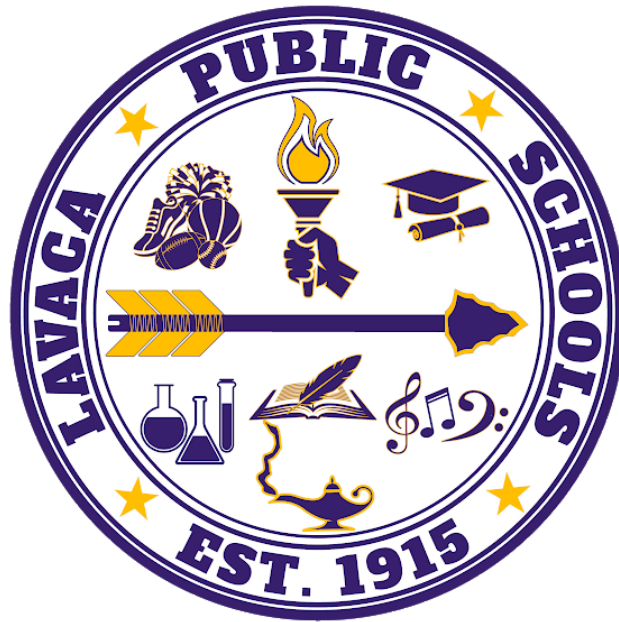


Lavaca Public Schools

Comprehensive School

Counseling Plan

2021-2022



Revised July 2020

Mission Statement:

The mission of the LPS Counseling Program is to empower all students with encouragement, support, resources, and guidance to become the best people they can be.

Vision Statement:

Lavaca Public Schools, a safe place where all students strive for excellence.

Beliefs:

- Students' interactions and behavior will improve with small groups and influential guidance lessons.
- All students can grow and be successful academically and socially with a positive comprehensive school counseling program.
- Student data should be a driving force for collaboration and planning of what our students need.
- With focus on students' needs, the counselors will advocate for students and help students through school and life's challenges.
- All students are worth our time, our attention, and our care.

Advisory Council:

The Advisory Council is made up of a variety of people who are supporters of the school district and the health, education, and well being of our students.

The Advisory Council reviews the School Counseling program, advocates for our students (funding, support, and programs), organizes events that support our students' mental health, and sees that we are continuing to work towards our goals that ultimately reflect our mission.

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I. ACT 908 OF 1991

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 Lavaca Public Schools.

This plan is building-based (site based) upon the needs identified by parents, teachers, principals, students and other agencies with which the district works (such as the 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.

II. GUIDANCE, COUNSELING, AND CAREER EDUCATION

A. Role of School Counselors

The School counselor helps all pupils by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge base of the counselor are more effectively used if effort is directed in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success. Counselors serving different school populations function differently. This is due to variations in the developmental stages of students and in school organization. Whatever the setting; however, counseling and guidance are integral to the school that are maximized when counselors collaborate with others.

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

ADE RECOMMENDATIONS FOR DOCUMENTING THE THREE SCHOOL COUNSELING DOMAINS BY INDICATING SPECIFIC ACTIVITIES Establish Academic Goals - Section 2. 6-18-1005 (a) (1) (C)

Domain : ACADEMIC DEVELOPMENT

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

Goal: AI. Improve Academic Self-concept

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

Goal: A2. Acquire Skills for Improving Learning

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

Goal : A3. Achieve School Success

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

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Goal: B1. Improve Learning

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

Goal: B2. Plan to Achieve Goals

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

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

Goal: C1. Relate School to Life Experiences

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

community member; understand how school success and academic achievement enhance future career and vocational opportunities.

Domain: CAREER DEVELOPMENT

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

Goal: A1. Develop Career Awareness

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

Goal: A2. Develop Employment Readiness

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

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

Goal: B1. Acquire Career Information

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

Goal: B2. Identify Career Goals

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

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

Goal: C1. Acquire Knowledge to Achieve Career Goals

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

Goal: C2. Apply Skills to Achieve Career Goals

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

Domain: PERSONAL/SOCIAL

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

Goal: A1. Acquire Self-knowledge

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

groups; identify personal strengths and assets; identify and discuss changing personal and social roles; identify and recognize changing family roles.

Goal: A2. Acquire Interpersonal Skills

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

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

Goal: B1. Self-knowledge Application

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

Standard C: Students will understand safety and survival skills.

