

Imboden Area Charter School

Student Services Program Plan

Revised July 30, 2018

IMBODEN AREA CHARTER SCHOOL STUDENT SERVICES PROGRAM PLAN

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

This plan is based upon the needs identified by parents, teachers, staff, director, students and other agencies with which the school district works.

Act 734 of 2015

908 of 1991

Act 1275 of 1997

Ark. Code Ann. §6-18-1001

Ark. Code Ann. §6-18-1005

Ark. Code Ann. §6-11-105

Ark. Code Ann. §17-87-102(6)D

Ark. Code Ann. §17-87-103(10) and (11).

Arkansas Department of Education Rules Governing Public School Student Services, October 2012

AR HB 1620 of 2017

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

Kameen, M., Robinson, E., & Rotter, J. (1985) Coordination activities : A study of perceptions of elementary and middle school counselors. *Elementary School Guidance and Counseling*. (20) 97-104

Myrick, R. (1987). *Developmental guidance and counseling: a practical approach*. Minneapolis: Educational Media.

The American School Counselor Association. Ethical Standards for School Counselors

The American School Counselor Association. National Curriculum Standards

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GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES

I. Role of the School Counselor

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

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

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

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

II. Ethical Standards for School Counselors - ASCA

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

- A. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice.

- B. Each person has the right to self-direction and self-development.
- C. Each person has the right of choice and the responsibility for decisions reached.
- D. The counselor assists in the growth and development of each individual and uses her/his specialized skills to ensure that the rights of the counselee are properly protected within the structure of the school program.
- E. The counselor-client relationship is private. Compliance with all laws, policies, and ethical standards pertaining to confidentiality is maintained.
- F. The American School Counselor Association has identified the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among its members. The Association recognizes the basic commitment of its members to the Ethical Standards for School counselors was developed to complement the AACD standards by clarifying the nature of ethical responsibilities of counselors to the school setting. The purposes of this document are to:
 - 1. Serve as a guide for the ethical practices of all school counselors regardless of level, area, or population served.
 - 2. Provide benchmarks for both self-appraisal and peer evaluation regarding counselor responsibilities to pupils, parents, professional colleagues, school and community, self, and counseling profession.

III. Responsibilities to Pupils

The school counselor:

- A. Has a primary obligation and loyalty to the pupil, who is treated with respect as a unique individual.
- B. Is concerned with the total needs of the pupil (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
- C. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which he/she may receive counseling assistance at or before the counseling relationship is entered. Prior notice includes the possible necessity for consulting

with other professionals, privileged communication, and legal or authoritative restraints.

- D. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.
 - E. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
 - F. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.
 - G. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of student information.
 - H. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.
 - I. Informs the appropriate authorities when the counselee's conditions indicates a clear and present danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.
 - J. Provides explanations of nature, purposes, and results of tests in language that is understandable to the client (s).
 - K. Adheres to relevant standards regarding the selection, administration, and interpretation of assessment techniques.
- IV. Responsibilities to Parents

The school counselor:

- A. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
 - B. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and the counselee.
 - C. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.
 - D. Treats information received from parents in a confidential and appropriate manner.
 - E. Shares information about a counselee only with those persons properly authorized to receive such information.
 - F. Follows local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.
- V. Responsibilities to Colleagues and Professional Associates

The school counselor:

- A. Establishes and maintains a cooperative relationship with the faculty for the provision of optimum guidance and counseling services.
 - B. Promotes an awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
 - C. Treats colleague with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are accurately and fairly considered to enhance the image of competent professionals.
 - D. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
 - E. Is aware of and fully utilizes professionals and organizations to whom the counselee may be referred.
- VI. Responsibilities to the School and Community

The school counselor:

- A. Supports and protects the educational program against any infringement not in the best interest of pupils.
- B. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property.
- C. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing services.
- D. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.
- E. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

VI. Responsibilities to Self

The school counselor:

- A. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- B. Is aware of potential effects of personal characteristics on services to clients.
- C. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.
- D. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

III. Curriculum

- A. Goals and Objectives

To meet the various needs of students and families through:
Counseling, Consulting, Teaching, Coordinating All Lesson
Plans reflect these goals.

