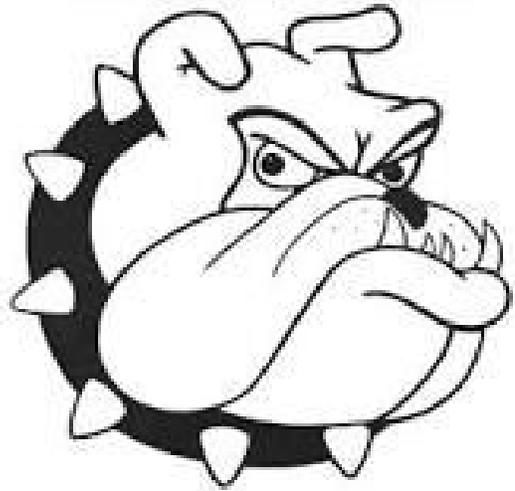


Bald Knob Schools



STUDENT SERVICES PLAN 2018-2019

**Bald Knob School District
Bald Knob, Arkansas**

BALD KNOB SCHOOLS BUILDING-BASED STUDENT SERVICES PROGRAM PLAN

This plan articulates the functions served by each of the components of a program of student services. The plan indicates development and implementation for providing student services to all students in **Bald Knob Schools**.

This plan is building-based (site based) upon the needs identified by parents, teachers, principals, students and other agencies with which the Bald Knob School District works (such as local Department of Human Services or Department of Health personnel).

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

TABLE OF CONTENTS

I. GOVERNING LAW, RULES, ACCREDITATION, & REPORTING

- A. Foundation of Arkansas School Counseling Programs
- B. Standards for Accreditation Rules
- C. Public School Student Services Act by Law
- D. Arkansas Department of Education Rules

II. GUIDANCE, COUNSELING & CAREER EDUCATION SERVICES

- A. Role of School Counselors
- B. Academic, Career and Personal/Social Domains with Standards, Goals and Indicators
- C. Principles of Comprehensive School Counseling Programs
- D. School Counselors Are Involved in the Following Service Areas
 - 1. Classroom Guidance
 - 2. Individual and Small Group Counseling
 - 3. Consultation
 - 4. Coordination
 - 5. Working with Parents & Parental Involvement
 - 6. Peer Facilitation
 - 7. Making Appropriate Referrals
 - 8. Interpretation of Testing & Dissemination
 - 9. Specialized Populations and Needs
 - 10. Orientation Programs
 - 11. Academic Advisement for Class Selection
 - 12. Utilization of Student Records
 - 13. Activities using 75% of time in Direct Counseling Services to Students
 - 14. Activities Using 25% of time in Services Related to Guidance/Counseling
 - 15. Some Activities that could interfere with Meeting Students' Needs

- E. Career Awareness and Planning in School Counseling Program
- F. State Goals for Career Education

III. PSYCHOLOGICAL SERVICES

- A. Evaluations
- B. Consultations
- C. Working with Parents, Students & School Personnel
- D. Early Identification
- E. Liaison & Referrals
- F. Ethical Procedures

IV. VISITING TEACHER & SCHOOL SOCIAL WORK SERVICES

- A. Description
- B. Assist in Casework
- C. Liaison between the Home & School

V. OCCUPATIONAL & PLACEMENT SERVICES

- A. Description
- B. Placement Follow-up Studies
- C. Liaison between Employers & the School

VI. CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES

- A. Description of Conflict Resolution Services
- B. Activities & Programs for Conflict Resolution
- C. Anti-Bullying Description & Policy for the School

VII. HEALTH SERVICES

- A. Standards for Accreditation
- B. Nurse/Pupil Ratio
- C. Immunization
- D. Other States & Statements of Immunization
- E. Responsibilities of the School Nurse
- F. School Health Service Unit
- G. Students with Special Health Care Needs
- H. Invasive Medical Procedures
- I. Custodial Health Care Services

VIII. SCHOOL SUICIDE, CRISIS & TERRORIST PLANS

- A. Inclusive School Crisis Plan
- B. School Crisis Team List
- C. Specialized Training Activities for School Community
- D. Referral Process to School Crisis Team
- E. Assessment, Forms & Processes Used by School Crisis Team
- F. Dealing with Specific Areas of Crisis
- G. Plan for Safety of Students & Employees in a Terrorist Attack

H. Ongoing Training & Changes

IX. AT-RISK STUDENTS & THE SCHOOL DROPOUT PROGRAM

- A. Dropout Tracking Plan for the School
- B. School District-Level Tracking System for School Dropouts
- C. Exit Interview Process & Follow-Up Process
- D. At-Risk Definition
- E. Characteristics of Youth-At-Risk
- F. Definition of a Dropout

X. ALTERNATIVE STUDENT SERVICES PERSONNEL

- A. Types of Personnel
- B. Limitations
- C. Training

BIBLIOGRAPHY

OTHER ADDITIONS:

1. American School Counseling Association Ethical Standards for School Counselors
2. Benefits of School Counseling Programs – Based on American School Counseling Association’s National Model
3. Child Abuse Information
4. Counselor’s Role in Discipline
5. Counselor’s Role in Parenting Education
6. Counselor’s Role in Special Education
7. Appropriate Activities for School Counselors & Inappropriate Activities for School Counselors

I. GOVERNING LAW, RULES & ACCREDITATION

A. FOUNDATION OF ARKANSAS SCHOOL COUNSELING PROGRAMS

1. Beliefs and Philosophy – set of principles guiding the program development, implementation and evaluation. All personnel involved in managing and implementing the program should reach agreement on each belief or guiding principle.

A. Outlining beliefs will provide a set of guiding principles that provide the foundation for the development, implementation and evaluation of the school-counseling program

- (1.) Indicates an agreed upon belief system about the ability of every student to achieve
- (2.) Identifies who benefits from a comprehensive school counseling program
- (3.) Addresses every student's right to a school counseling program
- (4.) Focus is on Elementary prevention, intervention and student developmental needs
- (5.) Identifies who is to be involved in the delivery of program activities
- (6.) Identifies who will plan and who will manage the program
- (7.) Defines how the program will be evaluated and by whom
- (8.) Establishes school counseling program as integral to school's educational mission

2. Mission –The mission statement describes the program's purpose and goals. A school counseling program mission statement aligns with and is a subset of the school and district's mission.

A. The mission statement articulates the intention of the school counseling programs. It represents the immediate and long-term desired impact for every student into the future. The mission statement is the avenue to make clear the relationship between the education system, school improvement and the school counseling program.

B. Mission Statement Criteria: A mission statement has been written for the school-counseling program: written with the student as the elementary client, written for all students, indicates the content to be learned, integral to the vision, goals and mission of the state and local school district, indicates the long term results for all students.

Arkansas School Counseling Program Mission Statement:

The mission of the Comprehensive School Counseling program in Arkansas is to challenge all students to learn to their maximum potential in the areas of career, academic personal and social development.

3. Goals- The goals of the mission statement correspond to the areas of achievement that students will reach by the time they graduate from school. These areas include: career development, academic development, personal development and social development. Goals and Standards: reflect national, state and local criteria, identify a framework for organization of school counseling program lessons and activities, and identify the developmental structure for K-12 program and what is to be measured.

4. ASCA National Standards – all school counseling programs should help students develop competencies in academic achievement, career planning and personal/social development.

A. Competencies are knowledge, attitudes or skills that are observable and can be transformed from a learning situation to a real life situation and can have measurable results. Competencies are directly related to the Goals and Standards of the school counseling program.

B. Competencies/Indicators Criteria: Competencies directly relate to the domains of career, academic, personal and social development. Developmentally appropriate student competencies are specified for each grade level.

- C. Competency selection is based on data and are measurable or observable
- D. Competencies are a direct link in the relationship between the school counseling mission, the school districts educational mission and expected student results.

5. Policy Criteria- Beliefs/Benefits of school counseling program; Mission Statement; Essential Learnings/Goals.Standards; Student Competencies; Curriculum-Written school counseling program curriculum; Responsive Services-Identified system for intervention and referrals; Student Planning Tools and guidelines for student academic/career planning; System Support-Provisions for time, professional development and resources to plan, implement, and evaluate the school counseling program.

B. STANDARDS FOR ACCREDITATION RULES

The Arkansas Public Schools Standards for Accreditation as adopted by the AR State Board of Education in January 2000 states:

SUPPORT SERVICES

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws and regulations. The plans shall be based upon the needs identified by parents, teachers, principals, students, and other agencies with which the school district works. Further, the plan shall be incorporated into the comprehensive school improvement plan for each site.

A. GUIDANCE AND COUNSELING

1. Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.
2. Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.
3. Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of (1) to four hundred fifty (450).

C. PUBLIC SCHOOL SERVICES ACT BY LAW

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 develops and implements 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 1991-92 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 board 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 board in providing the recommended student services, including, but not limited to, paraprofessionals, teachers, parents, and representatives of business and industry;
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, which 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 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; and
 6. Behavior modification.
- C. Each school district plan shall provide for a district-level tracking system for school dropouts.
 1. The tracking system shall include provisions for student services personnel in all schools to conduct an exit interview of students who are dropping out of school and for follow-up 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 and House Interim Committees on Education. History. Acts 1991, No. 908, §§ 4, 5; 1997, No. 1275, § 1.

6-18-1005. Student services program defined.

