

GUIDANCE SERVICES

ORGANIZATION:

A full time guidance counselor serves Florence Mattison Elementary School. She is under the direct supervision of the principal.

The elementary guidance program is organized to reflect a balance of emphasis on three areas of responsibility: counseling, coordinating, and consulting.

Counseling duties consist of large group guidance activities, small group counseling, and individual counseling.

Coordination duties include student assessment (NWEA and ACT Aspire), transition of fourth grade students to intermediate school, teacher assistance team meetings, 504 identification and conferences, kindergarten screening and orientation, and special educational staffing.

Consulting duties include working with teachers, parents, support personnel, district administrators, and various community agencies to meet needs that adversely affect the child's educational, emotional, personal, or social development. Many times consultations for special education due process are met through home visits. The counselor also serves as a team member on evaluation/placement conferences, if needed. The counselor serves as a member of the TAT - Teacher Assistance Team.

NATURE OF OFFERINGS

The elementary guidance program is designed to provide for the needs of individual students by conducting classroom activities of a developmental and preventive nature by promoting and facilitating small group sessions, and by providing one-to-one consultation. Early exposure to guidance services in the elementary grades can result in enhanced interpersonal relationships, increased positive self-esteem, and reduction in the drop-out rates. Through consultation activities with parents, positive effects on motivation, self-esteem, and parent-child communication have been shown. As a result of counselors consulting with elementary teachers, gains in students' self-perception and peer relationships occur. Guidance processes

can result in effective decision making and improved problem solving. In general, when all of these areas are addressed, significant gains in school achievement can result.

PHYSICAL FACILITIES

The counselor at Florence Mattison Elementary School works out of an office/guidance area that is centrally located for all students and school personnel. The counselor's office is equipped with a telephone and materials needed for a successful program. Counselor has access to teacher's classrooms to provide whole group instruction.

DIRECTION OF LEARNING

Instructional Staff

The full time counselor at Florence Mattison Elementary has a BS in Education from Arkansas Tech University (ATU) and a MEd in School Counseling & Leadership from in addition to Educational Leadership.

Instructional Activities

Topics covered through large group activities include but are not limited to:

- Making and keeping friends
- Accepting Differences in Ourselves and Others
- Getting Along in School
- Rules and Responsibility
- Study Skills
- Caring and Sharing
- Drug Education and Peer Pressure
- Personal Safety
- Feelings
- Self – Esteem
- Bullying
- Violence Prevention

Topics covered through small groups activities include but are not limited to:

- Topics listed above
- Social Skills/Peer Relation
- Anger/Anger Management
- Problem Solving

Instructional Materials

With monies from a Career Education Grant, Safe and Drug Free Grant, and the PTO, many guidance materials have been purchased for use in classroom guidance lessons and small group lessons. A Parent/Lending library is also available.

Methods of Evaluation

A needs and improvement survey is utilized yearly with parents, teachers, & students to determine goals for each year. The guidance program will then be adjusted according to the results. The guidance program is designed in accordance with the American School Counselor Association (ASCA) Mindsets & Behaviors which is adopted by the state of Arkansas.

The program is evaluated by the building principal in accordance with our district policy. The evaluation is discussed annually with the counselor and suggestions for improvements are made.

SCHOOL COUNSELORS ARE INVOLVED IN THE FOLLOWING:

Counselors design the program by identifying developmental needs, planning and implementing guidance activities to meet these needs, and evaluating the effectiveness of the program. The program offers both direct and indirect help to students through specific guidance services. These services include but are not limited to:

GROUP GUIDANCE/CLASSROOM GUIDANCE

Group/Classroom guidance classes offer groups of students information on student's needs, interests, and concerns. Group guidance is conducted in the classroom. These age-related exercises foster students' academic, personal, social, and career development skills. Counselors and teachers implement such activities through a collaborative effort. School counselors take the lead in the development and organization of the guidance activities, however, requires the support and assistance of teachers, parents, and administrators. Counselors can train teachers to conduct many activities during their classes. Other team members may deliver other guidance procedures most effectively. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced. For example, after a work-related guidance activity, parents can discuss the personal satisfaction they experience from their work and leisure time. After a class field trip to a local factory, small groups of students can analyze different parts of the production process. Classroom teachers can provide follow-up activities in the class after the guidance lesson with the counselor.

INDIVIDUAL COUNSELING

Individual counseling for students provides a unique interrelationship of two people in which one, the counselor, has been trained in the skills required to provide a learning situation. Through this counseling, the student gains insight into his/her potential for dealing with self and others in order to facilitate understanding and acceptance.