Goal: C1. Acquire Personal Safety Skills

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

C. Principles of Comprehensive School Counseling Programs

Direct Counseling Act 190, The School Counseling Improvement Act, states that a school counselor shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students.

Indirect services are provided on behalf of a student, and are typically consultative, referral based, or through participation as a contributing member of a decision-making team (504, RTI, parental involvement, GT, etc.)

r) D. School Counselor Involvement Areas

1. Classroom Guidance

A comprehensive school counseling program involves planned guidance activities for all students. They address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific competencies in academic, social/emotional, and/or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives. Guidance classes, by law, should not exceed 30 minute presentation and should not occur more than 10 times per week.

2. Individual and Small Group Counseling

Lavaca Schools provide individual and group counseling services to students in kindergarten through twelfth grades as needed. These services are provided by school counselors.

3. Consultation

Consultations are held as needed with parents, faculty, and other agencies to assist with student needs as occasions arise.

4. Coordination

Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required. The following steps must be taken:

1. Coordinate the use of school and community resources.
2. Assist parents in accessing services for their child's needs, through a referral and follow-up process.
3. Plan, coordinate, and evaluate the guidance program's effectiveness, and assist with coordination of the school's testing program, which usually includes interpreting test results to parents, students, and school personnel.

S. Working with Parents

Lavaca Schools welcome parent involvement. Parent Centers are located centrally within the district with resources available to assist parents for various situations. Parent/Teacher

conferences are held twice yearly and are scheduled to accommodate parents' work schedules. Parents are encouraged to communicate with teachers and administrators regarding their child.

6. Peer Facilitation

Lavaca Schools provide opportunities for students to hold a variety of leadership roles.

7. Making Appropriate Referrals

These resources are available to students, staff members, parents and the community.

8. Assessment and Testing

The district test coordinator and school counselors organize all state mandated standardized testing, provide in-service training to each faculty member, and interpret/disseminate test results to students, faculty, parents, and community. The district coordinator received training provided by the Arkansas Department of Education.

9. Specialized Populations and Needs

Programs are offered for students with special needs. Some of these programs include Special Education, 504 services, ELL, homeless assistance, Title I, Alternative Learning Environment, School Based Mental Health, Mentoring Program, and individual counseling.

10. Orientation Programs

Orientation for Lavaca Schools' parents and/or their students takes place each fall. At the beginning of the school year, teachers meet with parents to discuss expectations and how the child, parent, and teacher can work together for a successful year of learning. In addition, kindergarten provides an open house for parents and children to acquaint each child with their teacher and the new environment.

11. Class Scheduling

Class scheduling is the proper placement of students in the academic setting.

Counselors act in a consulting capacity at all levels to promote academic success.

12. Utilization of Student Records

Counselors have authorized access to student files kept by the school district.

Data is utilized to assist parents, faculty, administrators, and counselors help each individual student reach his/her potential.

13. DIRECT COUNSELING SERVICES TO STUDENTS

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

14. INDIRECT SERVICES RELATED TO GUIDANCE/COUNSELING/CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS

Example activities: Consultation Services with Parents; Consultation Services with School Personnel; Consultation Services with Outside Agencies; Reporting Abuse of Students; Making Appropriate Referrals for Services; Test Interpretation about Students; Test Interpretation for Parents; Test Interpretation for Faculty; Test Interpretation for School Community; Update Guidance Records for Counselor's Utilization; Organizing Information; Collecting Resources for Guidance/Counseling/Career Education; Coordination of Guidance/School Counseling Program; School Suicide/Crisis Planning; and others.

15. ACTIVITIES THAT COULD INTERFERE WITH MEETING STUDENTS' NEEDS: School Counselors should not serve duty that requires disciplinary action; administer discipline, witness corporal punishment, or be involved in disciplinary action; administer psychological evaluations (unless certified and assigned part-time as an educational examiner); and assume the role of principal, clerical, or substitute teaching duties, i.e. due process for special education or school secretary.

E. Career Awareness and Planning in School Counseling Programs

Annotated Code 6-18-1009 states: Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. Career awareness is addressed at Lavaca Schools through grade specific activities.

