

Norfork School District



Comprehensive School Counseling Plan

Updated August 2019

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This plan articulates the functions served by each of the components of a program of student services. It indicates development and implementation for providing student services to all students in Norfork School District.

This plan is site-based upon the needs identified by parents, teachers, principals, students and other agencies with which the district works. This plan ensures coordination of the various student services.

VIII. GUIDANCE, COUNSELING, AND CAREER EDUCATION

A. Role of School Counselors

School counselors are highly concerned with the whole child. Their goal is to help students develop academically and socially and to guide them toward career choices that will suit their life goals.

School counselors help all pupils by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. School counselors use their skills and knowledge base to influence the personal development of students by establishing the importance of these skills and communicating to all teachers and school staff.

Counselors in each district school function differently due to the variations in the developmental stages of students and school organization. Counseling and guidance are functions integral to the school and are maximized when counselors collaborate with others.

B. Student Competencies and Indicators

The counselors in the Norfork School District follow the American School Counselor Association's National Student Standards when helping students develop in three different domains: academic, personal/social, and career.

Within each domain, students will develop specific competencies and skills that will help them be successful, well-rounded people when they graduate from the Norfork School District. Counselors will actively advocate for the development of these skills and help to integrate them not only into the school counseling program, but also the academic curriculum delivered in the classrooms.

Academic Development: implement strategies and activities to support and maximize each student's ability to learn.

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	
A1	<u>Improve Academic Self-Concept</u> Articulate feelings of competence and confidence as learners; display a positive interest in learning; take pride in work and achievement; accept mistakes as essential to the learning process; identify attitudes and behaviors that lead to success.
A2	<u>Acquire Skills for Improving Learning</u> Apply me management and task management skills; demonstrate how effort and persistence positively affect learning; use communication skills to ask for help when needed; apply knowledge and learning styles to positively influence school performance.

A3	<u>Achieve School Success</u> Take responsibility for their actions; demonstrate the ability to work independently and cooperatively; develop a broad range of interests and abilities; demonstrate dependability, productivity and initiative; share knowledge.
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of post-secondary options, including college.	
B1	<u>Improve Learning</u> Demonstrate the motivation to achieve potential; learn and apply critical-thinking skills; apply the study skills necessary for academic success at each level; seek information and support from faculty, staff, family, and peers; organize and apply academic information from a variety of sources; use knowledge of learning styles to positively influence school performance; become a self-directed and independent learner.
B2	<u>Plan to Achieve Goals</u> Establish challenging goals in elementary, middle, and high school; use assessment results in educational planning; develop and implement an annual plan of study to maximize ability and achievement; apply knowledge of aptitudes and interests to goal setting; use problem solving and decision making skills to assess progress toward educational goals; understand the relationships between classroom performance and academic success; identify post-secondary options consistent with interests, aptitudes, and abilities.
Standard C: Students will understand the relationship between academics to the world of work and to life at home in the community.	
C1	<u>Relate School to Life Experiences</u> Demonstrate ability to balance school, studies, extracurricular, and leisure me and family life; seek co-curricular and community experiences; understand the relationship between learning and work; demonstrate an understanding of the value of lifelong learning; understand that school success is a preparation to make the transition from student to community member; understand how school success and academic achievement enhance future career and vocational opportunities.

Personal/Social Development: provide the foundation for personal and social growth as students progress through school and into adulthood.

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

A1	<u>Acquire Self-Knowledge</u> Develop positive attitudes toward self as a unique and worthy person; identify values, attitudes, and beliefs; learn the goal setting process; understand that change is a part of growth; identify and express feelings; distinguish between appropriate and inappropriate behavior; recognize personal boundaries, rights, and privacy needs; understand the need for self-control and how to practice it; identify personal strengths and assets; identify and discuss changing personal and social worlds; identify and recognize changing family roles.
A2	<u>Acquire Interpersonal Skills</u> Recognize that everyone has rights and responsibilities; respect alternative viewpoints; recognize, accept, respect, and appreciate individual differences; recognize, accept, and appreciate cultural diversity; use effective communication skills and cooperative behavior in groups; know that communication involves speaking, listening, and nonverbal behavior; learn how to make and keep friends.
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.	
B1	<u>Self-Knowledge Application</u> Use decision-making and problem-solving models; understand the consequences of decisions and choices; identify alternative solutions to problems; develop effective and safe coping skills for dealing with problems; know how to apply conflict resolution skills; demonstrate a respect and appreciation for individual and cultural differences; know when peer pressure is influencing a decision; identify long and short-term goals; use persistence and perseverance when developing knowledge and skills; develop action plans to set and achieve realistic goals.
Standard C: Students will understand safety and survival skills.	
C1	<u>Acquire Personal Safety Skills</u> Demonstrate knowledge of personal information; learn about the relationship between rules, law, safety, and the protection of rights of the individual; learn about the differences between healthy and unhealthy physical contact; demonstrate the ability to set boundaries and personal privacy; differentiate between situations requiring peer support and situations requiring adult professional help; identify resources at school and in the community and know how to seek their help; apply effective problem-solving and decision-making skills to make safe and healthy choices; learn about the emotional and physical dangers of substance abuse; learn how to cope with peer pressure; learn techniques for managing stress and conflict.

