

# Weiner Elementary School



## *Student Services Plan*



## **TABLE OF CONTENTS**

- I. GOVERNING LAW, RULES, ACCREDITATION, & REPORTING
  - A. Public School Student Services Act by Law
  - B. Arkansas Department of Education Rules
  
- II. GUIDANCE, COUNSELING & CAREER EDUCATION SERVICES
  - A. Role of School Counselors
  - B. Ethical Standards for School Counselors – ASCA
  - C. Responsibilities to Pupils
  - D. Responsibilities to Parents
  - E. Responsibilities to Colleagues and Associates
  - F. Responsibilities to the School and Community
  - G. Responsibilities to Self
  - H. Curriculum
    - 1. Goals and Objectives
    - 2. National Standards
    - 3. Lesson Plans
  - I. Principles and Guidelines of Comprehensive School Counseling Programs
  - J. Service Areas
    - 1. Classroom Guidance
    - 2. Individual and Small Group Counseling
    - 3. Consultation
    - 4. Coordination
    - 5. Working with Parents & Parental Involvement
    - 6. Peer Facilitation
    - 7. Making Appropriate Referrals
    - 8. Interpretation of Testing & Dissemination
    - 9. Specialized Populations & Needs
    - 10. Orientation Programs
    - 11. Academic Advisement for Class Selection
    - 12. Utilization of Student Records
    - 13. Career Awareness & Planning in School Counseling Programs
      - i. Informational Resources for Educational Decision Making
      - ii. Advising Students on Availability of Vocational & Alternative Programs
      - iii. Sample Form to Document Career Planning Activities
    - 14. State Goals for Career Education
    - 15. Recommended Facilities for the Guidance Program
      - i. General Requirements
      - ii. Counselor’s Office
      - iii. Career/Reception/Clerical/Display Room
      - iv. Small & Large Group Procedures Room
      - v. Location
      - vi. Other Considerations
    - 16. Student Services Needs Assessment Samples
      - i. Student Questionnaire
      - ii. Parent Questionnaire

- iii. Faculty Questionnaire
- iv. Referral Agency Questionnaire
- 17. School Counselor/Pupil Ratio from Standards for Accreditation

### III. PSYCHOLOGICAL SERVICES

- A. Evaluations
- B. Consultations
- C. Early Identification
- D. Liaison & Referrals
- E. Ethical Procedures

### IV. VISITING TEACHER & SCHOOL SOCIAL WORK SERVICES

- A. Description
- B. Assist in Casework (Attendance, Behavior, Adjustment & Learning Problems)
- C. Liaison Between the Home & School

### V. OCCUPATIONAL & PLACEMENT SERVICES

- A. Description
- B. Dissemination of Career Education Information
- C. Placement Follow-up Studies
- D. Liaison Between Employers & the School

### VI. CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES

- A. Description of Conflict Resolution Services
- B. Activities & Programs for Conflict Resolution
- C. Anti-Bullying Description & Policy for the School
- D. Activities & Programs for Anti-Bullying at School
- E. Programs Designed to Promote Understanding & Positive Communication
- F. Alternative Methods of Classroom Management
  - 1. Behavioral Counseling
  - 2. Dispute Resolution
  - 3. Classroom Meetings
  - 4. Logical Consequences
  - 5. Assertive Discipline
  - 6. Behavior Modification

### VII. HEALTH SERVICES

- A. Nurse/Pupil Ratio
- B. Responsibilities of the School Nurse

### VIII. SCHOOL SUICIDE, CRISIS & TERRORIST PLANS

- A. Inclusive School Crisis Plan
- B. School Crisis Team List
- C. Specialized Training Activities for School Community
- D. Referral Process to School Crisis Team
- E. Assessment, Forms & Processes used by School Crisis Team
- F. Dealing with Specific Areas of Crisis

- G. Plan for Safety of Students & Employees in a School Shooting
- H. After School Hours & Off-Campus Events Crisis Plan
- I. Ongoing Training & Changes

IX. AT-RISK STUDENTS & THE SCHOOL DROPOUT PROGRAM

- A. At-Risk Definition
- B. Characteristics of Yout-At-Risk

X. ALTERNATIVE STUDENTS SERVICES PERSONNEL

- A. Types of Personnel
- B. Limitations
- C. Services Provided
- D. Description of Services

BIBLIOGRAPHY

OTHER ADDITIONS:

- 1) American School Counseling Association Ethical Standards for School Counselors
- 2) Benefits of School Counseling Programs – Based on American School Counseling Association’s National Model
- 3) Child Abuse Information
- 4) Counselor’s Role in Discipline
- 5) Counselor’s Role in Parenting Education
- 6) Counselor’s Role in Special Education
- 7) Documenting the School Counseling Program

# **I. GOVERNING LAW, RULES, ACCREDITATION, & REPORTING**

## **A. Public School Student Services Act by Law**

A.C.A. § 6-18-1001 (2015)

### **6-18-1001. Title.**

This subchapter shall be known and may be cited as the "Public School Student Services Act".

### **6-18-1002. Purpose.**

It is the intent of the General Assembly to articulate the functions served by each of the components of a program of student services. It is further the intent of the General Assembly that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational-technical schools. Such plan shall be implemented no later than the 1991-1992 school year. It is the intent of the General Assembly that student services coordinators be given time to fulfill their responsibilities under this subchapter.

### **6-18-1003. Rules and regulations.**

The State Board of Education is authorized to adopt rules to carry out the intent of this legislation; such rules shall include, but need not be limited to:

- (1) A description of the student services program at all educational levels for which the school district board of directors is responsible;
- (2) Criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies;
- (3) Identification of alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school district board of directors in providing the recommended student services, including, but not limited to, paraprofessionals, teachers, parents, and representatives of business and industry; and
- (4) Establishment of minimum standards for all areas of student services personnel.

6-18-1004. School district plan.

(a) (1) Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service.

(2) Only those trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan will be assigned to carry out the 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;
- (6) Behavior modification; and
- (7) Career and academic counseling.

(c) (1) Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments.

(2) The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews 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 Senate Committee on Education and the House Committee on Education.

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

(a) "Student services program" means 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 by establishing academic goals in elementary, middle, and high school;

(D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;

(E) Utilization of student records and files;

(F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and 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;

(J) 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 postsecondary opportunities for students;

(K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;

(L) Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and

(M) Guidance in understanding the relationship between classroom performance and success in school;

(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 to ensure that all students are ready to succeed and that all students are preparing for college and work;

(D) A system for the early identification of learning potential and factors that affect the child's educational performance;

- (E) A system of liaison and referrals, with resources available outside the school; and
  - (F) Written policies that 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) Career services, which shall include, but are not limited to, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;
- (5) Group conflict resolution services, which shall include, but are not limited to, the following:
- (A) Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;
  - (B) Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and
  - (C) Programs designed to prevent bullying;
- (6) Health services, which shall include, but are not limited to, the following:
- (A) Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have individualized healthcare plans;
  - (B) (i) Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to § 17-87-102(10)(D) or other professional licensure statutes, unless permitted under § 17-87-103(10) and (11).
  - (ii) The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under § 17-87-103(11); and
  - (C) Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and
- (7) The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.
- (b) School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

**6-18-1006. Occupational and placement specialist.**

- (a) The occupational and placement specialist shall serve as liaison between employers and the school.
- (b) It is the responsibility of the district placement to make written board recommendations to the superintendent for consideration by the school district board of directors concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates or progress in subsequent education experiences.
- (c) Furthermore, district administrative personnel shall report to the school district board of directors concerning adjustments in program outcomes, curricula, and delivery of instruction as they are made with the use of placement and follow-up information.

(d) The follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.

**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, the Senate Committee on Education, and the House Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of this subchapter by the various school districts, including which districts are in substantial compliance with the plan required under this subchapter.

(b) (1) (A) By January 1, 1998, the department shall have in place a staffing structure which assures that the department's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of this subchapter.

(B) The department shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.

(2) Each school district shall be responsible for submitting an annual report to the Assistant Commissioner of Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section.

(3) (A) The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with this section.

(B) The monitoring shall include interviews with administrators, counselors, students, and teachers.

**6-18-1008. Implementation.**

(a) The State Board of Education shall cause the Commissioner of Education to designate one (1) employee who shall be responsible for overseeing the implementation of this subchapter.

(b) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the state board, the House Committee on Education, and the Senate Committee on Education a report outlining the status of implementing each of the provisions of this subchapter by the various school districts.

**6-18-1009. Career development.**

(a) Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.

(b) School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.

**B. Arkansas Department of Education Rules**

**1.00 REGULATORY AUTHORITY**

1.01 These rules shall be known as Arkansas Department of Education Rules Governing Public School Student Services.

1.02 These rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-18-1001 et seq. and Ark. Code Ann. § 6-11-105.

**2.00 LEGISLATIVE INTENT AND PURPOSE**

2.01 It is the intent of the General Assembly, as set forth in the Public School Student Services Act:

*2.01.1 To articulate the functions served by each of the components of a program of student services;*



*2.01.2 That each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational technical schools; and*

*2.01.3 That student services coordinators be given time to fulfill their responsibilities under Title 6, Chapter 18, Subchapter 10 of the Arkansas Code.*

2.02 The purpose of these rules is to provide guidance to local school districts and the Department of Education in complying with requirements of Ark. Code Ann. § 6-18-1001 et seq., the Public School Student Services Act.

