

**White Hall School
District**

**STUDENT
SERVICES
PLAN**

2018-2019

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APPENDIX

Adapted/duplicated from the Arkansas Department of Education: Student Services Plan, "Draft of Work in Progress," November 2004; Arkansas Department of Education Rules Governing Public School Student Services, October 2012; and Arkansas Student Services Plan Requirements

I. Governing Law, Rules, Accreditation, and Reporting

Act 1275 of 1997

Stricken language would be deleted from present law. Underlined language would be added to present law.

0310971133.vjf739

SB 670

As Engrossed: S3/17/97 S3/18/97 S3/20/97 S3/27/97

State of Arkansas

As Engrossed: S3/17/97 S3/18/97 S3/20/97 S3/27/97
81st General Assembly

A Bill

ACT 1275 OF 1997

Regular Session, 1997
SENATE BILL 670

By: Senator Mahony
By: Representatives Wilkins and Judy Smith

For An Act To Be Entitled

"AN ACT TO AMEND VARIOUS SECTIONS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT; AND FOR OTHER PURPOSES."

Subtitle

"TO AMEND VARIOUS SECTIONS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT."

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code Annotated § 6-18-1004 is amended to read as follows:

"6-18-1004. School district plan.

(a) Each school district shall develop and implement a plan which ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing as to make maximum use of the contribution of each service. Only those trained and certified in the appropriate specialty *or following a Department of Education Deficiency Removal Plan* will be assigned to carry out duties of each service.

(b) Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, but are not limited to, the following:

- (1) Behavioral contracting;
- (2) Dispute resolution;
- (3) Classroom meetings;
- (4) Logical consequences;
- (5) Assertive discipline; and
- (6) Behavior modification.

(c)(1) Each school district plan shall provide for a district level tracking system for school dropouts.

(2) The tracking system shall include provisions for student services personnel in all schools to conduct an exit interview of students who are dropping out of school and for follow-up of such students when possible.

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

SECTION 2. Arkansas Code Annotated § 6-18-1005 is amended to read as follows:

"6-18-1005. Student services program defined.

(a) A student services program is defined as a coordinated effort which shall include, but is not limited to:

- (1) Guidance and counseling services, which shall include, but are not limited to:
 - (A) The availability of individual and group counseling to all students;
 - (B) Orientation programs for new students at each level of education and for transferring students;
 - (C) Academic advisement for class selection;
 - (D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
 - (E) Utilization of student records and files;
 - (F) ~~Supervision~~ Interpretation of standardized testing and dissemination of results to the school community;
 - (G) The following-up of early school dropouts and graduates;
 - (H) A school-initiated system of parental involvement;
 - (I) An organized system of informational resources on which to base educational and vocational decision-making; ~~and~~
 - (J) Educational and career guidance, including advising students on the availability of vocational and alternative programs that could provide successful high school completing opportunities for students at risk of dropping out of school; and
 - (K) Coordinating administration of the Test for Adult Basic Education (T.A.B.E.) or the General Educational Development (G.E.D.) pre-test to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;
 - (L) Classroom guidance which shall be limited to thirty (30) minute class sessions, not to exceed three (3) per day or ten (10) per week;
 - (2) Psychological services, which shall include, but are not limited to, the following:
 - (A) Evaluation of students with learning or adjustment problems;
 - (B) Evaluation of students in exceptional-child education programs;
 - (C) Consultation and counseling with parents, students, and school personnel;
 - (D) A system for the early identification of learning potential and factors which affect the child's educational performance;
 - (E) A system of liaison and referrals, with resources available outside the school; and
 - (F) Written policies which assure ethical procedures in psychological activities;
 - (3) Visiting teacher and school social work services, which shall include, but are not limited to, the following:
 - (A) Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and
 - (B) Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;
 - (4) Occupational ~~and placement~~ services, which shall include, but are not limited to, the dissemination of career education information, ~~placement services~~, and follow-up studies;
 - (5) Group conflict resolution services, which shall include, but are not limited to, the following:
 - (A) Educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups; and
 - (B) Programs designed to promote understanding, positive communication, and a greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills;
 - (6) Health services; and
 - (7) The distribution of a suicide prevention public awareness program developed for distribution by the inter program task force established by the Lieutenant Governor's Teen age Suicide Prevention Task Force.
- (b) School counselors shall spend at least seventy-five percent (75%) of work time each week providing direct counseling related to students, and shall devote no more than twenty-five percent (25%) of work time each week to administrative activities, provided that such activities relate to the provision of guidance services."

SECTION 3. Arkansas Code Annotated § 6-18-1007 is amended to read as follows:

"6-18-1007. School student services status report.

(a) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, and the ~~Joint~~ Interim Senate and House ~~Committee~~ Committees on Education a report outlining the status of implementing each of the provisions of the Public School Student Services Act, § 6-18-1001 et seq., by the various school districts, including which districts are in substantial compliance with the plan required under § 6-18-1004.

(b)(1) *By January 1, 1998, the Department of Education shall have in place a staffing structure that assures the department's administration and field service staff are responsible for monitoring Department of Education and local school district implementation and compliance with the provisions of this subchapter. The Department of Education shall employ one (1) or more persons, who shall have a minimum qualification of certification as school counselors.*

(2) Each school district shall be responsible for submitting a *quarterly* report to the Assistant Director for Monitoring and Compliance, Department of Education, outlining their compliance with and implementation plans for the provisions of this act.

(3) *The Assistant Director for Curriculum and Instruction and the Assistant Director for Monitoring and Compliance shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating monitoring compliance with this act. Such monitoring shall include interviews with administrators, counselors, students, and teachers. The Department of Education shall submit a quarterly report of monitoring findings to the Senate and House Interim Committees on Education."*

SECTION 4. All provisions of this act of a general and permanent nature are amendatory to the Arkansas Code of 1987 Annotated

and the Arkansas Code Revision Commission shall incorporate the same in the Code.

SECTION 5. If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are declared to be severable.

SECTION 6. All laws and parts of laws in conflict with this act are hereby repealed.
/s/Mahony

APPROVED: BECAME LAW WITHOUT GOVERNOR'S SIGNATURE.

Arkansas Department of Education Rules Governing Public School Student Services

Classroom Guidance (Direct Service)

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.

Part-time counselors adjust their class sessions based upon the percentage of time they are present in the school. For example, if a counselor were only 50% then they would have a maximum of five classroom sessions per week. Classroom guidance lessons are not a break or planning time for teachers.

White Hall School District counselors conduct planned classroom guidance which are age appropriate, collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student. Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It allows them to discuss "what-if" scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

Individual and Small Group Counseling (Direct Service)

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

Individual and Small group lessons include but not limited to:

1. ***Character Education***
2. ***Friendship***
3. ***Grief***
4. ***Divorce***
5. ***Anger Management***
6. ***Study Skills***
7. ***Acceptance of Others***
8. ***Self Esteem***
9. ***Military Deployment Family Support***
10. ***Self-Responsibility***
11. ***Anti-Bullying***
12. ***Career Education***

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Guidance in Understanding the Relationship between Classroom Performance and Success in School (Direct Service)

White Hall School District counselors assist students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Academic Advisement (Direct Service)

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

Orientation (Direct Service)

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

Consultation and Coordination (Administrative Activity)

An important part of the counselor's role is to collaborate with teachers and parents. Counselors work with teachers and administrators to help create school environments that encourage student growth and learning.