Career Development: provide the foundations for acquisition of skills, attitudes, and knowledge that enables students to make successful transition from school to the world of work, and from job to job across a lifespan.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and make informed career decisions.	
A1	<p><u>Develop Career Awareness</u></p> <p>Develop skills to locate, evaluate, and interpret career information; learn about a variety of traditional and nontraditional occupations; develop an awareness of personal abilities, skills, interests, and motivations; learn how to interact and work cooperatively in a team; learn to set goals and make decisions; understand the importance of planning; develop hobbies and vocational interests; balance between work and leisure.</p>
A2	<p><u>Develop Employment Readiness</u></p> <p>Acquire employability skills such as working on a team, problem solving, and organizational skills; apply job-readiness skills to seek employment opportunities; demonstrate knowledge about the changing workplace; learn about the rights and responsibilities of employers and employees; learn to respect individual uniqueness and talents in the workplace; develop a positive attitude toward work and learning new skills; understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace; utilize me and task management skills.</p>
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.	
B1	<p><u>Acquire Career Information</u></p> <p>Apply decision-making skills to career planning, course selection, and career transitions; identify personal skills, interests, and abilities and relate them to career choices; demonstrate knowledge of the career planning process; know various ways in which occupations can be classified; use research and information resources to obtain career information; utilize the internet to access career planning information; describe traditional and nontraditional career choices; understand how changing economic and societal needs influence employment trends and future training.</p>
B2	<p><u>Identify Career Goals</u></p> <p>Demonstrate awareness of the educational training needed to achieve career goals; assess and modify the educational plan to support career goals; use employability and job readiness skills in internships, mentoring, job shadowing, or other work experiences; select course work that is related to career interests.</p>
Standard C: Students will understand the relationship between personal qualities, education, and training to the world of work.	

C1	<u>Acquire Knowledge to Achieve Career Goals</u> Understand the relationship between educational achievement and career success; explain how work can help to achieve personal success and satisfaction; identify personal preferences and interests influencing career choices and success; understand that the changing workplace requires lifelong learning and acquiring new skills; describe the effects of work on lifestyle; understand the importance of equity and access in career choices; understand that work is an important and satisfying means of personal expression.
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C. Ethical Standards for School Counselors

The school counselors in Norfork School District adhere to the Ethical Standards for School Counselors developed by the American School Counselor Association. The purposes of the standards are to serve as a guide for ethical practices, provide a benchmark for evaluation of counselor activities, and inform those served by the school counselor of acceptable counselor practices and expected professional behavior. The following ethical guidelines (in addition to others found in the standards) are practiced by the school counselors.

1. Responsibilities to Students

- a. The school counselor informs students of the goals of the counseling practice and keeps information confidential unless disclosure is required to prevent clear and imminent danger or when legal requirements demand confidential information to be revealed.
- b. The school counselor works with students to develop a plan of action for addressing student needs. This includes appropriate referrals to outside resources.
- c. The school counselor informs appropriate authorities when a student's condition indicates a clear and imminent danger to the student or others.
- d. The school counselor maintains and secures records necessary for delivering counseling services.

2. Responsibilities to Parents

- a. The school counselor respects the rights and responsibilities of parents and seeks to establish a collaborative relationship for the benefit of the student.
- b. The school counselor adheres to laws and local guidelines when assisting parents.
- c. The school counselor informs parents of the counselor's role, with emphasis on the confidential nature of the counseling relationship.

- d. The school counselor provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.
 - e. The school counselor makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share.
3. **Responsibilities to Colleagues and Professional Associates**
- a. The school counselor establishes and maintains professional relationships with faculty, staff, and administration to facilitate optimal counseling services.
 - b. The school counselor promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
 - c. The school counselor provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist students.

