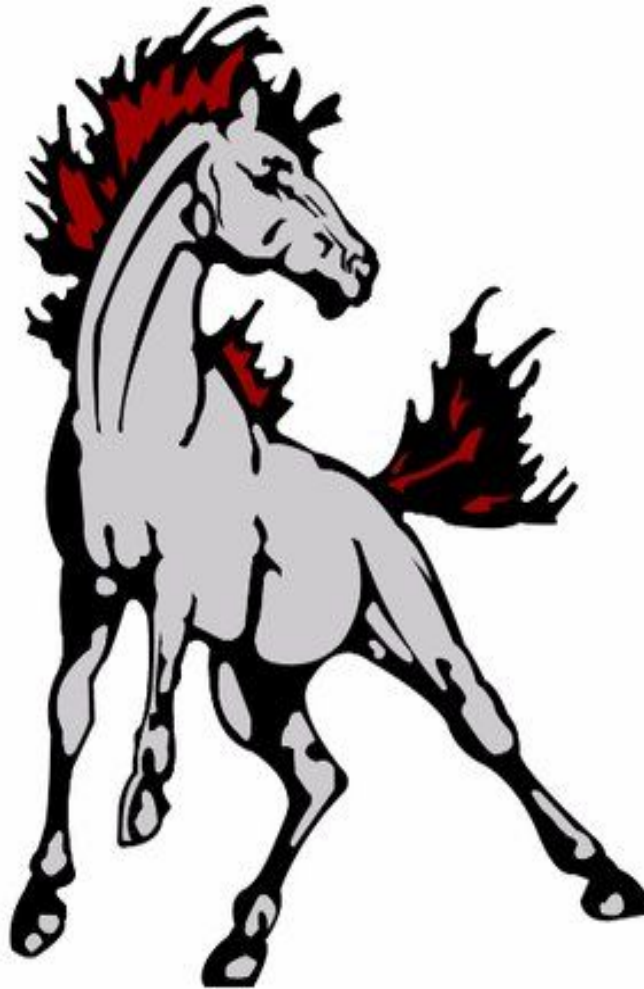


Student Services Plan
Rivercrest High School
Rivercrest School District



2018-2019

This plan states the functions served by each of the components of a program of student services. The plan indicates development and implementation for providing student services to all students in the public school system, including area vocational-technical schools. This plan is building based (site-based) upon the needs identified by parents, teachers, principals, students, and other agencies which with the school districts works.

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

Public School Student Services Act

Title 6

A.C.A. § 6-18-1001(2015) 6-18-1001. Title. This subchapter shall be known and may be cited as the "Public School Student Services Act".

HISTORY: Acts 1991, No. 908, § 1. 6-18-1002. Purpose. It is the intent of the General Assembly to articulate the functions served by each of the components of a program of student services. It is further the intent of the General Assembly that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational-technical schools. Such plan shall be implemented no later than the 1991-1992 school year. It is the intent of the General Assembly that student services coordinators be given time to fulfill their responsibilities under this subchapter.

HISTORY: Acts 1991, No. 908, § 2. 6-18-1003. Rules and regulations. The State Board of Education is authorized to adopt rules to carry out the intent of this legislation; such rules shall include, but need not be limited to: (1) A description of the student services program at all educational levels for which the school district board of directors is responsible; (2) Criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies; (3) Identification of alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school district board of directors in providing the recommended student services, including, but not limited to, paraprofessionals, teachers, parents, and representatives of business and industry; and (4) Establishment of minimum standards for all areas of student services personnel.

HISTORY: Acts 1991, No. 908, § 8. 6-18-1004. School district plan. (a) (1) Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service. (2) Only those trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan will be assigned to carry out the duties of each service. (b) Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, but are not limited to, the following: (1) Behavioral contracting; (2) Dispute resolution; (3) Classroom meetings; (4) Logical consequences; (5) Assertive discipline; (6) Behavior modification; and (7) Career and academic counseling. (c) (1) each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments. (2) The tracking system shall include provisions for

student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible. (d) The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Committee on Education and the House Committee on Education. HISTORY: Acts 1991, No. 908, §§ 4, 5; 1997, No. 1275, § 1; 2005, No. 1949, § 1. 6-18-1005. Student services program defined. (a) "Student services program" means a coordinated effort, which shall include, but is not limited to: (1) Guidance and counseling services, which shall include, but are not limited to: (A) The availability of individual and group counseling to all students; (B) Orientation programs for new students at each level of education and for transferring students; (C) Academic advisement for class selection by establishing academic goals in elementary, middle, and high school; (D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs; (E) Utilization of student records and files; (F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community; (G) The following up of early school dropouts and graduates; (H) A school-initiated system of parental involvement; (I) An organized system of informational resources on which to base educational and vocational decision making; (J) Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students; (K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests; (L) Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and (M) Guidance in understanding the relationship between classroom performance and success in school; (2) Psychological services, which shall include, but are not limited to, the following: (A) Evaluation of students with learning or adjustment problems; (B) Evaluation of students in exceptional child education programs; (C) Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work; (D) A system for the early identification of learning potential and factors that affect the child's educational performance; (E) A system of liaison and referrals, with resources available outside the school; and (F) Written policies that assure ethical procedures in psychological activities; (3) Visiting teacher and school social work services, which shall include, but are not limited to, the following: (A) Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and (B) Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance; (4) Career services, which shall include, but are not limited to, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success; (5) Group conflict resolution services, which shall include, but are not limited to, the following: (A) Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups; (B) Programs designed to promote understanding, positive communication, and greater utilization of a race relations

specialist or human relations specialist to assist in the development of intergroup skills; and (C) Programs designed to prevent bullying; (6) Health services, which shall include, but are not limited to, the following: (A) Students with special health care needs, including the chronically ill, medically fragile, and technology dependent, and students with other health impairments shall have individualized healthcare plans; (B) (i) Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to § 17-87-102(10)(D) or other professional licensure statutes, unless permitted under § 17-87-103(10) and (11). (ii) The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under § 17-87-103(11); and (C) Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and (7) The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force. (b) School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

