section Four

Accountability

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, "How are students different as a result of the school counseling program?" Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results.

Initially, the counselor will develop or review a school data profile and answer some guiding questions such as: what are the strengths in the school, what concerns do you have about the data, are there achievement gaps, has attendance changed over time, and are there safety concerns? This exercise is important for school counselors so that they understand how the data was collected and how to interpret the data.

Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program.

<https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/SchoolDataProfile.xls>

See pages 99--116 in the ASCA Model book (2012).

Legislation/Rules for School Counseling Services

Arkansas Department Of Education Rules Governing Standards For Accreditation Of Arkansas Public Schools And School Districts August 2015

16.01 GUIDANCE AND COUNSELING

16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.

16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.

16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

Public School Student Services Act Title 6 Education Subtitle 2. Elementary And Secondary Education Generally Chapter 18 Students Subchapter 10 Public School Student Services Act

A.C.A. § 6-18-1001 (2015)

6-18-1001. Title.

This subchapter shall be known and may be cited as the "Public School Student Services Act".

HISTORY: Acts 1991, No. 908, § 1.

6-18-1002. Purpose.

It is the intent of the General Assembly to articulate the functions served by each of the components of a program of student services. It is further the intent of the General Assembly that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational-technical schools. Such plan shall be implemented no later than the 1991-1992 school year. It is the intent of the General Assembly that student services coordinators be given time to fulfill their responsibilities under this subchapter.

HISTORY: Acts 1991, No. 908, § 2.

6-18-1003. Rules and regulations.

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

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

HISTORY: Acts 1991, No. 908, § 8.

6-18-1004. School district plan.

- (a) (1) Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service.
(2) Only those trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan will be assigned to carry out the duties of each service.
- (b) Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, but are not limited to, the following:
 - (1) Behavioral contracting;
 - (2) Dispute resolution;
 - (3) Classroom meetings;
 - (4) Logical consequences;
 - (5) Assertive discipline;
 - (6) Behavior modification; and
 - (7) Career and academic counseling.
- (c) (1) Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments.
(2) The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.
- (d) The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Committee on Education and the House Committee on Education.

HISTORY: Acts 1991, No. 908, §§ 4, 5; 1997, No. 1275, § 1; 2005, No. 1949, § 1.

6-18-1005. Student services program defined.

- (a) "Student services program" means a coordinated effort, which shall include, but is not limited to:
 - (1) **Guidance and counseling services**, which shall include, but are not limited to:
 - (A) The availability of individual and group counseling to all students;
 - (B) Orientation programs for new students at each level of education and for transferring students;
 - (C) Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;
 - (D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
 - (E) Utilization of student records and files;
 - (F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;
 - (G) The following up of early school dropouts and graduates;
 - (H) A school-initiated system of parental involvement;
 - (I) An organized system of informational resources on which to base educational and vocational decision making;
 - (J) Educational, 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;
 - (K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;

- (L) Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and
- (M) Guidance in understanding the relationship between classroom performance and success in school;
- (2) *Psychological services*, which shall include, but are not limited to, the following:
 - (A) Evaluation of students with learning or adjustment problems;
 - (B) Evaluation of students in exceptional child education programs;
 - (C) Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;
 - (D) A system for the early identification of learning potential and factors that affect the child's educational performance;
 - (E) A system of liaison and referrals, with resources available outside the school; and
 - (F) Written policies that assure ethical procedures in psychological activities;
- (3) *Visiting teacher and school social work services*, which shall include, but are not limited to, the following:
 - (A) Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and
 - (B) Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;
- (4) *Career services*, which shall 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;
- (5) *Group conflict resolution services*, which shall include, but are not limited to, the following:
 - (A) Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;
 - (B) Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and
 - (C) Programs designed to prevent bullying;
- (6) *Health services*, which shall include, but are not limited to, the following:
 - (A) Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have individualized healthcare plans;
 - (B) (i) Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to § 17-87-102(10)(D) or other professional licensure statutes, unless permitted under § 17-87-103(10) and (11).
(ii) The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under § 17-87-103(11); and
 - (C) Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and
- (7) The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.
- (b) School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

HISTORY: Acts 1991, No. 908, §§ 3, 6; 1997, No. 1275, § 2; 1999, No. 1565, § 1; 2003, No. 681, § 2; 2005, No. 1757, § 2; 2005, No. 1949, § 2; 2007, No. 1573, §§ 27, 28; 2011, No. 1172, § 1; 2011, No. 1204, § 2.

