

STUDENT
SERVICES
PROGRAM

ACE/ACEN

August 2018

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I. GUIDANCE AND COUNSELING SERVICES

A. Role and Function of the School Counselor

The role of the counselor ACE/ACEN is that of Child Advocate, helping the children to develop along healthy guidelines. This is achieved by utilizing the counselors' abilities to aide in providing for a child's physical, emotional, and social development.

The counselor also acts as a consultant to teachers and parents, lending knowledge and expertise in areas such as: Classroom Management, Discipline, etc. The counselors may also act as mediator in cases involving a student and a teacher, or a student and a parent.

The counselor is also responsible for intervention incases of Self-destructive behavior or child abuse. The counselors act as support personnel for all children and staff members and families.

The counselor helps to coordinate all student services in such a way as to provide the maximum benefit for each individual Child. The responsibilities of the counselor are defined by the needs of the students, parents, and teachers.

B. Goals and Objectives of the Guidance Program

1. To provide opportunities for students to develop mentally, physically, socially, and emotionally.
2. To help identify and evaluate factors early in a student's academic career that may present serious difficulties in later development.
3. To provide guidance to assist each student in self-understanding, self-confidence, and problem-solving.
4. To provide effective listening and communication skills that will enhance personal interaction.
5. To help students assume responsibility for their own behavior and future learning.
6. To provide guidance in effective study skills.

7. To develop the student's awareness to the world of work, and the relevance of education concerning careers
8. To provide information regarding the dangers of drug abuse
9. To organize the annual academic awards assembly.

C. Responsibilities of the School Counselor

The counselor at ACE/ACEN is concerned with obtaining the following goals. This shall be accomplished by fulfilling the responsibilities stated below. It should be recognized that, as students' needs change, counselor responsibilities and goals must be flexible so as to accommodate those needs. Primary responsibilities of the counselor includes:

- Assisting with classroom placement when necessary.
- Offering developmental guidance activities for individual classrooms based on the students' level of development.
- Offer small group guidance for individual growth.
- Accept counseling referrals from parents, educators, and students themselves.
- Act as consultant for teacher and parents.
- School coordinator for Crisis Counseling.
- Organize special guidance activities (such as guest speakers, Red Ribbon Week, etc.).
- Assist in interpreting and utilizing school test data.
- Provide counseling for students who are retained.
- Serve as school-wide test coordinator.
- Serve on the committee for Due Process for Special Education students (Principal's designee).
- Offer orientation for new students.

- Offer orientation concerning the guidance program to students, parents and teacher.
- Provide for teacher in-services passed on Needs assessment.
- Provide information pertain to enrollment/registration for parents and students.

D. Counselor Involvement

Developmental Classroom Guidance

The developmental guidance program at ACE/ACEN is preventative in nature. The school counselor leads in the development and organization of the guidance activities; however this requires the support and assistance of teachers, parents, and administrators. The counselor encourages teachers to conduct many guidance activities during classes.

Individual Counseling

Each student has the opportunity to refer himself to the counselor for individual needs.

The purpose of individual counseling is to:

1. Help students who are timid about discussing their problems in a group situation;
2. Work with a student who is unable to function in a group situation due to behavioral concerns;
3. Discuss topics which might be inappropriate for groups or classrooms;
4. Deal with crisis situations.

Additional meetings may be scheduled if needed, or the counselor may refer the student to a particular group or outside agency. All records are kept confidential. Students may be referred for counseling by: teachers, parents, and school administrators.

Small Group Counseling

Small group discussions concentrate on learning specific skills (such as recognizing self-destructive behavior) with a small group of students. Student participation in groups will be voluntary after the introductory session. Groups are obtained from the classroom on the teacher's and counselor's recommendations. Group members have a ready-made support group, and have the opportunity to discuss topics that they might feel uncomfortable discussing in the classroom.

Students are expected to participate and help each other work through difficulties. The counselor acts as group leader, and each group contains a student role-model.

Consultation Services

Consultation in the ACE/ACEN counseling program focuses on the total learning environment of the school. Teachers use the counselor as a resource, seeking consultation on specific student's problems and on general issues. Many teachers can benefit from a counselor's assistance in developing new ways of responding and relating to students.

Consultation usually involves:

1. Conducting professional development workshops and discussions with teachers on subjects such as drug and child abuse;
2. Assisting teachers to work with individual students or groups of students;
3. providing relevant materials and resources to teachers;
4. Assisting in the identification and development of programs for students with special needs;
5. Participating in school committees that address substance abuse, human growth and development, school climate, etc.;
6. Interpreting student information, such as the results of standardized tests for students and team members; and

7. Consulting regularly with other specialists.

Coordination

The counselor at ACE/ACEN is responsible for the systematic coordination of all guidance programs in order to ensure the effective delivery of services.

Responsibilities include:

- a. Coordinate the use of school and community resources (i.e. agencies).
- b. Assist parents in gaining access to services their children need.
- c. Serve as liaison between the school, home, and community agencies.
- d. Plan, coordinate, and evaluate the guidance program's effectiveness.
- e. Coordinated testing programs, including test interpretation for teachers, students, and parents.

Working with Parents

The counselor at ACE/ACEN needs to be available for parents as well as teachers and students. Parents are able to schedule appointments that will fit into the counselors' schedules, and the counselor needs to allow time for such appointments.

The counselor may also act as a consultant to the parent(s), offering training in areas of need. Parents are also encouraged to participate in ACE/ACEN's volunteer program.

Peer Facilitation

ACE/ACEN utilizes peer facilitation in many different ways. Within the classroom peers with strengths assist those with needs. Upper grade students

are paired with lower grade students (buddy system) for different activities such as reading, art projects, etc.

The ambassador Program assists new students coming into our school by introducing them to teachers and classmates, showing them around the building, and helping them to make an easy adjustment to a new school. They also assist the counselor as needed with various activities such as Red Ribbon Week, Career Week, etc.

