

Central Elementary School

Student Services Plan

(work in progress)



Forrest City School District

Home of the Mustangs



Central Elementary School

STUDENT SERVICES 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 Central Elementary School. 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).

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I. COUNSELING, GUIDANCE, AND CAREER AWARENESS SERVICES

Our Mission:

Central Elementary K-2 offers the students an environment that is safe, respects each child as an individual person, and promotes social responsibility. We recognize that each child is culturally and intellectually unique. In response to this, our staff utilizes differentiated instruction to meet all of the students' needs. Through our efforts, children are motivated to explore, discover, and learn. We believe that the best education is a partnership shared by teachers, students, and parents.

FOUNDATION OF CENTRAL ELEMENTARY SCHOOL COUNSELING PROGRAM

The Central Elementary School counseling program is an all-inclusive total instructional program that provides all students the opportunity for optimal growth and development. It is with this and the Central Elementary School mission statement, that the Central Elementary School Counseling Program has embraced the following comprehensive counseling model.

- **Vision Statement:** The Central Elementary School Counseling Program is for every student to acquire the academic, career, and personal/social skills to be successful students and become responsible and productive citizens. School counselors believe that every student can succeed through the collaborative efforts of school, home and community leading to responsible and productive citizenship in the 21st century.
- **Mission Statement:** The Central Elementary School Counseling Program strives to provide a proactive, comprehensive, and developmentally appropriate program to address students' academic and career goals in addition to supporting their personal and social needs. This is accomplished through a partnership with parents/guardians, staff, and community members to enable all students to become successful, productive citizens and lifelong learners in a diverse and changing world.

Central Elementary School

Student Services Plan

Role of Counselors

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

The student services program is defined as a coordinated effort which shall include, but is not limited to:

Guidance and Counseling Services

Individual and Group Counseling: Individual and group counseling is available to every student at Central Elementary School (CES) through parent, teacher, student, or administrator referral. The school counselor provides counseling but not therapy services. Therapy services are available by referral to a contracted, outside agency, the scope of which is dependent on the student's health care plan, and the implementation and continuance of which is dependent on the parent's agreement with the outside agency. Large Group and Small Group Counseling are provided regularly as needed and/or as scheduled by the school counselor.

Orientation Program for Students: During the month of May, outgoing 2nd grade students will be transported to Stewart Elementary to tour the campus and facilities. All transferring students who enroll during the school year meet with the counselor and are assigned a student/ambassador to introduce them to staff and other students. The ambassadors also help new enrollees become acquainted with the building, schedules, and policies at CES.

Academic Advisement: Monthly Skill Meetings will be held throughout the year to address any questions or concerns regarding skills and content students are learning.

Consultation: The counselor provides consultation services to parents, teachers, administrators, psychological therapists, other school counselors, school nurse, and different community agencies such as Arkansas Department of Human

Services, Kids for the Future, Life Strategies, The Logan Center, Woodridge, and medical professionals.

Utilization of Student Records: All permanent student records, with the exception of health records, are securely maintained in the office. These records are available for use by appropriate personnel. Copies of student records are sent to other schools as requested for enrollment purposes.

Assessment and Testing: The counselor is relatively responsible for the Renaissance STAR standardized testing. This also includes the scheduling and administration of any and such tests, and the dissemination and interpretation of the results to students and parents.

Parental Involvement: The school counselor is available during CES annual open house and Parent/Teacher conferences held each semester. The counselor assists parents with their child's academic, personal, and social issues as requested. The counselor serves as a liaison between teachers, parents, and students.

Personal/Social, Academic, and Career Development: Counselors conduct classroom guidance lessons to assist students to:

1. 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. Understand their roles and responsibilities in school, family and community
2. a. Develop and maintain effective interpersonal skills
- b. Understand the roles and responsibilities of others in school, family, and community
- c. Acquire a knowledge of and respect for individual differences in abilities, interests, attitudes and backgrounds
3. a. Achieve at a level in keeping with their potential
- b. Develop a sense of discovery about new knowledge
- c. Recognize their own academic strengths, weaknesses and areas of need
4. a. Discover the meaning of work and its relationship to the individual

- b. Develop a positive attitude and a personnel identity as a worker who contributes to self and to social needs
- c. Understand their own aptitudes and develop their own abilities as they pertain to the world of work

Coordinating Administration of the TABE: The TABE is not applicable to this age group

Classroom Guidance: Classroom lessons are scheduled for all students during the course of the school year meeting the state guidelines of not exceeding 40 minutes per session or ten sessions per week

Guidance in Understanding the Relationship between Classroom Performance and School Success: The counselor aids students in the interpretation/understanding of test results and the influence those results could have on their future choices and options. Grades and classroom performance are discussed as needed for students experiencing difficulties with behavior or grades.

Appropriate Activities for School Counselors

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

Inappropriate Activities for School Counselors

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk



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ASSOCIATION

II. BULLYING AND SUICIDE PREVENTION

- BULLYING

The Forrest City School District **will not accept** any form of bullying while on property, at school sponsored activities and on school buses.

