

The Student Services Plan (SSP) articulates the functions served by each service component of the plan. The SSP indicates development and implementation for providing services to **all** students in the public school system, including area vocational-technical schools. This plan ensures coordination of the various student services being offered to make maximum use of the contribution of each service.

The SSP 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).

Resources: Arkansas Public School Student Services Act (6-18-1001 through 6-18-1009)  
Arkansas Department of Education Rules & Regulations Governing  
"Public School Student Services"  
"Standards for Accreditation"



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## **I. GUIDANCE AND COUNSELING SERVICES**

### **A. The Role of School Counselors in Arkansas Public Schools**

School counselors help all pupils by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge base of the counselor are more effectively used if effort is directed in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

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

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

**Goal 1.** To assist students in the process of growing in personal, social, educational, and career development.

#### **OBJECTIVES:**

**PERSONAL DEVELOPMENT** – The counselor will assist students to: Establish and maintain a sense of personal worth and a positive self-image; Develop and cultivate appropriate emotional responses to life experiences; and Understand their roles and responsibilities in school, family, and community.

**SOCIAL DEVELOPMENT** – The counselor will assist students to Develop and maintain effective interpersonal skills; Understand the roles and responsibilities of others in school, family, and community; and Acquire a knowledge of and respect for individual differences in abilities, interest, attitudes, and background.

**EDUCATIONAL DEVELOPMENT** – The counselor will assist students to: Achieve at a level in keeping with their potential; Develop a sense of discovery about new knowledge; and Recognize their own academic strengths, weaknesses, and areas of need.

**CAREER DEVELOPMENT** – The counselor will assist students to: Discover the meaning of work and its relationship to the individual; Develop a positive attitude and a personal identity as a worker who contributes to self and to social needs; and Understand their own aptitudes and develop their own abilities as they pertain to the world of work.

**Goal 2.** To assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills.

**OBJECTIVES:** The counselor will assist students to: Develop strategies for exploring alternatives that allow students to successfully deal with problem

situations; and evaluate, select, and implement the appropriate solutions to problems.

**Goal 3.** To assist the school staff in its efforts to promote the developmental growth of students.

**OBJECTIVES:** The counselor will assist staff by: Promoting a positive learning atmosphere; Promoting an understanding of the role of school personnel in the guidance/counseling program; Enhancing their counseling skills through consultation and other staff development activities; and Encouraging the recognition and use of affective skills in the teaching-learning process.

**Goal 4.** To assist the family in its efforts to understand the developmental growth of children.

**OBJECTIVES:** The counselor will assist families by: Promoting effective communication among the parents, school staff, and children; and Enhancing parenting skills that will promote the positive personal, social, educational, and career development of children.

### **C. Principals of Comprehensive School Counseling Programs**

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

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

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/faculty, parents, school counselors, administrator, psychologist, and social worker. At the core of this team are qualified school counselors, who



counsel students and parents and work as consultants to (and collaborates with) all team members.

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

Counseling is a process in which a trained professional forms a trusting relationship with a person who needs assistance. This relationship focuses on personal meaning of experiences, feelings, behaviors, alternatives, consequences, and goals. Counseling provides a unique opportunity for individuals to explore and express their ideas and feelings in a non-evaluative, non-threatening environment.

#### **D. School Counselors Are Involved in the Following Service Areas:**

##### **1. Individual and Small Group Counseling**

In many situations, counselors work 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.

Group counseling has become an invaluable part of most school counselors' work. Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students, making the most efficient use of the professionals' time.

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 psychologists, school administrators, or themselves.

##### **2. Orientation Programs**

Orientation is a process for students, teachers, and parents to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make affective transition adjustments from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students



enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

### **3. Academic Advisement for Class Selection**

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

### **4. Consultation Services and Appropriate Referrals**

Consultation in school counseling programs focuses on the total learning environment of the school (Myrick, 1987). Teachers use counselors as a resource, seeking consultation on specific student's problems and on general issues such as addressing the needs of culturally diverse students in the classroom. Many teachers can benefit from a counselor's assistance in developing new ways of responding and relating to students.

A major part of the counselor's role is to collaborate with teachers and parents, not to criticize them. In fact, counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

Counselors work 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).

Counselors establish and maintain close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication.

Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need may 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.

## **5. Utilization of Student Records**

Counselors should be 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.

## **6. Interpretation & Dissemination of Test Results**

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. They interpret standardized test results for parents, faculty, and students; relate the results to strengths and limitations in the school's curriculum; and assist in planning and implementing changes in the curriculum and school's procedures.

