

# **Dumas ISD**

# **School Counseling**

# **Handbook**



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# Introduction

This handbook was designed as a guide for school counselors in the policies and procedures for the Dumas Independent School District (DISD) as-well-as providing tools for the work of counseling students. The information for this handbook was compiled from existing sources in the district, local resources, and other school counseling handbooks across the nation. Much of the information is specific to the Dumas Schools including procedures that may have been in place for some time but never put in writing. Other procedures have been modified with the input and approval of the Counseling Advisory Committee.

Counseling and guidance is an integral part of each school's total educational program. DISD's is based on *The Texas Model for Comprehensive School Counseling Programs*, which presents a model that helps prepare students for success in academic, career, and personal/social development. The counseling and guidance program helps students achieve their full potential through four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support.

As with any handbook, it is intended to be a guide—not a regulatory manual. This resource is developed to be a living document that is updated and expanded, as meets the needs of our school counselors, to help them better meet the needs of students. The school counselor is an essential member of the educational team that supports and enhances student achievement and success. Counselors have the professional skills, desire and ability to help students realize their dreams. It is our hope that this handbook will greatly aid our counselors helping them do what they do best—counsel students.

# DISD Counseling Mission

The mission of the Dumas ISD school counseling department is to develop a proactive and comprehensive program that focuses on the academic, career, and social/emotional needs of all students. As professional school counselors, we partner with students, staff, parents, and community agencies to provide tools and resources to advocate for students to assure growth and development. This program is designed to meet student and campus needs in alignment with the TEC 33.006 and the Texas Model for Comprehensive School Counseling Programs.

## DISD Mission

Dumas Independent School District expects excellence by embracing the concepts of effective schools. A positive learning environment will be established and maintained by the shared responsibility of all personnel through their respective leadership abilities.

Academic achievement will be developed through instructional consistency, maximum learning time, and a flexible curriculum, which will guide the students to become successful and productive members of society. A consistent manner of accounting using a variety of assessment methods will be used to ensure that students are tested over material taught and that mastery is achieved. The educational setting will provide a safe, secure, clean, attractive environment that promotes a supportive atmosphere conducive to teaching and learning.

Based on the fact that everyone can learn, Dumas Independent School District personnel, parents, and community will encourage students to strive for their highest potential.

Realizing that parents are also the child's teachers, school personnel will be responsive to and encourage parental involvement in the student's learning process.

## DISD Counseling Definition

The Dumas ISD counseling department believes that every student is entitled to a safe and supportive learning environment. We will use a proactive comprehensive counseling program to meet the needs of all students enabling them to achieve success by attaining a social/emotional understanding, problem-solving skills, and develop into a responsible citizen. We, as Professional School Counselors, will continually partner with students, staff, parents, and community agencies to continually develop the comprehensive counseling program (TCA, 2018).

## DISD Counseling Rationale

The Dumas ISD counseling department works with educators and families to educate all students in the areas of social/emotional learning, and career awareness to ensure they reach their academic and individual potential. The professional school counselors will acquire data through attendance and discipline reports, district and state assessments to meet the needs of the students, campus, and community. We will use appropriate research-based theories and ethical practices as the foundation of the comprehensive counseling program. The proactive comprehensive counseling program encompasses the competencies of career awareness, interpersonal and intrapersonal effectiveness, and personal health and safety to support students in their development.

# DISD Counseling Assumptions

The Dumas ISD comprehensive school counseling program is guided by the following assumptions in order to be proactive and effectively implemented.

- The Dumas ISD comprehensive school counseling program is guided by the following assumptions in order to be proactive and effectively implemented.
- Dumas ISD will continue to seek professionally certified school counselors to implement and conduct the program.
- The Professional School Counselor will be provided with an office/room to meet with students and families at each campus.
- The Professional School Counselor will be provided with a computer and office phone in order to complete the task defined within their job descriptions.
- Every student, parent, teacher, and any other recipient of the comprehensive school counseling program will have equal access to the program.
- Parents are full partners in the education of their children (TEC 26.001). Dumas ISD will implement a school counseling advisory council that will include parents, members of the academic team and other community agencies to advise on the creating, implementing, and evaluating of the school counseling program.
- Professional school counselors have administrative commitment and support. We are an integral part of the academic team.
- Dumas ISD will continue to offer a positive work environment. Professional school counselors are encouraged to contribute to the needs and feedback of the educational environment.

- Dumas ISD will continue to provide an adequate budget to meet the needs and goals of the counseling program.
- All campus administrators understand and support the priorities and demands of the program. Dumas ISD understands the time needed to design, evaluate, and monitor the data gathered to keep the counseling program moving in a proactive direction.
- Dumas ISD administrators will ensure that professional school counselors have the materials, supplies, and equipment necessary to support the development and implementation of the program.
- Dumas ISD will ensure that the professional school counselors will have appropriate and sufficient access to the facilities.

## DISD Counseling Beliefs/Philosophy

The School Counseling Program is based on developmental concepts and theories and recognizes the strengths of each individual. The program is preventative and proactive; it encourages students, staff, and the community to appreciate the contributions, rights, and responsibilities of themselves and others.

The counselors in the DISD schools believe:

1. All students can achieve at high levels.
2. Every student is valuable and is treated with dignity and respect.
3. All students will have access to high-quality school counseling services.
4. All students' ethnic, cultural, racial differences or race, color, religion, national origin, gender, age, sexual orientation, physical requirements, and learning disabilities are considered in the design and delivery of school counseling services.
5. All students deserve a safe and nurturing environment.

## The DISD Comprehensive School Counseling Program:

1. Is an integral part of the total educational process of the Dumas Schools.
2. Is planned, coordinated, managed and evaluated by the school counselors.
3. Is available to all students to assist them with social-emotional, academic, and college and career counseling needs.
4. Stimulates student learning.
5. Encourages supportive, positive parental involvement in the schools.
6. Helps build a positive school environment by encouraging collaboration among counselors, teachers, administrators, parents, and the community to further student achievement.
7. Is continuously refined and improved through systematic review and evaluation of student performance data.

## All Counselors in the Dumas Schools:

1. Are guided by the Ethical Standards of the American School Counseling Association and *The Texas Model for Comprehensive School Counseling Programs*.
2. Engage in scholarly professional development activities.

# Benefits of a School Counseling Program

Proactive comprehensive school counseling programs positively impact students, parents, teachers, administrators, boards and departments of education, school counselors, counselor educators, post-secondary institutions, student services personnel, business and industry, and the community. The benefits to each of these groups include the following:

## Benefits for Students

- Prepares students for the challenges of the 21st century through academic, career and personal/social development
- Relates educational program to future success
- Facilitates career exploration and development
- Develops decision-making and problem-solving skills
- Assists in acquiring knowledge of self and others
- Enhances personal development
- Assists in developing effective interpersonal relationship skills
- Broadens knowledge of our changing world
- Provides advocacy for students
- Encourages facilitative, cooperative peer interactions
- Fosters resiliency factors for students
- Assures equitable access to educational opportunities

## Benefits for Parents

- Prepares children for the challenges of the 21st century through academic, career and personal/social development
- Provides support for parents in advocating for their child's academic, career and personal/social development
- Develops a system for their child's long-range planning and learning
- Increases opportunities for parent/school interaction
- Enables parents to access school and community resources

## Benefits for Teachers

- Provides an interdisciplinary team effort to address students' needs and educational goals

- Provides skill development for teachers in classroom management, teaching effectiveness and effective education
- Provides consultation to assist teachers in their guidance role

#### Benefits for Administrators

- Integrates school counseling with the academic mission of the school
- Provides a program structure with specific content
- Assists administration to use school counselors effectively to enhance learning and development for all students
- Provides a means of evaluating school counseling programs

#### Benefits for School Boards and the Texas Education Agency

- Provides a rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality counseling program is available to all students
- Demonstrates the necessity of appropriate levels of funding for implementation
- Supports appropriate credentialing and staffing
- Provides a basis for determining funding allocations for school counseling programs
- Furnishes program information to the community
- Gives ongoing information about student competencies and Standards for Excellence attained through school counseling program efforts

#### Benefits for School Counselors

- Provides a clearly defined role and function
- Eliminates non-counseling functions
- Provides direct service to all students
- Provides a tool for program management and accountability
- Enhances the role of the school counselor as a student advocate
- Ensures involvement in the academic mission of the school Benefits for Counselor Educators
- Enhances collaboration between counselor education programs and public schools

- Provides exemplary supervision sites for school counseling internships
- Increases opportunities for collaborative research on school counseling program effectiveness
- Benefits for Post-secondary Institutions
- Enhances articulation and transition of students to post-secondary institutions
- Prepares students for advanced educational opportunities
- Motivates students to seek a wide range of substantial post-secondary options, including college

#### Benefits for Student Services Personnel

- Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor
- Clarifies areas of overlapping responsibilities
- Fosters a positive team approach, which enhances cooperative working relationships

## Counselor Directory

School	Name	Phone Ext.	Email
Administration	Kelly Legg	1018	kelly.legg@dumasisd.org
High School	Savannah Cartrite	1058	savannah.cartrite@dumasisd.org
High School	Jennifer Ford	1060	jennifer.ford@dumasisd.org
High School	Jo Ann Gift	1044	joann.gift@dumasisd.org
Jr High	Evan Robertson	2104	evan.robertson@dumasisd.org
Intermediate School	Tonie Crawford	6007	tonie.crawford@dumasisd.org
Cactus Elem.	Tonie Crawford	6007	tonie.crawford@dumasisd.org
Green Acres Elem.	Tonie Crawford	6007	tonie.crawford@dumasisd.org
Hillcrest Elem.	Melissa Lawson	1072	melissa.lawson@dumasisd.org
Morningside Elem.	Melissa Lawson	1072	melissa.lawson@dumasisd.org
Sunset Elem.	Melissa Lawson	1072	melissa.lawson@dumasisd.org

## Counselor Confidentiality

Confidentiality is an ethical, not a legal term in school counseling. All school counselors are ethically bound by confidentiality in counseling sessions with students. Confidentiality means that the content of a counseling session will not be revealed to a third party unless the student's own personal safety or the personal safety of another is involved. In all other instances, parents and students can expect that counseling sessions will be held in strict confidence. There is some ambiguity about what constitutes "personal safety" among counselors, but in all cases, parents are immediately notified when there is a credible indication, by word or action, that a student means to do harm to him/herself. Students who indicate an intention to do harm to others are immediately counseled, parents or guardians are called, and it is reported to a school administrator. In addition, all school personnel is considered "mandatory reporters" for child abuse. When abuse is suspected, all school personnel are required by law to contact the Department of Family Protective Services to intervene on behalf of the child.

## Definitions of Policy, Procedure, Practice

**School Board Policy:** School board policies are statements, which set forth the purposes and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and his/her staff can discharge their assigned duties in a positive direction. They tell what is wanted. The formulation and adoption of policies, recorded in writing, will constitute the basic method by which the board will exercise its leadership in the operation of the school system.

**School Rules and Practices:** These are developed by a school and describe how that school is going to administer policy, procedure, and/or administrative requirements or guidelines. These enable site-based specificity, but cannot be contrary to the policy, procedure, and/or administrative or guideline they are implementing. These rules and practices must be approved of by the Principal and/or appropriate building decision-making bodies, need to be kept current, and need to be posted online or otherwise be readily available upon request.

# Legal Issues for School Counselors

## Request for Information

Schools receive requests throughout the year from parents, members of the public, media, governmental entities and litigants for information or records, which may include requests for student records, disciplinary records, student demographics, and educational program information.

Most requests that counselors encounter fall under the FERPA, Family, and Education Privacy Act. Basically, FERPA is a federal law that protects the privacy of student records and establishes the rights of students/parents to inspect their student records as well as correct inaccurate information in a student's educational record. All employees of a school who have access to educational student records are responsible for guarding the confidentiality of the records.

## Disclosure of Education Records

Educational records or personally identifiable information contained therein shall be disclosed ONLY with the written consent of the parent or eligible student (a student who has reached age 18) subject to the following exceptions. Educational record information may be disclosed without consent:

1. To school officials who have a legitimate educational interest in the records. A school official is:
  - a person employed by the division as an administrator, supervisor, instructor or support staff member
  - a person appointed or elected to the School Board
  - a person employed by or under contract to the school district to perform a special task, such as an attorney, auditor, medical consultant or therapist.
  - a contractor, consultant, volunteer or another party to whom the school district has outsourced services or functions for which the school district would otherwise use employees and who is under the direct control of the school district with respect to the use and maintenance of education records

A school official has a legitimate educational interest if the official is:

- performing a task that is specified in his or her position description or by a contract agreement
  - performing a task related to a student's education
  - performing a task related to the discipline of a student
  - providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid
2. To officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for the purposes related to the student's enrollment or transfer.
  3. To certain officials of the U.S. Department of Education, the United States Attorney General, the Comptroller General, and state education authorities, in connection with certain state or federally supported education programs.
  4. In connection with a student's request for receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
  5. For the purposes of furthering the ability of the juvenile system to effectively serve the pupil prior to adjudication. The principal or his designee may disclose identifying information from a pupil's scholastic record to state or local law enforcement or correctional personnel seeking information in the course of his duties; an officer or employee of a county or city agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency; court services, juvenile detention centers or group homes, mental and medical health agencies, state and local children and family service agencies, and the Department of Juvenile Justice.
  6. To organizations conducting certain studies for or on behalf of the school district.

7. To accrediting organizations to carry out their functions.
8. To parents of an eligible student who claim the student as a dependent for income tax purposes.
9. To the entities or persons designated in judicial orders or subpoenas as specified in FERPA.
10. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
11. Directory information as designated by the school district.
12. When the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act
13. When all personally identifiable information has been removed.

The school district will use reasonable methods to identify and authenticate the identity of parents, school officials, and any other parties to whom it discloses personally identifiable information from education records.

### **Military Recruiter and Institutions of Higher Learning**

The school will provide, on request by military recruiters or an institution of higher education, access to secondary school students' names, addresses and telephone listings. A secondary school student or parent of the student may request that the student's name, address and telephone listing not be released without prior written parental consent.

The school district will provide military recruiters the same access to secondary school students as is provided generally to post-secondary institutions or to prospective employers of those students.

# **Dumas ISD**

## **K-12 GUIDANCE AND COUNSELING PROGRAM OVERVIEW**



2020-2021

The Dumas Independent School District's Comprehensive Classroom (Guidance) and Counseling Program will:

- Address the diverse needs of each student.
- Provide for self-reflective evaluation and annual program reviews based upon best practices, relevant research, and appropriate data.
- Be coordinated by a community of school counselors, academic team and community agencies.
- Include developmentally appropriate guidance curriculum, activities, and services based on the needs of the student population as articulated through
- Be an integral component of each school's program and an essential link with the community.
- Be guided by the ethical standards of ASCA and *The Texas Model for Comprehensive School Counseling Programs*.

### What is the Classroom Counseling (Guidance) Program?

The Dumas Independent School District Comprehensive Classroom Counseling Program is a Board of Education approved K-12 program that includes four components as described in the *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools* published by Texas Education Agency. These include 1) the guidance curriculum, 2) responsive services, 3) individual planning, and 4) system support. To the degree possible, the Dumas ISD counseling staff provides services in the four components.

## Developing Program Goals

School counseling program goals keep the comprehensive school counseling program focused and on a proactive path. Our comprehensive school counseling program uses SMART goals to guide the development of curriculum and interventions. The professional school counselor reviews data collected from needs assessments from campus staff, parent meetings and the counseling advisory committee along with campus improvement committees, academic excellence indicator system (AEIS), Texas academic performance reports (TAPR), discipline referrals, public education information management system (PEIMS), counseling daily tracking logs, and attendance reports. We will evaluate all the data and look for proactive trends in which the comprehensive school counseling program can address these needs.

