

# Student Services Program Plan

Corning High School  
Corning School District

(Revised August, 2018)

# CHS 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 and could utilize such techniques as differentiated staffing.

## TABLE OF CONTENTS

Act 908 of 1991 Act 1275 of 1997 Arkansas Department of Education rules and regulations for public school education services

### A. GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES

#### I. Role of School Counselors

#### II. Ethical Standards for School Counselors- ASCA

#### III. Responsibilities to Pupils IV. Responsibilities to Parents/Guardians, School, and Self

#### IV. Curriculum

##### A. Goals and Objectives

##### B. National Standards

##### C. Lesson Plans

##### V. Principles of Comprehensive School Counseling Programs

#### VII. School Counselors are involved in the Following

##### A. Classroom Guidance (Direct Services)

##### B. Individual and Small Group Counseling (Direct Services)

##### C. Guidance in Understanding the Relationship between Classroom Performance and Success in School (Direct Service)

##### D. Academic Advisement (Direct Services)

##### E. Orientation (Direct Services)

##### F. Consultation and Coordination (Administrative Activity)

##### G. Parental Involvement (Administrative Activity)

##### H. Utilization of Student Records (Administrative Activity)

##### I. Interpretation of Student Assessments (Direct or Administrative Activity)

J. Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs (Direct Services)

K. Making Referrals to School and Community Resources (Administrative Activity)

VIII. Career Awareness & Planning in School Counseling Programs

IX. State Goals for Career Education- Appendix A

X. Recommended Facilities for the Guidance Program

XI. School Counselor/Pupil Ratio from Standards for Accreditation

XII. Direct Counseling Time 75% / Indirect (Administrative) Time 25%

B. ALTERNATIVE METHODS OF CLASSROOM MANAGEMENT

C. FOLLOW-UP OF SCHOOL DROPOUTS AND GRADUATES

D. TABE TESTING

E. GROUP CONFLICT RESOLUTION SERVICES

I. Description of Conflict Resolution Services

II. Activities and Programs for Conflict Resolution

III. Anti-Bullying Description & Policy for the School Activities & Programs for Anti-Bullying at School

IV. Alternative Methods of Classroom Management

F. VISITING TEACHER & SOCIAL WORK SERVICES

I. Description

II. Assist in Casework

III. Liaison between Home and School

G. OCCUPATIONAL AND PLACEMENT SERVICES

H. PSYCHOLOGICAL SERVICES

I. Evaluations

II. Consultations

III. Liaison and Referrals

IV. Ethical Procedures

I. SCHOOL HEALTH SERVICES

I. Nurse/Pupil Ratio

II. Responsibilities of the School Nurse

## J. AT-RISK STUDENTS & THE SCHOOL DROPOUT PROGRAM

### I. At-Risk Definition

### II. Characteristics of Youth-At-Risk

## K. ALTERNATIVE STUDENT SERVICES PERSONNEL

### I. Types of Personnel

### II. Services Provided

### III. Description of Services

## L. APPENDICES

## A. GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES

### I. Role of School Counselors

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

The school counselor works closely with the teaching and administrative staff so that all the school's resources are directed toward meeting the needs of the individual students. At Corning High School, at least seventy-five percent (75%) of work time each week is spent providing direct counseling, and no more than twenty-five percent (25%) of work time each week is spent on administrative activities which relate to the provision of guidance services. (ACT 908 of 1991, section 6) The counselor cooperates with other school staff in the early identification, remediation, or referral of children with developmental deficiencies or handicaps. At times it is necessary to go beyond what the school can offer and seek additional aid from outside agencies.