Making Appropriate Referrals

The counselor maintains a working relationship with other school counselors in the Cabot district, as well as Professional Counseling Associates, the Department of Human Services, the Lonoke Juvenile Authorities, and with short term and long term residential caretakers in the surrounding area. Through these relationships, the counselor is able to make appropriate referrals when needed. The counselor helps to identify students who might benefit from these services, and assist parents in the utilization of these resources.

Assessment and Testing

The counselor assists teachers with the test administration rules and regulations and test security guidelines, coordinating efforts to assure test security and standardization. The counselor prepare students, parents and teachers, making them aware of test taking skills including how each can contribute to assure each student the opportunity to perform at his potential.

The counselor interprets standardized test results for parents, faculty, and students; and studies tests results to determine strengths and weaknesses in curriculum. The counselor will utilize specialized testing to help determine social/emotional needs of students (i.e. behavior rating scales.) Testing for speech and other special services is conducted by referral to specialists within the district.

Specialized Population and Needs

At the present time, ACE/ACEN does not possess much cultural diversification in the school population. However, all students are treated as individuals, regardless of ethnicity. Tests are normed according to national standards, and show little cultural bias.

Orientation

At the beginning of each year, the counselor will provide an in-service for the teachers describing the guidance program, as well as long-term goals for the program. Students will receive orientation during pre-registration or at the time of enrollment, or individually if they happen to transfer in after the beginning of the year. Parents will receive orientation through the Parent-Teacher Meetings.

Utilization of Student Records

The counselor at ACE/ACEN will have access to all student files, as well as private psychological profiles secured in the office. These records are confidential.

E. Career Awareness and Planning in School Counseling Programs

Developmental classroom guidance during advisory period provides students with skills in interpersonal relationships, decision making and problem solving skills, self control, responsibility and study/work skills/ethics. These skills prepare the student to be effective in the work place.

Guidance and classroom activities may focus on career choices and how they relate to what they are studying. In addition to the career activities done when career speakers talk to the students about a variety of careers.

F. State Goals for Career Education

(Developed by the Ark Advisory Council for Career Education-adapted for Elementary)

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 person's lifestyle.
- c. Apply a decision-aiming process to solve career-related problems.

Goal 2 – Students will be able to identify information about careers.

- a. Recognize similar job characteristics in various occupations.
- b. Match job characteristics with own needs and interests.

Goal 3 – Students will improve attitudes and appreciations for career success. Students will demonstrate productive attitudes toward work and positive feelings about task accomplishment.

- a. Relate work attitudes to accomplishment and satisfaction.
- b. Detect and appreciate quality work.

Goal 4 – 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.
- c. Identify ways to effectively work as a team member.

Goal 5 – Students will improve self-investigation and evaluation skills necessary for career success. Students will be able to examine self in relation to careers, assess self-concept, appraise own interests and capabilities.

- a. Recognize personal adjustment situations and seek required help.
- b. Recognize personal limitations and how self-concept influences job success.
- c. Identify factors influencing own career options.

Goal 6 – Students will understand personal/work/school responsibilities.

Students will demonstrate good citizenship, knowledge of relationships with, and responsibilities to fellow persons, job, etc.

- a. Identify responsibilities toward co-workers, supervisors, and property.
- b. Identify rights derived from the political and social environment.
- c. Develop positive attitudes/behaviors for participation in political/social environment.

Goal 7 – 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 lifestyle.
- b. Identify the results of job specialization and worker interdependence.
- c. Recognize relation of time/effort to wages.
- d. Indicate relationship of supply and demand among resources, goods, and services.

Goal 8 – Students will improve understanding of relationship of education and career choices. Students will demonstrate understanding of the relationships of education (formal and informal) to career opportunities. Demonstrate understanding of the relationship of education or training to specific job requirements.

- a. Relate specific training to specific career goals.
- b. Relate general learning experiences to career opportunity.

Goal 9 – Students will improve learner outcomes in the basic subjects.

G. Facilities for Guidance Program

ACE/ACEN provides:

1) Facilities for the counselor provide adequate heating, cooling, ventilation, lighting, outlets and shelves. The counseling center includes one office with a locking file cabinet.

2) The counselor's office is located in the main hallway, easily visible and accessible. They are of adequate size, reasonably sound-proof, have door locks, telephones and locking file cabinets.

Equipment for each office

Desk/chair

2 upholstered chairs or sofa

Portable bookcase

1–4 drawer locking

Telephone (privacy line)

Videos

Books

Drug Education programs

Career Education programs

Many resources needed for a complete guidance program

3) Reception/Clerical/Display – the counselor's office is located next to the principal's office at the end of the hallway.

4) Other Considerations – the counselor has access to the cafeteria and regular classrooms with "intact" classes. The counselor is required to complete paperwork and hold conferences for the referral portion of special education due process.

H. Student Services Needs Assessment Samples

1. Student

DISCIPLINE

- a. School leaders maintain good discipline at my school.
- b. My teachers use a variety of methods for dealing with classroom disruptions.
- c. School rules are explained, and each student receives a student handbook.
- d. My school promotes positive communication and understanding among individuals of different cultures and/or races.

- e. Teachers, counselors, and administrators help me to be more responsible for my actions/behavior.
- f. There is a faculty member I feel comfortable going to if I have problems with other students.
- g. My school has a conflict resolution program.

HEALTH

- h. Adequate health services are available to me at school.
- i. I know the appropriate person to go to when I am ill at school.
- j. I know an adult to consult at school if I feel that I might harm myself, others, or know of someone who might.
- k. The purpose and use of standardized tests (MPT, SAT-9, etc.) are shared with me and explained.
- l. The school provides supervision of standard testing.
- m. Results of the standardized test(s) (MPT, SAT-9, etc.) are shared with me and explained.
- n. When individual psychological testing occurs, results are explained to the student.
- o. I am informed when standardized tests (MPT, SAT-9, PSAT, etc.) will be given.
- p. An orientation program is provided for all students.
- q. Course selection information and placement procedures are discussed with students
- r. Student records and files are utilized in academic placement.
- s. Occupational information related to future educational goals and/or vocational planning is provided for the student.
- t. Adjustments in scheduling are made for students identified with special needs and abilities.

