

FORT SMITH PUBLIC SCHOOLS
STUDENT SERVICES PLAN

July 2019

STUDENT SERVICES PLAN

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STUDENT SERVICES PLAN

Pursuant to Arkansas Code Annotated §6-18-1004
(Act 1275 of 1997 - The Public School Student Services Act)

This plan articulates the functions served by each of the components of a program of student services. The plan indicates the development and implementation of student services to all students in the Fort Smith Public Schools.

This plan facilitates coordination of the various student services and utilization of techniques to make maximum use of the contribution of each service.

SCHOOL COUNSELING

I. SCHOOL COUNSELING

A. FORT SMITH PUBLIC SCHOOLS COUNSELING PROGRAM

Fort Smith Public Schools, a premier district where innovation creates excellence, is dedicated to providing an equitable, challenging educational experience by engaging families and community partners as we prepare students to embrace their roles in our culturally diverse community and rapidly changing world.

As student advocates, Fort Smith school counselors serve a vital role in maximizing student success. Through leadership, advocacy, and collaboration, school counselors promote equity and access to rigorous educational experiences for all students. School counselors support a safe learning environment and work to safeguard the human rights of all members of the school community and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program.

A school counseling program is most effective when:

1. It is a cooperative enterprise that includes the student, parents, teachers, school administration and community.
2. It is a comprehensive developmental program.
3. Specific guidance experiences are included as an integral part of the student's educational process.

B. THE ROLE OF SCHOOL COUNSELORS

1. The Essential Role of Elementary School Counselors

The elementary years are a time when students begin to develop their academic self-concept and feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family.

Elementary school counselors are educators uniquely trained in child development, learning strategies, self-management and social skills, who understand and promote success for today's diverse students. They implement a comprehensive school counseling program to support students

through this important developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of children's lives. The program teaches knowledge, attitudes and skills students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success.

Fort Smith Elementary Counselors use the American School Counselor Association (ASCA) National Model as the framework to foster a comprehensive program to meet their students' needs.

Elementary school counselors provide services to students, parents, school staff and the community. The delivery of these services includes:

Direct student services:

School counseling core curriculum:

- Instruction – direct instruction, team teaching, developing learning activities.
- Group activities – planned activities outside the classroom promoting academic, career or social/emotional development.

Individual student planning:

- Appraisal – assist students in evaluating interest, abilities, skills and achievement.
- Advisement – assist students in goal setting based on academic, career and social/emotional data.

Responsive services:

- Counseling – in individual or small group settings school counselors provide planned, short-term and goal-focused counseling. School counselors do not provide therapy or long-term counseling in schools. However, school counselors are prepared to recognize and respond to student mental health needs and assist students and families seeking resources.
- Crisis response – provide support and assistance to students and families as they navigate crisis and emergency situations.

Indirect student services:

- Consultation - share strategies supporting student achievement with parents, teachers, other educators and community organizations.
- Collaboration - work with other educators, parents and the community to support student achievement.
- Referrals - support for students and families to school or community resources for additional assistance and information.

Additional site-based student services:

- Orientation – support for new and transferring students to assist their inclusion into their new school community.

- Parental Involvement each school will designate a parental involvement coordinator to reinforce the parent-school connection.

The elementary school years set the foundation for developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners. Elementary school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. By providing education, prevention, early identification and intervention, elementary school counselors help their students achieve academic success, develop an understanding of career opportunities and develop social/emotional skills in response to issues they face.

2. The Essential Role of Secondary School Counselors

Junior high school is an exciting yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, junior high school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval. Identifying students' academic and social/emotional needs, as well as providing any necessary interventions, is essential in removing barriers to learning and helping students develop skills and behaviors critical for academic achievement. The knowledge, attitudes and skills students acquire during these years build the foundation for future success.

High school is the final transition into adulthood, postsecondary education and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships.

They need guidance in using technology to further their academic and career goals and also need assistance managing and responding to the challenges of using technology safely and appropriately for personal expression.

High school students need guidance in making concrete and compounded decisions. They must navigate academic, peer and parental pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Secondary counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management, and social skills who understand and promote success for today's diverse students. They implement a comprehensive school counseling program to support students through this important developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of students' lives. The program teaches knowledge, attitudes and skills students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success.

Fort Smith Secondary Counselors use the American School Counselor Association (ASCA) National Model as the framework to foster a comprehensive program to meet their students' needs.

Direct student services:

School counseling core curriculum:

- Instruction – direct instruction, team teaching, developing learning activities.
- Group activities – planned activities outside the classroom promoting academic, career or social/emotional development.

Individual student planning:

- Appraisal – assist students in evaluating interest, abilities, skills and achievement.
- Advisement – assist students in goal setting based on academic, career and social/emotional data.