HISTORY: Acts 1991, No. 908, §§ 3, 6; 1997, No. 1275, § 2; 1999, No. 1565, § 1; 2003, No.

681, § 2; 2005, No. 1757, § 2; 2005, No. 1949, § 2; 2007, No. 1573, §§ 27, 28; 2011, No. 1172,

§ 1; 2011, No. 1204, § 2. 6-18-1006. Occupational and placement specialist. (a) The occupational and placement specialist shall serve as liaison between employers and the school. (b) It is the responsibility of the district placement to make written board recommendations to the superintendent for consideration by the school district board of directors concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates or progress in subsequent education experiences. (c) Furthermore, district administrative personnel shall report to the school district board of directors concerning adjustments in program outcomes, curricula, and delivery of instruction as they are made with the use of placement and follow-up information. (d) The follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.

HISTORY: Acts 1991, No. 908, §§ 4, 7. 6-18-1007. School student services status report. (a) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Committee on Education, and the House Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of this subchapter by the various school districts, including which districts are in substantial compliance with the plan required under this subchapter. (b)(1)(A) By January 1, 1998, the department shall have in place a staffing structure which assures that the department's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of this subchapter. (B) The department shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor. (2) Each school district

shall be responsible for submitting an annual report to the Assistant Commissioner of Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section. (3)(A) The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with this section. (B) The monitoring shall include interviews with administrators, counselors, students, and teachers.

HISTORY: Acts 1993, No. 1313, § 38; 1995, No. 1196, § 29; 1997, No. 112, § 12; 1997, No. 1275, § 3; 1999, No. 391, § 14. 6-18-1008. Implementation. (a) The State Board of Education shall cause the Commissioner of Education to designate one (1) employee who shall be responsible for overseeing the implementation of this subchapter. (b) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the state board, the House Committee on Education, and the Senate Committee on Education a report outlining the status of implementing each of the provisions of this subchapter by the various school districts.

HISTORY: Acts 1997, No. 1362, § 30. 6-18-1009. Career development. (a) Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals. (b) School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.

HISTORY: Acts 2005, No. 1949, § 3. ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING PUBLIC SCHOOL STUDENT SERVICES

October 2012 1.00 REGULATORY AUTHORITY 1.01 these rules shall be known as Arkansas Department of Education Rules Governing Public School Student Services. 1.02 These rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-181001 et seq. and Ark. Code Ann. § 6-11-105. 2.00 LEGISLATIVE INTENT AND PURPOSE

2.01 It is the intent of the General Assembly, as set forth in the Public School Student Services Act: 2.01.1 To articulate the functions served by each of the components of a program of student services; 2.01.2 That each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational technical schools; and 2.01.3 That student services coordinators be given time to fulfill their responsibilities under Title 6, Chapter 18, Subchapter 10 of the Arkansas Code.

2.02 The purpose of these rules is to provide guidance to local school districts and the Department of Education in complying with requirements of Ark. Code Ann. § 6-18-1001 et seq., the Public School Student Services Act. 2.03 The further purposes of these rules are to: 2.03.1

Describe the student services program at all educational levels for which the school board of directors is responsible; 2.03.2 Establish criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies. 2.03.3 Identify alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board of directors in providing the recommended student services, including without limitation:

paraprofessionals, teachers, parents, and representatives of business and industry, and 2.03.4 Establish minimum standards

for all areas of student services personnel. 3.00 DEFINITION 3.01 Student services program” means a coordinated effort, which shall include, without limitation: 3.01.1 Guidance and counseling services, which shall include, without limitation: 3.01.1.1 The availability of individual and group counseling to all students; 3.01.1.2 Orientation programs for new students at each level of education and for transferring students; 3.01.1.3 Academic advisement for class selection by establishing academic goals in elementary, middle, and high school; 3.01.1.4 Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs; 3.01.1.5 Utilization of student records and files; 3.01.1.6 Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community; 3.01.1.7 The following up of early school dropouts and graduates; 3.01.1.8 school-initiated system of parental involvement; 3.01.1.9 An organized system of informational resources on which to base educational and vocational decision making; 3.01.1.10 Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students; 3.01.1.11 Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests; 3.01.1.12 Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three(3) per day or ten (10) per week; and 3.01.1.13 Guidance in understanding the relationship between classroom performance and success in school; 3.01.2 Psychological services, which shall include, without limitation: 3.01.2.1 Evaluation of students with learning or adjustment problems; 3.01.2.2 Evaluation of students in exceptional child education programs; 3.01.2.3 Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work; 3.01.2.4 A system for the early identification of learning potential and factors that affect the child’s educational performance; 3.01.2.5 A system of liaison and referrals, with resources available outside the school; and 3.01.2.6 Written policies that assure ethical procedures in psychological activities; 3.01.3 Visiting teacher and school social work services, which shall include, without limitation: 3.01.3.1 Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and 3.01.3.2 Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance; 3.01.4 Career services, which shall include, without limitation, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success; 3.01.5 Group conflict resolution services, which shall include, without limitation: 3.01.5.1 Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups; 3.01.5.2 Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and 3.01.5.3 Programs designed to prevent bullying; 3.01.6 Health services, which shall include, without limitation: 3.01.6.1 Students with special health care needs, including the chronically ill, medically fragile, and technology