COUNSELING

- u. A counselor is available upon my request.
- v. I feel comfortable discussing personal or academic concerns with my counselor.

- w. Students are aware of services provided through the counseling office.
- x. Small group counseling or support groups are provided to fit my needs.
- y. Most school personnel make me feel good about myself.
- z. The School provides a caseworker to assist in problems of attendance, behavior, adjustment, and/or learning.
- aa. School personnel make home visits to build bridges of communication between the home and the school.
- bb. Parents are given the opportunity for involvement in a variety of school activities (tutoring, volunteer, programs, school committees, PTO/PTA, etc.)
- cc. Names of referral agencies of psychological services are available for parents when needed.
- dd. The school provides opportunities for parents to comment on the service provided for students.
- ee. Students are instructed in methods to reduce group and individual conflicts.
- ff. Programs are offered by the school to promote positive communication and understanding among individuals of different cultures and races.
- gg. Small group counseling sessions or support groups are available for students with problems.
- hh. The curriculum offerings in the school are relevant to the needs of the individual student
- ii. Occupational placement assistance is provided to students by teachers, cooperative program sponsors, and/or the school counselors. (High schools only)

2. Parent

- a. School personnel maintain discipline.
- b. The school staff works with the students to encourage proper behavior.
- c. Teachers use a variety of methods of classroom management to improve the school climate.
- d. Students are provided copies of the classroom management guidelines to improve the school climate.

- e. Behavior contracts are utilized by the school to modify student behavior, attitudes, and actions.
- f. The student is familiarized with the school environment upon entering.
- g. Parents are informed of orientation programs for students.
- h. Course selection information and placement procedures are shared with parents.
- i. Counselor helps students with course selection, vocational placements, and/or college information.
- j. A conference with the school counselor is easily arranged.
- k. Student files and records are used by school personnel to assist the parent.
- l. Occupational information related to future educational or vocational goal is provided for the student.
- m. School personnel assist in the identification of students with special aptitudes, abilities, and skills.
- n. The school has personnel equipped to deal with teen suicide and related issues.
- o. Health screening and follow-up services are provided for students.
- p. The school provided emergency medical assistance for students with minor health problems.
- q. Psychological evaluation services are provided for students with learning or adjustment problems.
- r. The school follows written policies which assure ethical procedures in psychological activities.
- s. Special education personnel consult and/or counsel with parent of children receiving special education services.
- t. The school utilizes a system for identifying students with learning problems and/or other factors which could affect the child's educational performance.
- u. Request for psychological services are handled in a timely manner.
- v. Standardized tests (MPT, SAT-9, etc.) are administered under close supervision.
- w. Standardized test results sent home to parents are easily understood.

- x. Information about alternative programs for potential school dropouts is provided for students.
- y. Students leaving the school have an exit interview with the counselor.

3. Faculty

- a. The school provides orientation programs for all students.
- b. Teachers are informed of course selection information and placement procedures.
- c. Student files and records are available to teachers
- d. Health screening and follow-up procedures are provided for students.
- e. A crisis management plan is in place at my school with proper training and instructions on how to handle emergency situations.
- f. Diverse classroom management methods are utilized in my school.
- g. When infractions of school rules take place, they are quickly addressed and feedback is provided.
- h. Faculty members are included in consultation and counseling of students.
- i. Faculty members have resources available to refer students for consultation and counseling.
- j. A referral procedure exists for placement of exceptional children.
- k. Individual Education Plans (IEP) are made available to teachers.
- l. School personnel are made knowledgeable about the psychological services available to students.
- m. Results of psychological testing are clearly explained to me.
- n. School personnel are made aware of the counseling department's program through in-services and faculty meeting.
- o. The counselor works closely with each department to ensure that students are appropriately placed in classes.
- p. The counselor helps students select courses, vocational programs, colleges, or careers.
- q. Counseling is conducted with students about academic and personal concerns.

- r. Occupational information related to future educational goals and/or vocational planning is provided for the students.
- s. The counselor provides support groups to meet students' needs.
- t. Counseling referrals are attended to in a timely manner.
- u. Standardized testing (MPT, SAT-9, etc.) is recognized effectively and supervised closely in my school.
- v. Counseling services provided in my school are adequate.
- w. Student health services supplied by the school are adequate.
- x. Parents are encouraged to actively participate in the total school program.

4. Referral Agency

At the school district level, we are trying to assess our interactions with outside agencies which provide services for our students. Would you please respond to the questions which are applicable to your agency: Any comments you might add would be appreciated.

- a. The school staff responds to requests from your agency in a professional manner.
- b. School records are utilized to benefit the student.
- c. The school has written policies which assure ethical procedures are followed during the referral process.
- d. Information is provided by the school when behavior, attendance, or academic performance changes for the student utilizing your agency is recognized.
- e. The school makes the parent(s) feel a part of the referral process.
- f. Course selection information and course placement procedures are shared with the referral process.
- g. The school counselor is accessible to agency personnel.
- h. A system of identification of learning problems and other factors contributing to educational failure takes place prior to referral.
- i. The district social worker, home-school consultant, or school counselor visits the agency to assist with the referral, if needed.

- j. When educational and supportive programs, workshops, and seminars are offered to parents and/or students in the areas of expertise of your agency, personnel from your agency are asked to assist.
- k. Students are provided follow-up care by the school when they return to the school setting.
- l. Parents are referred to the appropriate agencies when in need of assistance.
- m. Information provided to the referral agency by the school is helpful.
- n. Agency requests directed to the school are dealt with in a timely manner.
- o. The school is aware of your agency as a resource for students and/or parents.
- p. The school has adequate means to identify early the learning potential of the students and other factors which may affect the child's educational performance.
- q. Ethical procedures are used in regard to confidential psychological materials.
- r. Comment:

I. School Counselor/Pupil Ratio & Accreditation

The counselor/pupil ratio at ACE/ACEN is 1/450. ACE/ACEN is accredited by North Central Association.