2.03 The further purposes of these rules are to:

*2.03.1 Describe the student services program at all educational levels for which the school board of directors is responsible;*

*2.03.2 Establish criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies.*

*2.03.3 Identify alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board of directors in providing the recommended student services, 005.15096-2 including without limitation: paraprofessionals, teachers, parents, and representatives of business and industry, and*

*2.03.4 Establish minimum standards for all areas of student services personnel.*

### **3.00 DEFINITION**

3.01 "Student services program" means a coordinated effort, which shall include, without limitation:

*3.01.1 Guidance and counseling services, which shall include, without limitation:*

*3.01.1.1 The availability of individual and group counseling to all students;*

*3.01.1.2 Orientation programs for new students at each level of education and for transferring students;*

*3.01.1.3 Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;*

*3.01.1.4 Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;*

*3.01.1.5 Utilization of student records and files;*

*3.01.1.6 Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;*

*3.01.1.7 The following up of early school dropouts and graduates;*

*3.01.1.8 A school-initiated system of parental involvement;*

*3.01.1.9 An organized system of informational resources on which to base educational and vocational decision making;*

*3.01.1.10 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 postsecondary opportunities for students;*

*3.01.1.11 Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest 005.15096-3 to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;*

- 3.01.1.12 Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and*
- 3.01.1.13 Guidance in understanding the relationship between classroom performance and success in school;*
- 3.01.2 Psychological services, which shall include, without limitation:*
- 3.01.2.1 Evaluation of students with learning or adjustment problems;*
- 3.01.2.2 Evaluation of students in exceptional child education programs;*
- 3.01.2.3 Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;*
- 3.01.2.4 A system for the early identification of learning potential and factors that affect the child's educational performance;*
- 3.01.2.5 A system of liaison and referrals, with resources available outside the school; and*
- 3.01.2.6 Written policies that assure ethical procedures in psychological activities;*
- 3.01.3 Visiting teacher and school social work services, which shall include, without limitation:*
- 3.01.3.1 Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and*
- 3.01.3.2 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;*
- 3.01.4 Career services, which shall include, without limitation, the dissemination of career education information, appropriate course-taking patterns, and 005.15096-4 the effect of taking more rigorous courses so that students are better prepared for college and work success;*
- 3.01.5 Group conflict resolution services, which shall include, without limitation:*
- 3.01.5.1 Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;*
- 3.01.5.2 Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and*
- 3.01.5.3 Programs designed to prevent bullying;*
- 3.01.6 Health services, which shall include, without limitation:*
- 3.01.6.1 Students with special health care needs, including the chronically ill, medically fragile, and technology dependent, and students with other health impairments shall have individualized health care plans;*
- 3.01.6.2 Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to Ark. Code Ann. § 17-87-102(6)(D) or other professional licensure statutes, unless permitted under Ark. Code Ann. § 17-87-103(10) and (11). The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under Ark. Code Ann. § 17-87-103(11); and*
- 3.01.6.3 Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and*
- 3.01.7 The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force. 005.15096-5*

#### **4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT**

*4.01 Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service. Only those personnel trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan (additional licensure plan (ALP)) will be assigned to carry out the duties of each service.*

*4.02 Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, without limitation:*

*4.02.1 Behavioral contracting;*

*4.02.2 Dispute resolution;*

*4.02.3 Classroom meetings;*

*4.02.4 Logistical consequences;*

*4.02.5 Assertive discipline;*

*4.02.6 Behavior modification; and*

*4.02.7 Career and academic counseling.*

*4.03 Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments. The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.*

*4.04. The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Interim Committee on Education and the House Interim Committee on Education.*

*4.05 School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services. 005.15096-6*

#### **5.00 CRITERIA FOR DEVELOPMENT OF A STUDENT SERVICES PLAN BY EACH SCHOOL**

Each school within a school district shall develop its own building-based student services plan by a process which includes identification of student services needs by parents, students, teachers, principals, and other agencies with which the school district works such as the Department of Human Services, Department of Health, local law enforcement agencies, and others.

#### **6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL**

*6.01 In order to provide the student services required by the Public School Student Services Act, a school district may utilize the following types of personnel in addition to any standard student services personnel:*

*6.01.1 Professionals or paraprofessionals in the social work or mental health fields;*

*6.01.2 Volunteers under the supervision of certified personnel; and*

*6.01.3 Medicaid licensed targeted case managers.*

*6.02 Personnel employed under Section 6.01 shall be limited to performing those services for which they are licensed, certified, or trained.*

## **7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL**

*7.01 All non-licensed student services personnel shall have:*

*7.01.1 In-service training regarding the district's Students Services Plan; and*

*7.01.2 Appropriate training by licensed personnel to perform the tasks assigned.*

*7.02 Professional and paraprofessional personnel are exempt from Section 7.01.2.*

## **8.00 DOCUMENTATION OF SERVICES**

*8.01 Each building-based school site in all school districts shall submit annual reports indicating services provided through the Student Services Plan to the Department of Education. This report shall include an accounting of all services provided by each counselor at a school or local education agency (LEA) on forms provided by the Department of Education. 005.15096-7*

*8.02 Each school counselor shall document spending at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities, provided that the activities relate to the provision of guidance services.*

*8.03 Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.*

*8.04 Each school counselor serving students in buildings housing students in grades eight (8) through twelve (12) shall provide a career planning process for each student. During the five-year process, documentation of the information provided must be maintained as to whether the information was discussed with the student in individual or group settings. Each counselor is to develop a form to document these activities which can be a form used district-wide. A copy of the form and a statement of how services were provided must be submitted to the Department of Education as part of the annual report required in section 8.01.*

*8.05 School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.*

## **9.00 MONITORING OF SERVICES**

*9.01 Regular monitoring activities of the Student Services Plan for each school building site may occur when the Department of Education's Standards Assurance Unit directly monitors schools, when the School Improvement Planning Unit directly assists schools in the Arkansas Consolidated School Improvement Planning process, and when the guidance specialists monitor individual schools on an as-needed basis.*

*9.02 The superintendent of each school district shall certify annually that each school within the district has a Student Services Plan and a guidance program which implements the Plan in order to meet the requirements of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts and the Public School Student Services Act, Ark. Code Ann. § 6-18-1001 et seq.*

*9.03 Pursuant to the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, a school determined to be in noncompliance with the Public School Student Services Act will be placed in probationary status for lack of a guidance program which involves the implementation of the Student Services Plan. Such status will extend to the first day of the next academic semester. 005.15096-8*

## **10.00 ANNUAL SCHOOL STUDENT SERVICES STATUS REPORT**

*10.01 By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Interim Committee on Education, and the House Interim Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of the Public School Student Services Act by the various school districts, including which districts are in substantial compliance with the plan required under the Public School Student Services Act.*

*10.02 The Department of Education shall have in place a staffing structure which assures that the Department of Education's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of the Public School Student Services Act.*

*10.03 The Department of Education shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.*

*10.04 Each school district shall be responsible for submitting an annual report, as set forth in section 8.01 of these rules, to the Assistant Commissioner for Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section the Public School Student Services Act.*

*10.05 The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with the Public School Student Services Act.*

## **11.00 IMPLEMENTATION OF THE PUBLIC SCHOOL STUDENT SERVICES ACT**

*11.01 The Commissioner of Education shall designate one (1) employee who shall be responsible for overseeing the implementation of the Public School Student Services Act.*

*11.02 By January 1 of each year, the Department of Education shall compile and present to the Governor, the state board, the House Interim Committee on Education, and the Senate Interim Committee on Education a report outlining the status of implementing each of the provisions of the Public School Student Services Act by the various school districts.*

## **II. GUIDANCE, COUNSELING & CAREER EDUCATION SERVICES**

### **A. Role of School Counselors**

The role of school counselors encompasses three areas: counseling, consulting, and coordinating. Counseling is at the heart of the guidance program. The counselor in a helping relationship creates an atmosphere in which mutual respect, understanding, and confidence prevail to allow for growth and resolution of concerns. The general goals of counseling are developing skills of thinking and problem-solving, developing and maintaining a positive self-concept, and helping students set positive goals and exercise self-responsibility.

The school counselor works closely with the teaching and administrative staff so that all the school's resources are directed toward meeting the needs of the individual students. At Riverview High School, at least seventy-five percent (75%) of work time each week is spent providing direct counseling, and no more than twenty-five percent (25%) of work time each week is spent on administrative activities which relate to the provision of guidance services. (ACT 908 of 1991, section 6) The counselor cooperates with other school staff in the early identification, remediation, or referral of children with developmental deficiencies or handicaps. At times it is necessary to go beyond what the school can offer and seek additional aid from outside agencies.

The counselor assists parents in developing realistic perceptions of their child's aptitudes, abilities, interests, attitudes, developmental progress, and personal-social development.

In the role of coordinator, the counselor organizes varied programs and services to meet the unique concerns of the school. Such programs and services may be: classroom guidance, career awareness, student placement, new student orientation, school-wide testing, student achievement, and staff in-service.



## **B. Ethical Standards for School Counselors - ASCA**

### **Academic Development**

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

*Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.*

#### A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

#### A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning

#### A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

*Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.*

#### A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

#### A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning

- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

*STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.*

**A:C1 Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

**Career Development**

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

*Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

**C:A1 Develop Career Awareness**

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

**C:A2 Develop Employment Readiness**

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

*Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.*

**C:B1 Acquire Career Information**

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

*Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.*

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in workbased learning situations such as internships, shadowing and/or mentoring experiences

**Personal/Social Development**

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

*Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.*

PS:A1 Acquire Self-knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles



#### PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

*Standard B: Students will make decisions, set goals and take necessary action to achieve goals.*

#### PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

*Standard C: Students will understand safety and survival skills.*

#### PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

### **C. Responsibilities to Pupils**

The school counselor:

1. Has a primary obligation and loyalty to the pupil, who is treated with respect as a unique individual.
2. Is concerned with the total needs of the pupil (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
3. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which he/she may receive counseling assistance at or before the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.
4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.

5. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
6. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.
7. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of student information.
8. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.
9. Informs the appropriate authorities when the counselee's conditions indicated a clear and present danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.
10. Provides explanations of nature, purposes, and results of tests in language that is understandable to the client(s).
11. Adheres to relevant standards regarding the selection, administration, and interpretation of assessment techniques.

#### **D. Responsibilities to Parents**

The school counselor:

1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
2. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and the counselee.
3. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.
4. Treats information received from parents in a confidential and appropriate manner.
5. Shares information about a counselee only with those persons properly authorized to receive such information.
6. Follows local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.

#### **E. Responsibilities to Colleagues and Associates**

The school counselor:

1. Establishes and maintains a cooperative relationship with the faculty for the provision of optimum guidance and counseling services.
2. Promotes an awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
3. Treats colleague with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are accurately and fairly considered to enhance the image of competent professionals.
4. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
5. Is aware of and fully utilizes professionals and organizations to whom the counselee may be referred.

#### **F. Responsibilities to the School and Community**

The school counselor:

1. Supports and protects the educational program against any infringement not in the best interest of pupils.
2. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property.
3. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing services.

4. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.
5. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

### **G. Responsibilities to Self**

The school counselor:

1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
2. Is aware of potential effects of personal characteristics on services to clients.
3. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.
4. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

### **H. Curriculum**

1. Goals and Objectives (see separate binder titled *Classroom Lessons* in office)
2. National Standards (<http://www.ascanationalmodel.org/files/StudentStandards.pdf> )
3. Lesson Plans (see separate binder titled *Classroom Lessons* in office)

### **I. Principles and Guidelines of Comprehensive School Counseling Programs**

6-18-1005. Student services program defined:

(b) School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

A summary of some of the basic principles of developmental counseling states that a developmental school counseling program is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions (Myrick, 1987).

The school counseling program is an umbrella term encompassing a wide variety of services provided by administrators, teachers, counselors, and other pupil personnel specialist. These services are offered in kindergarten through senior high school settings. School counseling programs share similar characteristics with other educational programs such as “student outcomes” (student competencies); activities and processes to assist students in achieving these outcomes; professionally recognized personnel; and materials and resources (Gysbers and Henderson, 1988).