- B. National Standards
(<http://www.ascanationalmodel.org/files/StudentStandards.pdf>)

VII. Principles of Comprehensive School Counseling Programs

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

The developmental guidance program, while recognizing and incorporating the remedial function of helping teachers with student issues, defines a broader objective of helping teachers work with all children in learning appropriate life-adjustment behaviors. However, changes in behavior will only occur when the child perceives, either cognitively or conatively, that a modification of his behavior will be personally rewarding or self-enhancing.

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

IV. School Counselors are Involved in the Following:

- A. Small Group Guidance and Classroom Guidance

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

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

Arkansas School Laws Annotated Code §6-18-1005 states: Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week. Classroom guidance is intended as a collaborative effort with teachers to use the information to reinforce goals for students in the academic, personal, social and career development areas. Classroom guidance is part of the curriculum and should be treated with the same respect as other academic classes.

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

B. Individual Counseling

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

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

Referrals for individual counseling may be made by parents, teachers, administrators, other school personnel, or self-referral. Emergency referrals

include but are not limited to: suspected child abuse (physical, mental or sexual), any behavior change which is sudden or unusual, traumatic family experiences, or indications of mounting hostility between child and teacher or peer group.

Children who exhibit the following behaviors may lead to referral:

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

C. Consultation

Consultation in the school counseling program focuses on the total learning environment of the school. Counselors serve as a resource for teachers concerning specific student's problems & on general issues (Myrick, 1987.) A major part of the counselor's role is to collaborate with teachers and parents, not to criticize them. Counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

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

Consultation involves:

- 1) Assisting teachers in working with individual students or groups of students.
- 2) Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum.

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

D. Coordination

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

The counselor coordinates the following:

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

E. Working with Parents & Parental Involvement

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

Parents need to become aware of the role of the school counselor and how to obtain the services available. To achieve this goal, parents are provided with an opportunity to meet the counselor at open house night as the school year begins, during parent-teacher conferences, and to schedule appointments as needed.

The school counselor offers consultation with parents concerning:

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

F. Peer Facilitation

Students often share their problems with peers rather than adults. Counselors provide structured opportunities for students to serve as peer helpers. The power of peer influence cannot be minimized and, in fact, should be capitalized upon. Recent research shows that both peer facilitators and the students they are matched with benefit from the relationship.

G. Referral to Outside Agencies

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

Some agencies available in our area for referrals are:

Cornerstone Counseling, Midsouth Health, Child and Youth Development Center, Easter Seals, Arkansas Children's Hospital, Lion's Club, Families, Inc.,

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

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

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

H. Assessment and Testing

The school counselor helps interpret test scores for parents, students, teachers, and school personnel to assist in identifying strengths and weaknesses of particular students, groups of students, or curriculum.

The counselor uses a variety of assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

I. Specialized Populations and Needs

The school counselor's guidance activities include those which promote student's and school personnel's acceptance of differences in students which are due to culture or disabilities.

The counselor's activities can promote:

1. Students' and school personnel's acceptance of differences
2. Policies, procedures, and behaviors that reflect freedom from stereotypes
3. Examination of schools' testing programs to ensure that they reflect equitable standards for all students, and
4. Outreach to parents and families of students from culturally diverse populations.

The counselor has access to confidential records including psychological/psycho-educational evaluations.

J. Academic Advisement (Direct Service)

Academic advisement begins in elementary school and continues throughout the child's years at IACS. The school counselor acts as an advisor to assist students in meeting academic goals. At the junior high level, the counselor helps students with career readiness skills and facilitates efforts with the local high school to which the child will be transitioning. The counselor encourages students to reach

their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

K. Orientation (Direct Service)

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

L. Transition to High School

High School Transition is a process to offered to assist students and families in the adjustment of students to a new school. The counselor will coordinate efforts with the high school the student will attend in order to allow the student to plan scheduling and to visit the new school. This program is designed to help students make effective transition adjustments from one school setting to another.

M. Utilization of Student Records

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

XI. Career Awareness and Planning in School Counseling Programs

Career development in the junior high population consists of: 1) Helping students to understand the value of working, 2) helping students relate interests to career choices, 3) helping students to relate school performance to job choice and success, and 4) introducing students to applying for jobs and the interview process.