6-18-1006. Occupational and placement specialist.

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

HISTORY: Acts 1991, No. 908, §§ 4, 7.

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

- (a) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Committee on Education, and the House Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of this subchapter by the various school districts, including which districts are in substantial compliance with the plan required under this subchapter.
- (b)(1)(A) By January 1, 1998, the department shall have in place a staffing structure which assures that the department's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of this subchapter.
(B) The department shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.
- (2) Each school district shall be responsible for submitting an annual report to the Assistant Commissioner of Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section.
- (3)(A) The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with this section.
(B) The monitoring shall include interviews with administrators, counselors, students, and teachers.

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

6-18-1008. Implementation.

- (a) The State Board of Education shall cause the Commissioner of Education to designate one (1) employee who shall be responsible for overseeing the implementation of this subchapter.
- (b) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the state board, the House Committee on Education, and the Senate Committee on Education a report outlining the status of implementing each of the provisions of this subchapter by the various school districts.

HISTORY: Acts 1997, No. 1362, § 30.

6-18-1009. Career development.

- (a) Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.
- (b) School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.

HISTORY: Acts 2005, No. 1949, § 3.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC SCHOOL STUDENT SERVICES**

October 2012

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as Arkansas Department of Education Rules Governing Public School Student Services.
- 1.02 These rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-18-1001 et seq. and Ark. Code Ann. § 6-11-105.

2.00 LEGISLATIVE INTENT AND PURPOSE

- 2.01 It is the intent of the General Assembly, as set forth in the Public School Student Services Act:
 - 2.01.1 To articulate the functions served by each of the components of a program of student services;
 - 2.01.2 That each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational technical schools; and
 - 2.01.3 That student services coordinators be given time to fulfill their responsibilities under Title 6, Chapter 18, Subchapter 10 of the Arkansas Code.
- 2.02 The purpose of these rules is to provide guidance to local school districts and the Department of Education in complying with requirements of Ark. Code Ann. § 6-18-1001 et seq., the Public School Student Services Act.
- 2.03 The further purposes of these rules are to:
 - 2.03.1 Describe the student services program at all educational levels for which the school board of directors is responsible;
 - 2.03.2 Establish criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies.
 - 2.03.3 Identify alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board of directors in providing the recommended student services, including without limitation: paraprofessionals, teachers, parents, and representatives of business and industry, and
 - 2.03.4 Establish minimum standards for all areas of student services personnel.

3.00 DEFINITION

- 3.01 Student services program" means a coordinated effort, which shall include, without limitation:
 - 3.01.1 Guidance and counseling services, which shall include, without limitation:
 - 3.01.1.1 The availability of individual and group counseling to all students;
 - 3.01.1.2 Orientation programs for new students at each level of education and for transferring students;
 - 3.01.1.3 Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;
 - 3.01.1.4 Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
 - 3.01.1.5 Utilization of student records and files;
 - 3.01.1.6 Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;
 - 3.01.1.7 The following up of early school dropouts and graduates;
 - 3.01.1.8 A school-initiated system of parental involvement;
 - 3.01.1.9 An organized system of informational resources on which to base educational and vocational decision making;
 - 3.01.1.10 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;
 - 3.01.1.11 Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;
 - 3.01.1.12 Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three

- (3) per day or ten (10) per week; and
- 3.01.1.13 Guidance in understanding the relationship between classroom performance and success in school;
- 3.01.2 Psychological services, which shall include, without limitation:
 - 3.01.2.1 Evaluation of students with learning or adjustment problems;
 - 3.01.2.2 Evaluation of students in exceptional child education programs;
 - 3.01.2.3 Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;
 - 3.01.2.4 A system for the early identification of learning potential and factors that affect the child's educational performance;
 - 3.01.2.5 A system of liaison and referrals, with resources available outside the school; and
 - 3.01.2.6 Written policies that assure ethical procedures in psychological activities;
- 3.01.3 Visiting teacher and school social work services, which shall include, without limitation:
 - 3.01.3.1 Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and
 - 3.01.3.2 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;
- 3.01.4 Career services, which shall include, without limitation, 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;
- 3.01.5 Group conflict resolution services, which shall include, without limitation:
 - 3.01.5.1 Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;
 - 3.01.5.2 Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and
 - 3.01.5.3 Programs designed to prevent bullying;
- 3.01.6 Health services, which shall include, without limitation:
 - 3.01.6.1 Students with special health care needs, including the chronically ill, medically fragile, and technology dependent, and students with other health impairments shall have individualized health care plans;
 - 3.01.6.2 Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to Ark. Code Ann. § 17-87-102(6)(D) or other professional licensure statutes, unless permitted under Ark. Code Ann. § 17-87-103(10) and (11). The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under Ark. Code Ann. § 17-87-103(11); and
 - 3.01.6.3 Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and
- 3.01.7 The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

