

Magazine Public Schools

District Student Services Plan

Revised October 2018

TABLE OF CONTENTS

I. **ACT 908 of 1991** and Arkansas Department of Education Rules and Regulations for public school student services

II. **Guidance, Counseling, and Career Education Services**

A. Role of School Counselors

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

C. Principles of Comprehensive School Counseling Programs

D. School Counselors are Involved in the Following

1. Classroom Guidance
2. Individual and Small Group Counseling
3. Consultation
4. Coordination
5. Working with Parents
6. Peer Facilitation
7. Making Appropriate Referrals
8. Assessment and Testing
9. Specialized Populations and Needs
10. Orientation
11. Class Scheduling
12. Utilization of Student Records

E. Career Awareness and Planning in School Counseling Programs

F. State Goals for Career Education

G. Recommend Facilities for the Guidance Program

H. School Counselor/Pupil Ratio and Other Standards for Accreditation

III. **Psychological Services**

A. Evaluations

B. Consultations

C. System of Consultation

D. Early Identification

E. Liaison and Referrals

F. Ethical Procedure

IV. **Visiting Teacher and School Social Work Services**

- A. Description
- B. Assist in casework
- C. Liaison between the home and school

V. Occupational and Placement Services

- A. Description
- B. Follow-up studies
- C. Liaison

VI . Conflict Resolution Services

- A. Description
- B. Activities & Programs for Conflict Resolution
- C. Anti-Bullying Description & Policy
- D. Alternative Methods of Classroom Management

VII. School Health Services Programs

- A. Standards for accreditation
- B. Nurse/Pupil ratio
- C. Immunization
- D. Other states and statements of immunization
- E. Responsibilities of School Nurse
- F. School Health Service Unit
- G. Student with Specific Health Care Needs
- H. Invasive Medical Procedures
- I. Custodial Health Care Service

VIII. School Suicide/Crisis Plans

- A. Inclusive School Crisis Plan
- B. School Crisis Team List
- C. Specialized Training Activities of School Community
- D. Referral Process to School Crisis Team
- E. Assessment Forms & Procedures used by School Crisis Team

IX . At-Risk Students and the School Dropout Program

- A. Dropout/tracking plan
- B. School District Level Tracking System for School Dropouts
- C. Exit Interview process and follow-up process

D. At Risk Definition

E. Characteristics of Youth at Risk

F. At Risk Student Services

G. Definition of a dropout

X . Alternative Students Services Personnel

A. Types of personnel

B. Limitations

C. Training

XI . Appendix

A. Bill – Act 908 of 1991

B. Bullying Policy

I. ACT 908 OF 1991

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 Magazine Public Schools.

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

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

II. GUIDANCE, COUNSELING, AND CAREER EDUCATION

A. Role of School Counselors

School counselor helps 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. This is due 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 coursework 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, 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 as required by law.

D. School Counselor Involvement Areas

1. Classroom Guidance

A comprehensive school counseling program involves planned guidance activities for all students.

Topics are designed as age-related exercises that foster students' academic, personal/social, and career growth through a collaborative effect by counselors and teachers.

2. Individual and Small Group Counseling

Magazine Schools provide individual and group counseling services to students as needed. These services are provided by school counselors.

3. Consultation

Consultations are held as needed with parents, faculty, and other agencies to assist with student needs as the occasion arises.

4. Coordination

Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required. The following steps must be taken:

- ❖ Coordinate the use of school and community resources;
- ❖ Assist parents in accessing services their child's needs, through referral and follow-up;
- ❖ Plan, coordinate, and evaluate the guidance program's effectiveness, and assist with coordination of the school's testing program, which usually includes interpreting test results to parents, students, and school personnel.

5. Working with Parents

Magazine Schools welcome parent involvement. Parent Centers are located centrally within the district with resources available to assist parents for various situations. Parent/Teacher conferences are held quarterly yearly and are scheduled to accommodate parents' work schedules. Parents are encouraged to communicate with teachers and administrators regarding their child.

6. Peer Facilitation

Individual schools provide opportunities for students to hold leadership roles.

7. Making Appropriate Referrals

Magazine Schools maintain a referral system with area resources. These resources are available to students, staff members, parents and the community.

8. Assessment and Testing

The district test coordinator and school counselors organize all state mandated standardized testing, provide in-service training to each faculty member, and interprets/ disseminates test results to students, faculty, parents, and community. A counselor serves as building test coordinator. The district and building coordinators received training provided by the Arkansas Department of Education. An achievement test is administered to students new to the district who transfer from private schools or who have been homeschooled.

