

Wynne Public Schools

**Comprehensive School Counseling Program
Plan**

2025-2026



“Once a Jacket, Always a Jacket!”

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Foundation of Wynne School Counseling Programs

Wynne School District provides a comprehensive counseling program that serves all students. Many people are needed to have an effective school counseling program. All students have the ability to learn and grow both academically and mentally. In order for the students to have all of their needs met, many people are required in various areas of certification, licensure or training. Teachers, administrators, support staff and counselors work together to provide the most holistic experience for our children. Many children suffer inequities at home and, unfortunately, sometimes at school. Because each child is vitally important and valuable, the school counselors serve as advocates in time of need or as confidantes when things are running smoothly. Counselors make integral decisions based on the ethical standards for school counselors. Data gleaned from school reports and assessment results guide the direction of the counseling program.

School Counseling Mission Statement

The mission of the Wynne School counseling department is to provide a comprehensive school counseling program for all students that encourages the highest level of student achievement through their growth in academic, career, and personal/social domains. In partnership with faculty, administrators, parents and the community, the school counselors will help build our future one student at a time.

School Counseling Philosophy Statement

Wynne School Counselors believe that each child is important, relevant and treasured. Each child must be valued, respected and treated equally. All students must be served equitably through a comprehensive counseling program. As students and their needs change, the counseling program must also

be altered to accommodate those needs. We believe all counselors should work with our human service worker, District and school-based parent coordinators, nurses, Special Education coordinator and school designee, school resource officers and local mental health agencies to identify individual needs and provide resources for students. We believe that our comprehensive counseling program must be evaluated continually and treated as a working document so that all student needs, which are ever-evolving, are addressed and met to the best of our ability.

School Counseling Vision Statement

The Wynne District School Counseling program supports an environment of high learning expectations, collaboration of school and home, and an atmosphere of respect and acceptance of others. Our students will leave our school prepared to further their education as high-achieving, lifelong learners.

Wynne Public Schools School Program Goals

Goal 1: Attendance

Attendance

SPECIFIC

Wynne School District will increase the average school wide attendance.

Measurable

Attendance will increase by 1% for the 2025-2026 school year

Achievable

Wynne School District will obtain this goal through utilizing resources and positive reinforcement. A collaborative team (Wynne Outreach Team) will be utilized to reach out to students/parents with excess absences or “no-shows”.

Results Focused

Reports from e-school and collaboration with staff during Student Success meetings will be utilized to monitor attendance and track progress.

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Time Bound

This goal is for the academic school year of 2025-2026. Results will be evaluated by the Outreach Team by the end of May. Year to year reports will be pulled from e-school to compare attendance data.

Goal 2: Behavior

Wynne School District discipline referrals will decrease by the end of the 2025-2026 school year.

SPECIFIC

Wynne School District will decrease the number of discipline referrals on each campus. .

Measurable

Discipline referrals will decrease by 3% for the 2025--2026 school year

Achievable

Wynne School District will obtain this goal through small and individual counseling sessions, parent contact, positive reinforcement and through Student Success meetings.

Results Focused

Reports from educator's handbook and collaboration with staff during Student Success meetings will be utilized to monitor behavior and track progress.

K-2 will focus on the "Choose Love" curriculum through morning announcements, monthly calendars, and classroom lessons that will provide students with the knowledge of social/emotional learning.

Time Bound

This goal is for the academic school year of 2025-2026. Results will be evaluated by counselors and administration at the end of June. Year to year reports will be pulled from Educator' Handbook to compare behavior reports

School Specific Goals

Wynne High School

Goal: Increase the number of Success Ready Graduates as defined by ACCESS

Specific

Wynne High School will increase the number of students identified as success ready graduates. Students will be prepared to enter the workforce, military, or continue their education in 2 or 4 year colleges, in a trade school, or in an apprenticeship program.

Measurable

The number of students graduating with a certificate of completion through the secondary career center, earning 12 or more college concurrent hours, completing a CTE pathway with industry certifications, or enlisted in the military will increase by 2%. Emphasis will be placed on high wage and high demand career fields identified in Arkansas and specifically in our region.

Achievable

Wynne High will achieve this goal through utilizing WYN time to bring in community partners to speak with students to various careers and opportunities available in our area. This is a 50 minute class built in all student schedules designed for remediation as needed and enrichment.

Grade specific advisory lessons will be created by counselors and shared to advisory teachers to share with their students. Students are assigned the same advisor all 4 years of high school and it is a 30 minute class each day. This time will be utilized to complete college and career interest inventories, lessons to help complete job, college, and scholarship applications. Interview tips and resume writing will be addressed as well during these sessions.

Field trips to businesses and industry in our region, the opportunity to participate in paid and unpaid internships during the school day, and college and career events will be organized by counselors and administrators to expose students to the various opportunities available to them upon graduation.

Results Focused

Transcripts will be analyzed each semester to track progress. School report grades will be compared from previous years to analyze overall school performance. Graduation rate will be tracked and follow up surveys will be sent to all students after graduation to gather data pertaining to education or work experiences. CTE and concurrent completion will be tracked and recognized at a banquet and at graduation to promote those accomplishments. A "Reveal Day"

will be held for seniors and their families to announce future job placement, military enlistment, or continuing education of all students. This will be organized by the counselors in May of 2026.

Time Bound

This goal is for the academic school year of 2025-2026. Results will be evaluated at the end of the school year. The school report card and data collected by the counselors using the follow-up survey will be used to determine if the goals were met and areas of improvement identified.

Wynne Junior High School

Goal: Key Social Skill Development

Specific

Wynne Junior High will increase key social skills-such as communication, empathy, and conflict resolution for all students in grades 6-8.

Measurable

At least 80% of participating students will demonstrate improvement in key social skills.

Achievable

Wynne Junior High will achieve this goal through quarterly lessons and targeted small group and individual sessions.

Results Focused

At least 80% of students will demonstrate improvement based on pre- and post-intervention surveys and teacher behavior ratings.