- 4.01 Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service. Only those personnel trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan (additional licensure plan (ALP)) will be assigned to carry out the duties of each service.
- 4.02 Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, without limitation:
 - 4.02.1 Behavioral contracting;
 - 4.02.2 Dispute resolution;
 - 4.02.3 Classroom meetings;

- 4.02.4 Logistical consequences;
 - 4.02.5 Assertive discipline;
 - 4.02.6 Behavior modification; and
 - 4.02.7 Career and academic counseling.
- 4.03 Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments. The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.
- 4.04 The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Interim Committee on Education and the House Interim Committee on Education.
- 4.05 School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

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

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

6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL

- 6.01 In order to provide the student services required by the Public School Student Services Act, a school district may utilize the following types of personnel in addition to any standard student services personnel:
- 6.01.1 Professionals or paraprofessionals in the social work or mental health fields;
 - 6.01.2 Volunteers under the supervision of certified personnel; and
 - 6.01.3 Medicaid licensed targeted case managers.
- 6.02 Personnel employed under Section 6.01 shall be limited to performing those services for which they are licensed, certified, or trained.

7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL

- 7.01 All non-licensed student services personnel shall have:
- 7.01.1 In-service training regarding the district's Students Services Plan; and
 - 7.01.2 Appropriate training by licensed personnel to perform the tasks assigned.
- 7.02 Professional and paraprofessional personnel are exempt from Section 7.01.2.

8.00 DOCUMENTATION OF SERVICES

- 8.01 Each building-based school site in all school districts shall submit annual reports indicating services provided through the Student Services Plan to the Department of Education. This report shall include an accounting of all services provided by each counselor at a school or local education agency (LEA) on forms provided by the Department of Education. 005.15 096-7
- 8.02 Each school counselor shall document spending at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities, provided that the activities relate to the provision of guidance services.
- 8.03 Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.
- 8.04 Each school counselor serving students in buildings housing students in grades eight (8) through twelve (12) shall provide a career planning process for each student. During the five-year process, documentation of the information provided must be maintained as to whether the information was discussed with the student in individual or group settings. Each counselor is to develop a form to document these activities which can be a form used district-wide. A copy of the form and a statement of how services were provided must be submitted to the Department of Education as part of the annual report required in section 8.01.
- 8.05 School counselors shall also encourage parents, during regular parent conferences, to support partnerships

in their children's learning and career planning processes.

9.00 MONITORING OF SERVICES

- 9.01 Regular monitoring activities of the Student Services Plan for each school building site may occur when the Department of Education's Standards Assurance Unit directly monitors schools, when the School Improvement Planning Unit directly assists schools in the Arkansas Consolidated School Improvement Planning process, and when the guidance specialists monitor individual schools on an as-needed basis.
- 9.02 The superintendent of each school district shall certify annually that each school within the district has a Student Services Plan and a guidance program which implements the Plan in order to meet the requirements of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts and the Public School Student Services Act, Ark. Code Ann. § 6-18-1001 et seq.
- 9.03 Pursuant to the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, a school determined to be in noncompliance with the Public School Student Services Act will be placed in probationary status for lack of a guidance program which involves the implementation of the Student Services Plan. Such status will extend to the first day of the next academic semester.

10.00 ANNUAL SCHOOL STUDENT SERVICES STATUS REPORT

- 10.01 By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Interim Committee on Education, and the House Interim Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of the Public School Student Services Act by the various school districts, including which districts are in substantial compliance with the plan required under the Public School Student Services Act.
- 10.02 The Department of Education shall have in place a staffing structure which assures that the Department of Education's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of the Public School Student Services Act.
- 10.03 The Department of Education shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.
- 10.04 Each school district shall be responsible for submitting an annual report, as set forth in section 8.01 of these rules, to the Assistant Commissioner for Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section the Public School Student Services Act.
- 10.05 The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with the Public School Student Services Act.