Consultation can include:

1. Participating in and supporting the work of the RTI team
2. Conducting professional development workshops
3. Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements
4. Assisting teachers to work with individual students or groups of students
5. Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum
6. Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
7. Interpreting student data or assessment results
8. Consulting with other specialists (e.g., social workers, psychologists, representatives from Community agencies)

The counselor can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

Parental Involvement (Administrative Activity)

Counselors may conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Many counselors provide newsletters or social media information for parents to keep them updated on school counseling programs, opportunities, or information on ways to support their students at home. Counselors along with other school staff should encourage parents to participate in volunteer opportunities within the school setting.

Utilization of Student Records (Administrative Activity)

White Hall School District counselors review academic records and files and may update them for use with students and parents, as well as for their own professional use.

Interpretation of Student Assessments (Direct Services)

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

Interpretation of Student Assessments (Direct or Administrative Activity)

Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs (Direct Service)

Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

Making Referrals to School and Community Resources (Administrative Activity)

Counselors establish and maintain close working relationships with 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 support the established policies and procedures for interagency communication.

Direct Counseling Activity Examples – 75% of Time Monthly

The counselor provides direct to students at least 75% of their time monthly. Examples of direct counseling are:

- a. Individual social/emotional counseling
- b. Individual academic guidance and counseling
- c. Individual career education guidance and counseling and vocational decision making
- d. Orienting new students to the school (this does not include master scheduling)
- e. Consultation with students
- f. Class selection discussion/academic advisement with students
- g. Interpretation of state-mandated assessments with students
- h. Review records and files while assisting students
- i. Small group counseling sessions
- j. Classroom guidance sessions

Administrative Activities Examples- 25% of Time Monthly

The counselor provides administrative services no more than 25% of their time monthly. Examples of administrative services are:

- a. Consultation services with school personnel and outside agencies
- b. Making appropriate referrals
- c. Test interpretation about students; test interpretation for parents, faculty or community
- d. Updating guidance/counseling records for counselor's utilization
- e. Planning, managing, and evaluating the comprehensive counseling program
- f. Planning classroom guidance lessons

The American School Counselor Association's Position on High-Stakes Testing and School Counseling

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_High-StakesTesting.pdf

Career Awareness and Planning in School Counseling Programs (Direct Service)

Annotated Code 6-18-1009 states: "Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children's learning and career planning process."

In the White Hall School District, guidance and classroom activities can focus on developing personal skills, career exploration and making the connection between them and the world of work. At the secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning. They can help students develop their course of studies or four-year plans so that students have a map for high school coursework. Counselors provide information to and assist students in understanding how taking more rigorous classes better prepares them for college- and work- success. Information on post-secondary opportunities and institutions, and alternative career programs are shared with students. Soft-skills are developed at all levels and the connection between them and career success is emphasized.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS August 2015

1.0 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 1.02 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-207, 6-15-202, 6-15-209, and 25-15-201 et seq.
- 1.03 These rules replace previously adopted Rules Governing Standards for Accreditation of Arkansas Public Schools revised June 2009.

2.0 PURPOSE

- 2.01 These rules are to set forth the Standards for Accreditation of Arkansas public schools and school districts.

2.02 The purpose of these rules is to describe the process whereby Arkansas public schools or school districts will be cited or placed in probationary status for failure to meet Standards for Accreditation.

2.03 The purpose of these rules is to set forth the enforcement actions that may be applied to Arkansas public schools or school districts that fail to meet Standards for Accreditation.

3.0 DEFINITIONS – For purpose of these Rules, the following terms mean:

3.01 “Cited” - Accredited-cited status assigned to a school or school district that fails to meet any standard identified as a cited violation in these rules.

3.02 "Core academic course" means a course taught in any of the following subject areas defined by NCLB: English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, Arts.

3.03 “Department” - Arkansas Department of Education.

3.04 “Enforcement action” - intervention by the State to require compliance of a school or a school district that fails to meet Standards for Accreditation of Arkansas Public Schools and School Districts.

3.05 "Highly qualified teacher" means a teacher who holds at least a Bachelor's Degree, holds full state license, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches, and who meets such other necessary requirements as set forth in the Arkansas Department of Education Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq.

- 3.06 "Probationary" - Accredited-probationary status assigned to a school or school district that fails to meet any standard identified as a probationary violation in these rules or fails to correct by the specified deadline a violation for which it acquired cited status.
- 3.07 "Public School District/Public School" - those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, et seq., or other provisions of Arkansas law.
- 3.08 "Standards for Accreditation" - a series of requirements that specify what a school or school district shall meet in order to be fully accredited by the Arkansas Department of Education.
- 3.09 "State Board of Education" - Arkansas State Board of Education.

4.0 CITED STATUS

- 4.01 A school district, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school district, shall be assigned cited status.
- 4.02 A school, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school, shall be assigned cited status.
- 4.03 No school or school district shall maintain a cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the cited status is assigned, unless provided otherwise in these rules.
- 4.04 Any school or school district that fails to remedy itself from cited status for violation of a particular standard after a two (2) year time period shall be assigned accredited-probationary status.
- 4.05 For the purpose of these Rules, D means district, S means school, C means cite, P means probation, and Policy means a policy is required.

5.0 PROBATIONARY STATUS

- 5.01 A school district shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school district.
- 5.02 A school shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school.

- 5.03 No school or school district shall maintain a probationary status for violation of any standard for more than two (2) consecutive school years including the year the probationary status is declared.
- 5.04 Any school or school district that fails to remedy itself from probationary status after the two (2) year time period will be subject to mandates of Ark. Code Ann. § 6-15-207 (Act 1467 of 2003).

STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL

DISTRICTS D/P 6.0 STANDARD I EQUAL EDUCATIONAL OPPORTUNITIES

- 6.01 All school districts' policies and actions shall be nondiscriminatory and shall be in compliance with state and federal laws.
- 6.02 Pursuant to Ark. Code Ann. § 6-15-202(a) and Act 829 of 2007, all school districts which have not obtained full and complete unitary status and have been released from court supervision over desegregation obligations are strongly encouraged to seek unitary status and obtain an appropriate court order proclaiming such unitary status from the respective federal courts in which their cases have been filed.
- 6.03 By September 15 of each school year, any school district that has not been declared by court order to have reached complete and full unitary status shall file a report with the Arkansas Department of Education stating whether in the district's opinion the school district is unitary in status or not. Any school district that has not reached complete and full unitary status and has not been released from court supervision over desegregation obligations but which believes the district is in complete and full unitary status shall provide a written quarterly report to the Arkansas Department of Education by September 15 and the report shall provide a detailed plan with proposed time lines of how the district has complied with any desegregation plan or obligations and shall state how the district will seek to obtain a determination of full unitary status and release from court supervision and a release of any and all court ordered desegregation obligations.
- 6.04 If by July 1, 2009 and each school year thereafter, the Arkansas Department of Education is unable to verify the district's attempts to comply with their submitted detailed plan for obtaining a determination of full unitary status and release from court supervision as required in §6.03 of these Rules, then the Department of Education shall report to the State Board of Education:
- J. Whether the failure of the school district to obtain full and complete unitary status is having a negative impact on the state's overall obligation to provide a general, suitable and efficient school system; and
 - K. Whether the school district should be placed on probationary status and subject to the provisions of Ark. Code Ann. § 6-15-201 et seq.
- 6.05 The SBE shall consider the report issued by the ADE under § 6.04 of this Rule and may designate or classify a school district in probationary status and take any necessary intervention allowed under § 6-15-201 et seq. if the SBE determines the district's inability to obtain unitary status is having a negative impact on the obligation to provide a general, suitable and efficient education.

7.0 STANDARD II GOALS AND ADMINISTRATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

Policy 7.01 STATE AND NATIONAL GOALS

It is well established by history and law that education is a state responsibility. As a framework for school district planning, a set of statewide and national goals for education and a long-term plan to meet these goals have been developed.