## Evaluation Of Our Program

The professional school counselor will revisit SMART goals and all data collected during the school counseling program year to make sure the data is moving in a positive proactive direction. Classroom counseling (Guidance) lessons include pre and post-test surveys for students to determine if the lesson is aligned with the SMART goal and the effectiveness of the program. The counseling advisory committee, the campus academic team, and the campus improvement committee assist with evaluating the impact of the counseling curriculum and interventions using data collected through needs assessments from campus staff, parent meetings, discipline referrals, and attendance reports.

### Classroom Counseling (Guidance) Curriculum

Guidance curriculum consists of instruction that is developmental, preventative and proactive. Examples of delivery include classroom instruction; large & small group activities, school presentations, parent workshops, and community events.

### **Individual Planning**

Individual planning activities assist each student in setting and achieving academic, career, and personal/social goals and in pursuing community involvement. Examples of delivery include reviewing test scores, interpreting results and making a plan of action, discussing academic achievement and planning for interventions, reviewing behavior plans, discussing personal management and implementing service-learning projects.

### **Responsive Services**

Responsive services are designed to collaborate with and intervene on behalf of each student whose immediate needs, concerns or problems are distracting or impeding his/her academic, career, or personal/social development. Examples of delivery include individual and small group counseling, consultation, managing referrals, crisis counseling, and peer facilitation or conflict manager training.

### **System Support & Integration**

System support & integration activities require the staff of the guidance and counseling program to contribute their knowledge and skills in promoting the infusion of the program throughout the school and overseeing program content. Examples of delivery include communication of the counseling program to others, program coordination, professional development for other staff, consultation with staff, collaboration and partnering within the school, district and community, community outreach and participating in building responsibilities similar to other staff.

### **Student Advocacy**

Student advocacy ensures that each and every student receives equitable access and opportunities through accommodations, modifications, special assistance, or any other support services required for him or her to participate and succeed in school programs. Examples of delivery include activities designed to empower students, minimize barriers, promote equity and further achievement of high standards, as well as participation with IEP or 504 plans.

## Year at a Glance

[Dumas Elementary Schools - Year at a Glance](#)

[Dumas Intermediate School - Year at a Glance](#)

Dumas Jr. High School - Year at a Glance

Dumas High School - Year at a Glance

## The Scope of the Classroom Counseling (Guidance) Curriculum

The purpose of the guidance curriculum is to systematically assist students in developing the skills they need to enhance their personal, social, educational, and career development through guidance groups and classroom presentations. The guidance curriculum of DISD is designed to help students acquire age-appropriate knowledge and skills within the scope of the following content areas identified in the Program Development Guide:

- Intrapersonal Effectiveness
- Interpersonal Effectiveness
- Post-Secondary Education & Career Readiness
- Personal Health & Safety

From the content areas and competency indicators listed by grade spans in the following pages, campus counselors will develop a scope and sequence using age-appropriate activities to meet the needs of the students on the respective campuses.

## What Knowledge and Skills Do Students Acquire?

The Dumas Independent School District's Comprehensive Classroom Counseling Program provides all students with regular opportunities to acquire a solid foundation of knowledge and skills in academic development, career development, personal and social development, and community involvement. The knowledge and skills in these areas represent the Student Content Standards of the Dumas ISD program as follows:

## Personal and Social Development

- Understanding self as an individual and as a member of local and global communities
- Interacting with others in ways that respect individual and group differences
- Applying personal safety skills

## Academic Development

- Applying skills needed for educational achievement
- Applying the skills of transitioning between educational levels
- Developing and monitoring personal education plans

## Career Development

- Knowing where and how to obtain information about the world of work
- Applying employment readiness skills and the skills for on-the-job success
- Applying career exploration and planning skills in the achievement of life career goals

## Community Involvement

- Knowing where and how to apply personal skills in making contributions to the community
- Applying communication, teamwork and problem-solving skills as a contributing member of the community
- Understanding ethical and responsible behavior as a community member and contributor
- Creating a sense of connectedness in a community through ongoing community service projects and activities

# Program Structure: Four Program Component

## I. Guidance Curriculum

Dumas Elementary School Counseling Lessons - Classroom lessons are Tier I intervention. They are implemented from Needs Assessments, TAPR, Daily Tracking Counseling Tracking logs and Discipline referrals. All students attend Classroom Counseling Lesson

Headstart, Pre-K, Kindergarten
<p><b>Lesson:</b> <b>Meet the Counselor</b> Book: Mrs. Jones gives the best High fives Video: What does a School Counselor Do Early Elementary</p>
<p><b>Grades:</b> Headstart, Pre K, Kindergarten</p>
<p><b>ASCA Standards Alignment:</b> <b>Mindsets</b> M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <b>Behaviors</b> B-SS 2. Create positive and supportive relationships with other students B-SS 3. Create relationships with adults that support success</p>
<p><b>TX Model Content Area</b></p> <ul style="list-style-type: none"><li>• II.B.ii - Students will effectively express themselves</li><li>• II.C.ii -Students will understand individual rights and privacy needs of others</li></ul>

**Lesson:**

**Internet Safety**

Video: Faux Paw's Adventure in the Internet

**Grades:**

Headstart, Pre K, Kindergarten, 1st Grade

**ASCA Standards Alignment:**

***Mindsets***

M 1. Belief in the development of the whole self, including a health balance of mental, social/emotional and physical well-being.

***Behaviors***

B-LS 1: Demonstrate critical-thinking skills to make informed decisions

B-LS 5: Apply media and technology skills

B-SMS 9: Demonstrate personal safety skills;

B-SS 5: Demonstrate ethical decision making skills and social responsibility

**TX Model Content Area**

- IV.C.i Students will demonstrate the ability to set boundaries for physical, social, and emotional protection

**Lesson:**

**911**

Video: 9-1-1: Getting Help is Easy

**Grades:**

Headstart, Pre K, Kindergarten, 1st Grade

**ASCA Standards Alignment:**

***Behavior***

B-SMS 9: Demonstrate personal safety skills;

B-SS 8: Demonstrate advocacy skills and ability to asset self, when necessary

**TX Model Content Area**

- IV.A.i Students will understand wellness as an element of healthy functioning
- IV.C.i Students will demonstrate the ability to set boundaries for physical, social, and emotional protection

**Lesson:**

**We don't eat our classmates**

Book: We don't eat our classmates

Video: My Hippo Can't Keep His Hands to Himself!

**Grades:**

Headstart, Pre K, Kindergarten,

**ASCA Standards Alignment:**

***Mindset***

M 3: Sense of belonging in the school environment

***Behavior***

B-SMS 2: Demonstrate self-discipline and self-control

B-SS 2: Create positive and supportive relationships with other students

B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

- 

**Lesson:**

**Mineosaur**

Book: Mineosaur

Video: Howard B Wigglebottom- Getting Along

**Grades:**

Headstart, Pre K, Kindergarten,

**ASCA Standards Alignment:**

***Mindset***

M 3: Sense of belonging in the school environment

***Behavior***

B-SMS 2: Demonstrate self-discipline and self-control

B-SS 2: Create positive and supportive relationships with other students

B-SS 6: Use effective collaboration and cooperation skills

B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

-

**Lesson:**

Start with Hello Week

Book: The Invisible Boy

Video: Horizon City, TX - Boy sings you can count on me by Bruno Mars

**Grades:**

Headstart, Pre K, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th

***Mindset***

M.3. Sense of belonging in school community;

***Behavior***

B.SS.2. Create positive and supportive relationships with other students

B-SS 4: Demonstrate empathy

B.SS.5. Demonstrate ethical decision making and social responsibility

**TX Model Content Area**

- 

**Lesson:**

My Mouth is a Volcano

Book: My Mouth is a Volcano

Video: Interrupting Song; Heidi Songs

**Grades:**

Headstart, Pre K, Kindergarten,

**ASCA Standards Alignment:**

***Mindset***

M 3: Sense of belonging in the school environment

***Behaviors***

B-SMS 2: Demonstrate self-discipline and self-control

B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

-

**Lesson:**

**ONE** (DAVE Lesson)

Video: Kids playing basketball open their hearts and invite a boy in a wheelchair to play

**Grades:**

Headstart, Pre K, Kindergarten,

**ASCA Standards Alignment:**

***Mindset***

M 3: Sense of belonging in the school community;

***Behavior***

B-SS 2: Create positive and supportive relationships with other students;

B-SS 4: Demonstrate empathy

**TX Model Content Area**

- 

**Lesson:**

**Candy or Medicine** (Red Ribbon)

Video: None

**Grades:**

Headstart, Pre K, Kindergarten,

**ASCA Standards Alignment:**

***Behavior***

B-SMS 9: Demonstrate personal safety skills

B-SS 3: Create relationships with adults that support success

**TX Model Content Area**

-

**Lesson:**

**Whole Body Listening**

Video: Howard B Wigglebottom Learns to Listen

Video: Whole body Listening with Tom Chapin

**Grades:**

Headstart, Pre K, Kindergarten,

**ASCA Standards Alignment:**

***Mindset***

M 3: Sense of belonging in the school environment

***Behaviors***

B-SMS 2: Demonstrate self-discipline and self-control

B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards

B-SS 1: Use effective oral and written communication skills and listening skills

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

- 

**Lesson:**

**Personal Space Camp**

Video: Close Enough!

**Grades:**

Headstart, Pre K, Kindergarten,

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 3: Sense of belonging in the school environment

***Behavior***

B-SMS 2: Demonstrate self-discipline and self-control

B-SMS 9: Demonstrate personal safety skills

B-SS 2: Create positive and supportive relationships with other students

B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary

**TX Model Content Area**

-

**Lesson:**

My Body My Business

Book: That's Not Your Job!

Video: Pantosaurus

**Grades:**

Headstart, Pre K, Kindergarten, 1st

**ASCA Standards Alignment:**

*Behavior*

B-SMS 9: Demonstrate personal safety skills;

B-SS 8: Demonstrate advocacy skills and ability to asset self, when necessary

**TX Model Content Area**

- 

**Lesson:**

Career Awareness

- Agriculture
- Law
- Transportation
- Arts

Video: Missouri Career Mentors

**Grades:**

Headstart, Pre K, Kindergarten,

**ASCA Standards Alignment:**

*Mindset*

M 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success

*Behavior*

B-LS 7: Identify long - and short-term academic, career and social / emotional goals

**TX Model Content Area**

-

**Lesson:**

**A Bug and a Wish**

Video: How kids can solve their own problems

**Grades:**

Headstart, Pre K, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

***Behavior***

B-SMS 1: Demonstrate ability to assume responsibility

B-SMS 9: Demonstrate personal safety skills

B-SS 2: Create positive and supportive relationships with other students

B-SS 3: Create relationships with adults that support success

B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary

**TX Model Content Area**

- 

**Lesson:**

**Huggapotamus**

Book: Huggapotamus

Video:

**Grades:**

Headstart, Pre K, Kindergarten,

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 3: Sense of belonging in the school environment

***Behavior***

B-SMS 2: Demonstrate self-discipline and self-control

B-SMS 9: Demonstrate personal safety skills

B-SS 2: Create positive and supportive relationships with other students

B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary

**TX Model Content Area**

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**1st Grade**

**Lesson:**

I am not scared I am prepared

Video: Sara Bareilles - Brave

**Grades:**

1st, 2nd, 3rd, 4th

**ASCA Standards Alignment:**

***Behavior***

B-SMS 1: Demonstrate ability to assume responsibility

B-SMS 9: Demonstrate personal safety skills

B-SS 3: Create relationships with adults that support success

B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary

**TX Model Content Area**

**Lesson:**

Tools to help with Fear & Anxiety

Video: Pixar - Inside Out - Meet Fear

Video: Good Dinosaur -Get through your Fear

Video: Physiotech - How to do a hookup

Video: Just Dance - Don't Worry be Happy

**Grades:**

1st

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional and physical well being

***Behavior***

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

- 

**Lesson:**

**Tools to Help with Anger**

Video: Pixar - Inside Out - Meet Anger

Video: Howard B Wigglebottom - It's Ok to Backaway

**Grades:**

1st

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional and physical well being

***Behavior***

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

**Lesson:**

**Tools to Help with Sadness**

Video: Pixar - Inside Out - Meet Sadness

Video: Inside Out Sadness comforts Bing Bong

Video: DANIEL TIGER'S NEIGHBORHOOD | Daniel's Feeling Songs

**Grades:**

1st

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional and physical well being

***Behavior***

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

- 

**Lesson:**

**Happiness is the Best Tool**

Video: Pixar - Inside Out - Meet Joy  
Video: HAPPY - Pharrell Williams (feat. Minions)

**Grades:**

1st

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional and physical well being

***Behavior***

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

- 

**Lesson:**

What do you do with a problem?

Book: What do you do with a problem?

Video: SING song 'Don't You Worry 'Bout A Thing' by Meena

**Grades:**

1st

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional and physical well being

***Behavior***

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

-

**Lesson:**

Llama and the Bully Goat (DAVE)

Book: Llama Llama and the Bully Goat

Video: Cyndi Lauper - True Colors (MattyBRaps Cover ft Olivia Kay)

**Grades:**

1st

**ASCA Standards Alignment:**

***Mindset***

M 3: Sense of belonging in the school community;

***Behavior***

B-SS 2: Create positive and supportive relationships with other students;

B-SS 4: Demonstrate empathy

**TX Model Content Area**

- 

**Lesson:**

Career Awareness

- Education
- Health Science
- Hospitality & Tourism
- Human Service

Video: Missouri Career Mentors

**Grades:**

1st

**ASCA Standards Alignment:**

***Mindset***

M 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success

***Behavior***

B-LS 7: Identify long - and short-term academic, career and social / emotional goals

**TX Model Content Area**

-

**2nd Grade**

**Lesson:**

**Internet Safety & CyberBullying**

Video: One Direction Parody Song - "Who do you share your details with?"

