

EARLE SCHOOL DISTRICT

Student Services Plan

2020-2021



This plan states 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 which with the school districts works.

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

Public School Student Services Act

Title 6

A.C.A. § 6-18-1001(2015) 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 1991-1992 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 district board of directors 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 district board of directors in providing the recommended student services, including, but not limited to, paraprofessionals, teachers, parents, and representatives of business and industry; and (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 that 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's 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 exit interviews 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 Committee on Education and the House Committee on Education.

HISTORY: Acts 1991, No. 908, §§ 4, 5; 1997, No. 1275, § 1; 2005, No. 1949, § 1. 6-18-1005. Student services program defined. (a) "Student services program" means 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 augmented, criterion-referenced, or norm-referenced assessments 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 forty-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 that affect the child's educational performance; (E) A system of liaison and referrals, with resources available outside the school; and (F) Written policies that 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 that help students develop skills enabling them to resolve differences and conflicts between groups; (B) Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and (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 individualized healthcare plans; (B) (i) 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(10)(D) or other professional licensure statutes, unless permitted under § 1787-103(10) and (11). (ii) The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under § 17-87-103(11); and (C) Custodial health care services required by students under individualized health care plans 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 month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year 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; 2003, No. 681, § 2; 2005, No. 1757, § 2; 2005, No. 1949, § 2; 2007, No. 1573, §§ 27, 28; 2011, No. 1172, § 1; 2011, No. 1204, § 2. 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 school district board of directors 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 district board of directors 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, the Senate Committee on Education, and the House Committee 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 Commissioner of Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section. (3)(A) The Commissioner of Education, in consultation with the appropriate assistant commissioner, 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 Commissioner 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 state board, the House Committee on Education, and the Senate Committee 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 skills necessary to achieve career goals. (b) School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.

HISTORY: Acts 2005, No. 1949, § 3. ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING PUBLIC SCHOOL STUDENT SERVICES October 2012 1.00 REGULATORY

AUTHORITY 1.01 these rules shall be known as Arkansas Department of Education Rules Governing Public School Student Services. 1.02 These rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6- 181001et seq. and Ark. Code Ann. § 6-11-105. 2.00 LEGISLATIVE INTENT AND PURPOSE 2.01 It is the intent of the General Assembly, as set forth in the Public School Student Services Act: 2.01.1 To articulate the functions served by each of the components of a program of student services; 2.01.2 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; and 2.01.3 That student services coordinators be given time to fulfill their responsibilities under Title 6, Chapter 18, Subchapter 10 of the Arkansas Code. 2.02 The purpose of these rules is to provide guidance to local school districts and the Department of Education in complying with requirements of Ark. Code Ann. § 6-18-1001 et seq., the Public School Student Services Act. 2.03 The further purposes of these rules are to: 2.03.1 Describe the student services program at all educational levels for which the school board of directors is responsible; 2.03.2 Establish 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. 2.03.3 Identify alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board of directors in providing the recommended student services, including without limitation: paraprofessionals, teachers, parents, and representatives of business and industry, and 2.03.4 Establish minimum standards for all areas of student services personnel. 3.00 DEFINITION 3.01 Student services program" means a coordinated effort, which shall include, without limitation: 3.01.1 Guidance and counseling services, which shall include, without limitation: 3.01.1.1 The availability of individual and group counseling to all students; 3.01.1.2 Orientation programs for new students at each level of education and for transferring students; 3.01.1.3 Academic advisement for class selection by establishing academic goals in elementary, middle, and high school; 3.01.1.4 Consultation with parents, faculty, and outof-school agencies concerning student problems and needs; 3.01.1.5 Utilization of student records and files; 3.01.1.6 Interpretation of augmented, criterion-referenced, or norm- referenced assessments and dissemination of results to the school, students, parents, and community; 3.01.1.7 The following up of early school dropouts and graduates; 3.01.1.8 school-initiated system of parental involvement; 3.01.1.9 An organized system of informational resources on which to base educational and vocational decision making; 3.01.1.10 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; 3.01.1.11 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; 3.01.1.12 Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three(3) per day or ten (10) per week; and 3.01.1.13