Responsive services:

- Counseling – in individual or small group settings school counselors provide planned, short-term and goal-focused counseling. School counselors do not provide therapy or long-term counseling in schools. However, school counselors are prepared to recognize and respond to student mental health needs and assist students and families seeking resources.
- Crisis response – provide support and assistance to students and families as they navigate crisis and emergency situations.

Indirect student services:

- Consultation - share strategies supporting student achievement with parents, teachers, other educators and community organizations.
- Collaboration - work with other educators, parents and the community to support student achievement.
- Referrals - support for students and families to school or community resources for additional assistance and information.

Additional site-based student services:

- Orientation – support for new and transferring students to assist inclusion into their new school community.
- Parental Involvement – each school will designate a parental involvement coordinator to reinforce the parent-school connection.
- Naviance – each secondary student will have access to an organized system of additional informational resources to assist in making educational, college, postsecondary, and career decisions.
- Non-traditional testing advisement – each secondary student can access guidance and information on the Test for Adult Basic Education (TABE) or the General Educational Development (GED) pretest.

The junior high and high school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. Junior high and high school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. Junior high and high school counselors enhance the learning process and promote academic, career and social/emotional development. These counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize their full academic potential to become productive, contributing members of the world community.

C. SCHOOL COUNSELING GOALS AND OBJECTIVES

The Fort Smith Public Schools Counseling program strives to improve student success for all students by implementing a comprehensive school counseling program. Working from the K-12 College and Career Readiness for Every Student platform operationalized by ASCA, Fort Smith's counselors focus on three broad developmental domains: academic, career, and social/emotional development. These domains

promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

The mindset and behavior standards, resulting from the K-12 College and Career Readiness for Every Student, are arranged within categories and subcategories based on general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students’ belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students.

PSYCHOLOGICAL SERVICES

II. PSYCHOLOGICAL SERVICES

A. SCHOOL-BASED MENTAL HEALTH SERVICES (SBMH)

SBMH Services are provided to students at every school. Any student K-12, enrolled in a Fort Smith school is potentially eligible for SBMH Services based upon acceptance criteria. Family members are also eligible for services if it is determined that these services will directly benefit the identified student.

Services include:

- a. Individual, group, and family therapy with the schools identified SBMH professional.
- b. Assessment and treatment planning.
- c. Interface with community agencies.
- d. Crisis Intervention services.
- e. Medication management.
- f. Summer mental health programs are available to students with specific needs.

B. SPECIAL EDUCATION SERVICES

1. Liaison and Referrals

The district provides a system for liaison and referrals with resources outside the school.

2. Ethical Procedures

All district evaluators are licensed and/or certified under the Arkansas Department of Education and/or the Board of Examiners in Psychology. As a result, they are required to follow ethical procedures.

3. Assessment

Students with suspected disabilities are referred for a comprehensive evaluation to determine eligibility for special education services. These evaluations include, but are not limited to, intellectual, achievement, adaptive behavior, language, orientation and mobility, visual and auditory perception, and curriculum-based.

Students with suspected severe emotional problems are referred for a personality evaluation. The personality evaluation helps to determine if there are significant emotional problems adversely affecting the student's educational performance. The examiners use test instruments which are standardized and in compliance with state guidelines.

4. Consultations

Conferences and consultations are provided to interpret test reports, discuss classroom concerns, explore modifications and educational and discipline plans, help develop positive behavior support plans, and student needs and services. Whenever feasible, a collaborative approach between school, home, and community is used.

5. Therapy

A variety of therapeutic approaches are used to assist students in such areas as coping techniques, anger management, problem resolution, social skills, self-esteem, self-expression, etc.

6. School-Based Mental Health Services

School-Based Mental Health (SBMH) Services is an initiative between the Fort Smith Public Schools and the Arkansas State Department of Education to better meet the needs of students and their families. The SBMH program provides services within the school setting free of charge.

The Fort Smith Public Schools provides School-Based Mental Health services to those students who meet eligibility criteria. A team of professionals determines appropriate referrals to the program. All referrals to the school's mental health clinician are made through the school counselor and services are provided at the student's school.

The purpose of the program is to help students achieve academic, personal and social success at school. Students with school related education, behavior or social problems will be considered as caseloads permit. Therapeutic services are provided with parent permission and involvement. Potential mental health services include individual, group, and family therapy, crisis intervention, and parent training.

School-Based Mental Health Services are provided throughout the year by licensed mental health clinicians who maintain confidentiality and professionalism. Requests for services can be made by contacting the student's school counselor.

7. Transition

For each special education student, age 16 and over, a transition plan is developed. This plan looks at student interests, career education, and community resources.

8. Functional Assessment

This is a process of identifying functional relationships between events and the occurrences and/or non-occurrence of a target behavior. The principal objective of the functional assessment is to derive a clear hypothesis about the relationship between the environment and the behavior of interest, and the purpose of that behavior, so that the school, staff, parents, and students may design an intervention that will be effective.