Video: Stand Up to Cyberbullying

**Grades:**

2nd, 3rd, 4th

**ASCA Standards Alignment:**

***Mindsets***

M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

***Behaviors***

B-LS 1: Demonstrate critical-thinking skills to make informed decisions

B-LS 5: Apply media and technology skills

B-SMS 9: Demonstrate personal safety skills;

B-SS 5: Demonstrate ethical decision making skills and social responsibility

**TX Model Content Area**

**Lesson:**

Hopeful Endings & Happy Beginnings

Video: I wish you More (Book Readaloud)

**Grades:**

2nd, 3rd, 4th, 5th, 6th

**ASCA Standard Alignment**

***Mindsets***

M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

***Behaviors***

B-SMS 10 Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**TX Model Content Area**

**Lesson:**

**Marble Jar Friends**

Video: Marble Jar Reward System - The Teacher Toolkit

Video: marble jar friends - Abbie Bosworth

Video: Count On Me - Bruno Mars (free drawings)

**Grades:**

2nd, 3rd, 4th, 5th, 6th

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2: Self-confidence in ability to succeed

M 3: Sense of belonging in the school environment

***Behavior***

B-SMS 2: Demonstrate self-discipline and self-control

B-SS 2: Create positive and supportive relationships with other students

B-SS 6: Use effective collaboration and cooperation skills

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

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**Lesson:**

**Lying up a Storm**

Book: Lying up a Storm

Video:

**Grades:**

2nd

**ASCA Standards Alignment:**

***Mindset***

M 3: Sense of belonging in the school environment

***Behavior***

B-SMS 1: Demonstrate ability to assume responsibility

B-SMS 2: Demonstrate self-discipline and self-control

B-SS 2: Create positive and supportive relationships with other students

B-SS 5: Demonstrate ethical decision-making and social responsibility

<p><b><u>TX Model Content Area</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b><u>Lesson:</u></b>  <b>Not My Fault</b>  Book: Not My Fault  Video:</p>
<p><b><u>Grades:</u></b>  2nd</p>
<p><b><u>ASCA Standards Alignment:</u></b>  <b><i>Mindset</i></b>  M 3: Sense of belonging in the school environment  <b><i>Behavior</i></b>  B-SMS 1: Demonstrate ability to assume responsibility  B-SMS 2: Demonstrate self-discipline and self-control  B-SS 2: Create positive and supportive relationships with other students  B-SS 5: Demonstrate ethical decision-making and social responsibility</p>
<p><b><u>TX Model Content Area</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b><u>Lesson:</u></b>  <b>The Color of Us</b>  Book: The Color of Us  Video:</p>
<p><b><u>Grades:</u></b>  2nd</p>
<p><b><u>ASCA Standards Alignment:</u></b>  <b><i>Mindset</i></b>  M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  <b><i>Behavior</i></b>  B-SS 2: Create positive and supportive relationships with other students  B-SS 4: Demonstrate empathy  B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams</p>

**TX Model Content Area**

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**Lesson:**

**Career Awareness**

- Architecture
- Business
- Manufacturing
- Science, Technology, Engineering and Mathematics (STEM)

Video: Missouri Career Mentors

**Grades:**

2nd

**ASCA Standards Alignment:**

***Mindset***

M 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success

***Behavior***

B-LS 7: Identify long - and short-term academic, career and social / emotional goals

**TX Model Content Area**

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## 3rd Grade

### Lesson:

#### Growth Mindset Lesson 1 - Your Brain and Emotions

Video: Fetal Neurons

Video: How to grow your brain

Video: Emotions and the Brain

Video: Just Breathe

### Grades:

3rd

### ASCA Standards Alignment:

#### ***Mindset***

M.1. Belief in development of the whole self, including healthy balance of mental, social/emotional and physical well-being

M.2. Self-Confidence in the ability to succeed

M.5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M.6. Positive attitude toward work and learning

#### ***Behavior***

B.LS.1 Demonstrate critical-thinking skills to make informed decisions

B.LS 3. Use time-management, organizational and study skills

B.LS 4. Apply self-motivation and self-direction to learning

B-SMS 6: Demonstrate ability to overcome barriers to learning

B.SMS.7. Demonstrate effective coping skills when faced with problems

B-SS 3: Create relationships with adults that support success

### TX Model Content Area

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### Lesson:

#### Growth Mindset Lesson 2 - Being Mindful

Video: Jack and Jill: The Expert Feelings Helper

Video: The Art of Ignoring

Video: What does Mindfulness look like in our Classroom

Video: The boy and a bear

**Grades:**

3rd

**ASCA Standards Alignment:**

***Mindset***

M.1. Belief in development of the whole self, including healthy balance of mental, social/emotional and physical well-being

M.2. Self-Confidence in the ability to succeed

M.3. Sense of belonging in the school environment

M.5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M.6. Positive attitude toward work and learning

***Behavior***

B.LS.1 Demonstrate critical-thinking skills to make informed decisions

B.LS.3. Use time-management, organizational and study skillsVideo

B.LS.4. Apply self-motivation and self-direction to learning

B-SMS.6. Demonstrate ability to overcome barriers to learning

B.SMS.7. Demonstrate effective coping skills when faced with problems

B-SS.3. Create relationships with adults that support success

**TX Model Content Area**

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**Lesson:**

**Growth Mindset Lesson 3 - The POWER of YET**

Video: Sculpture Changes Picture at Different Angles

Video: The Death Crawl scene from Facing the Giants

Video: Neuroplasticity

Video: The power of positive thinking

**Grades:**

3rd

**ASCA Standards Alignment:**

***Mindset***

M.1. Belief in development of the whole self, including healthy balance of mental, social/emotional and physical well-being

M.2. Self-Confidence in the ability to succeed

M.5. Belief in using abilities to their fullest to achieve high-quality results and

outcomes

M.6. Positive attitude toward work and learning

**Behavior**

B.LS.1 Demonstrate critical-thinking skills to make informed decisions

B.LS 3. Use time-management, organizational and study skills

B.LS 4. Apply self-motivation and self-direction to learning

B-SMS 6: Demonstrate ability to overcome barriers to learning

B.SMS.7. Demonstrate effective coping skills when faced with problems

B-SS 3: Create relationships with adults that support success

**TX Model Content Area**

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**Lesson:**

**Growth Mindset Lesson 4 - Learning through Failure**

Video: Today is a Gift - Kung Fu Panda

Video: Growth Mindset in a pigsty

Video: Growth Mindset Animation

Video: 7 life lessons from Yoda

**Grades:**

3rd

**ASCA Standards Alignment:**

***Mindset***

M.1. Belief in development of the whole self, including healthy balance of mental, social/emotional and physical well-being

M.2. Self-Confidence in the ability to succeed

M.5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M.6. Positive attitude toward work and learning

***Behavior***

B.LS.1 Demonstrate critical-thinking skills to make informed decisions

B.LS 3. Use time-management, organizational and study skills

B.LS 4. Apply self-motivation and self-direction to learning

B-SMS 6: Demonstrate ability to overcome barriers to learning

B.SMS.7. Demonstrate effective coping skills when faced with problems

B-SS 3: Create relationships with adults that support success

**TX Model Content Area**

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<p><b><u>Lesson:</u></b>  <b>How to UNMAKE a Bully</b> (DAVE)  Video: How to UNMAKE a Bully</p>
<p><b><u>Grades:</u></b>  3rd</p>
<p><b><u>ASCA Standards Alignment:</u></b>  <b><i>Mindset</i></b>  M 3: Sense of belonging in the school community;  <b><i>Behavior</i></b>  B-SS 2: Create positive and supportive relationships with other students;  B-SS 4: Demonstrate empathy</p>
<p><b><u>TX Model Content Area</u></b>  •</p>
<p><b><u>Lesson:</u></b>  <b>Take Care of your Body</b> - Red Ribbon  Video: Take Care of your Body</p>
<p><b><u>Grades:</u></b>  3rd</p>
<p><b><u>ASCA Standards Alignment:</u></b>  <b><i>Mindset</i></b>  M 1: Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being  M 6: Positive attitude toward work and learning  <b><i>Behavior</i></b>  B-LS 10: Participate in enrichment and extracurricular activities  B-SMS 1: Demonstrate ability to assume responsibility  B-SMS 2: Demonstrate self-discipline and self-control  B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards  B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals</p>
<p><b><u>TX Model Content Area</u></b>  •</p>

**Lesson:**

**Test Anxiety**

Video: Nyla Mowry Guided Imagery

Video: STAAR Motivation 2017

**Grades:**

3rd, 4th, 5th

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2: Self-confidence in ability to succeed

M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6: Positive attitude toward work and learning

***Behavior***

B-LS 3: Use time-management, organizational and study skills

B-LS 4: Apply self-motivation and self-direction to learning

B-LS 6: Set high standards of quality

B-LS 7: Identify long- and short-term academic, career and social/emotional goals

B-LS 8: Actively engage in challenging coursework  
B-SMS 2: Demonstrate self-discipline and self-control  
B-SMS 6: Demonstrate ability to overcome barriers to learning  
B-SMS 7: Demonstrate effective coping skills when faced with a problem  
B-SS 2: Create positive and supportive relationships with other students  
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

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**Lesson:**

**Career Awareness**

- Finance
- Government and Public Administration
- Information Technology
- Marketing

Video: Missouri Career Mentors

**Grades:**3rd

**ASCA Standards Alignment:**

***Mindset***

M 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success

***Behavior***

B-LS 7: Identify long - and short-term academic, career and social / emotional goals

**TX Model Content Area**

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**4th Grade**

**Lesson:**

**Habit 1 - Be Proactive**

Book: The 7 habits of highly effective People

Video: The Leader in Me -Intro

Video: Josh - opening doors and hearts

Video: Boss of my body

**Grades:**

4th

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2: Self-confidence in ability to succeed

M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6: Positive attitude toward work and learning

***Behavior***

B-LS 1: Demonstrate critical-thinking skills to make informed decisions

B-LS 4: Apply self-motivation and self-direction to learning

B-LS 6: Set high standards of quality

B-SMS 1: Demonstrate ability to assume responsibility

B-SMS 2: Demonstrate self-discipline and self-control

B-SMS 7: Demonstrate effective coping skills when faced with a problem

B-SMS 9: Demonstrate personal safety skills

B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

B-SS 2: Create positive and supportive relationships with other students

B-SS 3: Create relationships with adults that support success

B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

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**Lesson:**

Habit 2 - Begin with the End in Mind

Book: The 7 habits of highly effective People

Video: Snickers K. C. Chefs Super Bowl Commercial (1996)

Video: A Million Dreams - United way commercial

**Grades:**

4th

**ASCA Standards Alignment:**

***Mindset***

M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 4: Understanding that postsecondary education and lifelong learning are necessary

for long-term career success

M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6: Positive attitude toward work and learning

**Behavior**

B-LS 1: Demonstrate critical-thinking skills to make informed decisions

B-LS 3: Use time-management, organizational and study skills

B-LS 4: Apply self-motivation and self-direction to learning

B-LS 6: Set high standards of quality

B-LS 7: Identify long- and short-term academic, career and social/emotional goals

B-LS 8: Actively engage in challenging coursework

B-SMS 1: Demonstrate ability to assume responsibility

B-SMS 2: Demonstrate self-discipline and self-control

B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards

B-SMS 7: Demonstrate effective coping skills when faced with a problem

B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

B-SS 2: Create positive and supportive relationships with other students

B-SS 3: Create relationships with adults that support success

B-SS 6: Use effective collaboration and cooperation skills

B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

**TX Model Content Area**

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**Lesson:**

**Habit 3 - Put First Things First**

Book: The 7 habits of highly effective People

Video: 7 Big Rocks

Video: The ABCs of SUCCESS - Amazing Motivational Video for Students, Studying & Success in Life

**Grades:**

4th

**ASCA Standards Alignment:**

**TX Model Content Area**

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**Lesson:**

**Habit 4 - Think Win-Win**

Book: The 7 habits of highly effective People

Video: 5 Team work Lessons from the Avengers

Video: Think Win-Win

Video: Phoenix Video

Video: Jerry from "Cheer" giving "Mat Talk" to people arriving at work

**Grades:**

4th

**ASCA Standards Alignment:**

**TX Model Content Area**

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**Lesson:**

**Habit 5 - Seek First to Understand then to be Understood**

Book: The 7 habits of highly effective People

Video: The True Story of the Three Little Pigs

**Grades:**

4th

**ASCA Standards Alignment:**

**TX Model Content Area**

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**Lesson:**

**Habit 6 - Synergy**

Book: The 7 habits of highly effective People

Video: We rise by lifting others

Video: Soul to Soul with legendary NBA Coach Phil Jackson

Video: Sadia Historia De Natal

**Grades:**

4th

**ASCA Standards Alignment:**

<b><u>TX Model Content Area</u></b>
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<b><u>Lesson:</u></b> Habit 7 - Sharpen the Saw Book: The 7 habits of highly effective People Video: Sharpen the Saw Video” Self Care for Students
<b><u>Grades:</u></b> 4th
<b><u>ASCA Standards Alignment:</u></b>
<b><u>TX Model Content Area</u></b>
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<b><u>Lesson:</u></b> Bike Safety - Red Ribbon Book: From A to Z by Bike Video:
<b><u>Grades:</u></b> 4th
<b><u>ASCA Standards Alignment:</u></b>
<b><u>TX Model Content Area</u></b>
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Dumas Intermediate School Counseling Lessons - Classroom lessons are Tier I intervention. They are implemented from Needs Assessments, TAPR, Daily Tracking Counseling Tracking logs and Discipline referrals. All students attend Classroom Counseling Lesson

<b>5th Grade</b>
<b><u>Lesson:</u></b>

**Sexting**

Video: The consequences of Teen Sexting  
Video: How to cope with stress as teenagers?

**Grades:**

5th & 6th

**ASCA Standards Alignment:**

**TX Model Content Area**

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**Lesson:**

**Vaping**

Lesson: Catch My Breath  
Video: HCMC warns about E-Cig poisonings  
Video: Michigan Bans Flavored E-Cigarettes, Vaping Products | Morning Joe | MSNBC  
Video: Any Volunteers? The Risks of E-cigarettes for Young People  
Video: Electronic Cigarettes and Vaping  
Video: PSA: Talk to Your Kids About the Dangers of E-cigarettes & Vapes

**Grades:**

5th & 6th

**ASCA Standards Alignment:**

*Behavior*

B-SMS 9: Demonstrate personal safety skills  
B-SS 5: Demonstrate ethical decision making skills and social responsibility

**TX Model Content Area**

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**Lesson:**

**Cliques, Phonies & Other Baloney**

Video: Cliques, Phonies & Other Baloney

**Grades:**

5th

**ASCA Standards Alignment:**

*Mindset*

M 3: Sense of belonging in the school community;

*Behavior*

B-SS 2: Create positive and supportive relationships with other students;

B-SS 4: Demonstrate empathy

**TX Model Content Area**

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**Lesson:**

Reality Ride

Curriculum: Wry Try

Video:

**Grades:**

5th

**ASCA Standards Alignment:**

**TX Model Content Area**

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**Lesson:**

Tearing off Labels

Video:

**Grades:**

5th

**ASCA Standards Alignment:**

**TX Model Content Area**

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**Lesson:**

Defense Mechanism

Video:

<p><b><u>Grades:</u></b> 5th</p>
<p><b><u>ASCA Standards Alignment:</u></b></p>
<p><b><u>TX Model Content Area</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b><u>Lesson:</u></b> Motivation Formula Video:</p>
<p><b><u>Grades:</u></b> 5th</p>
<p><b><u>ASCA Standards Alignment:</u></b></p>
<p><b><u>TX Model Content Area</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b><u>Lesson:</u></b> Climbing Out Video:</p>
<p><b><u>Grades:</u></b> 5th</p>
<p><b><u>ASCA Standards Alignment:</u></b></p>
<p><b><u>TX Model Content Area</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>6th Grade</b></p>
<p><b><u>Lesson:</u></b> Lift the Weight Video:</p>
<p><b><u>Grades:</u></b> 6th</p>

<b><u>ASCA Standards Alignment:</u></b>
<b><u>TX Model Content Area</u></b> •
<b><u>Lesson:</u></b> Jumping Hurdles Video:
<b><u>Grades:</u></b> 6th
<b><u>ASCA Standards Alignment:</u></b>
<b><u>TX Model Content Area</u></b> •
<b><u>Lesson:</u></b> Desire, Time, and Effort Video:
<b><u>Grades:</u></b> 6th
<b><u>ASCA Standards Alignment:</u></b>
<b><u>TX Model Content Area</u></b> •
<b><u>Lesson:</u></b> Getting Plugged In Video:
<b><u>Grades:</u></b> 6th
<b><u>ASCA Standards Alignment:</u></b>

<b><u>TX Model Content Area</u></b>
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<b><u>Lesson:</u></b> Seeing over the Wall Video:
<b><u>Grades:</u></b> 6th
<b><u>ASCA Standards Alignment:</u></b>
<b><u>TX Model Content Area</u></b>
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<b><u>Lesson:</u></b> Bullying Behaviors Video:
<b><u>Grades:</u></b> 6th
<b><u>ASCA Standards Alignment:</u></b> <i>Mindset</i> M 3: Sense of belonging in the school community; <i>Behavior</i> B-SS 2: Create positive and supportive relationships with other students; B-SS 4: Demonstrate empathy
<b><u>TX Model Content Area</u></b>
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<b><u>Group Counseling</u></b>
<b><u>ASCA Standards Alignment:</u></b>
<b><u>TX Model Content Area</u></b>
•

**Individual Counseling**

**ASCA Standards Alignment:**

*Mindset*

M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes

*Behavior*

B-LS 7: Identify long - and short-term academic, career and social / emotional goals

**TX Model Content Area**

- 

**Open House**

**ASCA Standards Alignment:**

*Mindset*

M 1:

M 3: Sense of belonging in school community;

M.6: Positive attitude to work and learning;

**TX Model Content Area**

- 

**New lessons 2020-2021**

**Grumpy Monkey**

**ASCA Standards Alignment:**

**TX Model Content Area**

**Stop Spreading Germs K - 4**

**ASCA Standards Alignment:**

<b><u>TX Model Content Area</u></b> •
<b><u>Accepting Criticism - 2nd Grade</u></b>
<b><u>ASCA Standards Alignment:</u></b>
<b><u>TX Model Content Area</u></b>
<b><u>Study Skills - 6th Grade</u></b>
<b><u>ASCA Standards Alignment:</u></b>
<b><u>TX Model Content Area</u></b> •

Dumas Jr. High School Counseling Lessons

Classroom lessons are Tier I intervention. They are developed from Student Needs Assessments, Teacher Surveys, and Discipline data trends. All students have access to Classroom Counseling Lessons at least once per six-weeks during Epic Lab (9th period).