Guidance in understanding the relationship between classroom performance and success in school; 3.01.2 Psychological services, which shall include, without limitation: 3.01.2.1 Evaluation of students with learning or adjustment problems; 3.01.2.2 Evaluation of students in exceptional child education programs; 3.01.2.3 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; 3.01.2.4 A system for the early identification of learning potential and factors that affect the child's educational performance; 3.01.2.5 A system of liaison and referrals, with resources available outside the school; and 3.01.2.6 Written policies that assure ethical procedures in psychological activities; 3.01.3 Visiting teacher and school social work services, which shall include, without limitation: 3.01.3.1 Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and 3.01.3.2. 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; 3.01.4 Career services, which shall include, without limitation, 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; 3.01.5 Group conflict resolution services, which shall include, without limitation: 3.01.5.1 Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups; 3.01.5.2 Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and 3.01.5.3 Programs designed to prevent bullying; 3.01.6 Health services, which shall include, without limitation: 3.01.6.1 Students with special health care needs, including the chronically ill, medically fragile, and technology dependent, and students with other health impairments shall have individualized health care plans; 3.01.6.2 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 Ark. Code Ann. § 17-87-102(6)(D) or other professional licensure statutes, unless permitted under Ark. Code Ann. § 17-87-103(10) and (11). The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under Ark. Code Ann. § 17-87-103(11); and 3.01.6.3 Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and 3.01.7 The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

4.00
GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT 4.01

Each school district shall develop and implement a plan that 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. Only those personnel trained and certified in the appropriate specialty or following a Department of Education's deficiency

removal plan (additional licensure plan (ALP)) will be assigned to carry out the duties of each service. 4.02 Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, without limitation: 4.02.1 Behavioral contracting; 4.02.2 Dispute resolution; 4.02.3 Classroom meetings; 4.02.4 Logistical consequences; 4.02.5 Assertive discipline; 4.02.6 Behavior modification; and 4.02.7 Career and academic counseling. 4.03 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. The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible. 4.04 The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Interim Committee on Education and the House Interim Committee on Education. 4.05 School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services. 5.00 CRITERIA FOR DEVELOPMENT OF A STUDENT SERVICES PLAN BY EACH SCHOOL Each school within a school district shall 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 school district works such as the Department of Human Services, Department of Health, local law enforcement agencies, and others. 6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL 6.01 In order to provide the student services required by the Public School Student Services Act, a school district may utilize the following types of personnel in addition to any standard student services personnel: 6.01.1 Professionals or paraprofessionals in the social work or mental health fields; 6.01.2 Volunteers under the supervision of certified personnel; and 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. 7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL 7.01 All non-licensed student services personnel shall have: 7.01.1 In-service training regarding the district's Students Services Plan; and 7.01.2 appropriate training by licensed personnel to perform the tasks assigned. 7.02 Professional and paraprofessional personnel are exempt from Section 7.01.2. 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. This report shall include an accounting of all services provided by each counselor at a school or local education agency (LEA) on forms provided by the Department of Education. 005.15 096-7 8.02 Each school counselor shall document spending at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative

activities, provided that the activities relate to the provision of guidance services. 8.03 Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals. 8.04 Each school counselor serving students in buildings housing students in grades eight (8) through twelve (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 section 8.01. 8.05 School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes. 9.00

MONITORING OF SERVICES 9.01 Regular monitoring activities of the Student Services Plan for each school building site may occur 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 specialists monitor 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 the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts and the Public School Student Services Act, Ark. Code Ann. § 618-1001 et seq. 9.03 Pursuant to the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, 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. 10.00

ANNUAL SCHOOL STUDENT SERVICES STATUS REPORT

10.01 By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Interim Committee on Education, and the House Interim Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of the Public School Student Services Act by the various school districts, including which districts are in substantial compliance with the plan required under the Public School Student Services Act. 10.02 The Department of Education shall have in place a staffing structure which assures that the Department of Education's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of the Public School Student Services Act. 10.03 The Department of Education shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor. 10.04 Each school district shall be responsible for submitting an annual report, as set

forth in section 8.01 of these rules, to the Assistant Commissioner for Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section the Public School Student Services Act. 10.05 The Commissioner of Education, in consultation with the appropriate assistant commissioner, 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 the Public School Student Services Act.11.00 IMPLEMENTATION OF THE PUBLIC SCHOOL STUDENT SERVICES ACT 11.01 The Commissioner of Education shall designate one (1) employee who shall be responsible for overseeing the implementation of the Public School Student Services Act. 11.02 By January 1 of each year, the Department of Education shall compile and present to the Governor, the state board, the House Interim Committee on Education, and the Senate Interim Committee on Education a report outlining the status of implementing each of the provisions of the Public School Student Services Act by the various school districts.

