

# STUDENT SUPPORT SYSTEMS

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### INTRODUCTION

Student services should be directed toward providing the student population with the necessary support systems to insure that they obtain the maximum benefits from their educational program. For the purposes of this section, these services are defined to include: civil rights, counseling and guidance, discipline/behavior, evaluation, library media, student record system, including security and confidentiality, student activities, school lunch, school health services, transportation, and services for special populations. These services should be provided by sufficient numbers of properly trained personnel and delivered in adequate facilities.

## 22. CIVIL RIGHTS

Rhode Island is composed of individuals, male and female, with roots from throughout the world, and enrolls students of many racial and ethnic groups. The full participation of these diverse individuals, each with his or her particular educational needs, should be viewed as a positive factor in our pluralistic society.

Full access of all people and groups to educational opportunities and full participation in education experiences should be the policy of educational agencies. The goal of maximum achievement for each student, regardless of her or his race, color, national origin, sex or handicap is basic to any kinds of educational planning. All individuals and groups must be afforded the opportunity to participate fully and thereby reach their maximum potential. Whether intentional or inadvertent, barriers to students which are based on the race, color, sex, national origin, sex or handicap must be identified and removed.

The goals of Civil Rights activities in education are to remove barriers, promote non-discrimination, and support the provision of equal education opportunities.

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STANDARDS	INDICATORS
<p>a. Each local school district shall ensure that students are provided with equal educational opportunity in an integrated setting that is organized to promote understanding across racial and ethnic lines and that does not discriminate on the basis of race, color, national origin, sex, and handicapping condition. This shall include policies and practices with regard to:</p> <ul style="list-style-type: none"> <li>o access to programs, courses, and classes;</li> <li>o assignment to programs, courses, and classes;</li> <li>o recruitment for and admission to programs, courses, and classes;</li> <li>o provision of guidance and counseling services;</li> <li>o athletic offerings; and</li> <li>o marital and parental status.</li> </ul> <p>(Title 16-38-1, 16-38-1.1, 28-5-1 of the General Laws of Rhode Island, Regents Policy on Equal Educational Opportunity, Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title VI Civil Rights Act of 1964).</p>	<p>Presence of signed assurances of compliance with Title VI of the Civil Rights Act, Title IX of the Education Amendments and Section 504 of the Rehabilitation Act.</p> <p>Data on assignments to programs, courses, and classes.</p> <p>Data on referrals for admissions to programs, courses, and classes, including special education, vocational education, advanced placement courses, and work study, cooperative education.</p> <p>Data on guidance and counseling services.</p> <p>Policies, correspondence, program descriptions, and data on district directives and activities related to marital and parental status of students.</p> <p>Data on selected discrimination complaints.</p>



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STANDARDS	INDICATORS
<p>d. As per the General Provisions of Title IX of the Education Amendments of 1972, each school district shall:</p> <ul style="list-style-type: none"> <li>o adopt and publish grievance procedures to resolve complaints alleging sex discrimination;</li> <li>o have undertaken a self-evaluation of its programs and activities to ensure that it does not discriminate on the basis of sex. The self-evaluation shall, at a minimum, address: admission of students, treatment of students, and employment of both academic and non-academic personnel;</li> <li>o designate an employee to coordinate efforts to comply with the law and notify students and employees how to contact that person; and</li> <li>o notify students, parents, employees, applicants, unions, and professional organizations regularly, but at least annually, that it does not discriminate on the basis of sex.</li> </ul> <p>(Title IX of the Education Amendment of 1972 and Title 16-38-1.1 of the General Laws of Rhode Island).</p>	<p>Self-evaluation document(s).</p> <p>Job description(s) reference responsibility for coordination of sex equity activities.</p> <p>Correspondence identifying individual responsible for sex equity activities. Student and staff interviews demonstrate that an individual is designated to coordinate sex equity activities.</p> <p>Student and staff interviews demonstrate knowledge of how to contact the person designated to coordinate sex equity activities.</p>

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STANDARDS	INDICATORS
<p>e. Each school district shall provide equal employment opportunity, regardless of race, color, religion, national origin, sex, age or handicap and maintain an affirmative action plan which includes:</p> <ul style="list-style-type: none"> <li>o the LEA's policy of non-discrimination;</li> <li>o the designation of an affirmative action officer;</li> <li>o the objectives, goals and intent of the plan;</li> <li>o procedures for public notification, data collection and analysis, community and agency involvement;</li> <li>o an overview of policies and procedures related to: recruitment, selection, layoff, recall, termination, promotion, transfer, wages, benefits, conditions of employment and leaves;</li> <li>o hiring goals and timetables for their completion; and</li> <li>o a grievance procedure.</li> </ul> <p>(Regents Regulations on Equal Employment Opportunity)</p>	<p>Presence of affirmative action plan.</p> <p>Data on affirmative action gains.</p> <p>Employment data on gender and race related to school assignment.</p> <p>Selected employment transactions shows adherence to stated personnel practices and procedures.</p> <p>Publications for distribution shows no reproduction of stereotypes or illustrations indicating that discrimination against employees or applicants for employment is presented.</p> <p>EEO/AA Advisory Committee is established and is composed of a broad spectrum of the community including women, minorities and handicapped individuals.</p> <p>Policy Statement published in local newspapers, newsletters and in all written communication to students and employees.</p> <p>Documentation that the plan is available to parents, employees, and sources of reference for applicants (recruitment sources).</p> <p>Evidence of internal and external monitoring of employment practices of contractors, vendors and others doing business with the school district.</p>

