# Table of Contents

- **Introduction**  
- **DISD Counseling Mission**  
- **DISD Counseling Definition**  
- **DISD Mission**  
- **DISD Counseling Beliefs/Philosophy**  
- **DISD Program Goals, Curriculum, and Sample Action Plans**  
- **Benefits of a School Counseling Program**  
  - Benefits for Students  
  - Benefits for Parents  
  - Benefits for Teachers  
  - Benefits for Administrators  
  - Benefits for School Boards and the Texas Education Agency  
  - Benefits for School Counselors  
  - Benefits for Student Services Personnel  
- **Counselor Directory**  
- **Counselor Confidentiality**  
- **Definitions of Policy, Procedure, Practice**  
- **Legal Issues for School Counselors**  
  - Request of Information  
  - **Disclosure of Education Records**  
  - **Military Recruiter and Institutions of Higher Learning**  
- **K-12 GUIDANCE AND COUNSELING PROGRAM OVERVIEW**  
  - What is the Classroom Counseling (Guidance) Program?  
  - **Classroom Counseling (Guidance) Curriculum**  
  - **Individual Planning**  
  - **Responsive Services**  
  - **System Support & Integration**  
  - **Student Advocacy**  
  - The Scope of the Classroom Counseling (Guidance) Curriculum  
  - What Knowledge and Skills Do Students Acquire?  


Personal and Social Development 19
Academic Development 19
Career Development 19
Community Involvement 19
Program Structure: Five Program Components 20
Who Delivers the Program and With What Resources? 35
How Do We Know That We Are Successfully Delivering Comprehensive Guidance and Counseling To Each Student? 36
Summary 36
List of Counseling Curriculums & Themes 37
Dumas Independent School District Procedures 38
FFB-R Crisis Intervention Manual 38
FFB-R2 DISD Protocol for Suicide Threat 39
FFG-R DISD Protocol for Reporting Abuse 40
Permission for Counseling 43
Permiso para Consejería 44
SMALL GROUP COUNSELING PERMISSION SLIP 45
Notification of Emergency Conference 47
Safety Plan Meeting 48
Safety Plan Notes 49
School Safety Plan 49
Instructions for Teachers and Staff 51
TWTR Referral Form 52
Referral Resources 55
Resources for the Handbook 57
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 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 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 and enable 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.
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 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 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.
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.
The DISD counseling program is an essential component of the educational experience of all students. K-12 Counseling Programs address the needs of the whole student. A comprehensive school counseling program is developmental and sequential in nature. This comprehensive program addresses students’ needs in three domains: academic, social/emotional, and college and career. All students have the right to the benefits of a proactive and preventive program designed to maximize success for each person while minimizing the frequency and impact of crises, students experience a well-designed school counseling program, will better prepare students to meet the challenges of life and work.

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

<table>
<thead>
<tr>
<th>School</th>
<th>Name</th>
<th>Phone Ext.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Kelly Legg</td>
<td>1018</td>
<td><a href="mailto:kelly.legg@dumasisd.org">kelly.legg@dumasisd.org</a></td>
</tr>
<tr>
<td>High School</td>
<td>Savannah Cartrite</td>
<td>1058</td>
<td><a href="mailto:savannah.cartrite@dumasisd.org">savannah.cartrite@dumasisd.org</a></td>
</tr>
<tr>
<td>High School</td>
<td>Jennifer Ford</td>
<td>1060</td>
<td><a href="mailto:jennifer.ford@dumasisd.org">jennifer.ford@dumasisd.org</a></td>
</tr>
<tr>
<td>High School</td>
<td>Jo Ann Gift</td>
<td>1044</td>
<td><a href="mailto:joann.gift@dumasisd.org">joann.gift@dumasisd.org</a></td>
</tr>
<tr>
<td>High School</td>
<td>Melissa Lawson</td>
<td></td>
<td><a href="mailto:melissa.lawson@dumasisd.org">melissa.lawson@dumasisd.org</a></td>
</tr>
<tr>
<td>Jr High</td>
<td>Evan Robertson</td>
<td>2104</td>
<td><a href="mailto:evan.robertson@dumasisd.org">evan.robertson@dumasisd.org</a></td>
</tr>
<tr>
<td>District</td>
<td>Angie Ibarra</td>
<td></td>
<td><a href="mailto:angeles.ibarrarubio@dumasisd.org">angeles.ibarrarubio@dumasisd.org</a></td>
</tr>
<tr>
<td>Intermediate School</td>
<td>Tonie Crawford</td>
<td>6007</td>
<td><a href="mailto:tonie.crawford@dumasisd.org">tonie.crawford@dumasisd.org</a></td>
</tr>
<tr>
<td>Cactus Elem.</td>
<td>Tonie Crawford</td>
<td>6007</td>
<td><a href="mailto:tonie.crawford@dumasisd.org">tonie.crawford@dumasisd.org</a></td>
</tr>
<tr>
<td>Green Acres Elem.</td>
<td>Tonie Crawford</td>
<td>6007</td>
<td><a href="mailto:tonie.crawford@dumasisd.org">tonie.crawford@dumasisd.org</a></td>
</tr>
<tr>
<td>Hillcrest Elem.</td>
<td>Tonie Crawford</td>
<td>6007</td>
<td><a href="mailto:tonie.crawford@dumasisd.org">tonie.crawford@dumasisd.org</a></td>
</tr>
<tr>
<td>Morningside Elem.</td>
<td>Tonie Crawford</td>
<td>6007</td>
<td><a href="mailto:tonie.crawford@dumasisd.org">tonie.crawford@dumasisd.org</a></td>
</tr>
<tr>
<td>Sunset Elem.</td>
<td>Tonie Crawford</td>
<td>6007</td>
<td><a href="mailto:tonie.crawford@dumasisd.org">tonie.crawford@dumasisd.org</a></td>
</tr>
</tbody>
</table>
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 are 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 with 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 a policy, procedure, and/or administrative requirement or guideline. 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 of 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 other 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