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

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

### II. ETHICAL STANDARDS FOR SCHOOL COUNSELORS – ASCA

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

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address preK–12

students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

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

All students have the right to:

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

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

The purpose of this document is to:

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

### III. A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development School counselors: a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals. b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling. c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success. d. Acknowledge the vital role of parents/guardians and families. e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development. f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity. g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students

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

A.2. Confidentiality School counselors: a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff. b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent. c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare. d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students. e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception. f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their

children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended. h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

1) Student identifies partner, or the partner is highly identifiable

2) School counselor recommends the student notify partner and refrain from further high-risk behavior 3) Student refuses 4) School counselor informs the student of the intent to notify the partner 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship. j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.

k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy. l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information. m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-

to-know basis. n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit. o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program School counselors: a. Collaborate with administration, teachers, staff, and decision makers around school-improvement goals. b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/emotional development opportunities for all students. c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications. d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps. e. Collect process, perception and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling program goals and action plans are aligned with district's school improvement goals. f. Use data-collection tools adhering to confidentiality standards as expressed in A.2. g. Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Plans School counselors: a. Collaborate with administration, teachers, staff, and decision makers to create a culture of postsecondary readiness b. Provide and advocate for individual students' preK–postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education. c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling. d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries School counselors: a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends

or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation. b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor. c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator. d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy School counselors: a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress. b. Provide a list of resources for outside agencies and resources in their community to students and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of

assistance for their student. c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate. d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services. e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support. f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider. g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student. h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work School counselors: a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues. b. Inform parent/guardian(s) of student participation in a small group. c. Screen students for group membership. d. Use data to measure member needs to establish well-defined expectations of group members. e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed. f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group. g. Facilitate groups from the framework of

evidence-based or research-based practices. h. Practice within their competence level and develop professional competence through training and supervision. i. Measure the outcomes of group participation (process, perception and outcome data). j. Provide necessary follow up with group members.

A.8. Student Peer-Support Program School counselors: a. Safeguard the welfare of students participating in peer-to-peer programs under their direction. b. Supervise students engaged in peer helping, mediation and other similar peer- support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer- support students about the parameters of when students need to report information to responsible adults.

A.9. Serious and Foreseeable Harm to Self and Others School counselors: a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified. b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty. c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help

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

A.10. Underserved and At-Risk Populations School counselors: a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility. b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students. c. Identify resources needed to optimize education. d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met. e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression. f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need. g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

#### A.11. Bullying, Harassment and Child Abuse

School counselors: a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation. b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities. c. Are

knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports. d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect. e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records School counselors: a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records. b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices. c. Recognize the difficulty in meeting the criteria of sole-possession records. d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication. e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws. f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation School counselors: a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity. b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent. c. Are mindful of confidentiality guidelines when utilizing

paper or electronic evaluative or assessment instruments and programs. d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment. e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being. f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand. g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information. h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized. i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.14. Technical and Digital Citizenship School counselors: a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media. b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology. c. Promote the safe and responsible use of technology in collaboration with educators and families. d. Promote the benefits and clarify the limitations of various appropriate technological applications. e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries. f. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling School counselors: a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings. b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling. c. Implement procedures for students to follow

in both emergency and nonemergency situations when the school counselor is not available. d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients. e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling. f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

#### IV. B. RESPONSIBILITIES TO PARENTS/GUARDIANS, SCHOOL AND SELF

##### B.1. Responsibilities to Parents/Guardians

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

B.2. Responsibilities to the School counselors: a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students. b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students. c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role. d. Provide leadership to create systemic change to enhance the school. e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program. f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role. g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy. h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program. i. Advocate for equitable school counseling program policies and practices for all students and stakeholders. j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community. k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility. l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement. m. Promote cultural competence to help create a safer more inclusive school environment. n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research. o. Promote equity and access for all students through the use of community resources. p. Use culturally inclusive language in all forms of communication. q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college

counselors/admissions officers, physical therapists, occupational therapists, speech pathologists, administrators. r. Work responsibly to remedy work environments that do not reflect the profession's ethics. s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self/School counselors: a. Must have completed a counselor education program at an accredited institution and earned a master's degree in school counseling. b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices. c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials. d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict, school counselors work to adhere to both as much as possible. e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities. f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence. g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community. h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise. i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation,

gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders. j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students. k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students. l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district. m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

**C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS** School counselor administrators/supervisors support school counselors in their charge by:

- a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.
- b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.
- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

**D. SCHOOL COUNSELING INTERN SITE SUPERVISORS** Field/intern site supervisors:

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model

of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.