7th & 8th Grade	Goal
Effective decision-making and problem solving skills	IBi/iv
Healthy relationships	IIE
Self-Regulation & Management Skills	IAiii/ ICiii
Handling conflict constructively	IIDi
Help-seeking communication skills	IIBiii
Linking achievement to work and life success	IIIEii
Additional Guidance Lessons	

Personal boundaries / individual rights / privacy - Relationships Under Construction	IIC/E
Interacting effectively with a diverse population - Start with Hello	IIA
Post Secondary Planning and Career Readiness - Map Your Path	III
Career exploration skills - Texas OnCourse	IIIB

### Dumas High School

Classroom lessons are Tier I intervention. They are developed from Student Needs Assessments, Teacher Surveys, and Discipline data trends. All students have access to Classroom Counseling Lessons **once per six-weeks during a Pep rally schedule.**

9th-12th Grade	Goal
Self-Regulation & Management Skills	IAiii/ ICiii
Responsible Decision Making	IBi
Work Ethic & Balance	IIIEi
Planning Skills & Time Management	IBii
Conflict Resolution	IIDi
Effective Problem Solving	IBiv
<b>Additional Guidance Lessons</b>	
Personal Boundaries, Individual Rights, Privacy & Healthy Relationships:  - Relationships Under Construction ( <i>provided by CareNet</i> ) - Constructing Health Relationships	IIC/E

## RESPONSIVE SERVICES

The purpose of the responsive services component is to assist those students who have immediate personal concerns or problems that interfere with their personal-social, career, and/or educational development in the following areas.

### High Priority

Academic success  
Adolescent and child suicide  
Child abuse and neglect  
School drop-outs  
Substance abuse  
School-age pregnancy  
Gang pressures/involvement  
Harassment issues

Family abuse  
Individual student issue

### School based

Attendance  
School attitudes and behaviors  
Peer relationships  
Study skills  
Severe stress

### Personal

Career indecision  
Financial aid College choice  
a  
Death of a family member or friend  
Family divorce

Being new to school  
Intervention/postvention of  
traumatic event  
School safety

Dumas secondary counselors are often involved in assisting students that may possibly be pregnant or have a sexually transmitted disease. The following guidelines should be followed:

1. The counselors will provide information such as the phone number and addresses of the agencies appropriate for the student's needs.
2. The student will be informed that the services of the agencies are free to the student or are based on a sliding economic scale.
3. The counselor shall not provide transportation to the appropriate agency for pregnancy and sexually transmitted disease testing.
4. The counselor will not have any part in providing the student with any method of birth control. The counselor will visit with

students about the importance of protection if the student makes a choice to be sexually active.

Dumas Elementary School -Responsive Services are a Tier II & III intervention.

- Consult with Teachers, Students, and Families. This may mean attending ARD, Staffings, and 504 meetings.
- Small-Group - test anxiety, attendance, and friendship.
- Meeting with students and families when students make a suicide threat or are self-injuring.
- Meet with students that are referred to counseling by teachers, parents, students or other caring individuals

Dumas Intermediate School -Responsive Services are a Tier II & III intervention.

- Consult with Teachers, Students, and Families. This may mean attending ARD, Staffings, and 504 meetings.
- Small-Group - test anxiety, attendance, and friendship.
- Meeting with students and families when students make a suicide threat or are self-injuring.
- Meet with students that are referred to counseling by teachers, parents, students or other caring individuals.

Dumas Jr. High School

Dumas High School

## INDIVIDUAL PLANNING

The individual planning component is designed to assist students as they plan, monitor, and manage their own educational, career, and personal-social development. Counselor activities include guiding students in:

- Setting challenging educational, career, and personal-social goal based on self-knowledge and appropriate information
- Making plans for achieving short-, intermediate-, and long term goals
- Analyzing how their strengths and weaknesses enhance or hinder the achievement of their goals
- Assessing their current progress toward their goals
- Making decisions that reflect their plans

### Dumas Elementary School

- Supporting referred students and helping them develop a counseling goal to further personal and educational growth.
- Collaborate with 4th-grade teachers on reverse Career Day.
- Small group tier 2 & 3

### Dumas Intermediate School -

- Supporting referred students and helping them develop a counseling goal to further personal and educational growth.
- Small group tier 2 & 3

### Dumas Jr. High School

### Dumas High School

## SYSTEM SUPPORT

The counselors provide indirect services to students supporting the school system through consultation with teachers and parents, participating in school improvement planning, attending staff development activities, and helping implement school-wide activities.

### Who Delivers the Program And With What Resources?

The Dumas Independent School District's Comprehensive Classroom (Guidance) and Counseling Program require resources in terms of staffing, facilities, materials, collaboration and management processes in order to provide effective services K-12.

*Professional Staff:* The Dumas Independent School District's Comprehensive Guidance and Counseling Program requires the participation of all school staff to provide comprehensive, integrated services to each student. Professional staff guides the program team as it plans, designs, implements, documents, and evaluates the program. The involvement of professional school counselors as team leaders and team members enhances the likelihood of program success.

*Collaborative Structures:* Effective communication between the Dumas Independent School District's Comprehensive Guidance and Counseling Program and all stakeholders require the formation of collaborative structures within the school and with the community. They may also include partnerships with employers and other community members to generate learning experiences, program resources, and individual student supports.

*Materials and Facilities:* The Dumas Independent School District's Comprehensive Guidance and Counseling Program requires curriculum materials, guidance tools, counseling tools and access to facilities and equipment appropriate to carry out the full intent of district policy. This includes a counseling office to serve as the focal point of all program services and activities.

Management Systems: Management systems support the creation, maintenance, and enhancement of the Dumas Independent School District's Comprehensive Guidance and Counseling Program. In addition to securing adequate financial resources for staff, materials and facilities, management systems ensure ongoing development, systemic change, program integrity, and public relations.

### Dumas Elementary School

- Coffee with the Counselor
- Dumas ISD Elementary Counselor Facebook Page
- Bike Rodeo
- District Committee

### Dumas Intermediate School -

- Coffee with the Counselor
- Dumas ISD Elementary Counselor Facebook Page
- Bike Rodeo
- CRCG District 69 Meetings
- District Committee

### Dumas Jr. High School

### Dumas High School

## How Do We Know That We Are Successfully Delivering Comprehensive Guidance and Counseling To Each Student?

The Dumas Independent School District's Comprehensive Guidance and Counseling Program is responsive to data and results-oriented. Continuous program improvement requires ongoing review and evaluation.

*Student Progress:* The Dumas Independent School District's Comprehensive Guidance and Counseling Program exists to support the school's mission and individual student success. Review and analysis of individual, group and aggregate data on student progress provide the foundation for program evaluation and program improvement activities.

*Staff Development:* Staff roles and responsibilities for the Dumas Independent School District's Comprehensive Guidance and Counseling Program are explicit in program plans, position descriptions and performance indicators. Staff development is provided to upgrade the skills and knowledge of all staff involved in the delivery of the program. Staff evaluations address the assigned program activities and individual development needs.

*Program Planning and Evaluation:* Program planning and evaluation for the Dumas ISD's Comprehensive Counseling Program is an integral part of the overall school improvement planning and evaluation process. Initial planning establishes program objectives and sets a course of action. Regular program evaluations provide accountability measures and data to assist in improvement plans. These ongoing evaluation activities are part of the school's total assessment process.

# Stakeholders

The success of the counseling program relies on the collaboration of administrators, teachers, staff, families and community agencies. The professional school counselor relies on all stakeholders to ensure that each delivery component (classroom counseling lesson, responsive services, individual planning, system support) meets the needs of the comprehensive counseling program. All stakeholders will contribute and evaluate data to ensure the counseling program is moving in a proactive direction. The counseling program relies on communication through email, Facebook, and surveys, to share information between all stakeholders.

Counseling Advisory Council - established in 2019 to ensure that all stakeholders will contribute to the development of the counseling program.

**Cactus Elementary School** - Meets four times a year (September, November, February, April)

- TJ Funderburg - Administrator
- Lisa Hatley - Administrator
- Tonie Crawford - Professional School Counselor
- Stacy Murphy - Kindergarten Teacher
- Elizabeth Vazquez - 1st Grade Teacher
- Erika Olivas - 2nd Grade Teacher
- Sindy Marquez - Parent/Community Member

**Green Acres Elementary School** - Meets four times a year (September, November, February, April)

- Andrea Cox - Administrator
- Lisa Hatley - Administrator
- Tonie Crawford - Professional School Counselor
- Kinsey Bellar - Kindergarten Teacher
- Lexie Nolting - 1st Grade Teacher
- Phoebe McCuistion - 3rd Grade Teacher
- Bonnie Hunt - 4th Grade Teacher
- Brenda Galicia - Parent/Community Member

**Hillcrest Elementary School** - Meets four times a year (September, November, February, April)

- Stephanie Schilling - Administrator
- Lisa Hatley - Administrator
- Tonie Crawford - Professional School Counselor
- Shari Mason - 3rd Grade Teacher
- Katie Rodriguez - 4th Grade Teacher
- Sarah Morton - Parent/Community Member

**Morningside Elementary School** - Meets four times a year (September, November, February, April)

- Erin Pingleton - Administrator
- Jennifer Mills - Administrator
- Lisa Hatley - Administrator
- Tonie Crawford - Professional School Counselor
- Kristin Chavira - Special Education Teacher
- Joan Green - 1st Grade Teacher
- Andrea Lebow - 2nd Grade Teacher
- Katrina Baker - 4th Grade Teacher
- Ronni Powers/Tiffany Abbott - Parent/Community Member

**Sunset Elementary School** - Meets four times a year (September, November, February, April)

- Caynon Strickland - Administrator
- Lisa Hatley - Administrator
- Tonie Crawford - Professional School Counselor
- Laura Vargas - Teacher
- James Bussard - Teacher
- Kristina Bustos - Parent/Community Member

Dumas Intermediate School - Meets four times a year (September, November, February, April)

- Rebeca Cruz - Administrator
- Nicole Hutcherson - Administrator
- Lisa Hatley - Administrator
- Tonie Crawford - Professional School Counselor
- Nicole Armendariz - 5th Grade Teacher
- Mysti Truitt - 6th Grade Teacher
- Marcella Almanza - Parent/Community Member

Dumas Jr. High

Dumas High School

## Summary

The Dumas ISD's Comprehensive School Counseling Program focuses on prevention and intervention for all students. While school counselors continue to respond to the unique needs of individuals, all students benefit from classroom counseling activities that enhance their knowledge and skills in academic achievement, career planning and exploration, self-awareness, interpersonal relationships, and community involvement. Proficiency in these areas serves to improve students' self-concept, foster better peer and adult interactions and enhance a sense of purpose and direction for more effective planning and control of their own lives. The competencies embodied in the Dumas ISDs Comprehensive School Counseling Program results in students who are prepared to make life decisions that lead to healthy relationships and successful, productive lives.

# Dumas Independent School District Procedures

<u>Code</u>	<u>Title</u>
<a href="#">CBB-R</a>	State Federal Revenue - Grants Manual <ul style="list-style-type: none"><li>• Budget and Student Services</li></ul>
<a href="#">DBB-R</a>	The District Bloodborne Pathogens Committee <ul style="list-style-type: none"><li>• The following members will serve a three-year appointment, upon recommendation of the permanent committee members. - One counselor</li></ul>
<a href="#">DEA-R7</a>	Stipends for Advanced Degrees and Specialized Trainings
<a href="#">DH-R2</a>	Employee use of Electronic Media <ul style="list-style-type: none"><li>• Certified or licensed employee means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.</li></ul>
<a href="#">DK-R1</a>	Assignments and Schedules: Program Area Responsibilities <ul style="list-style-type: none"><li>• Defines who is over the Counseling Program</li><li>• Assistant Superintendent for Instruction is over the Counseling Program</li></ul>
<a href="#">DK-R5</a>	Assignments And Schedules: Work Schedules <ul style="list-style-type: none"><li>• Counselors work Schedule. Begin date and End Date. All Counselors are on the same work schedule. Except for Jr. High because of Testing in the summer..</li></ul>
<a href="#">DMD-R</a>	Officers Of Professional Organizations <ul style="list-style-type: none"><li>• Outside Counseling Organizations</li></ul>
<a href="#">DNA - R1</a>	Evaluations: Schedule of Evaluations <ul style="list-style-type: none"><li>• Counselors evaluations will be presented to the board for contract renewal in April</li></ul>
<a href="#">EHBA-R</a>	Special Education Guidelines <ul style="list-style-type: none"><li>• Counselor's Role in Special Education</li></ul>
<a href="#">EHBB-R</a>	Plan for Educationally Gifted Students <ul style="list-style-type: none"><li>• Counselor's Role with Gifted Students</li></ul>
<a href="#">EHBC-R</a>	Students at Risk of Dropping Out of School <ul style="list-style-type: none"><li>• Counselor's Role with At-Risk students</li></ul>
<a href="#">EHDD-R</a>	Alternative Methods for Earning Credit College Course Work/Dual Credit <ul style="list-style-type: none"><li>• Counselor's Role with Work/Dual Credit</li></ul>
<a href="#">EIAA-R</a>	Testing Guidelines

- DUMAS JUNIOR HIGH CREDIT BY EXAMINATION
- DUMAS HIGH SCHOOL CREDIT BY EXAMINATION

[FB-R](#)

**Section 504 Guidelines**

- Counselor's Role with 504

[FEA-R](#)

**Attendance Procedural Manual**

- Counselor's Role in the Attendance Procedures

[FFB-R](#)

**Crisis Intervention**

- Counselor's Role in the Crisis Plan

[FFB-R1](#)

**Guidance & Counseling**

- This Counseling Handbook

## FFB-R2 DISD Protocol for Suicide Threat

The role of the school and school staff in addressing the threat of suicide in the school setting is that of liaison. When a student communicates a threat of suicide, either written or verbal:

**STAFF MEMBER:** Accompany the student directly to the Counselor and/or Administrator. DO NOT leave the student unattended.

COUNSELOR or ADMINISTRATOR shall make the following decision: Does the situation warrant reporting to law enforcement due to **high-risk** or **imminent threat**?

Yes- follow Protocol A

No- follow protocol B

### Yes- Protocol A

1. The Dumas ISD Police Department will be notified immediately.
2. The student will not be left alone for any reason until an officer arrives. The student may be taken to the counselor's office or principal's office until the officer arrives.
3. The Dumas ISD police officer will take the student into protective custody.
4. The parent or guardian will be notified as soon as possible.
5. The Dumas ISD police officer will transport the student to the Moore County Hospital Emergency Room for medical evaluation.
6. The Dumas ISD police officer will transport the student to Northwest Texas Hospital if the student is to be committed for treatment.
7. If the student is not to be committed for treatment, the student will be released into the custody of the parent or guardian.