F. State Goals for Career Education

Lavaca Schools provides personal/social, academic, and career information for students by coordinating and disseminating career information to aid students in making plans for the future. Career awareness information occurs at all grade levels through various activities. Lavaca Schools address career education according to students' needs as developed by the AR Advisory Council for Career Education and the American School Counselor Association Model.

G. Recommended Facilities for the Guidance Program

Lavaca Schools provide facilities in accordance with state guidelines. Counseling offices are equipped with telephone lines to ensure privacy, areas for individual and group counseling, and storage for specialized testing and secure records.

H. Student Services Needs Assessment Samples
see Appendix

I. School Counselor/Pupil Ratio and Other Standards for Accreditation

Lavaca Schools complies with accreditation requirements of 450/1 student-to-counselor ratio.

III. PSYCHOLOGICAL SERVICES

A. Evaluations

Lavaca Schools provide psychological and educational assessment to identify students with learning or adjustment disabilities. The Gifted/Talented teacher tests and evaluates students for inclusion in the program for exceptional children. An advisory committee works with the Gifted/Talented teacher to select those students who meet the program criteria. Qualified students may receive specialized enrichment through the Gifted/Talented program. Services are provided to students who meet the criteria in specific programs.

B. Consultation

Consultations and counseling with parents, students, and school personnel are provided by Lavaca Schools .

C. System for Consultation

- 1 The district provides a system for working with parents, students, and school personnel.

D. Early Identification

Lavaca Schools examine classroom performance and standardized test scores to determine if students are at risk of academic failure. Students not scoring proficient or advanced will be placed on an Academic Improvement Plan, as mandated. Lavaca Schools identifies at risk students through the Response to Intervention (RTI) process.

E. Liaison and Referrals

Lavaca Schools maintain a liaison and referral system with area resources. These resources are available to students, staff members, parents, and the community. School based mental health services are provided district wide.

F. Ethical Procedures

Lavaca Schools adhere to all ethical standards in psychological referrals and in working with resources outside the school system.

IV. VISITING TEACHER AND SCHOOL SOCIAL WORK SERVICES

A. Description

Outside agencies are sometimes used to assist students who are exhibiting problems of

attendances, behavior, adjustment, and learning. Lavaca Schools make arrangements with agencies such as DHS and School Based Mental Health.

B. Assist in Casework

Lavaca Schools initiate a school liaison to assist in the prevention of problems of attendances behavior, adjustment, and learning .

C. Liaison between Home and School

Appropriate school personnel will serve as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance.

V. OCCUPATIONAL AND PLACEMENT SERVICES

A. Description

Career awareness is explored in kindergarten through fourth grade at Lavaca Elementary School s.

B. Follow-up Studies

Post-graduation studies are addressed at the middle and high school levels. Lavaca Schools serve as a beginning for career awareness.

C. Liaison

Counselors conduct career awareness lessons. At Lavaca Schools, guest speakers from the community are invited into the classroom to expose students to different careers.

VI. CONFLICT RESOLUTION SERVICES

A. Description

Lavaca Schools provide educational and social opportunities which help students develop skills which enable them to resolve differences and conflicts between groups. This is designed to promote greater understanding, positive communications, and a better self-esteem.

B. Activities & Programs for Conflict Resolution

Activities are implemented to build self-esteem, resolve conflict, encourage responsible decision-making, and learn respect for individual differences. Example activities implemented at Lavaca Middle School are Second Step, Anti-Bullying, Drug Awareness, Character Education and, The 7 Habits of Highly Effective People.

C. Anti-Bullying Description and Policy for the School

See Appendix

D. Activities and Programs for Anti-Bullying at School

See activities above

E. Program designed to promote understanding and Positive Communication

See activities above

F. Alternative Methods of Classroom Management

1. Behavioral Contracting
2. Dispute Resolution
3. Classroom Meetings
4. Logical Consequences
5. Assertive Discipline
6. Behavior Modification

VII. SCHOOL HEALTH SERVICES PROGRAMS

A. Standards for Accreditation

Lavaca Schools provides a health services program under the direction of a licensed nurse. Facilities, equipment, and materials necessary for a health services program are established .

B. Nurse/Pupil Ratio

The nurse/pupil ratio is within state guidelines.

t ' C. Immunization

Lavaca Schools meet immunization requirements established by all State and federal laws. All health records are maintained and updated by the school nurse. These records are kept separate from the academic permanent records. The school nurse checks all immunization records and sends notification of any deficiencies.