School counseling programs are comprehensive in the range of activities and services provided. These include: Preventive classroom guidance activities: Individual and group counseling; Referrals to community agencies; Consultation with teachers, administrators, parents, and community leaders; Crisis Intervention; and Assessment, Placement, and Follow-up Services.

A team approach is essential to comprehensive school counseling programs. There is an underlying assumption that all school staff must be actively involved in promoting student achievement. The team refers to teachers/faculty, parents, school counselors, administrator, psychologist, and social worker. At the core of this team are qualified school counselors, who counsel students and parents and work as consultants to (and collaborates with) all team members.

Guidance describes an instructional process or structured learning activities, which attempt to prevent problems. Such activities assist students in developing greater understanding of themselves and others and emphasize the needs of a group of students rather than those of any student.

Counseling is a process in which a trained professional forms a trusting relationship with a person who needs assistance. This relationship focuses on personal meaning of experiences, feelings, behaviors, alternatives, consequences, and goals. Counseling provides a unique opportunity for individuals to explore and express their ideas and feelings in a non-evaluative, nonthreatening environment.

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

(a) "Student services program" means 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 by establishing academic goals in elementary, middle, and high school;

(D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;

(E) Utilization of student records and files;

(F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and 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;

(J) 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 postsecondary opportunities for students;

(K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;

(L) Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and

(M) Guidance in understanding the relationship between classroom performance and success in school;

**J. School Counselors are involved in the Following:**

**1. Classroom Guidance**

A comprehensive school counseling program involves planned guidance activities for all students. These age-related exercise foster students' academic, personal, social, and career development skills. Such activities are implemented through a collaborative effort by counselors and teachers. The classroom guidance curriculum focuses on topics such as Self-understanding; Effective interpersonal and communication skills; Problem-solving, Decision-making, and Conflict Resolution Skills; Effective Study Skills and Positive Attitudes toward school; Career Awareness and the World of Work; Substance Abuse Prevention, Comprehension and acceptance of differences in people (racial, gender-based, cultural, religious, physical); and Divorce.

School counselors take the lead in the development and organization of the guidance activities, however, this requires the support and assistance of teachers/faculty, parents, and administrators. Counselors can train teachers to conduct many activities during their classes. Other guidance procedures may be delivered most effectively by

other team members. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced. For example, after a work-related guidance activity, parents can discuss the personal satisfaction they experience from their work and leisure time. After the class field trip to a local factory, small groups of students can analyze different parts of the production process as well as write and discuss the experience.

#### Guidelines

6-18-1005. Student services program defined.

(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:

(1) Guidance and counseling services, which shall include, but are not limited to:

(L) Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and

(M) Guidance in understanding the relationship between classroom performance and success in school;

Guidance Schedule (each week):

Monday – 9:35-10:10 – 2<sup>nd</sup> Grade – Mrs. Sitzer

Monday – 1:35-2:10 – Kindergarten – Ms. George

Tuesday – 10:40-11:20 – 5<sup>th</sup> Grade – Ms. Thompson

Tuesday – 12:00-12:40 – 4<sup>th</sup> Grade – Mrs. Wilson

Thursday – 10:40-11:20 – 6<sup>th</sup> Grade – Mrs. Neely

Thursday – 12:00-12:40 – 3<sup>rd</sup> Grade – Miss Bradley

Friday – 9:35-10:10 – 1<sup>st</sup> Grade – Miss Keller

#### Guidance – Pillars of Character

KINDNESS – FAIRNESS – THE GOLDEN RULE – CITIZENSHIP – PATRIOTISM – COMPASSION – DEPENDABILITY  
HONESTY – LOYALTY – THANKFULNESS – FORGIVENESS – RESPONSIBILITY – OBEDIENCE – PERSEVERANCE  
HUMILITY – DETERMINATION – SELF-CONTROL – SELF-ESTEEM – TOLERANCE – TRUST – INTEGRITY – PEER  
PRESSURE – MANNERS – PATIENCE – CONFIDENCE – HARD WORKING – COOPERATION

Guidance Lessons will consist of teaching these pillars – helping students to understand, internalize, and normalize these traits – as well as teaching success skills.

## **2. Individual and Small Group Counseling**

In many situations, counselors work with students when they experience problems. However, counseling must be more than the provision of remediation and crisis intervention. If counselors are always putting out fires, they have little time to prevent them from starting. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop and use their resources. Counseling can also be provided for parents to address specific problems that may interfere with their student's success in school.

Group counseling has become an invaluable part of most school counselors' work. 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, making the most efficient use of the professionals' time.

Of course, a group approach is not best suited for every student. There are students who benefit most from individual counseling, or a combination of individual and group work. For some students, the nature of their problem requires more confidentiality. Others may have extreme difficulty in relating to their peers, be overwhelmed in group situations, be personally dysfunctional, or need individual attention.

Students are referred for counseling by: teachers, parents, school psychologists, school administrators, friends, or themselves

#### Guidelines

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

(a) "Student services program" means 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;

(D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;

(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 to ensure that all students are ready to succeed and that all students are preparing for college and work;

(D) A system for the early identification of learning potential and factors that affect the child's educational performance;

(E) A system of liaison and referrals, with resources available outside the school; and

(F) Written policies that assure ethical procedures in psychological activities;

(5) Group conflict resolution services, which shall include, but are not limited to, the following:

(A) Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;

(B) Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and

(C) Programs designed to prevent bullying;

### **3. Consultation**

Consultation in school counseling programs focuses on the total learning environment of the school (Myrick, 1987). Teachers use counselors as a resource, seeking consultation on specific student's problems and on general issues such as addressing the needs of culturally diverse students in the classroom. Many teachers can benefit from a counselor's assistance in developing new ways of responding and relating to students.

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

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

Typically, consultation involves: Conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance or child abuse; Assisting teachers to work with individual students or groups of students; Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum; Assisting in the identification and development of programs for students with special needs; Participating in school committees that address substance abuse, human growth and development,

school climate, and other guidance-related areas; Designing and conducting parent education classes; Interpreting student information, such as results of standardized tests for students and team members; and Consulting regularly with other specialists (e.g., social workers, psychologists, representatives from community agencies).

The counselor acts as a consultant with many people and agencies. These people and groups include the principal, teachers, parents, counselors from other schools, doctors, Families, Inc. therapist/case managers, counselors and therapists from other agencies, etc.

#### Guidelines

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

(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:

(1) Guidance and counseling services, which shall include, but are not limited to:

(D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;

#### **4. Coordination**

Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required. Research in the area has shown the systematic coordination of guidance programs is essential for effective delivery of services (Kameen, Robinson, and Rotter, 1985).

Coordinate the use of school and community resources in collaboration with other team members; Assist parents in gaining access to services their children need – e.g., a child psychologist or a local housing agency – through a referral and follow-up process; Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated; Plan, Coordinate, and Evaluate the guidance program's effectiveness; and Coordinate the school's testing program, which usually includes interpreting test results to parents, students, and school personnel.

#### Guidelines

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

(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:

(1) Guidance and counseling services, which shall include, but are not limited to:

(B) Orientation programs for new students at each level of education and for transferring students;

(E) Utilization of student records and files;

(H) A school-initiated system of parental involvement;

(K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;

#### **5. Working with Parents**

Many school counselors offer parenting classes that focus on providing adults with valuable techniques for helping their children meet their academic, personal, and social potential. Counselors also conduct workshops on specific issues such as normal growth and development, development of study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Many counselors put out newsletters letting parents know what is happening over holiday breaks and giving tips on ways to improve study habits.

Counselors also encourage parents to participate in volunteer opportunities within the school setting.

Weiner Elementary School, as a part of Harrisburg School District, understands the importance of involving parents and community in its efforts to promote higher student achievement and positive relationships between the district and those it serves. The district, Harrisburg College & Career Preparatory School, Harrisburg Middle School, Harrisburg Elementary School, and Weiner Elementary School, have developed a Parental Involvement Plan including programs and practices that work to enhance parental involvement and reflect the specific needs of students and their families in each building.

The HSD Parental Involvement Plan, comprehensive and coordinated in nature, reflects the district's responsibilities in regard to the successful implementation of the district plan as well as the plans of each of its schools. The Harrisburg School District Superintendent, Federal Programs Director, representatives from parent groups, teachers and staff, and community members will be responsible for the annual review and revision of the district plan each year. Building counselors and parent representatives will complete a review and revision of the individual building plans annually.

The HSD Involvement Plan has been developed with the support and through the participation of the district administrators, teachers, and the parent volunteer coordinators and/or representatives of the parent teacher organizations representing each elementary and secondary school. The individual school plans are the result of teacher, parents, community, and administrative input. The Harrisburg School District will provide the support and guidance required by each of its schools to successfully implement its parental involvement plan.

Harrisburg School District Parent Involvement Plan  
2017-2018

Superintendent: Danny B. Sample

*Parent Involvement Committee Members:*

Julie Price, Federal Programs Coordinator  
Jim Montgomery, Harrisburg High School Parent Facilitator  
Greg Biggers, Harrisburg Middle School Parent Facilitator  
Debra Mangis, Harrisburg Elementary Parent Facilitator  
Chris Hicks, Weiner Elementary School Parent Facilitator  
Connie Combs, Parent Center Facilitator  
Tammy Parker, Parent  
Cheryl Webb, Parent  
Shana Reddmann, Parent

**Goal 1:** How will the LEA foster effective parental involvement strategies and support partnerships among school, parents, and the community to improve student achievement?