A "student services program" is defined as 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;

- 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 standardized testing and dissemination of results to the school 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 and career guidance, including advising students on the availability of vocational and alternative programs that could provide successful high school completion opportunities for students at risk of dropping out of school;
 - 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; and
 - L. Classroom guidance which shall be limited to thirty-minute class sessions, not to exceed three (3) per day or ten (10) per week;
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;
 - D. A system for the early identification of learning potential and factors which affect the child's educational performance;
 - E. A system of liaison and referrals, with resources available outside the school; and
 - F. Written policies, which 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. Occupational services, which shall include, but are not limited to, the dissemination of career education information, and follow-up studies;
 5. Group conflict resolution services, which shall include, but are not limited to, the following:
 - A. Educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups;
 - B. Programs designed to promote understanding, positive communication, and a greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills;
 - 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 an individualized health care plan.
 - B. 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(2)(D) or other professional licensure statutes. The regular classroom teacher shall not perform these tasks.

C. Custodial health care services required by students under an individualized healthcare plan shall be provided by trained school employees other than the regular classroom teachers;

7. The distribution of a suicide prevention public awareness program developed for distribution by the interprogram task force established by the Lieutenant Governor's Teenage Suicide Prevention Task Force.

School counselors shall spend at least seventy-five percent (75%) of work time each week providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each week to administrative activities provided that the activities relate to the provision of guidance services.

History. Acts 1991, No. 908, §§ 3, 6; 1997, No. 1275, § 2; 1999, No. 1565, § 1.

6-18-1006. Occupational and Placement Specialist.

1. The occupational and placement specialist shall serve as liaison between employers and the school.
2. It is the responsibility of the district placement to make written board recommendations to the superintendent for consideration by the district school board concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates or progress in subsequent education experiences.
3. Furthermore, district administrative personnel shall report to the school board concerning adjustments in program outcomes, curricula, and delivery of instruction as they are made with the use of placement and follow-up information.
4. 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, and the Senate and House Interim Committees 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.

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.

C. Each school district shall be responsible for submitting an annual report to the Assistant Director for School Improvement and Instructional Support outlining its compliance with and implementation of plans for the provisions of this section.

D. The Director of the Department of Education, in consultation with the appropriate assistant director, 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.

E. The monitoring shall include interviews with administrators, counselors, students, and teachers.

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

6-18-1008. Implementation.

(a) The State Board of Education shall cause the Director of the Department 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 board, and the House and Senate Interim Committees on Education a report outlining the status of implementing each of the provisions of this subchapter by the various school districts. History. Acts 1997, No. 1362, § 30.

6-18-1009. Career development.

(a.) Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals.

(b.) School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children's learning and career planning process. History. Act 1949.

D. Arkansas Department of Education Rules

GOVERNING PUBLIC SCHOOL STUDENT SERVICES

Revised September 1999

1.00 REGULATORY AUTHORITY

1.01 These regulations shall be known as Arkansas Department of Education Regulations Governing Public School Student Services.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Arkansas Code Annotated § 6-18-1003 (Repl. 1993) and Ark. Code Ann. § 6-11-105 (Repl. 1993).

2.00 PURPOSE

2.01 The purpose of these regulations is to provide guidance to local school districts in complying with requirements of Ark. Code Ann. § 6-18-1001 through § 6-18-1008 (Repl. 1993) (Supp. 1997) [as amended].

2.02 The further purposes of these regulations are to:

2.02.1 Establish criteria for development of student services plans.

- 2.02.2 Identify alternative student services personnel who may be used to provide student services.
- 2.02.3 Establish minimum standards for student services personnel.

3.00 DEFINITIONS

Student Services Plan as used in these regulations is defined by Ark. Code Ann. §6-18-1005 (Supp. 1997), as amended by Act 1565 of 1999.

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

4.01 The Public School Student Services Act requires local school districts to develop a Student Services Plan for each school building.

4.02 Development of the Student Services Plan shall meet the following criteria which are also set forth in Ark. Code Ann. § 6-18-1003 (Repl. 1993) and § 6-18-1004 (Supp. 1997).

ADE 096-2

4.02.1 The plan shall be building-based (site based) upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works (such as local Human Services or Health Department personnel).

4.02.2 The plan shall ensure coordination of the various student services.

4.02.3 The plan shall utilize such techniques as differentiated staffing.

4.02.4 The plan shall reflect the use of alternative methods of classroom management such as those set forth in Ark. Code Ann. § 6-18-1004 (b) (1) through (6) (Supp. 1997).

4.02.5 The plan shall include a system for tracking the district's drop outs, including an exit interview, and follow-up when possible.

4.03 Specific requirements of the Student Services Plan required by each district are set forth in Ark. Code Ann. § 6-18-1005 (Supp.1997) [as amended].

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

Each school within a district must 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 district works such as the Department of Human Services, Department of Health, local law enforcement, etc.

6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL

6.01 In order to provide the services, a district may utilize the following types of personnel in addition to any standard student services personnel.

6.01.1 Professionals or Para-professionals in the social work or mental health fields

6.01.2 Volunteers under the supervision of certified personnel

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.

ADE 096 - 3

7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL

7.01 All non-certified student services personnel shall have: a) in-service training regarding the district's Student Services Plan, along with, b) appropriate training by certified personnel to perform the tasks assigned.

7.02 Professional and Para-professional personnel are exempt from Section 7.01 (b).

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.

8.02 Each school counselor shall document spending at least seventy-five percent of work time each week providing direct guidance and counseling services related to students, and shall devote no more than twenty-five percent of work time each week to administrative activities, provided that such activities relate to the provision of guidance services.

8.03 Each school counselor serving students in buildings housing students in grades 8 through 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 8.01.

9.00 MONITORING OF SERVICES

9.01 Regular monitoring activities of the Student Services Plan for each school building site shall occur annually 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 specialist monitors 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 ADE 096 – 4 the *Standards for Accreditation of Arkansas Public Schools* and the Public School Student Services Act, Ark. Code Ann. §§ 6-18-1001 through 6-18- 1008 (Repl. 1993) (Supp. 1997) [as amended].

9.03 Pursuant to the Arkansas Department of Education's Rules and Regulations Governing the Probationary Status and Accreditation of Public Schools, 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.

II. GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES

A. The Role of School Counselors in Arkansas Public Schools

School counselors help all pupils by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources.

The clinical skills and knowledge base of the counselor are more effectively used if effort is directed

in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

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

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

ADE RECOMMENDATIONS FOR DOCUMENTING THE THREE SCHOOL COUNSELING DOMAINS BY INDICATING SPECIFIC ACTIVITIES

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

Domain: ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Goal: A1. Improve Academic Self-concept

Indicators: Articulate feelings of competence and confidence as learners; display a positive interest in learning; take pride in work and achievement; accept mistakes as essential to the learning process; and identify attitudes and behaviors that lead to successful learning.

Goal: A2. Acquire Skills for Improving Learning

Indicators: Apply time-management and task-management skills; demonstrate how effort and persistence positively affect learning; use communications skills to know when and how to ask for help when needed; apply knowledge and learning styles to positively influence school performance.

Goal: A3. Achieve School Success

Indicators: Take responsibility for their actions; demonstrate the ability to work independently, as well as the ability to work cooperatively with other students; develop a broad range of interests and abilities; demonstrate dependability, productivity and initiative; share knowledge.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Goal: B1. Improve Learning

Indicators: Demonstrate the motivation to achieve individual potential; learn and apply critical-thinking skills; apply the study skills necessary for academic success at each level; seek information and support from faculty, staff, family and peers; organize and apply academic information from a variety of sources; use knowledge of learning styles to positively influence school performance; become a self-directed and independent learner.

Goal: B2. Plan to Achieve Goals

Indicators: Establish challenging academic goals in elementary, middle/junior high and high school; use assessment results in educational planning; develop and implement annual plan of study to maximize academic ability and achievement; apply knowledge of aptitudes and interests to goal setting; use problem-solving and decision-making skills to assess progress toward educational goals; understand the relationship between classroom performance and success in school; identify post-secondary options consistent with interests, achievement, aptitude and abilities.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Goal: C1. Relate School to Life Experiences

Indicators: Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life; seek co-curricular and community experiences to enhance the school experience; understand the relationship between learning and work; demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals; understand that school success is the preparation to make the transition from student to community member; understand how school success and academic achievement enhance future career and vocational opportunities.

Domain: CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Goal: A1. Develop Career Awareness

Indicators: Develop skills to locate, evaluate and interpret career information; learn about the variety of traditional and nontraditional occupations; develop an awareness of personal abilities, skills, interests and motivations; learn how to interact and work cooperatively in teams; learn to make decisions; learn how to set goals; understand the importance of planning; pursue and develop competency in areas of interest; develop hobbies and vocational interests; balance between work and leisure time.

Goal: A2. Develop Employment Readiness

Indicators: Acquire employability skills such as working on a team, problem-solving and organizational skills; apply job readiness skills to seek employment opportunities; demonstrate knowledge about the changing workplace; learn about the rights and responsibilities of employers and employees; learn to respect individual uniqueness in the workplace; learn how to write a resume; develop a positive attitude toward work and learning; understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace; utilize time and task management skills.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Goal: B1. Acquire Career Information

Indicators: Apply decision-making skills to career planning, course selection and career transition; identify personal skills, interests and abilities and relate them to current career choice; demonstrate knowledge of the career-planning process; know the various ways in which occupations can be

classified; use research and information resources to obtain career information; learn to use the Internet to access career-planning information; describe traditional and nontraditional career choices and how they relate to career choice; understand how changing economic and societal needs; influence employment trends and future training.

Goal: B2. Identify Career Goals

Indicators: Demonstrate awareness of the education and training needed to achieve career goals; assess and modify their educational plan to support career; use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience; select course work that is related to career interests; maintain a career-planning portfolio.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Goal: C1. Acquire Knowledge to Achieve Career Goals

Indicators: Understand the relationship between educational achievement and career success; explain how work can help to achieve personal success and satisfaction; identify personal preferences and interests influencing career choice and success; understand that the changing workplace requires lifelong learning and acquiring new skills; describe the effect of work on lifestyle; understand the importance of equity and access in career choice; understand that work is an important and satisfying means of personal expression.