11.00 IMPLEMENTATION OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

- 11.01 The Commissioner of Education shall designate one (1) employee who shall be responsible for overseeing the implementation of the Public School Student Services Act.
- 11.02 By January 1 of each year, the Department of Education shall compile and present to the Governor, the state board, the House Interim Committee on Education, and the Senate Interim Committee on Education a report outlining the status of implementing each of the provisions of the Public School Student Services Act by the various school districts.

Arkansas TESS School Counselor Rubric

The Arkansas Teacher Excellence and Support System provides statutory direction for reform of teacher and leader evaluation systems. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, provides critical information to state, district and school educators in the form of essential data and feedback to ensure College and Career Readiness leading to access and achievement for all Arkansas students.

The following resources provide school counselors with Arkansas Teacher Excellence and Support System (TESS) counseling specific guidance documents.

Aligning Danielson Framework with ASCA's School Counselor Competencies and Ethical Standards

http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Aligning_Danielson_Framework_with_ASCA_SCC_and_ESSC2.pdf

TESS Smart Card for Counselors

http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Smart_Card_School_Counselor.pdf

TESS for Specialty Areas - Counselors

<http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-for-specialty-areas/school-counselor-tessdocuments>

TESS Artifacts and Evidence for Counselors

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/TESS/TESS%20Artifacts%20and%20Evidence/TESS_Examples_of_Artifacts_Counselors_Updated_04282014.pdf

Section Five

Resource List

Counselor's Resource List	Phone	City	Contact	Cell #
			Police Chief	
Beebe Police Department	882-3365	Beebe	Wayne Belew	
DHS - Searcy	268-8696			
Arkansas Children's Hospital	800-468-6933	Little Rock		
UAMS	870-219-7083			
Tobacco Education Coordinator WDM Co-op	882-5467	Beebe	Becky Lamb	
A Woman's Place - Beebe Center	882-7695	Beebe		
	882-7694			
Attorney General's office	800-448-3014			
	682-1020			
Kidz Kan, LLC - Occupational Therapy	726-2046		Kelly Lewis	
Pryor Physical Therapy - Physical Therapy	368-0947	Searcy	Robbie Pryor	
Healthworks - Screenings	380-4660	WCMC Searcy	Judy Glenn, RN	
Arkansas Health Department	882-5128	Beebe		
Arkansas Health Department	268-6102	Searcy		
White County Children's Safety Center	388-1636	Searcy	Kathy Helpenstill	

Counseling Agencies				
Families Inc.	501-305-2359	Searcy	Rachel Tiffie	827-3845
Life Within			Thomas Ritchie	434-0000
Harding Marriage & Family Counseling	279-4315	Searcy		
			Sherry Lowery	281-6691
Health Resources of Arkansas	268-4181	Searcy	Melissa Wolfe	428-0476
Tri Therapy	268-5008	Searcy		
Family Service Agency	372-4242			
			Charlton Thiede	388-9694
The Pointe, Mobile Assessor	501-223-3322	Little Rock		
Rivendell, Mobile Assessor	501-316-1255		Deon Aaron	501-804-2503
Behavioral Hospitals				
Bridgeway	771-1500/800-245-0011			
Methodist Behavioral Health Hospital	501-803-3388			
Pinnacle Point Hospital	223-3322/800-880-3322			
			Elizabeth Knight	
Rivendell	501-316-1255	Benton	Arlene Franklin	
Unity Courage Health Center	501-278-3450	Searcy		

			Rod Smith	
Wilbur Mills Substance Abuse Treatment Center	501-268-7777	Searcy	Barbara Hacker	
(This is for students found with drugs at school. If they have no insurance, they should be able to receive services for free.)				
Hotlines				
Arkansas DHS Child Abuse Hotline	800-482-5964			
Arkansas Domestic Violence Hotline	800-269-4668			
Crimes Against Children Hotline	800-269-4668		Gary Glisson	618-8900
Crank/Meth Helpline	800-480-5965			
Suicide Hotline	800-784-2433			
Other Resources				
AR Advocate for Children & Families	317-9678			
AR Sheriff's Boys' Ranch	870-793-2380			
Easter Seals	227-3600			
Arkansas Rehabilitation Services Division	268-4542	501 West Arch	Phyllis Seaton	
		Searcy, AR 72143		
Lion's Club - Children in need of eye glasses		500 West Louisiana St.	Bill Long	
application in nurse's office (mail applications)		Beebe, AR		