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

The counselor will coordinate with the career orientation teacher for joint efforts to provide students with adequate understanding of the roles and responsibilities of workers in society.

XIII. Recommended Facilities for the Guidance Program

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

The IACS counselor is provided a private office, which has adequate floor space, heating, cooling, ventilation, and lighting. Security measures include locking doors, locking filing cabinets, and a private phone line. Individual counseling and small conferences are held in the counseling offices. Group guidance is conducted in open classrooms.

The guidance facilities are near but separate from the administrative offices. They are easily accessible by students, and all students have knowledge of the location.

V. Student Services Needs Assessments

See Appendix B for example of survey.

VI. School Counselor/Pupil Ratio from Standards for Accreditation

Each school district shall provide access to certified guidance counselors. State guidelines stipulate the counselor/pupil ratio for the high school level shall be not less than one counselor for every four hundred fifty students. The Imboden Area Charter School District currently employs one part time counselor for 75 students. James M. McLeod is employed by the district at 0.2 FTE.

PSYCHOLOGICAL SERVICES

I. Evaluations

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

II Consultations

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

III Liaison and Referrals

Referral to outside agencies are made, as necessary, in coordination with the Special Education providers, director, and parents. Some of these may include:

1) referral to audiologist, 2) referral to doctor, 3) referral for Occupational/Physical Therapy, 4) referral for mental health counseling services.

V. Policies Ensuring Ethical Procedures

Policies which ensure ethical procedures regarding psychological activities are under the direction of the Special Education Supervisor and Director and include but are not limited to:

- A. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice.
- B. Student records, scores, and other information are private. Compliance with all laws, policies, and ethical standards pertaining to confidentiality is maintained.

VISITING TEACHER & SOCIAL WORK SERVICES

I. Description

Other agencies which do work for the welfare of the students are the Department of Human Services, hotline services, privately funded mental health agencies (including Cornerstone Counseling and MidSouth Health), the Arkansas State Police, and county juvenile offices. These persons seek to enhance the coping capabilities of people and to change environmental conditions that impact people.

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

III. Liaison Between Home and School

The guidance counselor serves as a liaison between the school and community social services. He informs the director of the school of all actions taken.

OCCUPATIONAL SERVICES

At the junior high level, these services include the dissemination of career education information by classroom teachers and the guidance counselor. A career education curriculum is utilized in grades 6-8.

GROUP CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES

I. Description

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

II Activities

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

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

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

At IACS the school counselor discusses the issue of bullying. Classroom discussions are led to instruct students what to do if they are confronted with a bullying situation. Outside programs are brought in to deal with bullying also. Classroom teachers build positive relationships with students and nurture a needs-satisfying environment which

leads to acceptance and open discussion of the issue of bullying in order to facilitate understanding.

IV. Alternative Methods of Classroom Management

IACS focuses on building relationships with students, fulfilling student needs, and creating an accepting atmosphere where every student can experience success. Classrooms utilize social-emotional learning including concepts such as integrity, decision making, habits, and problem-solving. Students are surrounded with a support system which is supportive rather than punitive.

The school utilizes classroom meetings, goal-setting, dispute resolution, and counseling.

SCHOOL HEALTH SERVICES

I. Nurse/Pupil Ratio

Act 1106 of March 1991 established guidelines requiring all school districts should have no less than one full-time school nurse per one thousand students. Imboden Area Charter School is exempt from this requirement and has one part time nurse for 75 students. Betty Gregory is employed by the district.

II. Responsibilities of School Nurse

The role of the school nurse is to assess and care for student health needs. The major part of the nurse's time is spent in direct child care, appraisal, and follow-up.

Health services include, but are not limited to:

1) maintaining students health records, 2) physical screenings, 3) referrals to appropriate medical professionals for students in need, and 4) providing parents with health related information.

Any required invasive medical procedures required by a student 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, unless otherwise permitted under Ark. Code Ann. §17-87-103(10) and (11).

AT-RISK STUDENTS

I. At-Risk Definition

At-risk children are those enrolled in school whose progress toward 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 specific needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low.