D. Other States and Statements of Immunization

Lavaca Schools provide and maintains current health appraisal records for all students in accordance with the Department of Education's guidelines.

E. Responsibilities of the School Nurse

The school nurse should have the physical, mental, social, emotional, and value• making capabilities as well as the professional nursing and other educational preparation to adequately perform in the following areas:

1. To appraise and identify the health needs of students and other school personnel through planning and administering recommended screening tests such as vision, hearing, and scoliosis.
2. To encourage the correction of needed health issues by working with parents, teachers, and community agencies.
3. To work with administrators, teachers, and other school personnel to modify the school environment and curriculum for children with health problems.
- () 4. To provide health counseling to students, parents, and school personnel.
5. To assume responsibility for the care of the sick and injured in keeping with school policy.
6. To assist in planning and participate in pilot projects concerned with health education and service to the schools.
7. To maintain adequate and up-to-date health records.
8. To serve as a resource person to school and community in health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety.
9. To present health education both informally by means of bulletin boards and opportune teaching moments and formally in the classroom when necessary.
10. To recommend changes in the environment to reduce health and safety hazards.
11. To review and evaluate their own job performance and professional development.
12. To evaluate the nursing aspects of the school health program.
13. To aid in developing the Individual Educational Plan (IEP) when the child has health related problems.
14. School nurse duties include, but are not limited to: checking for head lice, dispensing medicine, vision and hearing screenings, first aid, weight and measurement, and coordinating student visits to the Lavaca Wellness Clinic.

The school nurse is encouraged to contact the local health department to get

acquainted with the area nursing supervisor, the communicable disease nurse specialist, the
r 1 health educator, and the vision and hearing specialist.

The following various agencies and organizations have offered their services and some will sponsor and co-sponsor workshops to aid school nurses: AR The health service unit should be planned with very definite purposes in mind . These purposes vary in schools according to whether the school is large or small, urban or rural, elementary or secondary .

The primary purposes for which this unit should be used are as follows Department of Education, March of Dimes, AR Children's Hospital, AR Society to Prevent Blindness, AR Department of Health, AR Genetics Council, AR Aids Foundation, AR Department of Human Services.

F. School Health Service Unit

Facilities, equipment, and materials necessary for a health services program are present within the building.

G. Students with Special Health Care Needs

Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have an individualized health plan.

H. Invasive Medical Procedures

Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to or other professional licensure statutes. The regular classroom teacher shall not perform these tasks.

I. Custodial Health Care Services

Custodial Healthcare Services required by students under an individualized healthcare plan shall be provided by trained school employees other than the regular classroom teachers.

VIII. SCHOOL SUICIDE CRISIS & TERRORIST PLANS

A. Inclusive School Crisis Plan

A district crisis plan is in effect. Lavaca Schools have a crisis team and members have specific duties to be followed in the event of a crisis.

B. School Crisis Team List

The Crisis Team includes, but is not limited to the following on campus positions : Superintendent; Building Principal ; School Resource Officer; School Nurse; Counselors. Community resources may be utilized to address specific crisis situations.

C. Specialized Training Activities for School Community

Some staff members have had training in first aid and CPR. School nurses undergo training throughout the year as required.

D. Referral Process to School Crisis Team

Any student, staff member, or community member may make referral to the crisis team for prevention or during a crisis event. The crisis team will review the referral and implement the level that best fits the crisis situation.

E. Assessment Forms and Processes used by School Crisis Team

Assessments of on-campus crisis situation will be conducted by the school's administration. The administration will then decide which code to issue.

F. Dealing with Specific Areas of Crisis

The crisis plan provides staff members with response information to alert the staff of what to do in a particular crisis situation. The levels are as follows:

Code L - Lockdown

Code S - Secure the Building Code E - Evacuate

G. Plan for Safety of Students and Employees in a Terrorist Attack

School administration will determine if the crisis response team is needed for a crisis that occurs after school hours or off-campus.

H. Ongoing Training and Changes

Persons requiring training for their certification receive training throughout the year. The crisis plan will be reviewed annually to make any changes that are needed. In addition, a debriefing will be conducted after a crisis has occurred and the plan has been put into action to evaluate any changes that may be needed.