Goal: C2. Apply Skills to Achieve Career Goals

Indicators: Demonstrate how interests, abilities and achievement relate to achieving personal, social, and educational and career goals; learn how to use conflict management skills with peers and adults; learn to work cooperatively with others as a team member; apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

Domain: PERSONAL/SOCIAL

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Goal: A1. Acquire Self-knowledge

Indicators: Develop positive attitudes toward self as a unique and worthy person; identify values, attitudes and beliefs; learn the goal-setting process; understand change is a part of growth; identify and express feelings; distinguish between appropriate and inappropriate behavior; recognize personal boundaries, rights and privacy needs; understand the need for self-control and how to practice it; demonstrate cooperative behavior in groups; identify personal strengths and assets; identify and discuss changing personal and social roles; identify and recognize changing family roles.

Goal: A2. Acquire Interpersonal Skills

Indicators: Recognize that everyone has rights and responsibilities; respect alternative points of view; recognize, accept, respect and appreciate individual differences; recognize, accept and appreciate

ethnic and cultural diversity; recognize and respect differences in various family configurations; use effective communications skills; know that communication involves speaking, listening and nonverbal behavior; learn how to make and keep friends.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Goal: B1. Self-knowledge Application

Indicators: Use a decision-making and problem-solving model; understand consequences of decisions and choices; identify alternative solutions to a problem; develop effective coping skills for dealing with problems; demonstrate when, where and how to seek help for solving problems and making decisions; know how to apply conflict resolution skills; demonstrate a respect and appreciation for individual and cultural differences; know when peer pressure is influencing a decision; identify long and short-term goals; identify alternative ways of achieving goals; use persistence and perseverance in acquiring knowledge and skills; develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

Goal: C1. Acquire Personal Safety Skills

Indicators: Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact); learn about the relationship between rules, laws, safety and the protection of rights of the individual; learn about the differences between appropriate and inappropriate physical contact; demonstrate the ability to set boundaries, rights and personal privacy; differentiate between situations requiring peer support and situations requiring adult professional help; identify resource people in the school and community, and know how to seek their help; apply effective problem-solving and decision-making skills to make safe and healthy choices; learn about the emotional and physical dangers of substance use and abuse; learn how to cope with peer pressure; learn techniques for managing stress and conflict; learn coping skills for managing life events.

C. Principles of Comprehensive School Counseling Programs

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

A summary of some of the basic principles of developmental counseling states that a developmental school counseling program is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions.

The school-counseling program is an umbrella term encompassing a wide variety of services provided by administrators, teachers, counselors, and other personnel specialists. These services are offered in kindergarten through senior high school settings. School counseling programs share similar characteristics with other educational programs such as “student outcomes” (student competencies);

activities and processes to assist students in achieving these outcomes; professionally recognized personnel; and materials and resources.

School counseling programs are comprehensive in the range of activities and services provided. These include: Preventive classroom guidance activities: Individual and group counseling; Referrals to community agencies; Consultation with teachers, administrators, parents, and community leaders; Crisis intervention; and Assessment, placement, and follow-up services.

A team approach is essential to comprehensive school counseling programs. There is an underlying assumption that all school staff must be actively involved in promoting student achievement. The team refers to teachers, parents, school counselors, administrator, psychologist, and social worker. At the core of this team are qualified school counselors, who counsel students and parents and work as consultants to (and collaborates with) all team members.

Guidance describes an instructional process or structured learning activities, which attempt to prevent problems. Such activities assist students in developing greater understanding of themselves and others and emphasize the needs of a group of students rather than those of any student.

Counseling is a process in which a trained professional forms a trusting relationship with a person who needs assistance. This relationship focuses on personal meaning of experiences, feelings, behaviors, alternatives, consequences, and goals. Counseling provides a unique opportunity for individuals to explore and express their ideas and feelings in a no evaluative, nonthreatening environment.

D. SCHOOL COUNSELORS ARE INVOLVED IN THE FOLLOWING:

1. CLASSROOM GUIDANCE

A comprehensive school counseling program for Bald Knob Schools involves planned guidance activities for all students. These age-related exercises foster students' academic, personal, social, and career development skills. Counselors and teachers implement such activities through a collaborative effort. The classroom guidance curriculum focuses on topics such as: Self-understanding; Effective interpersonal and communication skills; Problem-solving, decision-making, and conflict resolution skills; Effective study skills and positive attitudes toward school; Career awareness and the world of work; Substance abuse prevention; Comprehension and acceptance of differences in people (racial, gender-based, cultural, religious, physical); bullying prevention, grief, and divorce.

The school counselors takes the lead in the development and organization of the guidance activities; however, this requires the support and assistance of teachers, parents, and administrators. The counselors can train teachers to conduct many activities during their classes. Other team members may deliver other guidance procedures most effectively. Regardless of who conducts the exercises, the whole team is aware of the goals so that they can be reinforced.

CLASSROOM GUIDANCE GUIDELINES

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.

The forty-minute planning time for classroom teachers is a separate issue and other personnel should be used. Classroom guidance lessons were never intended to provide a break or planning time for teachers. Classroom guidance was intended as a collaborative effort with teachers to use the information to reinforce goals for students in the area academic, personal, social and career development. Counselors can train teachers to conduct and continue many of these activities during their classes to assist in development of the whole student. School counselors take the lead in the development and organization of guidance activities; however, this requires the support and assistance of teachers, parents and administrators.

Classroom guidance is part of the curriculum and should be treated with the same respect as other academic classes. Remember, school counselors serve in the Academic, Personal/Social and Career Education domains and all should be reflected in the Student Services Program.

2. INDIVIDUAL AND SMALL GROUP COUNSELING

In many situations, the counselors work with students when they experience problems. However, counseling must be more than the provision of remediation and crisis intervention. If the counselors are always responding to problems, there will be little time to educate students to be independent problem solvers. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop and use their resources. Counseling can also be provided for parents to address specific problems that may interfere with their student's success in school.

Group counseling has become 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 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, making the most efficient use of the professionals' time.

At Bald Knob Schools small/large group counseling programs consisting of but are not limited to include:

- 1. Anger Management**
- 2. Study Skills**
- 3. College & Career Ready**
- 4. Self Esteem**
- 5. Divorce**
- 6. Military Deployment Family Support**

7. **Responsibility**
8. **Motivation**
9. **Bullying Prevention**
10. **Motivation**
11. **Career Activities**
12. **Grief**

Of course, a group approach is not best suited for every student. There are students who benefit most from individual counseling, or a combination of individual and group work. For some students, the nature of their problem requires more confidentiality. Others may have extreme difficulty in relating to their peers, be overwhelmed in group situations, be personally dysfunctional, or need individual attention. Students at Bald Knob Schools are referred for counseling for small or individual counseling by: teachers, parents/guardians, school administrators, or themselves.

3. CONSULTATION

Consultation in school counseling programs focuses on the total learning environment of the school. Teachers use counselors as a resource, seeking consultation on specific student's 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.

The counselors work with teachers and administrators to help create the kind of school environments that stimulate growth and learning. The 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: Conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance or child abuse; Assisting teachers to work with individual students or groups of students; Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum; Assisting in the identification and development of programs for students with special needs; Participating in school committees that address substance abuse, human growth and development, school climate, and other guidance-related areas; Designing and conducting parent education classes; interpreting student information, such as results of standardized tests for students and team members; and consulting regularly with other specialists (e.g., licensed therapists, social workers, psychologists, representatives from community agencies).

4. COORDINATION

The counselors at Bald Knob Schools coordinate the use of school and community resources in collaboration with other team members; Assists parents in gaining access to services their children need—e.g., a child psychologist or a local housing agency—through a referral and follow-up process; Serves as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated; Plans, coordinates, and evaluates the guidance program's effectiveness; and Assists with the school's testing program, which usually includes interpreting test results to parents, students, and school personnel.

5. WORKING WITH PARENTS & PARENTAL INVOLVEMENT

Parental involvement coordinators for Bald Knob Schools work to encourage parents to participate in volunteer opportunities within the school setting. When parents are involved in their children's educations, those students generally perform better academically in the classroom as well as on standardized tests.

6. PEER FACILITATION

Students often share their problems with peers rather than adults. The counselors provide structured opportunities for students to serve as peer helpers. The power of peer influence cannot be minimized and, in fact, should be capitalized upon. The Bald Knob School Counselors will provide structured opportunities for the students to practice the use of social skills with peers and basic communication skills.

7. MAKING APPROPRIATE REFERRALS

The counselors establish and maintain close working relationships with staff of 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 establish policies and procedures for inter-agency communication.

Some typical tasks the counselors may be involved with while helping students and their families gain access to the services they need include: Identifying and assisting students and their parents with special needs by referring them to resources in and outside the school; Maintaining contacts with outside resources; Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues; Developing a student self-referral system; and Following up on referrals.

8. INTERPRETATION OF STANDARDIZED TESTING & DISSEMINATION

The counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. The counselors also interpret standardized test results for parents, faculty, and students; relates the results to strengths and limitations in the school's

curriculum; and assists in planning and implementing changes in the curriculum and school's procedures.

The counselors use a variety of assessment instruments to identify the social/emotional needs of students and makes recommendations to teachers based on these assessments. Also teacher observations, parent observations and counselor observations are utilized.