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

E. MAINTENANCE OF STANDARDS When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide: a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states. b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted. c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:

- State school counselor association
- American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

F. ETHICAL DECISION MAKING When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001): a. Define the problem emotionally and intellectually b. Apply the ASCA Ethical Standards for School Counselors and the law c. Consider the students' chronological and developmental levels d. Consider the setting, parental rights and minors' rights e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice f. Determine potential courses of action and their consequences g. Evaluate the selected action h. Consult i. Implement the course of action

## V. Curriculum

A. Goals and Objectives-Updated yearly through needs assessments

B. National Standards

<http://www.ascanationalmodel.org/files/StudentStandards.pdf>

C. Lesson Plans-Housed in the Counselor's office

## VI. Principles of Comprehensive School Counseling Programs

Guidance services in the district are viewed as an integral part of the total

educational process. A successful counseling program is based upon the knowledge and recognition of developmental needs of the school-age child. Consistent with this understanding, guidance services in the high school emphasize programs which are developmental in nature. The 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 developmental guidance program, while recognizing and incorporating the remedial function of helping teachers with “problem” children, defines a broader objective of helping teachers work with all children in learning appropriate life-adjustment behaviors. However, changes in behavior will only occur when the child perceives cognitively that a modification of his behavior will be personally rewarding or self-enhancing. It is felt that a program which is preventive in nature, including such areas as decision-making and awareness of self and others, will enable children to make satisfactory school and life adjustments. Therefore, guidance interventions for students are implemented with the hope of preventing serious problems or minimizing the size of such problems, if and when they do occur. Some of the activities and services provided are preventive classroom guidance activities, individual and group counseling, referrals to community agencies, consultation with teachers, administrators, parents, and community leaders, crisis intervention, assessment, placement, and follow-up services.

## VII. School Counselors are Involved in the Following:

### A. Classroom Guidance

The high school comprehensive school program involves planned guidance activities for all students. These age-related exercises foster student’s academic, personal, and social growth.

Group counseling is 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, thereby making the most efficient use of his/her time.

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. "Class" is not plural. Classes cannot be doubled up due to safety issues. 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 academic, personal, social and career development areas. Classroom guidance is part of the curriculum and should be treated with the same respect as other academic classes.

The classroom guidance curriculum focuses on topics such as: self- understanding, effective interpersonal and communication skills ( such as problem-solving, decision making, conflict resolution), effective study skills and positive attitudes toward school, career awareness and the world of work, substance abuse prevention, acceptance of differences in people (racial, gender, cultural, religious, and physical), and issues involving child endangerment. At Corning High School one counselor is provided for 408 students. The counselor is at the school every day.

#### B. Individual and Small Group Counseling

A group approach is not best suited for every student or situation. Some students or situations would benefit most from individual counseling. The nature of some problems requires more confidentiality than a small group or classroom guidance would afford. Some students may have difficulty in relating to their peers, be overwhelmed in group situations, be personally dysfunctional, or need individual attention.

Students have access to the counselor on an individual basis in order that they have an opportunity to discuss in private personal growth and areas of concern. The counselor helps the student strive to reach his/her goals and resolve his/her personal conflicts or concerns.

Referrals for individual counseling may be made by parents, teachers, administrators, other school personnel, or self-referral. Emergency referrals include, but are not limited to: suspected child abuse (physical or mental), Any behavior change which is sudden or unusual, traumatic family experiences, or indications of mounting hostility between child and teacher or peer group.

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. Recent research shows that both peer facilitators and the students they are matched with

benefit from the relationship.