IX. AT-RISK STUDENTS AND THE SCHOOL DROPOUT PROGRAM

A. Dropout Tracking Plan

A Dropout/Tracking Plan is in effect at Lavaca High School. Lavaca Schools have attempted to reduce the number of dropouts by identifying those students that have many of the characteristics of at-risk students and addressing the student's individual needs.

B. School District Level Tracking System for School Dropouts

Elementary School Designee will notify the prosecuting attorney's office when a student has not attended school for ten consecutive days without notification, and for whom a request for records has not been received from another district.

C. Exit Interview Process and Follow-Up Process

(not applicable at Elementary Level)

t 1 D . At-Risk Definition

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

E. Characteristics of Youth-At-Risk

Characteristics of Youth-At-Risk may include, but are not limited to: Truancy/ Excessive tardies
Health Issues
Behavior Issues
Socio-economic Issues Academic Issues
Self-esteem Issues

F. At-Risk Student Services

Lavaca Schools utilize Failure is Not An Option And Response to Intervention to facilitate academic success. Lavaca Schools have implemented various strategies to prevent student failure and dropout. Strategies include but are not limited to:

- Enforcing attendance and truancy policies
- Fostering school climates that promote positive relationships
- Providing early identification and remediation of academic failures Providing special services as needed
- Providing homebound tutoring and instruction for students with long•
- term illnesses
- Establishing alternative programs
- May provide in-service training for teachers on working with at risk students

G. Definition of a Dropout

A dropout is a student who has not attended school for ten consecutive days without notification, and for whom a request of records has not been received from another district.

X. ALTERNATIVE STUDENTS SERVICE PERSONNEL

A. Types of Personnel

In order to provide the services set forth in ACT 908 of 1991, the school may utilize the following personnel in addition to any standard student services personnel : Para- professionals in the social work or mental health fields, volunteers under the supervision of certified

personnel, and medical licensed targeted case managers.

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B. Limitations

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

C. Training

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

OTHER ADDITIONS:

AMERICAN SCHOOL COUNSELING ASSOCIATION ETHICAL STANDARDS FOR
SCHOOL COUNSELORS

PREAMBLE

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.

RESPONSIBILITIES TO STUDENTS

The professional school counselor:

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

1. CONFIDENTIALITY

The professional school counselor:

- a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and
 -) legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counselees through a written and shared disclosure statement.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.
- c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.
- d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.
- e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor's ethical obligation. In a group setting, the counselor sets a high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

2. COUNSELING PLANS

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

3. DUAL RELATIONSHIPS

The professional school counselor: avoids dual relationships which might impair her or his objectivity and increase the risk of harm to the client (e.g., counseling one's family

members, close friends, or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.

4. APPROPRIATE REFERRALS

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

5. GROUP WORK

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

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6. DANGER TO SELF OR OTHERS

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

7. STUDENT RECORDS

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

8. EVALUATION, ASSESSMENT, AND INTERPRETATION

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring, and interpretation which may differ from that required in more traditional assessments.
- b. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language the counselee(s) can understand.
- c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.

- d. Uses caution when utilizing assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument is standardized

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9. COMPUTER TECHNOLOGY

The professional school counselor:

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

10. PEER HELPER PROGRAMS

The professional school counselor has a unique responsibility when working with peer helper programs. The school counselor is responsible for the welfare of counselees participating in peer programs under her or his direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

RESPONSIBILITIES TO PARENTS

PARENT RIGHTS AND RESPONSIBILITIES

The professional school counselor:

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

PARENTS AND CONFIDENTIALITY

The professional school counselor:

- a. Informs parents of the counselor's role, with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.

- b. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as appropriate and consistent with ethical responsibilities to the counselee.
- c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

PROFESSIONAL RELATIONSHIPS

The professional school counselor:

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

SHARING INFORMATION WITH OTHER PROFESSIONALS

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality; the distinction between public and private information; and staff consultation.
- b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
- c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

RESPONSIBILITIES TO THE SCHOOL

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in the best interest of counselees.
- b. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property while honoring the confidentiality between the counselee and counselor.
- c. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions which may limit or curtail her or his effectiveness in providing programs and services.
- d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrator hire only qualified and competent individuals for professional counseling positions.
- e. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet the counselee's developmental needs; and (3) a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

RESPONSIBILITY TO THE COMMUNITY

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

RESPONSIBILITIES TO SELF

PROFESSIONAL COMPETENCE

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.
- b. Monitors personal functioning and does not participate in any activity which may lead to inadequate professional services or harm to a client.
- c. Strives through personal initiative to maintain professional competence and to keep abreast of professional information. Professional and personal growth is ongoing throughout the counselor's career.