C. Early Identification of Children with Disabilities

Pre-School Program

- **Eligibility**

Effective July 1, 1991, the Fort Smith Public Schools began operating a pre-school program for children with disabilities. These children may be visually or hearing impaired, developmentally delayed, autistic, or deficit in adaptive behavior. Eligibility for the program will be determined by testing performed through the public schools.

- **Services**

Services will include a pre-school program on an elementary school campus, a home-based program where appropriate for students and itinerant service to private pre-schools and day care providers in Fort Smith. Services include those of a qualified pre-school special education program instructor and licensed speech/language pathologist.

- **Referrals**

Referrals to this program may be made by the parents of the children or by the offices of service providers such as yourself. Anyone who knows of or comes in contact with a child who they feel may be eligible for this program, are asked to please call the Department of Special Education, Fort Smith Public Schools, *Phone: (479) 785-2501, Ext - 1271.*

D. GIFTED AND TALENTED PROGRAM (GATE)

1. Definition

- a. The gifted and talented student is one needing **qualitatively differentiated** educational experiences due to demonstrated ability or potential which is evidenced by an interaction of **above average** (1) **intellectual ability**, (2) **task commitment** and/or **motivation**, and (3) **creative ability**.
- b. The program emphasis is directed toward the **academically** gifted and talented student.
- c. The **target populations: (1) Talent Development--** all students enrolled in kindergarten, first, and second grade through whole class enrichments;

(2) **Talent Identification and Enhancement**-- approximately 5-7% of the remaining enrollments (3-6, 7-9, 10-12) in **each** elementary, junior and senior high school.

2. **Identification Process** consists of four basic steps

- a. Candidate Pool Identification
- b. Initial Review
- c. Comprehensive Assessment
- d. Final Staffing

Data on K-2 students are collected through observation, Identification, an ongoing program activity, assures equal access to all students regardless of cultural or socio-economic background/environment. **Referral** of a student to be considered for program services may be made by school personnel, students, community members or parents by completing a recommendation form and submitting it to a GATE Program teacher. A student must be actively enrolled in the public schools to be referred, and referral does not guarantee program eligibility. If the student is identified as eligible to receive program services, **placement** occurs at the start of the following semester or as circumstances permit.

3. **Implementation**

- a. **Instruction** at all levels focuses upon (1) higher level thought processes, (2) independent study/research skills, (3) interpersonal and leadership skills, and (4) the application of knowledge and skills in the pursuit of individual interests.
- b. **Programming in Kindergarten, grade 1, and grade 2** employs an **enrichment** model whereby all regular class students participate weekly in specially designed enrichment activities designed by a GATE specialist and conducted by their classroom teacher 3 times during the month, and one time during the month by the GATE specialist.
- c. **Programming in grades 3-6** employs a **pull-out** model whereby identified students are provided with appropriate lessons facilitated by the GATE specialist for 150 minutes each week..
- d. **Programming in grades 7-9** employs a **special class** model whereby identified students participate in a regularly scheduled seminar class conducted daily by a GATE specialist, or they can opt to take per-AP and AP courses – still remaining in the GATE program..
- e. **Programming in grades 10-12** employs a **special class/enrichment** model whereby identified students attend regularly scheduled Advanced

Placement or Pre-Advanced Placement classes in any core subject area or in the arts.

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SCHOOL SOCIAL WORKER

and

VISITING TEACHER SERVICES

III. SCHOOL SOCIAL WORKER/STUDENT SERVICE OFFICERS AND VISITING TEACHER SERVICES

A. DESCRIPTION

School social workers are licensed professionals (LSW, LMSW, LCSW) who seek to enhance the lives of students and families by identifying needs that interfere with learning and working with students and families to obtain services to address their individualized needs. School Social Workers are guided by the National Association of Social Workers (NASW) Code of Ethics. Student Services Officers participate in activities and provide services and have diverse educational backgrounds (degrees in education, counseling, administration, etc.).

B. RESPONSIBILITIES

The specific responsibilities of the school social worker include:

1. To serve as a liaison between students, families, schools, and community agencies by making referrals and following up on recommendations to assist in meeting students' educational needs as well as basic needs of students and families.
2. To assist in establishing eligibility of children and families for school-based and community-based resources.
3. To work with the school nurses to obtain needed health services for children.
4. Promote district policies regarding enrollment, attendance, and behavior expectations.
5. To work with Student Services administrators and school personnel to improve school attendance using multi-tiered strategies (for example: educating students and families about district attendance policies, contacting guardians to discuss importance of attendance and how absenteeism affects learning, filing Family in Need of Services petitions when attendance does not improve after multiple interventions are implemented, etc.).
6. Collaborate with the Department of Human Services and court officials to ensure a continuum of services
7. Conduct home visits as needed to fulfill responsibilities.