Individual counseling may be initiated by self-referral, teacher referral, parent referral, or counselor selection and serves the purpose of responding to a crisis, providing the counselor an opportunity to evaluate a situation prior to referral to another service for long-term counseling or intensive therapy, or for placement in a small group.

GROUP COUNSELING

Group counseling is for a small number of students with similar concerns to facilitate understanding and acceptance. Group counseling has become an invaluable part of most school counselor's work. Working with students in groups acknowledges that peer influence is an extremely powerful factor in student's development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students, making the most efficient use of the professionals' time. Students are referred by teachers, parents, school personnel, school administrators, or themselves.

INDIVIDUAL APPRAISAL

Individual appraisal is to obtain personal-social, educational, and vocational information about each student through testing, student records, and student academic progress. This information is used to evaluate each student for necessary decisions to meet instructional and guidance needs.

PLACEMENT

Placement provides educational placement services to students; provides assistance in referral and placement of students in special programs; acts as consultant to teachers, parents for individual student problems; and develops awareness of outside agencies for referral purposes. Placement also assists students in college, technical-trade school, and job placement by setting up appointments or arranging opportunities for representative of these agencies to meet interested students.

CONSULTATION

Consultation with school's staff and parents to promote better understanding of the uniqueness of students and/or their situation in order to arrive at a workable solution to problems and to enable students to show academic progress and improved behaviors by accepting responsibility. The counselor consults regularly with school personnel to coordinate the guidance and counseling program with the total instructional program, with parents regarding student interests, abilities, and aptitudes, with teachers regarding developmental career needs of students, and with teachers regarding community resources. Teachers use counselors as a resource,

seeking consultation on specific students' problems and on general issues such as addressing the needs of culturally diverse students in the classroom. Many teachers can benefit from a counselor's assistance in developing new ways of responding and relating to students.

A major part of the counselor's role is to collaborate with teachers and parents, not to criticize them. In fact, counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.

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

Typically, consultation involves:

- a. Conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance or child abuse;
- b. Assisting teachers to work with individual students or groups of students;
- c. Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum;
- d. Assisting in the identification and development of programs for students with special needs;
- e. Participating in school committees that address substance abuse human growth and development, school climate, and other guidance-related area;
- f. Designing and conducting parent education classes;
- g. Interpreting student information, such as results of standardized tests for students and team members;
- h. Consulting regularly with other specialists (e.g., social workers, psychologists, representatives from community agencies).

Consulting Duties: The Counselor may serve as a consultant in activities initiated by the Counselor, any school staff or faculty, parents, students or community.

Community agencies may include but are not limited to:

Counseling Associates, Inc.
Department of Human Services
CAPCA
HAVEN

Junior Auxiliary

COORDINATION

Coordination before guidance and counseling activities can take place, much planning, thinking, and coordinating is required.

- a. Coordinate the use of school and community resources in collaboration with other team members;
- b. Assist 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;
- c. Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated;
- d. Plan, coordinate, and evaluate the guidance program's effectiveness; and
- e. Coordinate the school's testing program, which usually includes interpreting test results to parents, students, and school personnel.

Coordination Duties:

Coordinating activities are carried out at the building level by the counselor under the direction of a Central Office Administrator, the building Principal; or as they occur as a routine activity in the district schedule.

1. Student Assessment activities are carried out under the direction of the District Test Coordinator as delegated.

2. The identification and referral of students who may be in need of Special Education Services is carried out under the direction of the Director of Special Education.

3. Orientation of new students occurs in the fall and includes building coordination of the kindergarten screening, and throughout the year through the Ambassador Program. Orientation of students to new instructional programs includes selection and placement of students in Special Education classes, G/T classes, etc. in cooperation with the coordinators of the respective programs and the special teachers.

4. The transition of students includes promotion/retention decisions, class selections, class rolls, and the conducting of Fall Reviews/Staffing of students placed in Special Education's classes. Transition of students to Middle School includes a cooperative orientation program and recommendations for class selection and placement.

PARENT INVOLVEMENT

Many school counselors offer parenting classes that focus on providing adults with valuable techniques for helping their children meet their academic, personal, and social potential. Counselors also conduct workshops on specific issues such as growth and development, development of study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors.

Information for parents is included on the Florence Mattison website monthly under the Counselor Corner tab. Information is also available through the Parent Resource Center located in our building. The goal is to improve both parent and teacher understanding of outside influences which greatly affect children's learning. This goal is accomplished by providing reading materials in a wide variety of child-centered subjects, such as: parenting skills, coping, death and loss, self-esteem, discipline, changing families, study skills and motivation, abuse and safety, and many health related topics. Parents are encouraged to check these books out and keep them for as long as they are needed.