dependent, and students with other health impairments shall have individualized health care plans; 3.01.6.2 Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to Ark. Code Ann. § 17-87-102(6)(D) or other professional licensure statutes, unless permitted under Ark. Code Ann. § 17-87-103(10) and (11). The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under Ark. Code Ann. § 17-87-103(11); and 3.01.6.3 Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and 3.01.7 The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

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

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

4.02.1 Behavioral contracting; **4.02.2** Dispute resolution; **4.02.3** Classroom meetings; **4.02.4** Logistical consequences; **4.02.5** Assertive discipline; **4.02.6** Behavior modification; and **4.02.7** Career and academic counseling.

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

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

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

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

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

6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL

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

6.01.1 Professionals or paraprofessionals in the social work or mental health fields; **6.01.2** Volunteers under the supervision of certified personnel; and **6.01.3**

Medicaid licensed targeted case managers. 6.02 Personnel employed under Section 6.01 shall be limited to performing those services for which they are licensed, certified, or trained. 7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL 7.01 All non-licensed student services personnel shall have: 7.01.1 In-service training regarding the district's Students Services Plan; and 7.01.2 appropriate training by licensed personnel to perform the tasks assigned. 7.02 Professional and paraprofessional personnel are exempt from Section 7.01.2. 8.00 DOCUMENTATION OF SERVICES 8.01 Each building-based school site in all school districts shall submit annual reports indicating services provided through the Student Services Plan to the Department of Education. This report shall include an accounting of all services provided by each counselor at a school or local education agency (LEA) on forms provided by the Department of Education. 005.15 096-7 8.02 Each school counselor shall document spending at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities, provided that the activities relate to the provision of guidance services. 8.03 Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals. 8.04 Each school counselor serving students in buildings housing students in grades eight (8) through twelve (12) shall provide a career planning process for each student. During the five-year process, documentation of the information provided must be maintained as to whether the information was discussed with the student in individual or group settings. Each counselor is to develop a form to document these activities which can be a form used district-wide. A copy of the form and a statement of how services were provided must be submitted to the Department of Education as part of the annual report required in section 8.01. 8.05 School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes. 9.00 MONITORING OF SERVICES 9.01 Regular monitoring activities of the Student Services Plan for each school building site may occur when the Department of Education's Standards Assurance Unit directly monitors schools, when the School Improvement Planning Unit directly assists schools in the Arkansas Consolidated School Improvement Planning process, and when the guidance specialists monitor individual schools on an as-needed basis. 9.02 The superintendent of each school district shall certify annually that each school within the district has a Student Services Plan and a guidance program which implements the Plan in order to meet the requirements of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts and the Public School Student Services Act, Ark. Code Ann. § 618-1001 et seq. 9.03 Pursuant to the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, a school determined to be in noncompliance with the Public School Student Services Act will be placed in probationary status for lack of a guidance program which involves the implementation of the Student Services Plan. Such status will extend to the first day of the next academic semester. 10.00 ANNUAL SCHOOL STUDENT SERVICES STATUS REPORT 10.01 By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of

Education, the Senate Interim Committee on Education, and the House Interim Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of the Public School Student Services Act by the various school districts, including which districts are in substantial compliance with the plan required under the Public School Student Services Act. 10.02 The Department of Education shall have in place a staffing structure which assures that the Department of Education's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of the Public School Student Services Act. 10.03 The Department of Education shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor. 10.04 Each school district shall be responsible for submitting an annual report, as set forth in section 8.01 of these rules, to the Assistant Commissioner for Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section the Public School Student Services Act. 10.05 The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with the Public School Student Services Act. 11.00 IMPLEMENTATION OF THE PUBLIC SCHOOL STUDENT SERVICES ACT 11.01 The Commissioner of Education shall designate one (1) employee who shall be responsible for overseeing the implementation of the Public School Student Services Act. 11.02 By January 1 of each year, the Department of Education shall compile and present to the Governor, the state board, the House Interim Committee on Education, and the Senate Interim Committee on Education a report outlining the status of implementing each of the provisions of the Public School Student Services Act by the various school districts.

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I. In accordance with ACT 908 of 1991 and Arkansas Department of Education Rules and Regulations for Public School, this document will serve as the required Student Services Plan of Action for the Rivercrest School District.

Rivercrest School District Mission Statement

The mission of the Rivercrest School District is to create an environment of high expectations and intensive supports in which each student is able to achieve.

Rivercrest High School Guidance Mission Statement

The mission of the Rivercrest High School Counseling Department is to provide a proactive, comprehensive, and developmentally appropriate program to address students' personal and social needs while also supporting their academic and career goals. This is accomplished in collaboration with parents/guardians, faculty, and community members to enable all students to become successful, productive members of society in a diverse and constantly evolving world.