Children who exhibit the following behaviors may lead to referral: (1) seem to seek only negative attention, (2) cry often or get sick daily, (3) exhibit aggressive behavior, (4) are unable to follow the rules, (5) are entering new or special learning classes, (6) are having difficulty with special relationships, (7) are fearful or nervous, (8) are having learning difficulties, (9) are unable to resolve a peer conflict, (10) are underachieving, and (11) are habitually untruthful.

#### C. Guidance in Understanding the Relationship between Classroom Performance and Success in School

Students' understanding of the relationship between classroom performance and success in school is addressed through both classroom guidance and individual guidance.

Students are advised in grades required to receive credit, credits required for graduation, etc.

#### D. Academic Advisement for Class Selection

At the high school level, the counselor assists in the placement of students in courses. Students submit their course requests in the classroom while meeting with the counselor. These decisions can be influenced by test scores and grades in previous courses.

Class scheduling is a cooperative effort which involves classroom teachers, fine arts teachers, remedial teachers, gifted and talented teachers, special education teachers, administrators, and counselors. Guidance classes are scheduled by the counselor to involve all students. Scheduling efforts strive to create the least interruption to the learning environment.

**Specialized Populations and Needs** The school counselor's guidance activities include those which promote student's and school personnel's acceptance of differences in students which are due to culture or disabilities.

The counselor's activities can promote: 1. Students' and school personnel's acceptance of differences 2. Policies, procedures, and behaviors that reflect freedom from stereotypes 3. Examination of schools' testing programs to ensure that they reflect equitable standards for all students, and 4. Outreach to parents and families of students from culturally diverse populations. The counselor has access to confidential records including psychological/psycho-educational evaluations.

#### E. Orientation

Orientation is a process to acquaint students, parents, and staff with the services of the guidance department and other student services offered to assist in the adjustment of new

students to a school. Orientation is designed to help students make effective transition adjustments from one school setting to another.

This is accomplished through teacher in-service, and brochures and meetings for parents. Counselors are also available to speak to parents to introduce guidance services and curriculum.

#### F. Consultation and Coordination

Consultation in the school counseling program focuses on the total learning environment of the school. Counselors serve as a resource for teachers concerning specific student's problems & on general issues (Myrick, 1987.) A major part of the counselor's role is to collaborate with teachers and parents, not to criticize them. Counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

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.

Consultation involves:

- 1) Assisting teachers in working with individual students or groups of students.
- 2) Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum.
- 3) Assisting in the identification and development of programs for students with special needs.
- 4) Participating in school committees that address substance abuse, gifted and talented education, curriculum development, coordination of each grade level, and school accreditation.
- 5) Interpreting student information, such as results of standardized tests for students and team members.
- 6) Consulting regularly with other specialists (e.g., psychologists and representatives from community agencies.)

#### 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).

Counselors coordinate the following:

- 1) Assist parents in gaining access to services for their children through a referral to outside agencies;
- 2) Plan, coordinate, and evaluate the guidance program effectiveness; and
- 3) Coordinate the school's testing program, which includes interpreting test results to parents, students, and school personnel.
- 4) Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

#### G. Parental Involvement

Parental involvement includes school open houses, school notes, social media posts, progress reports, Parent-Teacher conferences, meetings with individual parents for specific concerns and phone calls.

Parents need to become aware of the role of the school counselor and how to obtain the services available. To achieve this goal, parents are provided with an opportunity to meet the counselor at Open House night as the school year begins, and the school counselor's contact information is online.

The school counselor offers consultation with parents concerning:

1. Techniques for helping their children meet academic, personal, and social potential
2. Development of study habits
3. Explanations concerning the value of testing
4. Techniques for helping the student do well on testing
5. Disaggregation of the student's test results (ACT Aspire)
6. Counteracting negative peer pressure
7. Preventing substance abuse
8. Coping with divorce, and
9. Managing disruptive behavior

#### H. Utilization of Student Records

Cumulative files are maintained in the High School Counselor's Office. The counselor has full access to these files and any other files kept by the district for guidance and other related services.