D/C As one of these goals, pursuant to No Child Left Behind, teachers of core academic classes shall hold a designation as a Highly Qualified Teacher (HQT).

7.02 SCHOOL DISTRICT GOALS

D/P 7.02.1 Each school district in Arkansas shall be required to develop, with appropriate staff and community participation, a comprehensive plan. School district goals shall be compatible with state and national educational goals and shall address local needs. The plan shall be filed with and reviewed by the Department annually.

D/C 7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. If there is no paper media with general circulation, notification shall be mailed to parents.

S/C 7.02.3 Each school shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.

7.03 SCHOOL DISTRICT ADMINISTRATION

D/P 7.03.1 OPERATING POLICIES AND PROCEDURES

Each school board shall adopt written policies for the operation of the school district in accordance with guidelines established by the Department.

7.03.2 RECORDS AND REPORTS

S/P 7.03.2.1 Each school shall maintain all reports and records necessary for effective planning, operation, and education.

Policy 7.03.2.2 Each school district shall annually submit an accurate and timely report to the Department appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department.

7.03.3 SCHOOL BOARDS

D/C 7.03.3.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of

the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.

D/C 7.03.3.2 All accreditation and evaluation studies and reports shall be reported and discussed in a public meeting at a time and place convenient for a majority of the school patrons and employees.

7.04 SCHOOL GOALS

S/P 7.04.1 The administrators, teachers, other school staff, and parents of each school shall develop the annual comprehensive school improvement plan to monitor that school's progress and to project its continuing needs. The annual school improvement plan shall be filed with and reviewed by the Department.

S/P 7.04.2 Schools shall review each curriculum area annually to ensure alignment with state standards.

8.0 STANDARD III ACTIVE COMMUNITY INVOLVEMENT

D/P 8.01 Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support.

S/C 8.02 Each individual school shall investigate and, where feasible, utilize community resources in the instructional program of the school.

9.0 STANDARD IV CURRICULUM

9.01 COURSE CONTENT FRAMEWORKS

Policy 9.01.1 The Department shall appoint committees to write curriculum frameworks based on the adopted Arkansas Student Learning Expectations. Each committee shall consist of teachers and instructional supervisory personnel from public schools assisted by teachers from institutions of higher education. Committees will meet periodically to review, revise, and update the curriculum frameworks.

S/P 9.01.2 Each accredited school shall use these curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards.

Policy 9.01.3 The Department, with advice from public schools and institutions of higher education, shall devise an assessment system that will measure progress toward meeting the content standards expressed in the Arkansas Curriculum Frameworks. These evaluations shall serve as a major factor in determining the accreditation status of public schools.

Policy 9.02 EARLY CHILDHOOD EDUCATION CURRICULUM

The early childhood education curriculum shall be developmentally appropriate for the age span of the children within the groups and implemented with attention to the different needs, interests, and developmental levels of those individual children. This curriculum shall be aligned to Arkansas Better Chance standards.

S/P

9.03 CURRICULUM

S/P

9.03.1 SMART CORE AND CORE

9.03.1.1 Guidelines for the development of Smart Core curriculum policies and informed consent document shall be established by the Department. Each school district shall adopt written Smart Core curriculum policies consistent with those guidelines.

9.03.1.2 The Smart Core curriculum is contained within the 38 units that must be taught each year (See 14.03.1 for a listing of Smart Core requirements).

9.03.1.3 In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.

9.03.1.4 All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in the core.

9.03.1.5 Each school district shall adopt written policies that inform parents about the Smart Core curriculum and the required course of study for graduation.

9.03.1.6 Each district's written policies regarding Smart Core curriculum and the required course of study for graduation shall be included in the student handbook and filed with the Department.

9.03.1.7 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of the Smart Core curriculum and the course of study for the graduation policy.

9.03.1.8 Students and parents shall acknowledge that they have received the school's policy regarding Smart Core curriculum and the required course of study for graduation by a signed statement. The school shall document procedures and methods used to inform parents and students of this policy. Parents shall sign an Informed Consent document provided by the Department. Teachers, administrators, and counselors shall be provided with appropriate training in this policy.

9.03.1.9 The core curriculum for grades K-8 shall encompass all types of developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real - life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile) . English Language Acquisition Standards shall also be used for all English Language Learners (ELL) students at all grade levels.

S/P

9.03.2 GRADES K-4

Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.2.1 Language Arts

Reading
Writing
Listening, Speaking,
Viewing

9.03.2.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.2.3 Social Studies

History and culture of Arkansas (a unit at each grade level with emphasis at grade 4), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social sciences processes and skills

9.03.2.4 Science

Life science systems
Earth/space systems
Physical systems
Environmental
education

9.03.2.5 Tools for Learning

Technical skills: research and information skills, use of

computers and calculators Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.2.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.2.7 Practical Living Skills/Career Exploration

9.03.2.8 Health and Safety Education and Physical Education

S/P

9.03.3 GRADES 5-8

Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.3.1 Language Arts

Reading
Writing
Listening, Speaking,
Viewing

9.03.3.2 Mathematics

Number sense, properties,
and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.3.3 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.3.4 Social Studies

History and culture of Arkansas (a unit at grades 5 and 6, with emphasis at grade 5), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education

Social science process skills

9.03.3.5 Physical Education

9.03.3.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.3.7 Health and Safety

9.03.3.8 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.3.9 Career and Technical Education

9.03.3.10 Each school shall teach annually reading and mathematics skills to assist those students who need such additional instruction to make satisfactory progress in their required courses.

9.03.3.11 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every public elementary school in this state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history shall be taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in this state.

9.03.3.12 Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be certified in the subject area taught with students participating in appropriate End-of-Course examinations. Schools shall have appropriate follow-up curriculum in place for students adopting an accelerated schedule.

S/P

9.03.4 GRADES 9 -12

Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 38 units, except as otherwise allowed in Ark. Code Ann. §§ 6-15-213 and 6-15-214, as articulated in these rules.

9.03.4.1 Language Arts - 6 units

4 units English

1 unit oral communications or ½ unit oral communications and ½ unit drama
1 unit journalism
(Other options as approved by the Department)

9.03.4.2 Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)

1 unit biology
1 unit chemistry
1 unit physics
(Other options as approved by the Department)

9.03.4.3 Mathematics - 6 units

1 unit Algebra I
1 unit geometry
1 unit Algebra II
JJ. unit pre-calculus mathematics to include trigonometry (Other options as approved by the Department)

9.03.4.4 Computer Science -1 unit
1 Unit Essentials of Computer Programming, Computer Science and Mathematics, AP Computer Science, IB Computer Science, or other options as approved by the Department

9.03.4.5 Foreign Languages - 2 units of the same language

9.03.4.6 Fine Arts - 3 ½ units
1 unit art
1 unit instrumental music
1 unit vocal music
JJJ. unit survey of fine arts or an advanced art or an advanced music course

9.03.4.7 Computer Applications with emphasis on current applications-1 unit

9.03.4.8 Social Studies - 4 units

1 unit American history with emphasis on 20th Century America
1 unit world history
W. unit civics
X. unit of Arkansas history if not taught in grade 7 or 8 (Other options as approved by the Department)

9.03.4.9 Economics - ½ unit

The Economics course must be taught by a teacher

appropriately licensed in either Social Studies or Business Education.

The appropriate licensure code must be used to differentiate between the area of social studies and the area of career focus elective credit to meet the requirements of the 38 units.

Health and Safety Education and Physical Education - 1½
9.03.4.10 units

1 unit physical education
Y. unit health and safety education

9.03.4.11 Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three (3) occupational areas.

In addition to the currently approved programs, districts may develop and request approval for innovative programs of study based on community and student needs.

