Student Services Plan

Berryville Middle School

School Counselor

Comprehensive Counseling Program Guide

School Counselor Roles and Best Practices

2018-2019
**Table of Contents**

**Section One**
- Introduction
- Arkansas Comprehensive School Counseling Programs Roles and Best Practices
- Introduction to the American School Counselor Association (ASCA) Model
- Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program
- Research Supporting the Use of Comprehensive Program

**Section Two**
- The ASCA Model Components
  - Management and Delivery
    - Direct Services
    - Administrative Activities
    - Mindsets and Behaviors
    - Accountability

**Section Three**
- Arkansas Student Services Plan Requirements for School Counselors
- Arkansas District and School Requirements for Student Services Plans

**Section Four**
- Ethical Standards for School Counselors
- Public School Student Services Act
- Rules Governing Public School Student Services
- TESS

**Section Five**
- Resource List
- Berryville Middle School Parent/Family Engagement Plan
- Berryville School District Crisis Plan
Section One

The Berryville Middle School counselor, provides a thoughtfully planned program to help students meet the fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple topics. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation and Rules regarding public school student services planning, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling programming.

The American School Counselor Association defines a comprehensive school counseling program as an “integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.” Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor.

Arkansas Comprehensive School Counseling Programs Roles and Best Practices
School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, faculty, administrators, students, parents, psychologists, social workers, and community.

Introduction to the American School Counselor Association (ASCA) Model
Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs.

The ASCA National Model: A Framework for School Counseling Programs guides school counselors in developing and implementing a comprehensive counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional and based on data-driven decision making. It is based on four components: foundation, management, delivery and accountability.

The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs to promote students’ success. The model provides a framework for the program components, the school counselor’s role in implementation, and the underlying themes of leadership, advocacy, collaboration and systemic change. The old question was “What do school counselors do?” The new question is “How are students different because of the school counseling program?” Program components are focused on achieving results.

Today’s counselors are leaders, advocates, systemic change agents and collaborators.
A comprehensive school counseling program is an integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.

National School Counseling Week
School counselors celebrate National School Counseling week, which is held each February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

School Counselor Advocacy

Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program
The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

Comprehensive in Scope
A comprehensive school counseling program will focus on all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

Preventive in Design
School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools.
**Developmental in Nature**
School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

**A Cooperative Effort**
School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

**Leadership**
School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School counselors focus on closing achievement gaps found among all students. School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes, and by implementing school reforms and participating in professional communities and professional development opportunities.

**Advocacy**
School counselors advocate for students’ academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

**Collaboration and Teaming**
School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify achievement gaps. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members.

**Systemic Change**
With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students’ academic performance and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.
Section Two
The ASCA National Model Components

† The ASCA National Model graphic is a registered trademark of the American School Counselor Association

Foundation
The foundation serves as the solid ground upon which the comprehensive school counseling Program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career and social/emotional needs of the students in the school. This section of the manual offers an outline for a comprehensive school counseling program. You will find best practice examples and templates that can be customized for implementation at your school in the accompanying toolkit.

Program Focus

Beliefs
Arkansas school counselors recognize that our personal beliefs impact our behavior and how we interact with students and stakeholders. To establish program focus, school counselors identify personal beliefs and work to ensure all students benefit from the school counseling program.

Vision Statement
Arkansas counselors develop an appropriate vision statement defining what the future will look like in terms of student outcomes. By developing an appropriate vision statement, Arkansas school counselors can promote the success of every student with the support of all stakeholders (Council of Chief State School Officers, 2008).

Mission Statement
Arkansas school counselors create a mission statement aligned with their school’s mission and develop program goals defining how the vision and mission will be measured. A mission statement provides the focus and direction to reach the vision, creating one focus or purpose in the development and implementation of the comprehensive school counseling program. The school counseling mission statement aligns with and is a subset of the school’s and district’s mission. The program’s mission statement is clear, concise and specific to the program’s intent and what the program will contribute to the overall mission of schools.

