

Student Services Plan



Cedar Ridge School District

2018-19

Student Services Team

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In accordance with ACT 908 of 1991 and Arkansas Department of Education Rules and Regulations for Public School, this document will serve as the required Student Services Plan of Action for the Cedar Ridge School District.

Cedar Ridge School District Mission Statement

The Cedar Ridge School District exists to provide an environment where everyone strives to develop successful individuals through positive relationships, relevant experiences, and high expectations.

Cedar Ridge Vision Statement

Preparing today's students to become tomorrow's leaders.

Cedar Ridge Core Belief Statements WE BELIEVE...

- Everyone can learn, grow, and improve.
- Everyone should be cared for and valued.
- In providing the best learning environment for all.
- In high expectations for everyone.
- Education should be engaging, relevant, and rigorous.

The role of school counselors encompasses three areas: counseling, consulting, and coordinating. Counseling is at the heart of the guidance program. The counselor in a helping relationship creates an atmosphere in which mutual respect, understanding, and confidence prevail to allow for growth and resolution of concerns. The general goals of counseling are developing skills of thinking and problem-solving, developing and maintaining a positive self-concept, and helping students set positive goals and exercise self-responsibility.

The school counselor works closely with the teaching and administration staff so that all the school's resources are directed toward meeting the needs of the individual student. The counselor cooperates with other school staff in the early identification, remediation, or referral of children with developmental deficiencies or handicaps. At times it is necessary to go beyond what the school can offer and seek additional aid from outside agencies.

The counselor assists parents in developing realistic perceptions of their child's aptitudes, abilities, interests, attitudes, developmental progress, and personal-social development.

In the role of coordinator, the counselor organizes varied programs and services to meet the unique concerns of the school. Such programs and services may be: classroom guidance, career awareness, student placement, new student orientation, school-wide testing, student achievement, and staff in-service.

ETHICAL STANDARDS FOR SCHOOL COUNSELORS - ASCA

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in behavioral sciences, with training in clinical skills adapted to the school setting. School counselors ascribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

- a. Each person has the right to respect and dignity as human beings and to counseling services without prejudice as to person, character, belief or practice.
- b. Each person has the right to self-direction and self-development.
- c. Each person has the right of choice and the responsibility for decisions reached.
- d. The counselor assists in the growth and development of each individual and uses her/his specialized skills to insure that the rights of the counselee are properly protected within the structure of the school program.
- e. The counselor-client relationship is private. Compliance with all laws, policies, and ethical standards pertaining to confidentiality is maintained.
- f. The American School Counselor Association has identified the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among its

members. The Association recognizes the basic commitment of its members to the Ethical Standards for School counselors was developed to complement the AACD standards by clarifying the nature of ethical responsibilities of counselors to the school setting. The purposes of this document are to:

- i. Serve as a guide for the ethical practices of all school counselors regardless of level, area, or population served.
- ii. Provide benchmarks for both self-appraisal and peer evaluation regarding counselor responsibilities to pupils, parents, professional colleagues, school community, self and counseling profession.

RESPONSIBILITIES TO PUPILS

The school counselor:

- A. Has a primary obligation and loyalty to the pupil, who is treated with respect as a unique individual.
- B. Is concerned with the total needs of the pupil and encourages the maximum growth and development of each counselee.
- C. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which he/she may receive counseling assistance at or before the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication and legal or authoritative restraints.
- D. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselors' personal orientation.
- E. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
- F. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.
- G. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective and appropriately detailed interpretation of student information.
- H. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.
- I. Informs the appropriate authorities when the counselee's conditions indicated a clear and present danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.
- J. Provides explanations of nature, purposes, and results of tests in language that is understandable to the client (s).

- K. Adheres to relevant standards regarding the selection, administration, and interpretation of assessment techniques.

RESPONSIBILITIES TO PARENTS

The school counselor:

- A. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
- B. Informs parents of the counselor's role with emphasis on the confidential nature of the counselor relationship between the counselor and the counselee.
- C. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.
- D. Treats parents with accurate, comprehensive, and relevant information in an objective and caring manner.
- E. Treats information received from parents in a confidential and appropriate manner.
- F. Shares information about a counselee only with those persons properly authorized to receive such information.
- G. Follows local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.

RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

The school counselor:

- A. Establishes and maintains a cooperative relationship with the faculty for the provision of optimum guidance and counseling services.
- B. Promotes and awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
- C. Treats colleague with respect, courtesy, fairness, and good faith. The qualifications, views and findings of colleagues are accurately and fairly considered to enhance the image of competent professionals.
- D. Provides professional personnel with accurate, objective, concises, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
- E. Is aware of and fully utilizes professionals and organizations to whom the counselee may be referred.

RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

The school counselor:

- A. Supports and protects the educational program against any infringement not in the best interest of pupils

- B. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's missions, personnel and property.
- C. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing services.
- D. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.
- E. Works cooperatively 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

The school counselor:

- A. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- B. Is aware of potential effects of personal characteristics on services to clients.
- C. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.
- D. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

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.

School counseling services are comprehensive in the range of activities and services provided. These include:

1. Preventive classroom guidance activities;
2. Individual and group counseling;
3. Referrals to community agencies;
4. Consultation with teachers, administrators, parents, and community leaders;
5. Crisis intervention; and
6. Assessment, placement, and follow-up services.

A team approach is essential to comprehensive school counseling programs the team refers to teachers, parents, school counselors, administrators, psychologists, and social workers. Referrals are made when necessary for extended services, such as mental health.

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 non-evaluative, non-threatening environment.

I. Guidance and School Counseling

A. Classroom Guidance

1. Our school counseling program provides developmental counseling lessons to whole classrooms. These are designed to be preventative and proactive. Classroom teachers and counselors work collaboratively to define topics that students need the most. The lessons are designed to foster students' academic, personal/social and career development skills. Classroom guidance classes are limited to no more than 40 minutes per lesson and no more than 10 classes per week according to Arkansas Laws.

B. Individual and Small Group Counseling

1. Often times, counselors work with individual students or a small group of students. Teachers, staff, administration and parents may request counseling services for students. Students may also refer themselves for counseling. This is not designed to be long-term intensive counseling. The school counselor provides short-term goal focused counseling. Small groups are determined by need. We also offer outside mental health services. Licensed Practical Counselors from The Point come in and provide counseling services to students after a referral process has been completed. We also work closely with case managers and social workers.

C. Orientation Programs

1. Students are given opportunities to participate in orientation activities/programs to assist them in making successful adjustments when transitioning from one school setting to another. Pre-K students tour the elementary school in May. They have the chance to look at their classrooms and meet the teachers. The fifth graders also have the opportunity to tour the Jr. High and High School in May. New students are given tours by their peers, counselors, or principal depending upon who is available.

D. Academic Advisement

1. Students are guided toward individualized short- and long-term educational and career objectives during consultations with their counselor.

E. Consultation

1. Consultation in the school counseling program focuses on the total learning environment of the school. Counselors serve as a resource for teachers concerning specific student's problems and on general issues. A major part of the counselor's role is to collaborate with teachers and parents, not to criticize them. Counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed or unappreciated.

2. Counselors work with teachers and administrators to help create the kind of environment that stimulates growth and learning. Their emphasis is on making the educational process more person 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.
 - a) Consultation involves:
 - (1) Assisting teachers in working with individual students or groups of students.
 - (2) Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum.
 - (3) Assisting in the identification and development of programs for students with special needs.
 - (4) Participating in school committees that address substance abuse, gifted and talented education, curriculum development, coordination of each grade level, and school accreditation.
 - (5) Interpreting student information, such as results of standardized tests for students and team members.
 - (6) Consulting regularly with other specialists (e.g., psychologists and representatives from community agencies)

F. Coordination

1. Before guidance and counseling activities take place, much planning, thinking and coordinating are required. Research in the area has shown that systemic coordination of guidance programs is essential for effective delivery of services (Kameen, Robinson, and Rotter, 1985)
2. Counselors coordinate the following:
 - a) Assist parents in gaining access to services for their children through a referral to outside agencies
 - b) Plan, coordinate and evaluate the guidance program's effectiveness
 - c) Coordinate the school's testing programs
 - d) Serve as a liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

G. Parental Involvement

1. Cedar Ridge Elementary includes parents by hosting an open house, Parent-Teacher Conferences, notes, phone calls, Class Dojo, and parent volunteers. Parents are also invited to attend several parent nights such as

Daddy and Daughter Dance, Mom and Son game night, or other special event that takes place at Cedar Ridge Elementary.

2. The counselors are open to visit with parents anytime concerning their student.

H. Peer Facilitation

1. Students interacting with their peers is a vital part of development. Students have the opportunity to serve on committees that serve their peers. The elementary school participates in The Leader In Me program and students have the opportunity to serve on a Student Lighthouse team which serves as a light for the elementary school. These students provide tours and assistance to new students with and without the new parents. They also help guest speakers set up and help to direct parents during Parent/Teacher nights.

