

Dover Public Schools - STUDENT SERVICES PROGRAM PLAN

This plan articulates the functions served by each of the components of a program of student services. The plan indicates development and implementation for providing student services to all students in the public school system, including area vocational-technical schools.

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

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A: GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES

I. Role of School Counselors

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

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

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

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

II. ETHICAL STANDARDS FOR SCHOOL COUNSELORS - ASCA

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in behavioral sciences, with training in clinical skills adapted to the school setting. School counselors ascribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

- A. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice.
- B. Each person has the right to self-direction and self-development.
- C. Each person has the right of choice and the responsibility for decisions reached.
- D. The counselor assists in the growth and development of each individual and uses her/his specialized skills to insure that the rights of the counselee are properly protected within the structure of the school program.
- E. The counselor-client relationship is private. Compliance with all laws, policies, and ethical standards pertaining to confidentiality is maintained.

F. The American School Counselor Association has identified the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among its members. The Association recognizes the basic commitment of its members to the Ethical Standards for School counselors was developed to complement the AACD standards by clarifying the nature of ethical responsibilities of counselors to the school setting. The purposes of this document are to:

1. Serve as a guide for the ethical practices of all school counselors regardless of level, area, or population served.
2. Provide benchmarks for both self-appraisal and peer evaluation regarding counselor responsibilities to pupils, parents, professional colleagues, school and community, self, and counseling profession.

III. Responsibilities to Pupils

The school counselor:

- A. Has a primary obligation and loyalty to the pupil, who is treated with respect as a unique individual.
- B. Is concerned with the total needs of the pupil (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
- C. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which he/she may receive counseling assistance at or before the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.
- D. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.
- E. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
- F. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.
- G. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of student information.
- H. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.
- I. Informs the appropriate authorities when the counselee's conditions indicated a clear and present danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.
- J. Provides explanations of nature, purposes, and results of tests in language that is understandable to the client (s).

K. Adheres to relevant standards regarding the selection, administration, and interpretation of assessment techniques.

IV. Responsibilities to Parents

The school counselor:

A. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.

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

C. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.

D. Treats information received from parents in a confidential and appropriate manner.

E. Shares information about a counselee only with those persons properly authorized to receive such information.

F. Follows local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.

V. Responsibilities to Colleagues and Professional Associates

The school counselor:

A. Establishes and maintains a cooperative relationship with the faculty for the provision of optimum guidance and counseling services.

B. Promotes an awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.

C. Treats colleague with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are accurately and fairly considered to enhance the image of competent professionals.

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

E. Is aware of and fully utilizes professionals and organizations to whom the counselee may be referred.

VI. Responsibilities to the School and Community

The school counselor:

A. Supports and protects the educational program against any infringement not in the best interest of pupils.

B. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property.

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

D. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.

E. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

VII. Responsibilities to Self

The school counselor:

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

B. Is aware of potential effects of personal characteristics on services to clients.

C. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.

D. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

VIII. Curriculum

A. Goals and Objectives

B. National Standards

C. Lesson Plans

IX. Principles of Comprehensive School Counseling Programs

Guidance services in the school are viewed as an integral part of the total educational process. A successful high school program is based upon the knowledge and recognition of developmental needs of the school-age child. Consistent with this understanding, guidance services in the high school emphasize programs which are developmental in nature. The program is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions.

It is felt that a program which is preventive in nature, including such areas as decision-making and awareness of self and others, will enable children to make satisfactory school and life adjustments. Therefore, guidance interventions for high school students are implemented with the hope of preventing serious problems or minimizing the size of such problems, if and when they do occur. Some of the activities and services provided are preventive classroom guidance activities, individual and group counseling, referrals to community agencies, consultation with teachers, administrators, parents, and community leaders, crisis intervention, assessment, placement, and follow-up services.

X. School Counselors are involved in the Following:

A. Small Group Guidance and Classroom Guidance:

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

Group counseling is an invaluable part of most school counselors' work. Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students, thereby making the most efficient use of his/her time.