9.03.4.12 The course offerings should include appropriate Advanced Placement (AP) courses. Weighted credit/additional quality points for designated AP courses will be contingent upon the teacher completing training as required by the Department and the student taking the applicable AP examinations.

9.03.4.12.1 Any school district meeting the following conditions may petition the Department to count an appropriate approved AP course in the place of a specified required 38 unit course in the subject areas of mathematics, English, science and social studies under the following conditions:

9.03.4.12.2 The public school district has a qualified teacher for the required 38 unit course;

9.03.4.12.3 No students enrolled in the required 38 unit course;

9.03.4.12.4 An AP course in the same subject area as the required course has students enrolled in the course;

9.03.4.12.5 The public school district teaches all other 38 unit courses required by the Standards for Accreditation; and

9.03.4.12.6 The public school district teaches the required 38 unit course to any student who enrolls in the public school district after the school year begins.

9.03.4.12.7 The public school district may teach the required course to a new student:
i. In a traditional classroom setting;

13. Through distance learning with a qualified teacher, or

14. By making individual modifications for the required course from the AP course syllabus to accommodate the new student.

9.03.4.12.8 The public school district shall notify the Department in writing after registration in the spring prior to the beginning of the new school year and immediately after the school year begins if no students enrolled in the required course and the public school district will seek to meet the Standards for Accreditation using the AP course.

9.03.4.12.9 Upon receiving the public school district's written notification and after spring registration and after verifying the information, the Department shall permit the public school district to meet the Standards for Accreditation by teaching the AP course in place of the required course.

9.03.4.12.10 If a new student enrolls in the required course, the public school district shall immediately notify the Department in writing.

9.03.4.13 Additional foreign language courses such as the Level III and IV of the same foreign language and other foreign language should be included.

9.03.4.14 If a course required to be taught by a school district under the State Board of Education's Standards for Accreditation has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught, and no other students that are eligible to take the course enroll to attend the school district campus where the course is required to be taught, the course shall be considered as taught by the school district in compliance with the Standards for Accreditation under the following conditions:

9.03.4.14.1 The school district superintendent certifies in writing that no student was enrolled in the district and was eligible to take the required course enrolled to attend the school district campus where the course was required to be taught after the initial student or students left the school district;

9.03.4.14.2 The school district provides written proof, as required by the Department, that the school district had the course scheduled to be taught on the school district's master course schedule during the entire time the course was required to be taught;

9.03.4.14.3 The school district provides written proof, as required by the Department, that the school district had a properly certified teacher employed and able to teach the required course during the entire time the course was required to be taught and the course was listed on the school district's master course schedule;

9.03.4.14.4 The Department, upon review of proper records of the district and information certified by the school district superintendent, confirms that the school district satisfied the requirements of Sections 9.03.4.12 - 9.03.4.12.3 of these rules and verifies that the information submitted pursuant to Sections 9.03.4.12 - 9.03.4.12.3 of these rules is correct; and

9.03.4.14.5 At the end of the school semester in which the course was required to be taught, the school district petitions the State Board of Education, in writing, for a waiver of the Standards for Accreditation requirement that the particular course be taught for that school semester.

9.03.4.14.6 The State Board of Education shall waive the requirement for only the semester in which the student or students left the school district.

9.03.4.14.7 The superintendent and the school board president of the school district seeking the waiver shall appear before the State Board of Education to present their request for a waiver.

9.03.4.14.8 Representatives of the Department shall appear before the State Board of Education to confirm and verify the information required to be filed with the Department under this section.

9.03.4.14.9 Upon satisfaction of the requirements of Sections 9.03.4.12 - 9.03.4.12.8 of these rules, the State Board of Education shall waive the requirement that the course be taught on a semester basis

S/P

9.04

COMBINING OR EMBEDDING CURRICULUM

9.04.1 The State Board of Education may grant a waiver of a standard for accreditation for a period of longer than one (1) school year to a school district for the purpose of combining or embedding the curriculum frameworks from two (2) separate courses into one (1) combined or embedded course if:

9.04.1.1 The school district applies to the Department's Office of Curriculum and Instruction for approval of the combined or embedded course on or before May 1 for the following school year, using the Course

Approval Request Form at
<http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/course-approvals>;

- 9.04.1.2 The proposed combined or embedded course meets all requirements for course approval outlined in the Course Approval Request Form;
- 9.04.1.3 The school district submits a letter certifying to the State Board of Education that all the curriculum frameworks for the two (2) separate courses will be fully taught in the proposed combined or embedded course; and
- 9.04.1.4 The Department verifies in writing to the State Board of Education that all of the curriculum frameworks for the two (2) separate courses are included in the proposed combined or embedded course.
- 9.04.1.5 The State Board of Education will only grant a waiver of a standard of accreditation for proposed combined or embedded courses in grades five (5) through twelve (12).
- 9.04.1.6 If the State Board of Education subsequently revises the curriculum frameworks for either of the separate courses that are combined or embedded into a single course, a school district must submit a new waiver request for a combined or embedded course in accordance with 9.04.1 of these Rules.
- 9.04.1.7 It is a violation of the Standards for Accreditation of Arkansas Public Schools and School Districts for a school to fail to teach the curriculum frameworks for each separate course that is combined or embedded in a single course.

10.0 STANDARD V INSTRUCTION

10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR

- D/P** 10.01.1 Student-teacher interaction time shall be for a minimum of 178 days, except as waived by the Department for professional development.
- D/P** 10.01.2 All public school teacher/administrator contracts (elementary, secondary, vocational - exception vocational agriculture) shall be a minimum of 190 days.
- D/P** 10.01.3 At least ten (10) days or sixty (60) hours shall be used for professional development and in-service training and at least two (2) days shall be used for parent/teacher conferences.
- D/S/P** 10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.

10.02 CLASS SIZE AND TEACHING LOAD

Policy	10.02.1	Early childhood education programs shall be no more than ten (10) students to one (1) teacher in a classroom or no more than twenty (20) students to one (1) teacher and a qualified adult aide.
S/P	10.02.2	Kindergarten shall be no more than twenty (20) students to one (1) teacher in a classroom. However, kindergarten class maximum may be no more than twenty-two (22) with a one half time instructional aide being employed for those classes.
S/P	10.02.3	The average student/teacher ratio for grades one through three in a school district shall be no more than twenty-three (23) students per teacher in a classroom. There shall be no more than twenty-five (25) students per teacher in any classroom.
S/P	10.02.4	The average student/teacher ratio for grades four through six in a school district shall be no more than twenty-five (25) students per teacher in a classroom. There shall be no more than twenty-eight (28) students per teacher in any classroom.
S/P	10.02.5	In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students; an individual academic class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.
D/C	10.03	INSTRUCTIONAL MATERIALS School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher.
	10.04	DISCIPLINE
D/P	10.04.1	Guidelines for the development of student discipline policies shall be established by the Department. Each school district shall adopt written discipline policies consistent with those guidelines that include a code of student behavior.
D/P	10.04.2	Each district's written policies shall be filed with the Department.
D/S/P	10.04.3	Local districts and individual schools shall involve parents, staff, and students in the formulation and review of their student discipline policies, rules, and procedures.
S/P	10.04.4	Schools shall inform students and parents of the rules and procedures by which the school is governed. Schools shall make the students aware of the behavior that will call for disciplinary action, as well as the types of corrective actions that may be imposed.
S/P	10.04.5	Students and parents shall acknowledge that they have received the school's discipline policies by a signed statement. The school shall document procedures and methods used to inform parents and students of the policy.

D/S/P 10.04.6 Teachers and administrators, classified school employees, and volunteers shall be provided with appropriate student discipline training as required by Ark. Code Ann. § 6-18-502.