Develop and disseminate district parental involvement policy. (Julie Price, Federal Program Coordinator, 870-578-2416 October 2017)

Conduct an annual meeting in the spring to update policy for next year's Title I, Part A program. (May 14, 2018-Julie Price, Federal Program Coordinator, 870-578-2416)

Reserve a minimum of 1% of the Title I, Part A allocation for parental involvement, with 95% going to Title I, Part A schools. (Julie Price, Federal Program Coordinator, 870-578-2416 October, 2017)

Coordinate parental involvement activities with those of other programs. Playschool Daycare and an ABC Program are operated in Harrisburg. Parental involvement activities will be coordinated with those specific per school programs in our district. (Julie Price, Federal Program Coordinator, 870-578-2416 June 30, 2018)

Establish parental involvement contact person at each of the Title I, Part A schools. (Julie Price, Federal Programs Coordinator, 870-578-2416 August 8, 2017)

Conduct an annual review of the effectiveness of the parental involvement policy. (Parent Facilitators - Debra Mangis 870-578-2413, Greg Biggers 870-578-2410, Jim Montgomery 870-578-2417, and Chris Hicks 870-684-2252, May, 2018)



Develop district parental involvement committee to create a parental involvement policy and implement parental involvement activities as well as disseminate information to the community to promote parental involvement in the Title I, Part A schools. (Julie Price, Federal Program Coordinator, 870-578-2416 August 8, 2017)

Ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand. (Julie Price, Federal Program Coordinator, 870-578-2416 October, 2017)

Each school within the district will include parents on the building level ACSIP committee who will participate in the school review and improvement process. Parents will also be included in the District's school improvement process. (Building Principals Cathy Spiegel, HES Principal 870-578-2413, Cindy Armstrong, HMS Principal 870-578-2410, Brandon Craig, HHS Principal 870-578-2417, Pam Hogue, WES Principal 870-684-2252, and Julie Price, Federal Coordinator 870-578-2416)

**Goal 2:** How will the district provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement?

Conduct ongoing site visits to observe parental involvement practices. (Julie Price, Federal Program Coordinator, 870-578-2416 throughout the year)

Provide materials and training not otherwise available to assist parents in supporting their child's academic achievement. (Parent Center Coordinator, Connie Combs 870-578-2413 November 1, 2017)

Enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners. (Julie Price, Federal Program Coordinator, 870-578-2416 October, 2017)

Ensure, to the extent possible, that information is sent home in a language and form parents can understand. (Julie Price, Federal Program Coordinator, 870-578-2416)

Provide information on adult literacy training available in the community. (Parent Center Facilitator Connie Combs 870-578-2413 August 17, 2017)

Provide a copy of the school policy at each school for parents to view as well as provide a copy to each parent. (Building Principals - Cathy Spiegel 870-578-2413, Cindy Armstrong 870-578-2410, Brandon Craig 870-578-2417, Pam Hogue 870-684-2252, Open House, August 8 & 10, 2017)

Monitor each Title I, Part A School to ensure that each school performs the following tasks: (Julie Price, Federal Program Coordinator, 870-578-2416 on-going)

Develop parental involvement policy.

Offer flexible meeting times.

Provide information to parents about the school's program, include parent information guide.

Develop and use the School-Parent Compact.

Provide training for parents in working with their child to improve academic achievement, to include training on the phone notification system in order to have real-time access to their child's attendance and achievement.

Reinforce parenting skills to support the acquisition of academic skills and their application in real-life situations for parent use. (Parent Center Facilitator - Connie Combs 870-578-2413 throughout the school year)

Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts. (Building Principals - Cathy Spiegel 870-578-2413, Cindy Armstrong 870-578-2410, Brandon Craig 870-578-2417, Pam Hogue 870-684-2252, throughout the school year)

Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times (morning and evening), in order to maximize the opportunities for parents to

participate in school-related activities. (Building Principals - Cathy Spiegel 870-578-2413, Cindy Armstrong 870-578-2410, Brandon Craig 870-578-2417, Pam Hogue 870-684-2252, throughout the school year)

Convene annual school meeting to inform parents of their school's participation in the development of the parental involvement policy and their right to be involved. (Julie Price, Federal Program Coordinator, 870-578-2416 November, 2017)

**Goal 3:** How will the district build the school's capacity for strong parental involvement?

Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A. (Julie Price, Federal Program Coordinator 870-578-2416 November, 2017)

Coordinate and integrate parental involvement strategies and staff training for parent engagement groups at each school. (Parent Facilitators - Debra Mangis 870-578-2413, Greg Biggers 870-578-2410, Jim Montgomery 870-578-2417, and Chris Hicks 870-684-2252, August 7-11, 2017)

Encourage the formation of partnerships between schools and local businesses that includes roles for parents. (Parent Center Coordinator - Connie Combs 870-578-2413 August 14, 2017)

Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child. (Parent Facilitators - Debra Mangis 870-578-2413, Greg Biggers 870-578-2410, Jim Montgomery 870-578-2417, and Chris Hicks 870-684-2252, August 14, 2017)

Involve parents through an annual survey to improve school effectiveness. (Parent Facilitators - Debra Mangis 870-578-2413, Greg Biggers 870-578-2410, Jim Montgomery 870-578-2417, and Chris Hicks 870-684-2252 June 30, 2018)

Approve reasonable and necessary expenses associated with parental involvement activities. (Julie Price, Federal Program Coordinator, 870-578-2416 as needed)

Provide any reasonable support for parental involvement at the request of participating Title I, Part A schools. (Julie Price, Federal Program Coordinator, 870-578-2416 as needed)

**Goal 4:** How will the district conduct, with the involvement of parents, ongoing evaluation of the content and effectiveness of the parental involvement policy as it relates to strategies for increasing parental participation and identifying barriers to greater participation?

Survey parents annually, including questions to identify barriers to parental involvement. (Parent Facilitators - Debra Mangis 870-578-2413, Greg Biggers 870-578-2410, Jim Montgomery 870-578-2417, Chris Hicks 870-684-2250 and Julie Price, Federal Program Coordinator 870-578-2416 May, 2018)

Provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected. (Julie Price, Federal Program Coordinator 870-578-2416 May, 2018)

Develop procedures for collecting parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year. (Parent Facilitators - Debra Mangis 870-578-2413, Greg Biggers 870-578-2410, Jim Montgomery 870-578-2417, and Chris Hicks 870-684-2252 (on-going)

Use finding from evaluation process to:

Make recommendations to each participating school for parental involvement policy revision.

Provide suggestions for designing school improvement policies, as they relate to parental involvement. (Julie Price, Federal Program Coordinator 870-578-2416 June 30, 2018)

Develop and disseminate an annual parent activity evaluation report to share with parents, staff and the community. (Parent Facilitators - Debra Mangis 870-578-2413, Greg Biggers 870-578-2410, Jim Montgomery 870-578-2417, and Chris Hicks 870-684-2252, May 14, 2018)

**Goal 5:** How will the district involve parents in the joint development of the district Title I Application under section 1112 (ACSIP)?

In order to recruit parents to serve on district ACSIP committee to help develop the Title I Application, parent survey forms are developed by the district, asking parents to indicate whether they would like to serve on the district ACSIP committee. These survey forms are used by building principals and Federal Coordinator. Building principals and/or Federal Program Coordinator will contact those parents who indicated an interest in serving on the ACSIP committee. (Building Principals Cathy Spiegel, HES Principal 870-578-2413, Cindy Armstrong, HMS Principal 870-578-2410, Brandon Craig, HHS Principal 870-578-2417, Pam Hogue, WES Principal 870-684-2252, and Julie Price, Federal Coordinator 870-578-2416)

#### Guidelines

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

(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:

(1) Guidance and counseling services, which shall include, but are not limited to:

(D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;

(F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;

(H) A school-initiated system of parental involvement;

#### **6. Peer Facilitation**

Students often share their problems with peers rather than adults. Counselors provide structures opportunities for students to serve as peer helpers. The power of peer influence cannot be minimized and, in fact, should be capitalized upon. Peer helpers can be selected by school staff and trained by professional counselors in communication and basic counseling skills through a carefully planned program. Counselors are responsible for budgeting adequate time for meeting with the peer helpers on a weekly basis for continued training, supervision, support, and personal growth. Counselors continually monitor and evaluate the training and impact of the peer facilitation program.

Peer facilitators talk with other students about their personal problems and refer them to counselors or other adults for help. They are trained to work well with group settings, teaching basic communication skills to other students and helping facilitate guidance discussions. In addition, peer facilitators tutor students in academic areas, serve as readers for nonreaders, and assist in special education classes. They are effective in greeting new students and their parents during orientation programs. Overall, recent research shows that both peer facilitators and the students they are matched with benefit from the relationship.

#### **7. Referrals to Outside Agencies**

Counselors establish and maintain close working relationships with staff and a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication.

Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need may include:

Identifying and assisting students and their parents with special needs by referring them to resources in and outside the school; Maintaining contacts with outside resources; Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues; Developing a student self-referral system, and Following up on referrals.

Guidelines

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

(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:

(1) Guidance and counseling services, which shall include, but are not limited to:

(D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;



## REQUEST FOR SERVICES

Date of Referral: \_\_\_\_\_

Clinic Location: \_\_\_\_\_

Referral Source:  School     Court     PCP (please include Referral form if under 21)     Other: \_\_\_\_\_

Referred By: \_\_\_\_\_ Phone # of Referral Source: \_\_\_\_\_

Has the individual or their parent/guardian been informed that they are being referred for services?

No     Yes Spoke with: \_\_\_\_\_

Name of Person Being Referred: _____	
Address: _____	State: _____ ZIP: _____
Primary Phone: _____	Cell Phone: _____
SSN: _____	DOB: _____ Gender: _____
Insurance (if known): _____	
Parent/Guardian (if under 18): _____	
School/ Daycare: _____	Grade: _____
Problems/Behaviors Exhibited (Reason for Referral):	
_____	
_____	
_____	
_____	

(FAX THE COMPLETED FORM TO THE CLINIC BELOW)

**Ash Flat**  
Phone: 870.994.7060  
Fax: 870.994.7063

**Jacksonville**  
501.982.5000  
501.982.5007

**Jonesboro**  
870.933.6886  
870.933.9395

**Mountain Home**  
870.425.1041  
870.425.1049

**Osceola**  
870.622.0592  
870.622.0782

**Paragould**  
Phone: 870.335.9483  
Fax: 870.335.9487

**Pocahontas**  
870.892.1005  
870.892.0078

**Searcy**  
501.305.2359  
501.305.2348

**Trumann**  
870.483.4003  
870.483.4009

**Walnut Ridge**  
870.886.5303  
870.886.7002

Families, Inc./ 10-21-13

## **8. Assessment and Testing**

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. They interpret standardized test results for parents, faculty, and students; relate the results to strengths and limitations in the school's curriculum; and assist in planning and implementing changes in the curriculum and school's procedures.

Counselors use a variety of assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

### Guidelines

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

(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:

(1) Guidance and counseling services, which shall include, but are not limited to:

(F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;

## **9. Specialized Populations and Needs**

Working with students from culturally diverse populations and students with disabilities requires special attention. Counselors' activities can promote students' and school personnel's acceptance of differences, Policies, procedures, and behaviors that reflect freedom from stereotypes; Examination of schools' testing programs to ensure that they reflect equitable standards for all students; and Outreach to parents and families of students from culturally diverse populations.

### Process for Identifying ELs

1. Secretaries send copies of Home Language Survey (part of registration process) to EL Department when something other than English is checked for "language spoken".
2. The student is tested by EL staff.
3. If the student scores into the targeted range, s/he receives EL services.