Arkansas School Laws Annotated Code 6-18-1005 states:

(L) Classroom guidance which shall be limited to thirty-minute class sessions, not to exceed three (3) per day or ten (10) per week. "Class" is not plural. Classes cannot be doubled up due to safety issues. This law is still effect and has not been changed because of any other legislation. The forty-minute planning time for classroom teachers is a separate issue and other personnel should be used. Classroom guidance lessons were never intended to provide a break or planning time for teachers. Classroom guidance was intended as a collaborative effort with teachers to use the information to reinforce goals for students in the academic, personal, social and career development areas. Classroom guidance is part of the curriculum and should be treated with the same respect as other academic classes.

The classroom guidance curriculum focuses on topics such as: self-understanding, effective interpersonal and communication skills (such as problem-solving, decision making, conflict resolution), effective study skills and positive attitudes toward school, career awareness and the world of work, substance abuse prevention, acceptance of differences in people (racial, gender, cultural, religious, and physical), and issues involving child endangerment.

B. Individual Counseling:

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

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

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

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

C. Consultation

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

Counselors work with teachers and administrators to help create the kind of school environments that stimulate growth and learning. Their emphasis is on making the educational process more personal and increasing teachers' and administrators' understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students; and ways of helping students cope with success and failure.

Consultation involves:

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

D. Coordination

Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required.

Counselors coordinate the following:

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

E. Working with Parents & Parental Involvement

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

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

The school counselor offers consultation with parents concerning:

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

F. Peer Facilitation

Students often share their problems with peers rather than adults. Counselors provide structured opportunities for students to serve as peer helpers. The power of peer influence cannot be minimized and, in fact, should be capitalized upon

G. Referral to Outside Agencies

Counselors establish and maintain close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication.

Some agencies available in our area for referrals are: Bridgeway, Methodist, the Pointe and Counseling Associates.

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

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

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

H. Assessment and Testing

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

Counselors use a variety of assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments. Specialized Populations and Needs. The school counselor's guidance activities include those which promote student's and school personnel's acceptance of differences in students which are due to culture or disabilities.

The counselor's activities can promote:

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

J. Orientation

Orientation is a process to acquaint students, parents, and staff with the services of the guidance department and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make affective transition adjustments from one school setting to another.

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

K. Academic Advisement for Class Selection

At the high school level, counselors assist in the placement of students in courses. Counselors meet with students in a 3-step process to maximize scheduling success.

L. Utilization of Student Records

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

XI. Career Awareness and Planning in School Counseling Programs

Career development in the high school includes:

- 1) helping students to understand the value of working,
- 2) helping students relate interests to career choices, and

3) helping students to relate school performance to job choice and success.

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

XIII. Recommended Facilities for the Guidance Program

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

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

XIV. Student Services Needs Assessments (See Appendix B for example of survey.)

XV. School Counselor/Pupil Ratio from Standards for Accreditation

Each school shall provide access in the elementary and secondary school to certified guidance counselors. State guidelines stipulate the counselor/pupil ratio for the high school level shall be not less than one counselor for every four hundred fifty students beginning in the 1989-90 school year

B. PSYCHOLOGICAL SERVICES

I. Evaluations

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

II. Consultations

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

III. Early Identification

A. Pre-school services are provided through Arch Ford Service Cooperative. Transition from this service to Kindergarten allows for referral, temporary placement, or placement of school-aged students in special education.

B. The district provides a system for the early identification of learning potential and factors which affect the child's educational performance. Kindergarten screening using the Early Prevention of School Failure evaluation tool is provided for all students prior to Kindergarten entrance.

IV Liaison and Referrals

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

- 1) Audiologist
- 2) Doctor
- 3) Occupational/Physical Therapy

V. Policies Ensuring Ethical Procedures

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

C. VISITING TEACHER & SOCIAL WORK SERVICES

I. Description

The Dover 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.