D/C 10.05 **EXTRACURRICULAR ACTIVITIES**
Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.

D/C 10.06 **REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**
Each school district shall adopt a written policy specifying the requirements students must meet to be eligible to participate in extracurricular activities.

D/C 10.07 **HOMEWORK AND INDEPENDENT STUDY SKILLS**
Each school district shall adopt a written policy for appropriate and meaningful homework. The policy shall promote the development of students' independent study skills and work to be done outside the classroom which will reinforce and strengthen academic skills, broaden the educational experiences of students, and relate those experiences to the real life of the community. Parents shall be notified of the policy at the beginning of each school year.

D/C **11.0 STANDARD VI ATTENDANCE AND ENROLLMENT**

11.01 **MANDATORY ATTENDANCE**
All children who are ages five (5) through seventeen (17) on or before the date set forth in Ark. Code Ann. § 6-18-207 are required to be in school that school year with the exception of five-year-old children for whom kindergarten has been waived by the parent, guardian, or person having custody or charge; students who have received a high school diploma or its equivalent; or students who are enrolled in a postsecondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.

S/C 11.02 **INITIAL ENROLLMENT**
A birth certificate, Social Security Number, or other documentation, as provided by law, shall be required to enroll in school.

Policy 11.03 **EARLY CHILDHOOD EDUCATION PROGRAMS**
It is recommended that school districts provide the opportunity for each child age three (3) on or before the date set forth in Ark. Code Ann. § 6-18-230 to enroll in an approved early childhood education program. No parent or guardian shall be required to enroll a child in an early childhood education program at age three (3).

- D/P** 11.04 **KINDERGARTEN**
- 11.04.1 Each school district must provide a full-day kindergarten for each child age five (5) on or before the date set forth in Ark. Code Ann. § 6-18 -207. A parent or guardian shall sign a waiver if they elect not to enroll a child in kindergarten at age five (5).
- 11.04.2 Any six-year-old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.
- 11.04.3 Any child who has been enrolled in the first grade in a state -accredited or state-approved elementary school in another state or in the first grade equivalent in another country for a period of at least sixty (60) days, who will become six (6) years of age during the school year in which the child is enrolled in grade one (1), and who meets the basic residency requirement for school attendance may be enrolled in the first grade.

- D/S/P** 11.05 **IMMUNIZATION REQUIREMENTS**
- All schools and school districts shall meet immunization requirements established by state and federal laws.
All enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.

12.0 STANDARD VII STUDENT PERFORMANCE

- D/S/P** 12.01 **PERFORMANCE OF ALL STUDENTS**
- Schools shall be responsible for assessing each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).

- S/P** 12.02 **GRADING**
- Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given.

- S/P** 12.03 **SPECIAL EDUCATION STUDENTS**
- Students with special needs shall have equal access to programs that meet the criteria for their identified Individualized Education Program and shall receive services in the least restrictive environment that meets their needs.

12.04 SCHOOL REPORTING OF STUDENTS' PERFORMANCE

D/C 12.04.1 Each local district shall adopt a written policy requiring teachers to communicate with the parent(s) or guardian(s) of each student during the school year to discuss the student's academic progress and requiring more frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade.

S/C 12.04.2 Each school shall schedule no fewer than two (2) parent-teachers conferences per school year to encourage communication with parents.

S/C 12.04.3 All grade level conferences with parent(s) and or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or nonparticipation in required conferences. If a student is to be retained at any grade level, notice of retention and the reasons for retention shall be communicated promptly in a personal conference.

12.05 TRANSFER BETWEEN SCHOOLS

D/C 12.05.1 Any student transferring from a school accredited by the Department to another school accredited by the Department shall be placed into the same grade the student would have been in had the student remained at the former school.

D/C 12.05.2 Any student transferring from home school or a school that is not accredited by the Department to a school that is accredited by the Department shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

13.0 STANDARD VIII SCHOOL PERFORMANCE

Data from the performance indicators shall be used by the Department and schools in establishing goals and objectives for school improvement.

14.0 STANDARD IX GRADUATION REQUIREMENTS

D/S/P 14.01 Specifically, for the graduating classes of 2009-2010, 2010-2011, 2011-2012, 2012-2013, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

- SMART CORE - Sixteen (16) units
- English - four (4) units - 9th, 10th, 11th, 12th
- Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.]
Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)
Geometry or Investigating Geometry or
Geometry A & B
(Grades 8-9 or 9-10)

Algebra II
Fourth math unit range of options: (choice of: Transitions to
College Math, Pre-Calculus, Calculus, Trigonometry,
Statistics,
Computer Math, Algebra III, or an Advanced Placement
math)

Natural Science - three (3) units with lab experience chosen from
Physical Science, Biology or Applied Biology/Chemistry, Chemistry,
Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units
Civics or Civics/American Government
World History
American History

Oral Communications - one half ($\frac{1}{2}$) unit

Physical Education - one half ($\frac{1}{2}$) unit

Health and Safety - one half ($\frac{1}{2}$) unit

Fine Arts - one half ($\frac{1}{2}$) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through
guidance and counseling at the local school district based on the
students' contemplated work aspirations. Career focus courses shall
conform to local district policy and reflect state frameworks through
course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond
the sixteen (16) Smart Core and the six (6) career focus units. These may
be in academic and/or technical areas. All the Smart Core and career
focus units must total at least twenty-two (22) units to graduate.

D/S/P

CORE - Sixteen (16) units

English - four (4) units

Oral Communications - one half ($\frac{1}{2}$) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of
U. S. history, one half ($\frac{1}{2}$) unit of civics or government]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent*
and one (1) unit of geometry or its equivalent.* All math
units must build on the base of algebra and geometry
knowledge and skills.] Comparable concurrent credit
college courses may be substituted where applicable.

*A two-year algebra equivalent or a two-year geometry

equivalent may each be counted as two units of the four unit requirement.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

Physical Education - one half ($\frac{1}{2}$) unit

Health and Safety - one half ($\frac{1}{2}$) unit

Fine Arts - one half ($\frac{1}{2}$) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty- two (22) units to graduate.

D/S/P

14.02 Specifically, for the graduating class of 2013-2014, and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th

Mathematics -

Option 1: four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.] Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or Geometry A & B
(Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Option 2: one (1) unit Computer Science, and three (3) units of mathematics (as listed in Option 1 above).

Natural Science –

Option 1: three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics.

Option 2: one (1) unit of Computer Science, and two (2) units of natural science with lab experience (as listed in Option 1).

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics]

Oral Communications - one half (½) unit

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Economics - one half (½) unit

A one-half (½) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half (½) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

D/S/P

CORE - Sixteen (16) units

English - four (4) units

Oral Communications - one half (½) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics]

Mathematics –

Option 1: four (4) units [one (1) unit of algebra or its

equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills]. Comparable concurrent credit college courses may be substituted where applicable.

*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Option 2: one (1) unit of Computer Science, and (3) units of mathematics (as listed in Option 1 above).

Science –

Option 1: three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science].

Option 2: one (1) unit of Computer Science, and two (2) units of science (as listed in Option 1 above).

Physical Education - one half ($\frac{1}{2}$) unit

Health and Safety - one half ($\frac{1}{2}$) unit

Economics - one half ($\frac{1}{2}$) unit

A one-half ($\frac{1}{2}$) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half ($\frac{1}{2}$) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

- 14.03 A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum thirty (30) hour week is required.

14.04 SPECIAL EDUCATION

14.04.1 For a student with disabilities, the Individualized Education Program (IEP) serves as the student's "graduation plan."

14.04.2 Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by a student's IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student's exit from school due to graduation. For a student with disabilities, fulfillment of the requirements set forth in the student's IEP constitutes the basis for graduation from high school.