The Protocol for Suicide Threat Complies with the Texas Code of Criminal Procedure Art. 6.05. *Duty of peace officer as to threats*

### No- Protocol B

1. Notify parent or guardian, complete notification of Emergency Conference form with Community Resources/referral information and release the student to parent/guardian custody
2. Upon return, parent and student should confer with the student's counselor and/or administrator about re-entry and monitoring

## FFG-R DISD Protocol for Reporting Abuse

### Reporting Abuse

Licensed school personnel who suspect child abuse are required by law (PL216.101) to report to Child Protective Services. To maintain consistency, it is the preference of DISD that all reporting of child abuse be coordinated with the counselors, nurses, or administrators. Anyone reporting abuse on behalf of the school district needs to follow these instructions.

1. Inform your building supervisor.
2. You will need the student's full name, address, DOB, SS#, parent's information, abuser's information if available.
3. Contact Dumas ISD Chief Larry Payne at 806-935-6461 or 806-935-4151. The DISD Police Department will report this information to the law enforcement agency that will have jurisdiction in the case. An officer will be sent to discuss whether or not the child needs to be removed immediately. *The decision to remove will vary as will the decision to notify the parent(s).*
4. Call CPS 1-800-252-5400 or go online at [www.txabusehotline.org](http://www.txabusehotline.org).
5. Document date, time, and person to whom the report was made. If the report was made to CPS via the 800 number or online, document date and time.
6. Counselors/teachers will not participate in any conference with parents related to the incident.

NOTE: DISD staff members will make no contacts regarding the child or abuser other than those listed above.

**\*In an emergency situation, repeat a call to Chief Payne or call Dumas Police Dept., Local CPS 935- 4375, or the District Attorney's office 935-5654.**

## SCHOOL PERSONNEL:

If a child begins to confide in you, don't stop him/her unless you need more privacy. The child is probably embarrassed and it has taken courage to open up. Don't ask questions but be supportive with statements such as, "I'm sorry", "I can tell this is hard for you", "I can tell you are very sad/scared" and so on. If necessary, take notes. The child does not need to repeat this again. Our goal is to have an adequate amount of information prior to the child being interviewed by the professional interviewers at the Bridge. It is not our job to verify the information, nor is it our job to interview the child, but to report. Do not confront the suspected parent or offender.

### Requested Reports to Agencies

The police department and/or CPS may request an oral report regarding an incident. If so, the staff member will comply with the request. A written report of the oral report may be provided. However, if counselor notes are requested, the counselor must receive a subpoena issued by the court or grand jury. Release of documentation to any other agency will require a written request on agency letterhead.

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### Public Law: 261.101-Persons Required to Report: Time to Report.

*(b)If a professional has cause to believe that a child has been abused or neglected or may be abused or neglected, or that a child is a victim of an offense under Section 21.11 Penal Code, and the professional has cause to believe that the child has been abused as defined by Section 261.001, the professional shall make a report not later than the 48th hour after the hour the professional first suspects that the child has been or may be abused or neglected or is a victim of an offense under Section 21.11, Penal Code. A professional may not delegate to or rely on another person to make the report. In this subsection, "professional" means an individual who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, employees of a clinic or health care facility that provides reproductive services, juvenile probation officers, and juvenile detention or correctional officers.*

\*\*\*Just a note: Second-hand reporting (not policy - Just information)

A child reports that a friend is being sexually abused. - Thank them for letting you know and send them back to class.

Call the student/child down - Ask them 2 Questions

1. How are things at home?
2. Do you feel safe at home?

If they report anything to you then this turns into a first-hand report. If they don't tell you anything and everything is rainbows and sunshine at home then send them back to class but do a CPS report with the information the student gave you (*Don't give first student information* unless you get parent permission first). Notify Chief Payne and Administrator.

FYI: Chief Payne said we can't keep a student from going home but he has an officer nearby or at a student's house for me when the child got home.

\*\*\* Note: Also report any abuse a child says they had already reported to the police. Sometimes they think it has been reported but it really hasn't.

- [FFC-R](#) Court Related Students - Liaison Officers
  - Counselor's Role with Court Related Students
- [FFC-R2 - Ex](#) Transportation of Students in Foster Care-Exhibit
  - Counselor's Role with Students in Foster Care-Exhibit
- [FNG-R1](#) Parent Concern Form
- [FOC-R](#) AEP Placement Schedule
  - Counselor's Role with Students in AEP
- [FOD-R](#) Student Discipline - Expulsion
  - Counselor's Role in Student Discipline
- [FP-R](#) Cafeteria Charges
  - Counselor's Role with Cafeteria Charges

## Forms

On Next page

# Dumas ISD

## Permission for Counseling

<b>Cactus</b> 966-5102	<b>Green Acres</b> 935-4157	<b>Hillcrest</b> 935-5629	<b>Intermediate</b> 935-6474	<b>Morningside</b> 935-4153	<b>Sunset</b> 935-2127
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Dear Parents,

Dumas ISD Counselors are able to offer a broad range of supportive services to assist students. School counseling is available to help students develop positive social, emotional, and coping skills. When students work through their social and emotional issues, they are able to devote attention and energy to learning.

Your child, \_\_\_\_\_, has been invited to participate in school counseling.

Meetings with the counselor will take place during school hours, and times will be coordinated to minimize any interruptions to school work. Your child may share the skills we are working on with you.

Please note, school counseling is not a punishment. This will be a fun and beneficial experience for your child. Not only will your child learn positive skills that can be used for a lifetime, but he/she will also have fun doing it. Should you have any questions, please contact us.

The counselor assign to your child is \_\_\_\_\_ Ms. Crawford \_\_\_\_\_ Mrs. Lawson

\_\_\_\_\_ Grade/Teacher \_\_\_\_\_

Please sign and indicate your permission preference below. Then return this form.

\_\_\_\_\_ Yes, my child has permission to visit with the counselor.

\_\_\_\_\_ No, my child **does not** have permission to visit with the counselor.

**Parent's/Caregiver's email & Cellphone #** \_\_\_\_\_

\_\_\_\_\_  
Parent Signature Date

\_\_\_\_\_  
Principal's Signature Date

# Dumas ISD

## Permiso para Consejería

Estimados Padres,

Su Hijo/a \_\_\_\_\_

\_\_\_\_\_ Ha solicitado ver a la consejera

\_\_\_\_\_ Ha sido referido para ver la consejera

La consejería escolar está diseñada para abordar los problemas temporales y / o situaciones que afectan a los estudiantes de la escuela, con un promedio de 3 a 6 sesiones por año. Usted puede programar una conferencia para discutir cualquier pregunta o preocupación. Puede descontinuar el programa para su hijo/a en cualquier momento. Si su hijo está recibiendo consejería profesional fuera de la escuela, por favor, hágame saber.

Sinceramente,

Tonie Crawford,  
Consejera de las Escuelas Primarias

\_\_\_\_\_ Grado/Maestro/a \_\_\_\_\_

\_\_\_\_\_ Sí, mi hijo/a tiene permiso para ver a la consejera.

\_\_\_\_\_ No, mi hijo/a no tiene permiso para ver a la consejera.

Me gustaría enviar un mensaje a los padres/tutores de que hablé con su hijo/a. Ningún detalle de la junta solo mandaré una notificación de que hablamos. Puede ponerse en contacto conmigo si tiene cualquier pregunta.

Correo Electrónico y Teléfono celular de Padres/Tutores \_\_\_\_\_

\_\_\_\_\_  
Firma de Padres

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de Director/a

\_\_\_\_\_  
Fecha

# Dumas ISD

## Parent Permission Letter for Small Group Counseling

Date: \_\_\_\_\_

Dear Parent,

The Comprehensive School Counseling Program at \_\_\_\_\_ School includes the opportunity for students to participate in small group counseling services. Your child \_\_\_\_\_, has been referred for participation in school counseling. With your permission, your child will be seen on a scheduled basis at school by the school counselor. Their group sessions will focus on the topic of \_\_\_\_\_.

The sessions will not distract from your child's academic program. Please note that participation in the group is completely voluntary, and confidentiality will be addressed and respected.

The school counselor assigned to your child is \_\_\_\_\_.

It is frequently beneficial and necessary for the school counselor and school-base staff (principal, assistant principal, teacher, nurse, etc) to exchange information about your child's progress (goals, strategies, progress, etc.). All communication with take place on an as-needed basis and will focus appropriately on the needs of your child.

This permission is effective for the school year \_\_\_\_\_.

If you would like for your child to have small group sessions with the school counselor, please sign and return this form to the counseling office. If you have any questions or concerns, feel free to call \_\_\_\_\_.

Thank you,

\_\_\_\_\_  
Professional School Counselor

**I give my permission for \_\_\_\_\_ to participate in small group counseling sessions with the school counselor.**

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Phone Number

## Elementary Counselor Report

Counselor: \_\_\_\_\_ Campus: \_\_\_\_\_

Date of Report: \_\_\_\_\_

Six Weeks:      1<sup>st</sup>    2<sup>nd</sup>                    3<sup>rd</sup>    4<sup>th</sup>    5<sup>th</sup>    6<sup>th</sup>

Number of Students served:

Individual \_\_\_\_\_

Groups \_\_\_\_\_

Classroom/Guidance \_\_\_\_\_

Total Students Served: \_\_\_\_\_

Consultations:

Parent/Guardian: \_\_\_\_\_

Observations: \_\_\_\_\_

Outside Professionals: \_\_\_\_\_

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

Total number of consults: \_\_\_\_\_

## Consent for Release of Confidential Information Dumas ISD Campus Counseling Department

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

I hereby authorize \_\_\_\_\_ (*counselor*), \_\_\_\_\_ (*campus*) to

\_\_\_ Release information to:

\_\_\_ Obtain information from:

\_\_\_\_\_  
Name of person:

\_\_\_\_\_  
Name of Agency:

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

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Information to be release/requested:	Purpose:
<input type="checkbox"/> treatment summary <input type="checkbox"/> history <input type="checkbox"/> diagnosis <input type="checkbox"/> dates of treatment <input type="checkbox"/> other:	<input type="checkbox"/> evaluation/assessment <input type="checkbox"/> coordinating support efforts <input type="checkbox"/> parent request <input type="checkbox"/> other:

I have been fully informed in my native language and understand the request of my consent. I understand that I have the right to refuse to sign this form, and that I may revoke my consent at any time (except to the extent that the information has already been released). This consent form will expire at the end of the current school year.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Translator (*if applicable*)

\_\_\_\_\_  
Date

# SUICIDE

## **Student Suicide Threat**

### *Immediate Action*

In the event that a staff member has reason to believe that a student may be suicidal or represent a potential threat to others the following action is to be taken:

- Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.
- Immediately report concerns to an administrator.
- Under no circumstances should an untrained person attempt to assess the severity of the suicidal risk; all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

# Script for Contacting Parents about a Student Threat

This is \_\_\_\_\_ School Counselor.

Are you driving somewhere? If so, please pull over somewhere and stop so that I can talk to you.

I have a situation with \_\_\_\_\_ that requires your undivided and immediate attention. What I am about to say may be difficult to hear and process

\_\_\_\_\_ has shared with me that things are not going well for him/ her right now and that they are contemplating taking his/her own life. While this is upsetting, the good news is that he/she is asking for help and wants you as their loved one to know what's on their mind.

I need you to come to school.

**Notification of Emergency Conference**

**Dumas ISD**

I/We \_\_\_\_\_  
the parent(s) of \_\_\_\_\_  
were involved in a conference with \_\_\_\_\_  
on \_\_\_\_\_

We have been advised that:

Our child, \_\_\_\_\_  
\_\_\_\_\_ appears to be in a state of psychological emergency.  
\_\_\_\_\_ we should seek psychological/psychiatric consultation.

Referral for further service have been made because:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We have been provided with a list of agencies, emergency numbers and private practitioners.

Dumas Memorial Hospital Emergency Room – (806) 935-7171  
Northwest Texas Health Care System – (806) 354-1810 or 1-800-537-2585

**We understand that Dumas ISD is not responsible for the financial cost involved.  
The student will be released to the Parent or Legal Guardian and must leave campus for  
the remainder of the school day. If the student is admitted for treatment, the parent must  
attend a meeting to put in place a safety plan.**

Parent or Legal Guardian \_\_\_\_\_  
Parent or Legal Guardian \_\_\_\_\_  
Counselor \_\_\_\_\_  
Principal \_\_\_\_\_

# Safety Plan Meeting

Safety Plan meetings will take place after suicidal ideation or a suicide attempt and before the student returns to school. Safety Plan meetings will be documented using the Safety Plan meeting notes form. Meeting scheduled in partnership with counselor, admin, and parents.

**Family and School personnel who must participate are:**

- Parent/Guardian
- School Counselor
- Administrator

**Optional Attendees:**

- Nurse
- Family Advocate
- School Psychologist

**Purpose of the Safety Plan:**

-Review steps were taken by family and the student to follow up on suicidal ideation or attempt.

Suicide Guide

-Discuss resources in place or connect to additional resources.

Bring doctor's appointment confirmations to school so that the absences can be excused.

-Share information or recommendations from the Pavilion.

-Address questions/concerns about missed work, credits, absences etc.

-Create or discuss school safety plans. Include in discussion:

Open or closed lunch/passing periods

Access to bathrooms and nurse

Notification of teachers/coaches/after school activity supervisors

Supervision during after school activities/sports Duration of the safety plan

-Next steps in case of continued safety concern (when a student is sent home and with whom)

List Warning signs from **My Safety Plan provided by the Pavilion**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Coping skills that would be helpful from **My Safety Plan by the Pavilion**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Safety Plan Notes

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Incident Date: \_\_\_\_\_ Absence Date(s) From/To: \_\_\_\_\_

### **Re-entry meeting participants:**

Parents and/or Legal Guardian: \_\_\_\_\_

Parents and/or Legal Guardian: \_\_\_\_\_

Teacher \_\_\_\_\_

Administrator \_\_\_\_\_

Counselor \_\_\_\_\_

Steps were taken by family and student to follow up on suicidal ideation or attempt. Discuss resources in place or connect to additional resources.

Suicide Guide

Recommendations by student's medical practitioner and/or therapist or Pavilion.

Information provided to parents from the Pavilion. (Diagnosis)

Questions/concerns about missed work, credits, absences, etc.

School safety plan. (Restrictions during lunch/passing periods. Supervision during after school activities/sports. When to notify teachers/coaches/after school activity supervisors and by whom. Duration of the safety plan and check-in/review process.)

If another suicide threat occurs I am obligated by district policy to contact our District officers and we will transport the Student to the Moore County Hospital so they can be evaluated to see if they need to be admitted to the Pavilion. Any hospital cost will be the responsibility of the Parent/Guardian.

### **Signatures**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Parent: \_\_\_\_\_

Date: \_\_\_\_\_

Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

# School Safety Plan for Teachers & Staff- Confidential

Student Name: \_\_\_\_\_ Start Date: \_\_\_\_\_

Based on recommendation of the Re-entry Meeting participants, this student is currently judged to require the following levels of supervision until the identified review/ termination date of \_\_\_\_\_ unless otherwise notified.