9. Specialized Populations and Needs

Programs are offered for students with special needs. Some of these programs include Special Education, 504 services, ELL, homeless assistance, Title I, Alternative Learning Environment, School Based Mental Health, Mentoring Program, and individual counseling.

10. Orientation Programs

Orientation for Magazine Schools' parents and/or their students takes place each fall. At the beginning of the school year, teachers meet with parents to discuss expectations and how the child, parent, and teacher can work together for a successful year of learning.

11. Class Scheduling

Class scheduling is the proper placement of students in the academic setting. Counselors act in a consulting capacity at all levels to promote academic success.

12. Utilization of Student Records

Counselors have authorized access to student files kept by the school district. Data is utilized to assist parents, faculty, administrators, and counselors help each individual student reach his/her potential.

E. Career Awareness and Planning in School Counseling Programs

Annotated Code 6-18-1009 states: Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. Career awareness is addressed at Greenwood Schools through grade specific activities.

F. State Goals for Career Education

Magazine Schools provide personal/social, academic, and career information for students by coordinating and disseminating career information to aid students in making plans for the future. Career awareness information occurs at all grade levels through various activities. Greenwood Schools address career education according to students' needs as developed by the AR Advisory Council for Career Education and the American School Counselor Association Model.

G. Recommended Facilities for the Guidance Program

Magazine Schools provide facilities in accordance with state guidelines. Counseling offices are equipped with telephone lines to ensure privacy, areas for individual and group counseling, and storage for specialized testing and secure records.

H. School Counselor/Pupil Ratio and Other Standards for Accreditation

Magazine Schools complies with accreditation requirements of 450/1 student-to-counselor ratio.

III. PSYCHOLOGICAL SERVICES

A. Evaluations

Magazine Schools provide psychological and educational assessment to identify students with learning or adjustment disabilities. The Gifted/Talented teacher tests and evaluates students for inclusion in the program for exceptional children. An advisory committee works with the Gifted/Talented teacher to select those students who meet the program criteria. Qualified students may receive specialized enrichment through the Gifted/Talented program. Services are provided to students who meet the criteria in specific programs.

B. Consultation

Consultations and counseling with parents, students, and school personnel are provided by Magazine Schools.

C. System for Consultation

The district provides a system for working with parents, students, and school personnel.

D. Early Identification

Magazine Schools examine classroom performance and standardized test scores to determine if students are at risk of academic failure. Students not scoring proficient or advanced will be placed on an Academic Improvement Plan, as mandated. Magazine Schools identifies at risk students through the Response to Intervention (RTI) process.

E. Liaison and Referrals

Magazine Schools maintain a liaison and referral system with area resources. These resources are available to students, staff members, parents, and the community. School based mental health services are provided district wide.

F. Ethical Procedures

Magazine Schools adhere to all ethical standards in psychological referrals and in working with resources outside the school system.

IV. VISITING TEACHER AND SCHOOL SOCIAL WORK SERVICES

A. Description

Outside agencies are sometimes used to assist students who are exhibiting problems of attendances, behavior, adjustment, and learning. Magazine Schools make arrangements with agencies such as DHS and School Based Mental Health.

B. Assist in Casework

Magazine Schools initiate a school liaison to assist in the prevention of problems of attendances, behavior, adjustment, and learning.

C. Liaison Between Home and School

Appropriate school personnel will serve as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance.

V. OCCUPATIONAL AND PLACEMENT SERVICES

A. Description

Career awareness is explored at all grade levels.

B. Follow-up Studies

Testing and college data are examined to help determine students' post-secondary success.

C. Liaison

Counselors conduct career awareness lessons.

VI. CONFLICT RESOLUTION SERVICES

A. Description

Magazine Schools provide educational and social opportunities which help students develop skills which enable them to resolve differences and conflicts between groups. This is designed to

promote greater understanding, positive communications, and a better self-esteem.

B. Activities & Programs for Conflict Resolution

Activities are implemented to build self-esteem, resolve conflict, encourage responsible decision-making, and learn respect for individual differences.

C. Anti-Bullying Description and Policy

See Appendix

D. Alternative Methods of Classroom Management

1. Behavioral Contracting
2. Dispute Resolution
3. Classroom Meetings
4. Logical Consequences
5. Assertive Discipline
6. Behavior Modification

VII. SCHOOL HEALTH SERVICES PROGRAMS

A. Standards for Accreditation

Magazine Schools provides a health services program under the direction of a licensed nurse. Facilities, equipment, and materials necessary for a health services program are established.