Rivercrest High School Guidance Philosophy

The counselors at Rivercrest High School believe:

- All students have unique and individual potential and are capable of achieving to the fullest of their potential if given appropriate guidance and opportunities.
- All students deserve to be treated with dignity and respect.
- All students have the right to learn in a safe, nurturing and encouraging environment which supports and enhances student achievement.
- All students have the right to be served by a professional school counselor as well as by a developmentally appropriate and comprehensive school counseling program.
- We, as counselors, are in a unique position to be advocates for all students at Rivercrest High School.

II. Guidance, Counseling, and Career Education Services

A. Role of School Guidance Counselors

A full time guidance counselor is available to assist students with individual problems. Guidance services include conducting student conferences for planning courses of action for the present and the future; administering, interpreting and keeping records of standardized tests and permanent records; providing educational and occupational information; and maintaining vocational preparation and placement. The counselor is available for conferences in situations relative to problems of adjustment and placement, choice of subjects, and selection of a college or vocational institution. To help students identify personal strengths and weaknesses in specific academic areas, to provide teachers with an evaluation of individual students in specific academic areas, and to provide the Arkansas Department of Education with required evaluations, the counselor supervises the administering of a variety of standardized tests throughout the year.

B. Goals and Objectives

Goal 1. To assist students in the process of growing in personal, social, educational, and career development.

Objectives:

- a. Personal Development – The counselor will assist students to:
 1. Establish and maintain a sense of personal worth and a positive self-image
 2. Develop and cultivate appropriate emotional responses to life experiences; and
 3. Understand their roles and responsibilities in school, family and community.
- b. Social Development – The counselor will assist students to:
 1. Develop and maintain effective interpersonal skills;
 2. Understand the roles and responsibilities of others in school, family and community; and
 3. Acquire knowledge of and respect for individual differences in abilities, interest, attitudes, and background.
- c. Educational Development -- The counselor will assist students to:
 1. Achieve at a level in keeping with their potential;
 2. Develop a sense of discovery about new knowledge; and
 3. Recognize their own academic strengths, weaknesses, and areas of need.
- d. Career Development: -- The counselor will assist students to:
 1. Discover the meaning of work and its relationship to the individual;

2. Develop a positive attitude and a personal identity as a worker who contributes to self and to social needs; and
3. Understand their own aptitudes and develop their own abilities as they pertain to the world of work.

Goal 2. To assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills.

Objectives: The counselor will assist student to:

- a. Develop strategies for exploring alternatives that allow students to successfully deal with problem situations; and
- b. Evaluate, select, and implement the appropriate solutions to problems.

Goal 3. To assist the Rivercrest High School staff in its efforts to promote the developmental growth of students.

Objectives: The counselor will assist staff by:

- a. Promoting a positive learning atmosphere;
- b. Enhancing their counseling skills through consultation and other staff development activities; and
- c. Encouraging the recognition and use of affective skills in the teaching-learning process.

Goal 4. To assist the family in its efforts to understand the developmental growth of children.

Objectives: The counselor will assist families by:

- a. Promoting effective communication among the parents, school staff, and children; and

C. Needs Assessment

Needs assessment questionnaires for students, parents, faculty, and referral agencies are available upon request and distributed yearly. The counselor(s) have developed their own surveys that they administer at the beginning of the school year.

III. Principles of Comprehensive School Counseling Programs

ACT 908 of 1991, Section 6. states: School counselors shall spend at least seventy-five percent (75%) of work time providing direct counseling related to students, and shall devote no more than twenty-five percent (25%) of work time to administrative activities, provided that such activities relate to the provision of guidance services.

School counseling services are comprehensive in the range of activities and services provided. These include:

- a. Individual and group counseling;
- b. Referrals to community agencies;
- c. Consultation with teachers, administrators, parents, and community leaders;
- d. Crisis intervention; and
- e. Assessment, placement, and follow-up services.

A team approach is essential to comprehensive school counseling programs the team refers to teachers, parents, school counselors, administrators, psychologists, and social workers. Referrals are made when necessary for extended services, such as mental health.

Guidance describes an instructional process or structured learning activities, which attempt to prevent problems. Such activities assist students in developing greater understanding of themselves and others and emphasize the needs of a group of students rather than those of any student.

Counseling is a process in which a trained professional forms a trusting relationship with a person who needs assistance. This relationship focuses on personal meaning of experiences, feelings, behaviors, alternatives, consequences, and goals. Counseling provides a unique opportunity for individuals to explore and express their ideas and feelings in a non-evaluative, non-threatening environment.

IV. Student Services Program Defined

A. Individual/Group Counseling

Counselors at Rivercrest High School work with students in small groups and individually to provide developmental guidance, remediation, career planning, and crisis intervention. This guidance is tailored to the students' needs. Typically, topics like grief, divorce, and more intensive social/emotional lessons are taught through small groups and individually. Referrals and topics covered are either from stakeholder referrals and/or assessments.

B. Consultation

Consultation at Rivercrest High School is adjusted based upon individual student and school needs; it can include: conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance or child abuse; assisting teachers to work with individual students or groups of students; providing relevant materials and resources to teachers; assisting in the identification and development of programs for students with special needs; participating in school committees that address substance abuse, human growth and development, school climate, and other guidance-related areas; conducting parent education classes; interpreting student information, such as results of standardized tests for students and team members; and consulting regularly with other specialists (e.g., social workers, psychologists, representatives from community agencies). Counselors refer students and families to our district social worker and outside mental health agencies for support. Parent input is sought through communication such as phone calls, email, and conferences. Faculty will email or have a meeting with the counselor and RTI team.