PEER FACILITATION

Florence Mattison Elementary uses peer facilitating (peer helping) to refer to the process in which a caring or accepting person assist others to think about ideas, feelings, to explore alternatives to situations, to make responsible decisions, or for tutoring. At Florence Mattison Elementary, the Ambassador Program is effective in greeting new students and their parents during orientation programs as well as helping new students when first coming to school.

REFERRALS

The counselor uses referrals to send a student to another person or agency within or outside the school for specialized assistance. This function may include: making referrals to other departments within the school system; making parents aware of the availability of referral services and encouraging them to use these services when needed; and serving as liaison with the pupil personnel staff and with the agencies in the community where special services are available. The counselor at Florence Mattison Elementary has established and maintains a close working relationship with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and

advocacy groups. It is the counselor's responsibility to help the student and their families cope with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication. Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need include:

- a. Identifying and assisting students and their parents with special needs by referring them to resources in and outside the school;
- b. Maintain contacts with outside resources;
(see attached Service Directory)
- c. Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues;
- d. Developing a student self-referral system;
- e. Following up on referrals

ASSESSMENT AND TESTING

Counselors help students identify their skills, abilities, achievements, and interest through counseling activities and the guidance curriculum. They also interpret standardized test results for parents, faculty, and students; relate the results to strengths and limitations in the school's curriculum; and assist in planning and implementing changes in the curriculum and school's procedures. At the elementary level, the counselor is the building coordinator for all testing including the NWEA, ACT Aspire, and NAEP. The counselor is also responsible for notifying parents before and after the testing period. When the test results are sent home, a letter explaining the results is sent with the student report and the parent is encouraged to contact the counselor if they have any questions or do not understand any part of the report.

SPECIALIZED POPULATIONS AND NEEDS

Working with students from culturally diverse populations and students with disabilities requires special attention. The counselor's activities can promote:

- a. Students' and school personnel's acceptance of differences;
- b. Policies, procedures, and behaviors that reflect freedom from stereotypes;
- c. Examination of schools' testing programs to ensure that they reflect equitable standards for all students; and
- d. Outreach to parents and families of students from culturally diverse

population.

ORIENTATION

Orientation is to assist students in making adjustments and moving with ease through unfamiliar situations such as moving from one school to another and to provide students the information needed to be successful in the new setting. Florence Mattison Elementary has a program that supports this process called the Ambassador Program. Two student representatives, a boy and a girl, are selected by their teacher to represent their class. They assist new students who enroll by showing them around the school, making introductions, and helping them become acquainted with their new school. Group sessions are conducted by the counselor to provide guidance and direction for the orientation program. Student ambassadors are recognized for their leadership and service.

Students entering kindergarten are involved in an informal screening/orientation procedure during Kindergarten camp. The children come to school and meet with the teachers to learn the rules & procedures to acclimate them to their new environment before school begins. During the 1st weeks of school, the teacher assesses the strengths and weaknesses of each child. As part of the parents' orientation to the kindergarten program, they meet with the school counselor. During this meeting, the parents are presented information from the student handbook. The counselor is available for individual conferences with the parents and shares information concerning the guidance program and other special services offered by the school.

UTILIZATION OF STUDENT RECORDS

Conway Elementary Counselors are authorized to access any files kept by our school district. These include health records, official transcripts of grades, test results and screening programs, and all Special Education testing and records. This data is used to assist parents, faculty, administrators, and counselors in helping each individual student reach their full potential. All records are kept in a secure, locked file cabinet. Only educators dealing directly with a student are allowed access to those to those files and confidentiality is assured.

EDUCATIONAL AND CAREER GUIDANCE PROCESS

The success of an elementary guidance program is determined by the

degree of preparation and planning conducted prior to the establishment of the program. Elementary guidance and counseling is the keystone to the educational process of providing students with assistance in meeting educational, emotional and social needs. The elementary counselor provides for the needs of individual students by conducting classroom activities of a developmental nature, by promoting and facilitating small group sessions and by providing one-to-one consultation. The function of the elementary counselor can be divided into three main areas: coordinating, consulting and counseling. The counselor coordinates school activities that primarily deal with the affective domain and serves as a consultant to the school staff, parents and referral agencies in the community. The counseling emphasis for the elementary program is preventative in nature, with the aim of reducing the need for crisis counseling. When the elementary program is envisioned within the context of a K through 12 developmental program, the predominate emphasis is one of orientation. Orientation can be equated to the “basic skills” of self knowledge.