I. Making appropriate referrals

1. The counselors establish and maintain a close working relationship with the staff within a variety of school and community agencies, such as health and social services, mental health centers, juvenile courts, and advocacy groups. To help families cope with an array of problems, counselors identify school and community resources and pass the information to parents as needed.

J. Interpretation of Standardized Tests

1. The counselors help students identify their skills, abilities, achievement, and interests through counseling activities and curriculum guidance. The counselors interpret standardized test results for parents, faculty, and students. Strengths and weaknesses of the curriculum are evaluated for change. The counselors assist students as they explore career and post-secondary school options.

K. Special Populations and Needs

1. Working with families from culturally diverse populations and students with disabilities require special attention. Activities are used to promote students and school personnel's acceptance of differences, policies, procedures, and behaviors that reflect freedom from stereotyping, examine the school's testing program to ensure that they reflect equitable standards for all students, and outreach to parents and families of students from culturally diverse populations.

L. Academic Advisement for Class Selection

1. At the high school level, counselors assist in the placement of students in courses. Students submit their request at registration. Class scheduling ensures the proper placement of students in the academic setting. The counselors act in consulting with students, teachers, and parents to help ensure proper courses are selected for students. The counselors meet with students yearly to discuss options for the upcoming school year. Teachers send recommendations for students 3 to be placed in advanced classes. To determine Algebra 1 placement

in eighth grade, an algebra aptitude test is given before letters are sent home to parents with the school's recommendation for placement.

M. Utilization of Student Records

1. The school counselors have authorized access to any students' files kept by the district. Data are utilized to assist parents, faculty, administrators, and counselors in helping each individual reach his/her potential.

II. Career Awareness and Planning in School Counseling Programs

- A.** Career development is a lifelong process integrating the roles, settings, and events of a person's life. The word career encompasses all the roles in which individuals are involved (i.e. student, parent, worker, family member, citizen). For this reason, Cedar Ridge considers career education as an integral part of students' school experiences as they grow and develop.
- B.** Cedar Ridge Elementary School guidance curriculum focuses on facilitating interpersonal relationships, decision-making, and problem-solving skills and teamwork – all of which can increase a student's future effectiveness in the workplace.
- C.** State Goals for Career Education
 1. Students will improve career planning and decision making skills, set personal goals, and relate them to career choices.
 2. Students will identify information about careers as well as sources of occupational information
 3. Students work to improve attitudes and appreciation for career success.
 4. Students work to improve human relationships.
 5. Students work to improve self-investigation and evaluation skills necessary for career success

III. Recommended Facilities for the Guidance Program

- A.** Cedar Ridge Elementary has a counseling area that includes an inner office with privacy recommendations, an outer office suited for groups of students and a locked closet where testing material is stored.
- B.** Cedar Ridge High School has a waiting area and an office on either side of the area. There is also a room in the back with several computers available for students to use.
- C.** Guidance facilities are near but separate from the administrative office. They are easily accessible for students.

IV. Student Services Need Assessment

- A.** Students and Teachers are given a needs assessment at the beginning of the school year and then again at the end.

V. School Counselor/Pupil Ratio from Standards of Accreditation

- A.** The Arkansas Public Schools Standards for Accreditation as adopted by the AR State Board of Education in December 2003: Guidance and Counseling
- B.** 16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.
- C.** 16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.
- D.** 16.01.3 Each school shall assign appropriate certified counseling staff, which reflects an overall ratio of (1) to four hundred fifty [1:450] (Adapted from the National Standards for School Counseling Programs, Chari A. Campbell, Ph.D., Carol A. Dahir, Ed.D., The American School Counselor Association, 1997.)
- E.** Public School Student 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, §

VI. Psychological Services

- A.** Psychological services are provided to students through outside agencies with the consent of the parent.
 - 1. Evaluations - Various methods are used to help determine placement.
 - 2. Consultations - The counselor consults with others in the field (psychologists, physicians, other counselors) and other resources for proper placement of students.
 - 3. Working with Parents, Students & School Personnel - When a counselor recognizes a need for outside counseling, a discussion is held with the student first. The school counselor must then contact the parents before referring a student for mental health counseling. If the parent agrees, then a referral is submitted.
 - 4. Early Identification - It is the counselor's job, with help from other staff, to identify student issues and to determine interventions that would help alleviate or solve the problem.
 - 5. Liaison and Referrals - As the school liaison for the parents, referrals are made when necessary for the protection of students at-risk or in need of services.
 - 6. Ethical Procedures - Confidentiality is held in high regard with any stakeholder of the student.

VII. Visiting Teacher and School Social Work Services

- A.** Description - The school encourages outside resources and programs to enhance, broaden and reinforce the educational processes for every student.
- B.** Assist in Casework - The school counselor works with outside agencies as needed.

