



Bentonville
Schools

**STUDENT SERVICES
PLAN**

2018-2019

A. FOUNDATION OF BENTONVILLE SCHOOLS COUNSELING PROGRAMS

A comprehensive counseling program is an essential component of the total instructional program that provides all students the opportunity for optimum development.

It is with this focus in mind, as well as the Bentonville Schools mission statement, that the Bentonville School Counseling Program has adopted the following comprehensive counseling model.

B. MISSION STATEMENT

The mission of the Bentonville Schools Counseling Program is to empower all students to reach their maximum potential in the areas of career, academics, personal, and social development in an ever-changing global society.

C. PHILOSOPHY STATEMENT

Each student's life is valuable and unique and each has the right to be respected, treated with dignity, and entitled access to the school counseling program. Therefore, we believe:

- all students can achieve academic, career, and personal/social success
- all students shall be provided equitable access to school counseling programs and services
- an effective school counseling plan should establish appropriate goals, expectations, support systems, and experiences for each student
- an effective school counseling plan should be developmental, comprehensive, and preventative in nature
- a comprehensive counseling program focuses on prevention, intervention, and student developmental needs
- effective delivery of school counseling programs are planned, coordinated, and managed by school counselors in collaboration with nurses, school resource officers, social workers, and community resources with the support of administrators, parents, and community
- effective school counseling programs support teachers' efforts in their delivery of the academic curriculum
- effective school counseling programs provide annual self-appraisal and evaluations of the counseling program
- effective school counseling programs are guided by the American School Counselor Association's Principles of Ethical Standards for School Counselors.

D. Benefits of the Bentonville School Counseling Program

Benefits to Students:

- Guarantees access to advocacy
- Guarantees services to all students
- Focuses on students' developmental needs

- Develops proactive skills to increase success
- Ensures equitable access to educational opportunities
- Develops understanding of connections between education and future success
- Encourages career exploration and development
- Generates acknowledgment of the changing world
- Teaches decision-making and problem-solving skills
- Develops effective interpersonal relationship skills
- Facilitates cooperative peer interactions

Benefits to Parents/Guardians:

- Encourages involvement of parents in students' learning environment
- Provides parents timely access to appropriate support and resources when needed
- Provides opportunities for parent, student, and counselor interaction
- Provides understanding of the counseling program
- Advocates for their child's academic, career, and personal/social development
- Develops a systematic partnership to support academic and career planning for students
- Provides training and informational workshops
- Generates data related to student progress

Benefits to Teachers:

- Enhance better understanding of the counseling program
- Creates an interdisciplinary team effort to address student needs in all domains
- Provides access to support for skill development in classroom management
- Provides consultation to assist in the teachers' guidance and advisement role
- Supports a positive school climate and the learning community

Benefits to Administrators, School Board, and Regulatory Bodies:

- Creates a structured program aligned with the National School Counseling Standards
- Facilitates a team approach between administration and school counseling program
- Encourages better understanding of the role of counselors and the total school counseling program
- Assures that a high-quality school counseling program is available to every student
- Provides an understanding for requiring appropriate credentials for all school counselors and establishing effective student-counselor ratios
- Aligns school counseling program with the school's academic mission
- Provides a basis for determining funding allocations for school counseling programs and professional development opportunities
- Addresses the students' needs and enhances the school climate
- Analyzes data for school improvement and program evaluation
- Serves as a source of data regarding the school counseling program productivity
- Creates greater school-community interaction

Benefits for School Counselors:

- Provides a clearly defined set of functions
- Integrates the school counseling program with other school curricula and programs
- Articulates competencies students are expected to achieve as a result of participating in a comprehensive, developmental school counseling program
- Defines roles and functions within the educational system
- Provides access to direct service with all students
- Includes involvement in the academic mission of the school

Benefits for Other Student Service Personnel:

- Communicates knowledge of clearly defined roles and functions of the school counselor
- Clarifies areas of overlapping responsibilities
- Enhance positive cooperative working relationships
- Collaborates teaming to ensure individual student success

Benefits for Post-Secondary Counselor Educators:

- Collaborates between counselor education programs and school counseling programs
- Serves as a model for site-based school counseling fieldwork and/or internships
- Accesses data for use of collaborative research on school counseling programs
- Creates framework for professional development to benefit school counseling practitioners
- Develops alliance with other educator-training programs

Benefits for Post-Secondary Institutions:

- Allows equity and access to all forms of postsecondary education for all students
- Articulates the transition of students to postsecondary institutions
- Prepares students to take advantage of advanced educational opportunities