Time Bound

This goal is for the academic school year of 2025-2026. Results will be evaluated by the end of June.

Overall Goals

Goal: Academic Development

- Learn in a safe, caring, and positive environment
 - Identify their job as a student
 - Apply study skills effectively
- Career Development:

- Explore personal interests
- Work as a member of a team
- Develop good work habits and effort
Personal/Social Development
 - Appreciate the arts
 - Value a healthy lifestyle
- Show respect and responsibility towards their peers and the staff
 - Develop effective communication practices
- Learn to recognize and express emotions in an appropriate manner

Junior High (6-8) and High School (9-12) students will:

Academic Development:

- Understand the relationship between academics and the world of work, life at home, and the community
 - Create and execute a plan to graduate
 - Apply study skills necessary for academic success

Career Development:

- Explore interests to discover options for careers and post- secondary training
 - Explore traditional and nontraditional career paths
- Become life-long learners to keep up with the skill acquisition demands of a modern workforce
 - Transition to the world of work or post-secondary education upon graduation
- Develop career goals and research the requirements as well as the benefits
Personal/Social Development
- Obtain the knowledge and interpersonal skills to help in understanding and respecting self, individual differences, and ethnic and cultural diversity
 - Make decisions, set goals, and take necessary action to achieve goals
- Develop positive attitudes toward school, learning, community, and society
 - Identify and Express feelings in an appropriate manner
 - Develop communication skills

MANAGEMENT

CLASSROOM GUIDANCE

- **SOCIAL/EMOTIONAL SMALL GROUPS**

- **K-2 will use the “Choose Love” Curriculum for classroom guidance lessons. Choosing love means having the courage to be grateful when life isn’t easy, to forgive when the person who hurt you isn’t sorry, and to step outside your own pain to help someone else.**
 - **Courage + Gratitude + Forgiveness + Compassion = “Choosing Love”** [Choose Love Curriculum](#)
 - **“Bee Students” will be spotlighted each week for a student that exhibits the “choose love” component for each month**

- **3-5 Counselors conduct classroom guidance lessons to address issues our students are facing or may encounter. Classroom guidance lessons are planned ahead of time, but any problems that have become prevalent are also addressed with lessons in those areas.**

K-5 GUIDANCE CALENDAR

July

New Student Registration
Student Placement
Scheduling Students
Teacher/Student Needs
Kindergarten Parent Orientation
School wide Professional Development
Identify for ELPA21 Screener
Open House

August

New Student Enrollment
Training/ Prep ELPA21 Screener
Student//Teacher Needs
New Student Orientation
PLC Meetings
Identifying Weekend Backpack Students
Small Group Counseling

Social/Emotional Small Group Counseling
Individual Student Counseling
Guidance Classroom Lessons ‘CHOOSE LOVE’... Courage
Spotlight Students

September

New Student Enrollment
Small Group Counseling
ELPA21 Screener
PLC Meetings
Social/Emotional Small Group Counseling
Individual Student Counseling
Guidance Classroom Lessons “CHOOSE LOVE”... Courage
Food Backpack Program
Spotlight Students

October

New Student Enrollment
Small Group Counseling
PLC Meetings
Social/Emotional Small Group Counseling
Individual Student Counseling
Guidance Classroom Lessons “CHOOSE LOVE... Gratitude
Red Ribbon/ Bully Prevention Month
Food Backpack Program
Spotlight Students

November

Rotary Christmas Toy Drive

New Student Enrollment
Small Group Counseling
PLC Meetings
Social/Emotional Small Group Counseling
Individual Student Counseling
Guidance Classroom Lessons “CHOOSE LOVE... Gratitude
Food Backpack Program
Spotlight Students

JANUARY

New Student Enrollment
Small Group Counseling
PLC Meetings
Social/Emotional Small Group Counseling
Individual Student Counseling
Guidance Classroom Lessons “CHOOSE LOVE... Forgiveness
Food Backpack Program
Spotlight Students

FEBRUARY

New Student Enrollment
Small Group Counseling
PLC Meetings
Social/Emotional Small Group Counseling
Individual Student Counseling
Random Acts of Kindness Month
Celebrate Black History Month
Guidance Classroom Lessons “CHOOSE LOVE... Forgiveness

Food Backpack Program

Spotlight Students

MARCH

New Student Enrollment

Small Group Counseling

PLC Meetings

Social/Emotional Small Group Counseling

Individual Student Counseling

Kindergarten Screening Process

Guidance Classroom Lessons “CHOOSE LOVE... Compassion In Action

Kindergarten Registration

Food Backpack Program

Spotlight Students

APRIL

New Student Enrollment

Small Group Counseling

PLC Meetings

ELPA Summative

Social/Emotional Small Group Counseling

Individual Student Counseling

Guidance Classroom Lessons “CHOOSE LOVE... Compassion In Action

Food Backpack Program

Spotlight Students

MAY

New Student Enrollment

Small Group Counseling

PLC Meetings
Social/Emotional Small Group Counseling
Individual Student Counseling
Guidance Classroom Lessons CAREERS
Career Assemblies
Food Backpack Program
Spotlight Students
3rd Grade Orientation

JUNE

Student Placement
Upcoming 3rd Grade Parent Orientation

DIRECT COUNSELING

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

- **Classroom Lessons**
Limited to forty-minute class sessions, not exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week.
- **Individual and Group Counseling**
Small group lessons are based on the identified gaps in the school and student needs. Small groups meet regularly over a specified amount of time. Follow-up should occur to ensure students are continuing to develop the skills taught in the small group. Pre and post evaluations or assessments will gather data to help determine growth in knowledge or skill attainment.

Examples: Interpretation of assessments, individual academic planning, guidance in understanding the advantages of career certifications and internships, behavioral supports, attendance, and school academic success skills.

- **Responsive Services**

Responsive Services- Supporting students whose immediate concerns put the student's academic, career, or social and emotional development at risk.

Examples: Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.