2019-2020
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.

**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 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, and promote equity and further achievement of high standards, as well as participation with IEP or 504 plans.

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:

- Self-confidence
- Development Motivation to achieve
- Decision-making, goal-setting, planning and problem-solving skills
- Interpersonal effectiveness
- Communication skills
- Cross-cultural effectiveness
- Responsible behavior

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: Five Program Components

I. Guidance Curriculum

For Pre-K and Kindergarten

Self-Confidence Development
1. Have healthy self-concepts
2. Value their uniqueness
3. Identify and express feelings appropriately

Motivation to Achieve
1. Develop their own academic potential
2. Develop their leadership skills

Decision-making, Goal-setting, Planning, Problem-solving Skills
1. Make decisions
2. Set goals
3. Gather information
4. Solve problems

Interpersonal Effectiveness
1. Respect others
2. Relate well with others
3. Maintain their personal integrity while participating in groups
4. Develop healthy friendships
5. Function effectively as group members

Communication Skills
1. Understand basic communication skills
2. Express themselves appropriately
3. Listen to others

Cross-Cultural Effectiveness
1. Appreciate their own culture
2. Respect others as individuals and accept them for their cultural membership

Responsible Behavior
1. Behave responsibly
2. Take responsibility for their own behaviors

GRADES 1 – 3

Self-Confidence Development
1. Have healthy self-concepts
2. Value their uniqueness
3. Identify and express feelings appropriately

Motivation to Achieve
1. Develop their own academic potential
2. Take advantage of the educational opportunities afforded them in elementary school
3. Develop their leadership skills

Decision-making, Goal-setting, Planning, Problem-solving Skills
1. Make decisions
2. Develop a plan of action
3. Set goals
4. Gather information
5. Solve problems
6. Manage Change

Interpersonal Effectiveness
1. Respect others
2. Relate well with others
3. Maintain their personal integrity while participating in groups
4. Develop healthy friendships
5. Function effectively as group members

Communication Skills
1. Understand basic communication skills
2. Express themselves appropriately
3. Listen to others

Cross-Cultural Effectiveness
1. Appreciate their own culture
2. Respect others as individuals and accept them for their cultural membership
3. Relate effectively with others based on appreciation for differences/similarities in cultural membership

Responsible Behavior
1. Behave responsibly
2. Take responsibility for their own behaviors
3. Be self-disciplined

GRADES 4-6

Self-Confidence Development
1. Have healthy self-concepts
2. Value their uniqueness
3. Identify and express feelings appropriately

Motivation to Achieve
1. Develop their own academic potential
2. Take advantage of the educational opportunities afforded them in elementary school
3. Recognize careers that will allow them to fulfill their potential. 4. Develop their leadership skills.

**Decision-making, Goal-setting, Planning, Problem-solving Skills**
1. Make decisions
2. Develop a plan of action
3. Set goals
4. Gather information
5. Solve problems
6. Manage Change
7. Manage the transitions from one school level to the next

**Interpersonal Effectiveness**
1. Respect others
2. Relate well with others
3. Maintain their personal integrity while participating in groups
4. Develop healthy friendships
5. Function effectively as group members

**Communication Skills**
1. Understand basic communication skills
2. Express themselves appropriately
3. Listen to others

**Cross-Cultural Effectiveness**
1. Appreciate their own culture
2. Respect others as individuals and accept them for their cultural membership
3. Relate effectively with others based on appreciation for differences/similarities in cultural membership
4. Evaluate how stereotyping affects them and their relationships with others