Benefits for Community, Business, Industry and Labor:

- Increases the opportunity for collaboration among counselors, students, and business/industry/labor
- Enhances the role of the counselor as resource
- Generates community/school collaborations for mutual awareness of needs
- Affords opportunity for active participation in the school counseling program
- Produce a workforce with decision-making skills, interpersonal relationship skills, pre-employment skills, and increased worker maturity

E. Bentonville Public School Counseling Goals

The goals of the Bentonville Public School Counseling program are to:

- further develop the skills that were begun in previous years
- provide the student with a sound educational foundation for an enriched life
- help develop social, economic, and moral values which will serve students well in later life
- inspire students to appreciate learning now and throughout their lives
- guide students to be better citizens so that they may participate in community, state, national, and world affairs
- provide instruction which recognizes and allows for individual differences
- provide guidance in making career decisions
- provide a school atmosphere which reflects respect for the property and rights of others
- create a positive atmosphere for learning
- help each child feel that he/she is a worthwhile person
- help each child feel capable of being successful
- develop children's abilities and interests
- provide children with a healthful atmosphere in which to grow mentally, physically, emotionally, and socially
- help children discover themselves and strive to achieve their highest potential
- provide a safe, drug free and disciplined environment where quality learning can take place
- assist students in the process of growing in personal, social, educational, and career development
- assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills
- assist the school staff in its efforts to promote the developmental growth of students
- assist the family in its efforts to understand the developmental growth of children
- understand the importance of self-knowledge
- provide educational/occupational exploration
- provide information/resource for career planning
- provide additional support services

STUDENT SERVICES PROGRAM DEFINED

GUIDANCE AND COUNSELING SERVICES

1. CLASSROOM GUIDANCE

School counselors take the lead in the development and organization of the guidance activities, however, this requires the support and assistance of teachers/faculty, parents, and administrators. Other guidance procedures may be delivered most effectively by other team members. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced.

The classroom guidance curriculum focuses on topics such as:

- Self-understanding
- Effective Interpersonal and Communication Skills
- Problem-solving
- Decision-making
- Conflict Resolution Skills
- Effective Study Skills
- Positive Attitudes toward School
- Career Awareness and the World of Work
- Substance Abuse Prevention
- Comprehension and Acceptance of Differences in People (racial, gender-based, cultural, religious, physical)
- Divorce

In grades kindergarten through fourth grade, classroom guidance is provided via PBIS or Conscious Discipline. In addition, SEL skills are the primary focus of classroom guidance. In K-5 buildings, Empower Me is taught. Suicide is incorporated into the Empower Me curriculum. In 5th-8th grade buildings, the SOS suicide prevention curriculum is used. In grades 7-8, classroom guidance is based upon need. Some specific lessons delivered are High School Bound, 8th Grade Bound, Student Support Plan and Digital Responsibility. In grades 9-12, classroom guidance is taught in flex sessions which includes 4 forty-five minutes sessions weekly. Both high schools have a Year-at-a-Glance calendar of lesson offerings.

2. INDIVIDUAL AND SMALL GROUP COUNSELING

Counselors in Bentonville Schools work with students in small groups and individually to provide developmental guidance, remediation, and crisis intervention. This guidance is tailored to the students' needs. Typically, topics like grief, divorce, and more intensive SEL lessons are taught through small groups and individually. Referrals and topics covered are either from stakeholder referrals and/or assessments. In high school, small group counseling is also offered during the Flex block and held in counselor's office as needed.

3. CONSULTATION

Consultation in Bentonville Schools is adjusted based upon individual student needs 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, especially relating to classroom guidance curriculum; 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 work team 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.

4. COORDINATION

Counselors and the social work team 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 high school, Student Support Counselors work to assess wellbeing of students and support them both emotionally and academically.

5. WORKING WITH PARENTS & PARENTAL INVOLVEMENT

Bentonville 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 normal growth and development, development of study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, financial management, and/or managing disruptive behaviors. Counselors encourage parents to participate in volunteer opportunities within the school setting. School counselors shall encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process. In grades K-4, the following strategies are implement to assist with parental involvement: parent volunteers, school newsletters, parent involvement brochures, parent compacts for Title I schools, open house/back to school nights, and parent/teacher conferences. In grades 5-6, each school hosts an open house event. Much information is distributed via newsletters, social media, parent nights, email and automated phone messages. In grades 7-8, parents are able to have volunteer opportunities, attend monthly PTO meetings, attend various parent nights coordinated by content teachers, and the Charity Cup competition. In high school, various events such as Meet the Teacher

Night, Parent Teacher Conferences, Senior Parent Nights and various parent nights focusing on different topics. Parents also have the opportunity to volunteer and participate in the PTO. All schools have a parent involvement plan posted on the school's website.