<b>HIGH</b> while maintaining the student's dignity and confidentiality, they should have no unsupervised school time	<b>MODERATE</b> the student should receive regularly spaced intervals of adult supervision and attendance checks	<b>LOW</b> the student currently requires infrequent progress-monitoring checks by designated adult(s)
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\*District Crisis Response Protocols remain applicable at all times

<b>Passing Periods</b>	H: escort	M: hallway monitor	L: tardy/attendance cks
<b>Lunch/recess</b>	H: assigned location(s) _____	M: aide notification/ monitoring	L: returning period attendance check
<b>Before/After school</b>	H: designated location(s) _____	M: CI/CO adult(s) _____	L: none needed/ applicable
<b>Bathrooms/ Nurse</b>	H: escort to/from	M: notifications to & from/ limit to _____ minutes	L: none needed/ applicable
<b>Campus activities</b>	H: escort or alternative activity	M: supervision/ proximity	L: none needed/ applicable
<b>Extracurricular</b>	H: alternate schedule/activity	M: supervision/adult proximity	L: none needed/ applicable
<b>Other:</b>	H:	M:	L:

Progress/Check-in Frequency \_\_\_\_\_

Provided By (list in order of back-up availability)

(1.) \_\_\_\_\_ (2.) \_\_\_\_\_ (3.) \_\_\_\_\_

Check-In Log:

## **Instructions for Teachers and Staff**

Date: \_\_\_\_\_

Our student \_\_\_\_\_ is on a Safety Plan at school. While the student is in your classroom please follow the procedures checked below. **Keep this confidential at all times and follow this plan until further notice.**

Please do not let the student leave the classroom to go to the bathroom or office without Adult Supervision.

If he/she is visibly upset or expressing thoughts or unsafe behavior, call the office and they will contact the Counselor or Administrator. Always request an office escort.

\_\_\_\_\_ Make sure this document is included with your sub-notes when you are absent.

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**Contact the student's Counselor if you have any questions or concerns.**

Counselor: \_\_\_\_\_ Ext. \_\_\_\_\_

## **School Reentry for a Student Who Has Attempted Suicide**

Efforts to respond to suicide attempts and other traumas should be focused on making the student's return to school a comfortable one. Because families exposed to a suicide attempt experience considerable guilt and fear, they are more likely to disclose that a daughter or son has made an attempt if they know the school has a helpful, nonthreatening manner of dealing with suicide.

Because a student who attempted suicide often is at greater risk for suicide in the months following the crisis, it is extremely important to closely monitor his or her re-entry into school and to maintain close contact with parents and mental health professionals working with that student.

Assuming the student will be absent from one to four weeks after a suicide attempt and possibly hospitalized in a treatment facility, our school will follow these steps:

1. Obtain a written release of information form signed by the parents. This makes it possible for confidential information to be shared between school personnel and treatment providers.
2. Inform the student's teachers regarding the number of probable days of absence.
3. Instruct teachers to provide the students with assignments to be completed, if appropriate.
4. Maintain contact with the student to keep him/her informed of the latest developments in the school, if appropriate.
5. Seek recommendations for aftercare from the student's therapist. If the student has been hospitalized, a Crisis Response Team member should attend the discharge meeting at the hospital.
6. The Crisis Response Team member should convey relevant non-confidential information to appropriate school staff regarding the aftercare plan.
7. Once the student returns to school, a Crisis Response Team member should maintain regular contact with him/her.
8. The school should maintain contact with the parents to provide progress reports and other appropriate information and be kept informed of any changes in the aftercare plan.

# Myths and Facts About Suicide

**Myth: People who talk about suicide don't commit suicide.**

Fact: Most people who commit suicide have given clues of some type of to one or more people. It is not safe to assume that someone talking about suicide will not attempt it; the majority of those who attempt suicide have stated their intent to someone.

**Myth: Suicide happens without warning.**

Fact: While explicit verbal warnings are not always given, there are clues ahead of time. The difficulty is that not everyone recognizes the signs and symptoms that would alert him/her to the possibility of suicide.

**Myth: Suicidal people are fully intent on dying.**

Fact: Rather than specifically wanting to die, students who attempt/commit suicide often do so simply because they have exhausted their coping skills and see no other options for relief from pain.

**Myth: Once suicidal, a person is suicidal forever.**

Fact: Preoccupation with suicidal thoughts is usually time-limited. Most young people who work through a suicidal crisis can go on to lead healthy lives.

**Myth: Once a person attempts suicide, the humiliation and pain will prevent future attempts.**

Fact: Eighty percent of persons who commit suicide have made at least one prior attempt (Hafen & Frandsen, 1986). It is critical that concerned adults and peers monitor a student who has attempted suicide for several months following the attempt. Those students who receive help for their suicidal risk before they made an attempt to have a better prognosis than those who were intervened upon following an attempted suicide.

**Myth: Suicidal behavior is inherited.**

Fact: As with other patterns of behavior, suicide sometimes seems to run in families. However, suicide is not a genetic trait, so it is not inherited. What can appear to be a family trait of suicide may be because family members share a common emotional environment and often adopt similar methods of coping. In a family where someone has committed suicide, suicide may be viewed as acceptable in times of distress.

**Myth: Suicide occurs more often among the wealthy.**

Fact: Suicide knows no socioeconomic boundaries.

**Myth: People who attempt or commit suicide are mentally ill/psychotic.**

Fact: Many suicidal persons historically have had difficulty in working through problems. Other people who attempt or commit suicide choose it as an option when their previously successful means of coping are not effective, and they are unable to otherwise stop the pain they are experiencing. A history of mental illness does not increase the risk of suicide.

**Myth: Talking about suicide can encourage a person to attempt it.**

Fact: On the contrary, initiating a discussion of suicidal feelings may give a suicidal adolescent permission to talk about the pain she/he is experiencing and, by so doing, provide significant relief. It is highly unlikely that discussing suicide would influence a nonsuicidal person to become preoccupied with the idea.

**Myth: People who attempt suicide just want attention.**

Fact: Suicide should be considered a “cry for help.” Persons overwhelmed by pain may be unable to let others know they need help, and suicide may seem the best way to relieve the pain. Suicidal behavior may be a desperate move to reach out for much-needed help.

**Myth: Suicide is most likely to occur at night as well as over the holiday season.**

Fact: Suicides can occur at any time, regardless of season, time of day or night, weather or holidays. Childhood and adolescent suicides, however, are most likely to occur in the spring, and second-most likely to occur in the fall. Most childhood and adolescent suicides occur at home on weekends or between the hours of 3 p.m. and midnight (Eyeman, 1987; Indiana State Board of Health, 1985).

**Myth: When depression lifts, there is no longer a danger of suicide.**

Fact: This is a dangerous misconception. The lifting of depression often accompanies the development of a suicide plan and the final decision to commit suicide. If the improvement in mood is sudden and circumstances have not changed, the risk of suicide remains high.

(Source: Association of California School Administrators)

## **When a Student Dies: Guidelines for Classroom Discussion**

1. Review the facts and dispel rumors.
2. Share your own reactions with the class and encourage students to express their reactions in a way appropriate for them, noting that people react in many ways and that is okay.

*Possible discussion: What was it like for you when you first heard the news?*

3. Inform students of locations for grief support; reassure students that any adult in the building is available for support.

*Possible discussion: How can your students help each other through this?*

4. Listen to what students have to say. It is important not to shut off discussion.
5. Talk with students about their concerns regarding “what to say” to other bereaved students and the family of the deceased. If applicable, share information about the deceased’s culture (beliefs and ceremonies) which will help students understand and respond comfortably to the affected family.

*Possible discussion question: If you were a member of (the student’s) family, what do you think you would want at a time like this?*

6. If the student died of an illness and it is appropriate to do so, discuss the illness. This is especially useful for younger children who may need to differentiate between the illness of the child who died and any medical problems of others the child knows.
7. If a suicide occurs, discuss facts and myths about suicide.
8. Allow students to discuss other losses they have experienced. Help them understand this loss often brings up past losses; this is a normal occurrence.
9. Encourage students to discuss their feelings with their parents/families.

Keep in Mind —

- A “regular” day may be too hard for grieving students. Offer choices of activities.

## When a Grieving Classmate Returns

### First Words

- The classmate probably feels like he/she is from a different planet when returning to school.
- There is very little you can say wrong, so talk to the classmate.
- At least say, “hello,” “welcome back,” “I’m glad to see you,” or something similar.
- The brave might even say: “I missed you,” “I’m so sorry to hear about your \_\_\_\_\_’s death.”
- Even braver friends might even make statements like “It must be incredibly tough to have your \_\_\_\_\_ die.”
- Another option: write a brief note.
- If your classmate cries, that is okay; you did not cause the grief and you can’t make the person feel worse. Offer comfort and a tissue.

### Helping the Classmate Adjust to the Class

- Offer to provide past notes.
- Offer to provide notes for comparison for the next week or so (your classmate’s attention span will probably vary for several weeks).
- Give the classmate your phone number to call if you have problems with homework.
- Ask your classmate if you can call to check on how homework is going.
- Ask the teacher if you can be the student’s helper for a week.
- Offer to study together in person or over the phone; this might help with both motivation (grieving students frequently do not feel like doing school work) and with concentration.

### Some Don’ts

- Don’t shun. Speak to the student.
- No cliché statements (e.g., “I know how you feel” when nobody knows the unique relationship the classmate had with the deceased).
- Don’t expect the person to snap back into the “old self.”

- Don't be surprised if a classmate seems unaffected by the loss, everybody has his/her own way of grieving.
- Don't be afraid to ask appropriate questions about the deceased, like "what did you and your \_\_\_\_\_ enjoy together?" (people never tire of talking about the people they grieve).
- Just because the classmate may seem to be adjusting to school again, don't assume the grieving has stopped, nor the need for comfort and friendship.

(Developed by Ken Roach, School Psychologist, Chesterfield County Public Schools)

# Guidelines/Handouts for Students

## Helping a Grieving Friend

### First Steps

- If you learn of a grieving friend outside of school hours, call and go over as quickly as you can, if possible; or at least call.
- If you learn of a grieving friend during school, try to see the friend or send a note until you are able to talk.
- Your presence is all that is needed; if you wish to take a flower or anything meaningful, that's all right, too.
- Offer physical comfort
- Don't be afraid to cry with your friend.
- Do not try to take away the pain from your grieving friend.

### Communication

- Talk about the deceased person (grieving people really like telling stories about the deceased, "Do you remember the time. . .").
- No cliché statements (e.g., "He's better off now since he now has no pain").
- Don't be afraid you will upset your friend by asking or talking about the deceased; they are already very upset and should be.
- Just sitting with your friend may be all that's needed at times; don't be afraid of silence, the griever will most likely fill it talking about the deceased.
- Offer suggestions only when advice is asked.
- Listen, no matter what the topic.
- Do not tell the griever to feel better since there are other loved ones still alive.
- Call to check on.

### Attending a Visitation at the Funeral Home or Attending a Funeral

- If you have not ever been to a funeral home or a funeral, expect to feel nervous.
- Go with a friend or ask a parent to accompany you, if you wish.
- If this is the first time you've seen a grieving friend, simply offer your

- just saying “I am so sorry about \_\_\_\_\_’s death” will open a conversation, or simply point out something special to you about the deceased.
- If the visitation or funeral is an open casket, view the physical remains if you want; you do not have to.

### **Later Involvement**

- Ask your grieving friend to go places, do activities together (it’s all right if he/she initially resists).
- If invitations are turned down, keep inviting.
- Call to check on and talk to.
- Continue to talk about the deceased from time to time.

(Developed by Ken Roach, School Psychologist, Chester County Public Schools)

### **Helping Grieving Parents**

This information should be helpful when interacting with the parents of a deceased friend. Always respect the wishes of grieving parents. These suggestions must fit the parents’ needs and requests.

### **First Steps**

- In the vast majority of cases, the parents very much want to see the friends of their deceased child; they find it comforting.
- If you were a close friend of the deceased and you know the parents, the go visit them at their home.
- If you were a friend but had not met the parents (yet they know who you are), you might still visit the home.
- Other friends might wait until the visitation, such as held at a funeral home or wait until the funeral.
- Regardless of the depth of your relationship with the parents, let them hear from you either by a call or a note.

### **Communication**

- When you visit, do not worry about what to say; your presence is all that is needed. If you wish to take a flower or anything meaningful, that’s all right, too.
- Don’t be afraid you will upset the parents by asking or talking about the deceased; they are already upset.

- Don't be afraid to cry with the family.
- Just sitting with the parents may be all that's needed at times; don't be afraid of silence, the parents will most likely fill the silence talking about their deceased child.
- Offer physical comfort.
- Listen, no matter what the topic.
- If you were a really close friend, the parents might be pleased for you to even visit the deceased friend's room.
- Ask what you can do for them; ask other relatives what you might do to help.
- Do not try to take away the pain from the grieving parents.
- No cliché statements (e.g., "he's better off now since he now has no pain").
- Talk about the deceased person (grieving people really like telling stories about the deceased, "do you remember the time...").
- Offer suggestions only when advice is asked.
- Do not tell the parents to feel better since there are other children and loved ones still alive.

### **Attending a Visitation at a Funeral Home or Attending a Funeral**

- Expect to feel nervous when going to a funeral home or a funeral.
- Go with a friend or ask a parent to accompany you.
- If this is the first time you've seen the parents, simply offer your condolences; just say, "I am so sorry about \_\_\_\_\_'s death" probably will open a conversation; or maybe better, simply point out something special to you about the deceased.
- If the visitation or funeral is an open casket, view the physical remains if you want; you do not have to.

### **Later Involvement**

- After the funeral, continue to visit the parents; they probably will continue to want to see the friends of their deceased child.
- Call to check on and talk to.
- Continue to talk about their deceased child from time to time.

(Developed by Ken Roach, School Psychologist, Chesterfield County Public Schools)

# When Your Teacher Has Someone Die

## Feelings

- Expect you and your classmates to experience different feelings, ranging from shock, sadness, vulnerability (“this could happen to me or someone I know”), to detach or nothing. All are okay.
- Some in your class may even laugh because they are nervous hearing or talking about grief and death. This may be their way of handling it, so don’t become angry.
- Don’t be surprised to catch yourself asking how this might affect you, your grades, or your relationship with your teacher.
- It’s okay to think about other people who have died.

## What To Do

- Talk with somebody (a friend or parent) about what has happened. This helps make the situation seem more real and keeps you from holding everything in.
- Try to get the courage to communicate with your teacher.

## Communicating With Your Grieving Teacher

- Your teacher probably has a lot to do and cannot take calls from students.
- Send a card (buy or make)
- Write a note (and you don’t have to have fancy stationery).
- Just write “I’m sorry” or “I’m thinking about you” or “I hope you are okay.”
- Others may write more, even share their own experiences with grief. One student even composed a poem!
- There is nothing you can say that could make your grieving teacher feel worse.
- You are not going to remind a grieving person that he/she has had somebody die.
- Your teacher may never throw your card/note away, that’s how important your communication will be. Your parents probably still have notes they’ve received.

## Flowers and Donations

- They are not necessary.
- If you really want to do something, maybe you and some friends could pitch in

together. Or maybe the class wants to do something as a group. It just takes one person to organize this.

## **When Your Grieving Teacher Returns**

### **Getting Ready**

- Plan some type of simple welcome back signal from the class to your grieving teacher. Consider:
  - a card signed by all the class;
  - a small banner from “second period”; or
  - some flowers from a parent’s yard, if in season; or a small, inexpensive bouquet
- If you have not communicated with your teacher, it’s not too late to have a note ready just from you. It could be waiting in the teacher’s mailbox on his/her return to school.
- Realize that the same teacher who left will return. Your teacher may initially seem a little distant or preoccupied but this should not last too long.
- Your teacher may have very poor concentration for a while after returning to work. He/she might repeat things. You may have to repeat your questions.
- Do not expect tests and homework to be returned as quickly as before; poor concentration, low motivation, and fatigue are typical grief reactions.