Accommodations/Modifications that will not lower academic expectations:

- ✓ Extra time allowed for assignments
- ✓ Teacher checks student's understanding of assignment before starting
- ✓ Assignment notebook
- ✓ Preferential seating
- ✓ Different types of testing – oral, essay, true/false, multiple choice
- ✓ Peer assistance
- ✓ Chart behavior to look for patterns
- ✓ Contract with student to improve work/behavior
- ✓ Provide work space free from distraction
- ✓ Allow choice of output for assignment – oral, written, computer
- ✓ Provide copy of class notes
- ✓ Highlight important information/directions
- ✓ Drill with partner
- ✓ Provide study guides
- ✓ Break work into smaller segments
- ✓ Help organize study space
- ✓ Use of manipulatives

- ✓ Accompany oral directions with written directions
- ✓ One-on-one assistance
- ✓ Extra work space
- ✓ Sit away from air units, learning centers, doorway
- ✓ Limit visual distractions and clutter in room
- ✓ Sit among well-focused students
- ✓ Use of study carrels
- ✓ Appropriate size furniture
- ✓ Design room to accommodate different learning styles
- ✓ Study buddy to help write down assignments/gather books
- ✓ End of day reminder to student of assignments by teacher
- ✓ Handouts given already hole punched
- ✓ Assist in organizing notebooks/materials
- ✓ Tape a "things to do" list to student desk
- ✓ Limit items in student's desk
- ✓ Daily/weekly communication sheets for home and school to chart work and/or behavior
- ✓ Increase phone contact with parents (include good things too)
- ✓ More frequent conferences
- ✓ Communicate concerns with support staff and recruit assistance
- ✓ Open communication with student – let them know you want to help if they will express needs
- ✓ Prepare student in advance for transitions and/or change in routines
- ✓ Increase structure
- ✓ Have clearly defined expectations and consequences (review a lot)
- ✓ Utilize "teacher proximity control" – stand close
- ✓ Hold private discussions regarding behavior and/or work
- ✓ Provide lots of positive reinforcement
- ✓ Praise specific behaviors
- ✓ Use of contract or charting system for work and/or behavior
- ✓ Private cueing signals preset with student
- ✓ Frequent breaks or opportunities to move
- ✓ Extra assistance during the day
- ✓ Tape schedule to desk
- ✓ Allow extra time for student to process information and respond
- ✓ Increase amount of modeling, demonstrating, and guided practice
- ✓ Many opportunities to work with partner or small group
- ✓ Discuss test format ahead of time
- ✓ Do not put letter grade on paper
- ✓ Circle incorrect problems and allow a second chance of completing (either orally or written)
- ✓ Have student repeat directions
- ✓ Student completes a few problems and then goes to teacher for confirmation before completing assignment
- ✓ Set timer and draw a line where they will be before the timer goes off
- ✓ Second set of books kept at home
- ✓ Test in a different environment
- ✓ Give shorter and more frequent tests
- ✓ Place fewer questions or problems on a page to be less overwhelming
- ✓ Regular feedback and progress check on assignments
- ✓ Allow the use of computer to complete work
- ✓ Accept poor handwriting or printing
- ✓ Allow oral response to tests or assignments
- ✓ Extra assistance through tutoring

- ✓ Have student read assignments in pairs
- ✓ Provide handouts that are clear and easy to read
- ✓ Allow use of tape recorder to record lessons
- ✓ Seat close to projector screen, smart TV, or other visual aid
- ✓ Student will leave a few minutes before the bell rings
- ✓ Student will complete drill and practice on the computer
- ✓ Student will not have to copy questions or write in complete sentences
- ✓ Reinforcement provided for remembering directions and/or supplies
- ✓ Present information one concept at a time
- ✓ Cue the student before stating important information and/or directions
- ✓ Use a daily behavior sheet signed by teachers and parents
- ✓ Give student oral directions for tests and have them summarize

On graded work:

- ✓ Capitalize and/or underline key words such as ALWAYS, never, NOT
- ✓ Use brief alternatives to multiple choice answers
- ✓ Avoid negatively stated questions, especially T/F
- ✓ No more than 10 items on a matching list
- ✓ Use different question formats
- ✓ Group similar type questions together
- ✓ Avoid “all of the above” and “none of the above”
- ✓ Shorten MC to 3 instead of 4 choices
- ✓ Draw lines above and below questions to separate them visually

Remember we want to make sure they learned the skills, not see if we can trick them.

### **10. Orientation**

Orientation is a process for students, teachers, and parents 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 effective transition adjustments 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.

#### Guidelines

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

(a) “Student services program” means a coordinated effort, which shall include, but is not limited to:

(1) Guidance and counseling services, which shall include, but are not limited to:

(B) Orientation programs for new students at each level of education and for transferring students;

### **11. Academic Advisement for Class Selection**

Class selection is the proper placement of students in the academic setting. Counselors act in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives.



REGISTRATION FORM ~ 7TH GRADE  
School Year 2018-2019

Name \_\_\_\_\_

The following courses are required:

- English or Advanced English
- Social Studies
- Science
- Math or Advanced Math
- Keyboarding/General Music (1 semester each)
- Reading/ PE-Health (1 semester each)



The following are Elective Courses—1 is required. Number your choices 1-7 in order of importance to you.  
Assignment to certain courses may be based on “first returned, first served”.

- \_\_\_\_\_ Art
- \_\_\_\_\_ Band
- \_\_\_\_\_ Choir
- \_\_\_\_\_ EAST Lab
- \_\_\_\_\_ Boys’ Athletics (Check your choice)  
Football only \_\_\_\_\_ Basketball only \_\_\_\_\_ Both \_\_\_\_\_
- \_\_\_\_\_ Girls’ Athletics (Check your choice)  
Volleyball only \_\_\_\_\_ Basketball only \_\_\_\_\_ Both \_\_\_\_\_
- \_\_\_\_\_ Reading For Information

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

### Guidelines

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

(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:

(1) Guidance and counseling services, which shall include, but are not limited to:

(J) 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 postsecondary opportunities for students;

### **12. Utilization of Student Records**

Counselors should be authorized to access any files kept by the school district. Data is utilized to assist parents, faculty, administrators, and counselors in helping individual student reach their potential.

### Guidelines

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

(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:

(1) Guidance and counseling services, which shall include, but are not limited to:

(E) Utilization of student records and files;

### **K. Career Awareness and Planning in School Counseling Programs**

Career development is a lifelong process integrating the roles, settings, and events of a person's life (Gysbers and Moore, 1981). In this sense, the word career encompasses all the roles in which individuals are involved (student, worker, family member, citizen). As such, career education is an integral part of students' school experiences as they grow and develop.

In general, the guidance curriculum focuses on facilitating interpersonal relationships and decision-making and problem-solving skills – all of which can increase a student's future effectiveness in the workplace.

Guidance and general classroom activities can focus specifically on the world of work. An untold number of opportunities exist for students to relate school subject matter to career themes. Teachers can link mathematics lessons to the working world by having a model supermarket in the classroom. Part of the science curriculum can focus on the professional functions of people in science-related fields. During a current events lesson discussion, perhaps, the building of a new airport, students can learn about the interdependence of jobs that are needed to accomplish the goal.

At the secondary level: 1. Work with, advise, and make students aware of the importance of selecting the proper courses throughout school in order to meet graduation requirements, to prepare for employment, or to prepare for admission to post-secondary institutions. 2. Provide materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment. 3. Work with individual students on postsecondary educational and work alternatives to become informed about educational/work alternatives. 4. Work with individual students experiencing difficulty with the changing roles of men and women to help understand continuous changes of male/female roles and how this relates to career choice. 5. Counsel with students displaying a lack of interpersonal skills to develop the interpersonal skills necessary for harmony in the workplace. 6. Make employment opportunities, college choices, and career planning materials available for students' use to become informed about up-to-date employment and college opportunities. 7. Provide current materials for career awareness and exploration to form tentative career goals and strategies to reach them whether college or vocational schools could provide those opportunities. 8. Work with individual students to discuss occupational, college, or vocational interests to understand lifestyle preferences and relate them to occupational, college, or vocational interests.

### **L. State Goals for Career Education**

### Mission:

The mission of the Arkansas Department of Career Education (ARCareerEd) is to prepare a job-ready, career-bound workforce to meet the needs of Arkansas employers.

The Arkansas Career and Technical Education Division supports the national vision for CTE, Putting Learner Success First: A Shared Vision for the Future of CTE, and in particular, the five key guiding principles of this vision, namely:

- All CTE programs are held to the highest standards of excellence
- All learners are empowered to choose a meaningful education and career
- All learning is personalized and flexible
- All learning is facilitated by knowledgeable experts
- All systems work together to put learner success first.

### CTE Delivery:

CTE is offered through the following institutions:

- Comprehensive high schools
- Area CTE centers
- Community colleges
- Charter schools
- Technical institutes
- Four-year universities

### Career Clusters:

Arkansas has adopted the National 16 Career Clusters Framework and is implementing all 16 Career Clusters.

Arkansas believes that Career Clusters are the basis for high school reform and provide the infrastructure for a seamless educational transition between all learner levels. Career Clusters are also seen as a tool for career guidance, a platform to organize sequences of courses around, and a way to improve the quality of CTE.

In order to effectively implement Career Clusters, Arkansas has adopted a state policy that supports Career Clusters. Additionally, the state is using several strategies to support the implementation of Career Clusters. For example, Arkansas requires that all accountability information is collected by Career Clusters and is using Career Cluster knowledge and skills to benchmark existing programs, as well as, redirecting state resources and personnel to support Career Clusters.

Several delivery methods are being used to implement and deliver Career Clusters, including National Academy Foundation academies and High Schools That Work. See Arkansas' State Plan for more detailed information.

### Programs of Study:

Arkansas maintains programs of study and statewide secondary CTE standards in each of the 16 Career Clusters.

- Agriculture, Food & Natural Resources Career Cluster
- Architecture & Construction Career Cluster
- Arts, A/V Technology & Communications Career Cluster
- Business Management & Administration Career Cluster
- Education & Training Career Cluster
- Finance Career Cluster
- Government & Public Administration Career Cluster
- Health Science Career Cluster
- Hospitality & Tourism Career Cluster
- Human Services Career Cluster
- Information Technology Career Cluster
- Law, Public Safety, Corrections & Security Career Cluster
- Manufacturing Career Cluster

- Marketing Career Cluster
- Science, Technology, Engineering & Mathematics Career Cluster
- Transportation, Distribution & Logistics Career Cluster

Secondary to Postsecondary Transition & Alignment:

Arkansas offers dual enrollment and concurrent/transcripted credit starting for students in 9th grade to ease the transition from secondary to postsecondary. Arkansas has comprehensive state-level guidance for the development and administration of such dual/concurrent enrollment programs.

#### **M. Recommended Facilities for the Counseling Program**

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

The Weiner Elementary School Counselor is provided a classroom, which has adequate floor space, heating, cooling, ventilation, and lighting. There is more than adequate storage provided. Security measures include locking outer doors, locking filing cabinets, and a private phone line. Group guidance, individual counseling, small groups, and conferences are held in the counseling room.

#### **N. Student Services Needs Assessments**

See Appendix B for example of survey.