Parental Involvement—Student Handbook

Bentonville Schools recognize that a child's education is a responsibility shared by the school and family during the entire time a child spends in school. To accomplish this purpose, each school has a Parental Involvement Plan which addresses the need for schools and parents/guardians to work together as knowledgeable partners to promote the educational success of their children. Involving parents/guardians is essential to improve student achievement; therefore, schools foster and support active parental/guardian involvement. Parents/guardians are always welcome and are encouraged to visit the school any time they might have. For security reasons, parents/guardians must check in at the office, provide a state ID and get a visitor's badge before visiting any portion of the school. Parents who are observing or volunteering in a classroom setting will be given a copy of the building observation procedures as well as sign a confidentiality agreement.

Parental Involvement Policy

The District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general goodwill between the District and those it serves. Therefore, the District shall 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 the community. To achieve such ends, the District shall work to:

1. Foster effective parental involvement strategies and support partnerships among schools, parents, and the community to improve student achievement by:
 - a. involving parents and the community in the development of the District's long range school improvement and parental involvement planning process;
 - b. scheduling regular parent involvement meetings to explain to parents and the community the content and achievement standards of the State of Arkansas, State and local student assessments, how the District's curriculum is aligned with the assessments, and how parents can work with the District to improve their child's academic achievement;
 - c. maintaining a coordinated involvement program where the involvement activities of the District enhance the involvement strategies of other programs such as Head Start, HIPPOY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
 - d. communicating to parents all available opportunities to participate in parental involvement programs, meetings, and other activities, including those activities specific to parents of limited English proficient students, students with disabilities, and/or gifted and talented students. Such communication shall be, to the extent practical, in a language the parents can understand; and

- e. locating and modifying other successful parent and community involvement programs to suit the needs of our District.
2. Provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement by:
 - a. designating a highly qualified, certified staff member at each school to serve as a parent involvement facilitator;
 - b. reserving a minimum of 1% of the Title I, Part A annual allocation to support parental involvement activities, with 95% allocated to participating Title I, Part A schools. Parents of children receiving Title I, Part A services shall be involved in the development of the school's parental involvement plan and decisions regarding how the school's Title I, Part A Parental Involvement set aside funds are utilized;
 - c. providing parents with the materials and training they need to be better able to help their children achieve. The District may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents;
 - d. implementing strategies that eliminate barriers that keep parents from being involved in their child's education. This may include providing transportation and childcare to enable parents to participate, arranging meetings at a variety of times, and being creative when scheduling parent/teacher conferences; and
 - e. providing reasonable support for other parental involvement activities as parents may reasonably request.
 3. Build the school's capacity for strong parental involvement by:
 - a. providing schools the support necessary to enable them to plan and implement effective parental involvement activities;
 - b. educating District staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents; and
 - c. training parents to enhance and promote the involvement of other parents.
 4. Ensure the continued improvement of the District's parental/community involvement program by:
 - a. conducting, with the involvement of parents, community members, District administration, and certified and classified staff, an annual evaluation of the District's parental involvement policy as it relates to strategies for increasing parental participation, identifying barriers to greater parent participation, and promoting higher student achievement; and
 - b. utilizing the findings from the evaluation process to make recommendations to each school for parental involvement plan revisions and provide suggestions for designing school improvement policies as they relate to parental involvement.

This policy shall be part of the District and each school's Title I, Part A plan and shall be distributed to parents of the District's students and provided, to the extent practical, in a language the parents can understand.

Parent/Teacher Communication

Teachers shall communicate with the parent(s) or guardian(s) of each student during the school year to discuss the student's academic progress. Frequent communication should occur with the parent(s) or guardian(s) of students not performing at the level expected for their grade. If a student is to be retained at any grade level, notice of retention and the reasons for retentions shall be communicated promptly in a personal conference.

6. PEER FACILITATION

Counselors provide structured opportunities for students to serve as peer helpers. Counselors continually monitor the peer facilitation program. They are effective in greeting new students and their parents during orientation programs. In high school, Student to Student Peer Helpers support their peers in various way including mentoring.