C. Orientation

At Rivercrest High School, orientation is a process for students, teachers and parents to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to our school. Orientation is intended to help students make effective transition changes from one school setting to another. Formal programs may be used in the classroom setting for groups entering Rivercrest High School from Rivercrest Elementary School. As new students enter throughout the school year, orientation is directed by the counselors and other staff. All 8th grade students and parents are invited to tour the high school on step up day. By the end of 8th grade every student is required to have a student success plan. This tour and informational period provides the students an opportunity to become familiar with accelerated and intervention learning opportunities.

D. Coordination

Counselors, social worker, parent facilitator, and outside counseling agencies coordinate the use of school and community resources in collaboration with other team members; by assisting parents in gaining access to services their children need—e.g., a child psychologist or a local housing agency—through a referral and follow-up process; serving as liaison between the school, home, and community agencies so that efforts to help students are successful and

reinforced rather than duplicated; planning, coordinating, and evaluating the guidance program's effectiveness. In coordination with ANC, a career coach is provided for the high school. He provides many activities and experiences to the students. He also provides some of the required college and career planning components included in the student success plan.

E. Referrals

Counselor(s) establish and maintain close working relationships with a variety of school and community agencies. These agencies include but are not limited to Families Inc, Life Strategies, Mid South Health, CREC, and area juvenile court systems. To better help Rivercrest High School students and their families cope with an array of problems, counselor(s) identify school and community resources and establish policies and procedures for interagency communications.

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

1. Identifying and assisting students and their parents with special needs by referring them to resources in and outside Rivercrest Schools;
2. Maintaining contacts with outside resources;
3. Developing a student self-referral system;
4. Following up on referrals.

F. Utilization of Student Records

Rivercrest High School counselors) are authorized to access any files kept by the Rivercrest School District. This data is utilized to professionally support parents, faculty, students, administrators and other counselors in helping each student reach their potential.

G. Academic Advisement

Academic advisement begins in 7th grade continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career- plans. Informational resources should also be available and organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

H. Class Scheduling

The proper placements of students into the correct academic setting is essential. The school counselor acts in a consulting capacity at all levels in guiding students toward short and long term educational and career objectives. The high school counselor coordinates step up day for 6th and 8th grade. He/She also provides a classroom presentation along with pathways to graduation for students before scheduling begins. This developed pathway and transcript are documented and placed in their student service plan at the end of their 8th grade year.

I. School Social Work Services

The Rivercrest School District currently employs a social worker and a parental involvement coordinator. Our social worker works with families and schools to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning. The social work team refers families to community resources and outside resources as needed.

J. Career Services

Career development is a lifelong process integrating the roles, settings, and events of a person's life. The word career encompasses all the roles in which individuals are involved (i.e. student, parent, worker, family member, citizen). For this reason, Rivercrest High School considers career education as an integral part of students' school experiences as they grow and develop. The Rivercrest High School faculty focus on facilitating interpersonal relationships, decision-making, problem-solving skills, and teamwork – all of which can increase a student's future success in the workplace. In coordination with our local community college, a career coach is provided for the students in the Rivercrest High School. This coach provides the career inventory/assessment to all 8th grade students. This document is then placed in the individual student's success plan.

K. Conflict Resolution Services

Conflict solving for students is based upon individual need and could include: dealing constructively with conflicts, 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, and developing positive interpersonal skills. An area

located on the school grounds is designated for students in need of an alternative learning environment. Outside counseling agencies employ the staff within this alternative classroom setting.

L. At Risk Students and Dropout

Rivercrest High School defines a dropout as: Any student who leaves school for any reason except death, before graduation or completion of a GED program of studies, without transferring to another school or registering as a homeschool student. At-risk students are those enrolled in Rivercrest Schools, whose progress toward graduation, school achievement, preparation for employment, and a variety of health, social, educational, family and economic factors jeopardize futures as productive workers and citizens. These are students with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are generally low. A bold effort is made to identify these at-risk students and to work with these students and their families to ensure success at Rivercrest Schools. Referrals are made by teachers to the counselor and/or principal as needed to get extra help and attention for these students. The counselor, administrators and/or teachers make every possible effort to work with these identified students and their parents to help identify specific problems and find resources to aid in the problem area(s) through our advisory and RTI programs. Rivercrest School District has an Alternative Education Program located on our campus and coordinated by Mr. William Burfield. Students are referred when needing credit recovery and other needs such as, but not limited to behavior management.

M. Anti-Bullying Description and Policy

**RIVERCREST SCHOOL DISTRICT:
ANTI-BULLYING POLICY:**

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school-sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

Definitions:

Attribute means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

- Physical harm to a public school employee or student or damage to the public school employee's or student's property;
- Substantial interference with a student's education or with a public school employee's role in education;
- A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment;

Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.

- Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;

Harassment means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

Substantial disruption means without limitation that any one or more of the following occurs as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- The inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Cyberbullying of School Employees is expressly prohibited and includes, but is not limited to:

- Building a fake profile or website of the employee;
- Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- Posting an original or edited image of the school employee on the Internet;
- Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee; making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- Signing up a school employee for a pornographic Internet site; or
- Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Examples of "Bullying" may also include but are not limited to a pattern of behavior involving one or more of the following:

1. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
2. Pointed questions intended to embarrass or humiliate,
3. Mocking, taunting or belittling,
4. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,

5. Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes,
6. Blackmail, extortion, demands protection money or other involuntary donations or loans,
7. Blocking access to school property or facilities,
8. Deliberate physical contact or injury to person or property,
9. Stealing or hiding books or belongings,
10. Threats of harm to a student(s), possessions, or others,
11. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
12. Teasing or name-calling based on the belief or perception that an individual is not conforming to expected gender roles (Example: "Slut") or conduct or is homosexual, regardless of whether the student self-identifies as homosexual (Examples: "You are so gay." "Fag" "Queer").

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form. Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice. Copies of this policy shall be available upon request.

Notes: Different consequences are permitted depending on the age or grade of the bullying student.

1. Student/Teacher Conference
2. Loss of Privileges
3. Teacher/Principal/Student Conference
4. Teacher/Principal/Parent Conference
5. Three Day Suspension from school
6. Five Day Suspension from school
7. Recommendation for expulsion with loss of credits for the semester

IV. Psychological Services

The Rivercrest School District employs educational and/or psychological examiners to conduct specialized testing in the referral-placement process through our local education cooperative. Any test deemed necessary that cannot be legally or effectively given by a qualified staff member will be referred to an outside agency.

V. School Health Service Program

A. Screenings

Vision: (A.C.A. 6-18-1501) Act 1438 of 2005 requires students in grades K, 1, 2, 4, 6, 8 and transfer students to have an eye and vision screen.

Hearing: Hearing screens are mandated for students in grades K, 1, 2,4,6,8, and transfer students.

Act 1220 requires students in grades K, 2, 4, 6, 8, and 10 shall have their height and weight assessed.

Act 95 of 1989 and Act 41 of 1987: These acts require girls in 6th grade and all students in 8th grade to be screened for scoliosis.

A student Health History form must be completed annually and updated as needed by the parent. It is important for parents to bring to the nurse's attention any medical problems either physical or emotional. The nurse may need to consult with the teacher/staff on an "as need to know basis" to not only ensure the safety and welfare of your child but to possibly modify activities if needed. When a child is absent due to a communicable disease diagnosed by a medical professional, the parent should call the office with that information. This is particularly important if the child has chickenpox, measles, influenza, pertussis, pink eye, etc. A written excuse, preferably by the doctor, should accompany your

child when he/she is medically cleared to return to school. The school nurse will inform the Arkansas Department of Health of all cases of reportable communicable diseases and will follow their protocol.

Each school shall take proper measures to ensure the safety of its students and protect against injuries, which may occur in or on the school facilities or site. Nurses are to be contacted if a child has a diagnosis of Asthma, Diabetes, Seizures, Anaphylaxis, or any other medically diagnosed health condition. An Individual Health Care Plan will need to be developed and kept on file. Check with your RN to see if your child's condition qualifies for this.

Acute Illness: If a student develops a temperature of 100.4 degrees or above, the school nurse will notify parents to promptly remove the child from school. Students should be symptom-free for 24 hours without requiring medication for fever, vomiting, diarrhea, or other symptoms prior to returning to school. The administration of medication will follow guidelines of ACT 1146 of 1995 and BPS Medication Policy. All medications given during school hours require prescriptive authority and parent/guardian signed permission.

B. Immunizations

<u>Immunization Requirements</u>	
<u>Kindergarten through 12th Grade:</u>	
DTaP/DT/Td	4 doses- with 1 on/after 4 th birthday
Polio	3 doses- with 1 on/ after 4 th birthday
MMR	2 doses- with 1 on/after 1 st birthday and at least 28 days between doses
Hepatitis B	3 doses (2 or 3 doses with specified age and spacing-see law or call 501 661-2169)
Varicella	2 doses-1 after 1 st birthday and second dose at least 28 days after dose 1; OR a note from a medical professional with proof/statement of disease history.
<u>Plus:</u> Students meeting the age or grade level criteria below are required to have the following additional immunizations.	
<u>Kindergarten and First Grade:</u>	
Hepatitis A	1 dose on/after 1 st birthday
<u>Students 11 years old or older on or before September 1: (This is required for any student 11-21 years of age.)</u>	
Tdap	1 dose
<u>Students entering 7th grade regardless of age:</u>	
Meningococcal	1 dose
<u>Students turning 16 years old on or before September 1 regardless of grade:</u>	
Meningococcal	1 dose if not previously vaccinated <u>and</u> if student will be 16 by Sept. 1 (If first dose is administered at age 16 years or older, no second dose is required.)
	Second dose is required if it has been 8 weeks or more since the

C. School Health Service Unit

In all school buildings, school nurses have an allocated space for delivering needed school health services. These spaces are centrally located on the ground floor, convenient to the main building exit, and near the administrative unit so that files and records connected with health services may be available to those concerned with health guidance and counseling.

D. Students with Special Health Care Needs

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

E. Medication Health Policies

A nurse is assigned to each school. She keeps health records, does vision and hearing screening, and serves as a health resource person. It is vitally important that the teacher, nurse, and principal be made aware of any specific health problems of a student.

Medication/Health Policies

The District will make reasonable accommodations for students who have special health care needs in order that they may attend school.

Student Medications

Prior to the administration of any medication to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy. All signed medication consent forms are to be maintained by the school nurse.