TABLE OF CONTENTS

- I Earle Schools Mission Statement
 - Guidance Mission Statement
 - Guidance Philosophy
- L Guidance, Counseling, and Career Education Services
 - Role of Earle School District Counselors
 - Goals and Objectives
 - Needs Assessments
 - Guidance Plan of Action
- III. Psychological Services
- IV. Visiting Teacher and School Social Worker
- V. Career Services
- VI. Conflict Resolution
- VII. School Health Services Program
- VIII. School Suicide/ Crisis Plan
- IX. At Risk Students! School Drop-Out Program
- X. Parent Involvement Plan
- XI. F o r m s

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

Earle School District Mission Statement

Working with the students, parents, and members of the community, the staff of Earle School District accepts the responsibility of offering a quality education that provides an academic challenge, promotes personal development, and generates productive, responsible citizens in a technological world.

Guidance Counseling Mission Statement

The mission of the Earle Comprehensive School Counseling Program is to ensure that every student in the district's schools will acquire competencies needed in academics, career, personal and social development to reach their greatest potential in the preparation for lifelong learning in a changing world.

School Counseling Philosophy Statement

- School counseling programs support each school's academic mission
- School counselors advocate for comprehensive, development guidance programs.
- School counselors advocate for safe schools and foster a nurturing school environment.
- School counselors serve as advocates for all students.
- School counselors are knowledgeable about their school's resources and programs.

School counselors collaborate with other stakeholders to ensure all students' academic, career and personal/social needs are met.

- School counselor work collaboratively with others to support the mental health needs of students.
- School counselors keep up to date with new and changing programs, researched best practices, resources, curriculum, policy changes, and post-secondary and work place changes.
- School counselors attend local, state and national professional development opportunities to assure they remain highly qualified professionals.
- School counselors follow ethical guidelines to assure the well-being of students, parents and school staff and the integrity of the school counseling program_

II. Guidance, Counseling and Career Education Services

A. The Role of Earle School District Counselors

The Earle School counselors help all students by establishing individual, group and classroom contacts with them, cooperating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge base of the counselor(s) are more successfully used if effort is directed in an organized way toward making Earle Schools, the

teachers and the curriculum sensitive to those aspects of personal development most related with **life** success.

B. Goals and Objectives

Goal 1

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

Objectives:

1) Personal Development — The counselor(s) will assist students to:

a) Establish and maintain a sense of personal worth and a positive self-image b) Develop and cultivate appropriate emotional responses to life experiences; c) and d) Understand their roles and responsibilities in school, family and community.

2) Social Development — The counselor(s) will assist students to:

a) Develop and maintain effective interpersonal skills; b) Understand the roles and responsibilities of others in school, family and

3) community; and

a) Acquire knowledge of and respect for individual differences in abilities,

4) interest, attitudes, and background.

5) Educational Development -- The counselor(s) will assist students to:

a) Achieve at a level in keeping with their potential; b) Develop a sense of discovery about new knowledge; and c) Recognize their own academic strengths, weaknesses, and areas of need.

6) Career Development: -- The counselor(s) will assist students to:

a) Discover the meaning of work and its relationship to the individual;

b) Develop a positive attitude and a personal identity as a worker who

7) contributes to self and to social needs; and

a) Understand their own aptitudes and develop their own abilities as they

8) pertain to the world of work.

Goal 2.

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

Objectives: The counselor(s) will assist student to: a) Develop strategies for exploring alternatives that allow students to successfully deal with problem situations; and b) Evaluate,

select, and implement the appropriate solutions to problems.

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

Objectives: The counselor will assist staff by:

- a) Promoting a positive learning atmosphere;
- b) Promoting an understanding of the role of school personnel in the guidance program; c) Enhancing their counseling skills through consultation and other staff development activities; and d) Encouraging the recognition and use of affective skills in the teaching-learning process.

Goal 4.