#### I. Interpretation of Student Assessments

The Corning High School counselor is the building test coordinator for the school. Duties

include teacher in-service, inventory of tests, distribution of tests, test security procedures and documentation, and return shipment of materials. The counselor is also responsible for make-up testing and makes maximum effort to provide make-up testing for all students. Counselors interpret test scores for parents, students, teachers, and school personnel to assist in identifying strengths and weaknesses of particular students, groups of students, or curriculum.

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

#### K. Making Referrals to School and Community Resources

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 agencies available in our area for referrals are: Bridgeway, Consolidated Youth Services, Mid-South Health Systems, Arkansas Children's Hospital, Lion's Club, and Families, Inc.

Arkansas state law requires schools to cooperate with and provide access to Department of Human Services staff.

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

1. Referring students and parents with special needs to resources in and outside the school
2. Maintaining contacts with outside resources
3. Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines
4. Following up on referrals

#### VIII. Career Awareness and Planning in School Counseling Programs

Career development in the high school includes:

- 1) helping students to understand the value of working,
- 2) helping students relate interests to career choices, and
- 3) helping students to relate school performance to job choice and success.

IX. State Goals for Career Education (Developed by the Arkansas Advisory Council for Career Education)

X. Recommended Facilities for the Guidance Program

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

The Corning High School Counselor is provided a private office, which has adequate floor space, heating, cooling, ventilation, and lighting. There is an outer reception area and more than adequate storage provided. Security measures include locking outer doors, locking filing cabinets, and a private phone line. Individual counseling and small conferences are held in the counseling offices. Group guidance is conducted in individual classrooms.

Guidance facilities are near but separate from the administrative offices. They are in the flow of student traffic, near the source of supply of students, and near restrooms.

XI. Student Services Needs Assessments

Yearly needs assessment surveys are conducted with students and teachers.

XII. School Counselor/Pupil Ratio from Standards for Accreditation

Each school district shall provide access in the elementary and secondary school to certified guidance counselors. State guidelines stipulate the counselor/pupil ratio for the high school level shall be not less than one counselor for every four hundred fifty students beginning in the 1989-90 school year. The Corning School District employs three counselors for approximately 886 students (Kindergarten through 12th Grade).

XIII. Direct Counseling Time 75% / Indirect (Administrative) Time 25%

B. ALTERNATIVE METHODS OF CLASSROOM MANAGEMENT

The main method of classroom management used at Corning High School is Assertive Discipline. Students are taught that their misbehavior will result in increasing levels of discipline the more times they disobey the rules. For most

students, this form of classroom management works. For those students having more difficulty, behavioral contracting, dispute resolution or behavior modification plans are used.

### C. FOLLOW-UP OF SCHOOL DROPOUTS AND GRADUATES

The counselor makes an effort to contact dropouts and graduates the following year to check on their current placement outside of high school.

### D. TABE TESTING

### E. GROUP CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES

#### I. Description

These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication.

#### II Activities

Activities for students include dealing constructively with conflict, building positive self-esteem, respecting human differences, making responsible decisions, coping with frustrations and anger, and developing positive interpersonal skills.

#### III. Anti-Bullying Description & Policy for the School Activities & Programs for Anti-Bullying at 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.

At Corning High School, the school counselor discusses the issue of bullying. Classroom discussions are led to instruct students what to do if they are confronted with a bullying situation. Outside programs are brought in to deal with bullying also.

Corning High School tolerates zero bullying. A meeting with the principal is mandatory if bullying is reported to an adult at the school.

### F. VISITING TEACHER & SOCIAL WORK SERVICES

#### I. Description

Agencies which do work for the welfare of the students are the Department of Human Services, Hotline services, privately funded mental health agencies, and the Arkansas State Police. These persons seek to enhance the coping capabilities of people and to change environmental conditions that impact people.

A clothing room, food pantry, school supply program, and a Christmas aid program are available through the school. Students who have needs beyond the purview of the local school are referred to outside agencies.

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

### III. Liaison Between Home and School

In the absence of a school social worker, the guidance counselor serves as a liaison between the school and community social services. She informs the principal of the school of all actions taken.