Elementary Direct Services:

- **Core curriculum and classroom activities**
- **Individual social/emotional counseling**
- **Individual academic guidance and counseling**
- **Individual career education guidance and counseling**
- **Group post-secondary education and career awareness and exploration**
- **New student orientation**
- **Interpretation of state-mandated assessments**
- **Small group counseling sessions**
- **Bullying Intervention and prevention**
- **Suicide prevention and intervention**
- **Drug awareness**
- **Group counseling**
- **Attendance, academic, or behavioral monitoring, support and guidance**
- **Student Transition**
- **Bee Student Awards**
- **Morning Announcements**
- **Referral to outside counseling agencies**
- **Food Backpack Program**

Indirect Counseling

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

- **Consultation**

Consultations occur on behalf of a student. They can include interactions with a parent or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.

- **Referrals**

Indirect services include referring a student for School Based Mental Health services, and making child maltreatment reports.

- **Student Success Teams**
- **Student Success is a collaborative team effort that identifies at-risk students by analyzing data to improve academic performance and/or behavior.**
- **Serving as a contributing member of student success which include without limitation:**
 - **Section 504**
 - **Academic Intervention Support**
 - **ESOL**
 - **Parental Involvement or Family Engagement**
 - **Positive Behavioral Intervention Support**
 - **Professional Development**
- **Advanced Placement for Enrichment Classes (3rd-5th)**

Elementary Indirect Services:

- **School Outreach Team (Attendance Team)**
- **Rotary Toy Drive Community Program**
- **Referrals-Indirect services include referring a student for mental health services, child maltreatment reports, and parent or guardian communications**
- **Community Outreach**
- **Advisory Committee**
- **Attendance Tracking**

School counselors provide counseling experiences for both individual students and small groups. Students need counseling for crisis intervention and remediation. Wynne School Counselors work proactively with students to help them learn ways of avoiding hurtful or harmful situations and learn coping skills for unavoidable difficult times. Though small group counseling is often planned to discuss topics such as grief, accepting others and many other areas, counselors often facilitate impromptu sessions to address immediate issues. Counselors work ardently with students in an office setting, classrooms, meeting rooms or sitting in hallways or on playgrounds. Counselors meet students where they are emotionally and literally. Students are encouraged to converse freely yet respectfully to convey their thoughts and feelings to others. Some examples of our Individual and small group lessons include the following:

- **Who is your counselor, and how can she help you?**

- **Bullying and cyberbullying: Identification of each, prevention and reporting**
- **Friendship**
- **Empathy**
- **Grief (including family, friends and pets)**
- **Career options and choices**
- **Divorce**
- **Acceptance and Tolerance of others**

Counseling sessions take place during designated times, enrichment, advisory, recess, lunch, before and after school.

CONSULTATION

Consultations occur on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.

. Wynne Counselors provide consultation in various ways including:

- **Meeting with teachers and school personnel and providing information to students' individual or group needs**
- **Meeting with parents concerning their child's classes, test scores or other information**
- **Attending special education conferences and providing information to aide in placement for students to achieve academic success**
- **Attending alternative learning environment intake conferences**
- **Conducting professional development for teachers in the areas of child maltreatment and mandated reporting**
- **Interpreting test scores with students and parents**
- **Making home visits with our District Parent Coordinator or District Human service worker**
- **Meet weekly with a Tier 3 intervention team and provide current information on grades for suggested student interventions**
- **Conduct class meetings with students about graduation requirements**

COORDINATION

Coordination of programs including, but not limited to:

- *Parental Involvement**
- *Positive Behavioral Intervention Support**
- * Advanced Placement and Gifted & Talented ESOL**
- * Response-to-Intervention**
- * Section 504**

***Student Success Plans**

Coordination of assessments including, but not limited to; state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs at the building or district level.

Counselors coordinate services provided by local mental health agencies with parents to help their children when needed. Counselors coordinate and facilitate meetings with parents and teachers when mediation is needed. Counselors work with principals, our human service worker, the district parent coordinator and school nurse to provide school resources for students and parents. Counselors serve as intermediaries for parents and the school in an effort to offer the most beneficial and effective learning experiences for students.

PARENTS/ PARENTAL INVOLVEMENT

Wynne School Counselors believe that a strong relationship between parents and the school is adamant for a successful learning experience for students. Counselors encourage parents to attend parent conferences, meet with or make contact with their children's teachers and join or volunteer in activities provided by the school. Wynne Counselors go to homes or workplaces to visit with parents when immediate contact face-to-face is vital. The Wynne School District has a school-initiated system of parent/family engagement and involvement in the schools in the district. There is a District Volunteer Program with numerous community collaborations. Wynne Primary & Intermediate, grades K-5, provide many opportunities for parental involvement including...

*** Kindergarten Orientation**

*** Parents Tour the Building**

*** Meet the Teacher night**

***YellowJacket Training Camp for Families (Math and Science Night)**

*** Literacy and Math night**

*** Art and Science Night**

*** Parent conferences throughout the year.**

*** Grandbuddy Breakfast**

***Active parent involvement through class projects**

***Family Red Ribbon Week Projects (Grades 3-5)**

Wynne Junior High Counselors are active in the Open House/Back to School Night each year in August before school begins. Students and parents are encouraged to attend so they can walk around the school to see their classrooms and meet their teachers. Parent conferences, individual student/parent meetings and Math/Literacy nights are also opportunities for Counselors to meet with parents. Parents are also invited to their child's registration meetings where the students choose classes for the coming year both at the WJHS and Wynne Intermediate School for incoming sixth graders. Counselors also host a New Student Orientation lunch, and parents are invited to attend.

Wynne High School works actively with parents. Parents and students are encouraged to the Back to School/New Student Orientation night held annually in August. Parents are encouraged to attend the incoming 8th graders' orientation and school visit held each year in May. Parents are also Advisory Board members for the Freshman, STEAM and BCH2 Academies. Parents serve as speakers for the academy career conference. Parents are also encouraged to come to the following activities: Parent conferences, Senior Night, Financial Aid Night, and College Night.

