

STUDENT SERVICES PROGRAM

Arkansas Department of Education

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RESPONSE TO ARKANSAS SCHOOL LAWS
ANNOTATED CODES 6-18-1001 THRU 6-18-1009

“WORKING DOCUMENT IN PROGRESS”
January 2006

**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.

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BIBLIOGRAPHY

OTHER ADDITIONS:

- [1] American School Counseling Association Ethical Standards for School Counselors
- [2] Benefits of School Counseling Programs – Based on American School Counseling Association’s National Model
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“Arkansas School Counselors challenge all students to learn to their maximum potential”

I. GOVERNING LAW, RULES & ACCREDITATION

A. FOUNDATION OF ARKANSAS SCHOOL COUNSELING PROGRAMS

- 1. Beliefs and Philosophy – set of principles guiding the program development, implementation and evaluation. All personnel involved in managing and implementing the program should reach agreement on each belief or guiding principle.
 - a. Outlining beliefs will provide a set of guiding principles that provide the foundation for the development, implementation and evaluation of the school counseling program
 - (1.) Indicates an agreed upon belief system about the ability of every student to achieve
 - (2.) Identifies who benefits from a comprehensive school counseling program
 - (3.) Addresses every student’s right to a school counseling program

- (4.) Focus is on 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 evaluated
- (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.

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 from Standards for Accreditation

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.

16.01 A. 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

- (6) Behavior modification; and
- (7) Career and academic counseling.

(c)(1) Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments.

(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 by establishing academic goals in elementary, middle, and high school;
- (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 criterion-referenced and norm-reference testing and dissemination of results to the school, students, parents, and 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 academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities; and alternative programs that could provide successful high school completion and postsecondary opportunities for students;
- (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;
- (L) Classroom guidance which shall be limited to thirty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and
- (M) Guidance in understanding the relationship between classroom

- performance and success in school;
- (2) Psychological services, which shall include, but are not limited to, the following:
 - (A) Evaluation of students with learning or adjustment problems;
 - (B) Evaluation of students in exceptional child education programs;
 - (C) Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;
 - (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) Career services, which shall include, but are not limited to, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;
 - (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 Arkansas Youth Suicide Prevention Task Force.

(b) School counselors shall spend at least seventy-five percent (75%) of work time each week providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each week to administrative activities provided that the activities relate to the provision of guidance services. History. Acts 1991, No. 908, §§ 3, 6; 1997, No. 1275, § 2; 1999, No. 1565, § 1.

6-18-1006. Occupational and placement specialist.

(a) The occupational and placement specialist shall serve as 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.

6-18-1009. Career development.

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

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

History. Act 1949.

D. Arkansas Department of Education Rules

GOVERNING PUBLIC SCHOOL STUDENT SERVICES

Revised September 1999

1.00 REGULATORY AUTHORITY

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

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

2.00 PURPOSE

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

2.02 The further purposes of these regulations are to:

2.02.1 Establish criteria for development of student services plans.

2.02.2 Identify alternative student services personnel who may be used to provide student services.

2.02.3 Establish minimum standards for student services personnel.

3.00 DEFINITIONS

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

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

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

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

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

8.03 Each school counselor serving students in buildings housing students in grades 8 through 12 shall provide a career planning process for each student. During the five-year process, documentation of the information provided must be maintained as to whether the information was discussed with the student in individual or group settings. Each counselor is to develop a form to document these activities which can be a form used district-wide. A copy of the form and a statement of how services were provided must be submitted to the Department of Education as part of the annual report required in 8.01.

9.00 MONITORING OF SERVICES

9.01 Regular monitoring activities of the Student Services Plan for each school building site shall occur annually when the Department of Education's

Standards Assurance Unit directly monitors schools, when the School Improvement Planning Unit directly assists schools in the Arkansas Consolidated School Improvement Planning process, and when the guidance specialist monitors individual schools on an as needed basis.

9.02 The superintendent of each school district shall certify annually that each school within the district has a Student Services Plan and a guidance program which implements the Plan in order to meet the requirements of ADE 096 – 4 the *Standards for Accreditation of Arkansas Public Schools* and the Public School Student Services Act, Ark. Code Ann. §§ 6-18-1001 through 6-18-1008 (Repl. 1993) (Supp. 1997) [as amended].

9.03 Pursuant to the Arkansas Department of Education’s Rules and Regulations Governing the Probationary Status and Accreditation of Public Schools, a school determined to be in noncompliance with the Public School Student Services Act will be placed in probationary status for lack of a guidance program which involves the implementation of the Student Services Plan. Such status will extend to the first day of the next academic semester.