**Responsible Behavior**
1. Behave responsibly
2. Take responsibility for their own behaviors
3. Be self-disciplined

**GRADES 7-8**

**Self-Confidence Development**
- Have accurate self-concepts
  - Evaluate their progress toward the development of an accurate self-concept
  - Use self-appraisal skills
  - Describe how the way they manage school/learning is an expression of self-concept
  - Identify personal learning style
• Appreciate their uniqueness
  ○ Acknowledge, accept, and appreciate uniqueness in themselves
  ○ Analyze what contributes to their feelings of self-worth
  ○ Analyze their personal standards
  ○ Identify their work beliefs
  ○ Describe methods they use in caring for their physical, intellectual, and emotional health
  ○ Distinguish between things that are helpful and those that are harmful to their physical, intellectual, and emotional health
• Manage their feelings
  ○ Describe the benefits of expressing their feelings to an adult
  ○ Describe the benefits they derive from taking time for themselves
  ○ Analyze how they manage their feelings

Motivation to Achieve
• Develop their own academic potential
  ○ Analyze what contributes to their feelings of competence and confidence
  ○ Analyze the impact on their school performance of their preferred learning style, their study skills, and habits
  ○ Analyze the benefits they derive from learning
  ○ Analyze how their current educational performance will enhance/hinder their achieving desired goals
  ○ Express the importance of developing their academic potential
  ○ Understand the attitudes necessary for success in work and learning
• Take advantage of the educational opportunities afforded them in secondary school
  ○ Describe the variety of opportunities available to them in the school setting
  ○ Analyze the relationship between educational achievement to potential career opportunities
  ○ Predict how they will use knowledge from certain subjects in future life and work experiences
• Recognize careers that will allow them to fulfill potential
  ○ Describe the importance of basic skills for achieving desired lifestyle, standard of living, and occupational choices
  ○ Analyze past achievements in relation to possible career choices
  ○ Describe the process of career exploration and planning
  ○ Identify how their personal interest match with/are expressed through hobbies, extracurricular activities, initial work experiences, and career choices
• Analyze society’s attitudes and beliefs toward work then their own attitudes and beliefs toward work

Develop their leadership skills
  ○ Analyze their leadership skills and qualities
  ○ Analyze when they take/do not take responsibility

Decision-making, Goal-setting, Planning, Problem-solving Skills
• Make decisions
  ○ Analyze the importance of each of the steps in the decision-making process
  ○ Evaluate their skills for making decisions
  ○ Analyze how past decisions influence present decisions and project how present decisions will influence future decisions
  ○ Accept responsibility for decisions they have made and analyze the consequences
  ○ Demonstrate understanding of the concept of risk and risk-taking.
  ○ Demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals

• Develop a plan of action
  ○ Analyze the importance of the steps in the planning process
  ○ Evaluate their skills in using a planning process
  ○ Analyze the impact planning/lack of planning has had on their lives
  ○ Assess the results of some previously implemented plans
  ○ Analyze their time management skills and way to improve them

• Set goals
  ○ Demonstrate the ability to set priorities
  ○ Analyze goals they have previously set
  ○ Analyze the consequences of consistently setting realistic/unrealistic goals
  ○ Describe what they envision as their preferred quality of life
  ○ Set some personal short-term and long-term goals
  ○ Describe the importance of integrating their belief system into the goal-setting process

• Gather information
  ○ Analyze the information they have about themselves that is relevant to educational and career decision-making and planning
  ○ Demonstrate having skills for locating, understanding, and using career information
  ○ Research potential careers
  ○ Demonstrate conceptual understanding of the work world
○ Demonstrate understanding of factors which constitute the work world
  Identify various education/training routes which lead to the work world

● Solve problems
  ○ Analyze the importance of each of the steps in a problem-solving process
  ○ Expand their capacity to generate alternatives for solving problems
  ○ Analyze how they manage stress

● Manage change
  ○ Analyze how life’s roles, settings, and events impact their quality of life
  Identify internal/external factors which have caused their beliefs, interests and capabilities to change
  ○ Explain the interrelatedness of personal and environmental changes
  Demonstrate understanding that the future work world may be much different than the present one
  ○ Demonstrate understanding that a changing world demands life-long learning

● Manage the transitions from one school level to the next
  ○ Analyze/evaluate how changes in the school environment have affected them
  ○ Describe how the people who are available can help them when needed
  Analyze how they are managing the transition to junior high

Interpersonal Effectiveness

● Respect others
  ○ Appreciate uniqueness in others
  ○ Analyze how differences among people contribute to a richer environment

● Relate well with others
  ○ Understand how to assess relationships
  ○ Demonstrate the ability to get along with a variety of people
  ○ Analyze how people help each other feel good about themselves
  ○ Analyze situations in which they have helped/been helped by others and those in which they have not helped/been helped
  ○ Demonstrate social skills with peers

● Maintain their personal integrity while participating in groups
  ○ Analyze their ability to handle responsibility and conflict arising from peer group involvement
  ○ Analyze the importance of their participation in various groups
  ○ Develop personal criteria for group affiliation
  ○ Analyze the positive and negative effects of group participation

● Develop healthy friendships
  ○ Distinguish between the characteristics of healthy and unhealthy friendships
• Evaluate the importance of having friendships with peers and adults
• Analyze the skills they have for maintaining friendships