C. ROLE OF VISITING TEACHER AND LIAISONS

The role of visiting teachers and program liaisons could include home visits and referring students and parents to appropriate school and community agencies for assistance. Also, the liaisons between home and school pursue avenues by which parents can become more involved with their child's school program and can be

more responsive and responsible in assisting the school. The visiting teachers can provide the parent with techniques and strategies to be utilized at home to enhance positive behavior and can develop and can facilitate parent groups composed of persons with similar concerns.

D. HOSPITAL/HOMEBOUND INSTRUCTION

Hospital and/or homebound instruction are a service provided by the Fort Smith Public Schools to both students with disabilities and students who are non-disabled. For students who are not disabled, it is a voluntarily provided service to assist those students who may be out of school for some length of time due to illness or accident. For students with disabilities, it is a requirement within the Individuals with Disabilities Education Act. This service may be used when a student with disabilities is suspended, or due to illness or accident. However, the option of hospital/homebound instruction is possible within the regular continuum of services for special education. The responsibility of the hospital/homebound teacher is to do the assigning, pacing, testing, and grading of material covered during the absence.

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**OCCUPATIONAL and CAREER
SERVICES**

IV. OCCUPATIONAL AND CAREER SERVICES

A. CAREER AND TECHNICAL PROGRAMS

Secondary students in Fort Smith Public Schools have access to twenty one Career and Technical Education (CTE) Programs of Study. CTE programs are offered on the high school campuses and at Western Arkansas Technical Center (WATC). Ten programs are offered through half-day classes at WATC, located on the campus of University of Arkansas - Fort Smith. The WATC programs are taught to industry standards, and most lead to industry certification or articulate into a two and/or four year college degree. The WATC programs of study generate dual credit that is posted on both high school and college transcripts. All costs including transportation are assumed by the school district. The programs of study offered to Fort Smith Public Schools students through WATC include

- Automotive Technology
- Child Development
- Computer-aided Drafting and Design
- Criminal Justice
- Electronics
- Graphic Design
- Health
- Information Technology
- Pre-Engineering (Project Lead the Way)
- Welding

Programs of study offered on the high school campuses can lead to post-secondary education or to an industry credential equipping a student with job skills. The programs include:

- Business Administration/Management
- Administration and Information Support
- Finance
- Information Management
 - Multimedia
 - Programming
 - Desktop Publishing
- Marketing
- Family and Consumer Sciences
 - Education and Training
 - Family and Consumer Sciences Education
- JROTC
- Construction Technology
- Furniture Manufacturing Technology
- Television Production
- Theatre

B. HIGH SCHOOLS THAT WORK (HSTW)

High Schools That Work is a high school improvement initiative that has as its major goals increased academic achievement for all students and improved integration of academic and career education. Emphasis is on quality curriculum and applied methodology embracing the principles of rigor, relationships and relevance. Meaningful use of assessment data, support for acceleration, and high quality professional development services help prepare students for the real world. Data collection and follow-up are extensive for career and technical completers, those graduates who have completed three units of credit in a career and technical major.

C. CAREER SERVICES

All eighth graders enroll in Career Orientation, a one semester course. The students study 16 job clusters, engage in hands-on career games and activities, and are introduced to ACT's World of Work Map. Career interest inventories, learning styles inventories and other computerized assessments such as EXPLORE and KUDER are part of the curriculum. Classroom guests from a variety of career fields demonstrate skills or otherwise engage students in activities related to their occupations. Eighth graders are introduced to DISCOVER and KUDER computerized career guidance systems, as well as to Internet sites that provide career and educational information. Through the Kuder system, students have the opportunity to establish an on-line career portfolio that compiles career and educational goals, plans and experiences and that is accessible to them for life.

D. ARKANSAS SCHOLARS

Arkansas Scholars is a collaborative program between Fort Smith Public Schools and the Fort Smith Regional Chamber of Commerce. Students in the 8th grade are challenged by Chamber members to stay in school, take the right courses (Smart Core), to make no grade below a "C" and to maintain 95% attendance during each year of high school.

The students are provided with encouragement through an incentive program in grades 9-12. For instance, eleventh graders are presented with "Hire Me First" wallet cards to present to employers, documenting the student's status as an Arkansas Scholar.

Seniors who meet the Arkansas Scholar criteria are awarded medallions to wear at graduation, and they receive Arkansas Scholar stickers on their diplomas and their transcripts. The University of Arkansas at Fort Smith offers tuition assistance to Arkansas Scholar who apply and who meet scholarship application deadlines.