II. Psychological Services

Psychological services are provided for ACE/ACEN by the Cabot School District. Services follow due process and guidelines set forth in PL94-142. Two full-time Psychological Examiners are employed by the district, and services are contracted with outside resources when the need arises.

Referral is made for the purpose of compiling information about a child experiencing problems which interfere with learning and can be made by anyone with knowledge about the child's school performance.

The purpose of evaluation is to determine the presence of a disability which is interfering with learning and the corresponding need for specially designed instruction.

The counselor helps with due process through classroom observations, scheduling parent meetings, and serves as a committee member to help determine the student's needs.

III. Gifted and Talented Program

The purpose of careful and comprehensive identification procedures is to find and serve as many students as possible who need special programs to develop their exceptional abilities. It is important to identify students with potential for outstanding achievement, as well as those who have demonstrated outstanding achievement. The emphasis in identification procedures should be on student need for specialized services rather than on mere categorizing or labeling.

A comprehensive identification plan should be based on the best available research and recommendations of experts in the field. It must take into account the local student population and should ensure inclusion of all potentially gifted and talented students from all cultural and economic backgrounds. The list of nominated students must be representative of the entire student population in terms of race, sex, and economic status.

Each district's written identification procedures must include the following:

1. A process to explain the nomination procedure and seek nominations from parents, school personnel, students, and community members.
2. An identification committee of at least five members, made up of professional educators, chaired by a trained specialist in gifted education.
3. Provision for review of school records of nominated students and the gathering and compilation of additional data where needed.
4. Parental consent in writing if additional individual testing is required.
5. Assurance of confidentiality of records.
6. A policy for placement decisions based on multi-criteria, including both objective and subjective data, with the stipulation that no single criterion or cut-off score is used to exclude a student from placement.

7. Use of at least two objective and two subjective measures (one of which must assess creativity), chosen from the following:

Objective

Standardized Mental Ability Test

Standardized Achievement Test

Test of Creative Ability

Subjective

Behavioral Checklists (Parent and/or Teacher)

Rating Scales

Evaluations of Products

Student Interviews

Biographical Inventories

Grades

Auditions

8. Assurance that instruments and procedures are non-discriminatory.
9. Provision that educationally useful, student-specific information obtained in the identification process is communicated to the appropriate instructional staff.
10. A process by which parents are informed of placement decisions, give permission for their child to participate, and have the opportunity to appeal a decision with which they disagree.
11. Provisions for continuous evaluation of the identification process:
- a. Opportunity for consideration for placement at any time;
 - b. Annual review of students' placement;
 - c. Policies for exit from a program; and
 - d. Maintenance of records of placement decisions and data on all nominated students for a minimum of five years or for as long as needed for educational decisions

Standard

The process for identifying students

Evidence Verifying Compliance

Copy of written procedures

has several stages.

Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.

Copy of written procedures

A committee chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.

List of members

The identification process yields information obtained through a variety of procedures and from many independent sources.

List of instruments & procedures

Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to exclude a student from placement.

Copy of written procedures and data on nominated students.

Instruments and procedures used in the identification process are non-discriminatory with respect to race, religion, national origin, sex, or handicapping condition.

List of instruments & procedures

Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions.

Copy of procedures for dissemination of information

Written identification and placement procedures include parental involvement.

Copies of consent forms
Written appeals procedures

Identification of gifted/talented students is an ongoing process extending from school entry through grade 12.

Copy of written procedures
Records of placement

Program Options

Gifted children are as different from each other as they are from other children. They have needs for differing amounts of homogeneous grouping, and at various stages of development their interests differ. No single program option can ever meet all of the needs of all gifted children.

Programs should be systematically developed, with long-range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school. There must be consistency among the program's components; curriculum objectives and evaluation procedures need to be based on the district's philosophy of education.

Most program alternatives will include some kind of combination of enrichment (experiences which supplement the regular curriculum), acceleration (activities designed to allow students to progress at a rate faster than average), and guidance (planned activities that promote understanding of the self and one's relationship to others). Districts are encouraged to be innovative in designing programs that combine these elements in ways that best meet the needs of their gifted students.

In whatever form the program for the gifted is organized, there must be clear delineation of roles, responsibilities, and coordination procedures. A written table of organization outlining lines of responsibility and authority must be developed.

Possible administrative arrangements for providing programs for the gifted are listed below. They represent the organizational patterns used in gifted programs across the United States. Please note that these are descriptions of ways to organize program options, not prescriptions.

Modifications in Regular Classroom

- A. Cluster grouping: Groups of gifted students are placed in a regular classroom. A trained teacher modifies instruction and curriculum to meet their special needs (Elementary). Maximum class sizes: 20 students, kindergarten; 23 students, grades 1- 3; 25 students, grades 4 – 6.
- B. Consultant teacher: A trained teacher of the gifted meets regularly with identified students and designs activities to meet their needs. The trained teacher works with the regular classroom teacher in delivering services to identified gifted students by developing management plans, providing demonstration lessons in the classroom, and supervising gifted student's progress (Elementary/Secondary). All students receive enrichment on a monthly basis by the GT strategist.
- C. Resource room: Gifted students participate in classes in which they receive instructional services different from those normally provided in the regular classroom. They have the opportunity to work at the level of their abilities and in their area of interest or talent (Elementary/Secondary).

Extra School Opportunities

Mentorship- Student works on a regular basis with an adult resource person, matching student interests and needs with the expertise of the mentor (Elementary/Secondary).

Districts may choose to implement more than one of the foregoing patterns.

Standard

Program is systematically developed, with long-range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.

A table of organization is developed which clearly delineates roles, responsibilities, and coordination procedures.

Identified students' placement in program options is based on their abilities, needs and interests, and resources of the district.

Administrative arrangements are used which promote interaction among gifted students and both their intellectual and chronological peers.