- A. Clothing, shoes, school supply program.
- B. A Christmas Giving tree application is given for outside agencies.
- C. Students who have needs beyond the purview of the local school are referred to outside agencies.

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

III. Liaison between Home and School

In the absence of a school social worker, the guidance counselor serves as a liaison between the school and community social services.

D. OCCUPATIONAL SERVICES

These services include the dissemination of career education information by classroom teachers and the guidance counselor.

E. CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES

I. Description

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

II. Activities

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

III. Anti-Bullying Description & Policy for the School Activities & Programs for Anti-Bullying at School Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent pupil harassment, also known as “bullying,” and shall file with the Department of Education a copy of the policies adopted. At Dover Schools, the school counselor discusses the issue of bullying. Classroom discussions are led to instruct students what to do if they are confronted with a bullying situation. Outside programs are brought in to deal with bullying also. Dover Schools tolerates zero bullying. A meeting with the principal is mandatory if bullying is reported to an adult at the school.

F. SCHOOL HEALTH SERVICES

I. Nurse/Pupil Ratio

Act 1106 of March 1991 established guidelines requiring all school districts beginning with the 1994-95 school year should have no less than one full-time school nurse per one thousand students. Each building have a registered nurse on staff.

II. Responsibilities of School Nurse

The role of the school nurse is to assess and care for student health needs. The major part of the nurse’s time is spent in direct child care, personal conferences, appraisal and follow-up. Health services include, but are not limited to: 1) maintaining students health records, 2) physical screenings, 3) referrals to appropriate medical professionals for students in need, 4) providing emergency care, 5) being available to present health related units in the classroom, and 6) providing parents with health related information.

G. AT-RISK STUDENTS & Drop out

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

II. Characteristics of Youth-at-Risk School records are maintained which facilitate identification of at-risk students. At the elementary school level, the following factors are considered:

- A. Excessive absenteeism or irregular attendance
- B. Poor or failing grades
- C. Low math and reading scores
- D. Retention in at least one grade
- E. Lack of participation in school and extracurricular activities
- F. Dissatisfaction with teachers and traditional school structure
- G. Failure to see relevance of education to personal desires
- H. Learning disabled or handicapped
- I. Uncooperative, inattentive, and unmotivated
- J. Suspension, expulsion, or other disciplinary actions
- K. Feelings of rejection, alienation, isolation, insecurity, and inadequacy
- L. Association with disaffected peer group
- M. Low and unhealthy self-esteem/self-concept

- N. Poor decision making skills
- O. Health problems
- P. Delinquency
- Q. Family disturbances
- R. Racial or ethnic minority
- S. Low socio-economic background
- T. Parent(s) or sibling(s) not completing school
- U. Lack of parental emphasis on importance of education
- V. Frequent moves
- W. Poor communication between school and home

H. ALTERNATIVE STUDENT SERVICES PERSONNEL

I. Types of Personnel

- A Volunteers such as PTO parents and outside agencies
- B Paraprofessionals
- C Physical/Occupational Therapist
- D Speech Pathologist
- E English Language Learner Instructor
- F Mental Health Service Provider

II. Services Provided

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

III. Description of Services

Volunteers- Volunteers such as PTO Parents provide a variety of services which help students achieve and take pride in themselves and their school.

- A- Physical/Occupational Therapist- Services are provided on a contractual basis.
- B- Speech Pathologist- Dover School District has the services of a full time speech pathologist.
- C- English for Speakers of Other Languages (ELL students)- Dover School District has an ELL Instructor.

I. SCHOOL SUICIDE, CRISIS & TERRORIST PLANS - Appendix C

Appendix A

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

Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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.

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

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

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.**C:C1 Acquire Knowledge to Achieve Career Goals**

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work based learning situations such as

Dover Elementary School
K—4th Grades Student Needs Survey

Dover Middle School needs your help in identifying what you believe to be the needs of students in our school. Your responses on this survey will be of great value in helping develop a counseling program which may more effectively meet your needs as a student.