The counselors at Bald Knob Schools are the building level test coordinator. Duties include teacher in-service, inventory of tests, distribution of tests, test security procedures, and documentation of test procedures as well as preparing testing material to be shipped for grading purposes. The counselors are also responsible for make-up testing and makes maximum effort to provide make-up testing for all students.

9. SPECIALIZED POPULATIONS AND NEEDS

Working with students from culturally diverse populations and students with disabilities requires special attention. Counselors' activities can promote; Students' and school personnel's acceptance of differences; Policies, procedures, and behaviors that reflect freedom from stereotypes; Examination of schools' testing procedures to ensure that they reflect equitable standards for all students; and Outreach to parents and families of students from culturally diverse populations.

The counselors are active participants of the Response to Intervention team. Help for classroom teachers in selecting and implementing varying styles and levels of response to interventions for academically at-risk students is provided. The purpose of this team is to identify interventions to help the student will become successful in the regular classroom. The counselors also assists in determining proper accommodations for students with a 504 plan or LPAC.

10. ORIENTATION

Orientation is a process for students, teachers, and parents 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 affective transition adjustments 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.

Prior to the beginning of the new school year, an Open House is conducted. Students and parents of Bald Knob Schools are encouraged to attend. Students and parents may meet their teachers and tour the building. When a new student enrolls, orientation for the parent and the student will be provided.

11. ACADEMIC ADVISEMENT FOR CLASS SELECTION

Class scheduling is the proper placement of students in the academic setting. Counselors act in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives.

12. UTILIZATION OF STUDENT RECORDS

The counselors have authorized access to any files kept by the school district. Data is utilized to assist parents, faculty, administrators, and counselors in helping each individual student reach their potential.

13. ACTIVITIES USING 75% OF TIME IN DIRECT COUNSELING SERVICES TO STUDENTS

Activities Include: Individual Personal and Social Counseling; Individual Academic Guidance and Counseling; Individual Career Education Guidance & Counseling; Career Decision Making; Orientation; Consultation with Students; Class Selection; Interpretation of State-Mandated Tests; Serving Students at Risk; Review Records and Files while Assisting Students; Follow-up of Early School Dropouts; Follow-up of Graduates; Small Group Counseling Session; Small Group Orientation Sessions; Classroom Guidance Sessions; and Students in Crisis Situations through Group Counseling; College and Career Readiness.

14. ACTIVITIES USING 25% OF TIME IN SERVICES RELATED TO GUIDANCE/COUNSELING/CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS

Some activities of the counselors include: Consultation Services with Parents; Consultation Services with School Personnel; Consultation Services with Outside Agencies; Reporting Abuse of Students; Making Appropriate Referrals for Services; Test Interpretation about Students; Test Interpretation with Parents; Test Interpretation with Faculty; Test Interpretation with School Community; Update Guidance Records for Counselor's Utilization; Organizing Information; Collecting Resources for Guidance/Counseling/Career Education; Coordination of Guidance Program; School Suicide/Crisis Planning; and others.

15. SOME ACTIVITIES THAT INTERFERE WITH MEETING STUDENT NEEDS:

Serve duty that requires disciplinary action; Administer discipline, witness corporal punishment, or involved in disciplinary action; Administer psychological evaluations (unless certified and assigned part-time as an educational examiner); and Assume the role of principal, clerical, or substitute teaching duties; coordination of multiple assessments and programs, due process for special education.

E. CAREER AWARENESS & PLANNING IN SCHOOL COUNSELING PROGRAMS

In general, the guidance curriculum focuses on facilitating interpersonal relationships and decision-making and problem-solving skills—all of which can increase a student's future effectiveness in the workplace.

At Bald Knob Schools guidance lessons can provide career awareness. The opportunity for exposure to varied and numerous career activities and choices is given. Character traits that will be needed to acquire and maintain the career of choice are integrated in lesson discussions (i.e. respect, responsibility, goal setting, etc).

F. STATE GOALS FOR CAREER EDUCATION

Developed by the AR Advisory Council for Career Education

Goal 1. Students will improve career planning and decision-making skills. Students will be able to set goals, understand the importance of a planning process, and seek assistance in decision-making.

- a. Set personal goals and relate them to career choices.
- b. Identify factors, including career, which influence a person's lifestyle.
- c. Apply a decision-making process to solve career-related problems.

Goal 2. Students will be able to identify information about career and sources of occupational information.

- a. Investigate occupational supply and demand.
- b. Locate and use appropriate sources of career information.
- c. Recognize similar job characteristics in various occupations.
- d. Match job characteristics with own needs and interests.

Goal 3. Students will improve job acquisition and retention competencies. Students will demonstrate skills to locate and interview for a specific job and understand the requirements to remain employed.

- a. Locate and interview for a job.
- b. Know job retention factors.

Goal 4. Students will improve attitudes and appreciation for career success. Students will demonstrate productive attitudes toward work and positive feelings about task accomplishment.

- a. Relate work attitudes to accomplishment and satisfaction.
- b. Detect and appreciate quality work.

Goal 5. Students will improve skills in human relationships. Students will demonstrate positive interpersonal relationships, knowledge of group dynamics, and positive attitudes toward the possession of human relationship skills.

- a. Identify and recognize need for benefits of good interpersonal relationships.
- b. Recognize prejudice, contributing factors, and behavioral effects.
- c. Identify ways to effectively work as a team member.

Goal 6. Students will improve self-investigation and evaluation skills necessary for career success. Students will be able to examine self in relation to careers, assess self-concept, and appraise own interests and capabilities.

- a. Recognize personal adjustment situations and seek required help.
- b. Recognize personal limitations and how self-concept influences job success.
- c. Identify factors influencing own career options.

Goal 7. Students will understand personal/work/societal responsibilities. Students will demonstrate good citizenship, knowledge of relationships with, and responsibilities to fellow persons, job, etc.

- a. Identify responsibilities toward co-workers, supervisors, and property.
- b. Identify rights derived from the political and social environment.
- c. Develop positive attitudes/behaviors for participation in political/social environment.

Goal 8. Students will improve understanding of economic factors influencing career opportunity.

Students will demonstrate understanding of how various economic conditions affect a person and how a person interacts in the economy.

- a. Identify the ways technology can affect work and/or lifestyle.
- b. Identify the results of job specialization and worker interdependence.
- c. Recognize relation of time/effort to wages.
- d. Indicate relationship of supply and demand among resources, goods, and services.

Goal 9. Students will improve understanding of relationship of education and career choices. Students will demonstrate understanding of the relationships of education (formal and informal) to career opportunities. Demonstrate understanding of the relationship of education or training to specific job requirements.

- a. Relate specific training to specific career goals.
- b. Relate general learning experiences to career opportunity.

Goal 10. Students will improve learner outcomes in the basic subjects.

While career education cannot assume total responsibility for the performance of students in the basics, the effect on the basic skills should be monitored. Programs and activities, which can be demonstrated to improve achievement in the basics, will be given priority; those, which demonstrated no relationship, will be supported; and those, which demonstrate decreased achievement in the basics, will be discontinued.

III. PSYCHOLOGICAL SERVICES

A. Evaluations

Evaluations are conducted in accordance with state and federal guidelines. Tests are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the student's native language or elementary mode of communication. A variety of assessment tools and strategies are used to gather information about the student, including information provided by the parent and teacher. Only tests considered valid and reliable are administered by the SPS/LPE/NCSP who utilizes the tools in accordance with any instructions provided by the producer of the tests. No single procedure is used as the sole criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for the child. In addition, hearing and vision screenings are passed before an evaluation is conducted. If a hearing or vision screening is failed and a referral is made to the respective doctor, documentation from that doctor is received prior to the evaluation.

Evaluations consist of a comprehensive test battery. The battery includes tests, which assess cognition, communicative abilities, basic reading skills, reading comprehension, math calculation skills, math reasoning, spelling, written expression, visual-motor perception, auditory perception, learning processes, and adaptive behavior. Screening instruments for an attention deficit disorder, autism, or Asperger's Syndrome may be used if someone has expressed a concern in one of these areas. The tests chosen for a battery are selected based on each individual student.

B. Consultations

Consultation is provided by Families, Inc. Counseling Services to parents and school personnel on an as-needed basis. In the past, consultative services have related to attention problems, behavior and behavior plans, autism spectrum disorders, need for additional services (occupational therapy, physical therapy, speech/language therapy, counseling, etc.), and placement.

Consultation from outside sources is provided by agencies such as Families, Inc., as well as individual practitioners. Assessment, recommendations, and consultation may also come from places such as Courage Adolescent Behavioral Health, Methodist Behavioral Hospital, Pinnacle Pointe Hospital, BridgeWay, The Centers for Youth and Families, Youth Villages, Rivendell, James L. Dennis Developmental Center, Arkansas Children's Hospital, etc., depending on any previous services or assessment the student has received.

C. Working with Parents, Students, & School Personnel

Working with parents most often takes place within a conference setting; however, meetings with the parents in which their concerns are discussed take place on an as-needed basis according to the parents' needs and desires.

Working with students may involve assessment/observation by the Families, Inc. or counseling with the School Counselors. In addition, some students receive counseling services from outside agencies such as Families, Inc., Health Resources, and The Pointe who come onto the school campus to provide services.

Working with school personnel may involve providing information about a particular disorder or condition, aiding in the interpretation of evaluation results, assisting in the development of a behavior plan, or working together to determine appropriate placement and services for a student.