STANDARDS	INDICATORS
<p>f. Each LEA shall ensure that its programs and activities are accessible to physically handicapped individuals.</p> <p>(Section 504 of the Rehabilitation Act, Department of Health/Education, Rules and Regulations for School Health Programs).</p>	<p>Inspection shows required program accessibility.</p> <p>Records show that handicapped persons or their representatives were involved in the planning process for achieving program accessibility.</p> <p>Review shows presence of district's 504 Self-Evaluation and Transition Plan.</p> <p>Evidence is provided to show that the district has provided a mechanism for guaranteeing that handicapped students are provided a free and appropriate education.</p> <p>Review of the district's programs, activities or services provides evidence that separate or different programs, activities or services which discriminate against individuals on the basis of handicap are not present.</p>

### 23. COUNSELING AND GUIDANCE

There shall be a coordinated program of counseling and guidance which provides developmental counseling and guidance services on both an individual and group basis for all students in grades Kindergarten through grade twelve. The program should provide counseling, placement, informational and related services.

STANDARDS	INDICATORS
<p>a. There shall be a counseling and guidance program for grades K-12 which provides for the following:</p> <ul style="list-style-type: none"> <li>o information;</li> <li>o pupil appraisal services;</li> <li>o group guidance;</li> <li>o counseling (individual and group);</li> <li>o consultative services;</li> <li>o parent conference services;</li> <li>o resource coordination services (use of available school and community resources as necessary); and</li> <li>o placement services.</li> <li>o <u>At the elementary level</u>, there shall be a planned system of counseling and guidance services provided by a variety of professionals.</li> <li>o <u>At the secondary level</u>, there shall be a formal guidance program staffed by appropriately certified counseling and guidance personnel.</li> </ul>	<p>At the elementary level, evidence of a guidance and counseling program offered by a variety of professionals such as the school principal, school psychologist, counseling and guidance personnel, social worker, resource and/or classroom teacher.</p> <p>At the secondary level, evidence of a formal guidance and counseling program staffed by certified counseling and guidance personnel.</p>

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STANDARDS	INDICATORS
<p>b. Materials and practices employed in the counseling of students reflect the concept of providing equal opportunity for all regardless of sex, race, religion or national origin.</p>	<p>Review of materials and practices indicate a promotion of the concept of non-discrimination.</p> <p>Evidence that classes with a disproportionate number of one sex are not the result of discrimination on the basis of sex, race, religion or national origin.</p>
<p>c. The school district shall develop and implement a plan for an annual evaluation of its guidance program which includes:</p> <ul style="list-style-type: none"> <li>o the methods or techniques to be used to measure program effectiveness;</li> <li>o a description of instruments to be used and which are matched to the program objectives and activities;</li> <li>o a timeframe or sequence for evaluation activities; and</li> <li>o indicators of the kind of decision or action that will result from evaluation information.</li> </ul>	<p>Evidence that a plan is on file.</p> <p>Interviews with professional staff, students, and parents indicate that their input is included in the process of evaluating the effectiveness of the guidance program.</p> <p>The guidance program is modified periodically, based on the evaluation results of the program evaluation and other relevant information.</p> <p>Presence of a record of program modifications.</p>

## 24. DISCIPLINE/BEHAVIOR MANAGEMENT

Discipline, as a social and organizational problem, is the result of a complex series of factors and interactions. A review of the research indicates that a successful discipline program must strive to establish a balance between two elements -- order (the needs of the institution) and interest and satisfaction (the needs of the individual within the institution). The "problem" of discipline lies in formulating a set of rules and regulations that successfully curb acts of disruption and violence, while stimulating student interest in participation and learning. A successful discipline program consists of a good school climate with emphasis on self-control, good attendance, good order and organization, and proper security.

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STANDARDS	INDICATORS
<p>a. Schools shall engage in a participatory process (involving students and teachers) to assess periodically the school climate and to adopt or develop strategies to improve conditions (Board of Regents Policy Statement on Student Rights).</p>	<p>Evidence that students, teachers, and parents participate in the regular assessment of their school's climate and contribute suggestions for improving conditions.</p>
<p>b. Alternative programs to regular schooling shall address the academic, social or personal needs of potential dropouts. Any such program must be approved by the Commissioner of Education (16-67-2.(4) General Laws of Rhode Island).</p>	<p>Commissioner approval of any alternative education plan.</p>