Instructions: Circle your grade level and then after reading each statement carefully circle the number which corresponds most closely to your need. Respond to each statement honestly—no one will have access to your responses. When everyone has completed the survey, your teacher will collect them.

Circle your grade: K 1st 2nd 3rd 4th

	Almost Always	Usually	Some- times	Almost Never
1. I need to learn how to feel better about myself.	4	3	2	1
2. I need to learn how to express my feelings more honestly.	4	3	2	1
3. I need to better understand the effects of alcohol and drugs.	4	3	2	1
4. I need to know what to do if someone I love dies.	4	3	2	1
5. I need help in understanding parental separation or divorce.	4	3	2	1
6. I need to know more about the needs and feelings of others.	4	3	2	1
7. I need to know how others see and feel about me.	4	3	2	1
8. I need to stand up for myself in a group instead of being just a follower all the time.	4	3	2	1
9. I need help in getting along better with members of my family.	4	3	2	1
10. I need help getting along with others when we are in groups.	4	3	2	1
11. I need to know how to get along better with members of the opposite sex.	4	3	2	1
12. I need to know how I am doing in class and how to improve my work.	4	3	2	1
13. I need to learn how to take tests and study	4	3	2	1
14. I need to know more about the counseling program.	4	3	2	1
15. I need to know more about possible careers.	4	3	2	1

Dover Middle School
5th—8th Grades Student Needs Survey

Dover Middle School needs your help in identifying what you believe to be the needs of students in our school. Your responses on this survey will be of great value in helping develop a counseling program which may more effectively meet your needs as a student.

Instructions: Circle your grade level and then after reading each statement carefully circle the number which corresponds most closely to your need. Respond to each statement honestly—no one will have access to your responses. When everyone has completed the survey, your teacher will collect them.

Circle your grade: 5th 6th 7th 8th

	Almost Always	Usually	Some-times	Almost Never
1. I need to learn how to feel better about myself.	4	3	2	1
2. I need to learn how to express my feelings more honestly.	4	3	2	1
3. I need to better understand the effects of alcohol and drugs.	4	3	2	1
4. I need to know what to do if someone I love dies.	4	3	2	1
5. I need help in understanding parental separation or divorce.	4	3	2	1
6. I need to know more about the needs and feelings of others.	4	3	2	1
7. I need to know how others see and feel about me.	4	3	2	1
8. I need to stand up for myself in a group instead of being just a follower all the time.	4	3	2	1
9. I need help in getting along better with members of my family.	4	3	2	1
10. I need help getting along with others when we are in groups.	4	3	2	1
11. I need to know how to get along better with members of the opposite sex.	4	3	2	1
12. I need to know how I am doing in class and how to improve my work.	4	3	2	1
13. I need to learn how to take tests and study	4	3	2	1
14. I need to know more about the counseling program.	4	3	2	1
15. I need to know more about possible careers.	4	3	2	1

**Dover High School
Counseling Program Needs Assessment Survey
Grades 9-12
Student Survey**

Dover High School needs your help in identifying what you believe to be the needs of students, parents, school personnel, and the community which can be served by school counselors and the counseling program. The following survey will be of great value in helping us identify needs as well as indicate those areas with which you are satisfied.

Instructions: Please respond to all information on the top of the survey and then follow the directions listed above the survey. When you have completed all items, your teacher will collect the surveys.