See page 24 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Program Goals
Arkansas school counselors develop program goals that define how the vision and mission will be accomplished. School counselors use these goals to develop core curriculum, as well as small group and closing the gap action plans. School counseling program goals are statements about a desirable outcome
toward which the program is willing to devote resources. (Dimmit, Carey, & Hatch, 2007). The goal statements address specific student outcomes, including improved student achievement, attendance, behavior, and school safety through one or more of the three domains: academic, career, or social/emotional development. This information can be found using the school data report card.

Refer to page 25-28 in the ASCA Model book (list of questions and data report card for developing goals).

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within comprehensive school counseling programs. [https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf](https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf)

Professional Competencies
The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. [https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf](https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf) 2016 ASCA Ethical Standards for School Counselors The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership and professionalism. [https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf)

Management
The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long-term goals to improve the program, and help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

School Counselor Competencies Assessment
School counselor competency assessments help school counselors to self-assess their knowledge, attitudes and skills necessary to perform the range of school counselor responsibilities in all four management components (use of time assessments, needs assessments, advisory council, and annual agreements). School Counseling Program Assessment Arkansas school counselors use a program assessment to self-evaluate the school counseling program comparison to the ASCA National Model (ASCA, 2012). See pages 42 and 59 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Use of Time Assessments
Use-of-time assessments are used to determine the percentage of time the counselor is providing direct counseling to students or indirect administrative services that are related to the comprehensive counseling program. Using the data from use-of-time logs provides regular feedback to the counselor and administration to ensure that the counseling program is being provided with fidelity to the students and their needs are being met. Use of time documentation also helps the counselor and leadership
determine which activities or services the counselor is providing that are appropriate to the program and the Public School Student Services Plan. Calendars are used to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.

See page 63 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

**Annual Agreement**
Each year, the counselor and administrator meet to develop an annual agreement. This agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This agreement should be aligned to the counselor’s Personal Growth Plan and the counselor’s Teacher Excellence and Support System goals.

See page 64 and 65 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

**School Counselor Advisory Team/Council**
Creating an advisory council that consists of stakeholders supports the implementation of the counseling program. This council should meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program. Templates can be found in the Arkansas School Counselor Toolkit.

**Data Use in School Counseling**
Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be evaluated on an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the counselor to reflect on his/her practice, and make adjustments to programming as needed.

See page 42 and 59 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

**Guidance & School Counseling Facilities**
The school counseling program should be organized, intentionally planned, and managed in a manner to support the implementation, evaluation, and reflection of services being provided. Each school shall provide appropriate facilities to ensure effective confidential counseling to meet individual needs of students. To implement an effective counseling program a counselor should have private office space, private phone lines, computer and data processing tools, and an appropriate area for small group activities.

The State of Arkansas Public School Academic Facility Manual planning concepts related to current educational best practices, defines the size of the counselor’s office to be incorporated into a new or renovated building. In addition, the manual’s Education Planning Concept states that decentralizing administrative services, including counselors, “may provide the flexibility and opportunity for increased student contact, decreased student anonymity, and opportunities for passive supervision.”


**Delivery**
The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Direct services are those that are provided directly to students and
administrative activities are those that are not direct, but are related to the counseling program and Public School Student Services program implementation.

**Direct student services** include the delivery of the school counseling core curriculum. This instructional program is intentional, planned and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well.

**Responsive services** are direct services that are meant to address students’ immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

**Administrative activities** include referrals to school, district, or outside sources for additional assistance for a specific student need. School counselors consult with parents, teachers, educators and community groups to advocate for students regarding academic, career or social/emotional needs to increase student success in the school setting. Collaboration is used to ensure that all stakeholders working with the student have the same understanding of the support or program being provided. Counselors can use collaboration in teaming environments, committees, or workshops provided to school staff or parents.
Section Three
Arkansas Student Services Plan Requirements

Classroom Guidance (Direct Service)
Arkansas School Laws Annotated Code 6-18-1005 states: (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day and ten (10) per week.