E. Student Services Annual May Report Sample

**ARKANSAS DEPARTMENT OF EDUCATION
STUDENT SERVICES ANNUAL REPORT**

Due May 15, 2006

Return to J. B. Robertson, Guidance/School Counseling Supervisor

This 2005-2006 Annual Student Services Report will reflect the days when students were present at school.

Each school counselor is to complete an individual report for each school served to reflect the manner in which time has been spent during the school year to implement the Student Services Plans for each school. This will reflect any combined services provided at each building-based school site in the school district.

The report will be returned for corrections if not completed for and by each school counselor for each school served.

Name of School for this Report: _____

Address: _____

City: _____ Zip: _____

School Counselor's Name: _____

Telephone Number: _____ E-mail Address: _____

Length of School Counselor's Contract in Months: _____

Total Number of Students and Grades in this School: _____

School District: _____ County: _____

Grades Served by School Counselor in this school: _____

Number of Students Served by School Counselor in this school: _____

Names and Position Titles of Others Implementing the Student Services Plan for this school: _____

This Student Services Annual Report Completed by:

School Counselor's Signature: _____ Date: _____

ARKANSAS DEPARTMENT OF EDUCATION
STUDENT SERVICES REPORTING
School Year 2005-2006

This section of the annual report reflects the percentage of time school counselors have spent in serving students. For the 2005-2006 school year, estimate the percentage amount of time that has been spent in each area listed below and indicate at end of this section.

A. DIRECT COUNSELING

(Circle Answer for this Section)

- | | | |
|-----|----|--|
| YES | NO | 1. Individual Personal and Social Counseling |
| YES | NO | 2. Individual Academic Guidance & Counseling |
| YES | NO | 3. Individual Career Education Guidance & Counseling |
| YES | NO | 4. Using established academic goals during academic advisement |
| YES | NO | 5. Orientation Activities |
| YES | NO | 6. Consultation with Students |
| YES | NO | 7. Class Selection/Academic Advisement |

- YES NO 8. Interpretation of State-Mandated Tests
- YES NO 9. Serving Students at Risk
- YES NO 10. Serving Alternative Learning Environment Students
- YES NO 11. Review Records and Files while Assisting Students
- YES NO 12. Follow-up of Early School Dropouts
- YES NO 13. Follow-up of Graduates
- YES NO 14. Small Group Counseling Sessions
- YES NO 15. Small Group Orientation Sessions
- YES NO 16. Classroom Guidance Sessions
- YES NO 17. Group Counseling with Students in Crisis Situations

(List Others)

_____ % **List estimated percentage of counselor's time spent providing direct counseling services for items 1 - 17 and those items added.**

B. ADMINISTRATIVE ACTIVITIES

(Circle Answer for this Section)

- YES NO 18. Consultation Services with Parents
- YES NO 19. Consultation Services with School Personnel
- YES NO 20. Consultation Services with Outside Agencies
- YES NO 21. Reporting Abuse of Students
- YES NO 22. Making Appropriate Referrals for Services
- YES NO 23. Test Interpretation for Students
- YES NO 24. Test Interpretation for Parents
- YES NO 25. Test Interpretation for Faculty
- YES NO 26. Test Interpretation for School Community
- YES NO 27. Update Guidance Records for Counselor's Utilization
- YES NO 28. Organizing Information and Planning
- YES NO 29. Collecting Resources and Materials for Guidance/Counseling/Career Education
- YES NO 30. Coordination of Guidance/School Counseling Program
- YES NO 31. School Suicide Prevention and Crisis Planning

YES NO 32. Providing Information for Test for Adult Basic Education (TABE) or General Educational Development (GED) Pre-test

(List Others)

(List Non-Guidance Functions)

_____ % List the estimated percentage of counselor's time spent providing administrative services for items 18 - 32 and those items added.

C. GENERAL INFORMATION

(Circle Answer for this Section)

YES NO 33. A building-based Student Services Program (SSP) has been written for this school building.

YES NO 34. A building-based SSP is updated each school year.

YES NO 35. The school counselor provides classroom guidance which is limited to thirty (30) minute class sessions not exceeding three (3) per day or ten (10) per week.

YES NO 36. The school counselor provides classroom guidance for one classroom at a time and not doubled-up classes (two classes combined).

- YES NO 37. The school counselor does (yes) or does not (no) administer the TABE or the GED.
- YES NO 38. Psychological Services are being offered as identified within the law.
- YES NO 39. Occupational Services are being offered as identified within the law.
- YES NO 40. Health Services are being coordinated by a nurse.
- YES NO 41. Conflict Resolution Services for students have been made available.
- YES NO 42. A school-initiated system of parental involvement has been developed and is being used.
- YES NO 43. A School Crisis Team has been identified and a crisis planning process/plan has been put into action.