D. Early Identification

The Bald Knob School district realizes how important early identification is to students requiring needed services. The district has in place procedures to assist in decreasing the time it takes in identifying students requiring intervention services and the onset of providing the services required. The district has established a partnership with the early childhood service providers from the Wilbur D. Mills Education Cooperative. If a child is receiving services from the early childhood program prior to entering school, the school and the service providers meet with the parent and decide if further assessments need to be conducted prior to the child's initial enrollment in school. If the committee finds that more assessments are necessary, school officials arrange for the specified procedures to be completed prior to the initial school enrollment. It is the goal of the school district to have a plan in place when the student arrives for pre-kindergarten or kindergarten.

Providing information to the public is another way the district tries to identify students requiring services. Local agencies, such as medical centers, daycare providers, area health clinics, and parent

centers work with the district to provide information pertaining to services offered by the school district.

To assist in identifying incoming transfer students who require services, the Bald Knob School District has procedures in place that require school officials to seek out any student in need of services or who have previously been identified as needing services.

E. Liaison & Referrals

The Bald Knob School District has a screening team process in place at the building levels. Our Response to Intervention Team, through the use of a consultative approach, is designed to provide strategies and support for educators who have students exhibiting problems in the classroom. Each team is required to meet prior to special education referral being made to help establish the need for possible special education services. The Referral Designee at each school is the team leader and contact person. The following information is gathered prior to the team meeting so it can be examined at the team meeting.

1. Student has passed a vision and hearing screening within the last year.
2. Check for previous evaluations
3. Review student's attendance for least 3 years
4. Review standardized achievement test results
5. Review student's past and current grades- any emerging pattern?
6. Review student's discipline record-behavior problems?
7. Any history of retention?
8. Has student experience frequent school moves?
9. Has the situation been discussed with child's parents to? Are there changes in the home that could be affecting the student's academic progress?

The team should assist the student's teacher to implement interventions for the student. Interventions need to be carried out for approximately 30 days. After this time if student progress is not seen in the classroom, the team meets together again to consider other interventions or decides that a referral for special education is necessary. If this is the team's decision, the team completes the screening worksheet and each member signs. The Referral Designee completes the Referral Form and contacts the Special Education Director to schedule a referral conference. The parents of the student are also notified of the conference. If a parent or agency personnel outside of the school made the referral, the screening team must meet and document their decision prior to the referral conference being held.

Some of the interventions that could be suggested include but are not limited to the following-

- Title I Services
- School Day Tutoring
- After School Tutoring
- Use of modifications pertaining to specific problems in classroom
- Supplementary materials
- The development of a Behavior Plan for charting student' progress.

Intervention Team

- Initiating teacher

- Facilitator/Referral Designee
- Grade level lead teacher

Optional Team Members-

- Previous teacher
- Administrator
- School nurse
- Title teachers
- Special education teacher
- Speech/Language provider
- OT/PT staff

F. ETHICAL PROCEDURES

The following ethical procedures are followed by the Bald Knob School District:

- The Bald Knob School District follows confidentiality procedures as directed by mandated guideline on all student information deemed as confidential in nature.
- The district ensures that qualified and state approved individuals evaluate all students.
- The district must have an informed consent for testing from the student’s guardian/parents prior to administering the evaluation.
- The district only uses testing tools that are valid and reliable testing instruments. The instruments used are recognized by the Arkansas Department of Education as appropriate.
- The district ensures that all individual’s special education documents are secured according to IDEA guidelines.
- All special education evaluation tools are administered in the student’s native language or Elementary mode of communication.

IV. VISITING TEACHER AND SCHOOL SOCIAL WORK SERVICES

- A. Description:** These persons seek to enhance the coping capabilities of people and to change environmental conditions that impact upon people.
- B. Assist in Casework:** These persons provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.
- C. Liason between the Home and School:** The role of liaison between the home and school could include home visits and referring students and parents to appropriate school and community agencies for assistance. Also, pursues avenues by which parents can become not only more involved with their child’s school program, but also more responsive and responsible; provides the parent with techniques and strategies to be utilized at home to enhance positive behavior; develops and facilitates parent groups composed of persons with similar concerns; and refers parents to appropriate outside agencies or counselors.

A variety of resources are available at Bald Knob Schools to help students and parents to achieve success during the early school years.

V. OCCUPATIONAL AND PLACEMENT SERVICES

- A. Description:** These services, which shall include, but are not limited to the dissemination of career education information, placement services and follow-up studies.
- B. Placement Follow-Up Studies:** Follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.
- C. Liason between Employers and the School:** The occupational and placement specialist shall serve as liaison between employees and the school.

VI. CONFLICT RESOLUTION SERVICES

A. Description of 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.

B. Activities & Programs for Conflict Resolution

Conflict solving for students could include: dealing constructively with conflict, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, leaning 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.

C. Anti-Bullying Description and Policy for the School

Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent student harassment, also known as "bullying," and shall file with the Department of Education a copy of the policies adopted. The State Board of Education shall review the policies provided by the school districts and may recommend changes or improvements to the districts if the board determines the policies need improvement. The anti-bullying policies developed by the school district should become part of the district's "Student Handbooks" and "School Personnel Policy Handbooks." Policies are to be provided to parents, students, school volunteers and employees.

VII. SCHOOL HEALTH SERVICE PROGRAM

The Bald Knob School District has considered the following in implementing the School Health Service Program:

A. The Standards for Accreditation, Arkansas Public Schools state the following:

1. Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral and follow-up procedure for all students.
2. Each school shall provide facilities, equipment and materials necessary for operation of a school health services program.
3. The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the State Department of Education.

4. Each school shall take proper measures to insure the safety of its students and protect against injuries, which may occur in or on the school facilities or site.

B. Nurse/Pupil Ratio

Acts 41 and 67 of the Second Extraordinary Session of 2003 establishes guidelines for an appropriate school nurse to student ratio. The General Assembly determined that a ratio is needed to effectively meet the health care need of children.

All school district beginning with the 2004-05 school year should have no less than one full-time school nurse per seven hundred fifty students. However, Act 67 states that the ratio of one nurse per seven hundred fifty students shall be effective only if state funds are available for that purpose.

In districts having a high concentration of children with handicapping conditions as determined by the State Board of Education, the ratio of school nurses to students should be one to four hundred in those schools so designated. If a district provides a center for profoundly handicapped students, the ratio should be one nurse per one hundred twenty-five at the center.

It has been determined that a school nurse shall mean the equivalent of a licensed nurse engaging in school nursing activities. School nurses may be employed by local school districts or provided by contract or agreement with other agencies of individuals provided that the prescribed ratio and equivalency are maintained.

C. Immunization

ACT 244 OF 1967 AND act 633 OF 1973.

1. No child shall be admitted to a public or private school of this state that has not been immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, Hepatitis B, and varicella as evidenced by a certificate of a licensed physician or a public health department acknowledging immunization.
2. The responsibility for the enforcement of this section rests equally with each school district of this state and the parent or guardian of the pupil, and each of them shall be separately and individually liable for permitting and violation of this section.
3. The State Board of Education, after having consulted with the State Board of Health, shall promulgate appropriate rules and regulations; for the enforcement of this section by school boards, superintendents, and principals, and any school official, parent, or guardian violating the regulations shall be subject to the penalties imposed herein.
4. If, in the discretion of the health authority having jurisdiction or of any physician licensed to practice by the Arkansas State Medical Board, any person to whom this section applies shall be deemed to have physical disability which may contraindicate vaccination, a certificate to that effect issued by the health officer may be accepted, in lieu of a certificate of vaccination, provided that the exemption shall not apply when the disability shall have been removed.
5. Any person found guilty of violating the provisions of this section or the regulations promulgated by the State Board of Education for enforcement hereof shall be guilty of a misdemeanor.
6. The provisions of this section shall not apply if the parents or legal guardian of that child object thereto on the grounds that such immunization conflicts with the medical, philosophical, or religious tenets and practices of a recognized church or religious denomination of which the parent or guardian is an adherent or member upon being excused from this provision by the Arkansas Department of Health. Forms are available from the Arkansas Department of Health.

Furthermore, the provisions of this section requiring pertussis vaccination shall not apply to any child with a sibling, either whole blood or half blood, who has had a serious adverse reaction to the pertussis antigen which reaction resulted in a total permanent disability. (SLA 88)

D. Other States and Statements of Immunization

Certificates of immunization from other states and statements received from private physicians may be accepted as proof of immunization if they meet all of the following criteria:

1. The child's birth date and name are recorded.
2. The certificate or statement specifies the number of doses of each vaccine the child has received. The number specified, of course, must meet the minimum Arkansas requirements for each vaccine.
3. At least one date for each vaccine entity is recorded, so that school officials can determine whether the last dose of polio, DTP/DTaP/DT/Td was administered after the fourth birthday and whether the MMR and varicella vaccines were administered after the first birthday.
4. The certificate or statement includes the physician or clinic name, authorized medical signature and date of issuance.

Preferably, documentation consists of full dates for each inoculation given; however, with incomplete certificates, these criteria will permit school officials to determine that a student is in compliance with the Arkansas School Immunization law. Specific questions regarding immunizations may be directed to the Arkansas Department of Health, 1-800-482-5400.

E. Responsibility of School Nurse

The school nurse should have the physical, mental, social, and emotional capabilities as well as the professional nursing and other educational preparation to adequately perform in the following areas:

1. To appraise and identify the health needs of students and other school personnel through planning and administering recommended screening tests such as vision, hearing, scoliosis, and body mass index (BMI).
2. To encourage the correction of remedial defects by working with parents, teachers, and community agencies. The nurse coordinates her services with local clubs or agencies to make sure that the financial needs of the low-income students are met.
3. To work with administrators, teachers, and other school personnel to modify the school environment and curriculum for children with health problems.
4. To provide health counseling to students, parents, and school personnel.
5. To assume responsibility for the care of the sick and injured in keeping with school policy.
6. To assist in planning and participate in pilot projects concerned with health education and services to the schools.
7. To maintain adequate and up-to-date health records. When a student enrolls without proper verification of immunizations, a request is sent to the student's former school. If after thirty days, no records are provided, a letter is mailed to the parent requesting the records, if no records are forthcoming; the principal sends a letter requesting the records with a deadline informing the parents that the student will be suspended if the matter is not resolved.
8. To serve as a resource person to school and community in health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety.