B. Nurse/Pupil Ratio

The nurse/pupil ratio is within state guidelines.

C. Immunization

Magazine Schools meet immunization requirements established by all state federal laws. All health records are maintained and updated by the school nurse. These records are kept separate from the academic permanent records. The school nurse checks all immunization records and sends notification of any deficiencies.

D. Other States and Statements of Immunization

Magazine Schools provide and maintains current health appraisal records for all students in accordance with the Department of Education's guidelines.

E. Responsibilities of the School Nurse

The school nurse should have the physical, mental, social, emotional, and value-making 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, and scoliosis.
2. To encourage the correction of remedial defects by working with parents, teachers, and

community agencies.

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 service to the schools.
7. To maintain adequate and up-to-date health records.
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.
14. School nurse duties include, but are not limited to: checking for head lice, dispensing medicine, vision and hearing screenings, first aid, and weight and measurement.

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 primary 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

Facilities, equipment, and materials necessary for a health services program are present within the building.

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

A. Inclusive School Crisis Plan

A district crisis plan is in effect. Magazine Schools have a crisis team and give specific duties to be followed in a crisis.

B. School Crisis Team List

The Crisis Team includes, but is not limited to the following on campus positions: Superintendent; Building Principal; School Resource Officer; School Nurse; Counselors. Community resources may be utilized to address specific crisis situations.

C. Specialized Training Activities for School Community

Some staff members have had training in first aid and CPR. School nurses undergo training throughout the year as required.

D. Referral Process to School Crisis Team

Any student, staff member, or community member may make referral to the crisis team for prevention or during a crisis event. The crisis team will review the referral and implement the level that best fits the crisis situation.

E. Assessment Forms and Processes used by School Crisis Team

Assessments of an on-campus crisis situation will be conducted by the school's administration. The administration will then decide which code to issue.

IX. AT-RISK STUDENTS AND THE SCHOOL DROPOUT PROGRAM

A. Dropout Tracking Plan

A Dropout/Tracking Plan is not in effect at Magazine Schools due to attendance laws required of students at this grade level. Magazine Schools have attempted to reduce the number of dropouts by identifying those students that have many of the characteristics of at-risk students and addressing the student's individual needs.

B. School District Level Tracking System for School Dropouts

A school designee will notify the prosecuting attorney's office when a student has not attended school for ten consecutive days without notification, and for whom a request for records has not been received from another district.

C. Exit Interview Process and Follow-Up Process

As students leave Magazine Schools, a school designee collects exit information and requires verification of the student's on-going education.

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, and unchallenged.

E. Characteristics of Youth-At-Risk

Characteristics of Youth-At-Risk may include, but are not limited to:

❖ Truancy/ Excessive tardies ❖ Health Issues ❖ Behavior Issues ❖ Socio-economic Issues ❖ Academic Issues ❖ Self-esteem Issues

F. At-Risk Student Services

Magazine Schools utilize Response to Intervention to facilitate academic success. Magazine Schools have implemented various strategies to prevent student failure and dropout. Strategies include but are not limited to:

❖ Enforcing attendance and truancy policies ❖ Fostering school climates that promote positive relationships ❖ Providing early identification and remediation of academic failures ❖ Providing special services as needed ❖ Providing homebound tutoring and instruction for students with long-term illnesses ❖ Establishing alternative programs ❖ May provide in-service training for teachers on working with at-risk students

G. Definition of a Dropout

A dropout is a student who has not attended school for ten consecutive days without notification, and for whom a request of records has not been received from another district.

X. ALTERNATIVE STUDENTS SERVICE PERSONNEL

A. Types of Personnel

In order to provide the services set forth in ACT 908 of 1991, the school may utilize the following personnel in addition to any standard student services personnel: 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 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 paraprofessional personnel are exempt from the above.

ACT 908 OF 1991- AN ACT TO BE KNOWN AS 'THE PUBLIC SCHOOL STUDENT SERVICES ACT'; AND FOR OTHER PURPOSES.

II

As Engrossed: 2/28/91 3/8/91 3/13/91

State of Arkansas

78th General Assembly

A Bill

ACT 908 OF 1991

Regular Session, 1991 HB1797

By: Representatives Mahony, J. J. Roberts and J. Smith

For An Act To Be Entitled

"AN ACT TO BE KNOWN AS 'THE PUBLIC SCHOOL STUDENT SERVICES ACT'; AND FOR OTHER PURPOSES."