GOALS AND OBJECTIVES

GOAL I. 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 a knowledge of and respect for individual differences in abilities, interests, attitudes and backgrounds.

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

OBJECTIVES: The counselor will assist students to:

- A. Develop strategies for exploring alternatives that allow students to successfully deal with problem situations; and
- B. Evaluate, select and implement the appropriate solution(s) to problems.

GOAL III. To assist the 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. Promoting an understanding of the role of school personnel in the guidance program;
- C. Enhancing their counseling skills through consultation and other staff development activities; and
- D. Encouraging the recognition and use of affective skills in the teaching-

learning process.

GOAL IV. 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

B. Enhancing parenting skills that will promote the positive personal, social, educational and career development of children.

PSYCHOLOGICAL SERVICES

EVALUATION

Evaluation for consideration for special services is conducted in compliance with Federal Public Law 94-142 and Arkansas State Act 102 as amended. The functional administration of programs adhere to the state regulations as outlined in Referral, Placement and Appeal Procedures for Special Education and Related Services and Program Standards and Eligibility Criteria for Special Education of the Arkansas Department of Education. Each evaluation is individualized according to the needs of the individual student. Determination for placement is made by a multidisciplinary team following the evaluation process. The team takes into consideration all evaluation information as well as classroom and parental information.

CONSULTATIONS

Formal and informal consultations are held by psychology staff with teachers, parents and administrators concerning students with special needs. Consultations are for students in the special education program as well as those being considered for referral. This team, Teacher Assistant Team,

meets monthly. It is made up of the School Psychologist, Assistant Principal, Counselor, Classroom Teacher, and any “special” teacher that has contact with the student. The TAT meets weekly in order to staff students with special needs and to offer suggestions to the classroom teacher prior to referral if necessary.

EARLY IDENTIFICATION

Early identification of children with special needs is provided in cooperation with the Child Find program of Arkansas. This program provides information to parents and others who may be aware of children in need of services. This information is disseminated throughout the community and a concerted effort is made to identify and provide services to young children. Florence Mattison Elementary also conducts pre-school screening utilizing the speech therapist to identify any possible students that may need speech services.

LIAISON AND REFERRALS

Liaison and referrals with other agencies and institutions are made on an as needed basis. Open communication is maintained with a wide variety of organizations, both local and statewide, which include mental health centers, hospitals, physicians, and institutions of various types. During the school year a letter is sent home to all parents informing them of the services provided to pre-school children by the Arch Ford Co-Op. School personnel sit as permanent members of the Faulkner County Council for Developmental Disabilities, and the Child protection Team. These provide ongoing communication with others providing services for children and youth in the community.

The district also employs a community liaison/Spanish translator. She is responsible for providing services to all schools in the district.

ETHICAL PROCEDURES

Psychology staff members are licensed by the Arkansas Board of Examiners in Psychology, and/or certified by the National School Psychology Certification Board, and the Arkansas Department of Education. They, therefore, adhere to ethical procedures prescribed by the Professional Conduct Manual of the National Association of School Psychologists, and Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.

VISITING TEACHER SERVICES

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. They provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning. The role of liaison between the home and school could include home visits, referring students and parents to appropriate school and community agencies for assistance. Also, pursues avenues by which parents can become 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.

OCCUPATIONAL SERVICES

Conway Public Schools has initiated a Career Orientation and Education program at Conway High School. Students who qualify are placed at job sites and receive compensation from employers. The students are also placed in a class setting one period daily so that job skills may be reinforced. Conway High School also has an apprenticeship program in carpentry, welding, and metal-working. These programs allow students to learn a trade and receive compensation while developing skills necessary for entering the job force. Counselors at all schools provide information to students regarding job opportunities available upon graduation for high school. Career orientation is taught at Conway High Schools and both Middle Schools. The elementary schools begin in Kindergarten teaching career education. This is a developmental program that progresses throughout the elementary grades. Career education is integrated into the curriculum when teaching personal/ social and educational skills. The Conway School District does not employ an occupational and placement specialist, therefore, no recent follow-up studies have been conducted. Individual teachers and counselors serve as liaisons between employees and the schools.

CONFLICT RESOLUTION SERVICES

Conflict resolution is taught at Florence Mattison Elementary in grades

K-4. It is integrated in personal/social, educational, and career education. It is also taught in isolation. The elementary schools have programs that 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. 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.

HEALTH SERVICES

The Conway Public Schools' health services are under the direction of Joel Linn, Director of Assessment and Accountability. The district currently employs 18 registered nurses and licensed practical nurses that hold an active license in nursing. The Conway School District follows all state guidelines for students attending public schools.

