

STUDENT SERVICES PLAN

**Caldwell Elementary School
2019-2020**

**RESPONSE TO ARKANSAS SCHOOL LAWS
ANNOTATED CODES 6-18-1001 THRU 6-18-1008**

ARKANSAS DEPARTMENT OF EDUCATION
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 the public school system, including area vocational-technical schools.

This plan is 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 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.

**Caldwell Elementary
Student Services Plan
Design Team
2019-2020**

**Alayna Ambort
Candy Sample
Diane Lovell
Jennifer Almond**

**Counselor
School Nurse
Principal
Assistant Principal**

CALDWELL ELEMENTARY MISSION STATEMENT

The mission of Caldwell Elementary, in partnership with the parents and the community, is to create a safe, supportive and challenging learning environment, to encourage all students to become productive citizens in an ever-changing society, and to provide the opportunity for all students to be proficient in mathematics and literacy.

“Caldwell Creates Champions”

CURRENTLY UNDER REVISION

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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 primary 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 primary 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.

Benton School District Counseling Mission Statement

The Benton School District Counselors will advocate for all students by addressing academic, career and social emotional needs, which will promote the overall well-being of our students.

3. 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. Identifies a framework for organization of school counseling program lessons and activities. Identifies 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. School Counselor/Pupil Ratio form Standards for Accreditation Rules

The Arkansas Public Schools Standards for Accreditation as adopted by the AR State Board of Education in December 2003:

16.0 XI. 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.

16.01A. GUIDANCE AND COUNSELING

16.01.1. Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.

16.01.2. Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.

16.01.3. Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of (1) to four hundred fifty (450)

C. 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, § 1.

6-18-1002. Purpose.

It is the intent of the General Assembly to articulate the functions served by each of the components of a program of student services. It is further the intent of the General Assembly that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational-technical schools. Such plan shall be implemented no later than the 1991-92 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)(1) Each school district plan shall provide for a district-level tracking system for school dropouts.

(2) 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.

(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) 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 forty-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; 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;
 - (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; and
- (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.

(b) School counselors shall spend at least ninety percent (90%) of work time each week providing direct counseling related to students and shall devote no more than ten percent (10%) 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.

- (a) The occupational and placement specialist shall serve as a liaison between employers and the school.
- (b) It is the responsibility of the district placement to make written board recommendations to the superintendent for consideration by the district school board concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates or progress in subsequent education experiences.
- (c) Furthermore, district administrative personnel shall report to the school board concerning adjustments in program outcomes, curricula, and delivery of instruction as they are made with the use of placement and follow-up information.
- (d) The follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.

History. Acts 1991, No. 908, §§ 4, 7.

6-18-1007. School student services status report.

- (a) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, 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.

(b)(1)(A) By January 1, 1998, the department shall have in place a staffing structure which assures that the department's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of this subchapter.

(B) The department shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.

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

(3)(A) 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.

(B) 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.

6-18-1008. 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 1049.

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 the 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 the 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).

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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.

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7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL

7.01 All non-certified students 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 ninety percent of work time each week providing direct guidance and counseling services related to students, and shall devote no more than ten 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

The Caldwell Elementary counselor helps all pupils by establishing individual, group, and classroom contact 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, teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

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

The counseling program at Caldwell Elementary is an integral part of our school's educational mission. The student is our primary "client" and all that we endeavor to do is with their best interests in mind. For this reason, the school counselor attends numerous staff development workshops throughout the school year in order to stay well informed of current trends and issues that our students face. Also, membership in state and national counseling associations is maintained, which provides opportunities for professional growth development.

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 the 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, 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

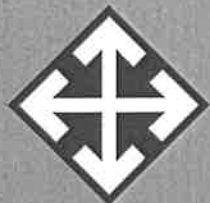
Indicators: Use a decision-making and problem-solving model; understand consequences of decisions and choices; identify alternative solutions to a problem; develop effective coping skills for dealing with problems; demonstrate when, where and how to seek help for solving problems and making decisions; 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.

The counseling program at Caldwell Elementary has been developed to meet all Standards and Goals set by the Arkansas Department of Education. Throughout the course of the school year lessons are developed and presented according to the ASCA Mindsets and Behaviors. (See chart on next page)



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.			
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning			
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.			
Learning Strategies		Self-Management Skills	Social Skills
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions	B-SMS 1.	Demonstrate ability to assume responsibility
B-LS 2.	Demonstrate creativity	B-SMS 2.	Demonstrate self-discipline and self-control
B-LS 3.	Use time-management, organizational and study skills	B-SMS 3.	Demonstrate ability to work independently
B-LS 4.	Apply self-motivation and self-direction to learning	B-SMS 4.	Demonstrate ability to delay immediate gratification for long-term rewards
B-LS 5.	Apply media and technology skills	B-SMS 5.	Demonstrate perseverance to achieve long- and short-term goals
B-LS 6.	Set high standards of quality	B-SMS 6.	Demonstrate ability to overcome barriers to learning
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals	B-SMS 7.	Demonstrate effective coping skills when faced with a problem
B-LS 8.	Actively engage in challenging coursework	B-SMS 8.	Demonstrate the ability to balance school, home and community activities
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9.	Demonstrate personal safety skills
B-LS 10.	Participate in enrichment and extracurricular activities	B-SMS 10.	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing

on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at www.schoolcounselor.org/studentcompetencies. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

Citation Guide

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C. Principles of Comprehensive School Counseling Programs

The School Counseling Improvement Act of 2019 states: School counselors shall spend 90% of work time providing direct counseling related to students, and shall devote no more than 10% 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 (Myrick, 1987). The school counseling program is an umbrella term encompassing a wide variety of services provided by administrators, teachers, counselors, and other pupil personnel specialist. 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 (Gysbers and Henderson, 1988).

The Benton Elementary 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, administrators, 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 emphasizes 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.

D. SCHOOL COUNSELORS ARE INVOLVED IN THE FOLLOWING:

1. CLASSROOM GUIDANCE

Caldwell Elementary school counseling program involves planned guidance activities for all students. These age-related exercises foster students' academic, personal, social, and career development skills. Such activities are implemented through a collaborative effort by counselors and teachers. The classroom guidance curriculum focuses on topics such as: Self-understanding; Effective interpersonal and communication skills; Problem-solving, decision-making, 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); and Divorce.

The school counselor takes the lead in the development and organization of the guidance activities; however, this requires the support and assistance of teachers, parents, and administrators. Counselors can assist teachers to conduct many activities during their classes. Regardless of who conducts the exercises, the whole team must be aware of their 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 thirty-minute class sessions, not to exceed three (3) per day or ten (10) per week.

This law is still in effect and has not been changed because of any other legislation. 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 of academic, personal, social and career development. Counselors can train teachers to conduct and continue many of these activities during their classes to assist in the 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.

Please note the school counselor can offer from one to ten per week with ten per week being the maximum. Note "class" is not plural. That means you cannot double up classes but only serve one class at a time with classroom guidance. There are safety, safe school, health, fire codes and other issues with combining two teachers' classes on a regular basis.

If a counselor is only part-time (50% or some percentage) then the number of classroom guidance sessions will also be reflected in that percentage. For example, if a counselor were only 50% then they would have a maximum of five classroom sessions per week. This protects the time for them to present a complete guidance program as outlined in the law which is reflected in the Student Services Report each year.

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

The Caldwell Elementary counselor works with students when they experience problems. However, counseling must be more than the provision of remediation and crisis intervention. If counselors are always putting out fires, they have little time to prevent them from starting. 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.

The school counselor provides group counseling which has become an invaluable part of the comprehensive program. 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.

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 are referred for counseling by: teachers, parents, school nurses, school psychologists, school administrators, or themselves.

3. CONSULTATION

Consultation in school counseling programs focuses on the total learning environment of the school (Myrick, 1987). At Caldwell Elementary teachers value the counselor 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 the counselor's assistance in developing new ways of responding and relating to students.

The Caldwell Elementary counselor's role is to collaborate with teachers and parents. The counselor can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

The counselor works with teachers and administrators to help create the kind of school environments that stimulate growth and learning. Their emphasis is on making the educational process more personal and increasing teachers' and administrators' understanding of the

importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students; and ways of helping students cope with success and failure.

Typically, consultation involves: 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., social workers, psychologists, representatives from community agencies).

4. COORDINATION

Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required. Research in the area has shown that systematic coordination of guidance programs is essential for effective delivery of services (Kameen, Robinson, and Rotter, 1985).

The Caldwell Elementary Counselor coordinates 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 guidance program's effectiveness; and Coordinates the school's testing program, which usually includes interpreting test results to parents, students, and school personnel.

5. WORKING WITH PARENTS & PARENTAL INVOLVEMENT

The Caldwell Elementary school counselor offers parenting tips that focus on providing adults with valuable techniques for helping their children meet their academic, personal, and social potential. The counselor also provides information on an as needed basis on specific issues such as normal growth and development, development of study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors.

The Caldwell Elementary counselor also encourages parents to participate in volunteer opportunities within the school setting.

6. PEER FACILITATION

Students often share their problems with peers rather than adults. The Caldwell Elementary

counselor provides structured opportunities for students to serve as peer helpers. The power of peer influence cannot be minimized and, in fact, should be capitalized upon. Peer helpers can be selected by school staff and trained by professional counselors in communication and basic counseling skills through a carefully planned program.

7. MAKING APPROPRIATE REFERRALS

The Caldwell Elementary counselor establishes and maintains a close working relationship with staff of a variety of school and community agencies. These agencies include the 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, the school counselor identifies school and community resources and assists in establishing policies and procedures for interagency communication.

Some typical tasks 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 Caldwell Elementary counselor helps students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. The counselor also interprets 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 counselor use a variety of assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

9. SPECIALIZED POPULATIONS AND NEEDS

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

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 effective 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.

11. ACADEMIC ADVISEMENT FOR CLASS SELECTION

Class scheduling is the proper placement of students in the academic setting. The Caldwell Elementary counselor acts 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 Caldwell Elementary counselor has 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 90% OF TIME IN DIRECT COUNSELING SERVICES TO STUDENTS

Some activities: Individual Personal and Social Counseling; Individual Academic Guidance and Counseling; Individual Career Education Guidance & Counseling; Orientation; Consultation with Students; Interpretation of State-Mandated Tests; Serving Students at Risk; Alternative Program; Review Records and Files while Assisting Students; Small Group Counseling Session; Small Group Orientation Sessions; Classroom Guidance Sessions; Students in Crisis Situations through Group Counseling; and others.

14. ACTIVITIES USING 10% OF TIME IN SERVICES RELATED TO GUIDANCE/COUNSELING/CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS

Some activities: 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. ACTIVITIES THAT COULD INTERFERE WITH MEETING STUDENTS' NEEDS:

School Counselors should not 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, i.e. due process for special education or school secretary.

E. CAREER AWARENESS & PLANNING IN SCHOOL COUNSELING PROGRAMS

Career development is a lifelong process integrating the roles, settings, and events of a person's life (Gysbers and Moore, 1981). In this sense, the word career encompasses all the roles in which individuals are involved (student, worker, family member, citizen). As such, career education is an integral part of students' school experiences as they grow and develop.