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

Objectives: The counselor will assist families by:

- a) Promoting effective communication among the parents, school staff, and children; and
- b) Enhancing parenting skills that will promote the positive personal, social, educational, and career development of children.
- 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.

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

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

A team approach is essential to comprehensive school counseling programs the team refers to teachers, parents, school counselors, administrators, psychologists, and social workers. Referrals are made when necessary for extended services, such as mental health. Guidance describes an instructional process or structured learning activities, which attempt to prevent problems. Such activities assist students in developing greater understanding of themselves and others and emphasize the needs of a group of students rather than those of any student. Counseling is a process in which a trained professional forms a trusting relationship with a person who needs assistance. This relationship focuses on personal meaning of experiences, feelings, behaviors, alternatives, consequences, and goals. Counseling provides a unique opportunity for individuals to explore and express their ideas and feelings in a non-evaluative, non-threatening environment.

D. School Counselors Are Involved In The Following:

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. Counselors and teachers implement such activities through a collaborative effort. The classroom guidance curriculum focuses on topics such as: a. Self-understanding; social emotional connection; b. Effective interpersonal and communication skills; c. Problem-solving, decision making, and conflict resolution skills; d. Effective study skills and positive attitudes toward school; e. Career awareness and the world of work; f. Substance abuse prevention; g. Comprehension and acceptance of differences in people (i.e. racial, gender-based, cultural, religious, physical); and h. Divorce. School counselors take the lead in the development and organization of the guidance activities; however, this requires the support and assistance of teachers, parents, and administrators. Counselors can train teachers to conduct many activities during their classes. Other team members may deliver other guidance procedures most effectively. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced.

2. Individual and Small Group Counseling In many situations, counselors work with students when they experience problems. This involves seeing students individually or in small 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. Earle School District recognizes group counseling has become an invaluable part of most school counselor's 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 professional's time. Of course, a group method is not best suited for every student. There are students who profit most from individual counseling, or a mixture of individual and group work. For some students, the nature of the 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, and/or by themselves.

3. Consultation Consultation in school counseling programs focuses on the total learning environment of the school. At Earle Schools, teachers use counselors as a resource, seeking consultation on specific student's problems and on general issues. 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, and unappreciated. Counselors work with teachers, staff and administrators at Earle Schools to help create the kind of school environments that stimulate growth and learning. The 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: a. Conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance and/or child abuse; b. Assisting teachers to work with individual students or groups of students; c. Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum; d. Assisting in the identification and development of programs for students with special needs; e. Participating in school committees that address substance abuse, human growth and development, school climate, and other guidance-related areas; f. Designing and conducting parent education classes; g. Interpreting student information, such as results of standardized tests for students and team members; and h. Consulting regularly with other specialist (i.e. social workers, psychologist, representatives from community agencies)

4. Coordination Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required. Systematic coordination of guidance programs is essential for effective delivery of services. a. Coordinate the use of school and community resources in collaboration with other team agencies; b. Assist parents in gaining access to services their children need; c. Serve as liaison between school, home, and community agencies so that efforts to help students are success and reinforced rather than duplicated; d. Plan, coordinate, and evaluate the guidance program's effectiveness; and e. Coordinate the school's test interpretation program, which usually includes interpreting test results to parents, students, and school personnel.

5. Education Earle School counselor(s) conduct workshops on specific issues for parents as requested by the parents, administrators, community, and/or students. (i.e. preventing substance abuse, parenting skills, financial aid, career awareness, development of study habits, etc.) Counselor(s) also put out information through notes and Facebook. Parents are encouraged to participate in volunteer opportunities within the Earle Schools.

6. Peer Facilitation Students often share their problems with peers rather than adults. Counselor(s) will provide structured opportunities for students to serve as peer helpers. Earle Schools realizes 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 counselor(s) in communication and basic counseling skills through a carefully planned program. Counselor(s) also continually monitor and evaluate the training and impact of the peer facilitation program. Sources of Strength is the program in place for Peer Facilitation. It will start with high school grades and eventually move to lower grades.