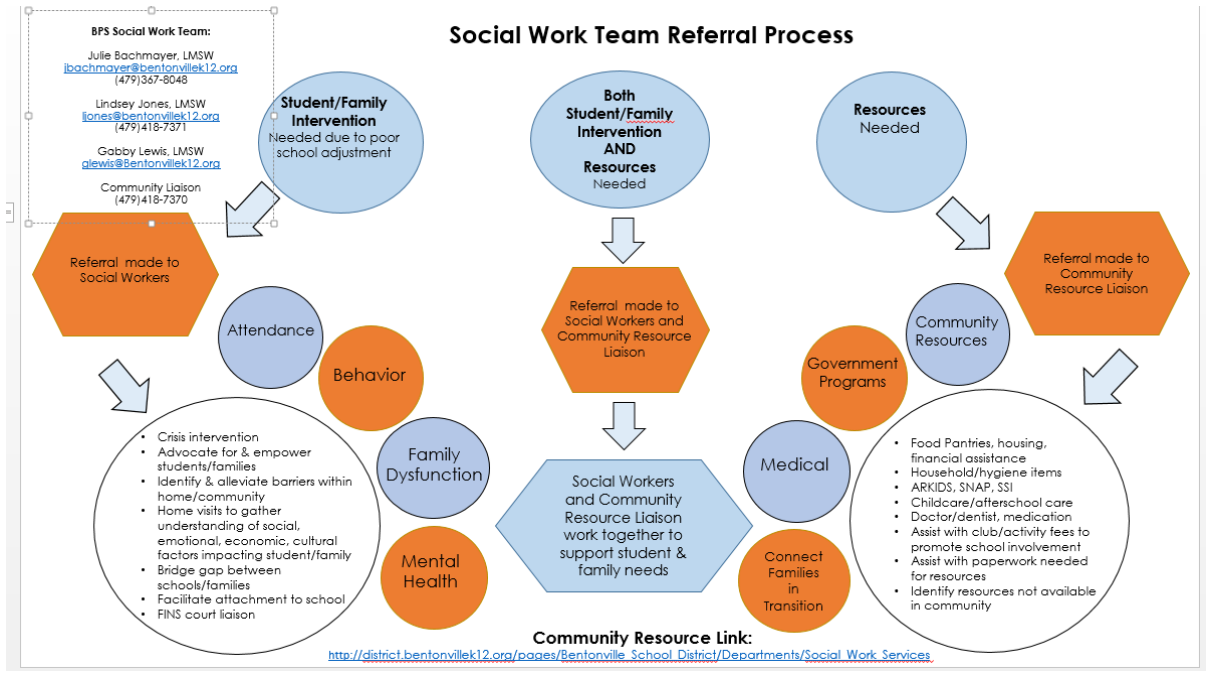
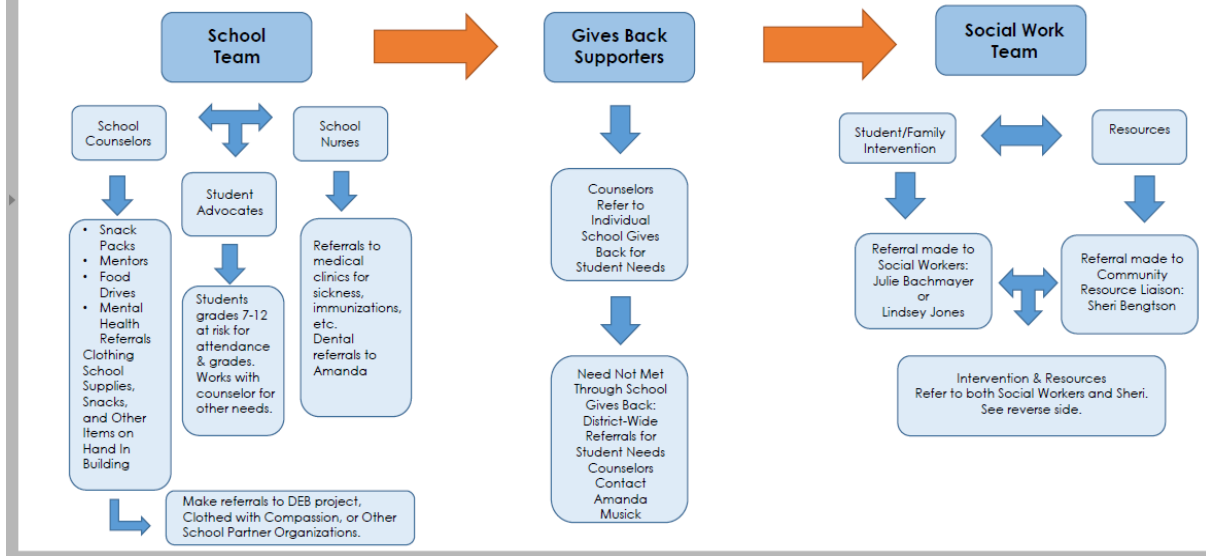
7. MAKING APPROPRIATE REFERRALS

