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I. INTRODUCTION

School counselors in the Heber Springs School District 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 plan 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.

II. STUDENT SERVICES PROGRAM DEFINED

A. Public School Services Act

A.C.A. § 6--18--1001

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.


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.


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.  


(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.  


B. Arkansas Rules and Regulations for Public School Student Services

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC SCHOOL STUDENT SERVICES October 2012

1.00 REGULATORY AUTHORITY

1. 1.01 These rules shall be known as Arkansas Department of Education Rules Governing Public School Student Services.

2. 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

1. 2.01 It is the intent of the General Assembly, as set forth in the Public School Student Services Act:

   1. 2.01.1 To articulate the functions served by each of the components of a program of student services;
   2. 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
   3. 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. 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.

3. 2.03 The further purposes of these rules are to:

   1. 2.03.1 Describe the student services program at all educational levels for which the school board of directors is responsible;
   2. 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.
3. **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:

- The availability of individual and group counseling to all students;
- Orientation programs for new students at each level of education and for transferring students;
- Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;
- Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
- Utilization of student records and files;
- Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;
- The following up of early school dropouts and graduates; A school-initiated system of parental involvement;
- An organized system of informational resources on which to base educational and vocational decision making;
- 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;
- 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;

Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and

Guidance in understanding the relationship between classroom performance and success in school;

3.01.2 Psychological services, which shall include, without limitation:

Evaluation of students with learning or adjustment problems;

Evaluation of students in exceptional child education programs;

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;

A system for the early identification of learning potential and factors that affect the child's educational performance;

A system of liaison and referrals, with resources available outside the school; and

Written policies that assure ethical procedures in psychological activities;

teacher and school social work services, which shall include, limitation:

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

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:

3.01.6 Health services, which shall include, without limitation:

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;
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

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 Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;

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

Programs designed to prevent bullying;

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**

1. **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.

2. **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.

3. **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

1. 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:
   1. 6.01.1 Professionals or paraprofessionals in the social work or mental health fields;
   2. 6.01.2 Volunteers under the supervision of certified personnel; and
   3. 6.01.3 Medicaid licensed targeted case managers.

2. 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

1. 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.

2. 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.

2. **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.

3. **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.

4. **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.

5. **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

1. **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.

2. **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.

3. **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
1. 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.

2. 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.

3. 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.

4. 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.

5. 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

1. 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.

2. 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.

C. Arkansas Comprehensive School Counseling Programs and ASCA Model

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

This is what others observe about school counseling...
Classroom guidance, small groups, individual counseling, coordinating committees and programs, large group professional development, parent meetings etc.

This is what counselors do that is not always observed, but should be shared with others...
Vision, mission, program goals, closing the gap plans, delivery including direct counseling and administrative activities, responsive services, provision of support to students (food, school supplies, clothing, personal hygiene) etc.

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.
Research Supporting Comprehensive School Counseling Programs

American School Counselor Association
Empirical Research Studies Supporting the Value of School Counseling
https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf

The School Counselor and Comprehensive School Counseling Programs

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf

National Association for College Admission Counseling (NACAC): Effective Counseling in Schools Increases College Access http://www.nacacnet.org/research/research-data/Research%20Member%20Only/McDonough.pdf

Utah Comprehensive Counseling and Guidance Program Evaluation Report
AYP and School Counseling

Reporting Student Outcome Data from SLTs Helping Stakeholders Understand How School Counselors Impact Students
http://www.lacounseling.org/images/lca/Reporting%20Student%20Outcome%20Data%20from%20SLTs.pdf

University of Massachusetts Amherst
Paving The Road To College: How School Counselors Help Students Succeed

A National Look at the High School Counseling Office
What Is It Doing and What Role Can It Play in Facilitating Students’ Paths to College?
http://www.nacacnet.org/research/research-data/nacac-research/Documents/NACAC_Counseling_PhaseII.pdf

California Department of Education – Research on School Counseling Effectiveness Provides a collection of sources that address the effectiveness of school counseling and other student support services, including their contribution to the personal and academic success of students.
http://www.cde.ca.gov/ls/cg/rh/counseffective.asp

Key Policy Letters from the Education Secretary and Deputy Secretary June 30, 2014
http://www2.ed.gov/policy/elsec/guid/secletter/140630.html

The School Counselor and Discipline

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Discipline.pdf
Section Two
The ASCA National Model Components
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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.

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).

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.

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.”  

**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.

### III. MISSION STATEMENTS

A. Heber Springs School District Mission Statement

   The mission of the Heber Springs School District is to help each student achieve his or her maximum potential to become a productive citizen. Parents and community work with the school to provide a safe, positive, and challenging atmosphere for learning.

B. Heber Springs Elementary School Mission Statement

   To provide a nurturing and safe environment in which students are encouraged to think creatively, take risks, and develop positive self-esteem. To foster a team of committed educators who create rich, varied experiences in curricular learnings that accommodate different learning styles. To ensure a cooperative link between home, school, and community, recognizing the community in which we serve so that students may have a global mindset of citizenship, life-long learning, and respect.
C. District Counseling and Guidance Mission Statement

*Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families, and members of the community as an integral part of the education program. School counseling and guidance programs promote school success through a focus on academic achievement, prevention, and intervention activities, advocacy, and social/emotional, and career development.