  - Function effectively as group members
    • Evaluate how and why people organize to satisfy basic social and economic needs
    • Analyze their strengths/limitations in functioning in groups
    • Identify/list behaviors which help/hinder group cooperation and effectiveness
    • Describe the benefits of working with a team to get a job done

Communication Skills

  - Understand basic communication skills
    • Analyze their use of the basic communication skills
    • Use listening and expression skills to manage peer pressure
    • Evaluate how listening and expression skills help them to make decisions, set goals, and solve problems
    • Analyze how use of communication skills contribute/hinder a group’s progress toward task completion

  - Express themselves
    • Understand the theory behind assertion
    • Analyze their skills at interpreting their feelings to others
    • Develop skills needed for appropriate expression of opinions, attitudes and beliefs in groups

  - Listen to others
    • Appreciate the importance of listening in order for communication to occur
    • Analyze their own ability to listen
    • Manage the emotional reaction of others

Cross-cultural Effectiveness

  - Appreciate their own culture
    • Identify characteristics of the groups to which they belong because of their background, their family, and their heritage
    • Analyze the cultural practices their families appreciate and how they affect their feelings of self-worth

  - Respect others as individuals and accept them for their cultural membership
    • Respect the rights of others regardless of their heritage
    • Analyze what respecting others as individuals and as members of cultural groups mean to them

  - Relate effectively with others based on appreciation for difference/similarities in cultural membership
    • Analyze similarities/differences among various cultural groups
○ Analyze conflicts resulting from culture-related beliefs and biases
○ Evaluate the effect of expressing appreciation
○ Analyze how understanding/appreciating differences of heritage help their and others’ self-concepts and social relationships
○ Analyze how cultural differences among people enrich the people’s individuality and the total group. Analyze their own comfort in associating with people from cultures different than their own
○ Demonstrate consideration and respect for cultural differences
   ● Evaluate how stereotyping affects them and their relationships with others
   ○ Know criteria for when to generalize and when not to
   ○ Distinguish between valid generalizations and stereotyping
   ○ Analyze how prejudicial actions that they have seen are hurtful to individuals

Responsible Behavior
   ● Behave responsibly
   ○ Demonstrate understanding that the environment they are in influences their behavior
   ○ Discuss the policies and procedures regarding appropriate behavior in the new environment of junior high school
   ○ Demonstrate understanding that the purpose of school rules is to guide their behavior
   ○ Evaluate the ways they contribute to the educational environment

   ● Take responsibility for their own behaviors
   ○ Analyze the consequences of using appropriate/inappropriate behaviors in various environments
   ○ Analyze how their behaviors affect others’ behaviors, emotions, and decisions
   ○ Identify how their beliefs affect their attitudes and behaviors
   ○ Behave so as to demonstrate respect for others

   ● Be self-disciplined
   ○ Analyze when they do/do not control themselves
   ○ Analyze their behaviors that express recognition of human worth and dignity in relating to others
   ○ Analyze how they behave in a variety of situations
   ○ Compare/contrast the consequences that occur when they are/are not self-disciplined

GRADES 9-12

Self-Confidence Development
   ● Have accurate self-concepts
- Evaluate their progress toward accurate self-concepts
- Demonstrate acceptance of themselves, including strengths and limitations; analyze/evaluate their strengths and limitations
- Describe how the way they manage school/career is an expression of self-concept
- Use self-appraisal skills

- Appreciate their uniqueness
  - Make decisions and plans based on understanding of unique qualities
  - Evaluate their personal standards
  - Respect their rights
  - Evaluate the benefits to them of taking time for themselves
  - Identify their personal limits and boundaries needed for good self-care
  - Identify their work beliefs
  - Describe methods they use in caring for their physical, intellectual, and emotional health and distinguish between those that are helpful or harmful

- Manage their feelings
  - Evaluate how they manage their feelings
  - Describe the benefits of expressing their feelings to an adult

Motivation to Achieve

- Develop their own academic potential
  - Evaluate the benefits they derive from learning
  - Explain what motivates individuals
  - Analyze/evaluate what motivates them
  - Express positive attitudes toward work and learning
  - Express the importance of developing their academic potential and how their performance can enhance/hinder the achievement of those goals
  - Understand the attitudes necessary for success in work and learning
  - Predict how their feelings of competence and confidence will help them in the future

- Take advantage of the educational opportunities afforded them in secondary school
  - Identify and assume responsibility for meeting the school’s graduation requirements
  - Describe the variety of opportunities available to them in the school setting and how they have used them
  - Predict how they will use knowledge from school in future life and work
  - Explain the relationship between educational achievement and career planning, training, and placement

- Recognize careers that will allow them to fulfill their potential
  - Analyze the relationship between career choices and quality of life
o Understand and appreciate the rewarding aspects of their work
o Identify personal reasons for their selection of a career
o Describe the importance of basic skills for achieving desired lifestyle, standard of living, and occupational choices
o Identify how their personal interest match with/are expressed through hobbies, extracurricular activities, initial work experiences, and career choices
o Describe how societal needs and functions influence the nature and structure of work Develop their leadership skills Recognize leadership qualities in others and in themselves Demonstrate their ability to handle responsibility