Counselors establish and maintain close working relationships with staff from a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and establish procedures for communication. Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need may include:

identifying and assisting students and their parents with special needs by referring them to resources in and outside the school; maintaining contacts with outside resources; developing, publishing, and/or distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues; developing a referral system; and following up on referrals. Bentonville Schools maintains a Community Resource Brochure for families. Counselors refer students to mental health agencies. In addition, counselors work with Gives Back supporters and the social work team for more intensive needs. The social workers use donations and Bright Futures monies to purchase items in need for families. Counselors also play a vital role in referring students to attend ALE.

Bright Futures Need Flow Chart

Bright Futures is a term that describes our work to streamline human and community resources to meet student needs.



8. INTERPRETATION OF TESTING & DISSEMINATION

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. They interpret standardized test results for parents, faculty, and students when needed. Counselors use different assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

9. SPECIALIZED POPULATIONS AND NEEDS

Working with students from culturally diverse populations and students with disabilities requires special attention. Counselors' promote acceptance through classroom guidance lessons, group guidance, and 1:1 guidance.

10. ORIENTATION PROGRAMS

In K-4, students and families are welcomed and are given a tour of the school. Open House, What's Next Night, and Kindergarten Orientation are also part of the K-4 orientation. In grades K-5, new student packets are distributed. Parents and students attend the Open House event. All 6th graders are invited to tour the junior highs and create a student success plan in the spring. In junior high, new students are able to attend a seminar class for new students. School tours are given by student aides and student lunch buddies are assigned to new students. Counselors hold presentations, SSP conferences and attend middle school PTO meetings when students transfer from 6th to 7th grade. When students transition from 8th to 9th grade, high school counselors meet 1:1 with students to select classes. In high school the following opportunities are offered: Tiger Camp and Wolverine Warm Up for incoming 9th Graders, New Family Orientation, Meet the Teachers Night, Open House, Student to Student Mentoring Program, home visits to new families before school starts, and building tours by student office workers.

11. ACADEMIC ADVISEMENT FOR CLASS SELECTION

Counselors act in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives. School activities include Smart Core Training for staff and parents. Students in eighth grade will have an individualized Student Success Plan. In grades K-4, academic goals and advisement are discussed in PLC meetings and via the RTI process. Interest inventories are given to students. In 5th and 6th grade, the staff utilizes MAPS scores; ACT Aspire Scores and teacher input for advisement and class selection. In Intervention meetings, each student's progress is discussed. In 6th grade, students receive assistance in junior high course selection in the spring semester. In grades 7-8, counselors use ACT Aspire, MAP, and parent input to advise for course selection. Sixth graders attend a presentation to inform them about SSP night and courses available. When students transition from 7th to 8th, students are involved in a classroom presentation where they are advised of the rigor of Pre-AP course, high school credit, and course descriptions. Specifically in high school, teachers make recommendations for student course placement. The course selection process begins mid-January and lasts through entire spring semester. In addition, the following strategies are used for academic advisement: individual

meetings with students, advisory teachers assisting students, Student Success Parent Nights – spring semester (2 parent nights), and high school counselors conferencing with 8th graders at all junior high schools in January.

12. UTILIZATION OF STUDENT RECORDS

Counselors have authorized access to any files regarding their assigned students kept by the school district. Student records are kept in a central location. Counselors may keep the following documentation in their office: Suicide Protocol forms, FINS petitions, hotline call reports, and/or specific parent contact notes. Counselors also use information from emergency cards, eSchool, 504 records, IEP records, Matrix, Web View, Triand, and health forms as needed. High school counselors also utilize Student Success Plans, graduation checklists, and transcripts.

13. CAREER AWARENESS & PLANNING IN SCHOOL COUNSELING PROGRAMS

Each school counselor provides a career planning process for each student to include career awareness, employment readiness, career information, and/or the knowledge and skill necessary to achieve career goals. School counselors encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process.