*National Standards for School Counseling Programs, American School Counselor Association.

IV. COUNSELING AND GUIDANCE PHILOSOPHY

Counseling and guidance is that part of education which provides the foundation for helping the individual to discover his/her needs, to assess his/her potentials, and to develop life goals that are individually satisfying and socially desirable.

The primary goal of the counseling and guidance personnel is to have a comprehensive, developmental counseling and guidance program in the Heber Springs School District.

A comprehensive program is one designed to meet the needs of all students, to ensure that each student receives maximum benefit from our educational system, and to provide educational experiences designed to encourage growth toward maturity.

Further, a comprehensive counseling and guidance program is one in which all students, teachers, and parents have access to the service of a counselor. We recognize that counseling and guidance responsibilities are shared by the home, community, and the school; however, the school will have a major responsibility for providing adequate service for all students.

A developmental counseling program is one in which normal, ordered, and patterned processes of change (which occur during the maturation of children) are attended to. Counselors are knowledgeable of normal developmental stages of children and will assist in coordinating educational experiences to foster positive growth.

V. GOALS AND OBJECTIVES

Goal I. To assist students in the process of growing in personal, social, educational, and career development.
Objectives:

B. Personal Development—The counselor will assist students to:
   1. Establish and maintain a sense of personal worth and a positive self-image
   2. Develop and cultivate appropriate emotional responses to life experiences
   3. Understand their roles and responsibilities in school, family, and community

C. Social Development—The counselor will assist students to:
   1. Develop and maintain effective interpersonal skills
   2. Understand the roles and responsibilities of others in school, family, and community
   3. Acquire a knowledge of and respect for individual differences in abilities, interests, attitudes, and backgrounds

D. Educational Development—The counselor will assist students to:
   1. Achieve at a level in keeping with their potential
   2. Develop a positive attitude and a personal identity as a worker who contributes to self and to social needs
   3. Understand their own aptitudes and develop their own abilities as they pertain to the world of work

Goal II. To assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills

Objectives: The counselors will assist students to:

A. Develop strategies for exploring alternatives that allow students to successfully deal with problem situations
B. Evaluate, select, and implement the appropriate solutions to problems

Goal III. To assist the school staff in its efforts to promote the developmental growth of students

Objectives: The counselor will assist the staff by:

A. Promoting a positive learning atmosphere
B. Promoting an understanding of the role of school personnel in the counseling and guidance program
C. Enhancing their counseling skill through consultation and other staff development activities
D. Encouraging the recognition and use of affective skills in the teaching-learning process
Goal IV. To assist the family in its efforts to understand the developmental growth of children

Objectives: The counselor will assist families by:

A. Promoting effective communication among the parents, the school staff, and the children
B. Enhancing parenting skills that will promote the positive personal, social educational, and career development of children

**Heber Springs School District Counseling Goals**

The Heber Springs Elementary School Counseling and Guidance Program includes, but is not limited to, the following:

- Individual Counseling
- Small Group Counseling
- Classroom Guidance
- Student Placement (as needed)
- Drop-Out Prevention (monitoring attendance at the elementary level)
- Career Awareness
- Student and Parent Orientation to the School and Counseling Program
- Mediation/Conflict Resolution
- Drug Education
- Character Education
- Sexual Harassment Awareness/Education
- Suicide Awareness/Prevention/Education
VI. ROLE OF COUNSELORS IN ARKANSAS PUBLIC SCHOOLS

School counselors help all pupils by establishing individual, group, and classroom guidance contacts with the students, collaborating with teachers, and coordinating with other school and/or community guidance resources. The clinical skills, training, 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.

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

VII. DIVISION OF COUNSELORS’ TIME

Availability of time for the counselor to provide direct counseling services is paramount to meeting the needs of students. The myriad of counselor responsibilities may be divided into those providing direct counseling services related to students, indirect or responsive services related to students, and administrative activities.

According to Arkansas state law, school counselors are to spend at least 75% of work time providing direct student services (and indirect/responsive services) and no more than 25% of work time completing administrative activities.
Direct student services include the delivery of the school counseling core curriculum, addressing academic, career, and/or social/emotional needs. 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 administrator. 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.

Examples: Individual Counseling; Small Group Counseling; Classroom Guidance; Conferences pertaining directly to students; Consultation with students; Student Placement/Academic Advisement with students; Coordinator for student programs such as Ambassadors or Conflict Resolution groups

Administrative activities include referral to school, district, or other outside sources for additional assistance for a specific student need. Counselors can use collaboration in teaming environments, committees, or workshops provided to school staff or parents.