E. CAREER DEVELOPMENT FACILITATOR (CDF)

A certified Career Development Facilitator works with targeted students in the two high schools. The CDF will:

- Remove barriers and provide social and academic interventions for targeted students who are at-risk of not graduation due to attendance, lack of credits and/or G.P.A.;
- Research, develop and initiate innovative credit recovery opportunities;
- Design and provide a grade-appropriate system of career planning, Kuder testing and portfolio building for students;
- Monitor and interpret Plan and ACT scores and intervene with re-test and practice opportunities for those scoring below 19;
- Provide targeted seniors with hands-on transition assistance in admissions and financial processes and/or placement in recognized apprenticeship programs;
- Collaborate with teachers to ensure that real life applications are integrated into academic curriculum.
- Connect students who are seeking community service, internships or work experience with those opportunities.
- College Preparatory Enrichment Program(C-PEP) State Funding for this program was reduced therefore the Fort Smith Public Schools District did not have C-PEP in the summer of 2011.

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CONFLICT RESOLUTION

*self-awareness, self-management,
social awareness, relationship skills,
and responsible
decision-making*

V. CONFLICT RESOLUTION: *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*

A. SECOND STEP

Second Step is known as social emotional learning (SEL) curriculum. The concepts taught provide an extra dimension to education, focusing on improving cooperation, communication, and decision making. In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives students a framework for developing these skills. Second Step is implemented in all schools, grades K - 9.

Second Step is designed to promote school success, self-regulation and sense of safety and support.

The skills taught in elementary school are divided into the following units:

- Unit 1: Skills for Learning
- Unit 2: Empathy
- Unit 3: Emotion Management
- Unit 4: Problem Solving

The skills taught in secondary school are divided into the following units:

- Unit 1: Mindsets and Goals
- Unit 2: Values and Friendships
- Unit 3: Thoughts, Emotions, and Decisions
- Unit 4: Serious Peer Conflict

The units should be used in sequence as each builds upon skills presented in the previous lessons.

Second Step is primarily designed for classroom instruction however it can be adapted by school counselors and therapists for use with individuals or small groups.

B. NON-VIOLENT CRISIS TRAINING (CPI)

The philosophy of this program is to provide the best care, safety, and security at any given moment to the individuals in schools even in violent moments. The training introduces participants to basic crisis intervention techniques.

Participants

learn to recognize warning signs that allow for early intervention, plus how to use verbal and nonverbal techniques to avoid a violent confrontation.

The curriculum teaches these skills:

1. Levels of Disruptive Behavior
 - Matching your reaction to the behavior

- Preventing physical violence
2. Nonverbal Techniques for Controlling Disruptive Behavior
 - proxemics - respecting personal space
 - the supportive stance
 - kinesics - interpreting body language
 - paraverbals - controlling your tone of voice, volume, and rate of speech
 3. Successful Verbal Resolution of a Crisis
 - recognizing communication
 - active listening
 - five stages of verbal conflict
 - do's & don'ts of verbal intervention
 - setting & enforcing clear & consistent limits
 4. Why Verbal Aggression Becomes Physical
 - using knowledge to prevent violence
 - the importance of a calm, professional attitude
 5. Dealing with Fear & Anxiety
 - identifying your personal feelings
 - understanding fear responses
 - making the responses positive
 - personal safety techniques
 6. Personal Safety
 - when and how to restrain safely
 7. Tension Reduction After Intervention
 - coping model
 - postvention for staff

All secondary staffs were trained in 1992, and elementary staff training began in 1993.

C. SAFETY AND SECURITY PROGRAM

The Supervisor of Safety and Security will be responsible for providing security services for all schools and for rendering assistance in emergency situations which involve safety or security issues. The Supervisor will report directly to the Executive Director of Student Services and coordinate security activities and services with building principals. The specific responsibilities of the Supervisor of Safety and Security shall be:

1. To make recommendations involving needed school safety and security changes;
2. To train school personnel in school crime prevention and threat management;
3. To participate as a member of the district crisis team and as a resource for each school's crisis team;
4. To coordinate the emergency communications during an actual school crisis;
5. To coordinate and to supervise off-duty police officers hired for school activities;
6. To act as a liaison with the Fort Smith Police Department in reducing gang-related activities and school violence;
7. To coordinate designated school-endorsed criminal law and drug education classes in cooperation with the Fort Smith Police Department;
8. To assist with policy development on security issues such as auto searches, use of metal detectors, etc;
9. To train and monitor school district safety patrols; and
10. To perform other duties as assigned.

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**SCHOOL HEALTH SERVICES
PROGRAM**

VI. SCHOOL HEALTH SERVICES PROGRAM

A. THE ARKANSAS STANDARDS FOR ACCREDITATION

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

B. NURSE/PUPIL RATIO

Arkansas Code Annotated §6-18-704 establishes guidelines for an appropriate school nurse to student ratio. The General Assembly determined that a ratio is needed to effectively meet the health care needs of children.