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

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

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

Individual and Small group lessons include but not limited to:
- Character Education
- Friendship
- Grief
- Divorce
- Anger Management
- Study Skills
- Acceptance of Others
- Self Esteem
- Military Deployment Family Support
- Self-Responsibility
- Anti-Bullying
- Career Education

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

**Guidance in Understanding the Relationship between Classroom Performance and Success in School (Direct Service)**
The Berryville Middle School counselor assists students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students’ education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

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

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

At Berryville Middle School, fifth grade students walk through our building and into classrooms to become familiar with the school before entering sixth grade.

**Consultation and Coordination (Administrative Activity)**
An important part of the counselor’s role is to collaborate with teachers and parents. The Berryville Middle School Counselor works with teachers and administrators to help create school environments that encourage student growth and learning.

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

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

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

The Berryville Middle School counselor serves as the Parent/Family Engagement Coordinator for the building and works to encourage parents to participate in volunteer opportunities within the school setting. (See Berryville Middle School Parent/Family Engagement Plan- Section Five)

**Utilization of Student Records (Administrative Activity)**
The Berryville Middle School counselor reviews academic records and files, and may update them for use with students and parents, as well as for their own professional use.

**Interpretation of Student Assessments (Direct Services)**
Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

**Interpretation of Student Assessments (Direct or Administrative Activity)**
The counselor at Berryville Middle School serves as the Building Test Coordinator. Duties include teacher in-service, inventory of tests, distribution of tests, test security procedures, and documentation of test procedures as well as getting tests shipped/prepared for grading purposes. The counselor is also responsible for make-up testing. Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

**Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs (Direct Service)**
Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

**Making Referrals to School and Community Resources (Administrative Activity)**
Counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and support the established policies and procedures for interagency communication. (See Counselor Resource List- Section Five)
Direct Counseling Activity Examples – 75% of Time Monthly
The counselor provides direct to students at least 75% of their time monthly. Examples of direct counseling are:
● Individual social/emotional counseling
● Individual academic guidance and counseling
● Individual career education guidance and counseling and vocational decision making
● Orienting new students to the school (this does not include master scheduling)
● Consultation with students
● Class selection discussion/academic advisement with students
● Interpretation of state-mandated assessments with students
● Review records and files while assisting students
● Small group counseling sessions
● Classroom guidance sessions

Administrative Activities Examples- 25% of Time Monthly
The counselor provides administrative services no more than 25% of their time monthly. Examples of administrative services are:
● Consultation services with school personnel and outside agencies
● Making appropriate referrals
● Test interpretation about students; test interpretation for parents, faculty or community
● Updating guidance/counseling records for counselor’s utilization
● Planning, managing, and evaluating the comprehensive counseling program
● Planning classroom guidance lessons

The American School Counselor Association’s Position on High-Stakes Testing and School Counseling
https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_High-StakesTesting.pdf

Career Awareness and Planning in School Counseling Programs (Direct Service)
Annotated Code 6-18-1009 states: “Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children’s learning and career planning process.”

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

Arkansas District and School Planning

Additional Components of Student Services Plans
The following components must be included in the school/district student services plan, **but are not typically provided or implemented by the school counselor.**

**Alternative Methods of Classroom Management**
The Student Services Plan addresses alternative methods of classroom management. These methods can include, but are not limited to: behavior contracts, dispute resolution, classroom meetings, logical consequences, assertive discipline, behavior modification and career and academic counseling. Alternative methods are consistently implemented and reinforced by all school staff.

**Follow-up of School Dropouts and Graduates**
Schools/districts follow-up with students who drop out with referrals, communication with parents, students, requests from new schools, etc. Follow-up with graduates can be through phone calls, emails and What’s Next forms completed prior to graduation, or by other contact methods.