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

Caldwell Elementary guidance lessons and general classroom activities at various times throughout the year focus specifically on the world of work. An untold number of opportunities exist for students to relate school subject matter to career themes. Teachers can link mathematics lessons to the working world by having a model supermarket in the classroom. Part of the science curriculum can focus on the professional functions of people in science-related fields. During a current events lesson discussing, perhaps, the building of a new airport, students can learn about the interdependence of jobs that are needed to accomplish the goal.

Career Awareness at the Secondary Level Addresses the following:

1. Informational Resources of Educational Decision Making
2. Advising Students on Availability of Vocational & Alternative Programs
3. Career Planning Process of Each Student in Grade 8-12
4. Sample Form to Document Career Planning Activities

In the Benton School District School Counselors at the secondary level focus on these areas: Work with, advise, and make students aware of the importance of selecting the proper courses throughout school in order to meet graduation requirements, to prepare for employment, or to prepare for admission to post-secondary institutions.

Provide materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment.

Work with individual students on postsecondary educational and work alternatives to become informed about educational/work alternatives.

Work with individual students experiencing difficulty with the changing roles of men and women to help understand continuous changes of male/female roles and how this relates to career choice.

Counsel with students displaying a lack of interpersonal skills to develop the interpersonal skills necessary for harmony in the workplace.

Make employment opportunities, college choices, and career planning materials available for students' use to become informed about up-to-date employment and college opportunities.

Provide current materials for career awareness and exploration to form tentative career goals and strategies to reach them whether college or vocational schools could provide those opportunities.

Work with individual students to discuss occupational, college, or vocational interests to understand lifestyle preferences and relate them to occupational, college, or vocational interests.

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 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.
- Locate and interview for a job.
 - 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.
- Relate work attitudes to accomplishment and satisfaction.
 - 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.
- Identify and recognize need for benefits of good interpersonal relationships.
 - Recognize prejudice, contributing factors, and behavioral effects.
 - 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, appraise own interests and capabilities.
- Recognize personal adjustment situations and seek required help.
 - Recognize personal limitations and how self-concept influences job success.
 - 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.
- Identify responsibilities toward co-workers, supervisors, and property.
 - Identify rights derived from the political and social environment.
 - 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 an understanding of how various economic conditions affect a person and how a person interacts in the economy.
- Identify the ways technology can affect work and/or lifestyle.
 - Identify the results of job specialization and worker interdependence.
 - Recognize relation of time/effort to wages.
 - Indicate relationship of supply and demand among resources, goods, and services.
- Goal 9. Students will improve understanding of the relationship of education and career choices. Students will demonstrate an 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.

The Caldwell Elementary counseling program follows the State Goals for Career Education.

G. GUIDANCE & SCHOOL COUNSELING FACILITIES

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

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

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

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

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

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

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

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

In addition to the aforementioned requirements, consideration should be given to the following general recommendations and other considerations when school buildings are constructed, renovated or altered to provide guidance/counseling facilities.

Location. Guidance/Counseling facilities should be: 1) separate from the administrative offices, both physically and in the minds of the students; 2) near or in the flow of student traffic; 3) reasonably near the source of supply of students-for example, study hall and/or library; and 4) near restrooms or containing a half-bath. Guidance facilities should not: 1) be isolated from the major complex of buildings; 2) have a common waiting room for offices of the principal and counselor; 3) require students to pass through guidance facilities enroute to other activities; and 4) result in “fish bowl” effects by way of glass doors and windows.

Other considerations. In addition to the aforementioned requirements and recommendations for guidance/counseling facilities, it is important for principals, teachers, librarians, media specialists, other personnel and counselors to cooperate in making other facilities available for guidance activities. Regular classrooms with “intact” classes of students are sometimes required. General meeting facilities, such as auditoriums and cafeterias, are sometimes needed for special activities involving a large number of students, parents and/or community representatives. Finally, a major portion of a building or an entire building may be required occasionally for special events such as, but not limited to, parent days/nights, career days/nights and college days/nights.

Currently Caldwell Elementary has one counselor for kindergarten through 4th grade, with a ratio of approximately 1:527. The counselor has a private office with a private phone line and a computer. Classroom lessons are conducted in the students’ classroom.

H. STUDENT SERVICES NEEDS ASSESSMENT

The Caldwell Elementary counselor uses a needs assessment to determine programming goals. The Needs Assessments are given to a random number of students, parents, and faculty.

III. PSYCHOLOGICAL SERVICES

- A. The district provides an **evaluation** for students with learning or adjustment problems and evaluation of students in exceptional-child education programs.
- B. The district provides **consultation** and counseling with parents, students, and school personnel.
- C. The district provides a system for **working with parents, students, and school personnel**.
- D. The district provides a system for the **early identification** of learning potential and factors that affect the child's educational performance.
- E. The district provides a system for **liaison and referrals** with resources available outside the school.
- F. The district provides written policies that ensure **ethical procedures** in psychological activities.

The Benton School District employs two licensed psychological examiners to conduct comprehensive evaluations for students with learning or adjustment problems. The counselor and special education teachers at Caldwell Elementary may refer students to the psychological examiner if learning problems are suspected, or at parents' or teachers' request. Additional staff, including speech pathologists, occupational, and physical therapists are also qualified to conduct specialized evaluations to assist in appropriate educational placement for the student.

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. Liaison

These persons act in the role of liaison between home and school.

D. Home visits

These persons also may do home visits and assist in referring students and parents to appropriate school and community agencies for assistance. They 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.

The Caldwell Elementary principal coordinates with visiting teachers to provide homebound services to students who need an extended medical leave of absence for illness or injury. These teachers provide assistance to the students in maintaining current academic status with his/her grade level. They meet with the student a minimum of four hours per week to provide explanation on assignments and administer tests. Grades are forwarded to the student's classroom teacher.

The Benton School District is contracted with the Saline County Counseling Clinic to provide our school with a mental health/therapist/social worker. This person provides casework to assist in the prevention and remediation of problem issues with attendance and behavior. Their role as liaison between home and school may include home visits to help address family issues that hinder student learning. They may refer students and families to appropriate community agencies for assistance such as the Counseling Clinic, Juvenile Court, DHS, etc. They work closely with truancy officers and the courts. Their efforts are coordinated through the school counselor.

Therapist and case managers from other community agencies may be allowed with building principal's permission to meet with their students "clients" with parent consent. Their efforts are coordinated through the school counselor and should be limited to issues pertaining to school success.

The Benton School District also has seven full time School Resource Officers. The officers are present on all of the school campuses throughout the day as the needs dictate. The officers are also available to provide training on a variety of topics.

V. OCCUPATIONAL AND PLACEMENT SERVICES

- A. Description: These services, which shall include, but are not limited to:
- B. Dissemination of career education information,
- C. Placement services and 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.

- D. The occupational and placement specialist shall serve as a liaison between employees and the school.

In the Benton School District, the dissemination of career education information, placement services and follow-up studies are implemented by the secondary counseling staff primarily. Caldwell Elementary provides career education through various avenues. The secondary school counselors shall serve as liaisons between employers 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, positive communication, and a greater utilization of a race relations specialist or human relations specialist to assist in the development of inter-group skills.

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, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills.

C. Anti-Bullying Description and Policy for the School

Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent pupil 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.

BENTON SCHOOL DISTRICT ANTI-BULLYING POLICIES

For the purpose of the policy, "bullying" is defined as; when a student is exposed repeatedly and over time, to negative actions on the part of one or more other students. It may include but not be limited to, repeated intimidation of others by real or threatened harm (written, verbal, physical or emotional abuse) to another student or their property. Examples many include, but or not limited to name calling, verbal taunts, ethnically based or gender-based verbal put downs, and extortion of money or possessions.

Bullying is prohibited in the Benton Public Schools. Specifically, students are prohibited from bullying while on school property, while attending any school sponsored activities, and on any school provided transportation. School employees who witness bullying, or have reliable information that a student had been the victim of bullying, as defined in this policy, shall report the incident to the building principal immediately.

Students who are involved in the bullying of another student are subject to disciplinary action. The discipline for the offense of bullying will range from a conference to expulsion.

Caldwell Elementary has an obligation to and is committed to providing a safe learning environment for each of its students. Student achievement is best attained in an atmosphere that is free from the fear of emotional and physical intimidations and threats. Bullying is a destructive behavior that will erode the foundational principles on which a school is built. Caldwell Elementary will not tolerate any behavior that is classified under the definition of bullying and will take steps needed to eliminate such behavior. Believing that prevention is the strongest means available in eliminating bullying, this school will offer programs or educational material regarding the nature of bullying, its consequences should a child choose to engage in this type of behavior, and the procedures for reporting an incident which involves bullying. The information will emphasize that this district will not tolerate bullying, and that school employees, volunteers, and students are encouraged to report any instances of bullying without fear of consequences. Any reports will take into account the age of the offending student, the level of seriousness of the behavior, and whether or not the offending student has developed a habit of engaging in bullying behavior. Appropriate measures will be taken in dealing with such students.

It will be considered a violation of this policy for any student to inflict bullying behavior upon another student(s) as defined in this policy. After completing an investigation of the reported incident, a student who was found to have participated in bullying behavior will be subject to disciplinary action that is appropriate to the degree of seriousness of the bullying behavior.

D. Activities and Programs for Anti-Bullying at School

The Caldwell Elementary counselor uses various materials to address bullying issues. The material may be presented in individual or small group counseling or in classroom lessons.

E. Programs Designed to Promote Understanding and Positive Communication

The Caldwell Elementary counselor uses various materials to address positive communications skills. The material may be presented in individual or small group counseling or in classroom lessons.

F. Alternative Methods of Classroom Management

Caldwell Elementary administration and faculty use a variety of methods for classroom management. The school counselor can assist the teachers in developing appropriate classroom management techniques which may include the following:

1. Behavioral Contracting
2. Dispute Resolution
3. Classroom Meetings
4. Logical Consequences

5. Assertive Discipline
6. Behavior Modification

VII. SCHOOL HEALTH SERVICE PROGRAM

A. The Standards for Accreditation, Arkansas Public Schools

The Benton School District employs nine nurses to provide services to our schools. A substitute nurse is usually available in the absence of the nurse.

Caldwell Elementary has an RN. She works closely with all staff and parents, to provide a healthy environment for all of our students. The nurse's health room is located next to the main office. It has an outer area for triage, a sick/counseling room, and a bathroom. All medical records are kept confidential and all medications are in a locked cabinet.

Caldwell Elementary Health Services Program shall be in accordance with the Arkansas Public Schools Standards for Accreditation which are as follows:

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 procedures 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.
5. Beginning with the 1994-1995 school year, all enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.

B. Nurse/Pupil Ratio

Act 1106 of March 1991 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 needs of children.

All school districts beginning with the 1994-95 school year should have no less than one full-time school nurse per one thousand students.

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 students 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

See Arkansas State Board of Health and Regulations pertaining to immunization requirements effective September 1, 2014

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, or 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, TD, and/or DT was administered after the fourth birthday and whether the measles and rubella 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. Our preference is for documentation to consist of full dates for each inoculation given, however, with incomplete certificates, this criteria will permit school officials to determine that a student is in compliance with the Arkansas School Immunization Law. Direct questions regarding immunizations to: Arkansas Department of Health, 1-800-482-5400.

E. Responsibility 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.

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

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

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 primary 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.

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 the prospect of increased enrollment.

Location of Health Service Unit: The health service unit should be centrally located on the ground floor, convenient to the main building exit, and near the administrative unit so that files and records connected with health services may be available to those concerned with health guidance and counseling. It is imperative that the unit be located in a quiet area near the administrative suite so that close supervision of the unit can be maintained. Placement of entrances and exits should be made with this point in view. 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.