At the secondary level:

1. Work with, advise, and make students aware of the importance of selecting the proper courses throughout school in order to meet graduation requirements, to prepare for employment, or to prepare for admission to post-secondary institutions.
2. Provide materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment.
3. Work with individual students on postsecondary educational and work alternatives.
4. Counsel with students who display a lack of interpersonal skills.
5. Make employment opportunities, college choices, and career planning materials available for student use.
6. Provide current materials for career awareness and exploration to form tentative career goals and strategies to reach them whether college or vocational schools could provide those opportunities.
7. Work with individual students to discuss occupational, college, or vocational interests to understand lifestyle preferences and relate them to occupational, college, or vocational interests.

By the end of the 2018-2019 school year, each eighth grade student will have a Student Success Plan in place. This plan will be developed by school personnel in collaboration with the parent and student; it will be updated annually. Student Success plans are meant to: guide the student along pathways to graduation, address accelerated learning opportunities, address academic deficits and interventions, and include college and career planning components.

Counselors and Student Advocates at the high school level work in coordination with technical and vocational schools. This collaboration includes visits from the technical

schools to the high schools, recruiter visits, college and career fairs, students taking fieldtrips to schools, recruitment, coaching on best occupational routes assisting students in the application and interview process, and helping with the scholarship process. In K-4, career education is delivered via classroom guidance. In grades 5-6, parent newsletters, Home and School Connection, is used. Also, a district-wide parent night will focus on career awareness. In addition, interest inventories are utilized to bring awareness to various careers. Middle school hosts a College Awareness Day. In high school, Student Success Conferences are held. The Success 1.0 course is designed to provide an introduction to a four year plan for students along with exposing them to Naviance. In high school, students are encouraged to be Career Pathway Completers. High school students also have the opportunity to take specific classes in the Career Studies Pathways and Ignite Professional Studies.

14. STUDENT SERVICES NEEDS ASSESSMENT SAMPLES

Counselors are asked to have students and parents complete a needs assessment and/or survey evaluation of the guidance/student services in the spring of each year for evaluation purposes.

15. SCHOOL SOCIAL WORK SERVICES

The Bentonville School District currently employs three social workers and a community resource liaison. In addition, our social work team works closely with the Center for Collaborative Care/HARK. Social workers enhance the coping capabilities of people and to change environmental conditions that impact upon people through home visits. They work 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.

16. OCCUPATIONAL AND PLACEMENT SERVICES

Counselors disseminate career education information, placement services, and follow-up with students.

17. CONFLICT RESOLUTION SERVICES

A. Description of Conflict Resolution Services

These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts. In grades K-4, PBIS is used along with behavior contracts and plans. In grades 5-6, PBIS is used at an introductory level. All schools use CPI and there are Alternative Learning Education classrooms available for all grades K-12.

B. Activities & Programs for Conflict Resolution

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, respecting human differences, and/or developing positive interpersonal skills.

C. Anti-Bullying Description and Policy for the School

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. 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; or through electronic acts.

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 anyone or more of the following occurs as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- 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.

Cyber bullying 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;
- Videoing and/or posting an original or edited image of the school employee on the Internet with malicious intent;
- 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:

- Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
- Pointed questions intended to embarrass or humiliate,
- Mocking, taunting or belittling,
- Non-verbal threats and/or intimidation
- Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes,
- Blackmail, extortion, demands for protection money or other involuntary donations or loans,
- Blocking access to school property or facilities,
- Deliberate physical contact or injury to person or property,
- Stealing or hiding books or belongings,
- Threats of harm to student(s), possessions, or others,
- Sexual harassment, as governed by Policy 4.29, is also a form of bullying, and/or
- Teasing or name-calling based on the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual.

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 maybe 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.

18. AT-RISK STUDENTS AND THE SCHOOL DROPOUT PROGRAM

A. Dropout Prevention

When a student is questioning dropping out of school, the student conferences with their school counselor. Counselors work to provide support and alternatives to dropping out of school including enrolling in Gateway, the alternative learning environment for high school students. Bentonville Schools along with the Board of Education set goals for decreasing the dropout rate and increasing the rate of graduation.

B. School District-Level Tracking System for School Dropouts

Registrars code dropouts in eSchool and Cognos.

C. Exit Interview Process & Follow-Up Process

Registrars and/or counselors work to conduct an exit interview of students who are dropping out of school and for follow-up of such students when possible.

D. At-Risk Definition

At-risk children are those enrolled in school or eligible for enrollment whose progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are the children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low. High school counselors help advise students of alternative pathways to dropping out of school.

For students who fail to reach proficiency on state-mandated assessments, Bentonville Schools places students on an Academic Improvement Plan.