Examples: District meetings; School committees; Record keeping; Special Education observations; Assessment team meetings; Lesson planning; Scheduling; Creating parent newsletters; Professional Development; Liaison for Community Groups; Assisting with Standardized Testing; Consultation with School Personnel and Outside Agencies; Test Interpretation for Parents/Staff

Legal Reference: 6-18-1005 (8)

VIII. STUDENT SERVICES PROGRAM

A. Counseling and Guidance Services

1. Facilities

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

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

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

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

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

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

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

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

2. Individual Counseling (Direct Service)

In many situations, counselors work with students when they experience problems. However, counseling must be more than the provision of remediation and crisis intervention. If counselors are always “putting out fires”, then they will have little time to prevent them from beginning. Developmental counseling provides students with coping strategies before
a crisis occurs. This may involve seeing students individually to help them develop and use their resources. Counseling can also be provided for parents to address specific problems that may interfere with their working with one student individually on personal, social, or educational concerns which may impact the child’s ability to function effectively and efficiently.

Legal Reference: 6-18-1005

3. Group Counseling (Direct Service)

Group counseling is an invaluable part of most school counselors’ work. Working with students in groups acknowledges that peer influence is an extremely powerful factor in students’ development. Groups provide them 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, thereby making the most efficient use of his/her time.

Legal Reference: 6-18-1005

4. Classroom Guidance (Direct Service)

A comprehensive school counseling program involves planned guidance activities for all students. These age-related exercises foster students’ academic, personal, developmental growth. The topics and activities used are a collaborative effort by counselors and teachers. The classroom guidance curriculum focuses on topics such as:

- Self-understanding
- Effective interpersonal and communication skills
- Problem-solving, decision-making, conflict resolution skills
- Effective study skills, test-taking skills, and positive attitude toward school
- Career awareness and the world of work
- Substance abuse prevention
- Orientation to school and to the counseling/guidance program
- Character education
- Sexual harassment awareness/education
- Personal safety
- Understanding and acceptance of differences in each other
- Family dynamics

Legal Reference: 6-18-1005
5. Orientation and Academic Advisement (Direct Services)

Orientation is an avenue for the students, teachers, and parents to learn about the guidance and counseling programs and to assist in the adjustment of new students to the school. Orientation is designed to help students make effective transition adjustment from one school setting to another. Formal programs may be used by the counselor for all students in a classroom setting. As new students enter the school, their orientation may consist of individual or group counseling and formal peer helper programs. Orientation nights for both parents and students are provided for students going from pre-K to Kindergarten, from 5th to 6th grades, and from 8th to 9th grades in the Heber Springs School District.

Academic advisement begins in 6th grade and continues through 12th grade. 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 careers. 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.

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

HSSD counselors assist 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.

Legal Reference: 6-18-1005

6. Student Placement (Direct Services)

Proper placement of students in the academic setting is a critical factor in each student’s educational development. Counselors may act in a consulting capacity at the elementary level.

Legal Reference: 6-18-1005
7. Consultation (Administrative Activity)

Consultation in school counseling programs focuses on the total learning environment of the school. Teachers use counselors as a resource, seeking consultation on specific students’ problems and on general issues such as addressing the needs of culturally diverse students in the classroom. Many teachers can benefit from a counselor’s assistance in developing new ways of responding and relating to students.

A major part of the counselor’s role is to collaborate with teachers and parents, not to criticize them. In fact, counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

Counselors work with teachers and administrators to help create the kind of school environments that stimulate growth and learning. Their emphasis is on making the educational process more personal and increasing teachers’ and administrators’ understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults’ expectations, biases, and behaviors affect students; and ways of helping students cope with success and failure.

Typically, consultation involves:

1. Conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance or child abuse
2. Assisting teachers to work with individual students or group of students
3. Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum
4. Assisting in the identification and development of programs for students with special needs
5. Participating in school committees that address substance abuse, human growth and development, school climate, and other guidance-related areas
6. Interpreting student information, such as results of standardized tests for students and team members
7. Consulting regularly with other specialists (i.e. social workers, mental health professionals, representatives from community agencies)

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.

Legal Reference: 6-18-1005

**Heber Springs School District Counselors**

Elementary: Kelly Pohl, Devin Thomas

Middle: Michelle Graham

High: Shannon Martin, Dana Patton

**Additional Resources**

School-Based Counseling Agency Liaison between HSSD and agencies: David Ruble

Outside Counseling Agencies/Hospitals in the Heber Springs area:

1. The Pointe (Searcy)
2. Pinnacle Pointe Behavioral Healthcare System (Little Rock)
3. Health Resources of Arkansas (Heber Springs)
4. Families, Inc. (Searcy)
5. Methodist Behavioral Health (Heber Springs)
6. Rivendale (Little Rock)
7. UAMS
8. Utilization of Student Records (Administrative Activity)

Counselors should be authorized access to any files kept on the student. Data are utilized to assist parents, faculty, administrators, and counselors to best help each individual student reach his/her potential.

Legal Reference: 6-18-1005
9. Interpretation of Standardized Testing and Dissemination of Results
(Administrative or Direct)

Standardized tests are developed in a systematic manner with administration to a defined sample of the population, under prescribed conditions. They are scored according to definite rules and capable evaluation by reference to normative information.