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 area, 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.

ARKANSAS STATE BOARD OF HEALTH

RULES AND REGULATIONS PERTAINING TO IMMUNIZATION REQUIREMENTS



Promulgated Under the Authority of
Ark. Code Ann. §§ 20-7-109, 6-18-702, 6-60-501 - 504, and 20-78-206.

By the Arkansas State Board of Health

Arkansas Department of Health

Little Rock, Arkansas

Effective September 1, 2014

RULES AND REGULATIONS PERTAINING TO IMMUNIZATION REQUIREMENTS

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SECTION I. AUTHORITY.

The following Rules and Regulations Pertaining to Immunization Requirements are duly adopted and promulgated by the Arkansas State Board of Health pursuant to the authority expressly conferred by the laws of the State of Arkansas including, without limitation, Ark. Code Ann. § 20-7-109, Ark. Code Ann. § 6-18-702, Ark. Code Ann. §§ 6-60-501 - 504, and Ark. Code Ann. § 20-78-206.

SECTION II. PURPOSE.

Immunizations against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, mumps, rubella, varicella (chickenpox), *Haemophilus influenzae* type b, hepatitis B, hepatitis A, meningococcal, and pneumococcal, and other communicable diseases have resulted in a dramatic decrease in the incidence of these diseases in Arkansas. However, these diseases continue to occur in childcare facilities, schools, and colleges and universities. A requirement that children and students furnish proof that they have immunity against certain communicable diseases will reduce the potential for an outbreak of those diseases.

SECTION III. IMMUNIZATION REQUIREMENTS.

A. Childcare and Early Childhood Education Facilities.

1. Except as otherwise provided in these regulations, no infant or child shall be admitted to attend a childcare facility in this state who has not been age-appropriately immunized

against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, mumps, *Haemophilus influenzae* type b, hepatitis B, hepatitis A, pneumococcal disease, and varicella (chickenpox) (See Table I.) as evidenced by an immunization record from a licensed physician or a public health department acknowledging the immunization. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. Children attending a childcare facility before or after attending school and during school closings shall be required to meet age-appropriate childcare attendance requirements according to Table I.

2. Every child must have received all of the vaccines, be in-process of receiving needed doses listed in Table I for their age, show proof that they have a letter from the Arkansas Department of Health approving serology as proof of immunity, or have applied for an exemption for those vaccines he/she has not received in order to continue attendance in a childcare facility. If the child does not meet the immunization requirements for entering the childcare facility, refer the child to a medical authority (private doctor or health department) for immunization or consultation.
3. A facility may temporarily admit a child provided that the child becomes age-appropriately immunized, is in-process of receiving the needed doses of vaccine, or obtains an exemption for those vaccines he/she has not received within fifteen (15) program days after the child's original admission. "In process" means the child has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional doses. When a child is admitted who is in the process of completing the required minimum immunizations, the childcare facility shall require each child to complete the required doses on schedule. A written statement from a public health nurse or private physician stating that the child is in process and containing a date when he/she must return for the next immunization shall be in the child's file. If a child does not produce documentation of additional immunizations per the schedule or show proof that he/she has applied for an exemption from the immunization requirements, he/she must be excluded from the childcare facility until documentation is provided. The immunization series does not need to be restarted as each dose of vaccine counts toward the minimum requirements.
4. Childcare facilities are required to evaluate the immunization status of all children in their facilities. Table I is used to determine if the child meets the immunization requirements to be admitted to and continue attendance in a childcare facility.
5. The Division of Child Care and Early Childhood Education shall be responsible for enforcing immunization requirements with respect to childcare facilities.

B. Kindergarten Through Grade Twelve.

1. Except as otherwise provided in these regulations, no child shall be admitted to a public or private school of this state who has not been immunized against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, mumps, hepatitis B, hepatitis

A, meningococcal disease, and varicella (chickenpox) (See Table II.), as evidenced by an immunization record from a licensed physician or a public health department acknowledging the immunization.

2. The requirements for entry into school are:

Kindergarten: At least four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), or Diphtheria/Tetanus (DT pediatric) vaccine; at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; three doses of Hepatitis B vaccine; one dose of Hepatitis A; and two doses of Varicella (chickenpox) vaccine. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted (See Table II). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

1st through 12th grade: At least three or four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), Diphtheria/Tetanus (DT-pediatric), Tetanus/Diphtheria (Td-adult) or Tetanus/Diphtheria/Acellular Pertussis (Tdap) and one dose of Tdap for ages 11 years (as of September 1st each year) and older or 3 doses for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination); at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; two or three doses of Hepatitis B vaccine; one dose of Hepatitis A for First Grade; two doses of varicella vaccine; and one or two doses of Meningococcal vaccine with one dose for 7th grade and a second dose of Meningococcal vaccine at age 16 years (as of September 1st each year). However, if the first dose of Meningococcal vaccine is administered at age 16 years or older, no second dose is required; or if not vaccinated prior to age 16 years, one dose is required. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. (See Table II). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

7th grade: In addition to the vaccines requirements listed under 1st through 12th grade, one dose of Meningococcal vaccine (See Table II).

3. Every child must have received all of the vaccines, be in-process of receiving needed doses listed in Table II, show proof that they have a letter from the Arkansas Department of Health approving serology as proof of immunity, or applied for an exemption for those vaccines he/she has not received in order to continue attendance in a public or private school. If the child does not meet the immunization requirements for entering a public or

private school, refer the child to a medical authority (private doctor or health department) for immunization or consultation.

4. A facility may temporarily admit a child provided that the child becomes appropriately immunized, is in-process of receiving the needed doses of vaccine, or shows proof that they have applied for an exemption for those vaccines he/she has not received within thirty (30) calendar days after the child's original admission or by October 1st for Tdap and Meningococcal vaccines at age 11 and 16 years, respectively. "In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional doses. When a student is admitted who is in the process of completing the required minimum immunizations, the facility shall require each student to complete the required doses on schedule. A written statement from a public health nurse or private physician stating that the student is in process and containing a date when he/she must return for the next immunization shall be in the student's file. If a student does not produce documentation of additional immunizations per the schedule or show proof that they have applied for an exemption from the immunization requirements, they must be excluded from the facility until documentation is provided. The immunization series does not need to be restarted as each dose of vaccine counts toward the minimum requirements.
5. School officials should evaluate the immunization status of all children in their facilities. Table II is used to determine if the child meets the immunization requirements to enter school.
6. School boards, superintendents, and principals shall be responsible for enforcing immunization requirements with respect to kindergarten through grade 12 (K-12) within public schools.
7. The Arkansas Nonpublic School Accrediting Association (ANSAA) shall assist the Arkansas Department of Health in ensuring compliance with immunization requirements in respect to kindergarten through grade 12 (K-12) within private schools.

C. Colleges and Universities.

1. To attend a public or private college or university in this state, a part-time student housed in on-campus premises and a full-time student must show proof of immunization, immunity, a medical or non-medical exemption or birth before 1957 for the following requirements:
 - a) For incoming freshmen and foreign-born students, two doses of MMR (measles, mumps, and rubella) vaccine (See Table III).
 - b) For all other students, one dose of MMR (measles, mumps, and rubella) vaccine (See Table III).

Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

2. Proof of immunization, immunity, a medical or non-medical exemption, or birth before 1957 must be provided within such time as set by the college or university but not to exceed thirty (30) calendar days after enrollment.
 - a) Acceptable proof of immunization is an official immunization record from another educational institution in Arkansas, a licensed medical doctor, or an authorized public health representative, or military service.
 - b) In lieu of receiving vaccine, immunity can be shown by providing documented evidence (such as a letter from the Arkansas Department of Health approving serology as proof of immunity) of appropriate serological testing.
 - c) Proof that the student has applied for or received a medical or non-medical exemption for those vaccines he/she has not received will be accepted in lieu of receiving vaccine.
 - d) Proof that the student was born prior to January 1, 1957, will be accepted in lieu of receiving vaccine.
3. A college or university may temporarily admit an incoming freshman or a foreign-born student who is in process of receiving the required 2 doses of MMR vaccine. "In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional dose. When a student is admitted who is in the process of completing the required minimum immunizations, the facility shall require each student to complete the required doses on schedule. A written statement from a public health nurse or private physician stating that the student is in process and containing a date when he/she must return for the next immunization shall be in the student's file. If a student does not produce documentation of the additional immunization per the schedule or show proof that he/she has applied for an exemption from the immunization requirements, he/she must be excluded from the facility until documentation is provided.
4. A "freshman" is defined as a student who has not earned 30 hours of college credit.
5. A "foreign-born student" is defined as any student born outside of the United States of America.
6. Students who receive their education by correspondence and do not attend any classes on campus are not required to receive MMR (measles, mumps, and rubella) vaccine.
7. Enforcement of these requirements for colleges and universities is the responsibility of the Director of Admissions or the Registrar at each college or university.

D. Documentation for immunization or proof of immunity

1. The following documentation of immunizations is required:

a) Immunization records may be stored on a computer database, such as the Arkansas Public School Computer Network (APSCN). A copy of the original source document or a copy from the immunization provider's medical record shall be placed in a permanent file. The immunization record printed off the statewide immunization registry with the Official Seal of the State of Arkansas is considered an official immunization record and is approved for placement in a permanent file as source documentation. It shall be the responsibility of the entity to maintain a list of individuals not appropriately immunized and a list of individuals with medical, religious or philosophical exemptions.

b) The only proof of immunizations to be accepted shall be an immunization record provided by a licensed physician, health department, military service, or an official record from another educational institution in Arkansas, acknowledging the same, stating the vaccine type and dates of vaccine administration must be provided and entered on the school record. Terms such as "up-to-date", "complete", "adequate", etc. are not to be accepted as proof of immunization.

2. The following documentation for proof of immunity is required:

Serologic testing is only applicable to Hepatitis B virus, Measles, Mumps, Rubella and Varicella. Any individual who has immunity to Hepatitis B virus, Measles, Mumps, Rubella and/or Varicella as documented by appropriate serological testing shall not be required to have the vaccine for that disease.

A copy of the serological test should be submitted to the Arkansas Department of Health, Immunization Section, along with a letter requesting that the serological test be accepted as proof of immunity in lieu of receiving vaccine for the disease indicated on the serological test. After review by the Medical Director, Immunization Section, a letter indicating approval or denial will be sent to the individual, parent, or guardian and it will be that person's responsibility for informing the childcare facility, school, or college/university. For approvals, annual approval is not required and a copy of the letter should be placed in the student's permanent file. For denials, the student must receive the required immunization or request an exemption.

3. An individual who has lost his/her immunization records or whose serology test results are unavailable shall be properly immunized for those diseases or will be required to show proof that they have applied for an exemption for those vaccines he/she has not received.

SECTION IV. EXEMPTIONS.

A. General Requirements.

1. With the exception of medical exemptions for college and university students, exemptions shall be granted only by the Department of Health.