4. **Responsibilities to the School and Community**
- a. The school counselor supports and protects the educational program against any infringement not in the best interest of students.
 - b. The school counselor informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property while honoring confidentiality.
 - c. The school counselor assists in developing curricular and environmental conditions appropriate for the school and community as well as educational procedures and programs to meet students' developmental needs.
 - d. The school counselor collaborates with agencies, organizations, and individuals in the best interest of students and without regard to personal reward.
 - e.

D. Principles of Comprehensive School Counseling Programs

State law and the Arkansas Department of Education mandate certain requirements for school counseling programs. The Norfork School District is in compliance with all of these policies.

- 1. Norfork School District complies with accreditation requirements of 450/1 student-to-counselor ratio district-wide.
- 2. Act 908 of 1991, Sec 6 states that school counselors shall spend at least ninety percent of work time providing direct counseling related to students, and shall devote no more than twenty-five percent of work time to administrative activities,

- provided that such activities relate to the provision of guidance services as required by law.
3. As required by Annotated Code 6-18-1009, the Norfork School District has a career planning process for each student that includes career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. This is addressed through classroom guidance at the elementary and middle school levels and through the Career Action Planning program at the high school level.
 4. Norfork School District provides facilities in accordance with state guidelines. Counseling offices are equipped with telephone lines to ensure privacy, areas for individual and group counseling, and storage for specialized testing and secure records.

E. School Counselor Involvement Areas

The role of the school counselor in Norfork School District includes, but is not limited to the following:

1. Classroom Guidance

The school counseling program involves planned guidance for all students. Topics are age-related exercises that foster students' academic, personal-social, and career growth. Character development and anti-bullying curriculum will be provided. Guidance classes, by law, should not exceed 30 minutes and should not occur more than 10 times per week.
2. Individual and Small Group Counseling

Norfork School District counselors provide individual and group counseling services to students in kindergarten through twelfth grade as needed.
3. Consultation

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

School counselors coordinate the use of school and community resources to assist students in need, assist parents in accessing services for their child's needs, make referrals to outside agencies as needed, and help interpret academic and test results to parents and other stakeholders.
5. Working with Parents

Norfork School District encourages parent involvement. Parent centers are located in each school building. Parent-Teacher Conferences are held four times yearly and parents are encouraged to communicate with teachers and administrators regarding their child. Counselors can function as liaisons between parents and other school staff as needed.
6. Assessment and Testing

The district test coordinator and school counselors organize all state-mandated standardized testing, provide in-service training to faculty members, and disseminate and interpret results to students, faculty, parents, and community.

7. Specialized Populations and Needs

Programs are offered for students with special needs. Some of these programs involve special education, 504 services, services for English Language Learners, homeless assistance, Title I services, an alternative learning environment, School-Based Mental Health Services, and individual counseling.

8. Orientation Programs

Norfork School District provides orientation programs each fall before school starts for their students and parents. An Open House is held at each building to give students and parents an opportunity to meet their teachers and become familiar with their classroom environment. Students come and interact with their teachers as well as have a chance to acquaint with the new environment.

9. Class Scheduling

School counselors are involved in the proper placement of students in the academic setting. The goal of these placements is to promote academic success for each student.

10. Utilization of Student Records

School counselors have authorized access to student files and use data to assist parents, faculty, administrators, and other counselors to help each individual student reach his/her maximum potential.

11. Conflict Resolution

School counselors work with students and administrators to help resolve conflicts through the use of appropriate counseling strategies.

12. Crisis/Suicide Intervention

When a student is in crisis, school counselors are directly involved in ensuring the appropriate actions are taken. Counselors work with administrators, parents, and outside agencies to ensure students are properly cared for.

IV. PSYCHOLOGICAL SERVICES AND SPECIAL PROGRAMS

A. Evaluations

Norfork School District contracts a psychological examiner and provides psychological and educational assessment to identify students with learning disabilities. At the same time, the Gifted/Talented Coordinator tests and evaluates students for inclusion in the program for exceptional children.

B. Consultations

After the evaluation process has been completed, consultations and counseling with parents, students, and school personnel are provided by Norfork School District Special Education or Gifted and Talented Staff.

C. Individualized Education Plans

For students with identified learning disabilities, an Individualized Education Plan (IEP) will be written by district staff. This plan will be followed by teachers in order to ensure student success. An annual review will be held each year and the plan will be revisited in order to adapt to changing student needs. Re-evaluation will be conducted every three years.