9. To present health education both informally by means of bulletin boards and opportune teaching moments and formally in the classroom when necessary.
10. To recommend changes in the environment to reduce health and safety hazards.
11. To review and evaluate their own job performance and professional development.
12. To evaluate the nursing aspects of the school health program.
13. To aid in developing the Individual Educational Plan (IEP) when the child has health related problems.

The school nurse is encouraged to contact the local health department to get acquainted with the area nursing supervisor, the communicable disease nurse specialist, the health educator, and the vision and hearing specialist. Early Periodic Screening Diagnosis and Treatment (EPSDT) can be provided by local school districts whose school nurse is a Registered Nurse and has taken a class to learn EPSDT procedures.

The following various agencies and organizations have offered their services and some will sponsor and co-sponsor workshops to aid school nurses: AR The health service unit should be planned with very definite purposes in mind. These purposes vary in schools according to whether the school is large or small, urban or rural, elementary or secondary. The Elementary purposes for which this unit should be used are as follows Department of Education, March of Dimes, AR Children's Hospital, AR Society to Prevent Blindness, AR Department of Health, AR Genetics Council, AR Aids Foundation, AR Department of Human Services.

F. School Health Service Unit

In all school buildings, space should be allocated for delivering needed school health services. In planning the school health services unit, consider the size, location, special features, supplies and equipment, and suggested plans for the unit.

1. Purposes of the School Health Service Unit

The health service unit should be planned with very definite purposes in mind.

These purposes vary in schools according to whether the school is large or small, urban or rural, elementary or secondary. The Elementary purposes for which this unit should be used are as follows

- a. As an emergency center for the administration of first aid to school children and personal and proper care of accident victims until they are moved from school;
- b. As an emergency center for the care of children becoming ill during the school day until they can be placed under their parent's care or returned to class;
- c. As a center where children with suspected communicable diseases can be cared for and separated from others until arrangements can be made for the parent or guardian to pick up the children;
- d. As a place for those who, because of health conditions, require on their physician's recommendation a rest period at school during the school day;
- e. As a center where first aid and other supplies and equipment may be placed and kept in readiness at all times for use in rendering other health services to children at school;
- f. As a work area for the nurse to inspect pupils referred to the nurse;

- g. As a work area where periodic medical and dental inspections and other clinic services for school children can be given when it is necessary to render these services at school;
- h. As a place where vision, hearing, and other screening procedures, including the measurement of pupil height and weight, may be carried out;
- i. As a conference room where the nurse, doctor, teacher, pupil, parent, or others concerned with health counseling and guidance can discuss privately specific health problems of individual school children;
- j. As a work center for school health personnel and as an area where children awaiting health services can be accommodated; and
- k. As a center where records and other information necessary in the administration of the general health program and emergency care program may be kept for ready use when needed.

The records and information should include:

Arkansas School Health Guidelines; American Red Cross First Aid Textbook;

MEDICAL DICTIONARY; PHYSICIANS DESK REFERENCE. Records of accident and illness reports and complete emergency call card index file on each pupil giving name of parent (s) or other persons to be notified, emergency care authorization signature, preferred physician, and preferred hospital. This information is necessary to provide care in case of an emergency at school. Health Appraisal Records (folder obtainable from local educational cooperative or the Arkansas Department of Education). af. A pediatric reference book such as The AMERICAN ACADEMY OF PEDIATRICS RED BOOK AND/OR NURSING CARE OF INFANTS AND CHILDREN, Whaley & Wong, C.V. Mosby Company.

2. Size of the School Health Service Unit: In planning the size of the health service unit, consideration should be given to space necessary for services that may be provided and to the number of people who may be served. Consideration should be given to space necessary for services that may be provided and to the number of people who may be served. Consideration should be given to the prospect of increased enrollment.
3. Location of Health Service Unit: The health service unit (nurse's office) is located in the Kindergarten building on the H. L. Lubker Elementary campus. Accessibility to toilet and lavatory facilities and arrangement for windows to provide natural light and ventilation are essential in the location of the health service unit.
4. Special Features of the School Health Service Unit: All purposes for which the unit is designed may be carried out in one large unit which may be subdivided into rest areas, examining and counseling room, waiting room, toilet and lavatory, and storage space.

G. Students with Special Health Care Needs

Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have an individualized health care plan.

H. Invasive Medical Procedures

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 or other professional licensure statutes. The regular classroom teacher shall not perform these tasks.

I. Custodial Health Care Services

Custodial health care services required by students under an individualized healthcare plan shall be provided by trained school employees other than the regular classroom teachers.

VIII. SCHOOL SUICIDE, CRISIS & TERRORIST PLANS

The General Assembly of the Arkansas Legislature (Act 1757 of 2005) finds that youth suicide is a serious problem that: Takes the life of a young student who has only begun to live; and can be prevented with suicide intervention strategies. The General Assembly also recognizes that suicide is the third leading cause of death for young people between the ages of fifteen and twenty-four and the fourth leading cause of death for persons between the ages of ten and fourteen.

School suicide/crisis program plans should include a distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force. The task force has established a proposed model school response plan to youth suicide/crisis as distributed by the AR Youth Suicide Prevention Commission. It should include plans for crisis events that can be extraordinary and cannot be predicted. However, the human reactions to a crisis are consistent and very predictable. Being aware of and understanding beforehand how people will react in a critical situation make it possible to implement a plan that defuses those reactions and prevents them from precipitating a secondary crisis.

The Arkansas Youth Suicide Prevention Task Force shall: Assist in increasing the awareness of youth suicide among school personnel and community leaders; Enhance the school climate and relationships between teachers, counselors, and students to encourage everyone to recognize the signs of suicidal tendencies and other facts about youth suicide; Encourage the development and implementation of school-based youth suicide prevention programs and pilot projects; Utilize community resources in the development and implementation of youth suicide prevention programs through cooperative efforts; Increase the awareness of students of the relationship between drug and alcohol use and youth suicide; Advocate for programs to collect data on youth suicide attempts; and Develop a program of suicide prevention for distribution to the schools of the State of Arkansas.

A program was designed in 2008 and shared throughout the state by Arkansas Gatekeepers to heighten awareness about suicide in Arkansas; provide knowledge about the risk and protective factors, warning signs and clues of suicidal behaviors; teach skills to intervene with suicidal youth; and provide helpful resources. Key Concepts are: Youth suicide is a significant problem in our state. Many suicides are preventable if we can recognize the warning signs and respond with specific intervention skills. The three most important ways to intervene are: show you care, ask about suicide and go for help. There are resources for youth in crisis. Objectives are: define suicidal behaviors, distinguish between facts and myths about youth suicide, understand the risk factors for suicidal behaviors, recognize the warning signs, demonstrate the helpful intervention strategies and identify resources at school and in the community.

The Arkansas Youth Suicide Prevention Awareness presentation is available by trained **Arkansas Gatekeepers** for faculty, students, administrators and community groups. Counselors at each building level have been trained and are certified to provide suicide prevention training.

A. Inclusive School Crisis Plan

The School Crisis Building Plan should be inclusive to address any type of suicide, terrorist or crisis in general.

B. School Crisis Team List

Establish a crisis team according to Lieutenant Governor’s guide. It is suggested that it be composed of at least two teachers, a school administrator (serving as chairperson), a school nurse, a school counselor, a secretary, and a mental health professional.

C. Specialized Training Activities for School Community

The crisis team should receive specialized training in dealing with crisis situations. It is suggested the development and training of a crisis team be done jointly with school personnel and mental health professionals from the local community.

D. Referral Process to School Crisis Team

An at-risk student can be self-referred or referred by another student or a friend, parent, neighbor, teacher, or other school personnel to the crisis team for assessment to the counselors. The counselors will form a committee if needed to assess the situation.

E. Assessment, Forms & Processes Used by School Crisis Team

The crisis team should be ready to make assessments, be ready to adapt the plan to fit the crisis, and deal with the aftermath of a crisis.

F. Dealing with Specific Areas of Crisis

Crisis counseling should be made available to deal with the effects of trauma on the students, perceptions of death, short- and long-term effects, understanding grief, grief counseling, post traumatic stress disorder, and preventing post traumatic stress disorder.

G. Plan for Safety of Students & Employees in a Terrorist Attack

Most suicide threats and attempts as well as other crisis situations occur after school hours and off campus. School personnel are often perceived as important personal resources by students and their parents. For this reason school personnel may be called upon at home and after hours to help in a crisis. It is most important that formal guidelines for handling such emergencies be made available to, and followed by, school personnel. Doing so will ensure that these after-hour emergencies are handled effectively.

Act 648 of 2003 requires school districts to develop a plan on or before January 1, 2004 to provide for the safety of students and employees in the event of a terrorist attack, specifically including contingency plans for attacks using biological agents, the use of nerve gas, or similar chemical agents, affecting the school and in the event of war affecting the school.

H. Ongoing Training & Changes

There should be ongoing training for the crisis team as well as faculty and students in handling crisis situations. The crisis plan should be reviewed annually in light of all experiences and new developments in the field of suicide/crisis prevention/post-vention and new case laws as they emerge. Modifications should be made accordingly.