Unless authorized to self-administer, students are not allowed to carry any medications, including over-the-counter medications or any perceived health remedy not regulated by the US Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication to the school nurse. The student may bring the medication if accompanied by a written authorization from the parent or legal guardian. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity of the medication(s). If the medications are brought by a student, the school nurse shall ask another school employee to verify, in the presence of the

student the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

Medications, including those for self-medication, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double-locked cabinet. Students with an individualized health plan (IHP) may be given over-the-counter medications to the extent giving such medications are included in the student's IHP.

Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse)¹ shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence 1 shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes only to the extent the student's doctor has specifically authorized such attendance and participation. A doctor's prescription for a student's Schedule II medication is not an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall not be eligible to attend classes but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

The district's supervising registered nurse shall be responsible for creating both on campus and off campus procedures for administering medications. Students who have written permission from their parent or guardian and a licensed health care practitioner to self-administer either an rescue inhaler or auto-injectable epinephrine, or both and who have a current consent form on file

shall be allowed to carry and self-administer such medication while in school, at an on-site school-sponsored activity, while traveling to or from school, or at an off-site school-sponsored activity. Students are prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler or auto-injectable epinephrine or both does not require him/her to have such on his/her person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler or auto-injectable epinephrine or both on his/her person shall provide the school with the appropriate medication which shall be immediately available to the student in an emergency.

Students may be administered Glucagon in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of Glucagon in emergency situations; and
2. a current, valid consent form on file from their parent or guardian.

Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of an epinephrine auto-injector in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee certified to administer auto-injector epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

Students with an order from and a licensed health care provider to self-administer auto-injectable epinephrine and who have written permission from their parent or guardian shall provide the school nurse an epinephrine auto-injector. This epinephrine will be used in the event the school nurse, or other school employee certified to administer auto-injector epinephrine, in good

faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying his/her /epinephrine auto-injector or the nurse is unable to locate it.

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and regulations.

Rivercrest School District has a no-nit policy pertaining to head lice. This policy will be strictly observed. Parents are asked to keep children at home if they have a communicable disease or a fever. Please be sure the office has current phone numbers available so we will be able to contact you if your child is ill.

VI. School Suicide/Crisis Plan

Maintaining a safe school environment is part of a school's overall mission. Subsequent to the passing of the Jason Flatt Act, licensed school personnel are required to obtain at least two hours of professional development every five years in the area of suicide awareness and prevention. Students displaying signs of suicide are seen by the counselor and/or principal. Parental contact is made and referral to outside counseling agencies are made if student isn't currently receiving mental health services. Students and parents/guardians will be given the suicide hotline information.

<http://www.suicidepreventionlifeline.org>

Rivercrest High School has a current Crisis Plan which is reviewed and updated annually in order to keep up-to-date on any and all changes in laws and/or developments in preventions, etc. The Crisis Team consists of: the Superintendent, Principals, School Resource Officers, Counselors, Teachers, School Nurse, and Mississippi County Sheriff's Department and local officials. All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted no fewer

than three (3) times per year with at least one each in the months of September, January, and February. Students, who ride school buses, shall also participate in emergency evacuation drills at least twice each school year. For school-year 2018-2019, an annual active shooter drill and school safety assessment may be conducted for all District schools in collaboration, when possible, with local law enforcement and emergency management personnel. Students will be included in the drills to the extent that is developmentally appropriate to the age of both the students and grade configuration of the school. Drills may be conducted during the instructional day or during non-instructional time periods. Other types of emergency drills may also be conducted to test the implementation of the District's emergency/crisis plans in the event of an earthquake or terrorist attack that might include the use of biological or chemical agents. Students shall be included in the drills to the extent practicable. Suicide threats must always be taken seriously and intervention should be immediate. Most suicide threats and attempts, as well as other crisis situations, occur after school hours and off campus. Students and their parents often perceive Rivercrest Elementary personnel as important resources. For this reason, school personnel may be called upon at home and afterhours to help in a crisis.

VII. Parent Involvement Plan

RIVERCREST HIGH SCHOOL PARENTAL INVOLVEMENT PLAN

Rivercrest High School understands the importance of parental involvement in promoting higher student achievement and general good will between the school and those it serves. Therefore, Rivercrest High School will strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and community. To achieve such goals, the school will work to:

1. Remove all barriers to positive parental involvement.
 - A. The school will pay attention to the policies that affect students and parents who are economically disadvantaged, disabled, limited English proficient, limited literacy, or who are of a racial or ethnic minority.
 - B. School policies will be reviewed and revised if necessary.
2. Welcome parents into the school and seek parental support and assistance.
 - A. The school should not have any school policies that would discourage a parent from visiting the school or from visiting a child's classroom. For the safety and education of the students and staff, parents must follow established rules for visiting the school or classroom.

B. The school staff should be encouraged to use volunteer surveys to compile a volunteer resource book which:

1. Lists the interests and availability of volunteers;
2. Determines how frequently a volunteer would like to participate, including the option of just one (1) time per year;
3. Includes options for those who are available to help at home; and
4. Helps to match school needs with volunteers' interests.

The volunteer brochure sent home in student packets addresses these requirements.

