

Jonesboro School District 2018-19 Student Services Program Plan

JPS STUDENT SERVICES PROGRAM PLAN

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

This plan is building-based (site-based) upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works (such as local Department of Human Services or Department of Health personnel).

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

TABLE OF CONTENTS

Act 908 of 1991

Act 1275 of 1997

Arkansas Department of Education rules and regulations for public school education services

A. GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES

- I. Role of School Counselors
- II. Ethical Standards for School Counselors- ASCA
- III. Responsibilities to Pupils
- IV. Responsibilities to Parents
- V. Responsibilities to Colleagues and Associates
- VI. Responsibilities to the School and Community
- VII. Responsibilities to Self
- VIII. Curriculum
 - A. Goals and Objectives
 - B. National Standards
 - C. Lesson Plans
- IX. Principles of Comprehensive School Counseling Programs
- X. School Counselors are Involved in the Following
 - A. Small Group Guidance and Classroom Guidance
 - B. Individual Counseling
 - C. Consultation
 - D. Coordination
 - E. Working with Parents
 - F. Peer Facilitation
 - G. Referrals to Outside Agencies
 - H. Assessment and Testing
 - I. Specialized Populations and Needs

- J. Orientation
- K. Class Scheduling
- L. Utilization of Student Records
- XI. Career Awareness & Planning in School Counseling Programs
- XII. State Goals for Career Education- Appendix A
- XIII. Recommended Facilities for the Guidance Program
- XIV. Student Services Needs Assessments- Appendix B
- XV. School Counselor/Pupil Ratio from Standards for Accreditation

B. PSYCHOLOGICAL SERVICES

- I. Evaluations
- II. Consultations
- III. Early Identification
- IV. Liaison and Referrals
- V. Ethical Procedures

C. VISITING TEACHER & SOCIAL WORK SERVICES

- I. Description
- II. Assist in Casework
- III. Liaison between Home and School

D. OCCUPATIONAL AND PLACEMENT SERVICES

E. CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES

- I. Description of Conflict Resolution Services
- II. Activities and Programs for Conflict Resolution
- III. Anti-Bullying Description & Policy for the School Activities & Programs for Anti-Bullying at School
- IV. Alternative Methods of Classroom Management

F. HEALTH SERVICES

- I. Nurse/Pupil Ratio
- II. Responsibilities of the School Nurse

G. AT-RISK STUDENTS & THE SCHOOL DROPOUT PROGRAM

- I. At-Risk Definition
- II. Characteristics of Youth-At-Risk

H. ALTERNATIVE STUDENT SERVICES PERSONNEL

- I. Types of Personnel
- II. Services Provided
- III. Description of Services

I. JPS DISTRICT CRISIS PLAN - Appendix C

J. APPENDICES

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 JPS, at least seventy-five percent (75%) of work time each week is spent providing direct counseling, and no more than twenty-five percent (25%) of work time each week is spent on administrative activities which relate to the provision of guidance services. (ACT 908 of 1991, section 6) The counselor cooperates with other school staff in the early identification, remediation, or referral of children with developmental deficiencies or handicaps. At times it is necessary to go beyond what the school can offer and seek additional aid from outside agencies.

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

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

II. ETHICAL STANDARDS FOR SCHOOL COUNSELORS - ASCA

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 (see separate binder titled *Classroom Lessons* in office) regarding elementary and/or secondary schools
- B. National Standards
(<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>)
- C. Lesson Plans (see separate binder titled *Classroom Lessons* in office)

IX. Principles of Comprehensive School Counseling Programs

Guidance services in the elementary are viewed as an integral part of the total educational process. A successful counseling program is based upon the knowledge and recognition of developmental needs of the school-age child. Consistent with this understanding, guidance services in the elementary emphasize programs which are developmental in nature. The program is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions (Myrick, 1987). Secondary guidance programs focus specifically on the needs of older children.