The district has available alternative methods of classroom management such as:

- YES NO 44. Behavioral Contracting
- YES NO 45. Dispute Resolution
- YES NO 46. Classroom Meetings
- YES NO 47. Logical Consequences
- YES NO 48. Assertive Discipline
- YES NO 49. Behavior Modification
- YES NO 50. There is a district-level tracking system for school dropouts that includes an exit interview and follow-up.
- YES NO 51. The school counselor is a trained and certified person with appropriate credentials.
- YES NO 52. A private telephone line is provided to the guidance/counseling complex for conducting confidential

telephone conferences.

- YES NO 53. The school counselor provides data analysis to assist in the school improvement process for developing interventions and for assisting students who fail to reach proficiency on state-mandated assessments.
- YES NO 54. The district provides a liaison between the home and school by making home visits and referring students for assistance.
- YES NO 55. The district has a policy and programs designed to prevent bullying.

D. CAREER PLANNING PROCESS

Each school counselor serving students in buildings housing students in **grades 8 through 12** shall provide a career planning form 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 this annual report.**

Also, all school counselors serving students in buildings housing students in **grades K through 12** shall provide a career planning process for each student to include career awareness, employment readiness, career information and the knowledge and skill necessary to achieve career goals.

Career information was discussed with student(s) in:

- YES NO 56. Individual setting
- YES NO 57. Group setting

*For **grades 8 through 12**, a sample of the folder/form used in the career planning process or **grades K-7** a listing of activities or folder with documentation is:*

- YES NO 58. Attached as part of this annual report
- YES NO 59. Not Attached (Must submit a statement explaining)

E. ATTACHMENTS: Please attach additional comments concerning training needs, strengths of the Student Services Plan, programs at school not reflected in this report, non-guidance functions or other concerns in serving students.

- YES NO 60. Additional comments are attached.

STATEMENT OF COMPLIANCE

In accordance with Ark. Code Ann. 6-18-1001 through 6-18-1008 (Repl. 1999),

_____ School in

_____ School District has an established and written building-based Student Services Plan, and this school is in substantial compliance with each of the areas as listed within the statutes listed above.

School Counselor's Signature _____ Date _____

School Principal's Signature _____ Date _____

STATEMENT OF ASSURANCE

I _____, Superintendent of the _____ School

District, do hereby certify that the _____ School has a Student Services Plan and a guidance program which implements the Plan in order to meet the requirements of 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. 1999).

Superintendent's Signature: _____ **Date:** _____

This Annual Student Services Report should be completed and returned by May 15, 2006 to: J. B. Robertson, Supervisor

Guidance/School Counseling/Career Education

Arkansas Department of Education

#4 State Capitol Mall, Room 202-B

Little Rock, AR 72201

II. GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES

A. Role of School Counselors in Arkansas Public Schools

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

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

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

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

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

Domain: ACADEMIC DEVELOPMENT

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

Goal: A1. Improve Academic Self-concept

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

Goal: A2. Acquire Skills for Improving Learning

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

Goal: A3. Achieve School Success

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

Standard B: Students will complete school with the academic preparation essential to choose

from a wide range of substantial post-secondary options, including college.

Goal: B1. Improve Learning

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

Goal: B2. Plan to Achieve Goals

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

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

Goal: C1. Relate School to Life Experiences

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

Domain: CAREER DEVELOPMENT

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

Goal: A1. Develop Career Awareness

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

Goal: A2. Develop Employment Readiness

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

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

Goal: B1. Acquire Career Information

Indicators: Apply decision-making skills to career planning, course selection and career transition; identify personal skills, interests and abilities and relate them to current career choice; demonstrate knowledge of the career-planning process; know the various ways in which occupations can be classified; use research and information resources to obtain career information; learn to use the Internet to access career-planning information; describe traditional and nontraditional career choices and how they relate to career choice; understand how changing economic and societal needs; influence employment trends and future training.

Goal: B2. Identify Career Goals

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

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

Goal: C1. Acquire Knowledge to Achieve Career Goals

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

Goal: C2. Apply Skills to Achieve Career Goals

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

Domain: PERSONAL/SOCIAL

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

Goal: A1. Acquire Self-knowledge

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

Goal: A2. Acquire Interpersonal Skills

Indicators: Recognize that everyone has rights and responsibilities; respect alternative points of view; recognize, accept, respect and appreciate individual differences; recognize, accept and appreciate ethnic and cultural diversity; recognize and respect differences in various family configurations; use effective communications skills; know that communication involves speaking, listening and nonverbal behavior; learn how to make and keep friends.