Fort Smith Public Schools currently employs twenty-one (21) school nurses.

C. IMMUNIZATION

1. Except as otherwise provided in these regulations, no child shall be admitted to a public or private school of this state who has not been immunized against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, mumps, hepatitis B, and varicella as evidenced by a certificate of a licensed physician or a public health department acknowledging the immunization.
2. The requirements for entry into school are:

Kindergarten:

At least four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), or Diphtheria/Tetanus (DT pediatric) vaccine; at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; three doses of Hepatitis B vaccine; one dose of Hepatitis A; and two doses of Varicella (chickenpox) vaccine. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

1st through 12th grade:

At least three or four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), Diphtheria/Tetanus (DTpediatric), Tetanus/Diphtheria (Td-adult) or Tetanus/Diphtheria/Acellular Pertussis (Tdap) and one dose of Tdap for ages 11 years (as of September 1st each year) and older or 3 doses for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination); at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; two or three doses of Hepatitis B vaccine; one dose of Hepatitis A for First Grade; two doses of varicella vaccine; and one or two doses of Meningococcal vaccine with one dose for 7th grade and a second dose of Meningococcal vaccine at age 16 years (as of September 1st each year). However, if the first dose of Meningococcal vaccine is administered at age 16 years or older, no second dose is required; or if not vaccinated prior to age 16 years, one dose is required. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

7th Grade: In addition to the vaccines requirements listed under 1st through 12th grade, one dose of Meningococcal vaccine.

3. A facility may temporarily admit a child provided that the child becomes appropriately immunized, is in-process of receiving the needed doses of vaccine, or shows that they have applied for an exemption for those vaccines he/she has not received within thirty (30) program days after the child's original admission or by October 1st for TDAP and Meningococcal vaccines at age 11 and 16 years, respectively.
4. School officials are required to evaluate the immunization status of all children in their facilities.
5. Only a letter issued by the MEDICAL DIRECTOR, IMMUNIZATION SECTION, stating the vaccine or vaccines for which a child/student is exempt is to be accepted as a valid medical exemption by the school or childcare facility. Statements from private physicians are not to be accepted by the school or childcare facility without this letter.
6. Any person found guilty of violating the provisions of this section or the regulations promulgated by the State Board of Education and/or the Arkansas Child Care Facilities Review Board for the enforcement hereof shall be guilty of a misdemeanor.

7. Medical, Philosophical, and Religious Exemptions are only granted through the Department of Health and must be provided annually.

D. RESPONSIBILITIES OF THE SCHOOL NURSE

The school health program is a cooperative project produced through the efforts of administrators, teachers, custodians, children, parents, and all persons concerned with the school. The school nurse cooperates and shares responsibilities with all of these people. The nurse interprets factors relating to physical, mental, and emotional health of children to teachers, parents, and others. The nurse serves as a liaison person between the physician, community health agencies, the home, and the school.

The nurse assists in establishing and administering school health policies and procedures. The school nurse knows the duties of persons involved in the school health program, helps to coordinate their activities, and assists in the evaluation of the program. The specific responsibility of the school nurse includes:

E. SCHOOL HEALTH SERVICE UNIT

In all school buildings, space is allocated for delivering needed school health services. The primary purposes for which the school health service unit is used are as follows:

1. As an emergency center for the administration of first aid to school children and personal and proper care of accident victims until they are moved from school;
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 medical 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, teacher, pupil, parent, or others concerned with health counseling and guidance can discuss privately specific health problems of individual school children;
10. As a center where records and other information necessary in the administration of the general health program and emergency care program may be kept ready use when needed.

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PROGRAMS FOR
AT-RISK STUDENTS
and
SCHOOL DROP-OUT
PREVENTION

VII. PROGRAMS FOR AT-RISK STUDENTS AND SCHOOL DROP-OUT PREVENTION

A. SCHOOL DROP-OUT PROGRAM

1. Prevention

The number of students who drop out of high school has fallen significantly since 1990. According to the National Center for Educational Statistics (NCES), the “status dropout rate decreased from 12.1 percent in 1990 to 6.5% in 2014.” The self-reported primary reasons students dropped out of school was they “were failing too many classes.”