A. Definition

Bullying is defined as excessive aggression or excessive verbal abuse. This will include but not limited to the following acts:

1. Threatening another student to commit bodily harm
2. Threatening to extort money from another student
3. Intimidating another student by using insulting language
4. Coercing other students to commit unlawful acts
5. Taking anything by force

B. 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.

C. 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.

D. Anti-Bullying Description & Policy for the School

Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent pupil harassment, also known as “bullying,” and shall file with the Department of Education a copy of the policies adopted.

At Central Elementary 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.

Central Elementary School tolerates zero bullying. If a bullying incident is reported, a thorough investigation takes place and steps are taken to resolve the issue.

- SUICIDE

- A. A suicide risk assessment should be initiated immediately whenever a student talks about harming himself/herself, or if there is concern that a student has thoughts about hurting himself/herself.
- B. Do not allow the student to leave the building until this assessment is completely filled out and/or a plan for ensuring the student's safety is being carried out.
- C. This Suicide Risk Assessment will guide our evaluation, document our concerns, and help in developing a student safety plan.

Step 1: Keep the Student Safe

- Appropriately supervise the student(s).
- Never leave student alone.
- Secure a safe, confidential space to assess the student's suicidal intent.

Step 2: Notify the Site Administrator/Principal

- Report the situation to the school principal immediately.
- If there is imminent danger, please follow protocol to call 911.

Step 3: Staff Members Completing this Screening

- School Counselor
- School Based Mental Health Professional
- School Nurse
- Other _____

Step 4: Notify the Student's Parent(s) or Guardian(s)

- Parents/guardians have been notified of the situation. Verbal permission for a mobile assessor has been requested.
 - Parents/guardians have been asked to come to the school to discuss the child's needs.
 - Parents/guardians have been notified of the situation and refuse all services. Parents must pick up student.
 - Parents/guardians have NOT been notified because:
-

Indicators of Potential Suicide Checklist (*Check as many as apply*)

- Suicide notes
- Family problems
- Loss of an important person or relationship
- Making final arrangements
- Legal problems
- Family history of suicide
- Giving away possessions
- Poor coping skills
- Friend has attempted suicide
- Reading or writing about death
- Limited support system
- Previous suicide attempts, cutting
- Sad or depressed affect, hopelessness
- Increased risk taking
- Plan to commit suicide
- Sexual identity issues or sexual abuse
- Drug and alcohol use
- Verbalize suicide threat(s)
- Social withdrawal or isolation
- Humiliation or rejection
- Access to a means to harm self
- Feels like quitting or running away from world
- Collecting information on suicide methods
- _____

Suicide Prevention Resources for Parents

Forrest City Medical Center:	1601 Newcastle Road	(870)-261-0000
MidSouth Health Systems:	4451 N Washington St	(870)-630-3880

III. Alternative Methods of Classroom Management

The main method of classroom management used at Central Elementary 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.

IV. Parental Involvement
(in progress)

V. Health Services

A. 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. Central Elementary School has housed in the building one Licensed Practical Nurse.

B. 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, and
- 6) providing parents with health related information.

VI. Counselor's Role in Special Education

Special Education is an issue that must be addressed directly when the counselor's job description is defined. The ultimate responsibility of the counselor is to meet the guidance needs of all students. Some examples of counselor activities that include all students are listed below:

- Conducting classroom guidance activities.
- Conducting small-group and individual guidance and counseling activities.
- Consulting with parents and teachers.
- Referring to community resources at appropriate junctures.
- Conducting in-service training on relevant topics.
- Participating as a member of a diagnostic team when counseling skills are required.

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

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

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

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

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

VII. Psychological Services

Evaluations: Evaluations for consideration for special services is conducted in compliance with Federal Public Law 94-142 and Arkansas State Act 102 as amended. The functional administration of programs adhere to the state regulations as outlined in referral, placement, and appeal procedures for special education and related services and program standards and eligibility criteria for special educations for the Arkansas Department of Education. The district provides an evaluation for students with learning or adjustment problems and evaluation of students in exceptional child education programs. Psychoeducational testing is provided on a contractual basis by a licensed or certified examiner.

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

Early identification: Early identification of children with special needs is provided in cooperation with the Child Find program of Arkansas. This program provides information to parents and others who may be aware of children in need of services. The district provides a system for the early identification of learning potential and factors which affects the child's educational performance.

Liaison and Referrals: Liaison with and referral to other agencies and institutions are made on an as needed basis. Open communications is maintained with a variety of organizations, both local and statewide, which include mental health centers, hospitals, physicians, and institutions of various types.

Ethical Procedure: Psychological staff members are licensed by the Arkansas Board of Examiners in Psychology, and/or certified by the National School Psychology Certification Board, and the Arkansas Department of Education. They, therefore, adhere to ethical procedures prescribed by the professional conduct manual of the National Association of School Psychologists, and Ethical Principles of psychologists and Code of Conduct of the American Psychological Association.

VIII. Visiting Teacher and Social Work

A. Description

The Forrest City School District does not fund the position of social worker. Other 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.

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

B. Liaison Between Home and School

In the absence of a school social worker, the guidance counselors serve as a liaison between the school and community social services. They inform the principal of the school of all actions taken.

IX. Appendix

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. § 6-18-1001 et 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 develops 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,
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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 out-of-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 A 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

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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

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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.

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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.

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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.

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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. § 6-18-1001 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.

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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.