Counseling Miscellaneous Information

ACTIVITIES USING 75% OF TIME IN DIRECT COUNSELING SERVICES TO STUDENTS

Some activities: Individual Personal and Social Counseling; Individual Academic Guidance and Counseling; Individual Career Education Guidance & Counseling; Vocational Decision Making (Secondary Level); Orientation; Consultation with Students; Class Selection/Academic Advisement; Interpretation of State-Mandated Tests; Serving Students at Risk; Alternative Program Involvement; Review Records and Files while Assisting Students; Follow-up of Early School Dropouts; Follow-up of Graduates; Small Group Counseling Session; Small Group Orientation Sessions; Classroom Guidance Sessions; Students in Crisis Situations through Group Counseling; and others.

ACTIVITIES USING 25% OF TIME IN SERVICES RELATED GUIDANCE/COUNSELING/CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS

Some activities: Consultation Services with Parents; Consultation Services with School Personnel; Consultation Services with Outside Agencies; Reporting Abuse of Students; Making Appropriate Referrals for Services; Test Interpretation about Students; Test Interpretation for Parents; Test Interpretation for Faculty; Test Interpretation for School Community; Update Guidance Records for Counselor's Utilization; Organizing Information; Collecting Resources for Guidance/Counseling/Career Education; Coordination of Guidance/School Counseling Program; School Suicide/Crisis Planning; and others.

ACTIVITIES THAT COULD INTERFERE WITH MEETING STUDENTS' NEEDS

School Counselors should not serve duty that requires disciplinary action; administer discipline, witness corporal punishment, or involved in disciplinary action; administer psychological evaluations (unless certified and assigned part-time as an educational examiner); and assume the role of principal, clerical, or substitute teaching duties, i.e. due process for special education or school secretary.

GUIDANCE & SCHOOL COUNSELING FACILITIES

Facilities required for a school guidance program are functions of: student characteristics and needs, program goals and objectives, staffing and scheduling, grouping of students for specific purposes, the use of a variety of materials and procedures, the need for privacy for counseling, to provide security for student guidance/counseling folders and the need for security of restricted materials.

GUIDELINES

Arkansas School Laws Annotated Code 6-18-1005 states: (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day and ten (10) per week.

DOCUMENTATION OF SERVICE

8.01 Each building-based school site in all school districts shall submit annual reports indicating service provided through the Student Service Plan to

the Department of Education. This report shall include all accounting of all services provided by each counselor at a school or local education agency (LEA) on forms provided by the Department of Education.

OTHER DISTRICT STUDENT SERVICES COMPONENTS

PSYCHOLOGICAL SERVICES

The Bentonville School District employs educational and/or psychological examiners to do specialized testing in the referral-placement process. Any test deemed necessary that cannot be legally or effectively given by a qualified staff member will be referred to an outside agency. Specialized testing is considered a part of the special education program, and procedures are enumerated in the District plan.

- The District provides consultation and counseling with parents, students, and school personnel.
- The District provides a RTI system for the early identification of learning potential and factors that affect the child's educational performance.
- The District provides a system for liaison and referrals with resources available outside the school.

Special Education Policy

The District maintains a special education program in compliance with federal and state guidelines. A full continuum of service options and related services is available to meet the needs of identified students from 3-21 years of age. Any student suspected of having a disability maybe referred by the parent/guardian or a staff member to the building principal or designee. If warranted, the student will receive appropriate assessments by a qualified examiner who will interpret the results to parents and staff. If a student is found to be eligible for special education or related services, an Individualized Education Program (IEP) will be developed to insure the provision of a Free Appropriate Public Education (FAPE).

Special education staff and classrooms shall be under the immediate supervision of the building principal. Special education students will participate in all activities with regular classmates unless determined otherwise by the IEP team.

SCHOOL HEALTH SERVICE PROGRAM

The Bentonville School District nurses shall cooperate with state, county, and city health departments in providing health services for the schools. Each school in the District has at least one Registered Nurse (RN) on staff. Nurses provide basic healthcare services while in school, including health education and promotion.

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 chicken pox, 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 insure 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.

Immunization

In order for a student to attend school, the following immunization guidelines must be followed.

Immunization Requirements.

Immunization Requirements

Kindergarten through 12th Grade:

DTaP/DT/Td	4 doses- with1 on/after 4 th birthday
Polio	3 doses- with1 on/ after 4 th birthday
MMR	2 doses- with1 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.