2. Individuals shall complete an annual application for medical, religious, and philosophical exemptions.
3. A notarized statement by the individual requesting the exemption must accompany the application.
4. All individuals requesting an exemption must complete an educational component developed by the Department of Health that includes information on the risks and benefits of vaccinations.
5. All individuals must sign an "informed consent" form provided by the Department of Health that includes:
 - a) A statement of refusal to vaccinate;
 - b) A statement of understanding that at the discretion of the Department of Health the non-immunized child or individual may be removed from the applicable facility (for 21 days or longer) during an outbreak if the child or individual is not fully vaccinated; and
 - c) A statement of understanding that the child or individual shall not return to the applicable facility until the outbreak has been resolved and the Department of Health approves the return.

B. Medical Exemptions.

1. Only a letter issued by the MEDICAL DIRECTOR, IMMUNIZATION SECTION, stating the vaccine or vaccines for which a child/student is exempt is to be accepted as a valid medical exemption by the school or childcare facility. Statements from private physicians are not to be accepted by the school or childcare facility without this letter. In addition to the general requirements found in section IV.A., the Immunization Section's standard form for medical exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section upon request.
2. If a medical doctor licensed to practice in Arkansas determines that an individual is deemed to have a potential contraindication to one (1) or more of the required vaccinations, the individual may initiate an exemption request with the Department of Health. If granted, it may be accepted by a college or university in lieu of proof of vaccination.

C. Religious Exemptions.

In addition to the general requirements found in section IV.A., the Immunization Section's standard form for religious exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section upon request.

D. Philosophical Exemptions.

In addition to the general requirements found in section IV.A., the Immunization Section's standard form for philosophical exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section upon request.

SECTION V. EXCLUSION FROM FACILITIES.

A. Colleges and Universities

No part-time student housed in on-campus premises and no full-time student may attend a public or private college or university in this state unless he or she has furnished proof, within such time as set by the college or university, but not to exceed thirty (30) calendar days after enrollment, by way of an official immunization record from another educational institution in Arkansas, a certificate from a licensed medical doctor, an authorized public health department representative, or military service that he or she has immunity against measles, mumps, and rubella or show proof that they have applied for a medical, religious or philosophical exemption from the immunization requirements. If the student does not provide proof of immunizations received, immunity as documented by appropriate serological testing, an application for exemption from the required immunizations, or birth before 1957, he/she must be excluded from the college/university until documentation is provided.

B. Childcare Facilities/Public and Private Schools/Colleges and Universities

Each facility must maintain an accurate and current list of all exempt and deficient individuals. Individuals who are exempt or deficient (except those who have had the disease as verified by appropriate serological testing) will be excluded from the facility if the Department of Health determines that a possibility of disease transmission exists. The exempt or deficient child or individual shall not return to the facility (for 21 days or longer) until the possibility of disease transmission has been controlled and the Department of Health approves the return.

SECTION VI. REPORTING REQUIREMENTS.

A. In order to identify areas where additional emphasis is needed and to measure levels of immunization compliance, the Arkansas Department of Health will conduct annual assessments in schools, childcare facilities, and colleges and universities. The entity's cooperation in completing these assessments is required.

B. The Department of Health shall report every six (6) months to the House and Senate Interim Committees of Public health, Welfare, and Labor regarding:

1. The geographical patterns of exemptions and vaccination rates of the state, and
2. Disease incidence of vaccine-preventable disease collected by the Department of Health.

C. The Department of Health shall conduct an annual study of the religious, philosophical, and medical exemption patterns and the incidence of disease in the state.

1. The study shall include:

- a) An evaluation of the state's immunization policies;
- b) The incidence of disease in Arkansas and other states; and
- c) A risk evaluation of specific populations in Arkansas.

SECTION VII. SEVERABILITY.

If any provision of these Rules and Regulations, or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of these Rules and Regulations which can give effect without the invalid provisions or applications, and to this end the provisions hereto are declared to be severable.

SECTION VIII. REPEALING CLAUSE.

All Regulations and parts of Regulations in conflict herewith are hereby repealed.

Table I

Immunization Requirements for Child Care and Early Childhood Education Facilities

Instructions for utilizing Table I: Table I is not a recommendation of vaccines to get, but of doses required to already have at that age. To determine what vaccines are required for a child to attend a licensed child care facility, refer to Column 1 on the left to see what age range is correct for the child. Then all the vaccines on the same row as the child's age are required for attendance in a licensed child care facility. Vaccines are required based on the current age of the child. Column 1 is not an age range for when a child can be vaccinated.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
Current AGE of child	DTaP DTP/DT	POLIO	Hib **	HEPATITIS B	MMR ***	VARICELLA ****	PNEUMOCOCCAL **	HEPATITIS A
1-2 Months	None	None	None	None (1-2 doses possible)	None	None	None	
3-4 Months	1 dose	1 dose	1 dose	1 dose (1-2 doses possible)	None	None	1 dose	
5-6 Months	2 doses OR 1 dose within last 8 weeks	2 doses OR 1 dose within last 8 weeks	2 doses OR 1 dose within last 8 weeks	2 doses OR 1 dose within last 8 weeks	None	None	2 doses OR 1 dose within last 8 weeks	
7-12 Months	3 doses OR 1 dose within last 8 weeks	2 doses OR 1 dose within last 8 weeks (3 doses possible)	2-3 doses OR 1 dose within last 8 weeks	2 doses OR 1 dose within last 8 weeks (3 doses possible)	None	None	2-3 doses OR 1 dose within last 8 weeks	
13-15 Months	3 doses OR 1 dose within last 8 weeks	2 doses OR 1 dose within last 8 weeks (3 doses possible)	2-3 doses OR 1 dose within last 8 weeks (4 doses possible)	2 doses OR 1 dose within last 8 weeks (3 doses possible)	None (1 dose possible)	None (1 dose possible. A medical professional history of disease may be accepted in lieu of receiving vaccine.)	2-3 doses OR 1 dose within last 8 weeks (4 doses possible)	
16-18 Months	3 doses or 1 dose within last 8 weeks	2 doses or 1 dose within last 8 weeks (3 doses possible)	3-4 doses with last dose on/after 1 st birthday OR 2 doses if first dose is administered at age 12 - 14 months and doses are at least 8 weeks apart OR 1 dose on/after 15 months of age if no prior doses	2 doses OR 1 dose within the last 8 weeks (3 doses possible)	1 dose	1 dose A medical professional history of disease may be accepted in lieu of receiving vaccine.	3-4 doses with last dose must be on/after 1 st birthday OR 2 doses on/after 1 st birthday	

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
Current AGE of child	DTaP DTP/DT	POLIO	Hib **	HEPATITIS B	MMR ***	VARICELLA ****	PNEUMOCOCCAL **	HEPATITIS A
19-48 months	4 doses OR 3rd dose within last 6 months OR 1 dose within last 8 weeks	3 doses OR 1 dose within last 8 weeks	3-4 doses with last dose on/after 1 st birthday OR 2 doses if first dose is administered at age 12 - 14 months and doses are at least 8 weeks apart OR 1 dose on/after 15 months of age if no prior doses	3 doses *** OR 1 dose within last 8 weeks	1 dose	1 dose A medical professional history of disease may be accepted in lieu of receiving vaccine.	3-4 doses with last dose must be on/after 1 st birthday OR 1 dose on/after 24 months of age if no prior doses OR 2 doses on/after 1 st birthday	For 19-24 months: 1 dose on or after first birthday (2 doses possible) For 25-48 months: 2 doses with one dose on or after 1 st birthday and at least 6 months from first dose
≥49 months	5 doses * OR 4 th dose within last 6 months OR 1 dose within last 8 weeks OR 4 doses with last dose on/after 4 th birthday	4 doses with a minimum interval of 6 months between the 3 rd and 4 th dose OR 1 dose within last 8 weeks	3-4 doses with last dose on/after 1 st birthday OR 2 doses if first dose is administered at age 12 - 14 months and doses are at least 8 weeks apart OR 1 dose on/after 15 months of age if no prior doses Not required on/after 5 th birthday	3 doses *** OR 1 dose within the last 8 weeks	1 dose	1 dose A medical professional history of disease may be accepted in lieu of receiving vaccine.	3-4 doses with last dose on/after 1 st birthday OR 1 dose on/after 24 months of age if no prior doses OR 2 doses on/after 1 st birthday Not required on/after 5 th birthday	2 doses with one dose on or after 1 st birthday and at least 6 months from first dose

*5th DTaP/DTP/DT (Pre-school dose) must be given on/after the child's 4th birthday. Interval between 4th DTaP/DTP/DT and 5th DTaP/DTP/DT should be at least 6 months. If a child is currently ≥49 months of age and does not meet the above criteria or is in process within 15 days, they are not up-to-date and should be scheduled for immunization.

** For Hib and Pneumococcal, children receiving the first dose of vaccine at age 7 months or older require fewer doses to complete the series.

*** 3rd dose of hepatitis B should be given at least 8 weeks after the 2nd dose, at least 16 weeks after the 1st dose, and it should not be administered before the child is 24 weeks of age.

**** Vaccine doses administered up to 4 days before the minimum interval or minimum age can be counted as valid for doses already administered. Exception: The minimum interval between doses of live vaccines (such as MMR and Varicella) must be 28 days.

*****A medical professional is a medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA). No self or parental history of disease will be accepted.

**TABLE II
KINDERGARTEN THROUGH GRADE TWELVE IMMUNIZATION
REQUIREMENTS***

Vaccine ► Grade ▼	Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTaP/ Tdap)	Polio (OPV – Oral or IPV – Inactivated)	MMR**** * (Measles, Mumps, and Rubella)	Hep B	Meningococcal (MCV4)	Varicella	Hepatitis A
Kindergarten	4 doses (with 1 dose on or after 4 th birthday)	3 doses (with 1 dose on or after 4 th birthday and a minimum interval of 6 months between the 2 nd and 3 rd dose) OR 4 doses with 1 dose on or after 4 th birthday and a minimum interval of 6 months between the 3 rd and 4 th dose	2 doses (with dose 1 on or after 1 st birthday and dose 2 at least 28 days after dose 1)	3 doses	None	2 doses (with dose 1 on or after 1 st birthday and dose 2 at least 28 days after dose 1) *****A medical professional history of disease may be accepted in lieu of receiving vaccine.	1 dose on or after 1 st birthday

Vaccine ► Grade ▼	Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTaP/ Tdap)	Polio (OPV – Oral or IPV – Inactivated)	MMR**** * (Measles, Mumps, and Rubella)	Hep B	Meningococcal (MCV4)	Varicella	Hepatitis A
Grades 1 – 12	<p>4 doses (with 1 dose on or after 4th birthday)</p> <p>AND</p> <p>1 dose of Tdap for ages 11 years (as of September 1st each year) and older</p> <p>OR</p> <p>3 doses***** for persons 7 years of age or older who are not fully vaccinated (including persons who cannot document prior vaccination)</p>	<p>3 doses doses (with 1 dose on or after 4th birthday with a minimum interval of 6 months between the 2nd and 3rd dose)</p> <p>OR</p> <p>4 doses with 1 dose on or after 4th birthday and a minimum interval of 6 months between the 3rd and 4th dose</p>	<p>2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)</p>	<p>2** or 3*** doses (11-15 year olds could be on a 2- dose schedule)</p>	<p>Second dose at age 16 years (as of September 1st each year) with a minimum interval of 8 weeks since 1st dose</p> <p>OR</p> <p>1 dose if not vaccinated prior to age 16 years (If first dose is administered at age 16 years or older, no second dose required.)</p>	<p>2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)</p> <p>OR</p> <p>*****A medical professional history of disease may be accepted in lieu of receiving vaccine.</p>	<p>Grade 1 only: 1 dose on or after 1st birthday</p>

Vaccine ► Grade ▼	Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTaP/ Tdap)	Polio (OPV – Oral or IPV – Inactivated)	MMR**** * (Measles, Mumps, and Rubella)	Hep B	Meningococcal (MCV4)	Varicella	Hepatitis A
Grade 7	<p>4 doses (with 1 dose on or after 4th birthday)</p> <p>AND</p> <p>1 dose of Tdap ****</p> <p>OR</p> <p>3 doses***** for persons 7 years of age or older who are not fully immunized (including persons who cannot document prior vaccination)</p>	<p>3 doses (with 1 dose on or after 4th birthday with a minimum interval of 6 months between the 2nd and 3rd dose)</p> <p>OR</p> <p>4 doses with 1 dose on or after 4th birthday and a minimum interval of 6 months between the 3rd and 4th dose</p>	<p>2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)</p>	<p>2** or 3*** doses (11-15 year olds could be on a 2- dose schedule)</p>	<p>1 dose</p>	<p>2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)</p> <p>OR</p> <p>*****A medical professional history of disease may be accepted in lieu of receiving vaccine.</p>	<p>None</p>

*Doses of vaccine required for school entry may be less than the number of doses required for age-appropriate immunization.

