

# Student Services Plan

Searcy Elementary Schools

McRae, Sidney Deener, Westside



Comprehensive School Counseling Program  
Guide

2018- 2019

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# Section One

## Introduction

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

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

## Arkansas Comprehensive School Counseling Programs Roles and Best Practices

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

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.

## School Counselor Advocacy

### **Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program**

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

#### **Comprehensive in Scope**

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

#### **Preventive in Design**

School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. Preventive Tier

One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools

#### **Developmental in Nature**

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

#### **A Cooperative Effort**

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

#### **Leadership**

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

#### **Advocacy**

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

### **Collaboration and Teaming**

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

### **Systemic Change**

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

## **Section Two**

### **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.

### **Beliefs Statements- School Counseling**

- All students have the ability to learn.
- All students have the right to learn and be respected.
- All students thrive in a positive safe school setting.
- All students deserve guidance in order to be successful.

### **Vision Statement**

Searcy elementary schools strive to prepare all students to be productive, healthy, and responsible citizens. We accept the challenge to provide the tools necessary for all students to be successful. We will provide an environment that is conducive to continuous academic improvement, social/emotional development, and career readiness.

### **Mission Statement**

The Searcy Special School District seeks to prepare responsible, productive citizens in schools where the abilities of every child are understood, nurtured, and developed.

### **Program Goals**

#### **Goal I: Assist student in the process of growing personal, social, educational, and career development.**

Objectives:

##### **A. Personal Development**

The counselors will assist students

1. Establish and maintain both sense of personal worth and positive self image.
2. Develop and cultivate appropriate emotional responses to life experiences.
3. Understand personal roles and responsibilities in school, family, and community.
4. Develop awareness of positive and negative choices in stressful situations.

##### **B. Social Development**

The counselors will assist students

1. Develop and maintain effective interpersonal skills.
2. Understand the roles and responsibilities of others in school, family, and community.
3. Acquire knowledge of and respect for individual differences in abilities, interests, attitudes, and backgrounds.

##### **C. Educational Development**

The counselors will assist students

1. Achieve developmentally and academically.
2. Develop an attitude of wonderment and discovery about knowledge.
3. Recognize personal academic strengths, weaknesses, and areas needing improvement.

##### **D. Career Development**

The counselors will assist students

1. Discover the meaning of work and the relationship to an individual.
2. Develop a positive attitude connecting achievement, work , and social needs.

3. Become more aware of aptitudes and abilities as they pertain to the world of work.

**Goal II: Assist students to appropriately cope with crisis situations through developmental acquisition of effective problem-solving skills.**

Objectives:

The counselors will assist students

1. Develop strategies for exploring alternatives that allow students to deal successfully with problem situations.
2. Evaluate, select, and implement the appropriate behaviors to successfully solve problems.
3. Acquire information and strategies to assure personal safety.

**Goal III: Assist the school staff in efforts to promote the developmental growth of students.**

Objectives:

The counselors will assist students

1. Promoting a positive learning atmosphere.
2. Promoting an understanding of the role of school personnel in the guidance/counseling program.
3. Enhancing counseling skills through consultation and other staff development activities.
4. Encouraging the recognition and use of affective skills in the teaching-learning process.

**Goal IV: To assist the students' family in its efforts to understand the development growth and maturity of children.**

Objectives:

The counselors will assist students

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

**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**

Searcy Elementary School counselors utilize data and tools to ensure the improvement of the counseling program each year. Searcy Elementary school counselors use guidance and tools to help support the development of a student focused, needs-based comprehensive counseling plan. Counselors evaluate self and program assessments to ensure that counselors are able to identify program strengths and weaknesses.

## **School Counselor Competencies Assessment**

Elementary counselors utilize daily schedules to ensure the required direct and indirect counseling times are met.

School counselor competency assessments help school counselors to self-assess their knowledge, attitudes, and skills necessary to perform the range of school counselor responsibilities.

## **School Counseling Program Assessment**

Searcy Elementary school counselors align their program assessments with their Professional Growth Plan each year. Counselors meet with administrators each year to determine strengths and weaknesses of the current program.

## **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.

Counselors use but are not limited to the following time assessments:

- Use of Time Trackers
- Daily Schedules
- Student Meeting Records

## **Annual Agreement**

Searcy Elementary counselors meet with administration to align responsibilities with our Personal Growth Plan according to Teacher Excellence and Support System.

## **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."

Searcy School counselors help all students by establishing individual, group, and classroom guidance lessons. Counselors collaborate with teachers, other school or community resources to assist all students success.