Counselors help students identify their skills, abilities, achievements, and interest through counseling activities and guidance curriculum. They also interpret standardized test results for parents, faculty and students, relate the results to strengths and limitations in the school’s curriculum, and assist in planning and implementing changes in the curriculum and school’s procedures.

Upon request, counselors may interpret test results for a parent and/or student and may act as a consultant to the faculty. Student information is kept in files maintained in the school office. Supervision of the testing is assigned to the building principals and/or counselors at the elementary level. Working directly with students to interpret and understand their own standardized assessment results would be a direct counseling service.

Counselors in the Heber Springs School District serve as the Building Test Coordinators. 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/submitted/prepared for grading purposes. The counselors are also responsible for the coordination of all make-up testing.

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

Legal Reference: 6-18-1005

10. Following Up of Attendance and Excessive Absences for Drop-Out Prevention (Administrative Activity)

Counselors, in collaboration with administrators, will develop a tracking system to monitor absences in order to help prevent school dropouts. Counselors may engage in direct services when working face to face with students to address their attendance issues.
a. The following references pertain to the attendance policies of the Heber Springs School District and may be found on the District’s website or in the student handbook:
   i. Policy 4.3—Compulsory Attendance Requirements
   ii. Policy 4.7—Absences
   iii. Policy 4.8—Make-Up Work
   iv. Policy 4.9—Tardies
   v. Policy 4.44—Attendance Requirements for Students in Grades 9-12

Legal Reference: 6-18-1005

11. Parental Involvement (Administrative Activity)

School counselors work with parents to provide valuable techniques for helping children meet their academic, personal, and social potential. Counselors also work with parents and students on specific habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Many schools send out newsletters letting parents know what is happening in the school, offering ideas for keeping students active in constructive ways over holiday breaks, and giving parents tips to improve their child’s study habits.

Counselors, administration, teachers, and staff encourage parents to participate in volunteer opportunities within the school setting.

A Parent Resource Center has been set up in the counselor’s office. A parent involvement coordinator has been designated in each of the district’s schools (elementary, middle, high).

Counselors may provide parents and school staff with the following documents if needed: Parental Involvement Plan, ACT 603 The Law (paper copy available upon request) and ADE Rules/Guidelines Governing Parental Involvement Plans (paper copy available upon request, also found on Arkansas Department of Education website).

The Parent and Family Engagement Plan for the Heber Springs School District is provided. Copies of the Heber Springs Elementary, Middle School, and High School plans may be found on the district’s website or may be requested from each school.

Legal Reference: 6-18-1005
Heber Springs School District
Parent and Family Engagement Plan 2017-18

Part I. General Expectations

The Heber Springs School District agrees to implement the following statutory requirements:

The HSSD will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with The ESSA (Every Student Succeeds Act) Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with ESSA, the HSSD will work with all three campuses to ensure that the required school-level parental involvement policies meet the requirements of the ESSA.

A parental involvement committee including parents will be established to serve on the district ASCIP committee to develop the Title I application. (Julia Verser, Sept. 17)

The HSSD will incorporate this district wide parent and family engagement plan into its LEA plan developed under the ESSA. A copy of district and school parent and family engagement plan will be posted on the district website and in each buildings parent resource center. Copies of the plans will be made available at open houses, parent/teacher conferences, and parent nights. The plans will be available in different languages.

In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The HSSD will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 95% of the one percent reserved goes directly to the schools.

The HSSD will be governed by the following statutory definition of parent and family engagement, and expects that Title I schools will carry out programs, activities, and procedures in accordance with this definition.

*Parent and family engagement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including and ensuring the following:*

- Parents will play an integral role in assisting their child’s learning.
Parents are encouraged to be actively involved in their child’s education at school. Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The carrying out of other activities, such as those described in section 1118 of the ESEA.

Heber Springs School District
Parent and Family Engagement Plan 2017-18

Part II. Description of Implementation of HSSD Parent and Family Engagement Components

1. The Heber Springs School District will take the following actions to involve parents in the joint development of its district wide parent and family engagement plan under ESSA:

- Form Parental Advisory Council at the beginning of each school year.

2. The Heber Springs School District will take the following actions to involve parents in the process of school review and improvement under ESSA:

- Annual public meetings held by each school.
- Needs Assessment: Survey parents at the end of each school year.
- Parent involvement in the planning and developing of the district ACSIP plan.

3. The Heber Springs School District will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

- Welcome back to school – Open house
- HAC (Home Access Center)
- Parent centers in each building
- Supporting the Parent Auxiliary and PTSO with room designation and utilities
- Parent/Teacher conferences two times a year
- Email addresses of teachers & administrators available on school websites

4. The Heber Springs School District will coordinate and integrate parent and family engagement strategies in Part A with parental involvement strategies under the following other programs:

- Accelerated Reader Program.
- Working closely with all community preschool programs.
- Support specialized group activities such as FBLA and FCCLA “Stop the Violence”
5. The Heber Springs School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of content and effectiveness of the parent and family engagement plan, this improving the quality of its Title I, Part A schools. In the spring semester, a district meeting will be held to update policy for the upcoming year’s Title I part A program. (Julan Wood, May 2018). The evaluation will include identifying barriers to greater participation by parents in parental involvement activities, with particular attention to the following:

- Parents who are economically disadvantaged.
- Parents who are disabled.
- Parents who have limited English proficiency.
- Parents who have limited literacy.
- Parents of racial or ethnic minority background.