Counselors use a variety of assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

## **7. Follow-Up of Early School Drop-outs and Graduates**

The follow-up on graduates are completed by two different programs of Lake Hamilton high School. The High Schools That Work Program surveys the seniors one year after graduation using the HSTW NAEP Survey. The Lake Hamilton Career and Tech Department completes a survey of senior career and tech completers in the fall after graduation. The career and tech survey is used as data for the Arkansas Career Education Department and the High Schools That Work survey is used for data by the Southern Regional Educational Board.

The follow-up on early school drop-outs has been a part of the drop prevention coordinator's duties. This position has become more of an intervention program to prevent early drop-outs. The drop prevention coordinator works closely with the county court system and Lake Hamilton New Horizons School.

## **8. Working with Parents & Parental Involvement**

Many school counselors offer parenting classes that focus on providing adults with valuable techniques for helping their children meet their academic, personal, and social potential. Counselors also conduct workshops 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. Many counselors put out newsletters letting parents know what is happening over holiday breaks and giving tips on ways to improve study habits.

Counselors also encourage parents to participate in volunteer opportunities within the school setting.



## **9. Informational Resources for Educational and Vocational Decision Making**

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 and decision-making and problem-solving skills—all of which can increase a student's future effectiveness in the workplace.

Guidance and general classroom activities can 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 discussion, perhaps, the building of a new airport, students can learn about the interdependence of jobs that are needed to accomplish the goal.

At the secondary level:

1. 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.
2. Provide materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment.
3. Work with individual students on post-secondary educational and work alternatives to become informed about educational/work alternatives.
4. 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.
5. Counsel with students displaying a lack of interpersonal skills to develop the interpersonal skills necessary for harmony in the workplace.
6. Make employment opportunities, college choices, and career planning materials available for students' use to become informed about up-to-date employment and college opportunities.
7. 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.
8. Work with individual students to discuss occupational, college, or vocational interests to understand lifestyle preferences and relate them to occupational, college, or vocational interests.

## **10. Advising Students on Availability of Vocational, Alternative Programs and Workforce Opportunities**

The most effective career development program is systemic, developmental, accessible to all learners and embedded in the curriculum as a part of the whole process by

educating a student for the larger thing called life. Career development is an on-going lifelong process and its challenges must be addressed beginning in elementary and continuing through secondary school. A quality career development program can increase academic achievement, help students develop personal qualities for future roles, manage school and career transitions, and make sound decisions in educational and career planning.

The career program will be developed around group activities with the opportunity for all students to participate in individual sessions with a career specialist, counselor, student advisor or school prevention drop-out coordinator on an as-needed basis.

The career education program will require coordination to ensure that all students have access to a comprehensive program and to avoid duplication of curriculum content at different year levels.

The comprehensive career education program consists of the following broad components:

1. Self-awareness: students will identify their personal attributes.
2. Opportunity awareness: activities will involve students in investigating, exploring and experiencing the world of work.
3. Decision learning: students will learn how to make decisions
4. Transition learning: students will learn about the awareness and skills they need to cope with new situations, both desired and undesired.

The Major Goals for All Students:

Goal 1: Students will understand the relationship among personal qualities, education and training, and the world of work.

- A. Explore career interest and related occupations
- B. Explore non-traditional career choices
- C. Explore personal skills and talents

Goal 2: Students will explore careers and the connection of school to work.

- A. Identify career clusters
- B. Identify resources for career planning
- C. Explain the relationship of school success to future careers

Goal 3: Students will understand and appreciate self.

- A. Distinguish between appropriate and inappropriate behaviors.
- B. Demonstrate positive personal characteristics.
- C. Identify and use of effective communication.

Goal 4: Students will acquire knowledge, skills and attitudes that contribute to learning in school and in the world of work.

- A. Recognize how study and attitude influence learning achievement.
- B. Develop skills to work in teams and as an individual.
- C. Demonstrate decision making and goal-setting skills.



Goal 5: Students will understand the relationship of academics to achieve school success and the world of work.

- A. Locate and use available academic resources and information.
- B. Apply effective study skills for different types of learning and testing situations.
- C. Develop an academic and career plan to be reviewed each year.
- D. Participate in extra-curricular and community opportunities to enhance school learning experience.

Goal 6: Students will understand the relationship among personal qualities, education and training, and the world of work.

- A. Explain how responsibility, attendance and punctuality in school relate to the world of work.
- B. Identify aptitudes, interests and strengths through career assessments.
- C. Identify a variety of traditional and non-traditional careers.