Plus: Students meeting the age or grade level criteria below are required to have the following additional immunizations.

Kindergarten and First Grade:

Hepatitis A	1 dose on/after 1 st birthday
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Students 11 years old or older on or before September 1: (This is required for any student 11-21years of age.)

Tdap	1 dose
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Students entering 7th grade regardless of age:

Meningococcal	1 dose
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Students turning 16 years old on or before September 1 regardless of grade:

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 first dose was given No dose is required for students 17 and older. However, it is strongly recommended.
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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.

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.

SCHOOL SUICIDE, CRISIS & SAFETY PLANS

Each school will develop and implement emergency drill preparedness as prescribed by law. These will include fire, tornado, and intruder alerts and drills. Each building will address specific needs and develop appropriate plans for their site. All staff are to follow directions explicitly and take all necessary measures to insure that students are safe at all times. Emergency procedures are to be posted in each classroom and in large group areas by the first day of school. Fire drills are to be held at least once per month; tornado drills at least once per semester.

Bentonville Schools recognize that its responsibility for the safety of students extends to possible natural and man-made disasters and that such emergencies are best met by planning and preparedness. Crisis intervention teams have been identified in each school to be activated in case of a crisis. These teams, as well as building and district administrators, will be responsible for a coordinated response to emergencies. Emergency procedures are posted in each classroom and drills are to be conducted at least three times a year. In the event of terrorism and/or national disasters, governmental agencies will intervene.

The Bentonville School District has developed a Comprehensive Suicide Protocol. Suicide Staff Develop is a requirement by the ADE. Staff participate accordingly. In addition, in June 2018, secondary counselors participated in ASIST Training provided by the American Foundation for Suicide Prevention. In addition, two staff have been trained as trainers for Talk Saves Lives. Direct suicide education will take place in middle school, junior high, and high school. In grades K-4, indirect suicide prevention is addressed via the Empower Me Curriculum. In addition, Bentonville Schools has created a confidential tip phone line for all stakeholders to utilize, See Something, Say Something.

Additional suicide resources can be found at the BPS district website at:
http://district.bentonvillek12.org/files/_PGlcU_/db7bd3b40c4a00403745a49013852ec4/suicide_depression_webpage.pdf

ALTERNATIVE STUDENT SERVICES PERSONNEL

Bentonville School District employs Social Workers to work with educationally and/or environmentally deprived students. The Social Workers aid in providing clothing, shoes, medical and dental services, and other items in cases of definite need. The Social Workers work to mitigate any problem of the child and/or his family that affects the child. Social Workers encourage parent involvement in the student and his/her school setting. Social Workers work in cooperation with community agencies, organizations, and individuals in meeting the needs of families. In addition, the district employs a Community Resource Liaison to assist the social workers. Lastly, Student Advocates work in each of the secondary schools to provide further support of students. All of the above mentioned staff are trained annually on the District Student Services Plan by the Director of Student Services.

CHILD ABUSE REPORTING INFORMATION

As set forth by Bentonville Schools' protocol for reporting suspected child abuse/neglect is as follows:

1. When any staff member suspects any form of child abuse, that staff member should immediately report suspicion to the Arkansas Child Abuse Hotline 1-800-482-5964.
2. After the staff member reports their suspicion to the ACAH they should immediately report the details of the incident to their building guidance counselor.
3. After reviewing the incident with the reporting staff member, the counselor should immediately report the details to the building principal or assistant principal.
4. After reviewing all the information available the building principal, assistant principal, and counselor should develop an action plan on how to proceed. The plan should include confirming that ACAH has been notified, that the student is safe, etc.
5. Within 72 hours of the suspicion being reported to ACAH, the building counselor will file a brief written report/summary of the incident with the building principal.
6. If at any time in the process you require additional help, input, directions, assistance, etc., please contact the BPS Director of Student Services.

Arkansas Code Annotated 12-12-510 (a)(1) states: The person conducting the investigation shall have the right to enter into and upon the home, school, or other place for the purpose and conducting and interviewing or completing the investigation...

(2) No publicly supported school, facility or institution may deny access to any person conducting a child maltreatment investigation.

(f) The investigator shall have the discretion in the child's best interest to limit the persons allowed to be present when a child is being interviewed concerning allegations of child maltreatment.

(g) Upon request by the investigating agency, any school, daycare center, child care facility, residential facility, residential treatment facility, or similar institution shall provide the investigator with the name, date of birth, social security number, and last known address and phone number of any person identified as an alleged offender if the alleged maltreatment occurred at that school, center or facility.