Curriculum

In making changes in a curriculum that has been geared toward the ability levels of average learner, it is important to avoid simply "more of the same." Curriculum for the gifted must differ not only in degree but in kind. It should be

Evidence Verifying Compliance

Written program goals

Copy of table of organization

Student assessment data

Schedule

coordinated with the district's basic curriculum objectives but must be in place of rather than in addition to required classroom work. Students should not be penalized for being identified as gifted by being given extra work. Teachers should be sensitive to student interests and talents in planning activities.

To assure that curriculum opportunities are appropriate to the abilities, accomplishments, and interests of gifted students, modifications should be made in content, process, and/or product.

Content refers to the body of knowledge presented to the student. Differentiation may be made in level of complexity, pace of learning, or degree of abstractness. Another means of differentiation is the study of topics not ordinarily a part of the regular curriculum.

The process skills which should be a part of the curriculum for gifted students include critical thinking, creative thinking, independent learning skills, problem-solving, and logic. Students in a gifted program should be expected to achieve a greater degree of proficiency in these skills than would be required in the basic curriculum.

Products are the end result of a learning experience. Gifted students should be encouraged to develop products that use new techniques, materials, and forms. They should be encouraged to select a specific area of interest and talent and pursue an intensive study rather than be assigned a prescribed problem. Results of such investigations should be communicated to an appropriate audience.

Curriculum objectives must be carefully sequenced for continuity. Development of a scope and sequence will avoid the "grab-bag" approach which has characterized some programs for the gifted.

More and more commercially prepared materials that are targeted toward gifted students are available. Certain cautions are advised in their selection. Materials should extend learning and avoid redundancy. They should provide challenging activities. Authorship is sometimes a good indicator of the caliber of the material. An actual examination or trial use is recommended. This exploration may be possible through the use of resource libraries which several

regional educational cooperatives have established. Each district should establish guidelines for evaluation of instruction materials.

IV. Visiting Teacher and School Social Work Services

- A. These persons seek to enhance the coping capabilities of people and to change environmental conditions that impact upon people. They focus on the interaction of people and their environments. They can serve as catalysts to bring people together and to create an environment that is conducive to problem solving.
- B. These persons provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.
- C. The role of liaison between the home and school could include home visits and referring students and parents to appropriate school and community agencies for assistance. Also, pursues avenues by which parents can become not only more involved with their child's school program, but also more responsive and responsible; provides the parent with techniques and strategies to be utilized at home to enhance positive behavior; develops and facilitates parent groups composed of persons with similar concerns; and refers parents to appropriate outside agencies or counselors.
- D. A Certified teacher is employed to provide homebound instruction as the students have need for this service.

V. Conflict Resolution Services

- A. These services shall include but are not limited to the following: Educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding, positive communication, and a greater utilization of a race relations specialist or human relations specialist to assist in the development of inter-group skills.
- B. Conflict solving for students could include: dealing constructively with conflict, building positive self-esteem, respecting human differences, making

responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills.

C. Conflict resolution lessons are conducted through classroom guidance, small groups and individual counseling. Conflict resolution is addressed by classroom teachers.

CONFLICT RESOLUTION

RELATE

Have each party declare the resentment to the other party. This must be done without interrogation or interruption. The leader mediates the rules and negotiates the turns.

RELATE

Have each person state what is desired from the other person in the outcome. Make expectations specific and clear.

RECOGNIZE

Have each person recognize and relate back to the Other person an understanding of the request and Make an agreement about what part will be honored.

RELATE

Have each person share a positive response to the Other before leaving.

REPEAT

When necessary.

VI. School Health Services Program

A. The Standards for Accreditation, Arkansas Public Schools state the following:

1. Each school district shall have a health services program under the directions of a licensed nurse. The program shall include screening, referral and follow up procedures for all students.
2. Each school shall provide facilities, equipment and materials necessary for operation of a school health services program.
3. The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the State Department of Education.
4. Each school shall take proper measures to insure the safety of its students and protect against injuries which may occur in or on the school facilities or site.

B. Nurse/Pupil Ratio

Act 1106 of March 1991 establishes guidelines for an appropriate school nurse to student ratio. The General Assembly determined that a ratio is needed to effectively meet the health care needs of children.

All school districts beginning with the 1994-95 school year should have no less than one full-time nurse per one thousand students.

ACE/ACEN has a full-time nurse on site daily (ratio of 1/900).

C. Immunization

Act 244 of 1967 and Act 633 of 1973.

1. No child shall be admitted to a public or private school of this state who has not been immunized from poliomyelitis, diphtheria, tetanus, pertussis, re (rubella) measles, and rubella as evidenced by a certificate of licensed physician or a public health department acknowledging the immunization.
2. The responsibility for the enforcement of this section rests equally with each school district of this state and the parent or guardian of the pupil, and each of them shall be separately and individually liable for permitting any violation of this section.

3. The State Board of Education, after having consulted with the State Board of Health, shall promulgate appropriate rules and regulations; for the enforcement of t section by school boards, superintendents, and principals, and any school official, parent, or guardian violating the regulations shall be subject to the penalties imposed herein.
4. If, in the discretion of the health authority having jurisdiction or of any physician licensed to practice by the Arkansas State Medical Board, any person to whom this section applies shall be deemed to have physical disability which may contraindicate vaccination, a certificate to that effect issued by the health officer may be accepted in lieu of a certificate of vaccination, provided that the exemption shall not apply when the disability shall have been removed.
5. Any person found guilty of violating the provisions of this section or the regulations promulgated by the State Board of Education for the enforcement hereof shall be guilty of a misdemeanor.
6. The provisions of this section shall not apply if the parents or legal guardian of that child object thereto on the grounds that such immunization conflicts with the religious tenets and practices of a recognized church or religious denomination of which the parent or guardian is an adherent or member. Furthermore, the provisions of this section requiring pertussis vaccination shall not apply to any child with a sibling, either whole blood or half blood, who has had a serious adverse reaction to the pertussis antigen which reaction resulted in a total permanent disability. (SLA 88)

D. Other States and Statements of Immunization

Certificates of immunization from other states and statements received from private physicians may be accepted as proof of immunization if they meet all of the following criteria:

- I. The child's birth date and name are recorded.
- II. The certificate or statement specifies the number of doses of each vaccine the child has received. The number specified, of course, must meet the minimum Arkansas requirements for each vaccine.
- III. At least one date for each vaccine entity is recorded, so that school officials can determine whether the last doses of polio, DTP, TD, and/or DT was administered after the fourth birthday and whether the measles and rubella vaccines were administered after the first birthday.
- IV. The certificate or statement includes the physician or clinic name, authorized medical signature and date of issuance.