Goal 7: Students will explore careers and the connection of school to work.

- A. Identify the education, career resources and training opportunities needed to achieve career goals.
- B. Explore career choices and career clusters to develop realistic career goals.

To implement the career program, prioritize student needs and establish activities that will help students to answer the following questions:

- A. Who am I?
- B. Where am I going?
- C. How am I going to get there?

To ensure the success of the students and the program, make sure the program is carefully planned, based on the needs assessment information and the program goals, and have clearly stated comprehensive and development learning goals, student standards and career guidance strategies.

## **11. Coordination of TABE and GED Testing**

Lake Hamilton's TABE & GED Testing is conducted through Lake Hamilton's New Horizon School or through National Park Community College's Adult Center. Principals must release a student under the age of 18 to enter into the GED program.

## **12. Classroom Guidance**

A comprehensive 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.

School counselors take the lead in the development and organization of the guidance activities, however, this requires the support and assistance of teachers/faculty, parents, and administrators. Counselors can train teachers to conduct many activities during their classes. Other guidance procedures may be delivered most effectively by other team members. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced. For example, after a work-related guidance activity, parents can discuss the personal satisfaction they experience from their work and leisure time. After the class field trip to a local factory, small groups of students can analyze different parts of the production process as well as write and discuss the experience.

### **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 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 academic, personal, social and career development. Counselors can train teachers to conduct and continue many of these activities during their classes to assist in development of the whole student. School counselors take the lead in the development and organization of guidance activities; however, this requires the support and assistance of teachers, parents and administrators.

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 May 15, 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.



### 13. Relationship Between Classroom Performance and School Success

Using student and school site data to monitor student progress ensures all students receive what they need to achieve school success. School counselors are proficient in the collection, analysis and interpretation of student achievement and related data. School counselors monitor student progress through three types of data: student-achievement data, achievement-related data and standards-related data.

Student achievement data: measure students' academic progress. Student achievement data might include:

- \*Standardized test data
- \*Grade point averages
- \*SAT and ACT scores
- \*Graduation rate
- \*Passing all classes
- \*Promotion and retention rates
- \*Completion of specific academic programs (i.e. honors, college prep, etc)

Achievement related data: measure those fields the literature has shown to be correlated to academic achievement. These data fields might include:

- \*Course enrollment patterns
- \*Discipline referrals
- \*Suspension and expulsion rates
- \*Alcohol, tobacco and other drug violations
- \*Attendance rates
- \*Parent or guardian involvement
- \*Participation in extracurricular activities

Disaggregate data: To ensure every student achieves high academic standards and masters the National Standards, it is important to not just look at aggregate or global data from the entire student body but to also disaggregate the data. To disaggregate data, school counselors separate data by variables to see if there are any groups of student who may not be doing as well as others.

Although there are many variables by which data may be disaggregated, the common fields include:

- \*Gender
- \*Ethnicity
- \*Socio-economic status (free and reduced lunch)
- \*Vocational (vocational program track)
- \*Language spoken at home
- \*Special Education
- \*Grade level
- \*Teacher(s)

School counseling programs produce measurable outcomes in student development, specifically academic, career and personal/social development. While counseling programs collaborate with other school staff to affect school-wide outcomes (i.e. school climate, grades, attendance, tardiness, school violence, graduation rates, college going rates...) programs should be held accountable to the areas for which they are directly

involved. ASCA's role statement recommends that school counselors spend 70% of their time providing direct service to students, promoting and enhancing student development. Consequently, accountability must be conducted efficiently and effectively.

**14. Providing 75% of Work Time to Students in Direct Counseling Services Each Week**

Some activities: Individual Personal and Social Counseling; Individual Academic Guidance and Counseling; Individual Career Education Guidance & Counseling; Vocational Decision Making (Secondary Level); Orientation; Consultation with Students; Class Selection/Academic Advisement; Interpretation of State-Mandated Tests; Serving Students at Risk; Alternative Program Involvement; Review Records and Files while Assisting Students; Follow-up of Early School Dropouts; Follow-up of Graduates; Small Group Counseling Session; Small Group Orientation Sessions; Classroom Guidance Sessions; Students in Crisis Situations through Group Counseling; and others.

**15. Providing No More Than 25% of Work Time to Administrative Guidance Activities Each Week**

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 for Parents; Test Interpretation for Faculty; Test Interpretation for School Community; Update Guidance Records for Counselor's Utilization; Organizing Information; Collecting Resources for Guidance/Counseling/Career Education; Coordination of Guidance/School Counseling Program; School Suicide/Crisis Planning; and others.