**TABE Testing (Pre-High School Equivalency Examination)**
The counselor may support the coordination of the Test for Adult Basic Education or the High School Equivalency Examination pretest. However, the counselor does not administer the test, but refers to other appropriate personnel to administer the assessment.

**Group Conflict Resolution Services**
These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs designed to promote understanding and positive communication.

Conflict solving for students could include: dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

**Visiting Teacher and Social Work Services**
Visiting teacher and social work services provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning concerns. The visiting teacher or social worker functions as a liaison between the home and school. They may provide home visits and refer students and parents to appropriate school and community agencies for assistance.

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

**Psychological Services**
The district provides psychological services to students to ensure that they are ready to succeed and are being prepared for college- and/or career-readiness. These services include, but are not limited to:
- Evaluation of students with learning or adjustment problems
- Evaluation of students for exceptional student programs
- Consultation with parents, students and school personnel to ensure students are ready to succeed
● Provision of an early identification system of learning potential and factors that might affect educational performance
● System for liaison and referrals with available resources
● Written policies that assure ethical procedures in psychological services.

Evaluations are conducted by a licensed educational examiner.

School Health Services
Each school district shall have a health services program. The program shall include screening, referral and follow-up procedures for all students. Students with special health care needs, medically fragile, and technology-dependent students will have individualized healthcare plans. Custodial health care services required by students with individualized health care plans shall be provided by trained school employees, other than the classroom teacher. Students who require invasive medical procedures shall be cared for by a trained person who is licensed to perform the task. Classroom teachers shall not perform these tasks with the exception of administering glucagon to a student with Type I diabetes, providing the teacher is trained, and the situation is an emergency.

Nurse at Berryville Middle School: Kendra Lowery

Suicide Prevention Public Awareness Program
The distribution of a suicide prevention public awareness program should be provided
  ● ADE Guidance and School Counseling Suicide Prevention Resources

At-Risk Students and the School Dropout Program
The plan should be designed to include a system for tracking the district’s dropouts, including an exit interview, and follow-up when possible. Local goals for improvement should be set by the district, such as reducing the number of dropouts, the number of incidents of suspensions, school vandalism, attendance, etc.

Alternative Student Services Personnel
In order to provide the services set forth in the Act, a district may utilize the following types of personnel in addition to any standard student services personnel: professionals or paraprofessionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers. These individuals may provide only the services they are trained, certified, or licensed to perform.
Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results. Initially, the counselor will develop or review a school data profile and answer some guiding questions such as: what are the strengths in the school, what concerns do you have about the data, are there achievement gaps, has attendance changed over time, and are there safety concerns? This exercise is important for school counselors so that they understand how the data was collected and how to interpret the data. Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program.

https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/SchoolDataProfile.xls

16.01 GUIDANCE AND COUNSELING

16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.
16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.
16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

Public School Student Services Act
Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 18 Students
Subchapter 10 Public School Student Services Act

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

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

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

(a) (1) Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service.
(2) Only those trained and certified in the appropriate specialty or following a Department of Education’s deficiency removal plan will be assigned to carry out the duties of each service.

(b) Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, but are not limited to, the following:
   (1) Behavioral contracting;
   (2) Dispute resolution;
   (3) Classroom meetings;
   (4) Logical consequences;
   (5) Assertive discipline;
   (6) Behavior modification; and
   (7) Career and academic counseling.

(c) (1) Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments.
   (2) The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.
   (d) The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Committee on Education and the House Committee on Education.