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

Goal: B1. Self-knowledge Application

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

Standard C: Students will understand safety and survival skills.

Goal: C1. Acquire Personal Safety Skills

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

C. Principles of Comprehensive School Counseling Programs

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

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

D. SCHOOL COUNSELORS ARE INVOLVED IN THE FOLLOWING SERVICE AREAS:

1. 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.

2. 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.

3. CONSULTATION

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).

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).

Coordinate the use of school and community resources in collaboration with other team members; Assist 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; Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated; Plan, Coordinate, and Evaluate the guidance program's effectiveness; and Coordinate the school's testing program, which usually includes interpreting test results to parents, students, and school personnel.

5. 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.

6. PEER FACILITATION

Students often share their problems with peers rather than adults. Counselors provide structured opportunities for students to serve as peer helpers. The power of peer influence cannot be minimized and, in fact, should be capitalized upon. Peer helpers can be selected by school staff and trained by professional counselors in communication and basic counseling skills through a carefully planned program. Counselors are responsible for budgeting adequate time for meeting with the peer helpers on a weekly basis for continued training, supervision, support, and personal growth. Counselors continually monitor and evaluate the training and impact of the peer facilitation program.

Peer facilitators talk with other students about their personal problems and refer them to counselors or other adults for help. They are trained to work well with group settings,

teaching basic communication skills to other students and helping facilitate guidance discussions. In addition, peer facilitators tutor students in academic areas, serve as readers for nonreaders, and assist in special education classes. They are effective in greeting new students and their parents during orientation programs. Overall, recent research shows that both peer facilitators and the students they are matched with benefit from the relationship.

7. MAKING APPROPRIATE REFERRALS

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.

8. INTERPRETATION OF TESTING & DISSEMINATION

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.

9. SPECIALIZED POPULATIONS AND NEEDS

Working with students from culturally diverse populations and students with disabilities requires special attention. Counselors' activities can promote; Students' and school personnel's acceptance of differences; Policies, procedures, and behaviors that reflect freedom from stereotypes; Examination of schools' testing 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 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.

11. 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.

12. 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 individual student reach their potential.

13. ACTIVITIES USING 75% 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; 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.

14. ACTIVITIES USING 25% 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 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.

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 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 postsecondary 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.

F. STATE GOALS FOR CAREER EDUCATION **Developed by the AR Advisory Council for Career Education**

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

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

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

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

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

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

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

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

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

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

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

appraise own interests and capabilities.

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

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

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

Goal 8. Students will improve understanding of economic factors influencing career opportunity. Students will demonstrate understanding of how various economic conditions affect a person and how a person interacts in the economy.

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

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

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

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

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

G. GUIDANCE & SCHOOL COUNSELING FACILITIES

Facilities required for a school guidance program are functions of: student 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 a private telephone line 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.

H. STUDENT SERVICES NEEDS ASSESSMENT SAMPLES

1. STUDENT SERVICES NEEDS ASSESSMENT STUDENT QUESTIONNAIRE

DISCIPLINE

- a. School leaders maintain good discipline at my school.
- b. My teachers use a variety of methods for dealing with classroom disruptions.
- c. School rules are explained and each student receives a student handbook.
- d. My school promotes positive communication and understanding among individuals of different cultures and/or races.
- e. Teachers, counselors, and administrators help me to be more responsible for my actions/behavior.
- f. There is a faculty member I feel comfortable going to if I have problems with other students.
- g. My school has a conflict resolution program.

HEALTH

- h. Adequate health services are available to me at school.
- i. I know the appropriate person to go to when I am ill at school.
- j. I know an adult to consult at school if I feel that I might harm myself, others, or know of someone who might.

TESTING

- k. The purpose and use of standardized tests are explained to me.
- l. The school provides supervision of standardized testing.
- m. Results of the standardized tests are shared with me and explained.
- n. When individual psychological testing occurs, the results are explained to the student.
- o. I am informed when standardized tests will be given.

PLACEMENT

- p. An orientation program is provided for all students.
- q. Course selection information and placement procedures are discussed with students.

- r. Student records and files are utilized in academic placement.
- s. Occupational information related to future educational goals and/or vocational planning is provided for the student.
- t. Adjustments in scheduling are made for students identified with special needs and abilities.

COUNSELING

- u. A counselor is available upon my request.
- v. I feel comfortable discussing personal or academic concerns with my counselor.
- w. Students are aware of services provided through the counseling office.
- x. Small group counseling or support groups are provided to fit my needs.
- y. Most school personnel make me feel good about myself.