Decision-making, Goal-setting, Planning, Problem-solving Skills

• Make decisions
  o Evaluate how well they use the decision-making process when making real-life decisions
  o Accept responsibility for decisions they have made
  o Evaluate some personal decisions that they have made
  o Demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and career goals

• Develop a plan of action
  o Base future education/training/employment plans on analysis of their academic experiences
  o Evaluate how well they use a planning process in making real-life plans
  o Describe the steps they need to take in order to attain their post-high school education/training/employment goals
  o Predict the influence planning will have on their future
  o Evaluate their use of time management skills
  o Accept responsibility for decisions they have made and analyze the consequences

• Set goals
  o Assess their ability to achieve past goals and integrate this knowledge for the future
  o Evaluate how well they use a goal-setting process in setting real-life goals
  o Evaluate the importance of setting realistic goals and striving toward them
  o Evaluate the relationship between goal-setting and planning
  o Evaluate the importance of setting high standards and expectations
  o Demonstrate the ability to set priorities
  o Set some personal short-term and long-term goals
• Gather Information
  o Demonstrate skills for locating, evaluating, and interpreting information about career opportunities
  o Explain how occupations relate to the needs and functions of society as well as their personal needs
  o Analyze the various factors which constitute the work world
  o Identify various education/training routes which lead to the work world
  o Research potential careers
  o Analyze the multiple career/educational options available to them upon completion of high school
  o Summarize relevant knowledge about themselves

• Solve problems
  o Formulate their own process for solving personal, interpersonal, and/or situational problems
  o Evaluate their use of a problem-solving process when faced with actual problems
  o Evaluate their ability to manage stress

• Manage change
  o Analyze their feelings when wanted/unwanted changes occur
  o Analyze how their beliefs, interests, and capabilities have changed or are changing
  o Analyze how career concerns change as situations and roles change
  o Assess the interactive effects of life roles, settings, and events and how these make up their quality of life
  o Demonstrate understanding of the need for personal and occupational flexibility in an ever changing world
  o Explain how a changing world demands life-long learning

• Manage the transitions from one school level to the next
  o Anticipate how they will manage the change in their lives that will occur after leaving high school
  o Anticipate the changes they will experience as they enter post-high school education/training/employment
  o Summarize how planning will help them make the transition

Interpersonal Effectiveness
• Respect others
  o Relate experiences that demonstrate their ability to empathize with others
  o Develop a respect for others’ uniqueness
  o Respect others’ individual rights
  o Respect others’ rights in group interactions
  o Evaluate how individual differences contribute to a richer environment
• Relate well with others
  o Identify their social behaviors which allow them to function effectively with others
  o Analyze cooperative and competitive relationships/situations
  o Evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement
  o Anticipate the role(s) of relationships in their adult lives

• Maintain their personal integrity while participating in groups
  o Demonstrate their ability to manage conflict arising from peer group involvement

• Develop healthy friendships
  o Evaluate the effectiveness of their friendships
  o Explain
    i. why they appreciate friendships,
    ii. how effective friendships are maintained
  o Distinguish between healthy and unhealthy friendships
  o Analyze how friendships will contribute to their life in the future

• Function effectively as group members
  o Evaluate their basic group affiliations
  o Analyze the role(s) they play in various groups
  o Evaluate group dynamics
  o Describe the benefits of working as a team to get a job done

Communication Skills

• Understand basic communication skills
  o Analyze how beliefs affect interpersonal communication
  o Develop the communication skills needed for participating effectively within group settings
  o Evaluate how listening and expression skills help make decisions, set goals, and solve problems
  o Analyze how they use communication skills improve their mental health
  o Evaluate their and others’ use of communication skills in problem situations

• Express themselves
  o Have a variety of ways to express themselves
  o Interpret their feelings
  o Use assertion skills

• Listen to others
  o Communicate their understanding of what another person has said
  o Use reflective listening skills
  o Interpret feelings shared by friends
- Manage the emotional reactions of others

**Cross-cultural Effectiveness**

- Appreciate their own culture
  - Evaluate their participation in groups to which they belong with regard to their background, family, and heritage
  - Evaluate their culture’s practices and how they affect their feelings of self-worth
- Respect others as individuals and accept them for their cultural membership
  - Assess their beliefs regarding the rights of others regardless of their heritage
  - Evaluate how respecting others as individuals and as members of cultural groups enhances relationships
- Relate effectively with others based on appreciation for difference/similarities in cultural membership
  - Analyze and manage conflicts resulting from culture-related beliefs and biases
  - Evaluate their own role in conflicts resulting from culture-related beliefs and biases
  - Evaluate how appreciating their own heritage enhances their self-concept and social relationships
  - Analyze their own comfort in associating with people from cultures other than their own
- Evaluate how stereotyping affects them and their relationships with others
  - Evaluate their own culture-descriptive generalizations about themselves and others
  - Evaluate the impact of stereotyping
  - Evaluate stereotypes they still hold; describe former stereotypes and how they have changed
  - Evaluate how prejudicial actions that they have seen are hurtful to individuals
  - Analyze how cultural differences among people enrich the people’s individuality and the total group