The nurse's duties include: conducting vision, hearing, and scoliosis screening - reporting findings to state, referrals, attends conferences with staff and parents concerning health issues, updating health records on each child, and serving as a resource person for health, nutrition, hygiene, and human growth/development units. Each school is adequately equipped with a health room. The nurse works in cooperation with other school personnel to ensure safe conditions on school grounds and with school related activities. Carolyn Lewis has full-time registered nurse.

OBJECTIVES OF SCHOOL HEALTH SERVICES

The objectives of the school health services are:

1. Health protection
2. Health maintenance
3. Remediation of health problems

SCHOOL NURSE DUTIES

1. Emergency care of the sick and injured students.
2. Organization of the health room and maintenance of supplies
3. Student health counseling
4. Function as a health resource person

5. Communicable disease prevention and control
6. Make health appraisals and assist staff members in identification recognition of specific health problems
7. Vision screening, referrals, and follow-ups
8. Auditory screening, referrals, and follow-ups
9. Scoliosis screening, referrals, and follow-ups
10. Aid in physical examinations--athletics and others
11. Supervise health records which includes immunizations and screening records
12. Develop a list of confidential health information with high-risk health problems, such as diabetes, seizures, allergies, etc., and notify school personnel
13. Provide in-service training as needed at assigned schools
14. Follow-up to insure that health records are secured for new students
15. Maintain school related accident/injury reports
16. Make home visits with designated school personnel as needed
17. Develop knowledge base of community resources and health agencies
18. Maintain health room visits log and pertinent student documentation
19. Develop a cordial working relationship in the community with other health agencies and health professionals
20. Supervises and monitors administration of medications in the school setting by designated school personnel
21. Assists in the formation or revision of health policies, goals, objectives, etc., for the school district
22. Assumes responsibility for professional growth by attending workshops related to school health, obtaining continuing education credits, and demonstrating leadership by being active in professional growth by attending workshops.
24. Assumes professional responsibilities demonstrated by membership and active support and/or participation in appropriate professional organizations

PURPOSE OF THE SCHOOL HEALTH SERVICE UNIT

The purpose of the health service unit at Florence Mattison Elementary has been planned with definite purposes. The primary purposes are:

1. As an emergency center for the administration of first aid to school children, personal and proper care of accident victims until they are moved from school;
2. As an emergency center for the care of children becoming ill during the school day until they can be placed under their parent's care or returned to class;

3. 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;
4. 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;
5. 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;
6. As a work area for the nurse to inspect pupils referred to the nurse;
7. 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;
8. As a place where vision, hearing and other screening procedures, including the measurement of pupil height and weight, may be carried out;
9. 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;
10. As a work center for school health personnel and as an area where children awaiting health services can be accommodated;
11. 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.

SUICIDE-PREVENTION/CRISIS PLAN

The Conway Public School District has in place a Crisis Intervention Plan. This plan does include a distribution of a suicide prevention public awareness program developed for distribution by the inter-program task force established by the Lieutenant Governor's Teen-age Suicide Prevention Task Force. The task force has established a proposed model school response plan to youth suicide crisis as distributed by the AR Youth Suicide Prevention Commission. It has plans for crisis events that can be extraordinary and cannot be predicted.

STAFF DEVELOPMENT

Staff Development provides teacher in-service training in communication skills, life role skills, and student appraisal information and academic programs.

PROFESSIONAL GROWTH - The counselor participates in professional guidance organizations such as Arkansas School Counselors' Association, Central Arkansas Region Association. The counselor attends local, district, and state counseling meetings and workshops. The counselor continues to enhance professional growth by enrolling in professional courses when available. The counselor keeps abreast of current issues and approaches by reading professional articles.

COMMUNITY AWARENESS/PUBLIC RELATIONS - The counselor disseminates information about the school program, including guidance services, honor awards, special recognition of students, to the community. This information is published in The Log Cabin Democrat, Conway's local newspaper. The counselor provides opportunities for community involvement in the educational program, encourages exchange of ideas, knowledge and resources between school and community, and assists in organizing activities involving school-community cooperation.

EVALUATION OF THE GUIDANCE PROGRAM - The counselor conducts an evaluation of the guidance program to measure the effectiveness of the program. Results from the evaluation will be reported to the administration. The evaluation will consist of input from teachers, students, and administration. The ESSA Plan conducts a needs assessment for counselors, students, parents, and teachers and the counselor uses this data in designing and updating the guidance offerings and services. The ESSA surveys and needs assessments are used to keep the Student Services Plan up-to-date.