The developmental guidance program, while recognizing and incorporating the remedial function of helping teachers with “problem” children, defines a broader objective of helping teachers work with all children in learning appropriate life-adjustment behaviors. However, changes in behavior will only occur when the child perceives, either cognitively or conatively, that a

modification of his behavior will be personally rewarding of self-enhancing.

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

X. School Counselors are Involved in the Following:

A. Small Group Guidance and Classroom Guidance

The elementary school comprehensive school program involves planned guidance activities for all students. These age-related exercises foster student's academic, personal, and social growth. Secondary school programs are focused on age-appropriate activities that foster continued development and growth that is sustainable through graduation.

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.

The Jonesboro district exceeds the minimum number of counselors required for each building. Elementary buildings have at least one and one half counselors at the buildings every day and the secondary campuses have at least 2-3 per building.

B. Individual Counseling

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

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

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

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 & on general issues (Myrick, 1987.) A major part of the counselor's role is to collaborate with teachers and parents, not to criticize them. Counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

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

Consultation involves:

- 1) Assisting teachers in working with individual students or groups of

students.

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

D. Coordination

Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required. Research in the area has shown that systematic coordination of guidance programs is essential for effective delivery of services (Kameen, Robinson, and Rotter, 1985).

Counselors coordinate the following:

- 1) Assist parents in gaining access to services for their children through a referral to outside agencies;
- 2) Plan, coordinate, and evaluate the guidance program'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 counselors' consultation with parents include but is not limited to:

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

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

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, Consolidated Youth Services, Mid-South Health System (elementary), Methodist Health Systems (secondary), Child and Youth Development Center, Easter Seals, Arkansas Children's Hospital, Lion's Club, Families, Inc., and Life Strategies.

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

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

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

H. Assessment and Testing

JPS counselors are involved in testing within each building and at the elementary levels, they act in the role of the building test coordinator. Secondary counselors' roles differ somewhat in nature. 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.

I. 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 effective transition adjustments from one school setting to another.

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

K. Academic Advisement for Class Selection

Class scheduling is a cooperative effort which involves classroom teachers, fine arts teachers, remedial teachers, gifted and talented teachers, special

education teachers, administrators, and counselors. Guidance classes are scheduled by the counselor to involve all students. Scheduling efforts strive to create the least interruption to the learning environment.

L. Utilization of Student Records

Cumulative files are maintained in the school 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 elementary 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. At the secondary level, counselors are actively involved in career choices, selection and placement of students in academies, and creating an academic continuum from junior high school, through high school, and finally into the post secondary world.

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.

JPS counselors are provided with a private office, which has adequate floor space, heating, cooling, ventilation, and lighting. There is an outer reception area and more than adequate storage provided. Security measures include

locking outer doors, locking filing cabinets, and a private phone line. Individual counseling and small conferences are held in the counseling offices. Group guidance is conducted in individual classrooms.

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

XIV. Student Services Needs Assessments

See Appendix B for example of survey.

XV. School Counselor/Pupil Ratio from Standards for Accreditation

Each school district shall provide access in the elementary and secondary school to certified guidance counselors. The Jonesboro School District exceeds the minimum number of counselors required for each building. Elementary buildings have at least one and one half counselors at the buildings every day and the secondary campuses have at least 2-3 per building.

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 within the district by the School Psychology Specialist.

II Consultations

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

III. Early Identification

A. Pre-school services are provided through Jonesboro PK and other local preschools. Transition from this service to Kindergarten allows for referral, temporary placement, or placement of school-aged students in special education.

C. The district provides a system for the early identification of learning potential and factors which affect the child's educational performance. Screening 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: 1) referral to audiologist, 2) referral to doctor, 3) referral for 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.

VISITING TEACHER & SOCIAL WORK SERVICES

I. Description

The Jonesboro 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 room, school supply program, and a Christmas aid program are examples of programs available through the schools. Students who have needs beyond the purview of the local school are referred to outside agencies.

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

III. Liaison Between Home and School

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

OCCUPATIONAL SERVICES

At the elementary level, these services include the dissemination of career education information by classroom teachers and the guidance counselor. Secondary campuses provide specific occupational services for junior high school and high school students utilizing the additional Career Coaches serving the secondary campuses.