**Responsible Behavior**

- Take responsibility for their own behaviors
  - Assess how taking responsibility for their own actions enhances their lives
  - Analyze the consequences of unacceptable/irresponsible behavior
  - Understand the tendency toward reciprocity of behavior between individuals
  - Accept responsibility for adhering to the goals of the basic group
- Understand the purpose of school rules, policies, and procedures to guide their behavior
- Behave so as to demonstrate respect for others
- Be self-disciplined
  - Evaluate the benefits of being self-disciplined
  - Maintain self-discipline and rational behavior in dealing with emotional conflicts and stress
### 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.

<table>
<thead>
<tr>
<th>High Priority</th>
<th>Family abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic success</td>
<td>Individual student issue</td>
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<tr>
<td>Adolescent and child suicide</td>
<td></td>
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<tr>
<td>Child abuse and neglect</td>
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<tr>
<td>School drop-outs</td>
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<tr>
<td>Substance abuse</td>
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<td>School-age pregnancy</td>
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<td>Gang pressures/involvement</td>
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<td>Harassment issues</td>
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<tr>
<td><strong>Personal</strong></td>
<td><strong>School based</strong></td>
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<tr>
<td>Career indecision</td>
<td>Attendance</td>
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<tr>
<td>Financial aid College choice</td>
<td>School attitudes and behaviors</td>
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<tr>
<td>Death of a family member or friend</td>
<td>Peer relationships</td>
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<tr>
<td>Family divorce</td>
<td>Study skills</td>
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<td></td>
<td>Severe stress</td>
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<td></td>
<td>Being new to school</td>
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<td></td>
<td>Intervention/postvention of a traumatic event</td>
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<tr>
<td></td>
<td>School safety</td>
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</tbody>
</table>

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.
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

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 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 carrying 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.

**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.

**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 serve 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 ISD's Comprehensive School Counseling Program results in students who are prepared to make life decisions that lead to healthy relationship and successful, productive lives.

List of Counseling Curriculums & Themes

**Elementary School**
- Headstart - Kindergarten - Skills to be successful in school
- 1st - Emotional awareness and Coping Skills
- 2nd - Friendship and Social Skills
- 3rd - Growth Mindset
- 4th - Leader in Me
- 5th - Lessons 1-5 Why Try Program
- 6th - Lessons 6-10 Why Try Program

Middle School

High School
Dumas Independent School District Procedures

FFB-R Crisis Intervention Manual

Link: https://s3.amazonaws.com/scschoolfiles/1524/ffb-r.pdf
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, to a school staff member, the counselor or administrator shall make the following decision - Does the situation warrant reporting to law enforcement? Yes- follow Protocol A No- follow protocol B

**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

**Protocol B**

1. Notify parent or guardian, complete notification of Emergency Conference form and release student to parent/guardian custody.
2. Upon return, parent and student should confer with the student’s counselor and/or administrator about re-entry.
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 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 parent(s).*

4. Call CPS 1-800-252-5400 or go online at 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 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 abuse. - 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 firsthand 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 police. Sometimes they think it has been reported but it really hasn’t.***
Forms
On Next page
Dear Parents,

Your Child _________________________________

_____ has requested to see the counselor

_____ has been referred to see the counselor

School counseling is designed to address temporary issues and/or situations that affect school children with the average number of sessions being 3 – 6 times a year. You may arrange a conference to discuss any questions or concerns you may have. You can at any time request your child be released from the program. If your child is already receiving professional counseling outside of the school, please let me know.

Sincerely,

Tonie Crawford,
Elementary Counselor

_____________________________ Grade/Teacher___________________________

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

_____ No, my child does not have permission to visit with the counselor.

I would like to send a message to parents/caregivers that I met with your child. No details of the meeting just a notification that we met. You are welcome to contact me if there are any concerns you have.

Parent’s/Caregiver’s email & Cellphone _________________________________

_____________________________ Date

Parent Signature

_____________________________ Date

Principal Signature
Dumas ISD

Permiso para Consejería

<table>
<thead>
<tr>
<th>Cactus</th>
<th>Green Acres</th>
<th>Hillcrest</th>
<th>Intermediate</th>
<th>Morningside</th>
<th>Sunset</th>
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<td>935-6474</td>
<td>935-4153</td>
<td>935-2127</td>
</tr>
</tbody>
</table>

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, hágamelo 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
Dear Parent/Guardian(s),

The Dumas ISD elementary counseling program is structured to reach as many students as possible.

Your child, ______________________, is invited to participate in the following small group: ______________________.