II. Characteristics of Youth-at-Risk

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

- A. Excessive absenteeism or irregular attendance
- B. Poor or failing grades
- C. Low math and reading scores
- D. Retention in at least one grade
- E. Lack of participation overall
- F. Dissatisfaction with teachers and traditional school structure
- G. Failure to see relevance of education to personal desires
- H. Uncooperative, inattentive, and unmotivated
- I. Suspension, expulsion, or other disciplinary actions
- J. Feelings of rejection, alienation, isolation, insecurity, and inadequacy
- K. Association with disaffected peer group
- L. Low and unhealthy self-esteem/self-concept
- M. Poor decision making skills
- N. Health problems
- O. Delinquency
- P. Family disturbances
- Q. Low socio-economic background
- R. Lack of parental emphasis on importance of education

- S. Frequent moves
- T. Poor communication between school and home

IACS provides an after school tutoring program for students identified as at risk in academic areas. Students identified as at-risk in other areas will be referred to the appropriate school or community-based services.

ALTERNATIVE STUDENT SERVICES PERSONNEL

Types of Personnel

- Volunteers such as parental groups and outside agencies
- Families Inc Counseling Professionals
- Paraprofessionals
- Physical/Occupational Therapist
- Speech Pathologist
- English as a Second Language Instructor
- Dyslexia Interventionist

II. Services Provided

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

III. Description of Services

- Volunteers- Volunteers provide a variety of services which help students achieve and take pride in themselves and their school. Samples of work the volunteers provide serve as positive role models.

- IACS offers after school tutoring to students in need of extra academic support.
- Physical/Occupational Therapist- Services are provided on a contractual basis.
- Speech Pathologist-Services are provided on a contractual basis.
- Dyslexia Interventionist-Services are provided on a contractual basis.

SUICIDE PREVENTION PUBLIC AWARENESS

IACS will utilize materials from the Arkansas Suicide Prevention Resource Center to educate staff, families, and students. All staff will undergo professional development concerning suicide prevention. Suicide hotline numbers will be distributed to families through literature made available at Open Houses and conferences.

Appendix A

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

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

- Goal 6. Students will improve skills in human relationships. Students will demonstrate positive interpersonal relationships, knowledge of group dynamics, and positive attitudes toward the possession of human relationship skills.
- a. Identify and recognize need for and benefits of good interpersonal relationships.
 - b. Recognize prejudice, contributing factors, and behavioral effects.
- Goal 7. Students will improve self-investigation and evaluation skills necessary for career success. Students will be able to examine self in relation to careers, assess self-concept, appraise own interests and capabilities.
- a. Recognize personal adjustment situations and seek required help.
 - b.
 - c. Recognize personal limitations and how self-concept influences job success.
 - d. Identify factors influencing own career options.
- Goal 8. Students will understand personal/work/societal responsibilities. Students will demonstrate good citizenship, knowledge of relationships with, and responsibilities to fellow person, job, etc.
- a. Identify responsibilities toward co-workers, supervisors, and property.
 - b. Identify rights derived from political and social environment.
 - c. Develop positive attitudes/behaviors for participation in political/social environment.
- Goal 9. Students will improve understanding of economic factors influencing career opportunity. Students will demonstrate understanding of how various economic conditions affect a person and how a person interacts in the economy.
- a. Identify the ways technology can affect work and/or lifestyles.
 - b. Identify the results of job specialization and worker interdependence.

Appendix B

Staff Needs Assessment

Name:

Grade Levels Taught:

Please mark with a check the areas that you feel need to be addressed this year. Please add any comments to help me understand any concerns.

Topic	<input checked="" type="checkbox"/>	Comments
Academics	<input type="checkbox"/>	
Bullying	<input type="checkbox"/>	
Bus Safety	<input type="checkbox"/>	
Career Education	<input type="checkbox"/>	

Child Abuse		
Conflict Resolution		
Crisis Intervention		
Diversity		
Divorce		
Drug and Alcohol Prevention		
Family Systems		
Fire Safety		
Friendship		
Group Counseling		
Individual Counseling		
Listening		
Manners		
Personal Safety		
Problem Solving		

Respect		
Self--Control		
Self--Esteem		
Stress		
Study Skills		
Testing		