Brandon Burlsworth Foundation	http://www.brandonburlsworth.org/eyes_of_a_champion.htm		
"Eyes of a Champion" (eye care for those who do not have AR Kids, Medicare, or other ins.)			
The Parent Center	882-8420	Beebe	Patti Mathis
Ministerial Alliance - Food Pantry, Clothes, Monetary Assistance	882-3342	Beebe	Bro. Bob Hall
Possible Resources for Homeless Children or Families			
Emergency Receiving Home (for children over 6 only - no adults)	729-3239	Judsonia	Juanita Gay
White Co Domestic Violence Prevention Battered Women's Shelter	278-5130	Searcy	Phyllis Goodin
HOPE - Shelter	278-4673	Searcy	
Haven House - Shelter	362-6757	Heber Springs	
Cleburne County Homeless Shelter	362-8486	Heber Springs	
Dorcus House - Shelter	374-4022	Little Rock	
Independence County Homeless Shelter	870-793-2311	Batesville	
Migrant Shelter	724-6227		

Beebe Junior High Parental Involvement Plan

Art Bell Principal – 882-5463, Ext. 1260
Ashley Brinkman Assistant Principal – 882-5463, Ext. 1079
Paula Moore Media Specialist, Building Facilitator – 882-5463, Ext. 1097
Patti Mathis District Parent Involvement Coordinator – 882-5463, Ext. 1069

Parent Involvement Committee Members:

– Parent Representative

Tiffany Crafton – Counselor

Greg Stinnett – Teacher

School Status - Achieving

Percent of Free/Reduced Lunch – 43.1%/9.4% (Total: 52.5%)

I. Beebe Junior High School will use the following communication strategies to provide additional information to parents and to increase parent involvement in supporting classroom instruction.

- A. The school has created a website. Homework assignments, Google Classroom, student Grades (Home Access Center), and pertinent school/classroom information are available on the school website. Parents may use e-mail and Remind 101 to communicate with members of the school staff.
Person Responsible: Greg Stinnett, Teacher
Target Date: Weekly
- B. Teachers will routinely contact parents on an individual basis to inform them about their child's progress by phone email, conferences, mail or Remind 101.
Person(s) Responsible: Teachers
Target Date: Quarterly
- C. The school will provide to parents reports/report cards every four and a half weeks with information regarding their child's academic progress and upcoming classroom and school events.
Person(s) Responsible: Teachers
Target Date: Every 4 and a half weeks
- D. The school will send parents a parent-friendly letter in the first nine weeks that explains their child's test results and standardized test scores.
Person(s) Responsible: Art Bell, Principal; Tiffany Crafton, Counselor
Target Date: First Nine Weeks
- E. The school will send brochures home, post notices in school facilities and public buildings, and provide information for local media about parent workshops and meetings.
Person(s) Responsible: Art Bell, Principal; Patti Mathis, District Parent Involvement Coordinator
Target Date: Fall and Spring Semesters
- F. The school will use the student handbook, school website, signage at the school entrance, automated phone messages text messages, and parent orientation meetings to communicate with parents and the community. All communication is provided in a parent's native language.
Person Responsible: Art Bell, Principal
Target Date: Fall and Spring Semesters

II. Beebe Junior High School will hold parent meetings, conferences and activities regularly throughout the school year, providing flexible meeting times, to increase parental involvement.

- A. Parent Advisory Committee will meet throughout the year to address our vision and mission of the Beebe Junior High. Parents will give input and offer ideas to improve student success.
Person(s) Responsible: Art Bell, Principal and Ashley Brinkman, Asst. Principal
Target Date: Fall and Spring Semesters
- B. Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.
Person(s) Responsible: Teachers
Target Date: October 16, 2018; March 14, 2019
- C. The school will offer parents a special workshop each year, the annual report to the public, to provide an explanation of the statewide assessment system, standards, and other accountability measures.
Person Responsible: Ashley Brinkman, Assistant Principal
Target Date: Fall Semester
- D. The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning.
Person(s) Responsible: Staff
Target Date: Fall and Spring Semesters
 - 1. Library assistant
 - 2. Novels @ Noon Book Club
 - 3. Mentor/Teacher assistant /Tutor
 - 4. Conduct Job Interviews
 - 5. Job Shadowing
 - 6. Booster Club
 - 7. Book Fair helpers
 - 8. Chili Dinner
 - 9. Awards Day presentation
 - 10. May Day volunteers
 - 11. Athletic events – chain gang, concession stand
 - 12. Parent Teacher Conferences
 - 13. Orientation presentations
 - 14. Open House
 - 15. Band and Choir Concerts
 - 16. Red Ribbon Week
 - 17. Drama performances
 - 18. Various committees

III. Beebe Junior High will provide information to parents about volunteer opportunities.

- A. The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during the orientation of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.
Person Responsible: Patti Mathis, District Parent Involvement Coordinator
Target Date: Fall
- B. Beebe Junior High will work with Beebe Middle School to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The school will host special orientation programs for parents and

students to help with the transition. Parents will have the opportunity to meet the new teachers at the end of the school year.