IX. AT-RISK STUDENTS AND THE SCHOOL DROPOUT PROGRAM

A. Dropout Tracking Plan for the School

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

B. School District-Level Tracking System for School Dropouts

Each school district plan shall provide for a district-level tracking system for school dropouts.

C. Exit Interview Process & Follow-Up Process

The tracking system includes provisions for student services personnel in all schools to conduct an exit interview by the teacher, secretary, librarian and/or school counselor of students who are dropping from the school and for follow-up of such students with family and probable school are conducted when possible.

D. At-Risk Definition

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

E. Characteristics of Youth-at-Risk:

1. Excessive absenteeism or irregular attendance
2. Poor or failing grades
3. Low math and reading scores and achievement
4. Failure and retention in at least one grade
5. Lack of participation in school and extra-curricular activities
6. Dissatisfaction with teachers and traditional school structure
7. Failure to see relevance of education to personal desires
8. Gifted, learning disabled, or handicapped
9. Below average in basic skills
10. Uncooperative, inattentive, unmotivated
11. Suspension, expulsion, other disciplinary action
12. Feelings of rejection, alienation, isolation, insecurity, inadequacy
13. Association with disaffected peer group
14. Lack of encouragement to stay in school

15. Low self-esteem/self-concept
16. Lack of future orientation
17. Poor decision-making skills
18. Alcohol or drug problems
19. Health problems
20. Pregnancy/marriage
21. Delinquency
22. Desire/need to work
23. Family disturbances, e.g., separation/divorce, violence, death
24. Racial or ethnic minority
25. Non-English speaking home
26. Low socioeconomic background
27. Parent (s) or sibling (s) not finishing school
28. Lack of parental emphasis on importance of education
29. Frequent moves
30. Poor communication between school and home
31. Attending a poorly financed school

F. Definition of a Dropout

Any pupil who leaves school for any reason except death, before graduation or completion of program of studies, without transferring to another school or obtaining a GED.

X. ALTERNATIVE STUDENT SERVICES PERSONNEL

A. 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 Para-professionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers.

B. Limitations

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

C. 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 Para-professional personnel are exempt from the above.

BIBLIOGRAPHY

Arkansas Department of Education. Administrators Handbook to Effective Guidance Programs, Little Rock, AR, 1987.

Arkansas Scope and Sequence, K-12 Guidance and Counseling Curriculum Guide, Little Rock, AR 1987

Developmental Guidance Handbook, Little Rock, AR 1987.

Elementary School Guidance Handbook, Little Rock, AR, revised 1987.

Secondary School Guidance Handbook, Little Rock, AR 1987

Youth-At-Risk Programs in Arkansas, Little Rock, AR, 1990.

Arkansas Youth Suicide Prevention Commission. Proposed Model School Response Plan To Youth Suicide Crisis, Little Rock, AR 1989.

Glosoff, Harriet, L., and Koprowicz, Constance L., Children Achieving Potential, Alexandria, Virginia, 1990

Pulaski County Special School District. “Pupil Services Needs Assessment Student Questionnaire, Pupil Services Needs Assessment Parent Questionnaire, Pupil Services Needs Assessment Faculty Questionnaire, and Pupil Services Assessment Referral Agency Questionnaire,” Little Rock, AR, 1993

Rogers School District. Student Service Guide, Rogers, AR, 1993

Yates, Charlotte, “The School Health Services Program,” Little Rock, AR, 1988.

Ziesemer, Carol, Marcoux, Louise, and Davis, Lorraine, School Social Work: A Resource and Planning Guide, Madison, Wisconsin, 1991.

OTHER ADDITIONS:

[1] AMERICAN SCHOOL COUNSELING ASSOCIATION ETHICAL STANDARDS FOR SCHOOL COUNSELORS

PREAMBLE

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses his or her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

- Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status.
- Each person has the right to self-direction and self-development.
- Each person has the right of choice and the responsibility for goals reached.
- Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, ASCA specifies the principles of ethical behavior necessary to regulate and maintain the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served, or membership in this professional Association;
- Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counsees, parents, colleagues and professional associates, schools, and communities, as well as to one's self and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

RESPONSIBILITIES TO STUDENTS

The professional school counselor:

- a. Has an Elementary obligation to the counselee who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, career, emotional, and behavioral needs and encourages the maximum development of each counselee.
- c. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.
- d. Is responsible for keeping informed of laws, regulations, and policies relating to counsees and strives to ensure that the rights of counsees are adequately provided for and protected.

CONFIDENTIALITY

The professional school counselor:

- a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counsees through a written and shared disclosure statement.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.
- c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.
- d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.
- e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor's ethical obligation. In a group setting, the counselor sets a high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in-group counseling cannot be guaranteed.

COUNSELING PLANS

The professional school counselor: works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

DUAL RELATIONSHIPS

The professional school counselor: avoids dual relationships, which might impair her or his objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends, or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.

APPROPRIATE REFERRALS

The professional school counselor: makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources and making proper plans for

transitions with minimal interruption of services. Counselees retain the right to discontinue the counseling relationship at any time.

GROUP WORK

The professional school counselor: screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

DANGER TO SELF OR OTHERS

The professional school counselor: informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and to clarify counselee and counselor expectations.

STUDENT RECORDS

The professional school counselor: maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

EVALUATION, ASSESSMENT, AND INTERPRETATION

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring, and interpretation, which may differ from that required in more traditional assessments.
- b. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language the counselee(s) can understand.
- c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.
- d. Uses caution when utilizing assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

COMPUTER TECHNOLOGY

The professional school counselor:

- a. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that: (1) computer applications are appropriate for the individual needs of the counselee; (2) the counselee understands how to use the application; and (3) follow-up counseling assistance is provided. Members of under represented groups are assured equal access to computer technologies and are assured the absence of discriminatory information and values in computer applications.
- b. Counselors who communicate with counsees via Internet should follow the NBCC Standards for Web Counseling.

PEER HELPER PROGRAMS

The professional school counselor: has a unique responsibility when working with peer helper programs. The school counselor is responsible for the welfare of counsees participating in peer programs under her or his direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

RESPONSIBILITIES TO PARENTS

PARENT RIGHTS AND RESPONSIBILITIES

The professional school counselor:

- a. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish, as appropriate, a collaborative relationship with parents to facilitate the counselee's maximum development.
- b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties that interfere with the counselee's effectiveness and welfare.
- c. Is sensitive to cultural and social diversity among families and recognizes that all parents, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

PARENTS AND CONFIDENTIALITY

The professional school counselor:

- a. Inform parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
- b. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the counselee.
- c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

PROFESSIONAL RELATIONSHIPS

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff, and administration to facilitate the provision of optimal counseling services. The relationship is based on the counselor's definition and description of the parameter and levels of his or her professional roles.
- b. Treats colleagues with professional respect, courtesy, and fairness. The qualifications, views, and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and optimally utilizes related professions and organizations to whom the counselee may be referred.

SHARING INFORMATION WITH OTHER PROFESSIONALS

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality; the distinction between public and private information; and staff consultation.

- b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
- c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

RESPONSIBILITIES TO THE SCHOOL

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in the best interest of counselees.
- b. Informs an appropriate official of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property while honoring the confidentiality between the counselee and counselor.
- c. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions, which may limit or curtail her or his effectiveness in providing programs and services.
- d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire only qualified and competent individuals for professional counseling positions.
- e. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet the counselee's developmental needs; and (3) a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

RESPONSIBILITY TO THE COMMUNITY

The professional school counselor: collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

RESPONSIBILITIES TO SELF

PROFESSIONAL COMPETENCE

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.
- b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.
- c. Strives through personal initiative to maintain professional competence and to keep abreast of professional information. Professional and personal growth is ongoing throughout the counselor's career.

MULTICULTURAL SKILLS

The professional school counselor: understands the diverse cultural backgrounds of the counsees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

RESPONSIBILITIES TO THE PROFESSION

PROFESSIONALISM

The professional school counselor:

- a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research or for statistical or program planning purposes, the counselor ensures protection of the individual counselee's identity.
- d. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his or her professional position to recruit or gain clients, consultees for her or his private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

CONTRIBUTION TO THE PROFESSION

- a. Actively participates in local, state, and national associations, which foster the development and improvement of school counseling.
- b. Contributes to the development of the profession through sharing skills, ideas, and expertise with colleagues.

MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, Association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if she/he views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state SCA, and ASCA Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - State school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for educating—and consulting with – the membership regarding ethical standards. The Committee periodically reviews and recommends changes in code. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 801 North Fairfax, Suite 310, Alexandria, VA 22314

[2] BENEFITS OF SCHOOL COUNSELING PROGRAMS BASED ON AMERICAN SCHOOL COUNSELING ASSOCIATION’S NATIONAL MODEL

BENEFITS FOR STUDENTS

- Ensures every student receives the benefit of the school-counseling program by designing content curriculum for every student.
- Monitors data to facilitate student improvement
- Provides strategies for closing the achievement gap because some students need more
- Promotes a rigorous academic curriculum for every student
- Ensures equitable access to educational opportunities
- Fosters advocacy for students
- Supports development of skills to increase student success

BENEFITS FOR PARENTS OR GUARDIANS

- Provides support in advocating for their children’s academic, career and personal/social development
- Supports partnerships in their children’s learning and career planning
- Ensures academic planning for every student
- Ensures access to school and community resources
- Provides training and informational workshops
- Connects to community- and school-based services
- Provides data for continuous information on student progress
- Ensures every student receives the content of the school counseling curriculum
- Promotes a philosophy that some students need more and seeks to ensure they receive it

BENEFITS FOR TEACHERS

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom-management skills

- Provides a system for co-facilitation of classroom guidance lessons
- Supports the learning environment
- Promotes teaming to increase student achievement
- Analyzes data to improve school climate and student achievement

BENEFITS FOR ADMINISTRATORS

- Aligns the school counseling program with the school's academic mission
- Provides a school counseling program promoting student success
- Monitors data for school improvement
- Provides a system for managing a school counseling program
- Articulates a process for evaluating a school counseling program
- Uses data to jointly develop school counseling goals and school counselor responsibilities
- Provides useful data for grant applications and funding sources
- Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate

BENEFITS FOR THE BOARDS AND DEPARTMENTS OF EDUCATION

- Provides a rationale based on data for implementing a school counseling program
- Ensures equity and access to a quality school counseling program for every student
- Demonstrates the need for appropriate levels of funding
- Articulates appropriate credentials and staffing ratios
- Informs the community about school counseling program success
- Supports standards-based programs
- Provides data about improved student achievement

BENEFITS FOR SCHOOL COUNSELORS

- Defines responsibilities within the context of a school counseling program
- Seeks to eliminate non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation and accountability
- Recognizes school counselors as leaders, advocates and change agents
- Ensures the school counseling program's contribution to the school's mission

BENEFITS TO COUNSELOR EDUCATORS

- Builds collaboration between counselor education programs and schools
- Provides a framework for school counseling programs
- Provides a model for site based school counseling fieldwork or internships
- Increases data collection for collaborative research on school counseling programs
- Establishes a framework for professional development to benefit practicing school counselors
- Promotes alliances with other educator training programs

BENEFITS FOR POST-SECONDARY EDUCATION

- Enhances articulation and transition of students to post-secondary institutions
- Prepares every student for advanced educational opportunities
- Motivates every student to seek a wide range of substantial, post-secondary options,

including college

- Encourages and supports rigorous academic preparation
- Promotes equity and access to post-secondary education for every student

BENEFITS FOR STUDENT SERVICES PERSONNEL

- Defines the school counseling program
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling program data to maximize benefit to individual student growth
- Increases collaboration for utilizing school and community resources

BENEFITS FOR COMMUNITY: BUSINESS, LABOR AND INDUSTRY

- Increases opportunities for business, industry and labor to actively participate in the school counseling program
- Builds collaboration, which enhances a student's post-secondary success
- Connects business, industry and labor to students and families
- Supports the academic preparation necessary for students' success in the workforce

[3] CHILD ABUSE INFORMATION

The school does not have a responsibility to notify a parent when the victim child is being interviewed by DHS or law enforcement (Such as CACD division of state police). This is sometimes confusing because the school has a responsibility to notify parents when a suspect child is being interviewed by law enforcement.

Arkansas Code Annotated 12-12-510 (a) (1) states: The person conducting the investigation shall have the right to enter into and upon the home, school, or other place for the purpose and conducting and interviewing or completing the investigation...

(2) No publicly supported school, facility or institution may deny access to any person conducting a child maltreatment investigation.

(f) The investigator shall have the discretion in the child's best interest to limit the persons allowed to be present when a child is being interviewed concerning allegations of child maltreatment.

(g) Upon request by the investigating agency, any school, daycare center, child care facility, residential facility, residential treatment facility, or similar institution shall provide the investigator with the name, date of birth, social security number, and last known address and phone number of any person identified as an alleged offender if the alleged maltreatment occurred at that school, center or facility.

[4] COUNSELOR'S ROLE IN DISCIPLINE

Counselors do not deal directly with discipline and should not be placed in a disciplinary role, but rather approach discipline from a preventive perspective. Ideally, discipline problems are identified, discussed, and resolved before they significantly disrupt the classroom and the educational process.

Early behavioral intervention is a legitimate activity for counselors, especially in view of the increasing reports of disciplinary problems and disruptive behavior that interferes with learning.

Consultation is one of the key intervention strategies employed by the counselors to create positive change and facilitate the growth and development of the students served. The counselors act as an arbitrator between teachers and students regarding problem situations and relationships in classrooms. A systematic process is utilized which includes meeting with the teacher and with the students individually and together to monitor progress and evaluate outcomes.

After all available school resources are expended to assist the disruptive child; the school counselors utilize appropriate school policies to refer the family to assistance resources outside the school system. However, referral is not usually a “once and forever” procedure, and the school counselors should continue to provide ongoing assistance.

Specific group guidance sessions employed by the counselors can assist students in their total school adjustment and thus reduce classroom problems. Special small-group counseling sessions are scheduled on a need basis for assisting students who exhibit more aggressive behavior.

Some examples of the counselor’s intervention strategies that focus on school adjustment and discipline are listed below.

Orientation sessions are conducted at all grade levels to acquaint students with the discipline policy. The positive aspects and rewards of acceptable practices in attendance, classroom behavior, and social relationships both inside and outside the school environment are emphasized.

Group guidance sessions are held which stress responsible behavior and coping skills.

Individual sessions are scheduled on the basis of a referral or request from parents, teachers, or administrators. Minor first-time behavior problems may be referred to the counselors for assistance and follow-up.

Follow-up activities with a student returning from a suspension are conducted when requested by the school administrators.

Teachers are in-serviced on appropriate referral procedures and provided with necessary forms.

Outside referrals are initiated through the principal when appropriate.

Conferences with parents, teachers, and administrators are scheduled when appropriate.

[5] COUNSELOR’S ROLE IN PARENTING EDUCATION

Children do not come equipped with instruction manuals. Most parenting skills are learned through trial and error. Schools effectively help children through developmental stages and learning processes when they support and seek involvement through facilitating school problems that offer assistance to

parents and guardians. Because children today face increasingly difficult challenges and pressures, parenting has become an uncertain and complex adventure. Programs to assist and support parents in the parenting process are important parts of school counseling services. In addition to PTA/PTO presentations and sending communications home, schools can take an active role in this process by offering parent education opportunities.

One of the ways to aid parents in developing more effective parenting skills is a series of programs about physical and emotional development essential for learning. Communication and behavior management strategies are usually included as part of the area of parent education. Community professionals (pediatricians, counselors/psychologists who work with children and human resources workers) can be utilized as facilitators on panel discussions.

Parent education programs use different formats and structures depending on the nature of the group, the expertise of the group leader, the leader's style, and the particular types of groups. When organizing and presenting parent education programs, there are two approaches from which to choose: Discussion Groups or Instructional Programs.

Counselors who are trained in-group processes and are comfortable leading parent groups in discussions about topics of mutual interest and concern facilitate Discussion Groups. These groups are successful when group members feel comfortable with each other. Instructional Programs may be either designed on your own or purchased commercially. An instructional program is identified by the structured format of goals, objectives, and activities incorporated into the learning process. When parents do not know other members of the group or if the range of topics is too diverse, the instructional approach might be considered for the parent education program.

[6] COUNSELOR'S ROLE IN SPECIAL EDUCATION

Special Education is an issue that must be addressed directly when the counselor's job description is defined. The ultimate responsibility of the counselors are to meet the guidance needs of all students. Some examples of the counselor's activities that include all students are listed below:

- * Conducting classroom guidance activities.
- * Conducting small-group and individual guidance and counseling activities.
- * Consulting with parents and teachers.
- * Referring to community resources at appropriate junctures.
- * Conducting in-service training on relevant topics.
- * Participating as a member of a diagnostic team when counseling skills are required.

Involvement with students with disabilities beyond the scope of the comprehensive counseling and guidance program will keep counselors from fulfilling their job descriptions. It should be kept in mind that counselors are charged with the responsibility of carrying out a system or school program.

Therefore, counselors should not:

1. Become the coordinator of the IEP process.
2. Become immersed in writing IEP's for students with disabilities.
3. Become solely responsible for parent contacts and conference scheduling.

Students with disabilities have a right to a well-planned and thoughtfully executed guidance program just as students in the regular program. Counselors have an ethical obligation to provide these professional services on an equitable basis. Allowing the demands of students with disabilities to consume amounts of time that detract from the program for all students is neither an acceptable nor an ethical guidance practice.

The development and implementation of a comprehensive counseling and guidance program includes career guidance and counseling which can facilitate the transition from school to post-school employment or further training. The transition from school involves a variety of choices, services, and experiences. Through planned activities and programs, this process can be made more realistic and successful for students with disabilities.

Through the cooperative effort of special education teachers, regular and career/technical education teachers, counselors, and support personnel, students with disabilities can be provided with a solid foundation that will enhance personal, educational, and vocational development. The goal is to provide programs that help students achieve their potential.

[7] APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS & INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- Individual student academic program planning
- Interpreting cognitive, aptitude and achievement tests
- Counseling students who are tardy or absent
- Counseling students who have disciplinary problems
- Counseling students as to appropriate school dress
- Collaborating with teachers to present guidance curriculum lessons
- Analyzing grade-point averages in relationship to achievement
- Interpreting student records
- Providing teachers with suggestions for better management of classrooms
- Ensuring that student records are maintained as per state and federal regulations
- Assisting the school principal with identifying and resolving student issues, needs and problems
- Working with students to provide small- and large- group counseling services
- Advocating for students at individual education plan meetings, student study teams and school attendance review boards
- Disaggregated data analysis

INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- Registration and scheduling of all new students
- Coordinating or administering cognitive, aptitude and achievement tests
- Responsibility for signing excuses for students who are tardy or absent

- Performing disciplinary actions
- Teaching classes when teachers are absent
- Computing grade-point averages
- Maintaining student records
- Supervising study halls
- Clerical record keeping
- Assisting with duties in the principal's office
- Work with one student at a time in a therapeutic, clinical mode
- Preparation of individual education plans, student study teams and school attendance review boards
- Data entry