PEER FACILITATION

Wynne School Counselors realize that sometimes kids are the best helpers for each other. Students often act as guides for new students when showing them around the school. Students are sometimes called to the counselors' offices to share their problems with friends. Students are also asked to help other students in subject areas and for test preparation. All peer facilitation is monitored closely, and counselors are always present.

MAKING APPROPRIATE REFERRALS

Counselors use the referral process often in order to best serve our students. Referrals are made in various ways including the following:

- **Project SERV grant**
- **Juvenile Probation Officer**
- **Mental Health agencies who are currently serving students, or making a new referral with a parent**
- **Department of Health and Social Services**
- **District Parent Coordinator**
- **Referring students with special needs to resources offered by the school**
- **When appropriate, referring students to our New Start Alternative Learning Environment**
- **Contacting the representative from the 363: Feed the Need Backpack program for students who need food at home**
- **Providing a list of mental health agencies in our area for parents**

- Referring students for academic interventions to his/her academy for team meetings

INTERPRETATION OF TESTING AND DISSEMINATION

Counselors interpret test scores such as the NWEA Map, ACT, ATLAS reports, SAT and other assessments utilized by Wynne Public Schools. Counselors visit with parents, students and teachers to explain the testing process and scores for their children. In the secondary level, Counselors use scores when providing student information for interventions to Academy teams.

SPECIALIZED POPULATIONS AND NEEDS

Counselors foster an atmosphere of acceptance for our culturally diverse students and students with disabilities. For K-5, classroom guidance lessons address Compassion for and Acceptance of others. Junior and Senior High Counselors work with students one on one or in small groups depending on situations that arise with our students.

ORIENTATION PROGRAMS

Wynne School Orientations are hosted on all campuses each year. The most popular orientation nights are for classes who are going to a new building in the district. Students and parents have the opportunity to tour the new school and visit with counselors, teachers and administration. Students and parents are encouraged to ask questions and meet all school staff in order to establish a good working relationship. All buildings host Open House/Back to School nights in August each year for new and returning students. The following orientations are held yearly:

Kindergarten Screening; Wynne Primary offers an A.M. and P.M. session for incoming Kindergarten students

Kindergarten Parent Orientation: Wynne Primary offers an A.M. and P.M. session for incoming Kindergarten parents

Wynne Primary New Student Orientation: Wynne Primary offers an informational meeting and tour for all new students.

Third grade Orientation Night for the incoming second graders and their parents/guardians

Fifth grade Orientation Night for students going to sixth grade and their parents/guardians

Eighth grade Orientation Night for students going to ninth grade and their parents/guardians

Registration orientation for 6th and 7th graders

Registration orientation for 8th graders going to ninth grade

ACADEMIC ADVISEMENT FOR CLASS SELECTION

Counselors work with students and parents when advising and selecting classes for the upcoming year. Teachers provide information for students who will excel in advanced classes or benefit from co-teach classes. Counselors work with students to guide them in areas for which they will gain knowledge in career pathways, for college admission requirements, for graduation requirements and for classes they will truly enjoy. Students who choose advanced placement classes must have a consent form signed by their parents with the requirement guidelines and expectations. Counselors work closely with Special Education teachers in order to place students in the classes they need. All student class request forms are sent home for parents to peruse and sign. Parents are very active in class selection for our students. Assemblies are held to inform whole grade levels that the registration process is going to take place, and information is provided to students at that time with available classes. Students take this information with them to discuss with parents/guardians. Registration meetings are held at schools, and parents/guardians are invited to learn of class offerings. Counselors meet with students one-on-one to determine class selection and choose alternatives should their choices not fit in their schedule. The registration/class selection process begins in February and continues until school is out in May. After the schedules have been run, students have designated times to get them from the school. If students/parents request changes, times are set to meet with them during summer hours to create a schedule to fit their needs.

UTILIZATION OF STUDENT RECORDS

Counselors have authorized access to all records regarding students in the assigned building. Counselors receive immunization records from building nurses, and special education records are obtained from building special education designees. Senior transcripts, test cards and shot records and kept in high school Counselors' offices, and they are sent to colleges upon student requests. Counselors also have each student's folder that contains or may contain test results, legal papers, transfer information from other schools, abuse reports that were made and test score stickers. Counselors access and use information from eSchool, Triand, college/university requests online, graduation checklists and transcripts. Students' records for college applications are located in the Counselors' office, and Counselors send this information to students.

ACTIVITIES USING 90% OF TIME IN DIRECT COUNSELING SERVICES TO STUDENTS

- Individual social-emotional counseling by using the “Choose Love” model
- Individual academic guidance and counseling
- Individual career education guidance and counseling and vocational decision making
- Orienting new students to the school
- Consultation with students
- Class selection discussion/academic advisement with students
- Interpretation of state-mandated assessments with students Review records and files while assisting students
- Small group counseling lessons
- Classroom guidance lessons
- Social/Emotional small group lessons

ACTIVITIES USING 10% OF TIME IN SERVICES RELATED TO GUIDANCE/COUNSELING

- Consultation services with school personnel and outside agencies
- Making appropriate referrals
- Test interpretation for students and test interpretation for parents, faculty, and/or community
- Updating guidance/counseling records for counselors’ utilization
- Planning, managing and evaluating the comprehensive counseling program
- Planning classroom guidance lessons
- Standardized test planning and organizing
- Teacher meetings
- Maintaining and updating student test records

CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS

Counselors conduct age-appropriate career awareness activities with all students. Wynne Primary students learn about careers and goal-setting through classroom guidance lessons. “Careers” are focused on during the month of May. WPS Counselors expose students to what is available in the world of work. WPS students go on-site (field trips) to various businesses to observe first hand the different careers available in our community. Students learn what careers are available and have the opportunity to ask questions to learn more about the various occupations. Wynne Intermediate students learn about careers through classroom guidance lessons. WIS has a Career Day where members of the community come to the school and discuss their careers with the students.