#### **O. School Counselor/Pupil Ratio from Standards for Accreditation**

The Arkansas Public Schools Standards for Accreditation as adopted by the AR State Board of Education:

4-E.1 Each public school district shall employ guidance counselors that meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Department or are working under an approved waiver in accordance with the laws of the State of Arkansas and the rules of the Department.

4-E.2 Each public school district shall have a student/guidance counselor ratio of no more than one to 450 students.

### **III. PSYCHOLOGICAL SERVICES**

#### **A. Evaluations**

The district provides an evaluation for students with learning or adjustment problems and evaluation of students in exceptional child education programs. Psycho-educational testing is provided on a contractual basis by a licensed or certified examiner.

#### **B. Consultations**

The district provides consultation and counseling with parents, students, and school personnel.

#### **C. Early Identification**

1. In the spring of each year, CAPCA (Community Action Program Central Arkansas) informs the two Riverview Elementary Schools of students they are currently providing services to which will be attending the elementary school in the fall.
2. Pre-school services are provided through Wilbur Mills Education Service Cooperative. Transition from this service to Kindergarten allows for referral, temporary placement, or placement of school-aged students in special education.
3. The district provides a system for the early identification of learning potential and factors which affect the child's educational performance. Kindergarten screening using the Early Prevention of School Failure evaluation tool is provided for all students prior to Kindergarten entrance. As of

the fall of 2004, the state has mandated the use of the Iowa Early Learning Inventory to help make instructional decisions about students in the building.

**D. Liaison and Referrals**

Referrals to outside agencies are made, as necessary, in coordination with the Principal. Some of these may include: 1) referral to audiologist, 2) referral to doctor, 3) referral for Occupational/Physical Therapy.

**E. Ethical Procedures**

The district provides written policies that assure ethical procedures in psychological activities.

## **IV. VISITING TEACHER AND SCHOOL SOCIAL WORK SERVICES**

**A. Description**

These persons seek to enhance the coping capabilities and to change environmental conditions that impact students. A full-time social worker and paraprofessional are employed by school-based mental health for the benefit of providing services to students and their families.

**B. Assist in Casework**

These persons provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.

**C. Liaison between Home and School**

The role of liaison between the home and school could include home visits and referring students and parents to appropriate school and community agencies for assistance. Also, pursues avenues by which parents can become not only more involved with their child's school program, but also more responsive and responsible; provides the parent with techniques and strategies to be utilized at home to enhance positive behavior; develops and facilitates parent groups composed of persons with similar concerns; and refers parents to appropriate outside agencies or counselors. The roles of counselors, therapists, and case managers include making home visits, making referrals, and finding avenues to facilitate meeting the needs of parents, students, and staff.

## **V. OCCUPATIONAL AND PLACEMENT SERVICES**

**A. Description**

These services, which shall include, but are not limited to, the dissemination of career education information, placement services, and follow-up studies.

**B. Placement Follow-up Studies**

Follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.

**C. Liaisons**

The occupational and placement specialist shall serve as liaison between employees and the school.

## **VI. CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES**

**1. Description**

These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication.

**2. Activities**

Activities for students include dealing constructively with conflict, building positive self-esteem, respecting human differences, making responsible decisions, coping with frustrations and anger, and developing positive interpersonal skills.

**3. Anti-Bullying Description & Policy for the School**

*Activities & Programs for Anti-Bullying at School*

Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent pupil harassment, also known as “bullying,” and shall file with the Department of Education a copy of the policies adopted.

At Weiner Elementary School, the school counselor discusses the issue of bullying. Classroom discussions are led to instruct students what to do if they are confronted with a bullying situation. Outside programs are brought in to deal with bullying also.

Weiner Elementary School tolerates zero bullying. A meeting with the principal is mandatory if bullying is reported to an adult at the school.

#### **4. Alternative Methods of Classroom Management**

The main method of classroom management used at Weiner Elementary School is Assertive Discipline. Students are taught that their misbehavior will result in increasing levels of discipline the more times they disobey the rules. For most students, this form of classroom management works. For those students having more difficulty, behavioral contracting, dispute resolution or behavior modification plans are used.

### **VII. HEALTH SERVICES**

#### **1. Nurse/Pupil Ratio**

Act 1106 of March 1991 established guidelines requiring all school districts beginning with the 1994-95 school year should have no less than one full-time school nurse per one thousand students. Weiner Elementary School has housed in the building one Licensed Practical Nurse.

#### **2. Responsibilities of School Nurse**

The role of the school nurse is to assess and care for student health needs. The major part of the nurse’s time is spent in direct child care, personal conferences, appraisal and follow-up. Health services include, but are not limited to:

1) maintaining students health records, 2) physical screenings, 3) referrals to appropriate medical professionals for students in need, 4) providing emergency care, 5) being available to present health related units in the classroom, and 6) providing parents with health related information.

### **VIII. SCHOOL SUICIDE, CRISIS, & TERRORIST PLAN**

SEE APPENDIX A.

## APPENDIX

### APPENDIX A

#### **Crisis Response Plan for Weiner Elementary School**

##### **School Crisis Intervention Team**

1. Pam Hogue, Principal
2. Patricia Hesse, Gifted/Talented
3. Chris Hicks, Counselor
4. Jamie Bartholomew, School Nurse
5. Ina Raye Hurdle, Media Specialist
6. Beckie Brooks, Secretary
7. Kenny Sims, School Resource Officer

##### **Administrative Support**

1. Danny Sample, Superintendent
2. Doug Worley, Assistant Superintendent
3. Andy Barrett, Transportation Director

##### **Auxiliary Members**

1. Roderick Moore, Police Chief
2. David Schwarz, Fire Chief
3. Todd Bartholomew, Mayor of Weiner
4. William Wood, Mayor of Waldenburg
5. Debbie Jones, Mayor of Fisher
6. Anna Easterling, APRN
7. Wayne Hogan, Office of Emergency Services

##### **Crisis Resource List**

Access Medical Clinic	(870) 605-0014
Ambulance Service (Medic One)	911
Arkansas OES	(501) 682-0716
Arkansas State Police Office	(870) 523-2701
Child Abuse & Neglect Hotline	(800) 482-5964
Families, Inc.	(870) 933-6886
Fire Department	(870) 684-2277
Harrisburg Public Schools District Office	(870) 578-2416
Health Department	(870) 578-4480
Lifeline Paramedics, Inc.	(870) 578-5441

NEA Medical Center	(870) 972-7000
Poinsett County Jail	(870) 578-2116
Poinsett County Judge	(870) 578-5333
Poinsett County OES	(870) 578-5022
Poinsett County Sheriff	(870) 578 – 5411
Poison Control	(800) 376-4766
Rape Crisis Line	(800) 813-5433
Regional OES	(870) 935-3094
St. Bernard’s Regional Hospital	(870) 972-4100
Suicide Prevention Hotline	(800) 273-8255
Weiner Police Department	(870) 684-2284

**Harrisburg School District Counselors**

Weiner Elementary School

Chris Hicks	(870) 684-2252	chris.hicks@hbgsd.org
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Harrisburg High School

Dennis Graham	(870) 578-2417	dgraham@hbgsd.org
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Harrisburg Middle School

Vicki Faulkner	(870) 578-2410	vfaulkner@hbgsd.org
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Harrisburg Elementary

Christy Buchanan	(870) 578-2413	cbuchanan@hbgsd.org
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**Other Weiner Area Mental Health Professionals**

Brooke Weaver	(870) 897-1684	brooke.weaver@hbgsd.org
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## SUICIDE THREAT

*Step 1.* Go through the [SLAP model](#) with the student. If the risk assessment is deemed high, call for help immediately. If not, go through the six-step crisis intervention plan.

1. Define the problem from the student's perspective
2. Ensure safety of the students and of other students
3. Provide emotional support
4. Examine alternatives
5. Make a plan
6. Obtain a commitment (no harm agreement)

*Step 2.* If the student has suicidal intentions but does not meet the SLAP model guidelines, such as the student does not have a plan or the means to follow through on a suicide threat, notify the parents or guardian immediately. Give specific written recommendations as follows:

- Close supervision of the child
- Check in with the child frequently
- Structure activities so the child is not alone
- Get to another resource
- If the child begins to talk about a plan the parents need to get immediate help
- Set up a follow-up appointment
- Check into long term counseling – (options)

1. Brooke Weaver (School-based Social Worker/Families Inc) - (870) 897-1684
2. Families, Inc. - (870) 933-6886
3. Mid-South Health Systems - (870) 972-4000
4. Life Strategies Counseling, Inc. - (870) 972-1268
5. Methodist Counseling Clinic - (870) 910-3757

*Step 3.* Additional agreement with the child

No Harm Agreement

In the child's handwriting (if possible)

Statement that student will not harm himself

Statement that if student thinks about harm, he/she will contact - parent if at home, counselor if at school...will tell *someone*

Set up regular appointment times

We both sign the agreement

Copies go to the child, parents, and counselor

*Step 4.* If the student will not sign the No Harm Agreement:

Go back to SLAP and assume the child is suicidal

Determine if the police need to be called.

Do not leave the student unattended.

*Step 5.* If the student does not go all the way through SLAP and I cannot get in touch with the parents:

Have the principal sign the No Harm Agreement along with the counselor and the student to show that I did try to contact the parents.

*Step 6.* Send written documentation to the administrator.

*Step 7.* **DOCUMENT EVERYTHING.**

#### **WARNING SIGNS**

I wish I were dead.

I want to quit.

I hate myself.

I hate my life.

I can't do this anymore.

What do you think happens when people die?

I'm getting out.

I'm tired of my life.

I've had it!

I'm through.

Depression

#### **Questions**

Are you thinking of hurting yourself?

Have you thought about killing yourself?

How would you do it?

Are you thinking about it today?

#### **AFTERMATH OF A COMPLETED SUICIDE**

*Step 1.* Call the Crisis Intervention Team, all school counselors, and available mental health professionals.

Inform them of the situation.

*Step 2.* Start debriefing the students that were the closest to the deceased.

Find out where these students are.

Find out their needs.

Find out how they are handling the situation.

Contact their parents.

*Step 3.* Meet the needs of the other students.

Some casual acquaintances of the deceased may be very upset.

Let the students know there are counselors available if they need to talk to someone.

*Step 4.* Teachers may identify the students who need to be seen individually.

*Step 5.* Small groups

- A. Talk about why it happened. (They may have cognitive distortions initially.)
- B. Talk about the good qualities of the student.
- C. Say good-bye. (Letters, scrapbook to parents, etc.) Do not put anything on the walls. Put everything into a box to give to parents.
- D. Help students turn loose – reach acceptance.
- E. Resolve the issue.

*Step 6.* MAKE SURE THERE IS NO ASSEMBLY OR FUNERAL AT SCHOOL.

Everything should be kept low key while meeting the needs of the students.

*Step 7.* Have a meeting at the end of the day to determine how the next few days will be handled.