**An alternative two-dose hepatitis B schedule for 11-15 year-old children may be substituted for the three-dose schedule. Only a FDA-approved alternative regimen vaccine for the two-dose series may be used to meet this requirement. If you are unsure if a particular child's two-dose schedule is acceptable, please contact the Immunization Section for assistance at 501-661-2169.

*** 3rd dose of hepatitis B should be given at least 8 weeks after the 2nd dose, at least 16 weeks after the 1st dose, and it should not be administered before the child is 24 weeks (168 days) of age. (All 3rd doses of hepatitis B vaccine given earlier than 6 months of age before 6/21/96 are valid doses and should be counted as valid until 6/21/2014.)

**** Tdap vaccine can be administered regardless of the interval since the last tetanus and diphtheria toxoid-containing vaccine.

***** Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

*****A medical professional is a medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA). No self or parental history of disease will be accepted.

***** For unvaccinated persons 7 years of age and older (including persons who cannot document prior vaccination), the primary series is 3 doses. The first two doses should be separated by at least 4 weeks, and the third dose at least 6 months after the second. One of these doses (preferably the first) should be administered as Tdap and the remaining two doses administered as Td..

Vaccine doses administered up to 4 days before the minimum interval or minimum age can be counted as valid for doses already administered. Exception: The minimum interval between doses of live vaccines (such as MMR and Varicella) must be 28 days.

If the child does not meet the immunization requirements for entering school, the school shall refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due.

**TABLE III
COLLEGE/UNIVERSITY IMMUNIZATION REQUIREMENTS**

Vaccine ► Part-time Students living on campus-and Full-time Students ▼	MMR* (Measles, Mumps, and Rubella)
Incoming freshmen and foreign-born students	2 doses (with dose 1 on or after 1 st birthday and dose 2 at least 28 days after dose)
All other students	1 dose (on or after 1 st birthday)

* Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

Vaccine doses administered up to 4 days before the minimum interval or minimum age can be counted as valid for doses already administered. Exception: The minimum interval between doses of live vaccines (such as between the first and second dose of MMR) must be 28 days.

CERTIFICATION

This is to certify that the foregoing Rules and Regulations Pertaining to Immunization Requirements in Arkansas were adopted by the Arkansas State Board of Health at a regular session of said Board held in Little Rock, Arkansas, on the 24th day of July, 2014, to be effective September 1, 2014.

Nathaniel Smith, MD, MPH
Secretary
Arkansas State Board of Health



BENTON PUBLIC SCHOOLS

2016-2017 Required Immunizations

Your child must have the following immunizations in order to maintain compliance with Arkansas State Immunization requirements. Please send proof of these to your school nurse after receiving them.

The Arkansas State Board of Health has revised and clarified the immunization requirements under Ark. Code Ann. §§ 20-7-109, 6-18-702, 6-60-501-504, and 20-78-206. The updated requirements for entrance into Kindergarten and grades 1st thru 12th are as follows. **Pre – K requirements are also listed.**

Polio – 3 or 4 doses with last one on or after 4th birthday and at least 6 months between the last two doses. (All students)

DTP/DT/Dtap - 4 or 5 doses with last one on or after 4th birthday (All students Pre-K-12)

Tdap - for all students age 11 or older by September 1, 2016, and one dose for students as they turn 11 by September 1st each year. All students 11 or older must have one

Hepatitis A- At least one dose given after their first birthday for all **Kindergarten and first grade students**. This is a two dose series and students are encouraged to finish the series. ***All PRE-K students must have 2.***

Varicella – All students must have 2 doses or a letter from a medical professional* (**All students Pre-K-12**)

Meningococcal (MCV4) – Required for students prior to entering **7th grade** and a second dose for students as they turn **16** by September first of each calendar year. One dose at age 16 if never had a dose.

Hepatitis B – 3 doses required. (All students Pre-K-12)

MMR – 2 doses (All students Pre-K-12)

HPV – 3 doses recommended

HIB - Required for Pre-K

Prevnar – Required for Pre-K

**Medical professional is considered a physician, PA, PO or APN.*

Any student not wishing to receive any of these vaccines may request an exemption from the Arkansas Department of Health. It is the parent's responsibility to get and renew this yearly. Must be turned in by the first day of school.

Cheryl Watson, BSN, RN Health Services Coordinator

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 youngster 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. 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 for each building on a school campus. 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.

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 the 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/postvention and new case laws as they emerge. Modifications should be made accordingly.

Benton Public Schools Crisis Action Plan Emergency Procedures Guide

An accident or crisis situation can occur at any time. We must be prepared as much as possible for quick, appropriate responses to need.

This crisis action plan/emergency procedures plan should be quickly and easily accessible at all times. Ensure lesson plans for substitute teachers include easy access to this document.

When possible, intercom announcements will be made for reference to this chart.

Teachers should always take their class roster when exiting the building in a crisis situation.

When appropriate and safe, teachers who are on their preparation period during a crisis should report to the office to provide assistance as needed.

Response to Any Emergency

- Notify the principal and 911 (if necessary). Principal notifies Superintendent.
- Notify CPR/first aid/AED certified persons in school building, if necessary.
- Names of CPR/first aid certified persons are listed in Crisis Team Members section.
- Seal off high-risk area.

- Take charge of area until incident is contained or relieved by Principal/Asst. Principal/or SRO.
- Assemble Crisis Team.
- Preserve evidence. Keep detailed notes of incident.

Weather

- Severe Weather Watch has been issued in an area near school.
- Monitor Emergency Alert Stations (see EAS section) or National Weather Service, or Weather Channel.
- Bring all persons inside building(s)
- Close windows and blinds.
- Review severe weather procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review "drop, cover, and hold" procedures with students.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school.

- Move students and staff to safe areas.
- Remind teachers to take class rosters.
- Ensure that students are in "drop, cover, and hold" positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal

Fire

Explanation: A fire occurs or the fire alarm sounds in the building

1. Evacuate students and staff via the fire escape routes posted in your room.
2. Follow alternate route if normal route is too dangerous.
3. Principal or designee notifies police (call 911) and Superintendent. Principal or designee assembles Crisis Team if needed.
4. Teachers take roll after being evacuated.
5. Principal notifies students and staff of termination of emergency. Resume normal operations.
Teachers should always take their class roster when exiting the building in a crisis situation.

Intruder in the Building/Hostage

Explanation: A student or an adult with a weapon (or) who is upset and acting out of control has entered the building.

1. Contact the office immediately.
2. Lock your door.
3. Place students on the floor away from doors and windows.
4. Administration will announce action plan.
(This is also the plan to be used if a person has been taken hostage.)

Teachers should always take their class roster when exiting the building in a crisis situation

Weapons

- Staff or student who is aware of a weapon brought to school:
- Notify principal or teacher immediately.
- Tell principal or teacher name of suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.
- If the teacher suspects that weapon is in the classroom, he/she should confidentially notify a neighboring teacher.
- Teacher should not leave classroom.

Principal:

1. Call police if a weapon is suspected, as viewed by a reasonable person, to be in school.
2. Ask another administrator or SRO to join you in questioning suspected student or staff member.
3. Accompany suspect to private office to wait for police.
4. Conduct search with police or SRO.
5. Inform suspect of his/her rights and why you are conducting search.
6. Keep detailed notes of all events and why search was conducted.
7. Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search. Radiological Incident

A nuclear station or other radiological source can affect a school: Listen for 3 to 5 minute steady siren blast. This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation. Sheltering Notification:

1. Bring all persons inside building(s).
2. Close all exterior doors and windows.
3. Turn off any ventilation leading outdoors.
4. Cover up food not in containers or put it in the refrigerator.
5. If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Evacuation Notification:

1. Principal contacts Transportation Director and informs him/her that evacuation is taking place.
2. Principal notifies students, staff and relocation center.
3. Close all windows.
4. Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
5. Lock doors.

Teacher responsibilities during evacuation:

1. Keep classes intact.
2. Take roll
3. Explain procedures to students. Instruct students to take belongings.
4. Wait in classroom until principal or designee informs teachers that buses have arrived.
5. Take class roster.
6. Take roll again after arriving at relocation center.

Serious Injury/Death

Explanation: An individual is seriously ill or has been seriously injured to the extent that emergency personnel have been called for assistance. If incident occurred during school:

1. Administration or designee calls 911.
2. Notify School Nurse and CPR/first aid certified persons in building of medical emergency.

Suicide/Attempt

Explanation: A person has attempted suicide at school.

1. Dependent upon the situation, a crisis team member should remove the identified student to the office or counselors' office (or) remove other students from the area. (Judgment call)
2. If a person is seriously injured, do not remove the person. Notify Administration, Counselor and School Nurse immediately.
3. Call 911, if student requires medical attention, has a weapon or needs to be restrained.
4. Calm suicidal person.
5. Try to isolate suicidal person from other students. Do not leave a suicidal person alone.
6. Principal calls Superintendent and parent(s) or guardian(s) if suicidal person is student.

7. Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operation hours as needed.
8. Activate school crisis team to implement post-crisis intervention.

Explanation: A person has died by suicide.

1. Verify information
2. Activate school crisis team.
3. Principal notifies Superintendent
4. Notify staff in advance of next school day following suicide or attempted suicide.
5. Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect the privacy of family.
6. Implement post-crisis intervention.

Post-crisis intervention:

1. Meet with school counselors and The Counseling Clinic to determine the level of intervention for staff and students.
2. Designate rooms as private counseling areas.
3. Escort siblings and close friends and other "highly stressed" students to counselors.
4. Assess stress level of staff. Recommend counseling to overly stressed staff.
5. Refer media to Superintendent (district spokesperson) Do not allow media to question students or staff.
6. Follow-up with students and staff who received counseling.
7. Resume normal routines as soon as possible.

LOCK-DOWN PROCEDURES

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

1. Principal or designee will issue lock-down procedures by announcing warning over PA system, sending a messenger to each classroom, or sounding bells.
2. PA Announcement will be in plain language and provide as much information about an incident as possible. (ie Teachers, lock-down your rooms at this time.)
3. DO NOT USE CODES.
4. Direct all students, staff, and visitors into classrooms.
5. Lock classroom doors.
6. Turn lights off
7. Move all persons away from window and doors.
8. Get quiet.