Circle your grade level: **9** **10** **11** **12**

	Almost Always	Usually	Some- times	Almost Never
1. I need to learn to experience self-awareness and self-acceptance.	4	3	2	1
2. I need to understand myself and my actions.	4	3	2	1
3. I need to be aware of my strengths and weaknesses.	4	3	2	1
4. I need to be more honest with others about how I really feel.	4	3	2	1
5. I need to learn to deal with my feelings in effective ways	4	3	2	1
6. I need to learn to deal with death and dying.	4	3	2	1
7. I need to learn to deal with parental divorce.	4	3	2	1
8. I need to be educated about the dangers of drugs and alcohol.	4	3	2	1
9. I need to learn to share my needs, ideas, and feelings with others.	4	3	2	1
10. I need to learn to stand up for myself in a group.	4	3	2	1
11. I need to learn to be more tolerant of people whose views, appearance, or actions differ from my own.	4	3	2	1

DHS Student Survey	Almost Always	Usually	Some-times	Almost Never
12. I need to learn about love, marriage, and family living.	4	3	2	1
13. I need to learn how to get along better with members of my own family.	4	3	2	1
14. I need to learn how to help my parents accept my friends.	4	3	2	1
15. I need to learn how to get along better with my teachers.	4	3	2	1
16. I need to become aware of available counseling services.	4	3	2	1
17. I need information about graduation requirements.	4	3	2	1
18. I need to improve my study habits.	4	3	2	1
19. I need to develop better test-taking skills.	4	3	2	1
20. I need to improve my ability to concentrate.	4	3	2	1
21. I need help in understanding my standardized test scores.	4	3	2	1
22. I need to learn how to apply school learning to my future career.	4	3	2	1
23. I need information about educational alternatives after high school.	4	3	2	1
24. I need to explore my interests, abilities, and aptitudes.	4	3	2	1
25. I need information about training, skills required, and the future of certain occupations.	4	3	2	1
26. I need information about the job market.	4	3	2	1
27. I need to know how to pursue a definite career plan.	4	3	2	1
28. I need help in selecting my career goals.	4	3	2	1
29. I need to learn how to identify the requirements for career choices.	4	3	2	1
30. I need the opportunity for on-the-job experience in my career interest area.	4	3	2	1

Comments:

**Dover Public School
Counseling Program Needs Assessment Survey
Parent Survey**

Dover Schools needs your help in identifying what you believe to be the needs of students, parents, school personnel, and the community which can be served by school counselors and the counseling program. The following survey will be of great value in helping us identify needs that are of priority for our school. If you have any questions, call the Counselor. Please return this survey to the school office within five days. Thank you for your time and interest.

Circle your grade level of your child: K 1 2 3 4 5 6 7 8 9 10 11 12

Circle the number which you feel best fits the level of need for each of the following statements:

	Almost Always	Usually	Some- times	Almost Never
1. My child needs to learn to experience self-awareness and self-acceptance.	4	3	2	1
2. My child needs to understand herself/himself and her/his actions.	4	3	2	1
3. My child needs to be aware of her/his strengths and weaknesses.	4	3	2	1
4. My child needs to be more honest with others about how she/he really feels.	4	3	2	1
5. My child needs to learn to deal with his/her feelings in effective ways	4	3	2	1
6. My child needs to learn to deal with death and dying.	4	3	2	1
7. My child needs to learn to deal with parental divorce.	4	3	2	1
8. My child needs to be educated about the dangers of drugs and alcohol.	4	3	2	1
9. My child needs to learn to share her/his needs, ideas, and feelings with others.	4	3	2	1
10. My child needs to learn to stand up for herself/himself in a group.	4	3	2	1
11. My child needs to learn to be more tolerant of people whose views, appearance, or actions differ from his/her own.	4	3	2	1
12. My child needs to learn about love, marriage, and family living.	4	3	2	1
13. My child needs to learn how to get along better with members of his/her own family.	4	3	2	1
14. My child needs to learn how to help us to accept his/her friends.	4	3	2	1
15. My child needs to learn how to get along better with his/her teachers.	4	3	2	1