## **Delivery**

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

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

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

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

## **Section Three-Student Services Plan**

Arkansas Student Services Plan Requirements

### **Classroom Guidance**

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

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

Searcy Elementary counselors conduct planned classroom guidance which are age appropriate and a collaborative effort with teachers to use the information to reinforce goals for students. Teachers are

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

### **Individual and Small Group Counseling**

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

#### **Individual and Small group lessons can include but not limited to:**

- Friendship
- Grief
- Divorce
- Emotional Exploration/Response
- Study Skills
- Diversity
- Self Esteem/Awareness
- Military Deployment Family Support
- Anti-Bullying
- Suicide Prevention

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

### **Guidance in Understanding the Relationship between Classroom Performance and Success in School**

Searcy Elementary counselors assists students in understanding the relationship between school and classroom performance and their future college or career aspirations. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom

procedures can all be used in the process of helping students see the connections.

### **Academic Advisement**

Academic advisement begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short and long term goals for educational decision-making including the selection of courses designed to help students prepare for college and career plans. Informational resources should also be available and organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

### **Orientation**

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

At Searcy elementary schools each student and their families are invited to participate in open house to familiarize themselves with the campus and staff. Third grade students visit Southwest Middle School building to familiarize themselves with next year's' building.

### **Consultation and Coordination**

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

Consultation can include but not limited to:

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

The counselor can also assist with services between the school, home, and community agencies so that

efforts to help students are successful and reinforced rather than duplicated.

### **Parental Involvement**

Each elementary school in the Searcy School District has a designated Parental Involvement Coordinator. Counselors collaborate with coordinators to encourage parental involvement in children's education. Parental Involvement plans are available on each elementary school website.

### **Utilization of Student Records**

The Searcy Schools elementary school counselors review and maintain academic records.

### **Interpretation of Student Assessments**

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

### **Interpretation of Student Assessments**

The counselors at Searcy Elementary serve as the Building Test Coordinator. Duties include teacher in-service, inventory of tests, distribution of tests, test security procedures, and documentation of test procedures as well as getting tests shipped/prepared for grading purposes. The counselor is also responsible for makeup testing.

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

### **Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs**

When applicable, 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.

Career services, which include, but are not limited to:

- **Career Awareness**
- **Career Exploration**
- **Community Involvement**
- **The knowledge and skills necessary to achieve career goals**

### **Making Referrals to School and Community Resources**

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. State and community resources list is available upon request.

### **Direct Counseling Activity Examples – 75% of Time**

The counselors provide direct services to students at least 75% of the time.

Examples of direct counseling are:

- Individual social/emotional counseling
- Individual academic guidance and counseling
- Individual career education
- Orienting new students to the school
- Consultation with students
- Class selection discussion/academic advisement with students
- Interpretation of state-mandated assessments with students
- Review records and files while assisting students
- Small group counseling sessions
- Classroom guidance sessions

### **Administrative Activities Examples- 25% of Time**

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

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

### **Career Awareness and Planning in School Counseling Programs**

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

At Searcy Elementary Schools, guidance and classroom activities focus on developing personal skills and career exploration age appropriately.

## Arkansas District and School Planning

### **Additional Components of Student Services Plans**

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

### **Alternative Methods of Classroom Management**

The Student Services Plan addresses alternative methods of classroom management. Counselors assist with the implementation alternative methods of classroom management.

These methods can include, but are not limited to:

- Behavioral contracting
- Dispute resolution
- Classroom meetings
- Logical consequences
- Assertive Discipline
- Behavior Modification
- Career and Academic counseling

### **Follow-up of School Dropouts and Graduates (Secondary Level)**

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) (Secondary Level)**

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

### **Group Conflict Resolution Services**

These services shall include but are not limited to the following:

- Educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding and positive communication.
- Conflict solving for students could include: dealing constructively with conflicts, building positive self- esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills.

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

## **Visiting Teacher and Social Work Services**

### **Visiting Teacher**

From time to time the need for school personnel to visit a student's home is warranted. Administrators, teachers, counselors, and nurses will need to conduct home visits for various reasons, such as, but not limited to:

- Poor school attendance
- Behavior problems
- Health reasons
- Family issues
- Academic weaknesses
- Suicide and/or death related issues

### **School Social Work Services**

In connection with our visiting teacher services we have a working relationship with Department of Human Services. This agency conducts social services with students and families in our district. It serves as a liaison among home, school, and community agencies that provide assistance to families.

Visitation with students on school property requires the social worker to provide:

- Documentation verifying identity
- Birth date and address of student

Visitors must also:

- Sign in and out on the register provided by the office (time/date)

School employee

- Must provide signature after witnessing the visitation

It is our desire to work with agencies in the best interest of our students, families, and community.