9. Staff communication
10. Allow no one into classrooms until the all clear signal is given by a known authority.

SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

1. Identify safe areas in each school building.
2. Principal warns students and staff to assemble in safe areas. Bring all persons inside building(s).
3. Teachers take class roster.
4. Close all exterior doors and windows.
5. Turn off any ventilation leading outdoors.
6. Cover up food not in containers or put it in the refrigerator.
7. If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
8. Teachers should account for all students after arriving in safe areas.
9. All persons must remain in safe areas until notified by Principal or emergency responders.

TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The procedures, outlined below, will protect students and staff should such attacks occur.

Nuclear:

Defense against weapons depends primarily on distance from the point of detonation. If time permits:

1. Move students and staff to specifically identified basement or lower level rooms. Interior hallways as an alternate.
2. Close all doors leading into hallways to minimize flying glass.
3. All people assume the duck, cover, and hold position on the ground.

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

1. Move students and staff to specifically identified basement or lower level rooms. Interior hallways as an alternate.

2. Close all doors leading into hallways to minimize flying glass.
3. All people assume the duck, cover, and hold position on the ground.
4. Shut down all utility systems to the building. (Gas and electricity are the priorities)
5. Shelter in place to protect from fall out if attack is far enough away.
6. Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

If the school is the target of the event:

1. Evacuate to pre-designated off-site location(s).

EVACUATION/RELOCATION CENTER

EVACUATION

1. Call 911, if necessary.
2. Principal or Designee issues evacuation procedures after consulting with Superintendent.
3. Principal determines if students and staff should be evacuated outside of building or to relocation centers. Crisis Team Member coordinates transportation if students are evacuated to relocation center. Crisis Team Member contacts Transportation Coordinator and informs him/her that evacuation is taking place.
4. Principal notifies relocation center.
5. Direct students and staff to follow fire drill procedures and route. Follow alternate route if normal route is too dangerous.
6. Close all windows.
7. Turn off lights, electrical equipment, gas water faucets, air conditioning and heating system.

RELOCATION CENTERS

List primary and secondary student relocation centers for each school in the district.

The primary site is located close to school. The secondary site is located further away from school (in case of community-wide emergency).

These locations are kept private to protect the safety of our students.

ALL STAFF MUST REFER MEDIA TO DISTRICT OR SITE INFORMATION OFFICER.

SCHOOL DISTRICT ASSUMES RESPONSIBILITY FOR ISSUING PUBLIC STATEMENTS DURING AN EMERGENCY.

Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

Media Statement

1. Create a general statement before an incident occurs. Adapt statement during crisis.
2. Emphasize safety of students and staff first.
3. Briefly describe school's plan for responding to emergency.
4. Issue brief statement consisting only of the facts.
5. Respect privacy of victim(s) and family of victim(s). Do not release names to media.
6. Refrain from exaggerating or sensationalizing crisis.

EMERGENCY PHONE NUMBERS

FIRE, AMBULANCE, POLICE EMERGENCY 911

Local Police (Non-emergency) (501) 778-1171

Referrals

Department of Human Services (501) 778-1524

Crisis Information

Rape Crisis Contact (501) 801-2700

Suicide Prevention (800) 784-2433 (800) 273-8255

Juvenile Services (501) 303-5730

Victim Assistance

Child Abuse/Neglect Reporting Line Statewide (800) 482-5964

Runaway Hotline Statewide (800) 786-2929

Family Violence Hotline Statewide (800) 332-4443

Crime Reporting Hotline

(Arkansas State Police)

Statewide

(800) 553-3820

WARNING AND NOTIFICATION

1. Call 911, if necessary. Assess life and safety issues first.
2. Inform
 1. Principal or Designee
3. Principal/Designee notifies Superintendent at 778-4861.
4. Warn students and staff. If an emergency requires immediate action to protect the safety of students and staff, activate the warning System, i.e. pa announcement, sounding of bell.
5. Plain Language shall be used to announce an emergency. The following announcements will be made to initiate the indicated emergency procedure. (DO NOT USE CODES)

Announcement Actions

Lock Down/Shelter in Place

Evacuate

Reverse Evacuate

1. If immediate action is not required, notify staff at a meeting before or after school hours.

Teachers will debrief students during class unless an assembly or announcement over PA
2. Notifies parent(s) or guardian of victim(s), if necessary.
3. Notifies other schools in district. The school(s) with siblings of the victim(s) should be called first.

Caldwell CAMPUS EMERGENCY RESPONSE TEAM
(C.E.R.T.)
2019-2020

STATEMENT OF PURPOSE

Schools must be ready to respond to a wide variety of crisis situations. A crisis situation is hereby defined as any situation occurring on or off campus which has the potential to greatly disrupt the normal process of the school day.

INTERVENTION OR CRISIS TEAM

Intervention or Crisis team shall consist of the following individuals:

Diane Lovell	Vanessa Hendrix	Jennifer Hulsizer	Sheila Gossage
Jennifer Almond	Gina Perry	Sheila Carper	Kara Conrad
Candy Sample	Alayna Ambort	Rachel Garner	Nancy Vernon
Tammy Robinson	Staci Turner	Jeannie Sims	

EMERGENCY OR CRISIS RESPONSIBILITIES

1. Remove all students from crisis area
2. Contact principal's office
3. Send witnesses/participants to principal's office or to designated area
4. Call: Ambulance** (if necessary) 911
School Nurse ext 5009
Police ** 778-1171

** Avoid terms such as possible suicide, death, or fatality. Use terms such as "serious injury" until a final determination can be made and parents can be contacted.

5. Contact Central Office:
(1) Superintendent & (2) Assistant Superintendent
6. Notify Teachers of Situation - Lookout, Lockdown, Evacuate, Shelter, or Hold procedures are to be followed
7. Convene Crisis Team
8. Post people at entrance – direct all outsiders(other than police, medics, fire) to front entrance.
9. Contact Mental Health Center, if needed (778-0404)
10. Make suggestions in reference to informing and dealing with students.
11. Contact Parents

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! To the announced location.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



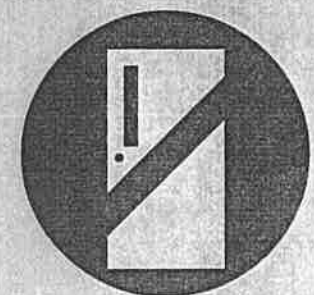
HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until
the "All Clear" is announced

TEACHER

Close and lock classroom door
Business as usual
Take attendance



**Suicide Intervention
Parent Notification Verification**

Date: _____

Time: _____

The principal and/or the counselor has notified me that

my child, _____

has _____

_____ I have been advised that my child should be assessed.

_____ I have been advised that my child should not be left alone.

_____ I have been advised to pick-up my child.

_____ I have been advised to seek counseling for my child or inform their
therapist if the child already has one.

Parent/Guardian Signature _____

Principal Signature _____

Counselor Signature _____

Other Information: _____

**CPR/FIRST AID CERTIFIED STAFF
CALDWELL ELEMENTARY
2019-2020**

OFFICE

Diane Lovell
Jennifer Almond
Candy Sample
Micky Musser
Tammy Robinson

K

1ST

Staci Turner
Jennifer Hulsizer

2ND

Vanessa Hendrix
Shelia Carper

3RD

4TH

Rachel Garner

SPECIAL TEACHERS

Morgan Roseberry (GT)
Jeanie Sims (PE)
Dawn Leslie (Speech)

CBI

Rae Hopcroft
Becky Teague
Tracy Thomas
Gina Perry

**ALL MEDIA AND ALL REQUESTS FOR INFORMATION WILL BE
REFERRED TO THE SUPERINTENDENT'S OFFICE.**

At Caldwell Elementary 25% of our faculty are Stop the Bleed trained. We have 3 AEDs present in the building at all times. One is located in the main office, one is in the gymnasium, and one is located near the downstairs playground door.. In the main hallway of Caldwell, there is a Stop the Bleed Kit mounted on the wall for easy access in the event of an emergency. This kit includes 5 individual bleeding control kits that contains a CAT tourniquet, 4" flat responder trauma dressing, quikclot bleeding control dressing, a pair of large gloves, trauma shears, permanent marker, and a just in time instruction card.

Caldwell Elementary will follow the district crisis plan.

IX. AT-RISK STUDENTS AND THE SCHOOL DROPOUT PROGRAM

A. Dropout Tracking Plan for the School

The plan should be designed 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 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.

The Benton School District Policy for Entering and Withdrawing

A parent or guardian must register students at the time of enrollment. The report card or withdrawal form from the previous school should be presented at this time.

When a student withdraws from school, a parent must contact the school one-day prior to withdrawal. If a student is absent for eleven (11) consecutive days then they are dropped from the schools attendance records. A report is then made to the Truancy office.

The Benton School District Attendance Procedures and Requirements are as follows:
ATTENDANCE AND ABSENTEE PROCEDURES

Attendance

1. The purpose of this attendance policy is to place primary responsibility for attendance upon the student and parent.
2. **BHS and BJHS** will make an effort each day to call parents or guardians of students who are absent. Parents are encouraged to call the school when their child is absent.
3. When a student returns from an absence, he/she must present a written excuse to the general office within five (5) school days. Checking a student out or calling the school to inform of an absence does not constitute an excused absence. As soon as the written excuse is received in the office, determination can be made as to whether the absence will be excused or unexcused. Consideration for an excused absence will be given only for the following:
 - (1) Physician's statement of illness (including specific days of absences);
 - (2) Death in the immediate family;
 - (3) Court appearances (acceptable only for travel time and actual time of court);
 - (4) Counseling appointment (acceptable only for travel time and actual time of appointment),
 - (5) Dental appointments (only for travel time and actual time of appointment);
 - (6) College visit (limited to one (1) per term for juniors and seniors with official document from visited school);
 - (7) To participate in a 4-H sanctioned activity;
 - (8) To participate in the election poll workers program for high school students;
 - (9) To serve as a page for a member of the General Assembly;
 - (10) To visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting;
 - (11) To obey a subpoena or to attend an appointment with a government agency;
 - (12) Observance of recognized holidays observed by the student's faith;
 - (13) Parental note (limited to five (5) days per term);
 - (14) School trips or functions will not be considered absences.
4. Additional absences that are not charged against the allowable number of absences are those where the student was on official school business.
5. All other days will be unexcused. Credit may be lost or students retained when unexcused absences exceed:
BHS - four (4) in a term class and two (2) in a nine-week class.

BJHS , BMS and ELEMENTARY – six (6) per semester.

6. Pursuant to AR STAT. ANN. St 6-18-201 through 6-18-222, students who have unexcused absences will be referred to Juvenile Court and to the Department of Finance and Administration. The Department of Finance and Administration is required to suspend the former student's operator's license unless he/she meets certain requirements specified in the code.

Students may be referred to Juvenile Court when they reach the following unexcused absences:

BHS and BJHS - four (4) in a term class and two (2) in a nine-week class.

BMS and ELEMENTARY – six (6) per semester.

The Department shall suspend the student's learner's permit or operator's license unless 567

7. Suspension days will be reflected on the student's attendance record, but will not count toward the unexcused absence days.