15.0 STANDARD X PERSONNEL

15.01 SCHOOL DISTRICT SUPERINTENDENT

Each school district shall employ a full-time superintendent when enrollment exceeds three hundred (300). A full-time superintendent may, at the discretion of the local school district, teach no more than two (2) classes per day.

S/P

15.02 PRINCIPALS

Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist.

15.03 LICENSURE AND RENEWAL

15.03.1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law.

15.03.2 All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.

D/S/C

15.03.3 A person not fully qualified for a position may be used in emergencies only and may not be replaced by a person not fully qualified for the position, unless appropriate documentation is provided to the Department describing efforts to hire a qualified individual.

Policy

15.03.4 Licensure renewal in a subject area shall require intervening educational experience related to that subject area.

Policy

15.03.5 Licensure renewal for administrative and other personnel shall require

appropriate intervening educational experience related to their responsibilities.

The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.

Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.

Policy 15.03.6 Issuance and revocation of a license shall be in accordance with Arkansas Code and State Board of Education regulations promulgated for such action.

Policy 15.03.7 The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.

15.04 PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING

Teachers and administrators must comply with the Arkansas Department of Education rules governing Professional Development regarding specific professional development requirements and specific requirements for scheduling professional development.

D/C 15.05 HIGHLY QUALIFIED TEACHERS REQUIREMENT FOR CORE ACADEMIC CLASSES

15.05.1 Every public school district shall ensure that the percentage of core academic classes taught by highly qualified teachers in the district's schools is no less than 10 percentage points below the state's total percentage of core academic classes taught by highly qualified teachers.

15.05.2 Any school district failing to meet the requirements of Section 15.05.1 shall receive a citation at the appropriate district and school level.

16.0 STANDARD XI SUPPORT SERVICES

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws. The plans shall be based upon the needs identified by parents, teachers, principals, students, and other agencies with which the school district works.

16.01 GUIDANCE AND COUNSELING

S/P 16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.

16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.

D/P 16.01.3 Each school shall assign appropriate certified counselor staff with the

district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

16.02 MEDIA SERVICES

- D/C** 16.02.1 Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection.
- S/C** 16.02.2 A process to provide for input from teachers, parents, and students in the acquisition of instructional materials shall be implemented. These materials shall enhance and support the goals of the school improvement plan.
- S/P** 16.02.3 The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. A school with three hundred (300) or more students enrolled shall employ a full-time licensed library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time, licensed library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.
- S/C** 16.02.4 The school media collection shall consist of a balance of print, nonprint, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger. A minimum technology requirement will be one (1) computer per media center with multimedia/networking capacity for administrative purposes only.

16.03 HEALTH AND SAFETY SERVICES

- D/P** 16.03.1 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.
- S/C** 16.03.2 Each school shall provide facilities, equipment, and materials necessary for operation of a school health services program.
- S/C** 16.03.3 The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Department.
- S/C** 16.03.4 Each school shall take proper measures to ensure the safety of its students and protect against injuries which may occur in or on the school facilities or site.
- S/C** 16.03.5 In accordance with Ark. Code Ann. § 6-18-1005, health services shall

include but not be limited to: (1) Students with special health care needs, including the chronically ill, medically fragile, technology dependent, and students with other health impairments shall have an Individualized Healthcare Plan. (2) Invasive medical procedures required by students and provided at school shall be performed by trained, licensed personnel who are licensed to perform the task; the regular classroom teacher shall not perform these tasks. (3) Custodial Healthcare services required by students under an Individualized Healthcare Plan shall be provided by trained school employees other than the regular classroom teachers.

17.0 STANDARD XII SPECIAL EDUCATION

Special education programs and special schools shall be accredited in accordance with applicable laws and rules adopted by the State Board of Education.

18.0 STANDARD XIII GIFTED AND TALENTED EDUCATION

- S/C** 18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department.
- D/P** 18.02 Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.
- S/C** 18.03 Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities.

19.0 STANDARD XIV SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES

- D/C** 19.01 Each school district shall develop and implement programs which take advantage of educational opportunities outside the traditional classroom.
- D/C** 19.02 Each school district shall provide opportunities for qualified students to enroll in courses at institutions of higher education.
- D/P** 19.03 Each school district shall provide appropriate alternative program(s) for students who are identified as requiring such programs to continue their education.
- Policy** 19.04 Each school district should provide opportunities for summer school and adult education programs.

20.0 STANDARD XV FACILITIES AND EQUIPMENT

- D/P** 20.01 School facilities shall be planned and constructed in accordance with the laws of the State of Arkansas and the regulations of the Arkansas Department of Health, the office of the State Fire Marshall, and the Department.
- D/C** 20.02 Each room shall be furnished with equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.

21.0 STANDARD XVI AUXILIARY SERVICES

Policy Auxiliary services, such as transportation and food services, shall be provided in accordance with applicable laws, regulations, and guidelines developed by the Department.

22.0 STANDARD XVII COOPERATION AMONG SCHOOL DISTRICTS

School districts may comply with these standards through cooperative efforts among themselves. All plans for cooperation among school districts and institutions of higher learning for the purpose of complying with these standards shall be submitted for approval to the Department.

23.0 STANDARD XVIII ACCREDITATION OF SCHOOLS

Policy 23.01 COMPLIANCE WITH STANDARDS

A school or district shall be accredited on the basis of its complying with these standards and state law related to these standards.

Policy 23.02 DEPARTMENT GUIDELINES

The Department shall prepare guidelines to be used in the evaluation of schools or districts to determine whether they are in compliance with these standards. The guidelines will provide for the design and format for reports required to be submitted to the Department to indicate the extent to which school districts and schools are in compliance. The guidelines will include criteria for measuring each standard and the documentation required to indicate compliance with the standard. Required reports will be submitted to the Department by October 15 of each year.

Policy 23.03 ACCREDITATION PROCESS

The Department shall annually review all reports and investigate any suspected deficiencies in meeting standards. All written complaints charging violations of standards received by the Department shall be investigated. Each year the Department shall make an on-site visit to a selected number of school districts and review the schools for compliance with the standards. The Department shall notify all school districts and schools not meeting the Standards for Accreditation of deficiencies by May 1 of each year.

23.04 ACCREDITATION

S/P 23.04.1 Any school or district, which falls below current Standards for Accreditation, as determined by the Department, shall be notified in writing as being classified in either cited or probationary status by May 1 of each year.

Policy 23.04.2 School districts shall be notified of a school's or school district's probationary status and advised that the school will be classified as probationary for no more than two (2) school years, after which time they shall be classified as not accredited. Schools classified as not accredited are subject to enforcement actions as described herein pursuant to Ark. Code Ann. § 6-15-207.

- 23.04.3 The Department shall review by May 1 annually, pertinent information from every school district to ensure that the district and schools are in compliance with current Standards for Accreditation, and shall make an on-site review of each school's compliance at least every two (2) years or more frequently if deemed necessary by the Department.
- 23.04.4 A comprehensive evaluation shall be conducted in accordance with guidelines established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department shall use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts. The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP])
- 23.04.5 The Department shall provide school improvement teams to local school districts needing assistance in meeting the standards or when it is determined a school has deficiencies. The school improvement team shall recommend action that the school should take to improve its program and eliminate deficiencies.
- Policy** 23.04.6 Any person who knowingly submits falsified information requested or required by the Department may be subject to licensure action pursuant to Ark. Code Ann. § 6-17-410 and other relevant state and federal law.