7. Making Appropriate Referrals Counselor(s) establish and maintain close working relationships with staff of a variety of school and community agencies. These agencies include, but are not limited to the Crittenden County Department of Health and Human Services, and area juvenile court systems. To better help Earle School students and their families cope with an array of problems, counselor(s) identify school and community resources and establish policies and procedures for interagency communications. Typical tasks counselors may be involved with while helping students and their families gain access to the services they need include: a. Identifying and assisting students and their parents with special needs by referring them to resources in and outside Earle Schools; b. Maintaining contacts with outside resources; c. Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students and colleagues; d. Developing a student self-referral system; e. Following up on referrals.

8. Assessment and Testing Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and guidance curriculum. They also interpret standardized test results for parents, students, and faculty; relate the results to strengths and limitations in the Earle Schools curriculum; and assist in planning and implementing changes in the curriculum and school's procedures. A variety of assessment instruments are used by counselor(s) to identify the 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. Counselor(s) activities can promote: a. Students and school personnel's acceptance of differences; b. Policies, procedures, and behaviors that reflect freedom from stereotypes; c. Examination of Earle Schools' testing programs to ensure that they reflect equitable standards for all students; and d. Outreach to parents and families of students from culturally diverse populations_

10. Orientation At Earle Schools, 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 our school. Orientation is intended to help students make effective transition changes from one school setting to another. Formal programs may be used in the classroom setting for groups entering Earle High School from Earle Elementary School. As new students enter throughout the school year, orientation is directed by the counselors and other staff.

11. Class Scheduling The correct placement of students into the accurate academic setting is important. Counselor(s) act in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives.

12. Utilization of Student Reports Earle School counselor(s) are authorized to access any files kept by the Earle School District. This data is utilized to professionally support parents, faculty,

students, administrators and other counselors in helping each student reach their potential.

E. Career Awareness and Planning In School Counseling Programs Career development is a lifelong process integrating the roles, settings, and events of a person's life. The word career encompasses all the roles in which individuals are involved (i.e. student, parent, worker, family member, citizen). For this reason, Earle Schools considers career education as an integral part of students' school experiences as they grow and develop. Earle Schools guidance curriculum focuses on facilitating interpersonal relationships, decision-making and problem-solving skills and teamwork — all of which can increase a student's future success in the workplace. Guidance and general classroom activities focus on the world-of-work. Many opportunities exist for students to relate school subject matter to their future careers. Earle teachers link all subject areas to lessons for the working world. At Earle Schools, the counselor(s), teachers and administrators:

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, and/or to prepare for admission to post-secondary institutions.

2. Provide materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment.
3. Work with individual students on post-secondary/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/technical school choices, and career planning materials available for students' use to become informed about up-to-date opportunities.
7. Provide current materials for career awareness and exploration to form tentative career goals and strategies to reach students and whether college or technical schools could provide those opportunities.
8. Work with individual students to discuss occupational, college, and/or technical interests to understand lifestyle preferences and relate those interests to training in that area.

F. State Goals and Objectives for Career Education

The Arkansas Council for Career Education developed these goals and objectives: Goal 1. Students will improve career planning and decision-making skills. Objective: Students will be able to set goals, understand the importance of a planning process and seek assistance in decision making.)

Goal 2. Students will identify information about career sources of occupational information. Objective: Students will investigate and locate appropriate sources of career information to match their interest.

Goal 3. Students will improve job acquisition and retention competencies. Objective: Students will practice job interview skills and state job retention factors.)

Goal 4. Students will improve attitudes and develop an appreciation for career success.

Objective: Students will demonstrate productive, positive attitudes toward work and task accomplishment.

Goal 5. Students will improve skills in human relationships.

Objective: Students will identify the need for good human relation skills in the world of work.

Goal 6. Students will improve self-investigation and evaluation skills necessary for career success.

Objective: Students will be able to examine self in relation to careers, assess self-concept, and appraise own interest and capabilities.

Goal 7. Students will understand personal, work, and societal responsibilities.

Objective: Students will demonstrate good citizenship, knowledge of relationships with, and responsibilities to peers, co-workers, supervisors and property.

Goal 8. Students will improve understanding of economic factors influencing career opportunities.

Objective: Students will demonstrate an understanding of how various economic conditions (i.e. supply and demand, time, effort, specialization) affect a person and how a person interacts in the economy.

Goal 9. Students will improve understanding of relationships of education and career choices.

Objective: Students will demonstrate an understanding of the relationships of education (both formal and informal) to career opportunities.