Participating in a small group is an opportunity for students to interact with their peers in a smaller setting while discussing issues important to them. The group will meet during the school day and is scheduled with the teacher during a time that works for the group members.

Please let me know whether or not you’d like your child to participate by filling out the form below and having your child return it to school by the due date. If you have questions or concerns about the group, please feel free to contact me at ______________________and I’d be happy to share about the group in more detail.

Thank you!
Sincerely,
Tonie Crawford
Elementary School Counselor

_____ Yes, my child has permission to participate in small group counseling.

_____ No, my child does not have permission to participate in small group counseling.

I would like to send a message to parents/caregivers that I met with your child. No details of the meeting just a notification that we met. You are welcome to contact me if there are any concerns you have.

Parent’s/Caregiver’s email & Cellphone ________________________________

Parent Signature Date

Principal’s Signature Date
Elementary Counselor Report

Counselor: ___________________ Campus: ___________________

Date of Report: ___________________

Six Weeks: 1st 2nd 3rd 4th 5th 6th

Number of Students served:
Individual: ___________
Groups: ___________
Classroom/Guidance: ___________
Total Students Served: ___________

Consultations:
Parent/Guardian: ___________
Observations: ___________
Outside Professionals: ___________
Other: ___________
Total number of consults: ___________


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 Heath Care System – (806) 354-1810 or 1-800-537-2585

We understand that Dumas ISD is not responsible for the financial cost involved.
Student will be released to the Parent or Legal Guardian and must leave campus for the
remainder of the school day. If student is admitted for treatment, 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 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 taken by family and 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 plan. 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 safety plan
- Next steps in case of continued safety concern (when a student is sent home and with whom)
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 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 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
Name of Student ________________________________ Today’s Date __________________

In the morning, when student arrives at school they will need to check in with (Counselor, Nurse, Administrator.)

1. ___________________________________________________________________________________

2. ___________________________________________________________________________________

3. ___________________________________________________________________________________

Questions to ask when student Checks In: (Keep copy of all answers)

1. How are you feeling?
2. How did you sleep?
3. How are you feeling about yourself?
4. What are your worries or concerns?
5. ___________________________________________________________________________________

**Note any changes in appearance, weight gain or loss, trouble concentrating, being irritable or withdrawn. (Contact Counselor about any of these changes)

**Also look for signs of self-Harming.

Student should not be allowed to leave class for any reason without being accompanied by an adult. (They may go to the restroom during passing periods or with their class)

These are areas of the school that the student needs to be supervised carefully.

Restroom (during class)

Lunch

Recess

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. ___________________________________________________________________________________
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 plane 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 note when you are absent.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

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

Counselor: _______________  Ext. ________
Referral Form

Student Name: Date of Referral:
DOB: Grade:
Ethnicity: Guardian Name & Contact:
Your Name and Relationship to Student:

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

- Anger/Violence
- Anxious Behaviors
- Attention Problems
- Academic Problems (other)
- Bullying
- Depression
- Eating Disturbance
- Low self-esteem
- Non-compliant with faculty
- PTSD
- Self-harm
- Substance Abuse
- Suicidal Ideation
- Truancy
- 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 TWTR counselors for all Student Referrals and Authorization forms at 806-414-9991.
Texas Tech University Health Sciences Center
Telemedicine Wellness Intervention
Triage and Referral Project

TWITR Participant Authorization Form

What is the TWITR Project?
The Texas Tech University Health Sciences Center (TTUHSC) Telemedicine Wellness Intervention Triage and Referral (TWITR) Project is grant funded by the State of Texas to promote school safety; provide assessment and referral services to students who may be struggling due to behavior health issues; and provide further training and support to teachers, school counselors and administrative staff.

Why should my student participate?
In order to provide your student with an opportunity to receive services that would not otherwise be offered by the school district, the grant was created to bridge the gap between the school setting and other community resources.

What will happen if my student participates?
If you choose to have your student participate in the TWITR Project, he/she will be eligible for referral by school officials or Community in Schools (CIS) coordinators. If your student is referred, he/she will be given a brief assessment by Licensed Professional Counselors to determine any areas of difficulty he/she may be having with regard to social, emotional, and educational needs. If it is determined that your student would benefit from further services to address any of these areas, you will be provided with 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 TWITR representatives will know about your authorization for your student to participate in the TWITR Project. As well, they will be provided with the same information regarding recommendations for the student, if necessary. However, please know the information that is provided to school officials, CIS coordinator, and TTUHSC TWITR representatives is confidential and will not be shared with others without your 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 TWITR Project. If you have any questions, please contact your local school or TTUHSC at 806-414-9991.