DHS Parent Survey	Almost Always	Usually	Some-times	Never
16. My child needs to become aware of available counseling services.	4	3	2	1
17. My child needs information about graduation requirements.	4	3	2	1
18. My child needs to improve his/her study habits.	4	3	2	1
19. My child needs to develop better test-taking skills.	4	3	2	1
20. My child needs to improve his/her ability to concentrate.	4	3	2	1
21. My child needs help in understanding his/her standardized test scores.	4	3	2	1
22. My child needs to learn how to apply school learning to his/her future career.	4	3	2	1
23. My child needs information about educational alternatives after high school.	4	3	2	1
24. My child needs to explore his/her interests, abilities, and aptitudes.	4	3	2	1
25. My child needs information about training, skills required, and the future of certain occupations.	4	3	2	1
26. My child needs information about the job market.	4	3	2	1
27. My child needs to know how to pursue a definite career plan.	4	3	2	1
28. My child needs help in selecting his/her career goals.	4	3	2	1
29. My child needs to learn how to identify the requirements for his/her career choices.	4	3	2	1
30. My child needs the opportunity for on-the-job experience in his/her career interest area.	4	3	2	1
31. I need to know what my child standardized test scores means.	4	3	2	1
32. I need to know more about the counseling program and what services the counselor can provide me as a parent.	4	3	2	1
33. I need more information regarding educational opportunities for my child.	4	3	2	1
34. I need to learn more effective parenting skills.	4	3	2	1
35. I need to develop a better relationship with my child's teachers.	4	3	2	1
36. I need information on how to apply for financial aid for my child's college education.	4	3	2	1
37. I need information regarding job opportunities for my child.	4	3	2	1

Building Level Crisis Response Team Members

High School

Jo Lynn Taverner	Janet Kanady
David Gaston	Mike Heath
Bonnita Bates	Lynne Ferguson
Tasha Ivey	Phyllis Ermer – Nurse
Pam Singleton	

Middle School

Lisa Collins	Paula Roverts
Robby chenowith	Kay New
Kim Williams	Maria Whitted
Cara Williams	Kayla Evans
Kyle Phillips	Rhonda Parsons
Josh Virden	Rhonda Creel
Jocelyn Alvey	Debbie Martin
Theresa Burris	Terri McGraw – Nurse
Tausha McClendon	

Elementary School

Ryan Staggs	Megan Mcleland
Christie Reams	Mary Barnes
Laura Wait	Donna Higgs-Jones
Stacy Martin	Ginger Clancy
Tasha Sharp	Janice Jones
Angie Titsworth - Nurse	

Help keep students/staff calm and under control

- Assist with campus security
- Assist with evacuation or lockdown
- Restrict entrance to authorized personnel only
- Keep driveways open for emergency vehicles
- Refer all press and media representatives to designated area
- Make a list of names of any students who leave campus
- Help clean up any trauma scene as instructed and supervised by the nurse
- Assist with other duties as assigned
- Keep log of events, contacts and actions
- Assemble all student information records for easy access
- Answer phone and give only information from prepared statement
- Assist making phone contact of community resources
- Take student health information forms out if evacuated
- Inform administrators of any changes in the situation or event
- Monitor the intercom for calls from individual rooms or all-call
- Relay administrator's messages to individual rooms or all-call

Checklist for CRT

1. Direct staff and others not to repeat information until verification is obtained
2. Notify superintendent
3. Convene CRT and assign duties
4. Notify building support staff such as counselors, psychologist, and/or social workers
5. If possible inform closest friends of the affected student – contact parents
6. Prepare formal statement or announcement (Superintendent)
7. Announce time and place of emergency staff meeting
8. Identify other/additional students, staff, parents affected
9. Assess need for additional community resources
10. Assign trained staff or community professional to
 - a. Provide grief support
 - b. Review and distribute discussion questions to teachers
 - c. Stand in for absent/affected/substitute teacher
 - d. Distribute lists of community resources
11. Make official announcement
12. Hold emergency staff meeting
13. As needed, assign team members or other staff to monitor grounds, notify parents, support staff, and feeder schools; provide support to staff, collect student belongings and withdraw student them from all class rosters.