Our preference is for documentation to consist of full dates for each inoculation given, however, with incomplete certificates, this criteria will permit school officials to determine that a student is in compliance with the Arkansas School Immunization Law. Direct questions regarding immunizations to: Arkansas Department of health, 1-800-482-5400.

E. Responsibility 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:

- I. 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.
- II. To encourage the correction of remedial defects by working with parents, teachers, and community agencies.

- III. To work with administrators, teachers, and other school personnel to modify the school environment and curriculum for children with health problems.
- IV. To provide health counseling to students, parents, and school personnel.
- V. To assume responsibility for the care of the sick and injured in keeping with school policy
- VI. To assist in planning and participate in pilot projects concerned with health education and service to the schools.
- VII. To maintain adequate and up-to-date health records.
- VIII. To serve as a resource person to school and community in health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety.
- IX. To present health education both informally by means of bulletin boards and opportune teaching moments and formally in the classroom when necessary.
- X. To recommend changes in the environment to reduce health and safety hazards.
- XI. To review and evaluate their own job performance and professional development.
- XII. To evaluate the nursing aspects of the school health program.
- XIII. To aide in developing the Individual Education Plan (IEP) when the child has health related problems.

The school nurse is encouraged to contact the local health department to get acquainted with the area nursing supervisor, the communicable disease nurse specialist, the health educator, and the vision and hearing specialist. Early Periodic Screening Diagnosis and Treatment (EPSDT)

can be provided by local school districts whose school nurse is a Registered Nurse and has taken a class to learn EPSDT procedures.

The following various agencies and organizations have offered their services and some will sponsor and co-sponsor workshops to aide school nurses: Arkansas Department of Education, March of Dimes, Arkansas Children's Hospital, Arkansas Society to Prevent Blindness, Arkansas Department of Health, Arkansas Genetics Council, Arkansas AIDS Foundation, Arkansas Department of Human Services.

F. School Health Service Unit

In all school buildings, space should be allocated for delivering needed school health services. In planning the school health service unit, consider the size, location, special features, supplies and equipment, and suggested plans for the unit.

I. Purposes of the School Health Service Unit

The health service unit should be planned with very definite purposes in mind. These purposes vary in schools according to whether the school is large or small, urban or rural, elementary or secondary. The primary purposes for which this unit should be used are as follows:

- a. As an emergency center for the administration of first aid to school children and personal and proper care of accident victims until they are moved from school
- b. As an emergency center for the care of children becoming ill during the day until they can be placed under their parent's care or returned to class
- c. As a center where children with suspected communicable diseases can be cared for and separated from others until arrangements can be made for the parent or guardian to pick up the children

- d. As a place for those who, because of health conditions, require on their physician's recommendation a rest period at school during the school day
- e. As a center where first aid and other supplies and equipment may be placed and kept in readiness at all times for use in rendering other health services to children at school
- f. As a work area for the nurse to inspect pupils referred to the nurse
- g. As a work area where periodic medical and dental inspections and other clinic services for school children can be given when it is necessary to render these services at school
- h. As a place where vision, hearing, and other screening procedures, including the measurement of pupil height and weight, may be carried out
- i. As a conference room where the nurse, doctor, teacher, pupil, parent, or others concerned with health counseling and guidance can discuss privately specific health problems of individual school children
- j. As a work center for school health personnel and as an area where children awaiting health services can be accommodated
- k. As a center where records and other information necessary in the administration of the general health program and emergency care program may be kept for ready use when needed. The records and information should include:

(1) Arkansas School Health Guidelines

(2) American Red Cross First Aid Textbook

(3) Medical Dictionary

(4) Physicians Desk Reference

(5) Records: accident and illness reports and complete emergency call card index file on each pupil giving name of parent(s) or other persons to be notified, emergency care authorization signature, preferred physician, and preferred hospital. This information is necessary to provide care in case of an emergency at school. Health Appraisal Records (folder obtainable from local educational cooperative or the Arkansas Department of Education). A pediatric reference book such as The American Academy of Pediatrics Red Book and/or Nursing Care of Infants and Children, Whaley & Wong, C.V. Mosby Company.

VII. Crisis Management Plan (Cabot School District)

In the event of a crisis situation involving students or staff members, our district will undertake a method of operation described as follows:

I. Notification of Appropriate Personnel

A. Crisis Management Committee (CMC)

(1) Superintendent or Deputy Superintendent will convene the CMC

B. Board of Directors

(1) The Superintendent or Deputy Superintendent will notify the Board of Directors

C. Cabot and/or Lonoke County Ministerial Alliance

(1) Clergy members of the CMC will notify the ministerial association

D. Staff

(1) Supervisors will be responsible for developing a system of notifying staff members

- (2) The staff may be informed upon notification of a crisis that a meeting is necessary
- (3) Instructions for meetings will be provided
- (4) The staff will be given instructions as per duties to perform during the day

II. Information and Media

A. The Media

- (1) All press releases shall be given out by the superintendent or deputy superintendent only
- (2) The press or media will be admitted to the Central Office only
- (3) No interviews by the press or media of the staff will be allowed
- (4) Updated information will be provided as such information becomes available

III. The Following Day

A. Step I

- (1) Work will begin at its normal time
- (2) Central Office Administrators will distribute personnel as necessary

B. Step II

- (1) Staff will be provided with all known facts of the crisis at a meeting
- (2) Staff will be allowed to discuss freely their feelings about the crisis

C. Step III

- (1) Staff desiring individual counseling will be provided such counseling

(2) Counselors or members of the clergy will be available at a location determined by the Central Office administrators

D. Step IV

(1) The superintendent will decide when normal operations are appropriate

It is the fervent hope and prayer of all of us that this procedure never needs to be implemented. However, as adults, we are aware that tragedy and grief may occur to all. In the event of a crisis at our school, it becomes imperative that we carry out the duties assigned to each of us.