MULTICULTURAL SKILLS

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

RESPONSIBILITIES TO THE PROFESSION PROFESSIONAL/SM

The professional school counselor:

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

CONTRIBUTION TO THE PROFESSION

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

MAINTENANCE OF STANDARDS

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

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

21 BENEFITS OF SCHOOL COUNSELING PROGRAMS BASED ON AMERICAN SCHOOL COUNSELING ASSOCIATION'S NATIONAL MODEL

BENEFITS FOR STUDENTS

Ensures every student receives the benefit of the school counseling program by for every student

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Monitors data to facilitate student improvement provides for closing gap

Promotes a rigorous academic curriculum for every student Ensures equitable access to educational opportunities Fosters advocacy for students

Supports development of skills to increase student success

BENEFITS FOR PARENTS OR GUARDIANS

Provides Support in advocating for their children's academic, career and personal/social development

Supports partnerships in their children's learning and career planning Ensures academic planning for every student

Ensures access to school and community resources Provides training and informational workshops Connects to community- and school-based services

Provides data for continuous information on student progress

Ensures every student receives the content of the school counseling curriculum

Promotes a philosophy that some students need more and seeks to ensure they receive it

BENEFITS FOR TEACHERS

Promotes an interdisciplinary team approach to address student needs and educational goals

Increases collaboration with school counselors and teachers Supports development of classroom-management skills

Provides a system for co-facilitation of classroom guidance lessons Supports the learning environment

Promotes teaming to increase student achievement

Analyzes data to improve school climate and student achievement

BENEFITS FOR ADMINISTRATORS

Aligns the school counseling program with the school's academic mission Provides a school counseling program promoting student success

Monitors data for school improvement

Provides a system for managing a school counseling program Articulates a process for evaluating a school counseling program

Uses data to jointly develop school counseling goals and school counselor responsibilities

Provides useful data for grant applications and funding sources

Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate

BENEFITS FOR THE BOARDS AND DEPARTMENTS OF EDUCATION

Provides a rationale based on data for implementing a school counseling program

Ensures equity and access to a quality school counseling program for every student

Demonstrates the need for appropriate levels of funding

Articulates appropriate credentials and staffing ratios

Informs the community about school counseling program success

Supports standards-based programs
Provides data about improved student achievement

BENEFITS FOR SCHOOL COUNSELORS

Defines responsibilities within the context of a school counseling program
Seeks to eliminate non-school counseling program activities
Supports access to every student
Provides a tool for program management, implementation and accountability
Recognizes school counselors as leaders, advocates and change agents
Ensures the school counseling program's contribution to the school's mission

BENEFITS TO COUNSELOR EDUCATORS

Builds collaboration between counselor education programs and schools
Provides a framework for school counseling programs
Provides a model for site based school counseling fieldwork or internships

Increases data collection for collaborative research on school counseling programs
Establishes a framework for professional development to benefit practicing school counselors
Promotes alliances with other educator training programs

BENEFITS FOR POST-SECONDARY EDUCATION

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

BENEFITS FOR STUDENT SERVICES PERSONNEL

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

BENEFITS FOR COMMUNITY: BUSINESS, LABOR AND INDUSTRY

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

Supports the academic preparation necessary for students' success in the workforce

[31 CHILD ABUSE INFORMATION

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

Arkansas Code Annotated 12-12-510 states:

(1) The person conducting the investigation shall have the right to enter into the home, school, or other place for the purpose of conducting and interviewing or completing an investigation.

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

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

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

COUNSELOR'S ROLE IN DISCIPLINE

Counselors do not deal directly with discipline and should not be placed in a disciplinary role, but rather approach discipline from a preventive perspective. Ideally, discipline problems are identified, discussed, and resolved before they significantly disrupt the classroom and the educational process.

Early behavioral intervention is a legitimate activity for counselors, especially in view of the increasing reports of disciplinary problems and disruptive behavior that interferes with learning.