3. Recognize that communication between home and school should be regular, two-way, and meaningful.

A. The school shall prepare an informational packet to be distributed annually to the parents of each child in school (appropriate for the age and grade of the child), describing and including:

1. The Parental Involvement Program;
2. The recommended role of the parent, student, teacher, and school;
3. Ways for the parent to become involved in the school and in his/her child's education;
4. A survey for the parent regarding his/her interests concerning volunteering at the school;
5. Some of the activities planned throughout the year designed to encourage parental involvement, including but not limited to:
 - a. Open House;
 - b. Parent Teacher Conferences;
 - c. Parent speakers;
 - d. Parent meetings;
 - e. Jr. and Sr. Parent meetings;
 - f. Chaperones for trips;
 - g. Academic / Career Fairs; and
6. A system to allow the parents and teachers to communicate in a regular, meaningful, and two-way manner, including but not limited to:
 - a. Newsletters;
 - b. Report cards;
 - c. Progress reports;
 - d. School and district website;
 - e. Home Access Center (HAC);
 - f. Office notes;
 - g. Calendars;

- h. Handbook meetings;
- i. Parent / Teacher meetings;
- j. Academic / Career Fairs;
- k. Teacher correspondence (letters sent home);
- l. E-mail;
- m. School phone system; and
- n. Remind 101.

B. Develop with parents a student/parent/school/compact outlining:

1. How parents, staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve;
2. How the school will provide high-quality curriculum in a supportive and effective learning environment that will enable the children to meet the school's achievement standards; and
3. How each parent will be responsible for supporting their child's learning and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time.

C. The school may plan and implement other activities (determined by the school) to be beneficial to encourage communication with parents.

4. Recognize that a parent is a full partner in the decisions that affect his or her child and family:

A. To encourage parents to participate as a full partner, the school shall provide:

1. At least two parent teacher conferences;
2. Frequent reports, including progress reports and report cards, to parents on their child's progress (the complete list will be reviewed and revised throughout the year.);
3. School and district website with the Home Access Center (HAC);
4. E-mail;
5. School Messenger;
6. Reasonable access to staff, including E-mail, phone calls, and individual conferences;
7. Opportunities to volunteer and participate in their child's education, including in the following activities:
 - a. Academic awards ceremonies;
 - b. Athletic awards ceremonies;
 - c. Academic / Career Fairs;
 - d. Band concerts;
 - e. Choir concerts;

- f. Grandparents' Day;
- g. Open House;
- h. Parent Teacher conferences; and
- i. Veteran's Day assembly;
- j. Step-up day

B. Include in the school's policy handbook, the school process for resolving parental concerns, including:

- 1. How to define the problem;
- 2. Who to approach first; and
- 3. How to develop solutions.

C. Engage in other activities that will encourage parents to participate as full partners (as determined by the school).

5. Promote and support responsible parenting.

A. To promote and support responsible parenting, the school shall, as funds are available:

- 1. Purchase parenting books, magazines, and other informative materials regarding reasonable parenting through the library, advertise the selections, and give parents an opportunity to borrow materials for review;
- 2. Create parent centers;
- 3. Purchase a set of parenting CDs; and
- 4. Purchase parenting books.
- 5. Acknowledge that parents play an integral role in assisting student learning. To help the parent in assisting students, the school shall (the complete list will be reviewed and revised throughout the year):

B. Schedule an annual parental involvement meeting at which each parent is given a report on the state of the school.

C. Schedule other meetings at which parents are given overview of:

- 1. What students will be learning;
- 2. How students will be assessed;
- 3. What parents should expect for their child's education; and
- 4. How a parent can assist and make a difference in his/her child's education.

D. Engage in other activities that (as the school determines) will help parents assist in student learning.

6. To undertake efforts to ensure that Parental Involvement is recognized as an asset to the school.

A. The Superintendent will designate for each school one certified staff member who is willing to serve as a parent facilitator to:

1. Help organize meaningful training for staff and parents;
2. Promote and encourage a welcoming atmosphere to foster parental involvement in the school; and
3. Undertake efforts to ensure that parental participation is recognized as an asset to the school.

The certified staff member serving as a parental involvement facilitator shall receive supplemental pay for the duties as required by law.

B. Engage in other activities that (as the school determines) will ensure that parental involvement is an asset to the school.

7. Recognize that community resources strengthen school programs, family practices, and student learning. To take advantage of community resources the school shall:

A. Consider recruiting alumni from the school to serve on committees to provide advice and guidance for school improvement, including an Alumni Association, a Career and Technical Education Advisory Committee, and a Parental Involvement ACSIP Committee.

B. Enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school. The school will consider using leaders of this organization as a resource when making appropriate decisions affecting children and families.

C. Engage in other activities that will use community resources to strengthen school program, family practices, and student learning, including the Mississippi County Teen Summit, Career Day, and scholarship assemblies.

8. The school will conduct an annual review of parental involvement policies to examine their effect on promoting higher student achievement. This will be done by a committee consisting of parents, community members, certified staff, and administration.

9. This policy shall be part of the Rivercrest High School's Title I plan and shall be distributed to the district's parents and provided, to the extent possible, in a language that parents can understand.

10. Right to Know

Rivercrest High School receives federal funds for Title I, Part A and Title IIA programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right

to request information regarding the professional qualifications of the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s).

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher (s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title 1,

Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate's degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

To request this information please contact your child's school by phone at 870-655-8633 or by e-mail at William.Burfield@smccolts.com or greg.griffin@smccolts.com. Should you have any other questions regarding your child's education, please do not hesitate to contact us.