## **SAMPLE LETTER**

To All Staff Members:

Yesterday morning/afternoon, one of our students, \_\_\_\_\_, took his/her own life. Many circumstances over a long period of time influenced his/her decision. No one person, thing, or event or no one thing any one person said or did, or didn't say or do, caused \_\_\_\_\_ to make this decision. In this final choice, \_\_\_\_\_ alone was responsible. His/Her decision was not courageous, romantic, or heroic. It is just tragic.

Our students will react in many different ways. Some we can anticipate, many we cannot. Many of the daily activities at McRae will seem meaningless. Hopefully, this will be only temporary for most of us. Many of our students became aware of \_\_\_\_\_ death last evening; the rest will find out today. The following items are for your information as we respond to this event:

The library will be closed today. However, the room will be made available as a place students and a teacher, counselor, or parent volunteer may gather to sit and talk, or just sit. Counselors and administrators will be available in the library all day. Students and/or teachers may be released from class to go to the library.

Students who seem very upset and request to be excused from class should be directed to the library and accompanied by a teacher or a classmate.

Students who wish to leave school may only be dismissed to a parent/guardian.

Students should not be allowed to congregate in small groups in the halls or outside the buildings but should be in classes or directed to the library.

You may choose (but are not obligated) to allow students to talk and discuss in your classroom. If you feel you need help, please call on one of the counselors or on an administrator.

If you need to be excused from your class, contact one of the administrators.

The Superintendent's Office will be the contact person with the community. Inquiries from outside the school should be directed to them.

## **BOMB THREAT**

### **NEVER USE RADIOS OR CELLULAR TELEPHONES**

#### **STAFF:**

1. Notify the principal or designee. They will provide any direction you need follow designated school procedures.
2. If you are asked to evacuate:
  - Leave lights on.
  - Do not lock doors.
  - Take your grade book or roll.

#### **Administrator or Designee:**

1. Contact the Superintendent or designee. They will provide any direction you need and will call the appropriate law enforcement agencies.
2. The Administrative Team/School Resource Officer will conduct a visual inspection of all common areas.
3. Ask staff to make a visual check of their area and send information to the front office.
4. Law enforcement officials will decide if fire or medical personnel need to be called.
5. If evacuation is necessary, ask staff to:
  - Leave lights on.
  - Do not lock doors.
  - Take your grade book.
6. Ensure all personnel answering telephones are aware of the policies and procedures implemented by the school district and local law enforcement regarding obtaining information from a caller.

## **BOMB THREAT CALL CHECKLIST**

Notify the principal or designee. They will provide any direction you need.  
Fill out completely immediately after bomb threat call.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Phone #/Ext. called: \_\_\_\_\_

**Enter Exact Words of Caller:**

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### **Questions to Ask:      Record the exact wording of the threat**

When is the bomb going to explode?

Where is the bomb right now?

What kind of bomb is it?

What does it look like?

Is there more than one bomb? How many?

Why did you place the bomb?

What is your name?

Instructions or directives made by caller:

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**Description of Caller's Voice:**

Male: \_\_\_\_\_ Female: \_\_\_\_\_ Young: \_\_\_\_\_ Middle age: \_\_\_\_\_ Old: \_\_\_\_\_

Accent? \_\_\_ No \_\_\_ Yes

Is voice familiar? \_\_\_ No \_\_\_ Yes If so, whom did it sound like?

Speech pattern or abnormality: \_\_\_\_\_

Other characteristics: \_\_\_\_\_

**Background Sounds:**

\_\_\_ Street noises \_\_\_ House noises \_\_\_ Factory machinery \_\_\_ PA system \_\_\_ Motor vehicles \_\_\_ Animal noises

\_\_\_ Clear \_\_\_ Music \_\_\_ Other \_\_\_\_\_

**Threat Language:**

\_\_\_\_\_ Foul \_\_\_\_\_ Irrational \_\_\_\_\_ Message Read By The Threat Maker

\_\_\_\_\_ Taped \_\_\_\_\_ Incoherent \_\_\_\_\_ Well Spoken (Educated)

Time caller hung up: \_\_\_\_\_

Remarks: \_\_\_\_\_

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Name of person receiving threat: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_

Date and time reported: \_\_\_\_\_ How reported: \_\_\_\_\_

## **AFTERMATH OF A BOMB AT SCHOOL**

This is after all of all students, faculty, and staff have been accounted for and the safety of the building has been ascertained. Everyone will be transported to a safe place if necessary. Immediate needs for health and safety have been met.

If remaining in the school building, someone should be posted at every door. No one can leave without permission and their leaving must be recorded. The school is responsible for every student.

*Step 1.* Call the Crisis Intervention Team, all school counselors, and all mental health professionals.

*Step 2.* Assess the situation:

What services are needed?

Which students need intervention?

What are the needs of the majority of students?

What are the needs of staff and faculty?

What are the needs of parents?

What are the needs of the community?

*Step 3.* Provide Support:

### A. Faculty and staff

They need to know they are safe.

They need to be debriefed.

They have to meet the needs of the students and need to be told how to do this.

Some students are afraid.

Some students need to know how to handle the situation.

Some students need follow-up. (Refer to the counselor.)

### B. Majority of students

Address their safety concerns

Give factual information

Optional counseling available

Try to keep the normal routine of classes.

Open house - make sure things appear "normal."

If needed, paint the walls the same color.

Make sure the bulletin board is the same.

Teachers leave everything the same.

Not the time to change things; students need "normal."

C. High risk or specific students

Have resources (mental health professionals) and referrals for these students.

Home visits may be necessary.

Hospital visits should be made.

D. Parents

Hold a meeting to explain the situation.

Address safety concerns.

Do some debriefing with parents.

Identify specific parents that need follow-up (referral).

E. Community

Meetings that are factual

A list of resources

\*Enlist media help in informing the community of the facts and that the safety of students is top priority. Parents may be informed of the best way to pick up their children after the disaster. Media has the power to help the community regain a sense of safety and limit confusion and hysteria.



## **BUS TRANSPORTATION ACCIDENT**

### **Bus Driver:**

1. Immediately notify dispatch using proper procedures.
2. Secure the bus so that passengers do not wander off the bus and people passing by do not board the bus. This will make it easier to complete your passenger list.
3. Set out warning devices. Warning devices, such as triangles or cones, allow other motorists to see your vehicle more easily.
4. Determine if there are injuries. Ask passengers, "Is everyone all right? Never ask, "Is anyone hurt?" Always remain positive.
5. Move the bus to the side of the road only if it can be moved and the passengers would be safer.
6. Your main concern should be for your passengers' safety. If the bus is not badly damaged and it is in no danger of being struck by other vehicles, keep the passengers on the bus. This way, you will know where they are and they will be safe.
7. Refer any media to the administrator or designee.

### **Dispatch:**

1. Take control of the situation by remaining calm and helping the driver make proper decisions.
2. Call appropriate designated management staff.
3. Call the proper law enforcement agency or 911.

### **Transportation Personnel:**

1. Upon arriving at the scene, immediately assess the situation for immediate safety concerns.
2. Fill out accident reports, leaving no blanks and take pictures, using entire roll of film or digital media.

Refer any media to the administrator or designee.

### **Schools:**

1. Contact parents of involved students to make them aware the children have been in an accident and relay necessary information.
2. Conduct follow-up on all children who received medical treatment within three days of incident.

## **CHILD MISSING/ ABDUCTED**

*(A student should be released from school only to custodial parents or guardians designated on the student's school record.)*

If a student is missing from campus:

### **Staff:**

1. Notify the principal or designee of missing student. They will provide any direction you need.
2. Be prepared to provide the principal or designee with as much information as possible such as name, sex, race, age, grade, physical description, distinguishing marks, etc.

### **Administrator or Designee:**

1. Contact the Superintendent or designee. 870-741-7600
2. Call the proper law enforcement agency 870-741-8404 Also contact the parent or guardian listed on the student's school records.
3. When law enforcement arrives, they will take control and work closely with school officials and relatives. If possible, have a description of the student (e.g., school picture, description of clothing) and suspect, if known, for the law enforcement officials.
4. Identify a team to work on the crisis response while the school maintains its daily routine.
5. Consider preparing a memo to inform staff and parents of facts and actions taken. Arrange counseling for students and staff, if necessary.

## **DEATH OF A STUDENT**

### Death of a Student at School

Step 1. Call the Crisis Intervention Team, all school counselors, and available mental health professionals to inform them of the situation.

Step 2. Make sure that all students are out of the area where the incident happened.

Step 3. All students that witnessed the event should be taken to an area where they receive immediate counseling.

Step 4. All other students stay in their classrooms. Shut down, no students are allowed in the hallways.

Step 5. Email the teachers to inform them of what has happened and how to handle the situation with the students in their classrooms. Intercom announce for teachers to check their email immediately.

Step 6. Counselors/Mental Health Professionals will meet with students on a need basis. Make sure friends of the student are accounted for and taken care of.

Step 7. Facilitate small groups for students as needed.

Talk about what happened.

Talk about the good points of the student.

Say good-bye (letters, scrapbook to parents, etc.)

Help students turn loose-acceptance.

Resolve the issue.

Step 8. Meet with the staff at the end of the day to determine how to handle the next day.

## **Death of a Student Outside the School**

Step 1. Call the Crisis Intervention Team to inform them of event.

Step 2. Check on the students close to the student that died, make sure they are ok, and who needs counseling.

Step 3. Inform the teachers of what has happened and tell them to keep the routine as normal as possible. Also, tell them what to tell the students. This can be done through e-mail. (Teachers may refer any students who need additional help to the counselor.)

Step 4. Crisis Intervention Team should be meeting with students that need help. Additional school counselors may be called as well as mental health professionals depending on the number of students needing counseling.

Step 5. Organize small groups for students as needed.

Talk about what happened.

Talk about the good points of the student.

Say good-bye (letters, scrapbook to parents, etc.)

Help students turn loose-acceptance.

Resolve the issue.

Step 6. Meet with the staff to determine how to handle the next day.

## **ALLEGATION OF ABUSE FROM A STUDENT**

Step 1. Assess the allegation and determine identity of the alleged abuser.

Step 2. Insure the safety of the student.

Make sure the perpetrator does not have access to the child.

Make sure the student does not leave the school premises.

Get immediate medical attention.

Step 3. Notify the Authorities and call the Child Abuse Hotline

Notify the Principal.

Call the resource officer at school. He or you should call the State Police to notify them of suspected child abuse.

Notify the Parents (when appropriate.)

Step 4. Prepare the student for what is going to happen next.

Look at the alternatives.

Provide support.

Make a plan.

Get a commitment.

Step 5. Follow-up

Contact the Department of Youth and Family Services and find out where the student is living.

Contact the student.