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The Parental advisory council will be asked to evaluate programs, and a survey of all parents will be administered every year.

6. The Heber Springs School District will use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, its parental involvement policies:

- The evaluation will be conducted by administration in each building to the parents and staff every year.
- The administrators will be responsible for conducting the evaluation for K-12.
- Parents will be part of the design, implementation and analysis of the evaluation.
- The evaluation results will be disseminate a report of the evaluation results. This information will be posted on the website and in posted in parent resource centers. (Julia Verser, May 18)

7. The Heber Springs School District will build the school’s and parent’s capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership to improve student academic achievement, through the following activities:

- Parenting Study Groups.
- Technology in-service for parents.
- Homework help nights for parents to address concerns of the curriculum.
- Provide information concerning these in newsletters, and during Parent Nights.
- Update the School District Web-Site regularly
- Hold parent meetings at flexible times.
8. The Heber Springs School District will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

1. Elementary School – In-service for parents covering topics such as curriculum, ADE assessments, technology and parenting skills.
2. Middle School – In-service for parents covering topics such as ADE assessments, remediation, Smart Core, anti-bullying policies, CAPS conferences, and after school homework help.
3. High School: Sponsoring College Night, Financial Aid Night, CAPS conferences including individual conferences with juniors and their parents. Family Packets, Parent Nights and other assistance as suggested by the Parent Advisory Council.

9. The Heber Springs School District will provide materials and trainings to help parents work with their children to improve academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by the following actions:

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1. Elementary School: Provide materials and training including parent information packets, books, videos, and handouts. Provide teachers parent and family engagement in-service of at least 2 hours annually and 3 hours for administrators. Provide annual volunteer training.
2. Middle School: Provide materials and training including orientation to middle school, parent information packets, books, videos, CAPS conferences, and printed materials on career awareness. Provide teachers parent and family engagement in-service of at least 2 hours annually and 3 hours for administrators. Provide annual volunteer training.
3. High School: Provide materials and training including parent information packets, books, videos, and handouts. Provide teachers parent and family engagement in-service of at least 2 hours annually and 3 hours for administrators. Provide annual volunteer training.

10. The Heber Springs School District will educate its teachers, pupil services personnel, principals and other staff in ways to reach out and communicate with parents to work as equal partners. Using the value and utility of contributions of parents, the district will implement and coordinate parent programs and build ties between parents and schools with the following activities:

1. Elementary School: PTSO (Parents, Students and Others) organizations, volunteer tutoring programs, room parents, local business and professional community members providing classroom sessions on career awareness. Julan Wood Coordinates parent and family engagement activities with those of other programs.
2. Middle School: parent auxiliary, volunteer advisory council on handbook and discipline, parent sponsors of field trips, professional community members mentoring career orientation classes, earth science field trips, chess club and quiz bowl parental sponsors.
3. High School: yearly in-service of at least 2 hours to staff.

11. The Heber Springs School District will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities
that encourage and support parents in more fully participating in the education of their children. Some of these programs are as follows:

1. Elementary School: provide incentives for both parents and students who attend the different parent and family engagement programs, parent group involved in rewarding academic achievement of students, parents attend play, speeches, spelling bees, book fairs, honor choir programs, etc.
2. Middle School: parent auxiliary, parent sponsors of field trips, professional community members mentoring career orientation classes, earth science field trips, chess club and quiz bowl parental sponsors.
3. High School: parent and family engagement in academics, career choices, athletics and extra-curricular activities.

such as Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program and Home Instruction Program for Preschool Youngsters and State-run preschool programs.

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12. The Heber Springs School District will take the following actions to ensure that information related to the parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats and alternate languages upon request:

- **District-wide actions** to include uniform and understandable written materials mailed home to parents on a regular basis. Events regarding the school will be publicized in the newspaper, campus marquee, district website, and via cable television.

- **District report card** will be published yearly.

**Part III. Discretionary District Wide Parent and Family Engagement Plan**

**Components**

The Heber Springs School District, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement.

District Parent and Family Engagement Advisory Committee: Julia Verser – Federal Program Coordinator
Julan Wood – HIPPY Director
Phil Grace – District Technology Director

Megan Adams – Elementary Assistant Principal
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Each school has an individual parental involvement plan and a parental involvement coordinator. Please see individual school plans for time and dates of parental involvement events. If you have concerns or questions please contact the following parent involvement coordinators:

Elementary: Middle School: High School: High School:

Julie Douglass Amy Cornett Dana Patton Shannon Martin

(501) 362-8155 (501) 362-2488 (501) 362-3141 (501) 363-3141

julie.douglass@hssd.k12.ar.us

amy.cornett@hssd.k12.ar.us

dana.patron@hssd.k12.ar.us shannon.martin@hssd.k12.ar.us

12. Educational and Career Decision Making (Direct Services)

Counselors advise student 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. At the elementary level, counselors will assist students with information resources to assist them in making educational and career decisions.