GROUP CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES

I. Description

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

II Activities

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

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

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

At Jonesboro School District, 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.

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

IV. Alternative Methods of Classroom Management

Various method of classroom management are used at Jonesboro School

District. These methods include but are not limited to: Assertive Discipline, Capturing Kids Hearts, Behavior Modification, and PBIS. Students are taught that their misbehavior will result in increasing levels of discipline the more times they disobey the rules. For most students, this form of classroom management works. For those students having more difficulty, behavioral contracting, dispute resolution or behavior modification plans are used.

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. Jonesboro School District exceeds the minimum number of school nurses required and at least one nurse is housed all day in each building.

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.

AT-RISK STUDENTS

I. At-Risk Definition

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

II. Characteristics of Youth-at-Risk

School records are maintained which facilitate identification of at-risk students. 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

ALTERNATIVE STUDENT SERVICES PERSONNEL

I. Types of Personnel

- Volunteers such as PTO parents and outside agencies
- Paraprofessionals
- Physical/Occupational Therapist
- Speech Pathologist
- English as a Second Language Instructor
- Migrant Tutor
- District Behavioral Specialist
- District Director of Mental Health Services
- Therapists and case managers housed in each building who are contracted from outside mental health agencies

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. Samples of work the volunteers provide are positive role models and participation in school events.
- Many campuses offer before school tutoring.
- Physical/Occupational Therapist- Services are provided on a contractual

basis.

- Speech Pathologist- Jonesboro Magnet School has the services of a full time speech pathologist.
- English as a Second Language Instructor- Jonesboro Magnet School has an instructor who works with Hispanic children to teach them English.
- Migrant Tutor- Jonesboro Magnet School has one paraprofessional who serves the Migrant students.

Appendix A

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

- Goal 1. Students will improve career planning and decision-making skills. Students will be able to set goals, understand the importance of a planning process, and seek assistance in decision-making.
- a. Set personal goals and relate them to career choices.
 - b. Identify factors, including career, which influence a child's lifestyle.
- Goal 2. Students will be able to identify information about a planning process, and seek assistance in decision-making.
- a. Set personal goals and relate them to career choices.
 - b. Identify factors, including career, which influence a child's lifestyle.
- Goal 2. Students will be able to identify information about th own needs and interests.
- Goal 3. Students will improve job acquisition and retention competencies. Students will demonstrate skills to locate and interview for a specific job and understand the requirements to remain employed.
- a. Locate and interview for a job.
 - b. Know job retention factors.
- Goal 4. Students will improve attitudes and appreciation for career success. Students will demonstrate productive attitudes toward work and positive feelings about task accomplishments.
- a. Relate work attitudes to accomplishment and satisfaction.
 - b. Detect and appreciate quality work.
- Goal 5. Students will improve skills in human relationships. Students will demonstrate positive interpersonal relationships, knowledge of group dynamics, and positive attitudes toward the possession of human relationship skills.

- a. Identify and recognize need for and benefits of good interpersonal relationships.
- b. Recognize prejudice, contributing factors, and behavioral effects.

Appendix A (continued)

- Goal 6. Students will improve self-investigation and evaluation skills necessary for career success. Students will be able to examine self in relation to careers, assess self-concept, appraise own interests and capabilities.
- a. Recognize personal adjustment situations and seek required help.
 - b. Recognize personal limitations and how self-concept influences job success.
 - c. Identify factors influencing own career options.
- Goal 7. Students will understand personal/work/societal responsibilities. Students will demonstrate good citizenship, knowledge of relationships with, and responsibilities to fellow person, job, etc.
- a. Identify responsibilities toward co-workers, supervisors, and property.
 - b. Identify rights derived from political and social environment.
 - c. Develop positive attitudes/behaviors for participation in political/social environment.
- Goal 8. Students will improve understanding of economic factors influencing career opportunity. Students will demonstrate understanding of how various economic conditions affect a person and how a person interacts in the economy.
- a. Identify the ways technology can affect work and/or lifestyles.
 - b. Identify the results of job specialization and worker interdependence.