Step 6. **DOCUMENT EVERYTHING.**

## **Criminal Activity**

Step 1. Notify the administration.

Call 911 if necessary.

Step 2. Assess the situation and call the Crisis Intervention Team if necessary.

Step 3. Depending on the severity of the situation-contact the teachers and have them keep the students in their classrooms.

Step 4. Provide support for students. Also, provide support for those affected by the criminal activity. Explain to the students involved what to expect from the proper authorities.

Step 5. Meet with the administrators, the counseling team, and the resource officer to decide the best course of action to take.

## **A Person Who Is Under the Influence and Threatening**

Step 1. Call the administration, resource officer, or 911.

Assess the seriousness of the situation.

Call the Crisis Intervention Team.

Step 2. Get everyone possible out of the area.

Step 3. Talk to the person (student or parent) and try to use a calm voice and “talk them down” by taking them through the six-step model as follows until help arrives:

1. Define the problem
2. Ensure safety
3. Provide support
4. Examine alternatives
5. Make a plan
6. Obtain a commitment

Step 4. Let the authorities or administrators handle the situation as soon as they arrive.

### Warning Signs:

Tense muscles

Bulging or darting eye movements

Starting or completely avoiding eye contact

Closed defensive posture

Body tremors

Agitated

Pacing

Heightened voice pitch, volume, and rapid speech

Profanity and threats

Confused speech

\*There is a high correlation between threats of violence and acting on those threats. Just maintain safety until help arrives.

## **NATURAL DISASTER**

The appropriate drill will be followed to ensure safety of students. Everyone will remain in the drill position until the disaster is over and the all-clear signal is given.

All students, faculty, and staff must be accounted for and the safety of the building has to be ascertained. Everyone will be transported to a safe place if necessary. Immediate needs for health and safety have been met.

If remaining in the school building, someone should be posted at every door. No one can leave without permission and their leaving must be recorded. The school is responsible for every student. Everyone must be accounted for.

Step 1. **Call the Crisis Intervention Team**, all school counselors, and all mental health professionals.

Step 2. **Assess the situation:**

What services are needed?

Which students need intervention?

What are the needs of the majority of students?

What are the needs of staff and faculty?

What are the needs of parents?

What are the needs of the community?

Step 3. **Provide Support:**

### **A. Faculty and staff**

They need to know they are safe.

They need to be debriefed as to what has happened and the severity of the situation.

Remind them to try to control their emotions in front of students and remain as calm as possible.

They have to meet the needs of the students and need to be told how to do this.

Some students are afraid.

Some students need to know how to handle the situation. (Teachers should model appropriate behavior.)

Some students need follow-up. (Refer to the counselor.)

### **B. Students**

Address their safety concerns.

Give factual information.



Optional counseling is available for students who are having trouble.

Try to keep the normal routine of classes, if possible.

Open house (if there was damage at the school)-make sure things appear "normal"

If needed, paint the walls the same color

Make sure the bulletin board is the same

Teachers leave everything the same

Not the time to change things, students need "normal"

If specific students had losses due to the disaster, make sure they receive counseling to help them cope.

### **C. Parents**

Hold a meeting to explain the situation-if school has to be conducted in another place or cancelled for a few days.

Address safety concerns.

Do some debriefing with parents.

Identify specific parents that need follow-up (referral).

### **D. Community**

Meetings that are factual – the superintendent should give a statement.

The school may be used as a relief shelter if it was not damaged and other areas in the community were damaged.

Provide a list of resources for help.

\*Enlist media help in informing the community of the facts and that the safety of students is top priority during the situation and afterwards. Parents may be informed of the best way to pick up their children after the disaster. Media has the power to help the community regain a sense of safety and limit confusion and hysteria.



## **EARTHQUAKE**

### **A. Inside the building:**

- Move away from windows or other potential hazards
- Get under a desk, table, or other shelter, or against an inside wall. If the shelter moves, move with it and stay under it.
- Assume the safety position and be silent so directions can be heard above the noise of the earthquake.
- Stay in safety position until earthquake is over and/or further instructions are given.
- After initial shock wave and things settle down, students should be evacuated by the safest, quickest route. Be alert to the possibility of aftershocks.
- When leaving classrooms, take roll book with you. Announce that no one may come back to the classroom unless they have permission.
- Take your students to the playground area nearest your evacuation site. Be alert to possible hazard such as trees, cracks, overhead wires and utility poles.
- Teachers should remain with their students until authorized to re-enter the building or until they are directed to take students elsewhere.
- Parents picking up students must follow planned checkout procedures. In the event a parent is hostile, make note of the child and that he/she was picked up and who picked the child up.
- The school will remain open indefinitely until every child has been released to parents or to an authorized person.

### **B. Outside the Building:**

- Get clear of all buildings, trees, exposed wires, or other hazards that may fall or rupture. The safest place is in the open.
- Drop to the ground and wait until the ground stops moving.
- Continue to school, if on the way in. If going home, continue home between shocks.

### **C. On the School Bus:**

- Drivers should immediately stop the bus away from overhead hazards.
- Occupants should assume safety position under seats, if possible, or in the aisles.
- After the quake, if on the way to school, continue. If on the way home, continue home.
- If conditions do not permit continuation, notify Superintendent/designee and wait for assistance.

### **During an extended period after an earthquake,**

#### **The Principal shall:**

- Appoint guards to see that no unauthorized person goes back into the buildings until they have been declared safe.
- Post traffic control at school gates to keep parking lot free for emergency vehicles.
- Assess total school situation and check with Superintendent.

- Announce location of disaster and first-aid centers; Crisis team members, or designated personnel, will operate first-aid center.
- Direct recovery of first-aid supplies and other disaster-related supplies, equipment, and information.
- Oversee conservation and distribution of water.
- Notify parents/guardians as soon as possible of serious injury to their child.
- Students may be released at the principal's discretion following planned procedures to authorized persons.
- Teachers will be released at the principal's discretion.

**The Teachers shall:**

- Remain with their class, or report to the disaster center if they do not have a class.
- Teachers are responsible for first-aid to their students until an emergency first-aid station is established. Students with major injuries are to remain in the classroom, supervised by one teacher from a buddy group; children with minor injuries are to be cared for after evacuation. Use bottled water until notified that the water system is safe. Use a red flag to signal major first-aid needs.
- When evacuating classrooms, take emergency kits and water, if available.
- Check with buddy classes when evacuating. If there are seriously injured persons who cannot be moved, one teacher is to remain with them. The other teachers evacuate the rest of the students.
- Take your roll book. Send notice to disaster center immediately of any student who is not with the class group, noting possible location, such as library, absent, bathroom, etc. Take roll periodically during the disaster.
- Note on class roster in emergency kit the name of anyone who, for any reason, leaves the class group (to first aid station, disaster center, home, or home of authorized person).
- Teachers need to be specific in noting names and addresses of persons authorized to pick up students, if other than parents.
- Record any unusual behavior or any first aid received.
- If the child is released to anyone other than a parent or authorized person (to a first aid center, to emergency personnel, ambulance), write the child's name on the child in permanent ink. The child may go into shock or become unconscious later and not be able to identify self or family.
- Remember that assistance will come. Community members will respond as quickly as possible.
- Encourage students to talk about the experience and their feelings. Talking is the best way for a fearful person to express his/her concerns. Maintaining verbal contact with students will provide reassurance and allow the anxious child a means to vent his/her apprehensions.
- As the time period extends, remind students that they are in, perhaps, the safest place possible. Fill in time with games, songs, stories, exercises and rest periods.

**The nurse shall (if on location):**

- Assist the injured
- Help staff the emergency first aid center when it has been set up.

**The secretary shall:**

- Under the direction of the principal, provide for the preservation of essential school records.
- Monitor radio emergency broadcasts.
- Direct volunteers to locations where needed.

**The custodian/maintenance shall:**

- Check water, gas, and electricity. If so directed by the principal/designee, turn off utilities and intake valve on water heaters.
- Assist in any fire-fighting or recovery activities.
- Assist the principal in establishing controls to prevent the use of contaminated water.
- Help set up emergency sanitation facilities, if needed.

This plan designates duties by specific role. It is necessary that two or three people be trained to carry out these duties if the designated person is not able to do so.

## **TORNADO**

### **In the event of a tornado:**

#### **Inside the school building**

- STAY AWAY FROM WINDOWS
- Get to Safe Room if possible
- Assume the safety position in the area assigned.
- Stay silent so directions can be heard above the noise of the tornado.
- Remain in safety position until the “all clear” signal is given.
- If evacuation is necessary, evacuate the students by the safest, quickest route. Be alert to crumbling walls.
- When leaving the classroom, take your roll book with you. Announce that no one may come back to the classroom without permission.
- Common sense will dictate where to take the students. If the building is totally destroyed, take your students to the nearest playground. If the building was only partially destroyed, check with the principal/designee as to where the students should be taken.
- Teachers will remain with their students until authorized to reenter the building or until they are directed to take the students elsewhere.
- Parents picking up students must follow planned checkout procedures. In the event a parent refuses to follow set procedures, allow the parent to take the child and make note of the person taking the child, and the time.
- The school will remain open indefinitely until every child has been released to parents or to an authorized person.

#### **Outside the School Building:**

- If at all possible, get to the safe room or inside the building to an inside wall. AVOID THE CAFETERIA AND GYM because of the large, poorly supported roof.
- If there is no time to escape, lie flat in the nearest depression, such as a ditch or ravine.
- Duty teachers will not have access to all the students’ names, grades, and homeroom teachers’ names. After the tornado has passed, announce no one may leave until they are checked out by a parent or authorized person.

## **FIRE**

In the event of a fire,

- When alarm sounds, follow set evacuation routes posted in your room. **TAKE YOUR ROLL BOOK.**
- Take your class as far as necessary not to interfere with, or be endangered by, emergency vehicles and equipment.
- Take roll. Send notice immediately to principal/designee (asst. prin., secretary, other office personnel) of any student who is not with the class group, noting possible location (such as library, restroom, etc.). Take roll periodically throughout the disaster.
- Note on class roster the name of anyone who, for ANY reason, leaves the class group. (Gone to first aid center, disaster center, home, gone with authorized person, etc.)

--Be specific in noting NAMES AND ADDRESSES of persons authorized to pick up students, if other than parents.

--Record any unusual behavior or any first aid received.

- If the child is released to anyone other than a parent, or authorized person (first aid center, emergency personnel, ambulance, etc.), write the child's name ON THE CHILD in permanent marker. The child may go into shock or become unconscious later and not be able to identify self or family.
- Encourage students to talk about the experience and their feelings. Maintaining verbal contact with students will provide reassurance and allow the anxious child the means to vent his/her apprehensions.
- Duties by specific roles will be carried out according to the general crisis management plan. Teachers will remain with their classes until relieved, or until authorized to leave by principal/designee.