ACE/ACEN Crisis Team

2 Principals, 2 Assistant Principals, 1 Counselor, 2 Teacher Representatives, and the Nurse.

The ACE/ACEN counselor maintains close contact with counselors at other Cabot district schools, Professional Counseling Associates and other agencies who can be utilized during crisis events.

I. Advance Preparation

A. Organize a crisis team at each school which includes a principal, classroom teachers, the counselors, and the school secretary. The team will have available several ministers, Professional Counseling Associates, and counselors from the other schools.

B. Stipulate roles of each team member. Each team will meet to determine the role of each team member.

C. Have a suicide prevention program for all personnel. The crisis response plan will be explained at the end of that meeting.

D. In some situations where a student may call a teacher at home, signaling suicidal intentions, the student's family may not be available or helpful. Therefore, that teacher should obtain as much information from the student as possible. If this teacher is not a crisis team member, as soon as possible, he/she should contact a crisis team member for assistance in handling the situation.

Depending upon the crisis team member's assessment of the seriousness of the situation, the following persons could be contacted:

1. Student's parents
2. Police
3. Ambulance
4. Protective services
5. Local community mental health center emergency worker
(or personal therapist)

Should the situation become extremely critical (the student has ingested pills or poison or has possession of a gun or knife), the police must be notified immediately. The following information should be gathered and made available to emergency personnel:

1. Name of student and parents/guardians
2. Student's home address
3. Exact nature of the threat
4. Exact location of student
5. Who else is near the student who could be helpful
6. Name, address, and phone number of person reporting the incident

The student should be kept on the phone at all costs, while a spouse or older child makes necessary calls from a neighbor's phone.

II. Response Plan to death or Suicide Happening Away from School

A. Day 1

(1) In the event of a death, the principal will call the student's family to confirm the event and to find out the accurate facts.

(2) Crisis team will be contacted

(3) There will be a faculty meeting before school or during school. (If the meeting is during school, the students will go outside for recess.)

(4) Crisis procedure is as follows:

(a) Each teacher will announce the death of student, provide factual information, and answer questions.

(b) The suicide will be dealt with openly and honestly, giving students the opportunity to ask questions. (Discuss that suicide is an inappropriate way of dealing with problems).

(c) The principal will announce or have announced the information concerning the time and place of the funeral.

(d) Explain to students that there will be adults available for counseling. Names will be sent to the counselor's office. Team members will be responsible for directing students to the different counseling rooms during the day.

(e) Students will identify close friends of the student who will require more intensive counseling to prevent possible clustering.

(f) A team member will be available to sit in the child's classroom throughout the day if the teacher so desires.

(g) A faculty meeting will be held at the end of the day to assess the day and plan for Day 2.

B. Day 2

- 1) Crisis team will meet before school.
- 2) Teachers should give students time to talk about the death at the beginning of each period.
- 3) Counselors will be available all day for students or teachers.
- 4) Teachers should continue monitoring those students showing signs of agitation or depression.
- 5) Absentee reports should be screened carefully.
- 6) Rumors should be reported so they can be cleared up.
- 7) A faculty meeting will be held to assess the day and plan for Day 3.

C. Day 3

- 1) Classes should be back to normal as much as possible.
- 2) Counseling will continue to be available.

D. Follow Up

- 1) Additional counseling will be provided throughout the year for those students who need it.
- 2) Counseling for parents will also be provided through individual and group counseling sessions.

II. Response Plan to Suicide/At-Risk Behavior Occurring During School Hours, on School Grounds, or At School Sponsored Activities

A. Day 0 – Day of Crisis Event

(1) Immediately remove all students from the emergency situation and the surrounding area. Any student(s) who witnessed the suicide/suicide attempt should be moved to a predesignated protected area with close supervision by faculty. Be aware of the press; alert students to type of questions. (“No comment”)

(2) If the student has possession of a weapon, immediately summon police. Building crisis code to keep teachers and students in rooms.

(3) If personal injury has occurred:

(a) Administer first aid and/or CPR as needed

(b) Call an ambulance

(c) Designate a nurse or other personnel to ride in the ambulance

(d) Call the police

(e) Pull the student’s health folder and make it available to emergency personnel.

(4) Turn off bells or ring the bell if students are not in class. Send a person to notify teachers that students are to remain in current classes until further notice.

(5) Convene the crisis team immediately for determination and implementation of appropriate actions for the remainder of the school day. These might include any or all of the following:

(a) Should the injured student have a sibling or relative on the same campus, a team member

must make every effort to locate him/her and initiate appropriate crisis intervention.

(b) Crisis team members will be assigned to work with any witnesses.

(c) As soon as possible, following the arrival of the police, reach a decision as to who should notify the victim's parents and how this will be done.

(d) Assign one or more team member(s) to meet with the parents, siblings or other relatives of the victim who arrive at the school.

(e) Assign other team members "crisis intervention" work with the remaining students in need of assistance.

(f) Determine if any other school personnel are needed; such as counselors, administrative staff, or clerks. There will be much to do in handling the telephone and other administrative tasks.

(g) Determine what information (if any) is to be released to the news media. Delegate authority to the pre-assigned spokes-person for release of any information to the press or other media.

(6) Notify the school district superintendent or designated Central Office staff of the situation and action taken.

(7) Lock all outside doors of building and monitor persons entering or leaving at main entrance.

(8) Make a brief P.A. announcement regarding the death or serious injury of a student as soon as possible.

(9) Crisis team members and counselors must be available throughout the school day to students and faculty members who respond to such an announcement in an agitated or fearful manner, or who need to talk.

(a) A highly visible crisis center must be established at the school for students and faculty.