(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:
   (1) Guidance and counseling services, which shall include, but are not limited to:
      (A) The availability of individual and group counseling to all students;
      (B) Orientation programs for new students at each level of education and for transferring students;
      (C) Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;
      (D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
      (E) Utilization of student records and files;
      (F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;
      (G) The following up of early school dropouts and graduates;
      (H) A school-initiated system of parental involvement;
      (I) An organized system of informational resources on which to base educational and vocational decision making;
      (J) Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students;
      (K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the test;
      (L) Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and
(M) Guidance in understanding the relationship between classroom performance and success in school;

(2) Psychological services, which shall include, but are not limited to, the following:
   (A) Evaluation of students with learning or adjustment problems;
   (B) Evaluation of students in exceptional child education programs;
   (C) Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;
   (D) A system for the early identification of learning potential and factors that affect the child’s educational performance;
   (E) A system of liaison and referrals, with resources available outside the school; and
   (F) Written policies that assure ethical procedures in psychological activities;

(3) Visiting teacher and school social work services, which shall include, but are not limited to, the following:
   (A) Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and
   (B) Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;

(4) Career services, which shall include, but are not limited to, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;

(5) Group conflict resolution services, which shall include, but are not limited to, the following:
   (A) Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;
   (B) Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and
   (C) Programs designed to prevent bullying;

(6) Health services, which shall include, but are not limited to, the following:
   (A) Students with special health care needs, including the chronically ill, medically fragile, and technology dependent, and students with other health impairments shall have individualized healthcare plans;
   (B) (i) Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to § 17-87-102(10)(D) or other professional licensure statutes, unless permitted under § 17-87-103(10) and (11). (ii) The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under § 17-87-103(11); and
   (C) Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and

(7) The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

(b) School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.
(a) The occupational and placement specialist shall serve as liaison between employers and the school.
(b) It is the responsibility of the district placement to make written board recommendations to the superintendent for consideration by the school district board of directors concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates or progress in subsequent education experiences.
(c) Furthermore, district administrative personnel shall report to the school district board of directors concerning adjustments in program outcomes, curricula, and delivery of instruction as they are made with the use of placement and follow-up information.
(d) The follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.


6-18-1007. School student services status report.
(a) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Committee on Education, and the House Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of this subchapter by the various school districts, including which districts are in substantial compliance with the plan required under this subchapter.
(b)(1)(A) By January 1, 1998, the department shall have in place a staffing structure which assures that the department’s administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of this subchapter. (B) The department shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.
(2) Each school district shall be responsible for submitting an annual report to the Assistant Commissioner of Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section.
(3)(A) The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with this section. (B) The monitoring shall include interviews with administrators, counselors, students, and teachers.


6-18-1008. Implementation.
(a) The State Board of Education shall cause the Commissioner of Education to designate one (1) employee who shall be responsible for overseeing the implementation of this subchapter.
(b) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the state board, the House Committee on Education, and the Senate Committee on Education a report outlining the status of implementing each of the provisions of this subchapter by the various school districts.
6-18-1009. Career development.

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

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

1.00 REGULATORY AUTHORITY
1.01 These rules shall be known as Arkansas Department of Education Rules Governing Public School Student Services.
1.02 These rules are enacted pursuant to the State Board of Education’s authority under Ark. Code Ann. § 6-18-1001 et seq. and Ark. Code Ann. § 6-11-105.

2.00 LEGISLATIVE INTENT AND PURPOSE
2.01 It is the intent of the General Assembly, as set forth in the Public School Student Services Act:
   2.01.1 To articulate the functions served by each of the components of a program of student services;
   2.01.2 That each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational technical schools; and
   2.01.3 That student services coordinators be given time to fulfill their responsibilities under Title 6, Chapter 18, Subchapter 10 of the Arkansas Code.

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

2.03 The further purposes of these rules are to:
   2.03.1 Describe the student services program at all educational levels for which the school board of directors is responsible;
   2.03.2 Establish criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies.
   2.03.3 Identify alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board of directors in providing the recommended student services, 005.15 096-2 including without limitation: paraprofessionals, teachers, parents, and representatives of business and industry, and
   2.03.4 Establish minimum standards for all areas of student services personnel.