Students are able to learn about careers in our community, and they are free to ask questions of the participants. Wynne Junior High students have a Career Development Class where they learn more about themselves and careers that are available. Students take interest inventories, learn how to interview for a job, do College and Career research and have the opportunity to job shadow an adult in a career field of their choice. Wynne High School students learn about career options as they are getting closer to adulthood. Christine Williams, the Career Coach from EACC who is housed on the high school campus, works closely with the Counselors in providing career information for the students. Some of the activities at WHS are as follows:

- Career Assessments
- Soft Skill Training
- Resume Writing / Building
- College/ Technical School Admission Assistance
- Financial Aid Assistance
- Create / Update Career Plans
- Post-secondary Option Assistance
- Schedule Business / Industry Speakers
- Post-secondary Career Assistance (i.e. job applications, resumes, & referrals)
- Career Certification Assistance
- Non-traditional Career Assistance

STUDENT SERVICES NEEDS ASSESSMENT SAMPLES

Counselors ask students, staff and parents to complete needs assessments to evaluate the Comprehensive School Counseling Program each spring. Needs Assessments are also delivered online through Google Docs. Samples of needs assessments are included in the Additional Information section of the report.

SCHOOL SOCIAL WORK SERVICES

Wynne Public Schools has one Human Service worker, Mrs. Doris Tucker. Mrs. Tucker makes home visits and works with parents to resolve issues their children may be having at school. Mrs. Tucker also comes to attendance meetings, goes to court with students and files FINS petitions.

OCCUPATIONAL AND PLACEMENT SERVICES

Occupational and placement services personnel shall serve as a liaison between employers and the school to develop connections between the school, business and industry.

CONFLICT RESOLUTION SERVICES

Counselors are proactive in providing conflict resolution through educational and social programs that allow students to develop positive interpersonal skills. Lessons are delivered by small groups, classroom guidance lessons and one-on-one counseling sessions.

BULLYING POLICY

Bullying is defined as willful, repeated acts intended to harm a victim. Bullying includes any gesture or written, verbal physical acts where the perpetrator demonstrates an intent to harm by engaging in repeated conduct that physically harms a student or damages a student's property; places a student in reasonable fear of physical harm or damage to the student's property; or insults or demeans any student or group of students in such a way as to disrupt or interfere with the school's mission or the education of any student. Bullying is prohibited while in school, on school property, in school vehicles, on school buses, at designated bus stops, at school sponsored activities, or at school sanctioned events.

Students and sometimes parents report bullying incidents that happen during school hours. When reports are made, Principals investigate the incident, and students are held accountable for their actions. Occasionally, the police become involved in cyberbullying cases. The following is the Wynne Public Schools Bullying Policy:

BULLYING IS PROHIBITED

Bullying (Act 681 or 2003)

“Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable physical harm, substantial interference with education, a hostile educational environment, or substantial disruption of the educational environment.

“Bullying/Cyberbullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that causes or creates a clear and present danger. Electronic act means communication or image transmitted by means of an electronic device, including a telephone, wireless phone or other wireless communication device, computer, or pager. Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment.

Consequences: Minimum Penalty – Reprimand, Maximum Penalty – Expulsion

AT-RISK STUDENTS AND THE SCHOOL DROPOUT PROGRAM

Counselors monitor students' academic progress through teacher reports, classwork grades, IPR reports and report cards. Teachers provide immediate feedback for students who are failing classes. Students who are failing or in fear of failure meet with his/her counselor one-on-one to determine what needs to take place in order to successfully pass a class or grade. Counselors work directly with these students, and, if necessary, students are placed in credit recovery classes online via Apex or Virtual Arkansas. For students who are lacking credit in multiple areas, the New Start Academy ALE program is an option.

Some students leave Wynne Public Schools to be homeschooled each year. Some students stop coming to school, so they are dropped for lack of attendance. Every effort is made to encourage students to attend school. Our human service worker and district parent coordinator make many home visits to encourage parents to send the children to school. Parents/guardians are contacted by counselors, attendance secretaries, principals and other district personnel by phone calls, emails, texts, letters and workplace visits. Counselors make an at-risk list of students who need continual contact in order to attend school. Every effort is made on behalf of the students to help them graduate.

Follow-ups on students who drop out are made by communication with parents, students and/or records requests from other schools in or out of Arkansas.

For the New Start Academy ALE program, an at-risk assessment is completed to identify educational barriers. New Start Academy forms are included in the Additional Information section of the report.

OTHER DISTRICT STUDENT SERVICES COMPONENTS

PSYCHOLOGICAL SERVICES

Psychological evaluations are conducted when students are referred for comprehensive assessments. These evaluations are provided by licensed psychological examiners and psychologists. In addition, the Wynne School District has Memorandums of Understanding with four outside counseling agencies that provide mental health services to those students who are in need of services during the school day. Parents choose one of these mental health providers and give consent for the mental health provider to collaborate with school personnel to support their child. Mental health services are also provided to students who are enrolled in the Alternative Learning Environments in grades K-12. Services include, but are not limited to, the following:

- Consultation and counseling with parents, students, and school personnel
- Determining need of mental health services by conferring with students and parents
- Contacting mental health agencies for students currently being served who are in crisis
- Contacting mental health agencies for students and parents who wish to employ those services
- Evaluation of students for exceptional student programs
- Evaluation of students with learning or adjustment problems
- The District provides a system for liaison and referrals with resources available outside the school
- Ethical procedures are practiced as confidentiality is held in high regard

SCHOOL HEALTH SERVICE PROGRAM

The Wynne School District has 5 RNs covering all campuses and an aide that helps provide coverage at all buildings. All nurses serve less than 1,000 students on each campus.

Act 871 of 1999 requires all new and transfer students entering school in the state of Arkansas to be properly immunized before entering. All students must provide documentation of immunizations. Transfer students may be conditionally admitted, and a maximum of 30 calendar days will be given for the student to produce documentation of immunization or be excluded from school.