The Fort Smith School District seeks to alleviate potential dropout outcomes for students, no matter what the reason; poor attendance; truancy; tardiness; consistently low grades; lack of basic skills, home problems; poor communication between home and school; poorly developed organizational skills; a history of school transfers and family moves; poor social adjustment; failure to see relevance of education; inability to relate to authority figures; older sibling is a drop-out or parent is a drop-out; low self-esteem by providing support systems and safeguards so student will see an alternative to dropping out of school. They include:

- Taking a personalized approach with student by listening to his/her concerns. Educate student about the future impact dropping out may have.
- Examining the roll attendance and student conduct is having upon academic performance. Schools use a Response to Intervention (RTI) to address attendance concerns throughout the school year.
- Seeking parental involvement to assist student.
- Providing tutorial and academic support.
- Fostering a school climates which promote relationships.
- Providing early identification of academic risks in specific classes like Algebra I, and subsequent remediation of academic failures, like GradPoint, Night School via The Basis School (TBS), Virtual Arkansas, as needed.
- Providing special services such as school social workers.
- Offering wide range of academic programs including Career and Technical Education.
- Providing homebound academic support for students with long-term illnesses.
- Offering K-12 alternative programs.
- Offering mentoring programs.
- Monitoring compulsory school-age students leaving school to ensure each student re-enrolls in an authorized program.
- Early identification of junior high student at risk.

2. **Tracking of Drop-outs**

Careful records are kept by each building site administrator to collect data concerning the reason for a student being classified as a drop-out. These categories include: failing grade, expelled, lack of interest, conflict with school, economic hardship, pregnancy or marriage, peer conflict, enrolled in GED, alcohol/drugs, health problems, address unknown, eighteen year old, runaway, and no request for records.

The Student Services Department/Social/or Student Service Worker in cooperation with building site administrators investigates and initiates a home visit, as warranted, for each reported incident of "drop-out" for any student who had not reached their eighteenth birthday. If a student under the age of eighteen attempts to drop out of school, a FINS (Family in Need of Supervision) petition is filed by the student's school social worker with the Sebastian County Juvenile Intake Office.

Within the school, the administration and/or counselors will listen to each student's concern. The value of education and educational alternatives are discussed with each student at risk of dropping out in an exit interview in an effort to encourage them to continue in school. In the event a student decides to drop out of school, data is then recorded as to the reason for the student's withdrawal from school. When possible and appropriate, the Student Services Department/Social/or Student Service Worker does a follow up investigation of these students through interviews with parents and students, telephone contacts, juvenile intake contacts, interviews with probation officers, and interviews with caseworkers for various agencies.

B. NON-TRADITIONAL PROGRAMS

The Fort Smith Public School District offers educational choices which encourage and support the development of students whose educational needs are not met within the traditional programs. These choices include those which accommodate the many different learning styles of students and provide programs which utilize a variety of methods and materials. The primary goal of these programs (Early Intervention Kindergarten, Opportunity Center I, II, and III (grades 1-6) and Belle Point Center (grades 7-12)) is to help students develop and maintain the social and academic skills they need to function successfully in school and in the community.

The **objectives** of the Early Intervention Kindergarten, Opportunity Centers, and Belle Point Center are:

1. To help students develop and maintain the skills they need to function successfully in school and the community.
2. To help students attend school regularly.

3. To help students set higher academic goals for themselves.
4. To help students accept responsibility for their own education and conduct.
5. To help students achieve academic success.
6. To instill in students a sense of self-worth, a belief in themselves, and to give them an opportunity to learn in a non-threatening environment where they can experience a feeling of belonging and a taste of success.

C. STUDENT ACHIEVEMENT AND ACCOUNTABILITY PROGRAMS

Student Achievement and Accountability provides a wide array of services designed to assist students who exhibit a variety of needs. Identifying the individual needs of students, as well as the services necessary to support teachers and administration, provides the basis for Student Achievement and Accountability Programs. Specially trained teachers, paraprofessionals, and volunteers guide students through programs and initiatives such as Title 1, Children’s Emergency Shelter, Fostering Change, Boys and Girls Shelter, Parents as Teachers, Early Childhood Services, Title VI Indian Education, Migrant Education, District Literacy Plan, District Math Plan, services for students experiencing homelessness, Title III English Language Acquisition, Family Literacy Program, and the District’s Response to Intervention Plan; all of these ultimately helping students achieve.

Student Achievement and Accountability generally includes a number of state, local, and federal programs under one umbrella. It has been known by many different titles through the years with funding from federal, state, and local governments.

1. **Title I**, the largest of the programs, serves over fourteen thousand (14,000) students in Fort Smith. The program, which targets children with reading and math deficiencies, is active in nineteen (19) Elementary Schools, four (4) Junior High Schools, two (2) High Schools, one (1) ALE program six (6) Private Schools, and one (1) Neglected Facility.

All Schools are Title I schoolwide projects. These schools have enough children from low income homes to qualify for a whole-school program.

Selection of a school for Title I service is based on the percentage of student who receive either a free or reduced lunch. Once a school is selected as schoolwide, all students from all backgrounds are eligible for services.

Title I-Part D is a program that serves delinquent and neglected students. The funds provide evening tutors and materials and supplies for the Fort Smith Boys’ Shelter, the Fort Smith Girls’ Shelter, and the Fostering Change Facility. The residents attend Fort Smith Public Schools.