2. PUPIL SERVICES NEEDS ASSESSMENT PARENT QUESTIONNAIRE

- a. School personnel maintain discipline.
- b. The school staff works with students to encourage proper behavior.
- c. Teachers use a variety of methods of classroom management to improve the school climate.
- d. Students are provided copies of the classroom management guidelines to improve the school climate.
- e. Behavior contracts are utilized by the school to modify student behavior, attitudes, and actions.
- f. The student is familiarized with the school environment upon entering.
- g. Parents are informed of orientation programs for students.
- h. Course selection information and placement procedures are shared with parents.
- i. Counselor helps students with course selection, vocational placement, and/or college information.
- j. A conference with the school counselor is easily arranged.
- k. Student files and records are used by school personnel to assist the parent.
- l. Occupational information related to future educational or vocational goal is provided for the student.
- m. School personnel assist in the identification of students with special aptitudes, abilities, and skills.
- n. The school has personnel equipped to deal with teen suicide and related issues.
- o. Health screening and follow-up services are provided for students.
- p. The school provides emergency medical assistance for students with minor health problems.
- q. Psychological evaluation services are provided for students with learning or adjustment problems.
- r. The school follows written policies, which assure ethical procedures in psychological activities.
- s. Special education personnel consult and/or counsel with parents of children receiving special education services.
- t. The school utilizes a system for identifying students with learning problems and/or

other factors, which could affect the child's educational performance.

- u. Standardized test results sent home to parents are easily understood.
- v. Information about alternative programs for potential school dropouts is provided for students.
- w. Standardized test results sent home to parents are easily understood.
- x. Information about alternative programs for potential school dropouts is provided for students.
- y. Students leaving the school have an exit interview with the counselor.
- z. The school provides a caseworker to assist in problems of attendance, behavior, adjustment, and/or learning.
- aa. School personnel make home visits to build bridges of communication between the home and the school.
- bb. Parents are given the opportunity for involvement in a variety of school activities (tutoring, volunteer programs, school committees, PTO/PTA, etc.).
- cc. Names of referral agencies of psychological services are available for parents when needed.
- dd. The school provides opportunities for parents to comment on the service provided for students.
- ee. Students are instructed in methods to reduce group and individual conflicts.
- ff. Programs are offered by the school to promote positive communication and understanding among individuals of different cultures and races.
- gg. Small group counseling sessions or support groups are available for students with problems.
- hh. The curriculum offerings in the school are relevant to the needs of the individual student.
- ii. Occupational placement assistance is provided to students by teachers, cooperative program sponsors, and/or the school counselors. (High schools only)

3. PUPIL SERVICES NEEDS ASSESSMENT FACULTY QUESTIONNAIRE

- a. The school provides orientation programs for all students.
- b. Teachers are informed of course selection information and placement procedures.
- c. Student files and records are available to teachers.
- d. Health screening and follow-up procedures are provided for students.
- e. A crisis management plan is in place at my school with proper training and instructions on how to handle emergency situations.
- f. Diverse classroom management methods are utilized in my school.
- g. When infractions of school rules take place, they are quickly addressed and feedback is provided.
- h. Faculty members are included in consultation and counseling of students.
- i. Faculty members have resources available to refer students for consultation and counseling.
- j. A referral procedure exists for placement of exceptional children.
- k. Individual Education Plans (IEP) are made available to teachers.

- l. School personnel are made knowledgeable about the psychological services available to students.
- m. Results of psychological testing are clearly explained to me.
- n. School personnel are made aware of the counseling department's program through in-services and faculty meetings.
- o. Counselors work closely with each department to ensure that students are appropriately placed in classes.
- p. Counselors help students select courses, vocational programs, colleges, or careers.
- q. Counseling is conducted with students about academic and personal concerns.
- r. Occupational information related to future educational goals and/or vocational planning is provided for the students.
- s. The counselors provide support groups to meet students' needs.
- t. Counseling referrals are attended to in a timely manner.
- u. Standardized testing is organized effectively and supervised closely in my school.
- v. I utilize test results to better meet the needs of my students.
- w. Counseling services provided in my school are adequate.
- x. Student health services supplied by the school are adequate.
- y. Parents are encouraged to actively participate in the total school program.

4. PUPIL SERVICES ASSESSMENT REFERRAL AGENCY QUESTIONNAIRE

At the school district level, we are trying to assess our interactions with outside agencies, which provide services for our students. Would you please respond to the questions, which are applicable to your agency? Any comments you might add would be appreciated.