Conflict Resolution		
Diversity		
Divorce		
Encouragement		
Family Systems		
Forgiveness		
Friendship		
Listening		
Love		
Manners		
Problem--Solving		
Respect		
Safety		
Self--Control		
Self--Esteem		
Stress		
Study Skills		

Tattling		
Testing		

I appreciate you taking the time to help me help our students! You are an essential piece to the counseling program at our school.

Thank you!

Appendix C

Crisis Response Plan for Jonesboro Public Schools

The Jonesboro School District has developed a detailed district-wide crisis plan and building crisis plans that will be implemented in situations involving emergency situations, catastrophic occurrences, and other events that require actions taken by the district to protect our students and staff. Refer to the Office of the Assistant Superintendent and/or the building administrators for additional information regarding these plans.

Administrative Support

1. Dr. Kim Wilbanks, Superintendent of Schools
2. Karlene Sheets, Assistant Superintendent
3. Dr. Sue Castleberry, Assistant Superintendent
4. William Cheatham, Assistant Superintendent

Jonesboro School District Counselors

The Academies at Jonesboro High School

<u>Charles Gabe</u>	<u>1-870-933-5881</u>	<u>charles.gabe@jonesboroschools.net</u>
<u>Ellen McCauley</u>	<u>1-870-933-5881</u>	<u>ellen.mccauley@jonesboroschools.net</u>
<u>Brittany Clark</u>	<u>1-870-933-5811</u>	<u>brittany.clark@jonesboroschools.net</u>

NEA Career and Technical Center

<u>Sherry Bookout</u>	<u>1-870-933-5891</u>	<u>sherry.bookout@jonesboroschools.net</u>
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Annie Camp Junior High

<u>Kristi Barnett</u>	<u>1-870-933-5820</u>	<u>kristi.barnett@jonesboroschools.net</u>
<u>Kim Fortenberry</u>	<u>1-870-933-5820</u>	<u>kim.fortenberry@jonesboroschools.net</u>

MacArthur Junior High School

<u>Lindsey Kelley</u>	<u>1-870-933-5840</u>	<u>lindsey.kelley@jonesboroschools.net</u>
<u>Brooke Looney</u>	<u>1-870-933-5840</u>	<u>brooke.looney@jonesboroschools.net</u>

Health Wellness Environmental Studies Elementary

<u>Taylor Reid</u>	<u>1-870-933-5854</u>	<u>taylor.reid@jonesboroschools.net</u>
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Emily Howell 1-870-933-5854 emily.howell@jonesboroschools.net

International Studies Elementary

Paula Brown 1-870-933-5825 paula.brown@jonesboroschools.net

Remington Hendrix-Brown 1-870-933-5825
remington.hendrix-brown@jonesboroschools.net

Math & Science Elementary

Gabriel Rhynes 1-870-933-5845 gabriel.rhynes@jonesboroschools.net

Deborah Agnew 1-870-933-5845 deborah.agnew@jonesboroschools.net

Microsociety Elementary

Julie Morgan 1-870-933-5855 julie.morgan@jonesboroschools.net

Remington Hendrix-Brown 1-870-933-5825
remington.hendrix-brown@jonesboroschools.net

Visual & Performing Arts Elementary

Linda Whiteside 1-870-933-5830 linda.whiteside@jonesboroschools.net

Taylor Reid 1-870-933-5830 taylor.reid@jonesboroschools.net

Kindergarten Center

Terry Langford 1-870-933-5835 terry.langford@jonesboroschools.net

Dianne Langford 1-870-933-5835 dianne.langford@jonesboroschools.net

Success Achievement Academy

Barbara Brown 1-870-931-9647 barbara.brown@jonesboroschools.net

Other Area Mental Health Professionals

Mid-South Health Systems, Methodist Health Systems

SUICIDE THREAT

Refer to Jonesboro Public Schools Crisis Management plan and the ADE website.

<http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/student-support>