24.0 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS

CITATIONS:

- 24.01 A school or school district will be placed in cited status for licensure deficiencies for the second and third year of an individual's Additional Licensure Plan (ALP). This status will continue for the length of time prescribed by the individual's approved Additional Licensure Plan, not to exceed two (2) years. Any school employing a teacher not completing the ALP process after the two (2) year cited process shall be assigned accredited-probationary status.
- 24.02 A school or school district will be placed in cited status for improper ratios and class sizes caused by unexpected population shifts. Such status may extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school shall be assigned probationary status.
- 24.03 A school district will be placed in cited status for failing to hold the Annual Report to the Public School Board meeting prior to November 15. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.
- 24.04 A school district will be placed in cited status for providing a late Annual Accreditation Report to the Department. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

PROBATIONS:

For the following violations, any school district or school that fails to meet the identified date of corrections will be recommended to the State Board of Education for loss of accreditation.

- 24.05 A school will be placed in probationary status for high school classes which meet less than 120 clock hours (to be corrected within thirty days).
- 24.06 A school will be placed in probationary status for an instructional day that is less than six (6) hours per day or thirty (30) hours each week (to be corrected within thirty days).
- 24.07 A school will be placed in probationary status for any staff member(s) not holding a valid Arkansas license. Such status will not extend beyond January 30 of the current school year.
- 24.08 A school or school district will be placed in probationary status for failing to employ a superintendent, principal, assistant principal (if required), nurse, or counselor. Such status will extend to the first day of the next academic semester.
- 24.09 A school will be placed in probationary status for lack of written policies mandated by law or the Standards for Accreditation (to be corrected in 60 days).
- 24.10 A school will be placed in probationary status for lack of a guidance program. Such status will extend to the first day of the next academic semester.
- 24.11 A school district will be placed in probationary status for lack of a health services program. Such status will extend to the first day of the next academic semester.
- 24.12 A school district will be placed in probationary status for lack of a gifted and talented program. Such status will extend to the first day of the next academic semester.
- 24.13 A school or school district will be placed in probationary status for lack of a media services program. Such status will extend to the first day of the next academic semester.
- 24.14 A school district will be placed in probationary status for lack of a special education program. Such status will extend to the first day of the next academic semester.
- 24.15 A school will be placed in probationary status for improper ratios/class sizes NOT CAUSED by unexpected population shifts (to be corrected in 30 days).
- 24.16 A school district will be placed in probationary status for failing to file an accurate or complete Equity Compliance Report. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next year.
- 24.17 A school or school district shall be placed in probationary status for failing to teach the required courses mandated by these Standards for Accreditation. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next school year.

- 24.18 A local school or school district shall be placed in probationary status for violations of the law (e.g., Ark. Code Ann. §§ 6-16-132, 6-16-130, 6-15-1101, 6-17-309, 6-18-223, or 6-15-1601 et seq.). Such status shall extend to the official review date issued by the Department.

25.0 ENFORCEMENT OF STANDARDS FOR ACCREDITATION

- 25.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in paragraph 25.03, to address a school or school district which has failed to meet all Standards for Accreditation any time after a school or school district has received notice of being placed in probationary status pursuant to paragraph 23.04.1. The Department shall petition the State Board of Education for enforcement action in the time period provided in these rules when a school or school district has failed to remedy all probationary violations when a specific time period for correction is required regarding a particular standard.
- 25.02 The State Board of Education shall take at least one of the following actions, listed in paragraph 25.03, to address any school or school district which has failed to meet all Standards for Accreditation for two (2) consecutive school years including the year the probationary status was issued to the school or school district, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.
- 25.03 The State Board of Education shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the Standards for Accreditation:
- 25.03.1 Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
 - 25.03.2 Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
 - 25.03.3 Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
 - 25.03.4 Require a school district to close down or dissolve a particular school or schools within a school district;
 - 25.03.5 Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
 - 25.03.6 Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district

pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

25.03.7 Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;

25.03.8 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

25.03.9 LOSS OF ACCREDITATION

25.04 PUBLICATION AND DISSEMINATION

25.04.1 When any school of a school district or the school district is determined by the State Board of Education to be in probationary status for failure to meet the Standards for Accreditation, that school district, after exhausting its rights to appeal, shall:

25.04.1.1 Publish the probationary status determination and findings of the State Board of Education to the public and the parents or care giver of each student enrolled in the school or school district determined to have failed to meet the Standards for Accreditation;

25.04.1.2 The public notice shall be in an understandable and uniform format;

25.04.1.3 The public notice shall be published or disseminated, immediately after the State Board of Education's determination, on the web-site of the school district and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected school district.

26.0 RIGHT OF APPEAL

26.01 In the event a district or school believes the Department has improperly determined that any school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with the office of the Commissioner of the Department.

26.02 Any such appeal shall be held in an open hearing, and the decision of the State Board of Education shall be in open session. The appeal must be filed not later than May 15 following the May 1 written notification, and the State Board of Education hearing must be held prior to June 30 of the same calendar year.

- 26.03 The following procedures shall apply to State Board of Education hearings in which the school district believes the Department improperly determined that it failed to meet Standards for Accreditation:
- 26.03.1 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
 - 26.03.2 The Department shall have up to twenty (20) minutes to present its case to the State Board. The Chairperson of the State Board may allow additional time if necessary.
 - 26.03.3 The appealing school district shall have up to twenty (20) minutes to present its case to the State Board. The Chairperson of the State Board may allow additional time if necessary.
 - 26.03.4 The State Board may pose questions to any party at any time during the hearing.
 - 26.03.5 The State Board shall then discuss, deliberate, and vote upon the matter.
 - 26.03.6 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations, and votes upon the matter take place at a public hearing.
 - 26.03.7 The State Board shall issue a written order concerning the matter.
- 26.04 The State Board of Education may confirm the classification of a school or school district accreditation status, as determined by the Department, or it may sustain the appeal of the district.
- 26.05 Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the State Board of Education may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

27.0 WAIVER AUTHORITY AND PROCESS

- 27.01 Except as provided in 27.02 of these rules, the State Board of Education on its own motion, or on petition from the Department or from a school district, may, upon a showing of just cause in a public hearing of the State Board of Education, grant a waiver of any accreditation standard for a time period of no longer than one (1) school year, except that no curricula, student performance, school performance, or any standard required by law may be

waived for any time period.

27.01.1 Any petition for waiver of any accreditation standard by a school district shall be filed in the Office of the Commissioner of the Department
thirty

9. calendar days prior to the State Board of Education hearing the waiver petition. The State Board may waive the thirty (30) day time requirement, when in the State Board of Education's determination; circumstances prevent the petition from being filed within the thirty (30) day time frame.

27.02 The State Board of Education may grant a waiver of a Standard for Accreditation for a period of longer than one (1) school year to a school district for the purpose of combining or embedding the curriculum frameworks from two (2) separate courses into one (1) embedded course in accordance with 9.04 of these rules.

27.03 Any hearing of the State Board of Education concerning a waiver of any accreditation standard shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accord with Arkansas law.

Act 1949 of 2005

Students – Career Planning

ACT 1949 (HB 2868) – The act amends a school district's requirement to provide career counseling for students and requires counselors to provide a career planning process for each student.

II. Guidance, Counseling, and Career Education Services

White Hall School District provides services to all students in order to help them develop academic achievement, career planning, and personal/social development competencies. All services are provided by trained and certified personnel.