- a. The school staff responds to requests from your agency in a professional manner.
- b. School records are utilized to benefit the student.
- c. The school has written policies which assure ethical procedures are followed during the referral process.
- d. Information is provided by the school when behavior, attendance, or academic performance changes for the student utilizing your agency is recognized.
- e. The school makes the parent (s) feel a part of the referral process.
- f. Course selection information and course placement procedures are shared with the referral process.
- g. School counselors are accessible to agency personnel.
- h. A system of identification of learning problems and other factors contributing to educational failure takes place prior to referral.
- i. The district social worker, home-school consultant, or school counselor visits the agency to assist with the referral, if needed.
- j. When educational and supportive programs, workshops, and seminars are offered to parents and/or students in the areas of expertise of your agency, personnel from your agency are asked to assist.
- k. Students are provided follow-up care by the school when they return to the school setting.
- l. Parents are referred to the appropriate agencies when in need of assistance.

- m. Information provided to the referral agency by the school is helpful.
- n. Agency requests directed to the school are dealt with in a timely manner.
- o. The school is aware of your agency as a resource for students and/or parents.
- p. The school has adequate means to identify early the learning potential of the students and other factors which may affect the child's educational performance.
- q. Ethical procedures are used in regard to confidential psychological materials.
- r. Comments:

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 assure **ethical procedures** in psychological activities.

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. These persons provide **casework** to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.

C. The role of **liaison** between the home and school could include **home visits** and referring students and parents to appropriate school and community agencies for assistance. Also, pursues avenues by which parents can become not only more involved with their child's school program, but also more responsive and responsible; provides the parent with techniques and strategies to be utilized at home to enhance positive behavior; develops and facilitates parent groups composed of persons with similar concerns; and refers parents to appropriate outside agencies or counselors.

V. OCCUPATIONAL AND PLACEMENT SERVICES

A. **Description:** These services, which shall include, but are not limited to the **dissemination** of career education information, **placement** services and **follow-up** studies.

B. Follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the

appropriate vocational programs of students graduating from or leaving the public school system.

C. The occupational and placement specialist shall serve as **liaison** between employees and the school.

VI. CONFLICT RESOLUTION SERVICES

A. Description of Conflict Resolution Services

These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding, 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 conflicts, 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.

RECOMMENDATIONS FOR WRITING ANTI-BULLYING POLICIES

The School District 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. This school 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.

For the purposes of this policy, bullying is defined as any written or verbal expression or physical act or gesture, or a pattern thereof, that is intended to cause distress or fear upon one or more students. A student will be found violating this policy if their conduct has been found to have the effect of humiliation or embarrassment on a student, and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

Bullying behavior will generally be established when an individual has endured a pattern of offensive behavior or when a single serious act is committed. What is or isn't bullying will depend on the surrounding circumstances.

Students who believe they have been victimized by a bully or parents who believe their child has been victimized by a bully, should file a complaint by contacting a school counselor, teacher, principal, or superintendent who will assist in getting help for the child and take the appropriate steps to ensure that such behavior is stopped. To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students, parents, or teachers who file a complaint against a student who is guilty of being a bully, will not be subject to retaliation or reprisal in any form.

Students or adults, who knowingly fabricate allegations and falsely accuse a student of being a bully, will be subject to disciplinary action.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of a student for the purposes of bullying, shall be subject to disciplinary action.

D. Activities and Programs for Anti-Bullying at School

Schools should provide this information.

E. Programs Designed to Promote Understanding and Positive Communication
Schools should provide this information.

F. Alternative Methods of Classroom Management

These should be provided somewhere in the school district.

1. Behavioral Contacting
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 state the following: 1. Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral and follow-up 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.

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

ACT 244 of 1967 and ACT 633 of 1973.

1. No child shall be admitted to a public or private school of this state that has not been immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles and rubella as evidenced by a certificate of a licensed physician or a public health department acknowledging the immunization.

2. The responsibility for the enforcement of this section rests equally with each school district of this state and the parent or guardian of the pupil, and each of them shall be separately and individually liable for permitting any violation of this section.

3. The State Board of Education, after having consulted with the State Board of Health, shall promulgate appropriate rules and regulations; for the enforcement of this section by school boards, superintendents, and principals, and any school official, parent, or guardian violating the regulations shall be subject to the penalties imposed herein.

4. If, in the discretion of the health authority having jurisdiction or of any physician licensed to practice by the Arkansas State Medical Board, any person to whom this section applies shall be deemed to have physical disability which may contraindicate vaccination, a certificate to that effect issued by the health officer may be accepted in lieu of a certificate of vaccination, provided that the exemption shall not apply when the disability shall have been removed.

5. Any person found guilty of violating the provisions of this section or the regulations promulgated by the State Board of Education for the enforcement hereof shall be guilty of a misdemeanor.