### **On the Big Day**

- Expect to feel nervous. Your teacher will feel the same way.
- Your teacher also will probably feel like he/she is from a different planet.
- A part of you will say to sneak into the classroom without being seen. You might even justify these feelings by not wanting to upset your teacher. How would your teacher feel if no one spoke? How would you feel if you had been away from school for a while and no one spoke to you when you returned?
- When you first see your teacher, at least say something simple, like, “Welcome back.”
- The class also could even let a very brave volunteer speak for the class to formally welcome your teacher back. Or the volunteer could present the card.
- Show your good behavior; use your best listening skills. Help your teacher out; it will be a tough day. Smile!

- Some teachers will return quickly to teaching; others will discuss their grief. There is no single right way.

### **What If Your Teacher Cries?**

- You do not have to do anything but be patient.
- Your class could have a brave volunteer designated to offer comfort by saying something simple, such as, “We’re supporting you.”
- The student closest to the tissue box should take the box to the teacher. This shows the class cares and says it’s okay to cry.
- At the end of class, students might individually offer brief words of comfort or encouragement (“it’s okay to get upset” or “I’m glad you are back”).
- Your teacher may be embarrassed by crying, but crying can be very helpful.
- If your teacher is having a really bad day, let your school counselor or other staff member know.

(Developed by Ken Roach, School Psychologist, Chesterfield County Public Schools )

# Young People and Grief

The grieving process is a normal, natural, and healing result of loss and pain is to be expected. Young people of all ages exhibit grief and reactions to grief. Guilt, anxiety, anger, fear, and sadness may be universal, and the expressions of these emotions may vary from day-to-day. Helping a young person and yourself through this difficult time may often feel overwhelming; however, knowledge of common reactions to loss may help you recognize behavior for what it is – grieving.

## Possible Grief Reactions:

- Anger
- Aggression/acting out: starting fights, outbursts of temper, drop in grades, change of peer affiliation
- Explosive emotions: gentle tears, wrenching sobs, extremes in behavior
- Physiological changes: fatigue, trouble sleeping, lack of appetite, headaches, and stomach pains
- The idealization of the deceased
- Sadness/emptiness/withdrawal: overwhelmed by feelings of loss when realizes the person is not coming back; feels extremely vulnerable
- Guilt/self-blame: “If only...” “Why didn’t I...?” Feels responsible for the loss; seeks self-punishment
- Disorganization: restless, unable to concentrate, uncontrollable tears, difficulty focusing
- Lack of feelings: denial; protection from pain; can be a form of numbness; may be difficult to admit and may generate guilt

## How to Help a Young Person Experiencing Grief:

- Use the terms “died/dead/death: rather than phrases like “passed away,” or “taken from us.” Give an honest age-appropriate explanation for the person’s death, avoiding clichés or easy answers. Straightforward, gentle use of words helps a person confront the reality of death.
- Explain and accept that everyone has different reactions to death at different times. The reaction might not hit until the funeral or weeks later.
- Reassure the young person that his/her grief feelings are normal. There is no “right” way to react to a loss. Give permission to cry. Let them know it’s OK not to cry if the young person does not typically react in that way.
- 
- Permit or encourage the young person to talk about the person who has died.

This is a vital part of the healing process, both at the moment of loss, but especially after the funeral.

- Do not attempt to minimize the loss or take the pain away. Phrases like “Don’t worry, it will be OK,” “He/she had a good life,” or “He/she is out of pain.” are not helpful. Grief is painful. There must be pain before there can be acceptance and healing. It is very difficult to do, but most helpful to acknowledge the person’s pain and permit them to live with it without trying to take it away or make it “better.” Encourage the young person to talk about his or her feelings. Encourage communication first with family, but also be aware of other support people such as clergy, trusted adult friends, and trusted peers.
- Listen with your heart. Listening to the feelings of the young person is most important. Listen through the silences. Just being present, showing you care by your listening, is more important than knowing what to say or even saying anything at all.
- Help the young person decide about attending the funeral. The funeral can be a way to say goodbye but abide by the young person’s wish and express understanding if he/she chooses not to go.

#### A Grieving Person’s Needs:

- To cry
- To be held
- To talk
- To be listened to
- To feel caring around them, to be with people they care about
- To understand how others may react

# The Stages of Grief

The Kübler-Ross model of grief (the five stages of grief) describes five primary responses to loss. These stages are denial, anger, bargaining, depression, and acceptance. Someone who is grieving may go through these stages in any order, and they may return to previous stages.

Denial: “This can’t be happening.”

Individuals may refuse to accept the fact that a loss has occurred. They may minimize or outright deny the situation. It is suggested that loved ones and professionals be forward and honest about losses to not prolong the denial stage.

Bargaining: “I will do anything to change this.”

In bargaining, the individual may try to change or delay their loss. For example, they may try to convince a partner to return after a breakup or search for unlikely cures in the case of a terminal illness.

Anger: “Why is this happening to me?”

When an individual realizes that a loss has occurred, they may become angry at themselves or others. They may argue that the situation is unfair and try to place blame.

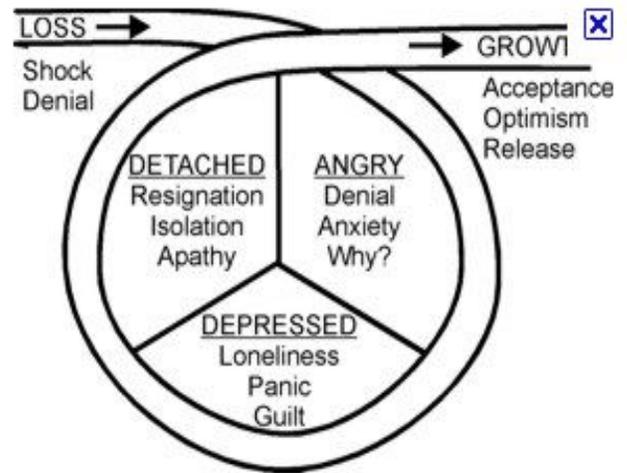
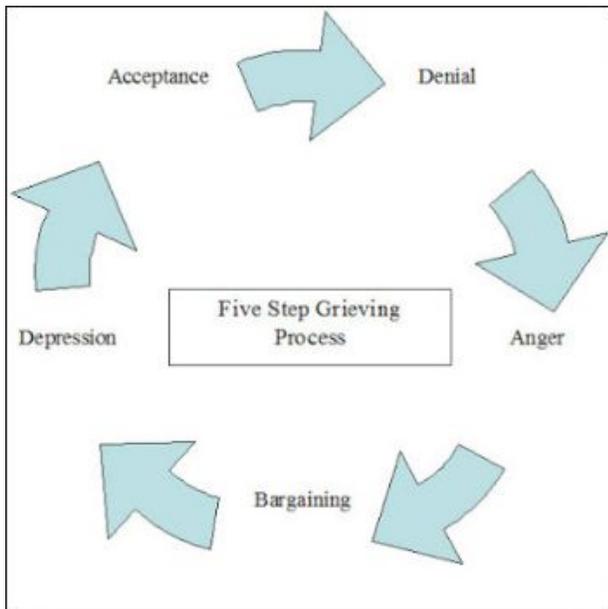
Depression: “What’s the point of going on after this loss?”

At the stage of depression, the individual has come to recognize that a loss has occurred or will occur. The individual may isolate themselves and spend time crying and grieving. Depression is a precursor to acceptance because the individual has come to recognize their loss.

Acceptance: “It’s going to be okay.”

Finally, the individual will come to accept their loss. They understand the situation logically, and they have come to terms emotionally with the situation.

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### Stages of the Grief Cycle

#### "NORMAL" FUNCTIONING



#### Shock and Denial

- Avoidance
- Confusion
- Fear
- Numbness
- Blame

#### Anger

- Frustration
- Anxiety
- Irritation
- Embarrassment
- Shame

#### Depression and Detachment

- Overwhelmed
- Blahs
- Lack of energy
- Helplessness

#### RETURN TO MEANINGFUL LIFE



#### Acceptance

- Exploring options
- A new plan in place

#### Dialogue and Bargaining

- Reaching out to others
- Desire to tell one's story
- Struggle to find meaning for what has happened

# Books on Grief

## Parents and Adults

Lament for a Son-Nicholas Wolterstorff

How to Survive the Loss of a Child-Dr. Catherine M. Sanders

Beyond Tears, Living After Losing a Child-Erin Mitchell

Guiding Your Child Through Grief-Mary Ann and James Emswiler

When the Bough Breaks: Forever After the Death of a Son or a Daughter-Dr. Judith Bernstein

The Worst Loss: How Families Heal from the Death of a Child-Barbara Rosof

I Wasn't Ready to Say Goodbye-Brook Noel and Pamela Blair

Don't Kiss Them Goodbye-Allison Dubois

## Teens, Young Adults, and Siblings

Common Threads of Teenage Grief- Janet Tyson

For My Son's Gardner: A Personal Story of Growth and Healing After the Loss of a Child-Barbara Hahn Greene

First You Die-Marie Levine

The Grieving Teen-Helen Fitzgerald

When a Friend Dies: A Book for Teens About Grieving and Healing-Marilyn Goodman

The Empty Room: Surviving the Loss of a Brother or Sister at Any Age-Elizabeth Raebum

Straight Talk About Death for Teenagers-Earl Grollman

Facing Change: Falling Apart and Coming Together Again in the Teen Years-Donna O'Toole

The Boy Who Sat By the Window: Helping Children Cope with Violence-Chris Loftis

The Problem with Hair: A Story for Children Who are Learning About Cancer-Karen Foss

Animal Crackers: A Tender Book About Death and Funerals and Love-Bridget Marshall

Helping Children Grieve: When Someone They Love Dies-Theresa Huntley

Lucy Lettuce-Patrick Loring and Joy Johnson

# CATR Referral Form

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER**  
**F. MARIE HALL INSTITUTE FOR RURAL AND COMMUNITY HEALTH**  
Referral Form

Student Name: \_\_\_\_\_ Date of Referral: \_\_\_\_\_  
DOB: \_\_\_\_\_ Grade: \_\_\_\_\_  
Ethnicity: \_\_\_\_\_ School: \_\_\_\_\_  
School Counselor & Contact Info: \_\_\_\_\_

Guardian Name & Contact Info: \_\_\_\_\_

Guardian relationship to the student: \_\_\_\_\_

Which of the following is the greatest cause of concern for this student?

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Anger/Violence     | <input type="checkbox"/> Anxious Behaviors | <input type="checkbox"/> Attention Problems         |
| <input type="checkbox"/> Academic Problems  | <input type="checkbox"/> Bullying/Bullied  | <input type="checkbox"/> Depression                 |
| <input type="checkbox"/> Eating Disturbance | <input type="checkbox"/> Low Self-Esteem   | <input type="checkbox"/> Non-Compliant with Faculty |
| <input type="checkbox"/> PTSD               | <input type="checkbox"/> Self-Harm         | <input type="checkbox"/> Substance Abuse            |
| <input type="checkbox"/> Suicidal Ideation  | <input type="checkbox"/> Truancy           | <input type="checkbox"/> Other                      |

Please indicate the following:

Average GPA in core subjects: \_\_\_\_\_

Number of unexcused absences: \_\_\_\_\_

Number of discipline referrals: \_\_\_\_\_

Please provide any other information that might be useful prior to assessing the student: \_\_\_\_\_

Please contact TTUHSC LPC's for all student Referrals and Authorization forms at 806-743-2291

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER  
CAMPUS ALLIANCE FOR TELEHEALTH RESOURCES  
PARTICIPANT AUTHORIZATION FORM**

**What is the CATR Program?**

The Texas Tech University Health Sciences Center (TTUHSC) Campus Alliance for Telehealth Resources (“CATR”) Program is a mental health screening program that promotes school safety by providing assessment and referral services to students who may be struggling due to behavioral health issues. The CATR Program also provides training and support to teachers, school counselors, and administrative staff.

**Why should my student participate?**

Students who participate in the CATR Program are eligible to receive mental health services that would not otherwise be offered by the school district. The CATR Program is meant to bridge the gap between the behavioral health resources provided by your school district and other resources available in the community.

**What will happen if my student participates?**

Should you choose to have your student participate, he/she will be eligible for referral to the CATR Program by school officials. If your student is referred, he/she will be assessed by a behavioral health professional to determine any areas of difficulty he/she may be having with regard to social, emotional, and educational needs. Following assessment, if it is determined that your student would benefit from further services to address any of these areas, you will be provided recommendations to engage other services to help him/her manage these difficulties.

**Who will know about my student’s involvement in the program?**

Your school officials, CIS coordinator (where available) and TTUHSC CATR staff will know that your student is authorized to participate in the CATR Program. Should your student be referred to the CATR Program for assessment, the information gathered following referral and during the course of your student’s participation in the CATR Program will not be shared with anyone outside of the CATR Program without your prior consent, except in the event of an emergency.

**What do I need to do next?**

By signing below, you **expressly authorize** your student to participate in the CATR Program. If you have any questions, please contact your student’s school district, or, you may contact the CATR Program directly at (806) 743-1338.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Parent/Guardian

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

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER  
CAMPUS ALLIANCE FOR TELEHEALTH RESOURCES  
PARTICIPANT AUTHORIZATION FORM**

**¿Qué es el Programa CATR?**

El Programa de la Alianza para Recursos de Telesalud de la Universidad Tecnológica de Texas (TTUHSC, por sus siglas en día) es un programa de detección de salud mental que promueve la seguridad escolar al proporcionar servicios de evaluación y derivación a los estudiantes que pueden estar teniendo dificultades debido a problemas de salud del comportamiento. El Programa CATR también proporciona capacitación y apoyo a maestros, consejeros escolares y personal administrativo.

**¿Por qué debería participar mi estudiante?**

Los estudiantes que participan en el Programa CATR son elegibles para recibir servicios de salud mental que de otra manera no serían ofrecidos por el distrito escolar. El Programa CATR está destinado a cerrar la brecha entre los recursos de salud conductual proporcionados por su distrito escolar y otros recursos disponibles en la comunidad.

**¿Qué sucederá si mi estudiante participa?**

Si decide que su estudiante participe, él /ella será elegible para ser referido al Programa CATR por funcionarios de la escuela. Si su estudiante es referido, él / ella será evaluado por un profesional de salud conductual para determinar cualquier área de dificultad que pueda estar teniendo con respecto a las necesidades sociales, emocionales y educativas. Después de la evaluación, si se determina que su estudiante se beneficiaría de otros servicios para abordar cualquiera de estas áreas, se le proporcionarán recomendaciones para contratar otros servicios para ayudarle a manejar estas dificultades.

**¿Quién sabrá sobre la participación de mi estudiante en el programa?**

Los funcionarios de su escuela, el coordinador de la CIS (cuando esté disponible) y el personal de TTUHSC CATR sabrán que su estudiante está autorizado a participar en el Programa CATR. En caso de que su estudiante sea referido al Programa CATR para su evaluación, la información recopilada después de la remisión y durante el curso de la participación de su estudiante en el Programa CATR no se compartirá con nadie fuera del Programa CATR sin su consentimiento, excepto en caso de emergencia.

**¿Qué debo hacer a continuación?**

Al firmar a continuación, usted **autoriza expresamente** a su estudiante a participar en el Programa CATR. Si tiene alguna pregunta, comuníquese con el distrito escolar de su estudiante, o puede comunicarse con el Programa CATR directamente al (806) 743-1338.