House Bill 2610 addresses the Arkansas Academic Challenge Scholarship.

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.

Legal Reference: 6-18-1005

13. Educational and Career Guidance (Direct Services)

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.” House Bill 2868 also addresses career counseling.

In the Heber Springs School District, 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. At the elementary level, counselors assist students in discovering the meaning of work and its relationship to the individual; developing a positive attitude and a personal identity as a worker who contributes to self and to the diversity of the workplace; and to understand their own aptitudes and developing their own abilities as they pertain to the world of work. The counselors also assist students with information that encourages them to stay in school.

Legal Reference: 6-18-1005

14. Conflict Resolution (Direct Services)

Conflict resolution addresses cooperation, communication, tolerance, and positive emotional expression to diffuse and resolve conflicts as they arise.

Creative conflict resolution helps students reduce conflict and deal more effectively and constructively with their feelings and those of others.
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.

Legal Reference: 6-18-1005

B. PSYCHOLOGICAL SERVICES

Psychological services, which shall include, but are not limited to the following:

1. Comprehensive evaluations are completed on students who are referred to determine eligibility for special services. Assessment may include measures of intelligence, achievement, and adaptive behavior.
2. Triennial re-evaluations are conducted on students with disabilities to determine continued need for special education services. Also, additional assessments may be requested prior to the re-evaluation to determine appropriate educational programming.
3. School Psychology Specialists/Psychological Educational Examiners serve as consult with school building designees and provide evaluation-programming information when needed.
4. Routine screening procedures are followed upon entry to kindergarten and/or first grade and for children transferring into the district. Pre-referral screenings are also conducted on students as requested. This service is provided through the Response to Intervention specialists and allows for periodic screening throughout a student’s school career. The information gained from the screening assists parents and school personnel in making appropriate educational decisions.
5. The district’s LEA supervisor and psychological examiner work closely with various agencies which may include, but not be limited to: medical, mental health, legal, abuse/neglect, law enforcement, and court systems. Referrals for assistance are made as needed. To insure early identification of children with physical, behavioral, or educational difficulties, the
district’s LEA supervisor and psychological examiner work with agencies such as Head Start, HIPPY, and the Community School of Cleburne County.

6. Personnel in the district’s special education department may also provide workshops on topics of current interest related to Special Education students for administration, teacher, and parent groups.

7. The School Psychology Specialist/Psychological Examiner follows the Principles for Professional Ethics set forth by the National Association of School Psychologists.

Migrant Office Services, assisted by school counselors, shall include, but are not limited to the following:

1. Assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning. Provide information for parents concerning school programs and procedures. Maximize effective communication between home and school and assist parents in follow-through activities as needed.

2. Home visits are made to provide continuity between home and school and to allow the migrant office staff to provide assistance in meeting the needs of students. Information gained through home visits helps to facilitate appropriate referrals to medical and social agencies.

Transition services are provided to assure successful transitions of students with disabilities from school to living and working productively in their communities. The transition services are included in the Individualized Education Plans of each student with disabilities ages 14 and older, and, to the extent appropriate, in the Individualized Education Plan of students with disabilities aged one and younger. These services are based on the needs, preferences, and interests of the student and the family.

Legal Reference: 6-18-1005

C. 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.

The role of the school nurse is to assess, evaluate, study, plan, implement, and do research. Para-professional nurses may also be utilized by the school district to be supervised by the school nurse to assist in meeting the health services needs of the students. The major part of a school nurse’s time is spent in direct childcare, personal conferences, appraisal, and follow-up.

Health services will include, but not be limited to:

1. Maintaining student health records:
   a. Immunizations
   b. Religious Exemptions
   c. Medical Exemptions
2. Physical screenings:
   a. Scoliosis
   b. Vision
   c. Hearing
   d. BMI (unless done by physical education teachers)
3. Referrals to appropriate medical professionals for students in need
4. Seek community assistance:
   a. Dental
   b. Glasses-Lions’ Club, Brandon Burlsworth Foundation
5. Supply information to the special education department
6. Provide emergency care, first aid, and nursing services at school sites
7. Be available to do health related discussions with students
8. Provide parents with health related information

The following references pertain to the attendance policies of the Heber Springs School District and may be found on the District’s website or in the student handbook:

a. Policy 4.34—Communicable Diseases and Parasites
b. Policy 4.35—Student Medications
c. Policy 4.36—Student Illness/Accident
d. Policy 4.41—Physical Examinations or Screenings
e. Policy 4.57—Immunizations

Legal Reference: 6-18-1005
D. ENGLISH AS A SECOND LANGUAGE SERVICES

The role of the ESL program is to enable English Language Learners (ELL) to access all of the educational possibilities/opportunities that are available in the educational system by improving language skills, self-confidence, and cultural awareness as quickly and efficiently as possible. Certified ESL teachers are employed to identify instructional needs of ELL students, provide appropriate instruction to ELLs to facilitate the acquisition of English, serve as a resource to other building level personnel, and to monitor the progress and placement of ELLs in their assigned buildings.