## G. OCCUPATIONAL AND PLACEMENT SERVICES

At the high school level, these services include the dissemination of career education information by classroom teachers and the guidance counselor.

## H. PSYCHOLOGICAL SERVICES

### I. Evaluations

The district provides an evaluation for students with learning or adjustment problems and evaluation of students in exceptional child education programs. Psycho-educational testing is provided on a contractual basis by a licensed or certified examiner.

### II Consultations

The district provides consultation and counseling with parents, students, and school personnel.

### III Liaison and Referrals

Referrals to outside agencies are made, as necessary, in coordination with the Special Education supervisor. Some of these may include:

- 1) referral to audiologist,
- 2) referral to doctor,

3) referral for Occupational/Physical Therapy.

Referrals of students are made upon recommendations of the Individual Education Plan team.

#### IV. Policies Ensuring Ethical Procedures

Policies which ensure ethical procedures regarding psychological activities are under the direction of the Special Education Supervisor.

### I. SCHOOL HEALTH SERVICES

#### I. Nurse/Pupil Ratio

Act 1106 of March 1991 established guidelines requiring all school districts beginning with the 1994-95 school year should have no less than one full-time school nurse per one thousand students. Corning High School has housed in the building one Registered Nurse.

#### II. Responsibilities of School Nurse

The role of the school nurse is to assess and care for student health needs. The major part of the nurse's time is spent in direct child care, personal conferences, appraisal and follow-up. Health services include, but are not limited to:

- 1) maintaining students health records
- 2) physical screenings
- 3) referrals to appropriate medical professionals for students in need
- 4) providing emergency care
- 5) being available to present health related units in the classroom
- 6) providing parents with health related information

## J. AT-RISK & THE SCHOOL DROPOUT STUDENTS

I. At-Risk Definition At-risk children are those enrolled in school 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.

II. Characteristics of Youth-at-Risk School records are maintained which facilitate identification of at-risk students. The following factors are considered:

A. Excessive absenteeism or irregular attendance B. Poor or failing grades C. Low math and reading scores D. Retention in at least one grade E. Lack of participation in school and extracurricular activities F. Dissatisfaction with teachers and traditional school structure G. Failure to see relevance of education to personal desires H. Learning disabled or handicapped I. Uncooperative, inattentive, and unmotivated J. Suspension, expulsion, or other disciplinary actions K. Feelings of rejection, alienation, isolation, insecurity, and inadequacy L. Association with disaffected peer group M. Low and unhealthy self-esteem/self-concept N. Poor decision making skills O. Health problems P. Delinquency Q. Family disturbances R. Racial or ethnic minority S. Low socio-economic background T. Parent(s) or sibling(s) not completing school U. Lack of parental emphasis on importance of education V. Frequent moves W. Poor communication between school and home

## K. ALTERNATIVE STUDENT SERVICES PERSONNEL

### I. Types of Personnel

- Volunteers such as parents and outside agencies
- Paraprofessionals
- Physical/Occupational Therapist
- Speech Pathologist

### II. Services Provided

Personnel employed or serving students on a voluntary basis under this section shall be limited to performing those services for which they are licensed, certified, or trained.

### III. Description of Services

- Volunteers- Volunteers such as parents provide a variety of services which help students achieve and take pride in themselves and their school. Samples of work the volunteers provide are positive role models and participation in fall and spring carnivals.
- Physical/Occupational Therapist- Services are provided on a contractual basis.
- Speech Pathologist- Corning High School has the services of two speech pathologists.

## M. APPENDICES

### Appendix A

State Goals for Career Education (Developed by the Arkansas 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 child's lifestyle.

Goal 2. Students will be able to identify information about 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 child's lifestyle.

Goal 2. Students will be able to identify information about their 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 accomplishments. 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 and benefits of good interpersonal relationships. b. Recognize prejudice, contributing factors, and behavioral effects.

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 person, job, etc. a. Identify responsibilities toward co-workers, supervisors, and property. b. Identify rights derived from 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 lifestyles. b. Identify the results of job specialization and worker interdependence.