Exception: **BHS & BJHS** - Major exams (Nine-week / Semester Exams)

8. Parents will be notified by letter when the following absences occur:

BHS - the second (2nd) unexcused absence from any term class. A letter will be sent only for the first class in which a student misses two (2) days. Letters will also be sent on the fourth (4th) and fifth (5th) unexcused absence from the term class in which he misses. Parents will be notified by letter on the first (1st) unexcused absence from any nine-week course. Letters will also be sent in these classes on the second (2nd) and the third (3rd) unexcused absence.

BJHS, BMS and ELEMENTARY – the first class when the student misses three (3), five (5) and six (6) unexcused absences.

9. If any student's Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.

10. If a student misses over his limit the following policy will be put into force:

- A. The student must stay in the class and do the assigned work for the remainder of the term or nine weeks.
- B. If the student has a failing grade in the course at the end of the term or nine weeks, he will receive a grade of "F."
- C. If the student does not have a failing grade in the course at the end of the term or nine weeks, he will receive a grade of "No Credit."

11. Students who are absent during either all or part of the day shall not participate in any school activity on that day or night unless permission is given in advance by the principal.

12. **BHS, BJHS and BMS** - A student who is more than five (5) minutes late will be considered absent and must have a note from the office to enter the classroom. A student may be considered truant if this occurs.

13. **BHS, BJHS and BMS** - A student who leaves class five (5) or more minutes before the bell rings will be considered absent.
14. It is the student's responsibility to make up all work missed. Missed tests will be made up at the teacher's convenience but not during class time. BHS and BJHS students will be required to attend school on Saturday or an alternate day to make up major tests (mid-term and finals).

X. ALTERNATIVE STUDENT SERVICES PERSONNEL

A. Types of Personnel

In order to provide the services set forth in the ACT, Benton School 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.

The elementary behavioral alternative classroom for the Benton School District is currently on the campus of Angie Grant Elementary.

NON-TRADITIONAL EDUCATION

FUSION ACADEMY (Grades K-12)

The Benton School District provides Fusion Academy, an alternative learning environment for students meeting the Arkansas Department of Education eligibility requirements. The purpose of the program is to prepare students by providing intervention services (academic and behavior) to address the barriers that contribute to success in school. Academic classes are provided by on-line courses offered by Arkansas Virtual High School through the Arkansas Department of Education. Students assigned to Fusion Academy will be expected to follow all rules and procedures established by staff and administration. Students attending Fusion Academy are not to be on any other school campus or any school sponsored event for any reason without permission. Exceptions can be made to allow a student to attend school functions if administrators from both Fusion Academy and the homeschool agree that such an exception is warranted.

HUB (Grades 9-12)

The HUB is a non-traditional learning environment for students in grades 9-12, that offers the possibility of flexible seat time for students who are eligible for Fusion Academy. Academic classes are provided by on-line courses offered by Arkansas Virtual High School through the Arkansas Department of Education. Students who attend the

HUB may also be eligible for JAGG, a class that promotes job/volunteer training aimed at preparing students for success after high school. Students who participate in the HUB and JAGG programs must be able to provide their own transportation to and from school and their job/volunteer site. Students who do not meet the expectations required for HUB students will be transitioned back to Fusion Academy. HUB students will be housed on the Benton High School Campus and will be required to follow all rules and procedures established by staff and administration at Benton High School.

XI. ADDITIONAL EDUCATIONAL SERVICES

Caldwell Elementary offers the following services on an as needed basis to qualifying students.

A. 504 Referral Plan

1. **Section 504 of the Rehabilitation Act of 1973 states that;
No otherwise qualified handicapped individual in the
United States...shall, solely by reason of ...handicap, be
excluded from participation in, be denied the benefits
of, or be subjected to discrimination under any
program or activity receiving federal financial
assistance.**

**Caldwell Elementary follows the 504 law as stated in order to place
children who need additional educational assistance.**

B. English Second Language

The goal of the Benton School District ESL instructional program is to emphasize the acquisition of English language skills while helping students acquire content area competencies and increase their self-confidence. Every attempt will be made not to pull students out of content-area instruction to provide ESL instruction, unless the ESL teacher is providing content instruction comparable to that of the content teacher. The instructional program provided will be based on the language proficiency levels, age levels, and prior schooling of the LEP students.

Elementary Program

ESL Elementary Programs (K-4) are offered to students at Ringgold Elementary and Angie Grant Elementary. They are especially designed for non-English speaking students. While enrolled in the ESL program, students needing special assistance receive daily instruction in English language development in the ESL classroom from a state endorsed ESL teacher. Students receive instruction in the regular classroom in the content areas, physical education, music, and art. They attend recess and lunch with their English-speaking peers. These students spend the majority of the day in their regular classrooms taught by teachers who have been trained to use the ESL methodology.

C. Gifted and Talented Program

Act 445 of 1983, the Quality of Education Act, established minimum standards for accreditation of public schools and authorized the State Board to appoint a committee to recommend regulations and minimum standards. The Standards and Accreditation of Arkansas Public Schools of 1984 included a provision that all districts must provide a program for gifted/talented students. The State Board of Education approved rules and regulations, known as Gifted and Talented Program Approval Standards, in 1987.

The Arkansas definition of Gifted and Talented students serves as a guide in providing services and opportunities for students identified as gifted and talented in Arkansas. This definition follows:

- Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.
- Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.
- A comprehensive identification plan for the Benton School District is based on the research and recommendations of experts in the field and the guidelines found in the Gifted and Talented Program Approval Standards.
- The purpose of identification is to find and serve those students who need special programs to develop their exceptional abilities.

D. Intensive Reading Intervention Kindergarten, First and Second Grade

Each student in K-2 is assessed (see attachment) to identify students for Reading Intervention. Students will be assessed at the beginning, middle, and end of the school year. Students that are below benchmark will be placed in Tier II or Tier III intervention. Tier II students will receive intervention in small group by the classroom teacher. Students in Tier III receive scientifically researched Orton-Gillingham-based intervention by the intervention team. Students in Tier III are progress monitored once a month.

Students in intervention are progress monitored every month to evaluate the student's progress and the effectiveness of the intervention.

All students in Tier III will have a letter sent home at semester letting parents know that they are receiving intervention.

Third Grade

Reading intervention at this level is based on teacher observation and assessments such as I Ready.

Fourth Grade

Reading intervention at this level is determined through PLC's. The administration, classroom teachers, and Literacy Specialist are currently looking at assessments and curriculum that can be used.

E. Dyslexia

Students that have been tested and display characteristics of Dyslexia may be placed in the Sonday Program. The Sonday Program is based on the Orton-Gillingham method. Students go through intensive intervention prior to being assessed for Dyslexia Therapy. The majority of students who are tested are not making adequate progress. Once the assessment is completed and if it reveals the student has characteristics of Dyslexia then they are offered the opportunity to have Dyslexia Therapy through the school.

Kindergarten District Required Assessments

Time Frame	Assessment	Responsible Party	Access Resource	Teacher Notes
Beginning of the Year	DIBELS Letter Name Fluency (LNF)	Intervention Team/Aides		
	***PAST Assessment	Classroom Teacher	Resource	If a student enters kindergarten reading conduct the PAST assessment to identify where to begin with small group instruction.
	Beginning Decoding Survey	Classroom Teacher	Link *Beginning Assessment Page 7	If a student enters kindergarten reading conduct the Beginning Decoding Survey to identify where to begin with small group instruction.
	iStation	Classroom Teacher		
	Letter ID Mastery PA with Fluency Word Awareness Syllable Awareness Initial Sound	Classroom Teacher	Heggerty Test will be linked	Administer week 9
Middle of the Year	DIBELS LNF PSF FSF NWF	Intervention Team/Aides		
	Arkansas Rapid Naming Screener	Intervention Team/Aides		
	KIDS (Word Journeys page 103)	Classroom Teacher		
	PAST Assessment	Classroom Teacher	Resource	Conduct levels D and E3 in January *If a student is progressing continue the assessment until a deficit is detected.
	Beginning Decoding Survey	Classroom Teacher	Link *Beginning	There are explicit instructions on how

			Assessment Page 7	to conduct the assessment in the link provided.
	Letter ID Mastery	Classroom Teacher	ESGI	Administer week 19
	iStation	Classroom Teacher		
End of the Year	***PAST Assessment	Classroom Teacher	Resource	<p>Conduct level F</p> <p>*If student is not fluent in levels D-E3 in the middle of the year start assessment at the deficit.</p> <p>*If a student is progressing continue the assessment until a deficit is detected.</p>
	iStation	Classroom Teacher		
	DIBELS LNF PSF NWF	Intervention Team/Aides		
	Letter ID	Classroom Teacher	ESGI	Only if not previously mastered

First Grade District Required Assessments

Time Frame	Assessment	Responsible Party	Access Resource	Teacher Notes
Beginning of the Year	DIBELS LNF PSF NWF LNF	Intervention Team/Aides		
	Arkansas Rapid Naming Screener	Intervention Team/Aides		
	OG Spelling Assessment	Classroom Teacher	District Grade Level Spelling Assessment	
	***PAST Assessment	Classroom Teacher	Resource	<p>This year we will conduct levels D-G. Conduct levels F-G</p> <p>*If student is not fluent in levels D-E3 begin the assessment where the deficit was detected.</p> <p>*If a student is progressing continue the assessment until a deficit is detected.</p>
	Beginning Decoding Survey	Classroom Teacher	Link *Beginning Assessment Page 7	There are explicit instructions on how to conduct the assessment in the link provided.
	iStation	Classroom Teacher		
Middle of the Year	DIBELS NWF ORF	Intervention Team/Aides		
	OG Spelling Assessment	Classroom Teacher	District Grade Level Spelling Assessment Current phoneme/grapheme chart Words Sounds	
		Classroom Teacher		<p>Conduct level H</p> <p>*If student is not</p>

	PAST Assessment		Resource	<p>fluent in levels D-G begin the assessment where the deficit was detected.</p> <p>*If a student is progressing continue the assessment until a deficit is detected.</p>
	Beginning Decoding Survey	Classroom Teacher	Link *Beginning Assessment Page 7	<p>*Use as needed to progress monitor specific students.</p> <p>*There are explicit instructions on how to conduct the assessment in the link provided.</p>
	iStation	Classroom Teacher		
End of the Year	DIBELS ORF	Intervention Team/Aides		
	Beginning Decoding Survey	Classroom Teacher	Link *Beginning Assessment Page 7	<p>*Use assessment to check progression of students.</p> <p>*There are explicit instructions on how to conduct the assessment in the link provided.</p>
	***PAST Assessment	Classroom Teacher	Resource	<p>Conduct level I</p> <p>*If student is not fluent in levels D-H begin the assessment where the deficit was detected.</p> <p>*If a student is progressing continue the assessment until a deficit is detected.</p>
	iStation	Classroom Teacher		
	OG Spelling Assessment	Classroom Teacher	District Grade Level Spelling Assessment Current phoneme/grapheme chart Teacher Recording Sheet	Administer week 34