(b) Counselors should keep a list of students who visit the center so that follow-up care can be arranged.

(10) Students leaving the school should be permitted to leave only by checking out through the front desk and then, only in the company of a parent or guardian. After being checked out from school premises, students should not be permitted to return to the school premises the remainder of the day. Administrators should permit students to use an outside phone line to call parents. Other lines must remain open for emergency calls.

(11) An appropriate contact should be made with the hospital to determine the current condition of any injured student.

(12) A meeting of all faculty will be convened at the end of the school day to address any remaining details.

(13) The parents of students who witnessed the suicide of a close friend should be contacted that evening by the crisis team to monitor the reactions of those students.

B. Day 1 – First school day following crisis event

(1) The crisis team and school personnel should meet prior to the beginning of the school day. They should review any special plans for Day 1 and offer the faculty an opportunity to begin to process their own personal reactions to the event.

(2) At the beginning of each class period, students should be given the opportunity to talk about their reaction to the event. Teachers should be alert to any student having significant difficulty and must refer those students to the Crisis Center for counseling. Teachers should resume normal class activities as soon as appropriate.

(3) All school personnel should be alert to reactions of students, being particularly observant for agitation or despondency. Staff should report such findings to crisis team.

(4) All faculty should be convened at the end of classes on Day 1 to:

- (a) Review the day's events
- (b) Provide support for each other
- (c) Review plans for Day 2
- (d) Crisis team members or selected teachers will be assigned to make support calls that evening to parents of those students who were particularly upset during the day

- (e) Share any new information with faculty
- (f) Ascertain if any additional information will be shared with media

C. Day 2 – Second school day following crisis event

- (1) The crisis team and faculty should meet prior to the beginning of the school day to review any special plans for Day 2 and to provide the faculty an opportunity to process any of their reactions to the event.
- (2) The Crisis Center should remain open to any students needing grief counseling. High risk students should be referred to outside mental health resources for more intensive counseling.
- (3) Classes should be back to normal as much as possible.
- (4) Teachers should be asked to continue monitoring those students showing signs of agitation or depression.
- (5) Students should be made aware by P.A. announcement of the physical status of any injured student. Should a death have occurred, funeral arrangements and any special requests made by the victim's family could be similarly announced.
- (6) For the first few days after a crisis event, crisis team members should review all absentee reports to determine if any risk students are absent. These students should be contacted and assistance offered.
- (7) All school personnel should report any rumors regarding the victim to the crisis team leader and make appropriate efforts to prevent their spread.

(8) At all times school personnel should avoid glorifying or romanticizing the event or the victim's death.

D. Day 3 – Third day following the crisis event

(1) The Crisis Center should remain open

(2) Any high risk students continuing to show signs of stress should be referred for outside professional help. The parents of these students should be called in for a conference, notified of this recommendation, and offered suggested resources.

(3) The counselors should make presentations to each class attended by the victim. Subjects to be covered in these presentations include: warning signs, reasons for and the irrevocability of suicide, prevention and treatment resources, the stages of grief, and other information about depression. Students should be encouraged to participate in the guided discussions covering these subjects. Students interested in further discussion should be urged to see their school counselor.

(4) All school personnel should watch for any changes in student's behavior. They should be particularly observant for any sign's of agitation or depression.

E. Day 4 – Fourth day following the crisis event.

(1) The Crisis Center should remain open.

(2) Only if appropriate, have a short period of silence in honor of the student. This could be observed during homeroom.

VIII. At Risk Students and the School Drop Out Program

A. ACE/ACEN identifies those students how have special needs.

Programs at ACE/ACEN which address these special needs are:

- 1) Guidance Program
- 2) Behavior Intervention Program
- 3) Special Education
- 4) Peer Tutoring
- 5) Health services
- 6) Teacher Assistance Committee
- 7) Assistance from aides employed by district
- 8) Christmas Blessing (community wide)
- 9) Community volunteers
- 10) Coordination of services from churches, civic organizations, and individuals show provide for students with special needs.

B. At the Elementary level, the school drop-out program is addressed by the attendance policy outline by Act 42:

Act 42 of the First Extraordinary Session of 1991

“An act to amend Arkansas code annotated 6-18-222(4) and (5) to exempt actions filed to impose a civil penalty upon the parents of a student who has exceeded the number of excessive absences from all filing fees for civil cases; and for other purposes.”

Be it enacted by the General Assembly of the State of Arkansas:

Section 1: Arkansas Code Annotated 6-18-222(4) and (5) are amended to read as follows:

Whenever a student exceeds the number of excessive absences provided for in the district's student attendance policy, the school district shall notify the prosecuting authority, and the student's parents, guardians, or persons in loco parentis shall be subject to a civil penalty in such an amount as a court of competent jurisdiction presiding in the presence of a representative of the school district may prescribe, but not to exceed five hundred dollars (\$500) plus costs of court and any reasonable fees assessed by the court. The penalty shall be forwarded by the court to the school attended by the student.

(5) Upon notification by the school district to the prosecuting authority, the prosecuting authority shall file an action which shall be exempt from all filing fees for civil cases in the appropriate court to impose the civil penalty set forth in subdivision (a)(4) of this section and shall take whatever action is necessary to collect the penalty provided for therein. The failure of the prosecuting authority to timely file an action or pursue collection of a case once notified shall be considered neglect of duty, subjecting the prosecuting attorney to the provision of 16-21-116. Actions under this section shall be filed in an appropriate municipal court as a matter of preference.

IX. Alternative Student Services Personnel

A. In order to provide the services set forth in the ACT, a district may utilize the following types of personnel in addition to any standard student services personnel: professionals or para-professionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers.

B. Personnel employed under this section shall be limited to performing those services for which they are licensed, certified, or trained.

C. All non-certified student services personnel shall have in-service training regarding the district's Student Services Program, along with, appropriate training

by certified personnel to perform the tasks assigned. Professional and para-professional personnel are exempt from the above. Non-certified personnel receive in-service training and are under the supervision of certified personnel.