____________________________  ______________________
Student Name                  Date

____________________________  ______________________
Printed Name of Parent/Guardian  Signature of Parent/Guardian
Texas Tech University Health Sciences Center  
Telemedicine Wellness Intervention  
Triage and Referral Project

**Forma de Autorización Para Participar en TWITR**

¿Qué es el Proyecto TWITR?
El Proyecto “Telemedicine Wellness Intervention Triage and Referral” (TWITR) de Texas Tech University Health Sciences Center (TTUHSC) es un fondo financiado por el estado de Texas para promover la seguridad de las escuelas; proveer evaluación y referir servicios para estudiantes que puedan tener dificultades debidas a problemas de salud del comportamiento; y proveer entrenamiento y apoyo a los maestros, consejeros de la escuela y empleados administrativos.

¿Por qué mi estudiante debería participar?
Para que su estudiante tenga la oportunidad de recibir servicios que de otra manera no serían ofrecidos por el distrito escolar, ya que este fondo fue creado para romper con las barreras entre el entorno escolar y otros recursos que tiene la comunidad.

¿Qué va a pasar si mi estudiante participa?
Si usted decide que su estudiante puede participar en el Proyecto TWITR, él/ella será elegible para ser referido(a) por los oficiales de la escuela o coordinadores de comunidades en las escuelas (CIS, por sus siglas en inglés). Si su estudiante es referido, él/ella recibirá una evaluación rápida por Consejeros Profesionales con Licencia para determinar cualquier área en la que tenga dificultad en relación con lo social, emocional y necesidades educacionales. Si se determina que su estudiante se vería beneficiado de servicios adicionales para atender cualquiera de estas áreas, se le dará a usted recomendaciones para envolver otros servicios que le ayuden a él/ella a manejar estas dificultades.

¿Quién se va a enterar de que mi estudiante va a participar en el programa?
Los oficiales de su escuela, los coordinadores CIS (si están disponibles) y los representantes del TTUHSC TWITR sabrán que usted autorizó que su estudiante participara en el Proyecto TWITR. Además, a ellos también se les harán llegar las recomendaciones para su estudiante, de ser necesario. Sin embargo, por favor sepa que la información que se proveerá a los oficiales de su escuela, coordinadores CIS y representantes del TTUHSC TWITR es confidencial y no será compartida con alguien más sin su consentimiento exceptuando un caso de emergencia.

**Entonces, ¿Qué necesito hacer?**
Si firma esta forma, usted está expresamente autorizando que su estudiante participe en el Proyecto TWITR. Si usted tiene alguna pregunta, por favor contacte la escuela de su localidad o TTUHSC al teléfono 806-414-9991.

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<th>Nombre del estudiante</th>
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Referral Resources

Counseling Services

Dumas Counseling Center
611 E. 1st St.
930-0548

Pavilion
Northwest Texas Hospital 354-1810
http://www.nwtexashealthcare.com/Hospital-Services/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 NWTH.

Child/Adolescent Partial Program
Available for school aged children.
1. 8:30am - 3:00pm for Children ages 6-12
2. 8:30am - 3:30pm for Adolescents ages 13-17.
3. Lasts approximately 2 weeks.
4. Students given time during day to work on school assignments.
5. Treatment for psychiatric problems and/or substance abuse issues.
6. Treatment consists of, psychiatrists visits with medication if/when needed, one Family Therapy Meeting each week, daily Psycho-educational groups, Psychotherapy groups, Substance Abuse Groups, Spirituality groups. All facilitated by trained and licensed professionals.
7. Medicaid and most insurance cover the costs of this program.

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

STAR Program
Must be referred through School Counselor
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 at 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.

**TWITR**  
For students Grades 6-12  
Referral Forms listed in Forms  
(806) 414-9991

**Texas Panhandle Mental Health - Julia Cruz**  
500 East 1st, Ste. 20  
935-5691  
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

**Texas Department of State Human Services**  
(806) 477-1135 or (806) 477-1121  
Services are available for children on the CSHCN Services Program as well as those who receive SSI or Medicaid, or any child with special health care needs.  
DUMAS ISD IS NOT RESPONSIBLE FOR ANY FINANCIAL COST INVOLVED IN RESOURCES PROVIDED.

**Saint Pete & Paul Catholic Church - Food Pantry**  
900 Bruce Ave  
Dumas TX 79029  
935-5002  
Provides a limited food pantry and utility or rent assistance to those in need in the city of Dumas. Cannot assist with utilities that have been disconnected. Service hours may be irregular; call for appointment. Utility or rent assistance is once in a 12 month period and is typically limited to $25.00.  
Hours:  
Mon-Fri 9:00am-12:00pm; 1:00pm-5:00pm  
Eligibility:  
Open To the Public  
Documents to Bring:  
Call for information
Care Net Pregnancy Resource Center of Dumas
935-3549
201 S. Bliss Ave. #B

CASA - Texas Court Appointed Special Advocates
210 E 7th
(806) 934-4417

Safe Place, Inc.
935-7585 or 935-2828
306 West 7th Street

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

Infant/Child Car Safety Seat
If you are in need of a safety seat for your child and you can’t afford one contact Tonie Crawford
(806) 318-8276
It will be installed for free in your car by a professional.

Resources for the Handbook

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