\_\_\_\_\_  
Nombre del estudiante

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Nombre impreso de la firma del padre/tutor

\_\_\_\_\_  
firma del padre/tutor

## Area Resources

### **COUNSELING SERVICES**

#### DUMAS Area - COUNSELING SERVICES

##### Dumas Counseling Center

611 E. 1st St.

930-0548

Medicaid: No

Ages: 3-64 years old

Specialty: any

Individual or Family: Both

##### Bobby G. Medford, Jr. LPC

Office Located at the High Country Rural Health Clinic

320 E. Texas Blvd

Dalhart, TX 79022

All ages

Medicaid and most insurance provider (not a Medicare provider)

Make an appt by calling 806-244-5668

##### Safe Place, Inc.

9357585 or 935-2828

306 West 7th Street

Medicaid: No - Counseling Service: Free is a victim of Sexual Assault or Domestic Violence

Ages: Any Age as long as you have custody

Specialty: Domestic Violence & Sexual Assault

Individual or Family: Both

DUMAS ISD IS NOT RESPONSIBLE FOR ANY FINANCIAL COST INVOLVED IN RESOURCES

### STAR Program (TPMHMR)

354-2191

This is a program available for students ages 7-17 who need outside counseling. No CPS open file and no criminal record on children. They take at-risk students. Youth would be ineligible for STAR services if the family has an open CPS case that is currently in the investigation stage.

STAR Program Client Eligibility:

- "Runaway Youth" youth who has left home without parental permission or who has no identifiable residence.
- "Truant Youth" A youth who has been voluntarily absent from school for reasons other than those accepted by the school where he/she is or should be enrolled.
- "Family Conflict" Families with a least one child under the age of 18 who are experiencing conflict with that child.
- "Delinquent Youth" A child 9 years or younger who has allegedly been involved in or actually committed a delinquent offense.
- "Delinquent Youth" aged 10-16 Youth who has allegedly committed a misdemeanor offense or state jail felony offense but has not been adjudicated delinquent by the court.

Cost: Free but must be referred.

### Texas Panhandle Centers

Julia Cruz M.A. QMHP-CS

500 East 1st, Ste. 20

935-5691 Ext 6211

To make 1st appointment – call 337-1000

and ask for a screener Suicide and Crisis number – 359-6699 or 1-800-692-4039

(Spanish 1-888-628-9454)

Pavilion 358-1681

Medicaid: Yes

Ages: 4 - 18

Speciality: Various

Individual or Family: Individual

## **AMARILLO COUNSELING RESOURCES**

### Amarillo Family Institute

[www.amariliofamilyinstitute.com](http://www.amariliofamilyinstitute.com)

4211 I-40 W Suite 101

350-3133

Medicaid No

Ages: 4 to Adult

Specialty: Grief, depression, anger management etc

Individual or Family: group, individual, and family counseling

DUMAS ISD IS NOT RESPONSIBLE FOR ANY FINANCIAL COST INVOLVED IN RESOURCES

Behavioral Health Solutions, PLLC

1901 MediPark Dr., Suite 130

418-2283

<http://www.bartoncbt.com/>

Kristin Wylie LPC

Whitney Davis LMFT

Play therapist - Ashley Wade

Medicaid: Yes

Ages: 6 to Adult

Specialty: Assessments for ADHD, learning disorders, mood and anxiety disorders, and others

Individual or Family: group, individual, and family counseling

Family Support Services

342-2500

<https://www.fss-ama.org>

This is a center that provides education, childcare, and counseling services and groups to families on a sliding scale. They have licensed counselors that help with anger management, domestic violence, marital relationships, divorce, abuse, marriage problems, etc. (24 hr. crisis line is 374-5433)

Crisis Line (Family Support Services)

374-5433

This is a number family can call to get referral information or talk to someone about the direction needed for problems.

NAMI Family (National Alliance on Mental Illness)

1401 S Polk St. Room 105

(806) 570-7356

Medicaid:

Ages:

Specialty:

Individual or Family: family counseling

Caleb Baker LPC-I

801 S Monroe St

Amarillo Tx 79101

(806) 570-6100

Medicaid: No

Ages: Teens & young adults

Specialty: LGBTQIA

DUMAS ISD IS NOT RESPONSIBLE FOR ANY FINANCIAL COST INVOLVED IN RESOURCES

Michelle Baumgardner MS, MA, LPC, NSCA-CPT, CNS

2801 Wolflin Ave

Amarillo Tx

(806) 672-0212

Medicaid/Insurance: No

Specialty: Autism (all ages), anxiety, depression, trauma, ADD/ADHD, life changes, chronic illness

Rachel Buckalew LPC

3014 SW 26th Ave., Ste 4000

Amarillo TX

(806) 382-5822

Medicaid: UMC, BCBS, PPO, Cigna, Aetna

Specialty: Ages 10+, adults, family, couples

Simon Camarillo MA, LPC

Amarillo - in transition, call for address

(806) 290-4912

Medicaid: No

Specialty: Addiction, anxiety, depression

Aimee Campbell LPC-S

3014 SW 26th Ave., Ste 4000

Amarillo Tx

(806) 382-5822

Medicaid/Insurance: BCBS, umr, uhc, beacon, firstcare, medicaid, superior health, bsa network

Ages: Children, teens, women, anxiety, trauma, high achievers

Ann Cobb LPC

6937 S Bell, Ste B

Amarillo Tx 79109

(806) 310-5124

Medicaid/Insurance: BCBS, Cigna, medicaid, superior, united

Specialty: LGBTQIA

Ages: 15 & up

Jennifer Fanelli MA, LPC-S

521 SW 8th Ave

Amarillo Tx 79101

(806) 433-7945

Medicaid/Insurance: Aetna, BCBS, caprock, firstcare, ims

Specialty: All ages, depression, bipolar, anxiety, ptsd, autism, ADHD

DUMAS ISD IS NOT RESPONSIBLE FOR ANY FINANCIAL COST INVOLVED IN RESOURCES

Jacqueline Flynt LPC

2801 Wolflin Ave

Amarillo Tx

(806) 340-7704

Medicaid/Insurance:

Specialty: Christian, teens, young adults, mothers

Katy Geist LPC-I

4037 SW 50th, Ste 113

Amarillo Tx

(806) 336-4592

Medicaid/Insurance: No

Specialty: women, teens, older kids, blended families, couples, anxiety, trauma, grief, depression, self-esteem

Ken Haney LPC

4037 SW 50th, Ste 115

Amarillo Tx

(806) 236-1832

Medicaid/Insurance: BCBS, United Healthcare, Optum

Specialty: Grief, depression, anxiety, sexual trauma, sexual addiction, couples therapy

Tanner Hargrove LMFT

4211 I-40W, Ste 101

Amarillo Tx 79106

(806) 350-5867

Medicaid/Insurance: No

Specialty: Couples, emerging adults, adolescents

Sage Hill LCSW-S

1901 Medi Park Dr., BLDG C, Suite #2

Amarillo Tx 79106

(806) 350-7918

Medicaid/Insurance: aetna, ambetter, amerigroup, aria, BCBS PPO, cigna, CSCA, decent, fairprice, firstcare, humana,

Specialty: Adults only, trauma, depression, anxiety, grief

DUMAS ISD IS NOT RESPONSIBLE FOR ANY FINANCIAL COST INVOLVED IN RESOURCES

Hope and Healing Place

1721 S. Tyler

Free

Ages: 6 to Adult

Specialty: Grief

Individual or Family: group.

Jennings Counseling Services

356-9047

7470 Golden Pond Place #300

Medicaid: Yes

Ages: 4 to 64

Specialty: Anxiety, Depression, Child Trauma.

Individual or Family: individual & Family

LeeAnn Lefevre LPC

3611 Soncy Rd ste 7A

352-5752

Medicaid: Yes

Ages: 2-Adult

Specialty: Child Trauma, Parenting Support, Anxiety, Depression, ADD, Transition

Individual or Family: group, individual, and family counseling

Kelli Mangold, LMSW

Amarillo - in transition, call for address

Amarillo, TX

(917) 867-0226

Medicaid/Insurance: none; sliding scale

Speciality: Life transitions, behavior disorders, mood disorders, relationships, substance use, grief

Cliff McCormick LPC-I

801 S Monroe St.

Amarillo Tx 79101

(806) 803-9408

Medicaid: No

Specialty: Anxiety, depression, coping skills, children, teens, young adults

DUMAS ISD IS NOT RESPONSIBLE FOR ANY FINANCIAL COST INVOLVED IN RESOURCES

Cindy Peters, MA, LPC

7105 34th Ave, Ste B

Amarillo, TX

(806) 355-0655

Medicaid/Insurance: All except medicaid & medicare

Speciality: Anxiety, crisis debriefing, couples, adults, individual

Melissa Preece, LCSW-S, LCDC, MAC, SAP

Amarillo - in transition, call for address

Amarillo, TX

(806) 676-9315

Medicaid/Insurance: All

Speciality: Substance use disorders, eating disorders, domestic abuse, depression

Christina Rolerson, LCSW-S

3012 SW 26<sup>th</sup>, Suite 200

Amarillo, TX 79109

(210) 232-2275

Crossharborcounseling.com

Medicaid/Insurance: BCBS, Cigna, Aetna, Superior, Medicare, Medicaid, Firstcare, Magellen, United Healthcare,

Speciality: Grief, loss, trauma, EMDR, family counseling

Stacy Sandorkey, LPC

681-8686

2801 Woflin

Medicaid: Yes

Ages: Anyone- as long as verbal

Specialty: Certified in Trauma - Sexual abuse

Individual or Family: individual counseling

Terri Slaughter, LPC-S

4211 I-40W, Ste 101

Amarillo Tx 79106

(806) 350-5863

Medicaid: IMS, caprock, BCBS, Aetna

Specialty: Individual, grief, infertility, anxiety, depression, couples, marriage

DUMAS ISD IS NOT RESPONSIBLE FOR ANY FINANCIAL COST INVOLVED IN RESOURCES

LeAnn Sorrels, Med. LPC

6141 Amarillo Blvd W

(806) 690-4545

Medicaid: Yes

Ages: 6 to Adult

Specialty: Mood disorders, Sexual abuse, Cognitive Behavior Therapy, Social Skills Training, Coping Skills Relaxation Skills, Stress Management, Sexual Identity

Individual or Family: individual, and family counseling

Troy D. Timmons

379-8282

7460 Golden Pond Place #200

Medicaid: Yes

Ages: 5 to 64

Specialty: Mental & Behavior Health Provider - Treatment of offender & victims of Sexual Abuse

Individual or Family: individual.

Many LPCs work with him on a variety of other concerns.

Pavilion

Northwest Texas Hospital

354-1810

<http://www.nwtexashealthcare.com/HospitalServices/>

The Pavilion Services for adults, older adults, adolescents, and children. They assist with serious & persistent illnesses, substance abuse, mood disorders, depression, bipolar disorders, schizophrenia, etc. They also provide after care services. Medicaid, CHIP and most insurance.

Walk in between 8am and 7pm. No one will be turned away. If it is an emergency, you can be admitted through the emergency room at NWTB.

Medicaid and most insurance cover costs of this program.

Pavilion ACCESS Crisis line 354-1810

Counselors are on call 24 hours a day to answer the phone to professionals and parents that have mental health concerns. This counselor will listen, take information and make referral information regarding the concerned person.

DUMAS ISD IS NOT RESPONSIBLE FOR ANY FINANCIAL COST INVOLVED IN RESOURCES

### Suicide & Crisis Line

359-6699

This can be a number to talk to someone (24 hours) or to get referral information for other places/situations. They offer a wide variety of services in addition to referral and assessment, which include stress management classes for adolescents, substance abuse/suicide prevention and community education.

Suicide Prevention Resource Center Best Practices Registry

1800273TALK(8255) suicidepreventionlifeline.org

The purpose of the Best Practices Registry (BPR) is to identify, review, and disseminate information about best practices that address specific objectives of the National Strategy for Suicide Prevention. The BPR is a collaborative project of the Suicide Prevention Resource Center (SPRC) and the American Foundation for Suicide Prevention (AFSP). It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA).

### Hope & Healing Place has a Survivors of Suicide (SOS) group

(806) 371-8998

DUMAS ISD IS NOT RESPONSIBLE FOR ANY FINANCIAL COST INVOLVED IN RESOURCES

## **DISABLED OR CHRONICALLY ILL CHILDREN**

### Uniting Parents/ Coalition of Health Services

616 East 1st St.

935-8687

Free - to anyone who does not have Medicare

- Uniting Parents provides resources to families with children, ages 0-21, all across 32 counties of the Texas Panhandle.
- We offer a network of support to our families that have children w/disabilities or chronic illnesses at no cost to them.
- Our program provides information, education, training, referrals, networking, support, respite, scholarships, and access to our recycle closet.
- Uniting Parents is a part of the Coalition of Health Services, Inc. family, and is funded by a grant from the Children w/Special Health Care Needs Program of the Department of State Health Services (DSHS).
- We have three offices, our main office in Amarillo and two sub offices, one in Dumas and one in Lubbock.
- Dumas Case Manager: **Josephine T Valadez**, who covers Dallam, Sherman, Hansford, Ochiltree, Lipscomb, Hartley, Moore, Hutchinson, Roberts, Hemphill , and some of Gray county.

Josephine T Valadez can be reached at: 806-935-8687 or toll free at1-800-442-7893

josephine.valadez@cohs.net

## **FOOD & HOUSING ASSISTANCE**

### 211

<https://www.211texas.org/>

211 is a free and confidential service that provides information and referral to the top 26 counties of the Texas Panhandle. 211 can be accessed by either dialing 211 from a landline or mobile device or using the website. You can access this information 24/7 from any location using today's technology. The website allows you to look for housing assistance, food assistance, and utility assistance.

Cactus Nazarene Ministry Center

200 Palo Duro

Cactus TX 79013

Ages: all

Immigration services, ESL, Civics Classes, after school and summer programming for Cactus Elementary

First Street Church

935-2270

1718 East 1st Street

Assistance for rental and utility assistance - Must apply for assistance

Panhandle Community Services

214 East 5th St.

935-5551

Services to low-income individuals, individuals with disabilities, and the elderly

Rental assistance, transportation, weatherization, and utility assistance

***Minors can not ride without an adult***

St. Peter and Paul Catholic Church -Dumas Education and Social Ministry

935-5002

10th and Maddox

Food Assistance – need to provide a photo ID, address, and phone number.

List number of people in the home and if anyone is working

Open on Thursday 4-7 PM

They offer English as second language classes.

Pay for Materials (Books)

Monday & Wednesday - Level 1

Tuesday & Thursday - Level 2

## **HEALTH CARE SERVICES**

### CHIP and MEDICAID

801 Bliss  
9342745 or 1800-448-3927

### Dumas Clinic (shots for the uninsured and STI/HIV testing on certain days)

501 Success Blvd.

Dumas, TX 79029

Adriana: 806-421-0331

### The Well Health Center in Cactus

PO Box 387

200 Palo Duro Drive

Cactus, Texas 79013

806-934-5755

[www.thewellhealthcenter.org](http://www.thewellhealthcenter.org)

We are a charitable clinic offering sliding scale fee for patients who do not have insurance.

We also accept some insurances.

Family medicine/primary care,

Currently open Mondays, Wednesdays, and Fridays.

## **LEGAL ASSISTANCE**

### CASA – Court Appointed Special Advocates for Children

934-4417

210 East 7th Street, Suite 6

### Legal Aid of NorthWest Texas

A nonprofit organization that provides free civil *legal* help to low-income residents in 114 Texas counties.

(806) 373-4309

203 West 8th, Suite 600, Amarillo

## **PREGNANCY SERVICES**

### Care Net Pregnancy Resource Center of Dumas

935-3549

201 S. Bliss Ave. #B

## **SUPPORT GROUPS**

Open to individuals 15 and over that have experienced any type of loss, including anticipatory loss.

Minors must have consent formed signed the 1<sup>st</sup> night.

Offered twice a year

Contact Erica Brewer at Moore County Hospital

## **CREST Submission**

2019

[Cactus Elementary School](#)

[Green Acres Elementary School](#)

[Hillcrest Elementary School](#)

[Morningside Elementary School](#)

[Sunset Elementary School](#)

[Dumas Intermediate School](#)

## **Resources for the Handbook**

The Texas Model for Comprehensive School Counseling Programs -  
<https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539627281>