D. Dyslexia Therapy

Students who have been identified as dyslexic will be provided with intervention services by the Norfork School District.

E. English Language Learners

When enrolling in Norfork School District, parents will complete a home language survey. Students identified as English Language Learners will take state-mandated testing to monitor their learning of the English language and will receive supports as directed by the district ELL coordinator.

F. Alternative Learning Environment

Norfork School District provides an Alternative Learning Environment for students who need this placement in order to be successful. This ALE program meets all of the requirements set forth by the Arkansas Department of Education.

G. Identification of Students At Risk of Failure

Norfork School District examines classroom performance and standardized test scores to determine if students are at risk of academic failure. Students not scoring at grade level on state-mandated tests will be provided remediation. Response to Intervention (RTI) programs are delivered at each school to address student needs.

V. SCHOOL HEALTH SERVICES**A. Legal Requirements**

Norfork School District provides a health services program under the direction of a licensed nurse. Facilities, equipment, and materials necessary for a health services program are established. The nurse/pupil ratio is within state guidelines.

B. Immunization

Norfork School District meets immunization requirements established by all state and federal laws. All health records are maintained and updated by the school nurse. These records are kept separate from the academic permanent records. The school nurse checks all immunization records and sends notification of any deficiencies.

C. Responsibilities of the School Nurse

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

1. To appraise and identify the health needs of students and other school personnel through planning and administering recommended screening tests such as vision, hearing, and scoliosis.
2. To encourage the correction of needed health issues by working with parents, teachers, and community agencies.
3. To work with administrators, teachers, and other school personnel to modify the school environment and curriculum for children with health problems.
4. To provide health counseling to students, parents, and school personnel.
5. To assume responsibility for the care of the sick and injured in keeping with school policy.
6. To assist in planning and participating in pilot projects concerned with health education and service to the schools.
7. To maintain adequate and up-to-date health records.
8. To serve as a resource person to school and community in health education including, but not limited to, physical, emotional, personal-social, and consumer health and safety.
9. To present health education both informally by means of bulletin boards and opportune teaching moments and formally in the classroom when necessary.
10. To recommend changes in the environment to reduce health and safety hazards.
11. To review and evaluate their own job performance and professional development.
12. To evaluate the nursing aspects of the school health program.
13. To aid in developing the Individual Education Plan or 504 when the child has health-related problems.
14. To perform other duties such as checking for head lice, dispensing medicine, vision and hearing screenings, first aid, and weight and measurement.

D. Students with Special Health Care Needs

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

E. Required Medical Procedures

Medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are authorized to perform the task. The classroom teacher shall not perform these tasks.

VI. PROGRAMS FOR STUDENTS AT-RISK A. Definition of At-Risk

At-risk students are those enrolled in school or eligible for enrollment whose progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are the children with special needs who are underserved, categorized, ignored, and unchallenged. Characteristics include, but are not limited to:

1. Truancy/Excessive Tardies
2. Health Issues
3. Behavioral Issues
4. Socio-economic Issues
5. Academic Issues
6. Self-Esteem Issues

B. Dropout Tracking Plan

A dropout tracking plan is in place at Norfork High School. Nofork School District has attempted to reduce the number of dropouts by identifying those students that have many of the characteristics of at-risk students and addressing the students' individual needs.

C. Truancy Policy

Designees at each of the buildings of Norfork School District will notify the prosecuting attorney's office when a student has missed an excessive amount of school.

D. At-Risk Student Services

Norfork School District has implemented various strategies to prevent student failure and dropout. Strategies include but are not limited to:

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

VII. SCHOOL CRISIS PLANS

A. Inclusive School Crisis Plan

A district crisis plan is in effect for Norfork School District. Each school has a crisis team and members have specific duties to be followed in the event of a crisis. The crisis teams include, but are not limited to, the following on-campus positions: superintendent, building principals, school resource officers, school nurses, and school counselors. Community resources may be utilized to address specific crisis situations.

B. Crisis Procedures

Assessments of an on-campus crisis situation will be conducted by the school's administration. The administration will then determine the actions taken. Avenues to alert the staff members of how to respond are established. Responses may include a building lockdown, securing of the classrooms inside the building, or evacuation of the building depending upon the crisis. School administration will determine if the crisis response team is needed for a crisis that occurs after school hours or off-campus.

C. Ongoing Training and Changes

Persons requiring training for their position receive training as needed. The crisis plan is reviewed periodically to make any needed changes. In addition, a debriefing will be conducted after a crisis has occurred and changes will be made as needed.