ESL services will include, but not be limited, to:

1. Identification/Assessment: Home Language Survey, Language Proficiency Testing, Educational Background Screening
2. Placement: Based on testing/screening information with parental input and consent. Varying levels of service are provided based on age and linguistic need.
4. Staff Development for Certified and Classified Staff
5. Collaborate with other services offered by the school district, such as Title I, Migrant, Special Education, GATE, RTI, counselors, nurses, etc.

Legal Reference: 6-18-1005

E. PREVENTION PROGRAM

The Heber Springs School District is committed to providing a comprehensive program to prevent school failure, sexual harassment, drug abuse, and suicide by providing information, skill development, support, and positive role modeling for students.

Our program includes, but is not limited to, the following components:

1. District Policies (4.18-Prohibited Conduct, 4.23-Tobacco and Tobacco Products, 4.24-Drugs and Alcohol, 4.32-Search/Seizure/Interrogations, 4.11 Equal Educational Opportunity, 4.26-Gangs and Gang Activity, 4.17-Student Discipline, 4.20-Disruption of School, 4.21-Student Assault or Battery, 4.22-Weapons and Dangerous Instruments, 6.10-Sex Offenders on Campus [Megan’s Law], 4.27-Student Sexual Harassment, 3.38-Licensed Personnel Responsibilities Governing Bullying, 4.43-Bullying
2. Preventative Curriculum
3. Skill Development
4. Training for Students and Faculty
5. Student Assistant Programs
6. Peer Programs
7. Parenting Programs (HIPPY)
8. Special Programs and Assemblies

Legal Reference: 6-18-1005

F. GIFTED AND TALENTED PROGRAM-GATE

The Heber Springs School District provides GATE, a program for gifted and talented education. All students in kindergarten, first, and second grades are served through a whole-class enrichment program. Pull-out academic enrichment classes are offered for students in grades 3, 4, and 5. Academic enrichment classes and pre-advanced classes are offered for students in grades 6, 7, and 8. Also, pre-advanced and advanced placement classes are offered to high school students. There is a GATE program coordinator and GATE teacher for grades K-5.

The GATE identification process is based on a case study approach and follows three steps: 1) Nomination, 2) Screening, and 3) Selection.

Legal Reference: 6-18-1005

G. HOMELESS SERVICES

The Heber Springs School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational agency (LEA) liaison for homeless children and youth.

District Policy for Homeless Students—Policy 4.40

Heber Springs School District LEA (local education agency) Liaison for Homeless Children and Youth

Julia Verser, HSSD Central Office (Federal Programs): 501-362-6712 phone; 501-362-0613 fax; 279 extension

Legal Reference: 6-18-1005
IX. SUICIDE PLAN

Within the Heber Springs School District, a suicide prevention procedure has been established in order to prevent, assess the risk of, intervene in, and respond to suicide. A district-level suicide prevention coordinator shall be designated by the Superintendent. This may be an existing staff person. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and procedure implementation. All staff will receive professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resource regarding youth suicide.

1. When a student is identified by a staff person as potentially suicidal (verbalizes about suicide, presents overt risk factors, the act of self-harm occurs, or a student self-refers), the student will be seen by a mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school counselor, school nurse, or administrator will fill this role until a mental health professional can be brought in.

2. If you suspect or know a student who is threatening suicide, this is a life-endangering situation and should be treated as such. A contact to the parents and/or appropriate authorities should be made immediately. Appropriate referrals in Heber Springs include:
   b. Methodist Family Health, 1-800-756-3709, 501-365-0322
   c. Methodist Behavioral Hospital, 1-866-813-3388
   d. Baptist Health Medical Center-Heber Springs, (501) 887-3000
   e. National Suicide Hotlines, 1-800-273-TALK, 1-800-SUICIDE
   f. National Suicide Hotlines in Spanish, 1-888-628-9454
   g. Heber Springs Police Department, 501-362-3661

3. In a life-threatening situation, the student should not be left alone.

4. Any knowledge of a suicide attempt should immediately be referred to the appropriate professional.

ADE Guidance and School Counseling Suicide Prevention Resources

Legal Reference: 6-18-1005
X. CRISIS PLAN

The Heber Springs Elementary Crisis Plan exists to provide directions, support, coordination, and communication to the students, staff, and community following a sudden death or other tragic event involving a student or staff member of our district. It must be remember that each crisis is different and must be treated accordingly. This plan is to be regarded as a guideline for action.

Synopsis of Crisis Response Plan

1. The Crisis Response Team will implement the plan on a district level or a building level.
2. School will be as normal as possible.
3. Staff members will be kept informed and will be asked to be honest and give accurate information to students.
4. Resource people will be called upon to meet with individuals or small groups.