G. Facilities for the Guidance Program

Earle Schools meets and exceeds the requirements for guidance program facilities. The guidance office includes space for displaying various materials needed by the students, a private office for counseling, and a place for security of restricted materials. The guidance office at the high school is located near the gym and is located convenient to all students traffic flow in the main high school building. Elementary counseling office is located in the same hallway as the elementary office and is easily accessible to students.

H. Student Services Needs Assessment Samples Needs assessments questionnaires for students, parents, facility and referral agencies are available upon request and distributed yearly. The counselor(s) have developed their own surveys.

I. School Counselor/Pupil Ratio and Other Standards for Accreditation One fully licensed and certified counselor, Jessica Jefferson, serves Earle Elementary School grades K- 6 as a full-time counselor for the 2018 - 2019 school year. The current student/counselor ratio 1:259 One fully licensed and certified counselor, Felicia A. Watson, serves Earle High School grades 7- 12

full-time for the 2018 - 2019 school year. The current student/counselor ratio is 1:256.

III. Psychological Services

Earle School District provides an evaluation for students with learning or adjustment problems and evaluation for students in exceptional-child education programs. The Earle School District provides: A. Consultation and counseling with parents, students and school personnel. B. A system for the early identification of learning potential and factors, which affect the student's educational performance. C. A system for liaison and referrals with resources available outside the school. D. The district provides written policies, which assure ethical procedures in psychological activities.

IV. Visiting Teacher and School Social Work

Counselor(s) establish and maintain close working relationships with staff of a variety of school and community agencies. These agencies include, but are not limited to the Crittenden County Department of Health and Human Services, and mental health facilities. To better help Earle School students and their families to cope with an array of problems, counselor(s) identify school and community resources and establish policies and procedures for interagency communications.

Typical tasks counselors may be involved with while helping students and their families gain access to the services they need include: a. Identifying and assisting students and their parents with special needs by referring them to resources in and outside Earle Schools; b. Maintaining contacts with outside resources; c. Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students and colleagues; d. Developing a student self-referral system; and e. Following up on referrals.

V. Career Services

This type service shall include, but not be limited to the dissemination of career education information, placement services and follow-up studies. Follow-up studies are conducted by the counselor(s) for vocational completers and/or for students leaving the public school system without a high school diploma or its equivalent. A JAG program is also available to students. This program allows students to work and get experience outside the classroom. A follow-up contact is required monthly for the year after graduation for JAG students. The Career Development and Training Institute is a work program for students with disabilities.

VI. Conflict Resolution Services

These services shall include, but not be 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, and positive communication. The need for programs that teach the nonviolent expression and early resolution of conflict arises from many factors including overcrowded schools, tensions inherent in multicultural and multiethnic student bodies, and broad ranges of economic backgrounds. In addition there are day-to-day

conflicts typical in any school setting. Furthermore, nationwide polls indicate that discipline in schools has been a prevalent issue over the last ten years and that valuable teaching is needed in maintaining order and resolving student disputes. Truancy and dropout studies indicate a need for programs that foster self-esteem and encourage students to assume greater responsibility for improving the quality of their social and learning environments. Conflict Resolution Training addresses issues assertively by enabling students to: - Learn new skills in communication conflict resolution - Exercise responsibility for improving their school environment - Build a stronger sense of peer cooperation and community at school - Peacefully express and resolve their conflicts without adult supervision - Feel a sense of power and accomplishment at being able to peacefully resolve their own conflicts - Express anger in productive ways so there is less likelihood of tension, hostility and vandalism at school - Develop the skills necessary to behave in a more disciplined way; thereby, reducing the amount of time teachers must spend maintaining order in the classroom. Counselors address conflict resolution training by choosing from a variety of methods and curriculum including, but not limited to, individual sessions, small group sessions, consultation, behavior management plans, and classroom visitations.

VII. School Health Services Program

A. School Nurse

In accordance with Act 1106 of March 1991, Earle School District has one full-time nurse and one part-time nurse. Shakyia Hale is a Registered Nurse and Candace Cheers is a Licensed Practical Nurse .