Consultation is one of the key intervention strategies employed by the counselor to create positive change and facilitate the growth and development of the students served. The counselor acts as an arbitrator between teachers and students regarding problem situations and relationships in classrooms. A systematic process is utilized which includes meeting with the teacher and with the students, individually and together, to monitor progress and evaluate outcomes.

After all available school resources are expended to assist the disruptive child, the school counselor utilizes appropriate school policies to refer the family to assistance resources outside the school system. However, referral is not usually a "once and forever" procedure, and the school counselor should continue to provide ongoing assistance.

Specific group guidance sessions employed by the counselor can assist students in their total school adjustment and thus reduce classroom problems. Special small-group counseling sessions are scheduled on a need basis for assisting students who exhibit more aggressive behavior.

Examples of counselor intervention strategies that focus on school adjustment and discipline include:

Orientation sessions are conducted at all grade levels to acquaint students with the discipline policy. The positive aspects and rewards of acceptable practices in attendance, classroom behavior, and social relationships both inside and outside the school environment are emphasized.

Group guidance sessions are held which stress responsible behavior and coping skills. Individual sessions are scheduled on the basis of a referral or request from parents, teachers, or administrators. Minor first-time behavior problems may be referred to the counselor for assistance and follow-up.

Follow-up activities with a student returning from a suspension are conducted when requested by the school administrators.

Teachers are in-serviced on appropriate referral procedures and provided with necessary forms. Outside referrals are initiated through the principal when appropriate.

Conferences with parents, teachers, and administrators are scheduled when appropriate.

COUNSELOR'S ROLE IN PARENTING EDUCATION

Children do not come equipped with instruction manuals. Most parenting skills are learned through trial and error. Elementary schools effectively help children through developmental stages and learning processes when they support and seek involvement through facilitating school problems that offer assistance to parents and guardians. Because children today face increasingly difficult challenges and pressures, parenting has become an uncertain and complex adventure. Programs to assist and support parents in the parenting process are important parts of school counseling services. In addition to PTA/PTO presentations and sending communications home, schools can take an active role in this process by offering parent education opportunities.

One of the ways to aid parents in developing more effective parenting skills is a series of programs about physical and emotional development essential for learning. Communication and

behavior management strategies are usually included as part of the area of parent education. Community professionals {pediatricians, counselors/psychologists who work with children, and human resources workers) can be utilized as facilitators on panel discussions.

Parent education programs use different formats and structures, depending on the nature of the group, the expertise of the group leader, the leader's style, and the particular types of groups. When organizing and presenting parent education programs, there are two approaches from which to choose: Discussion Groups or Instructional Programs.

Discussion Groups are facilitated by counselors who are trained in group processes and are comfortable leading parent groups in discussions about topics of mutual interest and concern. These groups are successful when group members feel comfortable with each other. Instructional Programs may be either designed on your own or purchased commercially. An instructional program is identified by the structured format of goals, objectives, and activities incorporated into the learning process. When parents do not know other members of the group, or, if the range of topics is too diverse, the instructional approach might be considered for the parent education program.

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 ASCA 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 IEPs 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 neither an acceptable nor an ethical guidance practice.

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

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

APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELOR

Individual student academic program planning
Interpreting cognitive, aptitude and achievement tests
Counseling students who are tardy or absent
Counseling students who have disciplinary problems
Counseling students as to appropriate school dress

Collaborating with teachers to present guidance curriculum lessons
Analyzing grade-point averages in relationship to achievement
Interpreting student records

Providing teachers with suggestions for better management of study halls

Ensuring that student records are maintained as per state and federal regulations Assisting the school principal with identifying and resolving student issues, needs and problems

Working with students to provide small- and large- group counseling services

Advocating for students at individual education plan meetings, student study teams and school attendance review boards

Disaggregated data analysis

INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

Registration and scheduling of all new students

Coordinating or administering cognitive, aptitude and achievement tests Responsibility for signing excuses for students who are tardy or absent Performing disciplinary actions

Sending students home who are not appropriately dressed Teaching classes when teachers are absent

Computing grade-point averages Maintaining student records Supervising study halls

Clerical record keeping

Assisting with duties in the principal's office

Work with one student at a time in a therapeutic, clinical mode

Preparation of individual education plans, student study teams and school attendance review boards

Data entry