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. This act shall be known and may be cited as the "Public School Student Services Act."

SECTION 2. PURPOSE. It is the intent of the General Assembly to articulate the functions served by each of the components of a program of student services. It is further the intent of the General Assembly that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational-technical schools. Such plan shall be implemented no later than the

1991-92 school year. It is the intent of the General Assembly that student services coordinators be given time to fulfill their responsibilities under this act.

SECTION 3. A "student services program" is defined as a coordinated effort which shall include, but is not limited to:

(1) Guidance 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) class scheduling for students;

(D) consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;

(E) utilization of student records and files;

(F) supervision of standardized testing and interpretation of results; (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; and

(J) an educational and job placement, including advising students on the availability of vocational and alternative programs that could provide successful high school completing opportunities for students at risk of dropping out of school.

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

(A) evaluation of students with learning or adjustment problems;

(B) evaluation of students in exceptional-child education programs;

(C) consultation and counseling with parents, students, and school personnel; (D) a system for the early identification of learning potential and factors which affect the child's educational performance;

available and

outside the school; (E) a system

of liaison and referrals, with resources

(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 and placement services, which shall include, but are not limited to the dissemination of career education information, placement services, 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; and

(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.

(6) Health services.

(7) The distribution of a suicide prevention public awareness program developed for distribution by the inter-program task force established by the Lieutenant Governor's Teen-age Suicide Prevention Task Force.

(8) The provisions of this section shall be implemented by each school district of this state beginning September 1, 1991, provided the State Board of Education does not by regulation redefine the duties of school counselors.

SECTION 4.(a) 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 as to make maximum use of the contribution 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) It is the responsibility of district placement to make written 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.

(d) Further, 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.

SECTION 5. (a) Each school district plan shall provide for a district level tracking system for school dropouts.

(b) 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 of such students when possible.

SECTION 6. 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.

SECTION 7. (a) 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.

(b) The occupational and placement specialist shall serve as liaison between employers and the school.

SECTION 8. 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 students 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.

SECTION 9. All provisions of this act of a general and permanent nature are amendatory to the Arkansas Code of 1987 Annotated and the Arkansas Code Revision Commission shall incorporate the same in the Code.

SECTION 10. If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to the end the provisions of this act are declared to be severable.

SECTION 11. All laws and parts of laws in conflict with this act are hereby repealed.

Is/ J. Mahony et al

APPROVED: 3/29/91

Schools Bullying Policy (as stated in student handbook)

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

Definitions:

Attribute means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

- Physical harm to a public school employee or student or damage to the public school employee's or student's property;
- Substantial interference with a student's education or with a public school employee's role in education;
- A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act;
- Substantial disruption of the orderly operation of the school or educational environment;

Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.

Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;

Harassment means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment;

Substantial disruption means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities;
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Cyberbullying of School Employees is expressly prohibited and includes, but is not limited to:

- a. Building a fake profile or website of the employee;
- b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- c. Posting an original or edited image of the school employee on the Internet;
- d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee; making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- e. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- f. Signing up a school employee for a pornographic Internet site; or
- g. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Examples of "Bullying" may also include but are not limited to a pattern of behavior involving one or more of the following:

1. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
2. Pointed questions intended to embarrass or humiliate,
3. Mocking, taunting or belittling,
4. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
5. Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes,
6. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
7. Blocking access to school property or facilities,
8. Deliberate physical contact or injury to person or property,

9. Stealing or hiding books or belongings,
10. Threats of harm to student(s), possessions, or others,
11. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
12. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self identifies as homosexual or transgender (Examples: “Slut”, “You are so gay.”, “Fag”, “Queer”).

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the principal, or designee. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal, or designee. The principal, or designee, shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District’s prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice.

Copies of this policy shall be available upon request.

Notes: Different consequences are permitted depending on the age or grade of the bullying student.
1 Example: a student might be disciplined both for bullying and sexual harassment, in an appropriate situation, or bullying and assault.

2 There should be a statement in the Student Handbook to this effect.

Suggestion for the posted notice: Create a circle with a line through it over the word Bullying (similar to a non-smoking logo). Beside the logo write: Mean talk or hurting other people is called bullying. Bullying is against the rules and can get you in trouble, suspended, or expelled. If someone bullies you, or you see someone being bullied, get help by telling an adult.

Legal Reference: A.C.A. § 6-18-514 A.C.A. § 5-71-217

Date Adopted: 7-10-2014 Last Revised: 7-12-2018 4.45