## **Occupational and Placement Services**

These services, which shall include, but are not limited to the dissemination of career education information, placement services and follow-up studies. The occupational and placement specialist shall serve as a liaison between employees and the school.

## **Psychological Services**

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

- Evaluation of students with learning or adjustment problems
- Evaluation of students for exceptional student programs
- Consultation with parents, students and school personnel to ensure students are ready to succeed
- Provision of an early identification system of learning potential and factors that might affect educational performance



- System for liaison and referrals with available resources
- Written policies that assure ethical procedures in psychological services.

### **School Health Services**

Searcy School District has a health services program. The program includes screening, referral and follow-up procedures for all students. Students with special health care needs, medically fragile, and technology-dependent students have individualized healthcare plans. Custodial health care services required by students with individualized health care plans are provided care by trained school employees, other than the classroom teacher. Students who require invasive medical procedures are 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.

McRae Elementary School: Trey Cook, RN

Sidney Deener Elementary: Dovie Baxter, RN

Westside Elementary: Debbie Starks, RN

### **Suicide Prevention Public Awareness Program**

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

- ADE Guidance and School Counseling Suicide Prevention Resources

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

### **Bullying**

Each staff member is trained to look for warning signs of bullying. Each building has an incident report form available to notify administration of any incident that occurs. Bully prevention lessons are provided to all students through classroom guidance, small group counseling, or individual counseling. Data is randomly collected through observations, referrals, and student surveys to determine program needs.

### **At-Risk Students and the School Dropout Program**

Searcy Elementary school counselors strive to meet at-risk student needs. Counselors assist in instilling the importance of continuing their education at all levels. The counselor, administrators, and/or teachers make every possible effort to work with these identified students and their families to help identify specific problems. The school helps find resources to aid in the weakness area(s) through our interventions and RTI programs.

### **Alternative Student Services Personnel**

#### **Types of 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.

### **Limitations**

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

### **Training**

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

## **Section Four**

### **Accountability**

Accountability and evaluation of our school counseling programs are absolute necessities. School counselors and the school counseling programs answer the question, "How are students different as a result of the school counseling program?" Searcy School counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors 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.

### **Legislation/Rules for School Counseling Services**

Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts July 2018.

[http://adecm.arkansas.gov/Attachments/COM-18-104--ADE\\_282 - Standards for Accreditation.pdf](http://adecm.arkansas.gov/Attachments/COM-18-104--ADE_282_-_Standards_for_Accreditation.pdf)

Arkansas Department of Education Rules Governing Public School Student Services October 2012

[http://www.arkansased.gov/public/userfiles/rules/Current/ade\\_096\\_Public\\_School\\_Student\\_Services\\_October\\_2012.pdf](http://www.arkansased.gov/public/userfiles/rules/Current/ade_096_Public_School_Student_Services_October_2012.pdf)

Public School Student Services Act

<https://drive.google.com/file/d/0BxrthnQodwRXb3NCZFIBRi1sdnM/view>

### **Arkansas TESS School Counselor Rubric**

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

achievement for all Arkansas students.

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

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

[http://www.arkansased.gov/public/userfiles/Learning\\_Services/Guidance\\_School\\_Counseling/Aligning\\_Danielson\\_Framework\\_with\\_ASCA\\_SCC\\_and\\_ESSC2.pdf](http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Aligning_Danielson_Framework_with_ASCA_SCC_and_ESSC2.pdf)

TESS Smart Card for Counselors

[http://www.arkansased.gov/public/userfiles/Learning\\_Services/Guidance\\_School\\_Counseling/Smart\\_Card\\_School\\_Counselor.pdf](http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Smart_Card_School_Counselor.pdf)

TESS for Specialty Areas - Counselors

<https://drive.google.com/file/d/1RctE48cIY6k9oKmEByECKIX0wMMYsVDM/view>

TESS Artifacts and Evidence for Counselors

[http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/TESS/TESS%20Artifacts%20and%20Evidence/TESS\\_Examples\\_of\\_Artifacts\\_Counselors\\_Updated\\_04282014.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/TESS/TESS%20Artifacts%20and%20Evidence/TESS_Examples_of_Artifacts_Counselors_Updated_04282014.pdf)

## **Section Five**

### **District Parental Involvement**

<http://www.searcyschools.org/o/searcy-school-district/browse/1897>

### **Crisis Plan**

All schools in the district have written procedures in place to ensure students safety in the event of a crisis. Each school has developed a Crisis Response Team with several staff members. All staff have been trained to follow specific guidelines for a crisis.