Second Grade District Required Assessments

Time Frame	Assessment	Responsible Party	Access Resource	Teacher Notes
Beginning of the Year	DIBELS NWF LNF ORF	Intervention Team/Aides		
	Arkansas Rapid Naming Screener	Intervention Team/Aides		
	***PAST Assessment	Classroom Teacher	Resource	Conduct levels D-M (Entire Assessment)
	Beginning Decoding Survey	Classroom Teacher	Link *Beginning Assessment Page 7	*There are explicit instructions on how to conduct the assessment in the link provided.
	iStation	Classroom Teacher		
	District Level Spelling Assessment	Classroom Teacher	District Grade Level Spelling Assessment Teacher Recording Sheet	Administer Week 1 *Use beginning of the year list
	Sound Assessment for Phoneme Grapheme Chart	Classroom Teacher	Teacher Recording Sheet Teacher Instruction Guide	
Middle of the Year	PAST Assessment	Classroom Teacher	Resource	Conduct level H-J *If student is not fluent in levels D-G begin the assessment where the deficit was detected. *If a student is progressing continue the assessment until a deficit is detected.
	Advanced Decoding Survey	Classroom Teacher	Link *Advanced Assessment Page 11	*If a student shows deficits in the Beginning Decoding Survey administer beginning.
		Classroom Teacher	District Grade Level Spelling Assessment	

	District Level Spelling Assessment		Teacher Recording Sheet (usage is optional) Mid-Year Phoneme/Grapheme Chart	Administer Week 18 *Use middle of the year list
	iStation	Classroom Teacher		
End of the Year	DIBELS ORF	Intervention Team/Aides		
	***PAST Assessment	Classroom Teacher	Resource	Conduct level I *If student is not fluent in levels D-H begin the assessment where the deficit was detected. *If a student is progressing continue the assessment until a deficit is detected.
	iStation	Classroom Teacher		
	District Spelling Assessment	Classroom Teacher	District Grade Level Spelling Assessment Current phoneme/grapheme chart Teacher Recording sheet (optional usage)	Administer during week 34-36
	Advanced Decoding Survey		Link *Advanced Assessment Page 11	*If a student shows deficits in the Beginning Decoding Survey administer beginning. *There are explicit instructions on how to conduct the assessment in the link provided.

Third Grade District Required Assessments

Time Frame	Assessment	Responsible Party	Access Resource	Teacher Notes
Beginning of the Year	DSA (Developmental Spelling Analysis)	Classroom Teacher	Screening Inventory	
	iReady Diagnostic	Classroom Teacher	Documentation Resource *Make a copy of document for your own personal use. *Additional sheets created at the bottom if you have more than one group of students.	After completing this assessment you will need to record each students Lexile Reading level from the generated reports.
	Empowering Writers Pre Writing	Classroom Teacher	Link to Grade 3 Folder	-Prompts can be found on Week 2 of Quarter 1 Curriculum Maps -Rubrics can be found in Empowering Writers folder in Google Drive Grade 3 folder.
	PAST Assessment	Classroom Teacher	Resource	All third grade with deficits in reading conduct the PAST assessment to identify where to begin with small group instruction.
	Beginning Decoding Survey	Classroom Teacher	Link *Beginning Assessment Page 7	*Use assessment to check progression of students. *There are explicit instructions on how to conduct the assessment in the link provided.

	Advanced Decoding Survey		Link *Advanced Assessment Page 11	*If a student shows deficits in the Beginning Decoding Survey administer beginning. *There are explicit instructions on how to conduct the assessment in the link provided.
Middle of the Year	i Ready Diagnostic	Classroom Teacher	Documentation Resource *Make a copy of document for your own personal use. *Additional sheets created at the bottom if you have more than one group of students.	After completing this assessment you will need to record each students Lexile Reading level from the generated reports.
	Empowering Writers Post Assessment	Classroom Teacher	Link to Grade 3 Folder	-Only assess the Expository Writing Prompt and Rubric
End of the Year	DSA (Developmental Spelling Analysis)	Classroom Teacher		
	Empowering Writers Post Assessment	Classroom Teacher	Link to Grade 3 Folder	-Only assess the Narrative Writing Prompt and Rubric
	iReady Diagnostic	Classroom Teacher	Documentation Resource *Make a copy of document for your own personal use. *Additional sheets created at the bottom if you have more than one group of students.	After completing this assessment you will need to record each students Lexile Reading level from the generated reports.

Fourth Grade District Required Assessments

Time Frame	Assessment	Responsible Party	Access Resource	Teacher Notes
Beginning of the Year	DSA (Developmental Spelling Analysis)	Classroom Teacher	Screening Inventory	
	i Ready Diagnostic	Classroom Teacher	Documentation Resource *Make a copy of document for your own personal use. *Additional sheets created at the bottom if you have more than one group of students.	After completing this assessment you will need to record each students Lexile Reading level from the generated reports.
	Empowering Writers Pre Writing	Classroom Teacher	Link to Grade 4 Folder	-Prompts can be found on Week 1 of Quarter 1 Curriculum Maps -Rubrics can be found in 4th Grade

				Resources Empowering Writers folder in Google Drive Grade 4 folder.
	PAST Assessment	Classroom Teacher	<u>Resource</u>	If a student enters fourth grade with deficits in reading conduct the PAST assessment to identify where to begin with small group instruction.
	Beginning Decoding Survey *Ready Score: 48 words read→ If so, move to the Advanced Decoding Survey	Classroom Teacher	<u>Link</u> *Beginning Assessment Page 7	*Use assessment to check progression of students. *There are explicit instructions on how to conduct the assessment in the link provided.
	Advanced Decoding Survey *Ready Score: 26 words read		<u>Link</u> *Advanced Assessment Page 11	*If a student performs well in the Beginning Decoding Survey administer the Advanced Decoding Survey. *There are explicit instructions on how to conduct the assessment in the link provided.
Middle of the Year	i Ready Diagnostic	Classroom Teacher	<u>Documentation Resource</u> *Make a copy of document for your own personal use. *Additional sheets created at the bottom if you have more than one group of students.	After completing this assessment you will need to record each students Lexile Reading level from the generated reports.
	Empowering Writers Post Assessment	Classroom Teacher	<u>Link to Grade 4 Folder</u>	-Only assess the Narrative Writing Prompt and Rubric

End of the Year	DSA (Developmental Spelling Analysis)	Classroom Teacher		
	Empowering Writers Post Assessment	Classroom Teacher	Link to Grade 4 Folder	-Prompt can be found on your Quarter 1 Map -Only assess the Expository Writing Prompt and Rubric
	i Ready Diagnostic	Classroom Teacher	Documentation Resource *Make a copy of document for your own personal use. *Additional sheets created at the bottom if you have more than one group of students.	After completing this assessment you will need to record each students Lexile Reading level from the generated reports.

Other Additions Supporting the Student Services Plan



ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address preK–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

PURPOSE

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.

- g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- h. Provide effective, responsive interventions to address student needs.
- i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.
- j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

- a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.
- b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.
- c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
- d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.
- e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.
- g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
- h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - 1) Student identifies partner, or the partner is highly identifiable
 - 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
 - 3) Student refuses
 - 4) School counselor informs the student of the intent to notify the partner
 - 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
- j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
- k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.
- l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
- m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
- n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.
- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/emotional development opportunities for all students.
- c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
- d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
- e. Collect process, perception and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling program's goals and action plans are aligned with district's school improvement goals.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Plans

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness.
- b. Provide and advocate for individual students' preK–postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.

c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.

d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

- a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors

maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.

g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student.

h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.

b. Inform parent/guardian(s) of student participation in a small group.

c. Screen students for group membership.

d. Use data to measure member needs to establish well-defined expectations of group members.

e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.

f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.

g. Facilitate groups from the framework of evidence-based or research-based practices.

h. Practice within their competence level and develop professional competence through training and supervision.

i. Measure the outcomes of group participation (process, perception and outcome data).

j. Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

a. Safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors

continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.

b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.

c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.

d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.

b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.

c. Identify resources needed to optimize education.

- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

- a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.
- b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records

School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in meeting the criteria of sole-possession records.

- d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use 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.
- i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.14. Technical and Digital Citizenship

School counselors:

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/guardians as appropriate.

- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.
- c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/emotional domains that promote and enhance the learning process for all students.
- f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.
- g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.
- i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

B.2. Responsibilities to the School

School counselors:

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.
- d. Provide leadership to create systemic change to enhance the school.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
- f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
- g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or

damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.

h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.

i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.

k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.

l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.

m. Promote cultural competence to help create a safer more inclusive school environment.

n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.

o. Promote equity and access for all students through the use of community resources.

p. Use culturally inclusive language in all forms of communication.

q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.

r. Work responsibly to remedy work environments that do not reflect the profession's ethics.

s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.

b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.

c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.

d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and

Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.

e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.

f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.

g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.

h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.

i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.

j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.

k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.

l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.

m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

School counselor administrators/supervisors support school counselors in their charge by:

a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.

b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.
- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide:

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
 - State school counselor association
 - American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

F. ETHICAL DECISION MAKING

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

- a. Define the problem emotionally and intellectually
- b. Apply the ASCA Ethical Standards for School Counselors and the law
- c. Consider the students' chronological and developmental levels
- d. Consider the setting, parental rights and minors' rights
- e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- f. Determine potential courses of action and their consequences
- g. Evaluate the selected action
- h. Consult
- i. Implement the course of action

GLOSSARY OF TERMS

Advocate

a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

Assent

to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment

collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Boundaries

something that indicates or affixes an extent or limits.

Breach

disclosure of information given in private or confidential communication such as information given during counseling.

Competence

the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Confidentiality

the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest

a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent

permission, approval or agreement; compliance.

Consultation

a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

Conventional Parameters

general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity

a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

Data Dialogues

inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

Data Informed

accessing data; applying meaning to it and using data to have an impact on student success.

Developmental Level/Age

the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Disclosure

the act or an instance of exposure or revelation.

Diversity

the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socio-economic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship

a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy

the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minor

a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

Encryption

process of putting information into a coded form to control and limit access to authorized users.

Ethics

the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior

actions defined by standards of conduct for the profession.

Ethical Obligation

a standard or set of standards defining the course of action for the profession.

Ethical Rights

the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible

capable of being done, effected or accomplished.

Gender Expression

the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

Gender Identity

One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transsexual or transgender.

Harassment

the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent

assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention

to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Legal Mandates

a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights

those rights bestowed onto a person by a given legal system.

Mandatory Reporting

the legal requirement to report to authorities.

Minors

persons under the age of 18 years unless otherwise designated by statute or regulation.

Perception

A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

Peer Helper

peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

Peer Support

programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy

the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privileged Communication

conversation that takes places within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student.

Professional Development

the process of improving and increasing capabilities through access to education and training opportunities.

Relationship

a connection, association or involvement.

Risk Assessment

a systematic process of evaluating potential risks

School Counseling Supervisor

a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable

when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records

exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

Stakeholder

a person or group that shares an investment or interest in an endeavor.

Supervision

a collaborative relationship in which one person promotes and/or evaluates the development of another.

Title IX of the Education Amendments of 1972

a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Virtual/Distance Counseling

counseling by electronic means.

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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

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...

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

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.

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.

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 counselor to create positive change and facilitate the growth and development of the students served. The counselor acts 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 counselor utilizes 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 counselor should continue to provide ongoing assistance.

Specific group guidance sessions employed by the counselor 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 counselor 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 counselor 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.

COUNSELOR'S ROLE IN PARENTING EDUCATION

Children do not come equipped with instruction manuals. Most parenting skills are learned through trial and error. Elementary 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.

Discussion Groups are facilitated by counselors who are trained in group processes and are comfortable leading parent groups in discussions about topics of mutual interest and concern. 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.

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 counselor is to meet the guidance needs of all students. Some examples of counselor 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.