Wynne Public School nurses maintain current health records on each student. Nurses stay in contact with the Counselors and front offices to ensure all new student records are received and recorded.

The nurses administer the hearing and vision screening tests, BMI, scoliosis screening and assess and monitor students who are referred by teachers and other school personnel for minor health concerns. Parents/guardians are contacted if further medical attention is needed.

The nurse's office in each building across from or in close proximity to the main office.

Nurses create care plans for students with special healthcare needs. Students are assessed and monitored according to his/her needs. Nurses collaborate with other disciplines such as teachers, therapists, counselors, and physicians. Care plans are updated continually. Invasive medical procedures are required to have a care plan and current doctor's orders.

Nurses report any adverse affects or changes in the student's condition to the parent/guardian and doctor.

SCHOOL SUICIDE, CRISIS AND SAFETY PLANS

Wynne Schools have implemented emergency drill preparedness as prescribed by the law. Each Wynne School has a suicide awareness and prevention plan in place. A representative from the Wynne Police Department speaks to all campuses about talking to someone if students have suicidal ideation. Primary and Intermediate Counselors address suicide through classroom guidance lessons and small groups. Speakers talk to students during Health classes about Suicide awareness and prevention at the Junior and Senior High Schools. Wynne Schools work in conjunction with the Department of Human Services to disperse suicide prevention literature to students. Posters are in every room with Suicide Hotline numbers for students if they do not feel comfortable talking to a Counselor/school personnel or other student. Wynne Schools has a district wide policy that if students make threats to themselves, Counselors contact the parents for a meeting. Parents are then made aware of counseling agencies and encouraged to take their child for evaluation.

Here is the form Counselors provide to parents:

Suicide Intervention Parent Notification Verification

Date: _____

Time: _____

The principal and/or the counselor has notified me that
my child, _____
has _____

_____ I have been advised that my child should be assessed.

_____ I have been advised that my child should not be left alone.

_____ I have been advised to pick-up my child.

_____ I have been advised to seek counseling for my child or inform their therapist if the child already has one.

Parent/Guardian Signature _____

Principal Signature _____

Counselor Signature _____

Mental Health Provider Signature _____

Other Information: _____

All Wynne schools have developed and implemented emergency drill preparedness procedures. Each school has a designated Crisis Team. Active shooter drills are conducted by the Wynne Police Department, and feedback is provided by officers on ways for the schools to improve safety. Fire drills and tornado drills are scheduled periodically. Maps are posted in all rooms which direct teachers and students to the safest exit routes. Each faculty member is trained in possible emergency situations, and several faculty members are certified in CPR. Training and emergency response has been provided for the following situations:

- Active Shooter/Intruder
- Fire
- Tornado
- Earthquake
- Bomb threat/Bombing
- Environmental emergency
- Unspecified emergency shelter in place
- Death of a student, staff member, or community member

ALTERNATIVE STUDENT SERVICES PERSONNEL

Wynne Schools strives to serve each student's needs. The following types of personnel are utilized in addition to on-campus staff: Professionals or paraprofessionals in the social work or mental health fields, volunteers under the supervision of certified personnel and medical licensed targeted case managers. Personnel shall be limited to performing those services for which they are licensed, certified or trained.

CHILD ABUSE REPORTING INFORMATION

The protocol for reporting suspected child abuse/neglect is as follows:

- When a mandated reporter suspects child abuse/neglect, that staff member should immediately call the Arkansas Child Abuse Hotline (1-800-482-5964) or make an online report via the Arkansas Mandated

Reporter Portal. Counselors will assist with this process if the staff member would like support

- **It is recommended that the reporter uses the child abuse fax form in order to gather all needed information and details and then call the hotline so that they are prepared to give the necessary details**
- **When the report is made it is recommended to note the date, time, and name of the agent from the hotline taking the information**
- **Appropriate administrators are made aware of the suspected abuse/neglect**
- **All documentation related to the incident is kept in a confidential file in the counselors' office**
- **Counselors and any other staff member will fully cooperate with the person conducting the investigation**
- **It is not the job of school personnel to investigate, only to report suspected abuse**

ADDITIONAL INFORMATION:

NEEDS ASSESSMENT EXAMPLES:

Wynne Primary School Counselor & Guidance Staff Needs Assessment Survey

Dear Staff of Wynne Primary School,

The counselors need your assistance in determining needs to address for a new school year. Our number one goal is providing a counseling program which serves our students academically, socially, and emotionally. In order to do this, we need feedback from you about the students' needs in each of these areas. The needs assessment survey below will allow us to plan guidance lessons in relation to the students' needs and focus on "critical areas" of concern. Please complete the survey and return it to us by May 15, 2021. We appreciate all your help in providing ideas, referring students, giving feedback from lessons, as well as the simple "heads up" you give to keep us informed.

Grade Level taught: Circle all that apply K 1 2

Years of service at Wynne Primary School_____

How much contact do you have with the school counselors? Please circle

Daily Weekly Monthly Very Little

Please rate the following statements:

1 = Strongly Agree, 2=Agree, 3 = Neither Agree Nor Disagree, 4 = Disagree

The School Counselors work cooperatively with all staff members.

1 2 3 4

I have an understanding of the school counselors' role in the school.

1 2 3 4

Information is provided to teachers, parents, and the community about the school counseling program by the counselors.

1 2 3 4

The counseling program helps to improve the academic, career, and personal/social achievement of all students.

1 2 3 4

The counselors work with teachers to provide group and individual counseling to students.

1 2 3 4

Group and individual counseling have been beneficial to my students.

1 2 3 4

Classroom guidance lessons have been beneficial to my students.

1 2 3 4

The school counselors are effective advocates for students.

1 2 3 4

I believe students feel comfortable meeting with the school counselors.

1 2 3 4

The counselors participate and provide professional development that is meaningful to me and other teachers.