The school nurse(s) is available for, but not limited to: 1. Appraise and identify health needs of the students and other school personnel through planning and administering recommended screening tests such as vision, hearing and scoliosis. 2. To encourage the correction of remedial defects by working with parents, students, teachers and community agencies. 3. To work with administrators, teachers, and other school personnel to modify the school environment and curriculum for children with health problems. 4. To provide health counseling to students, parents, and school personnel. 5. To assume responsibility for the care of the sick and injured in keeping with school policy 6. To assist in planning and participate in pilot projects concerned with health education and service to the schools. 7. To maintain adequate and up-to-date health records. 8. To serve as a resource person to school and community in health education including, but not limited to, physical, emotional, personal and social, and consumer health. 9. To present health education both informally by means of bulletin boards and opportune teaching moments and formally in the classroom when necessary. 10. To recommend changes in the environment to reduce health and safety hazards. 11. To review and evaluate their own job performance and professional development. 12. To evaluate the nursing aspects of the school health program. 13. To aid in developing the Individual Education Plan (IEP) when the child has health related problems. The school nurse works with the Arkansas Department of Education, Arkansas Department of Human Services, Arkansas Department of Health, the Crittenden County

Department of Health and other regional health related agencies to keep current on all laws and regulations. B. Immunizations Act 244 of 1967 and Act 633 of 1973 state no student shall be admitted to public school who has not been immunized from polio, diphtheria, tetanus, pertussis, rubeola, and rubella as evidenced by a certificate of a licensed physician or a public health department acknowledging the immunization. Earle Schools check all students' immunization records and notifies parents in the event the student needs any type of immunization. These records are maintained and updated yearly and are available to the parents and/or students at any time. These records can be sent to any college/technical school if requested by the student.

VIII. School Suicide/Crisis Plan

Earle Schools is currently revising their Crisis Plan. The policy is reviewed and updated annually in order to keep up-to-date on any and all changes in laws and/or developments in preventions, etc. The Crisis Team consists of: Dr. Richard Wilde, Superintendent; Juanita Bohanon and Reginnia Williams, Principals; Grady Miller, School Resource Officer; Jessica Jefferson and Felicia A. Watson, School Counselors; Candace Cheers and Shakyia Hale, School Nurses, Beatrice McKenzie and Santia Robinson, secretaries; Earle Police Department and Crittenden County Officials. Faculty and staff are in-serviced every semester regarding the crisis plan and any updates and/or changes. A Earle School Crisis Plan is located in every classroom and building on campus. Each substitute teacher is given the Crisis Plan in their folders when they arrive on campus. Unannounced drills are conducted a minimum of three (3) times a semester, to test the plan and identify possible areas that need to be corrected or emphasized further. Most suicide threats and attempts, as well as other crisis situations, occur after school hours and off campus. Students and their parents often perceive Earle School personnel as important resources. For this reason school personnel may be called upon at home and afterhours to help in a crisis.

IX. At-Risk Students and Earle School Dropout Program

Earle High School defines a dropout as: Any student who leaves school for any reason except death, before graduation or completion of a GED program of studies, without transferring to another school or registering as a homeschool student. At-risk students are those enrolled in Earle Schools, whose progress toward graduation, school achievement, preparation for employment, and a variety of health, social, educational, family and economic factors jeopardize futures as productive workers and citizens. These are students with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are generally low. A bold effort is made to identify these at-risk students and to work with these students and their families to ensure success at Earle Schools. Referrals are made by teachers to the counselor and/or principal as needed to get extra help and attention for these students. The counselor, administrators and/or teachers make every possible effort to work with these identified students and their parents to help identify specific problems and find resources to aid in the problem area(s). Earle School District has an Alternative Education Program located on our campus and coordinated by Ms. Claudie Forrest. Students are referred when needing credit recovery and

other needs such as, but not limited to behavior management.

X. Parental Involvement Plan

(on school's website)

XI. Forms Available upon request:

- Referral for Guidance Services
- Intervention Conference / Re-entry conference
- Behavior Intervention Planning
- Conference - 504 Documents
- Screening test - Credit check (Student Success Plan)
- Procedures for SPED referrals
- Selective Service Information (flyer)
- Homebound documents
- Senior Forms
- Concurrent credit information
- Financial Aid Night Agenda and Handouts
- Schedule Change Request - Transcript Request Form
- Scholarship information
- Smart Core / Core requirements