6. The provisions of this section shall not apply if the parents or legal guardian of that child object thereto on the grounds that such immunization conflicts with the religious tenets and practices of a recognized church or religious denomination of which the parent or guardian is an adherent or member. Furthermore, the provisions of this section requiring pertussis vaccination shall not apply to any child with a sibling, either whole blood or half blood, who has had a serious adverse reaction to the pertussis antigen which reaction resulted in a total permanent disability. (SLA 88)

D. Other States and Statements of Immunization

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

1. The child's birth date and name are recorded.

2. The certificate or statement specifies the number of doses of each vaccine the child has received. The number specified, 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.

1. Purposes of the School Health Service Unit

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

These purposes vary in schools according to whether the school is large or small, urban or rural, elementary or secondary. The 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.

2. Size of the School Health Service Unit: In planning the size of the health service unit, consideration should be given to space necessary for services that may be provided and to the number of people who may be served. Consideration should be given to the prospect of increased enrollment.

3. 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.

4. Special Features of the School Health Service Unit: All purposes for which the unit is designed may be carried out in one large unit which may be subdivided into rest 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.

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 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.

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.

D. At-Risk Definition

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

E. Characteristics of Youth-at-Risk:

1. Excessive absenteeism or irregular attendance
2. Poor or failing grades
3. Low math and reading scores and achievement
4. Failure and retention in at least one grade
5. Lack of participation in school and extra-curricular activities
6. Dissatisfaction with teachers and traditional school structure
7. Failure to see relevance of education to personal desires
8. Gifted, learning disabled, or handicapped
9. Below average in basic skills
10. Uncooperative, inattentive, unmotivated
11. Suspension, expulsion, other disciplinary action
12. Feelings of rejection, alienation, isolation, insecurity, inadequacy
13. Association with disaffected peer group
14. Lack of encouragement to stay in school
15. Low self-esteem/self-concept
16. Lack of future orientation
17. Poor decision-making skills
18. Alcohol or drug problems
19. Health problems
20. Pregnancy/marriage
21. Delinquency
22. Desire/need to work

- 23. Family disturbances, e.g., separation/divorce, violence, death
- 24. Racial or ethnic minority
- 25. Non-English speaking home
- 26. Low socioeconomic background
- 27. Parent (s) or sibling (s) not finishing school
- 28. Lack of parental emphasis on importance of education
- 29. Frequent moves
- 30. Poor communication between school and home
- 31. Attending a poorly financed school

G. Definition of a Dropout

A dropout is any pupil who leaves school for any reason except death, before graduation or leave school without having completed the requirements for high school graduation, General Educational Development Test or without transferring to another school.

X. ALTERNATIVE STUDENT SERVICES PERSONNEL

A. Types of Personnel

In order to provide the services set forth in the ACT, a district may utilize the following types of personnel in addition to any standard student services personnel: professionals or para-professionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers.

B. Limitations

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

C. Training

All non-certified student services personnel shall have in-service training regarding the district's Student Services Program, along with, appropriate training by certified personnel to perform the tasks assigned. Professional and para-professional personnel are exempt from the above.

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OTHER ADDITIONS:

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

PREAMBLE

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

- Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice regardless of age, color,

disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status.

- Each person has the right to self-direction and self-development.
- Each person has the right of choice and the responsibility for goals reached.
- Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

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

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

RESPONSIBILITIES TO STUDENTS

The professional school counselor:

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

CONFIDENTIALITY

The professional school counselor:

- a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counsees through a written and shared disclosure statement.
- b. Keeps information confidential unless disclosure is required to prevent clear and

imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.

c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.

d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.

e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor's ethical obligation. In a group setting, the counselor sets a high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

COUNSELING PLANS

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

DUAL RELATIONSHIPS

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

APPROPRIATE REFERRALS

The professional school counselor: makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources and making proper plans for transitions with minimal interruption of services. Counselees retain the right to discontinue the counseling relationship at any time.

GROUP WORK

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

resulting from interaction within the group.

DANGER TO SELF OR OTHERS

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

STUDENT RECORDS

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

EVALUATION, ASSESSMENT, AND INTERPRETATION

The professional school counselor:

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

COMPUTER TECHNOLOGY

The professional school counselor:

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

PEER HELPER PROGRAMS

The professional school counselor: has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counsees participating in peer programs under her or his direction. School counselors who function in training and

supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

RESPONSIBILITIES TO PARENTS

PARENT RIGHTS AND RESPONSIBILITIES

The professional school counselor:

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

PARENTS AND CONFIDENTIALITY

The professional school counselor:

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

RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

PROFESSIONAL RELATIONSHIPS

The professional school counselor:

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

SHARING INFORMATION WITH OTHER PROFESSIONALS

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality;

the distinction between public and private information; and staff consultation.