To better serve our students, alternative methods of classroom management are implemented. These methods include, but are not limited to, the following:

- Behavioral contracting
- Dispute resolution
- Classroom meetings
- Logical consequences
- Assertive discipline
- Behavior modification
- Career and academic counseling

Role of School Counselors

School counselors help all students by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge base of the counselor are more effectively used if effort is directed in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

Goals and Objectives

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

Objectives:

- Educational Development – The counselor will assist students to:
 - achieve at a level in keeping with their potential,
 - develop a sense of discovery about new knowledge, and
 - recognize their own academic strengths, weaknesses, and areas of need.
- Career Development – The counselor will assist students to:
 - discover the meaning of work and its relationship to the individual,
 - develop a positive attitude and a personal identity as a worker who contributes to self and to social needs, and
 - understand their own aptitudes and develop their own abilities as they pertain to the world or work.
- Personal/Social Development – The counselor will assist students to:
 - establish and maintain a sense of personal worth and a positive self-image,
 - develop and cultivate appropriate emotional responses to life experiences,
 - understand their roles and responsibilities in school, family, and community,
 - develop and maintain effective interpersonal skills, understand the roles and responsibilities of others in school, family, and community, and
 - acquire a knowledge of and respect for individual differences in abilities, attitudes, and background.
- Goal 2: To assist students to appropriately cope with crisis situations through the acquisition of effective problem-solving skills
 - Objectives:
 - The counselor will assist students to:
 - develop strategies for exploring alternatives that allow students to successfully deal with problem situations, and
 - evaluate, select, and implement the appropriate solutions to problems.

- Goal 3: To assist the school staff in its efforts to promote the developmental growth of students
 - Objectives:
 - The counselor will assist staff by:
 - promoting a positive learning atmosphere,
 - promoting an understanding of the role of school personnel in the guidance program,
 - enhancing their counseling skills through consultation and other staff development activities, and
 - encouraging the recognition and use of affective skills in the teaching-learning process.

- Goal 4: To assist the family in its efforts to understand the developmental growth of children
 - Objectives:
 - The counselor will assist families by:
 - promoting effective communication among the parents, school staff, and children, and
 - enhancing parenting skills that will promote the positive personal/social, educational, and career development of children.

Guidance and Counseling Services

A) Individual/Group Counseling

All students are offered individual and/or small group developmental counseling services in order to provide students with coping strategies before a crisis occurs. Students also receive counseling services when issues arise. Referrals for counseling can be made by teachers, parents, school psychologists, school administrators, or themselves.

B) Orientation Programs

Students are given opportunities to participate in orientation activities/programs to assist them in making successful adjustments when transitioning from one school setting to another.

C) Academic Advisement

Students are guided toward individualized short- and long-term educational and career objectives during consultations with their counselor.

D) Consultation

The counselors work with teachers, administrators, and parents in order to help create a learning environment that stimulates growth and learning. Their work through consultation emphasizes the following:

1. making the educational process more personal for each student, and
2. increasing teachers' and administrators' understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students; and ways of helping students cope with success and failure.

E) Student Records/Files

The counselors have access to all student records/files kept by the Harmony Grove School District. Counselors use the data contained in those records/files to assist administrators, faculty, parents, and students in helping each student reach his/her potential.

F) Testing

The counselors help interpret and disseminate test results for faculty, students, parents, and community. They use the data to assist in planning and implementing changes in the curriculum and school procedures. Test results help the counselors assist students in identifying their skills, abilities, achievements, interests, and social/emotional needs.

G) Follow-up of School Dropouts and Graduates

The counselors follow up with students who have dropped out of and graduated from school. The following types of communication/contact are used to follow up with these students:

1. Referrals
2. Communication with parents
3. Communication with students
4. Requests from new schools
5. Phone calls

6. Emails

At-Risk students are identified and supported in order to reduce the number of dropouts, suspensions, and truancies.

H) Parental Involvement

The counselors encourage parents to take an active role in helping their children reach their potential. The counselors communicate with parents in order to keep them updated on programs, opportunities, and/or information on ways to support their students at home.

I) Informational Resources

The counselors use informational resources for educational and vocational decision making. Counselors work closely with a variety of school and community agencies, which include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. They identify school and community resources to help students and families cope with a variety of problems, and they support the established policies and procedures for interagency communication.

J) Educational, Academic, and Career Counseling

The counselors advise students in the areas of education, academic assessment, and career. Areas of advisement include national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

K) TABE/GED

The counselors may support the coordination of the TABE; however, they do not administer the test. They can refer the students and/or parents to the appropriate personnel for the administration of the TABE as well as their GED options.

L) Classroom Guidance

Classroom guidance is used to reinforce goals for students in the areas of academic, social/emotional, and career development. Guidance programs are age-appropriate and a collaborative effort with classroom teachers. Classroom guidance allows students to participate in discussions, collaborate with peers, receive productive feedback, self-evaluate, and clarify their own needs and interests.

M) Guidance in Understanding the Relationship between Classroom Performance and School Success

The counselors help students understand the relationship between their classroom performance and future college/career goals. The process of understanding is continued through each teacher's lessons and classroom procedures.

III. Psychological/Occupational/Placement Services

The district provides psychological services to students. These services include, but are not limited to, the following:

- evaluation of students with learning or adjustment problems
- evaluation of students for exceptional student programs
- consultation and counseling with parents, students, and school personnel to ensure students are ready to succeed and that all students are preparing for college and work
- provision of an early identification system of learning potential and factors that might affect educational performance
- system for liaison and referrals with available resources
- written policies that assure ethical procedures in psychological services

Occupational and placement services personnel shall serve as liaison between employers and the school to develop connections between the school and business and industry.

IV. Visiting Teacher and School Social Work Services

The district provides services, which include, but are not limited to, the following:

- providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning
- serving as liaison between the home and school by referring students and parents to appropriate school and community agencies for assistance and/or making home visits

V. Career Services

Career services are provided to all students. Students are given information about career education, appropriate course selections and future educational planning, and post-secondary opportunities and alternative career programs.

The counselors provide a career planning process for each student. The process includes the following:

- career awareness
- employment readiness
- career information
- knowledge and skill necessary to achieve career goals

Counselors encourage parents to take an active role in supporting their children's learning and career planning process.

VI. Conflict Resolution Services

These services include, but are not limited to, the following:

- educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups
- programs designed to promote understanding and positive communication

These programs encourage students to be more sensitive to differences and accepting of others.

VII. Health Services

A health services program, which is directed by a licensed nurse, is provided by the district. The program includes screening, referral, and follow-up procedures for all students. The services include, but are not limited to, the following:

- Special needs, medically fragile, and technology-dependent students will have individualized healthcare plans.
- Custodial health care services required by students with individualized health care plans shall be provided care by trained school employees. The classroom teacher will not provide these services.
- Students who require invasive medical procedures shall be cared for by a trained person who is licensed to perform the task. The classroom teacher will not provide these services.
- Trained personnel will administer glucagon to a student with Type 1 diabetes in an emergency.

VIII. Suicide Prevention

Suicide prevention awareness is provided to the students. Students referred due to threat of suicide are seen by the counselor and/or principal. Appropriate parental contact is made, and referrals to other personnel are made as needed.

The School Crisis Management Plan is followed during events of crisis.

IX. Alternative Student Services Personnel

Services set forth in this plan require a collaborative effort. In addition to the standard student services personnel, the following may be used to carry out the Student Services Plan:

- Professionals/paraprofessionals in the social work or mental health fields
- Volunteers under the supervision of certified personnel

These individuals may only provide the services for which they are trained or licensed to perform.

XI. Documentation/Monitoring of Services

Each counselor submits a yearly report to the Arkansas Department of Education. The report indicates services provided through the Student Services Plan. This report accounts for the following:

- Each school counselor spends at least 75% of work time each month providing direct counseling related services to students and no more than 25% of work time performing administrative duties.
- Each school counselor provides a career planning process for each student, which shall include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.
- Each school counselor serving students in grades 8-12 shall provide a career planning process for each student.

The school district cooperates with all required monitoring by the Arkansas Department of Education.