2. **The Title III English Language Learners (ELL) Program** provides services to students who do not speak English as a primary language. The goal is for limited English proficient students to learn English as quickly as possible so they can function in an all English curricula. Teachers and paraprofessionals in the ELL Program also work with students to prevent them from falling behind in basic content areas. Professional development and resources are provided for school staff in effective strategies in English language acquisition and making content understandable. A full time Spanish and part time Laotian, Vietnamese, and Arabic translators are employed to assure parent engagement in their children's education.
3. **Parents as Teachers (PAT)** is an early childhood, parent education and family support program designed to empower parents to give their child the best possible start in life. This home-school-community partnership provides parents with critical information on child development from prenatal to age five. Learning opportunities that encourage language skills, intellectual growth, physical development, social skills, and early literacy are provided.
4. **The Title VI Indian Education Program** helps meet the academic needs of American Indian students. The program assists in funding interventionists who tutor with a focus on increased achievement in literacy and math. The program also provides cultural training and materials related to American Indians.
5. **The Migrant Education Program** provides supplemental academic support to migrant children because their education is often interrupted. Using licensed staff, the Migrant Program provides literacy and math interventions, health services, credit recovery programs, high school leadership training, and Summer Math Camp for eligible students.
6. **The Homeless Education Program** is partially funded through a McKinney-Vento and Title 1 Grant. This program provides educational support services to the children of families identified as homeless. Students receive backpacks, educational supplies, toiletry items, clothing, transportation, tutoring, and referrals to appropriate community agencies.
7. **The Preschool Program** is a State and Federally funded initiative for income eligible three and four year old children through center-based services.
8. **Parent Involvement Council** establishes a parental involvement plan that reflects the specific academic improvement needs of the schools, and that includes programs and practices that enhance parental involvement and addresses the specific parent involvement needs of students and their families.

D THE BASIC SCHOOL (TBS)

1. **Program**

The Basic School is an alternative education school of choice. It is designed to meet the needs of students in Grades 9 - 12 who have the ability but, due to various academic and social problems, have not achieved proficiency in the core subject areas of English, math, science, and social studies.

2. Objectives

- Ensure the academic success of The Basic School students by providing small group instruction, flexible scheduling, and dedicated teachers;
- Provide student/parent counseling when advisable; and,
- Assist students in earning credits toward a high school diploma or assist students in improving skills leading to a General Equivalency Diploma (GED).

3. Eligibility

- Students enrolled in Fort Smith secondary schools who have failed in a course required for graduation will have priority placement in this school.
- Students who have been expelled from a Fort Smith secondary school may apply for admission to The Basic School. Eligibility will be determined by a committee review.
- Fort Smith residents of public school age who are not currently enrolled in school and who are committed to earning a high school diploma or GED will be admitted as space permits.
- Fort Smith residents over the age of 20 who previously attended one of the Fort Smith Public School District high schools and who is committed to earning a high school diploma will be admitted as space permits.

4. Student Expectations

- **ATTENDANCE** - Students who attend The Basic School have chosen to participate based on their particular needs and goals.
- Since a minimum number of hours in attendance is required by the state to earn academic credit, a maximum of six hours absence from any five-week session will result in the student being dropped from the

current class enrollment.

- Students are expected to arrive to class promptly. (The Basic School guidelines offer no leniency toward tardy students.)
- Students are also expected to follow the policies and procedures as outlined in the Fort Smith Public School Student Handbook.
- **ACADEMICS** - Students who attend The Basic School have made a commitment to achieve a high school diploma or a GED. Students are expected to develop skills that will lead to a high school diploma or GED.
- **ATTITUDE** - The Basic School will provide a mature learning environment for students who have made a conscious choice to continue their education. Students are expected to demonstrate responsible behavior while in attendance.

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ALTERNATIVE
STUDENT SERVICES
PERSONNEL

VIII. ALTERNATIVE STUDENT SERVICES PERSONNEL

A. TYPES OF PERSONNEL

In order to provide the services set forth in the Student Services Plan, Fort Smith Public Schools utilize the following types of personnel on an as needed basis in addition to any standard student services personnel: Professionals or para-professionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical consultants.

B. LIMITATIONS

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

C. TRAINING

All non-certified student services personnel shall have in-service training regarding the district's Student Services Program in addition to appropriate training by certified personnel to perform the tasks assigned. Professional personnel are exempt from the above.

ALTERNATE METHODS
OF
CLASSROOM MANAGEMENT

*This section representing each school
was prepared by the individual school*

ADDENDUM

Addendum
To
Fort Smith Public Schools
Student Services Plan

The materials referred to as ADDENDUM to this Plan are:

- Student Conduct and Discipline Handbook*

- Crisis Response Plan*

This report was revised/updated: July 2019