Person Responsible: Ashley Brinkman, Assistant Principal

Target Date: May 2019

- C. The school will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteers, the use of and access to the Department of Education website tools for parents, (www.arkansased.org) assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.

Person Responsible: Patti Mathis, District Parent Involvement Coordinator

Target Date: Fall and Spring Semesters

- D. Teachers will obtain two (2) hours of professional development training designed to enhance the understanding of effective parental involvement strategies. Administrators will obtain three (3) hours of professional development training designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

Person Responsible: Scott Embrey, Assistant Superintendent

Target Date: Every 5 Years

- E. The school will provide a variety of communication methods: e-mail, newsletter, Twitter, Facebook, Remind 101, scrolling sign, school website, local newspaper, and automated phone system.

Person(s) Responsible: School-wide Staff

Target Date: Fall and Spring Semesters

- IV. The school will work with parents to create a School-Parent-Compact.

Beebe Junior High School is not a Title I school.

- V. Beebe Junior High School will provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan and the Annual Title I Meeting to engage them in the decision-making processes regarding the school's Title I, Part A Program.

- A. The school will involve parents in school improvement planning committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way. The school has regular ACSIP meetings, which consist of school and parent representatives.

Person Responsible: Ashley Brinkman, Assistant Principal

Target Date: Fall and Spring Semesters

- B. To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.

Person Responsible: Art Bell, Principal

Target Date: Fall and Spring Semesters

- C. The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school if community desire is evident.

Person Responsible: Patti Mathis, District Parent Involvement Coordinator

Target Date: Fall and Spring Semesters

VI. The school will provide resources for parents.

- A. The district has a Family Center, where parents may check out materials, use the computer to check grades, and visit educational websites. A suggestion sheet will also be available for parental input.
Person Responsible: Patti Mathis, District Parent Involvement Coordinator
Target Date: Fall and Spring Semesters
- B. The school will distribute Informational Packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year, and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mails).
Person Responsible: Paula Moore, Media Specialist, Building Facilitator
- C. To promote and support responsible parenting, the school shall, as funds are available: purchase parenting books, magazines, and other informative materials regarding responsible parenting, advertise the current selection, and give parents the opportunity to borrow the materials for review located in the parent center.
Person(s) Responsible: Patti Mathis, District Parent Involvement Coordinator
Target Date: Fall and Spring Semesters
- D. The school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions is included in the student handbook.
Person Responsible: Ashley Brinkman, Assistant Principal
Target Date: Spring Semester
- E. The principal of each school in a district shall designate one (1) certified staff member who is willing to serve as the building parent facilitator.
Person Responsible: Paula Moore, Media Specialist
Target Date: Spring Semester

VII. Beebe Junior High School will engage parents in the evaluation of the building's parental involvement efforts.

The school will engage parents in the annual evaluation of the parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school staff. The committee, made up of teachers, parents and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies, and (4) engagement of parents in activities to support student academic growth.

Person Responsible: Patti Mathis, District Parent Involvement Coordinator
Target Date: Fall and Spring Semesters

VIII. Beebe Junior High School will use parent interest surveys to select, plan and implement parental involvement activities that will be offered throughout the year.

- A. The school will ask parents to fill out a parent interest survey during the Spring Semester school year to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically.
Person Responsible: Patti Mathis, District Parent Involvement Coordinator
Target Date: Spring Semesters

- B. The school will use the results of the parent interest survey to plan the parental involvement activities for the year.
Person Responsible: Patti Mathis, District Parent Involvement Coordinator
Target Date: Fall and Spring Semester.
- C. The school will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation.
Person Responsible: Paula Moore, Media Specialist, Building Facilitator
Target Date: Spring Semester
- D. The school will sponsor seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
Person Responsible: Tiffany Crafton, Counselor
Target Date: Spring Semester

- IX. The school will plan an Annual Title I meeting that is conducted separately from other meetings or activities.
Beebe Junior High is not a Title I school.