1 2 3 4

Below are some possible group/individual counseling topics. Please circle the topics you feel would benefit your students the most.

- Friendship/Social Skills
- Problem Solving
- Cooperation
- Conflict Resolution
- Personal Safety
- Study Skills
- Bullying
- Diversity
- Motivation/Goal Setting
- Self-esteem/Self-concept
- Grief counseling
- Anger Management
- Acceptable/Unacceptable Behaviors
- Changing Families/Divorce/Blended
- Incarcerated Parent

Please circle the topics below in which you have interest and would like more information about.

- Autism Spectrum Disorders
- ADHD/ADD
- Dyslexia
- Childhood Depression
- Behavior Plans
- Stress Management for Teachers
- Understanding families in poverty
- Other _____

Please list what you believe to be the most important activities directed by the school counselors.

Please list the most significant strengths that currently exist within the School Counseling Program.

Please list the most significant weaknesses that currently exist within the School Counseling Program. What would you change

?



Wynne Primary School
First & Second Grade

- | | | |
|---|-----|----|
| 1. Do you like coming to school? | Yes | No |
| 2. Do you have friends at school? | Yes | No |
| 3. Do you feel safe at school? | Yes | No |
| 4. Does your teacher like you? | Yes | No |
| 5. Do other adults at school like you | Yes | No |
| 6. Do you know what the counselors do? | Yes | No |
| 7. Have the counselors' lessons helped you ? | Yes | No |
| 8. Tell us what you enjoyed most at school this year? | | |

NewStart Academy
STUDENT ACTION PLAN

Student: _____

Date: ____/____/____

CURRENT LEVEL OF FUNCTIONING (include Strengths and Weaknesses)

These should encompass Social, Emotional, Academic, Career, and Behavioral

Measurable Long term and Short term Academic Goals

LONG TERM:

LONG TERM:

SHORT TERM GOALS and How Measured:

ASSESSMENT REVIEW

(assessment intervals are 9wks.)

Q1

Q2 Q3 Q4

**Continued SHORT TERM GOALS and How Measured:
REVIEW**

ASSESEMENT

(assessment intervals are 9wks.)

Q1

Q2 Q3 Q4

BEHAVIORAL INTERVENTIONS & MEASURABLE GOALS

(To be reviewed during each grading period student is in the ALE)

Intervention and how measurements will occur:

Assessment Review

Q3 Q4

Q1 Q2

ALE PLACEMENT TEAM

_____/_____/_____

MEETING DATE

Name Position:

SCHOOL ADMINISTRATOR

SCHOOL COUNSELOR

CLASSROOM TEACHER (Current Educator Assigned to Student)

PARENT OR GUARDIAN

ALE REPRESENTATIVE

STUDENT

504, SPED, External Support, Probation Officer, Relative, etc.

NEWSTART ACADEMY EXIT CONFERENCE

____/____/____

DATE

Student: _____ School: _____

After a review of the student's goals when placed in the ALE, the Team agrees that the student has adequately met the criteria and goals set for him/her and is ready to exit back to the home school.

_____ will begin the traditional classes and be exited from alternative education on ____/____/____.

_____, a staff member at the home school, will

Name & Title

monitor his/her transition back into the school. The aforementioned will visit with the student to see how his/her return to the home school is progressing. This will be done at least once during each grading period. The student will be encouraged to come to this person any time he/she is having difficulty re-adjusting or encounters a problem that could result in a negative situation or experience.

ALE TRANSITION TEAM

Name:

Position:

SCHOOL ADMINISTRATOR

	SCHOOL COUNSELOR
	CLASSROOM TEACHER (Current Educator Assigned to Student)
	PARENT OR GUARDIAN
	ADULT REPRESENTATIVE
	STUDENT
	504, SPED, External Support, Probation Officer, Relative, etc.

NewStart Academy

[Arkansas Department of Education: § 6-48-103]

**ARKANSAS DEPARTMENT OF EDUCATION
 RULES GOVERNING PUBLIC SCHOOL STUDENT SERVICES
 October 2012**

1.00 REGULATORY AUTHORITY

- 1.01** These rules shall be known as Arkansas Department of Education Rules Governing Public School Student Services.
- 1.02** These rules are enacted pursuant to the State Board of Education’s authority under Ark. Code Ann. § 6-18-1001 et seq. and Ark. Code Ann. § 6-11105.

2.00 LEGISLATIVE INTENT AND PURPOSE

- 2.01** It is the intent of the General Assembly, as set forth in the Public School Student Services Act:
 - 2.01.1** To articulate the functions served by each of the components of a program of student services;

2.01.2 That each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational technical schools; and

2.01.3 That student services coordinators be given time to fulfill their responsibilities under Title 6, Chapter 18, Subchapter 10 of the Arkansas Code.

2.02 The purpose of these rules is to provide guidance to local school districts and the Department of Education in complying with requirements of Ark. Code Ann. § 618-1001 et seq., the Public School Student Services Act.

2.03 The further purposes of these rules are to:

2.03.1 Describe the student services program at all educational levels for which the school board of directors is responsible;

2.03.2 Establish criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies.

2.03.3 Identify alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board of directors in providing the recommended student services, including without limitation: paraprofessionals, teachers, parents, and representatives of business and industry, and

2.03.4 Establish minimum standards for all areas of student services personnel.

3.00 DEFINITION

3.01 “Student services program” means a coordinated effort, which shall include, without limitation:

3.01.1 Guidance and counseling services, which shall include, without limitation:

3.01.1.1 The availability of individual and group counseling to all students;

3.01.1.2 Orientation programs for new students at each level of education and for transferring students;

3.01.1.3 Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;