- C. Liaison Between Home and School - If needed, the counselor serves as liaison between home and school. If problems cannot be solved by letter or phone, conference arrangements are made for the parents' convenience.

VIII. Occupational and Placement Services

- A. Description - In primary and elementary grades the school conducts field trips throughout the year to local businesses. The high school offers JAG program for juniors and seniors in which credit is awarded. The middle school and high school also have a Career Day where speakers from varying occupations discuss elements of their jobs.
- B. Dissemination of Career Education Information
 - 1. College Days
 - 2. Career Fair
 - 3. Parent/Student Meetings
 - 4. Community Based Speakers
 - 5. Completers through the Career and Technical Education
 - 6. Career and Technical Education courses.
- C. Placement Follow-up Studies
 - 1. Currently the high school uses Workforce Ed Completer Reports and Google surveys to follow up with students.
- D. Liaison Between Employers & the School
 - 1. Internship program
 - 2. Transitions Program
 - 3. Arkansas Rehabilitation Services
 - 4. Career and Technical Teachers/Guest Speakers

IX. Conflict Resolution Services

- A. Cedar Ridge Elementary School participates in The Leader in Me. It is a school wide social/emotional program that teaches students to be a leader. There are 7 Habits that students practice to be the best they can be. This serves as our conflict resolution program as well as our anti-bullying program.

X. Health Services

- A. School Nurse In accordance with Act 1106 of March 1991, Cedar Ridge School District has one full-time nurse and one part-time nurse (Dorothy Self). Tiffany Pankey is a Registered Nurse. The school nurse(s) is available for, but not limited to:
 - 1. Appraise and identify health needs of the 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, students, 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.
 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 Education Plan (IEP) when the child has health related problems. The school nurse works with the Arkansas Department of Education, Arkansas Department of Human Services, Arkansas Department of Health, the White County Department of Health and other regional health related agencies to keep current on all laws and regulations.
- B.** Immunizations Act 244 of 1967 and Act 633 of 1973 state no student shall be admitted to public school who has not been immunized from polio, diphtheria, tetanus, pertussis, rubeola, and rubella as evidenced by a certificate of a licensed physician or a public health department acknowledging the immunization.
- C.** Cedar Ridge Schools check all students' immunization records and notifies parents in the event the student needs any type of immunization. These records are maintained and updated yearly and are available to the parents and/or students at any time. These records can be sent to any college/technical school if requested by the student.

XI. School Suicide/Crisis Plan

- A.** Cedar Ridge Schools have a current Crisis Plan. The policy is reviewed and updated annually in order to keep up-to-date on any and all changes in laws and/or developments in preventions, etc.
- B.** The Crisis Team consists of: Andy Ashley, Superintendent; Greg Thetford and Kathy Magness, Principals; Ashley Edwards, School Resource Officer; Emma Nelson and Kathleen Holder, Counselors; Tiffany Pankey, School Nurse.
- C.** Faculty and staff are in-serviced every semester regarding the crisis plan and any updates and/or changes. Unannounced drills are conducted a minimum of three (3)

times a semester, to test the plan and identify possible areas that need to be corrected or emphasized further.

- D. Most suicide threats and attempts, as well as other crisis situations, occur after school hours and off campus. Students and their parents often perceive Cedar Ridge School personnel as important resources. For this reason school personnel may be called upon at home and afterhours to help in a crisis.

XII. At Risk Students/Chronic Absenteeism

- A. Cedar Ridge High School defines a dropout as: Any student who leaves school for any reason except death, before graduation or completion of a GED program of studies, without transferring to another school or registering as a homeschool student.
- B. At-risk students are those enrolled in Cedar Ridge Schools, whose progress toward graduation, school achievement, preparation for employment, and a variety of health, social, educational, family and economic factors jeopardize futures as productive workers and citizens.
- C. These are students with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are generally low. A bold effort is made to identify these at-risk students and to work with these students and their families to ensure success at Cedar Ridge Schools. Referrals are made by teachers to the counselor and/or principal as needed to get extra help and attention for these students. The counselor, administrators and/or teachers make every possible effort to work with these identified students and their parents to help identify specific problems and find resources to aid in the problem area(s) through our advisory and RTI programs.
- D. Cedar Ridge School District has an Alternative Education Program located on the elementary and high school campuses and coordinated by Mr. David Ward. Students are referred when needing credit recovery and other needs such as, but not limited to behavior management.
- E. Student are sent a letter when they have missed 4 days of school, and another at 8 days on the importance of school attendance. Students are referred to FINS with the 10th day of absence.