b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.

c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

RESPONSIBILITIES TO THE SCHOOL

The professional school counselor:

a. Supports and protects the educational program against any infringement not in the best interest of counselees.

b. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property while honoring the confidentiality between the counselee and counselor.

c. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions which may limit or curtail her or his effectiveness in providing programs and services.

d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire only qualified and competent individuals for professional counseling positions.

e. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet the counselee's developmental needs; and (3) a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

RESPONSIBILITY TO THE COMMUNITY

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

RESPONSIBILITIES TO SELF

PROFESSIONAL COMPETENCE

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.

b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.

c. Strives through personal initiative to maintain professional competence and to keep

abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

MULTICULTURAL SKILLS

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

RESPONSIBILITIES TO THE PROFESSION

PROFESSIONALISM

The professional school counselor:

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

CONTRIBUTION TO THE PROFESSION

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

MAINTENANCE OF STANDARDS

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

following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if she/he views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state SCA, and ASCA Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - State school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for educating—and consulting with – the membership regarding ethical standards. The Committee periodically reviews and recommends changes in code. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 801 North Fairfax, Suite 310, Alexandria, VA 22314

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

BENEFITS FOR STUDENTS

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

BENEFITS FOR PARENTS OR GUARDIANS

- Provides support in advocating for their children's academic, career and personal/ social development
- Supports partnerships in their children's learning and career planning
- Ensures academic planning for every student
- Ensures access to school and community resources

- Provides training and informational workshops
- Connects to community- and school-based services
- Provides data for continuous information on student progress
- Ensures every student receives the content of the school counseling curriculum
- Promotes a philosophy that some students need more and seeks to ensure they receive it

BENEFITS FOR TEACHERS

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom-management skills
- Provides a system for co-facilitation of classroom guidance lessons
- Supports the learning environment
- Promotes teaming to increase student achievement
- Analyzes data to improve school climate and student achievement

BENEFITS FOR ADMINISTRATORS

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

BENEFITS FOR THE BOARDS AND DEPARTMENTS OF EDUCATION

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

BENEFITS FOR SCHOOL COUNSELORS

- Defines responsibilities within the context of a school counseling program
- Seeks to eliminate non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation and accountability

- Recognizes school counselors as leaders, advocates and change agents
- Ensures the school counseling program's contribution to the school's mission

BENEFITS TO COUNSELOR EDUCATORS

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

BENEFITS FOR POST-SECONDARY EDUCATION

- Enhances articulation and transition of students to post-secondary institutions
- Prepares every student for advanced educational opportunities
- Motivates every student to seek a wide range of substantial, post-secondary options, including college
- Encourages and supports rigorous academic preparation
- Promotes equity and access to post-secondary education for every student

BENEFITS FOR STUDENT SERVICES PERSONNEL

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

BENEFITS FOR COMMUNITY: BUSINESS, LABOR AND INDUSTRY

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

[3] CHILD ABUSE INFORMATION

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

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

conducting and interviewing or completing the investigation...

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

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

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

[4] COUNSELOR'S ROLE IN DISCIPLINE

Counselors do not deal directly with discipline and should not be placed in a disciplinary role, but rather approach discipline from a preventive perspective. Ideally, discipline problems are identified, discussed, and resolved before they significantly disrupt the classroom and the educational process. Early behavioral intervention is a legitimate activity for counselors, especially in view of the increasing reports of disciplinary problems and disruptive behavior that interferes with learning.

Consultation is one of the key intervention strategies employed by the 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.

/5/ 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.

[6] COUNSELOR'S ROLE IN SPECIAL EDUCATION

Special Education is an issue that must be addressed directly when the counselor's job description is defined. The ultimate responsibility of the 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.
- * Participating as a member of a diagnostic team when counseling skills are required.

Involvement with students with disabilities beyond the scope of the comprehensive counseling and guidance program will keep counselors from fulfilling their job descriptions. It should be kept in mind that counselors are charged with the responsibility of carrying out a system or school program. Therefore, counselors should not:

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

Students with disabilities have a right to a well-planned and thoughtfully executed guidance program just as students in the regular program. Counselors have an ethical obligation to provide these professional services on an equitable basis. Allowing the demands of students with disabilities to consume amounts of time that detract from the program for all students is not an acceptable nor an ethical guidance practice.

The development and implementation of a comprehensive counseling and guidance program

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

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

[7] DOCUMENTING THE SCHOOL COUNSELING PROGRAM BY INDICATING SPECIFIC ACTIVITIES

DOMAIN _____

STANDARD _____

GOAL _____

ACTIVITIES	GRADE LEVEL	RESOURCES	TIME TABLE