- 3.01.1.4 Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;**
- 3.01.1.5 Utilization of student records and files;**
- 3.01.1.6 Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;**
- 3.01.1.7 The following up of early school dropouts and graduates;**
- 3.01.1.8 A school-initiated system of parental involvement;**
- 3.01.1.9 An organized system of informational resources on which to base educational and vocational decision making;**
- 3.01.1.10 Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students;**
- 3.01.1.11 Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;**
- 3.01.1.12 Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and**
- 3.01.1.13 Guidance in understanding the relationship between classroom performance and success in school;**
- 3.01.2 Psychological services, which shall include, without limitation:**
 - 3.01.2.1 Evaluation of students with learning or adjustment problems;**
 - 3.01.2.2 Evaluation of students in exceptional child education programs;**

3.01.2.3 Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;

3.01.2.4 A system for the early identification of learning potential and factors that affect the child's educational performance;

3.01.2.5 A system of liaison and referrals, with resources available outside the school; and

3.01.2.6 Written policies that assure ethical procedures in psychological activities;

3.01.3 Visiting teacher and school social work services, which shall include, without limitation:

3.01.3.1 Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and

3.01.3.2 Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;

3.01.4 Career services, which shall include, without limitation, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;

3.01.5 Group conflict resolution services, which shall include, without limitation:

3.01.5.1 Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;

3.01.5.2 Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and

3.01.5.3 Programs designed to prevent bullying;

3.01.6 Health services, which shall include, without limitation:

3.01.6.1 Students with special health care needs, including the chronically ill, medically fragile, and technology dependent, and students with other health impairments shall have individualized health care plans;

3.01.6.2 Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to Ark. Code Ann. § 17-87-102(6)(D) or other professional licensure statutes, unless permitted under Ark. Code Ann. § 17-87-103(10) and (11). The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under Ark. Code Ann. § 1787-103(11); and

3.01.6.3 Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and

3.01.7 The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

4.01 Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service. Only those personnel trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan (additional licensure plan (ALP)) will be assigned to carry out the duties of each service.

4.02 Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, without limitation:

4.02.1 Behavioral contracting;

4.02.2 Dispute resolution;

4.02.3 Classroom meetings;

4.02.4 Logistical consequences;

4.02.5 Assertive discipline;

4.02.6 Behavior modification; and

4.02.7 Career and academic counseling.

4.03 Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments. The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.

4.04. The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Interim Committee on Education and the House Interim Committee on Education.

4.05 School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

5.00 CRITERIA FOR DEVELOPMENT OF A STUDENT SERVICES PLAN BY EACH SCHOOL

Each school within a school district shall develop its own building-based student services plan by a process which includes identification of student services needs by parents, students, teachers, principals, and other agencies with which the school district works such as the Department of Human Services, Department of Health, local law enforcement agencies, and others.

6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL

6.01 In order to provide the student services required by the Public School Student Services Act, a school district may utilize the following types of personnel in addition to any standard student services personnel:

6.01.1 Professionals or paraprofessionals in the social work or mental health fields;

6.01.2 Volunteers under the supervision of certified personnel; and

6.01.3 Medicaid licensed targeted case managers.

6.02 Personnel employed under Section 6.01 shall be limited to performing those services for which they are licensed, certified, or trained.

7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL

7.01 All non-licensed student services personnel shall have:

7.01.1 In-service training regarding the district's Students Services Plan; and

7.01.2 Appropriate training by licensed personnel to perform the tasks assigned.

7.02 Professional and paraprofessional personnel are exempt from Section 7.01.2.

8.00 DOCUMENTATION OF SERVICES

8.01 Each building-based school site in all school districts shall submit annual reports indicating services provided through the Student Services Plan to the Department of Education. This report shall include an accounting of all services provided by each counselor at a school or local education agency (LEA) on forms provided by the Department of Education.

8.02 Each school counselor shall document spending at least seventy-five percent (90%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (10%) of work time each month during the school year to administrative activities, provided that the activities relate to the provision of guidance services.

8.03 Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.

8.04 Each school counselor serving students in buildings housing students in grades eight (8) through twelve (12) shall provide a career planning process for each student. During the five-year process, documentation of the information provided must be maintained as to whether the

information was discussed with the student in individual or group settings. Each counselor is to develop a form to document these activities which can be a form used district-wide. A copy of the form and a statement of how services were provided must be submitted to the Department of Education as part of the annual report required in section 8.01.

8.05 School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.

9.00 MONITORING OF SERVICES

9.01 Regular monitoring activities of the Student Services Plan for each school building site may occur when the Department of Education's Standards Assurance Unit directly monitors schools, when the School Improvement Planning Unit directly assists schools in the Arkansas Consolidated School Improvement Planning process, and when the guidance specialists monitor individual schools on an as-needed basis.

9.02 The superintendent of each school district shall certify annually that each school within the district has a Student Services Plan and a guidance program which implements the Plan in order to meet the requirements of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts and the Public School Student Services Act, Ark. Code Ann. § 6-18-1001 et seq.

9.03 Pursuant to the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, a school determined to be in noncompliance with the Public School Student Services Act will be placed in probationary status for lack of a guidance program which involves the implementation of the Student Services Plan. Such status will extend to the first day of the next academic semester.

10.00 ANNUAL SCHOOL STUDENT SERVICES STATUS REPORT

10.01 By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Interim Committee on Education, and the House Interim Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of the Public School Student Services Act by the various school districts, including which districts are in substantial compliance with the plan required under the Public School Student Services Act.

10.02 The Department of Education shall have in place a staffing structure which assures that the Department of Education's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of the Public School Student Services Act.

10.03 The Department of Education shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.

10.04 Each school district shall be responsible for submitting an annual report, as set forth in section 8.01 of these rules, to the Assistant Commissioner for Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section the Public School Student Services Act.

10.05 The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with the Public School Student Services Act.

11.00 IMPLEMENTATION OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

11.01 The Commissioner of Education shall designate one (1) employee who shall be responsible for overseeing the implementation of the Public School Student Services Act.

11.02 By January 1 of each year, the Department of Education shall compile and present to the Governor, the state board, the House Interim Committee on Education, and the Senate Interim Committee on Education a report outlining the status of implementing each of the provisions of the Public School Student Services Act by the various school districts.