Legal Reference: 6-18-1005

XI. ADDITIONAL RESOURCES

A. Child Abuse

1. Child Abuse Hotline Number: 1-800-482-5964


Legal Reference: 6-18-1005

B. Programs to Meet Children/Family Needs

Abuse

Child Abuse Hotline: 1-800-482-5964

Department of Human Services (Cleburne County): 501-362-3298

AIDS/HIV

Arkansas AIDS Foundation: 1-800-364-2437
Arkansas Supportive Housing Network: 501-372-5543

**Alcohol & Drug Prevention & Counseling**

MADD (Mothers Against Drunk Driving): 1-800-228-7762

Methodist Behavioral Hospital: 1-866-813-3388

Methodist Family Health (Arkansas CARES-Little Rock): 1-800-756-3709

**Basic Needs/Food/Churches**

Breakin’ Bread-Laura Hicks: 501-691-2771

CAPCA Community Support Office: 1-877-699-6924

Cleburne County Cares: 501-362-8486

Dream Center (New Life Church)-Donna Baugh: 501-206-8357

Future Fund Grant-See Megan Adams with Elementary School

Red River Music Company (clothing behind store)

First Baptist Church: 501-362-8131

First United Methodist Church: 501-362-2696

Heber Springs Baptist Church: 501-362-2151

Heber Springs Church of Christ: 501-362-8716

Mountain Top Cowboy Church: 501-365-3960

New Life Church: 501-238-0491, 501-362-3300

Southside Baptist Church: 501-362-9496

Sugarloaf Baptist Church: 501-362-2448

Tumbling Shoals Baptist Church: 501-362-3987

**Cancer**

American Cancer Society: 1-800-227-2345
Locks of Love: 1-888-896-1588

**Child Care & Educational Services**


Circle of Love: 501-362-8182

Cleburne KIDZ: 501-270-4138

Community School of Cleburne County: 501-206-0920

HIPPY: contact Julan Wood at Elementary School Kids Corner

Kids Corner: 501-206-7740

Little Ones Child Care: 501-362-3443

**Christmas Assistance**

Dream Center/New Life Church: Christmas Mall

Salvation Army: Conway 501-329-1712; Little Rock 501-374-9296

**Community Organizations**

CASSP/SOC (Wrap Around): 1-870-612-7782

Heber Springs Community Center: 501-362-4901

**Crisis Intervention**

NWA Center for Sexual Assault: 1-800-794-4175

**Dental**

Dr. Robert Wilson: 501-362-5897

**Disabilities**

American Amputee Foundation: 501-835-9290

Arkansas School for the Blind: (501) 296-1810

Arkansas School for the Deaf: (501) 324-9506
Arkansas Special Olympics: 501-771-0222
The Center for Exceptional Families: 1-888-360-9654
Community School of Cleburne County: 501-206-0920
Easterseals Arkansas: 501-227-3600
Matthews Therapy Services, Inc. (PT): 501-362-7195
SenseAble KIDZ (OT): 501-365-3927

**Glasses**
Brandon Burlsworth Foundation: see school nurse for application
Heber Springs Lions Club: 501-691-3370

**Health & Medical**
Arkansas Children’s Hospital: 501-364-1100
Heber Springs Eye Care Center: 501-362-8191

**Housing & Shelters**
Arkansas Supportive Housing Network: 501-372-5543
Habitat for Humanity of White County: 501-268-5589
Margie’s Haven House: 501-362-6757
Salvation Army: Conway-501-329-1712; Little Rock 501-374-9296

**Information Services**
Better Business Bureau Serving Arkansas: 501-664-7274
Medicaid PCP ConnectCare Helpline: 1-800-275-1131

**Pregnancy/Adoption/Foster Care**
The Call of Cleburne County: 501-539-2776
Cleburne County Health Unit-WIC: 501-362-7581
XI. 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.
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.

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.

XIII. 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

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

6-18-1001. Title.
This subchapter shall be known and may be cited as the “Public School Student Services Act”.

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.

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.
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.

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 advising 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 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 technologypedependent, 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 I 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.

(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.

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.

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.
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.


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 1B, 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
3.001.13 Guidance in understanding the relationship between classroom performance and success in school;

3.001.2 Psychological services, which shall include, without limitation:
   3.001.2.1 Evaluation of students with learning or adjustment problems;
   3.001.2.2 Evaluation of students in exceptional child education programs;
   3.001.2.3 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;
   3.001.2.4 A system for the early identification of learning potential and factors that affect the child's educational performance;
   3.001.2.5 A system of liaison and referrals with resources available outside the school; and
   3.001.2.6 Written policies that assure ethical procedures in psychological activities;

3.001.3 Visiting teacher and school social work services, which shall include, without limitation:
   3.001.3.1 Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and
   3.001.3.2 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;

3.001.4 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;

3.001.5 Group conflict resolution services, which shall include, without limitation:
   3.001.5.1 Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;
   3.001.5.2 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
   3.001.5.3 Programs designed to prevent bullying;

3.001.6 Health services, which shall include, without limitation:
   3.001.6.1 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;
   3.001.6.2 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
   3.001.6.3 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

3.001.7 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;
4.03 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


TESS Smart Card for Counselors


TESS for Specialty Areas - Counselors


TESS Artifacts and Evidence for Counselors