3.00 DEFINITION
3.01 “Student services program” means a coordinated effort, which shall include, without limitation:
   3.01.1 Guidance and counseling services, which shall include, without limitation:
3.01.1.1 The availability of individual and group counseling to all students;

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

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

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

3.01.1.5 Utilization of student records and files;

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

3.01.1.7 The following up of early school dropouts and graduates;

3.01.1.8 A school-initiated system of parental involvement;

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

3.01.1.10 Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students;

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

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

3.01.1.13 Guidance in understanding the relationship between classroom performance and success in school;

3.01.2 Psychological services, which shall include, without limitation:

3.01.2.1 Evaluation of students with learning or adjustment problems;

3.01.2.2 Evaluation of students in exceptional child education programs;
3.01.2.3 Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;

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

3.01.2.5 A system of liaison and referrals, with resources available outside the school; and

3.01.2.6 Written policies that assure ethical procedures in psychological activities;

3.01.3 Visiting teacher and school social work services, which shall include, without limitation:

3.01.3.1 Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and

3.01.3.2 Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;

3.01.4 Career services, which shall include, without limitation, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;

3.01.5 Group conflict resolution services, which shall include, without limitation:

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

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

3.01.5.3 Programs designed to prevent bullying;

3.01.6 Health services, which shall include, without limitation:

3.01.6.1 Students with special health care needs, including the chronically ill, medically fragile, and technology dependent, and students with other health impairments shall have individualized health care plans;

3.01.6.2 Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to
perform the task subject to Ark. Code Ann. § 17-87-102(6)(D) or other professional licensure statutes, unless permitted under Ark. Code Ann. § 17-87-103(10) and (11). The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under Ark. Code Ann. § 17-87-103(11); and

3.01.6.3 Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and

3.01.7 The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

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

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

   4.02.1 Behavioral contracting;
   4.02.2 Dispute resolution;
   4.02.3 Classroom meetings;
   4.02.4 Logistical consequences;
   4.02.5 Assertive discipline;
   4.02.6 Behavior modification; and
   4.02.7 Career and academic counseling.

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

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

4.05 School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.
5.00 CRITERIA FOR DEVELOPMENT OF A STUDENT SERVICES PLAN BY EACH SCHOOL
Each school within a school district shall develop its own building-based student services plan by a process which includes identification of student services needs by parents, students, teachers, principals, and other agencies with which the school district works such as the Department of Human Services, Department of Health, local law enforcement agencies, and others.

6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL
6.01 In order to provide the student services required by the Public School Student Services Act, a school district may utilize the following types of personnel in addition to any standard student services personnel:
   6.01.1 Professionals or paraprofessionals in the social work or mental health fields;
   6.01.2 Volunteers under the supervision of certified personnel; and
   6.01.3 Medicaid licensed targeted case managers.
6.02 Personnel employed under Section 6.01 shall be limited to performing those services for which they are licensed, certified, or trained.

7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL
7.01 All non-licensed student services personnel shall have:
   7.01.1 In-service training regarding the district’s Students Services Plan; and
   7.01.2 Appropriate training by licensed personnel to perform the tasks assigned.
7.02 Professional and paraprofessional personnel are exempt from Section 7.01.2.

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

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

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

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

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

9.00 MONITORING OF SERVICES

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

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

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

10.00 ANNUAL SCHOOL STUDENT SERVICES STATUS REPORT

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

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

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

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

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

11.00 IMPLEMENTATION OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

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

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

The Arkansas Teacher Excellence and Support System provides statutory direction for reform of teacher and leader evaluation systems. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, provides critical information to state, district and school educators in the form of essential data and feedback to ensure College and Career Readiness leading to access and achievement for all Arkansas students.

The following resources provide school counselors with Arkansas Teacher Excellence and Support System (TESS) counseling specific guidance documents.

Aligning Danielson Framework with ASCA’s School Counselor Competencies and Ethical Standards

TESS Smart Card for Counselors

TESS for Specialty Areas – Counselors

TESS Artifacts and Evidence for Counselors
Section 5
Resource List

**Abuse and Crisis**
- AR Crisis Center 888-274-7472
- AR Poison Control Center 800-222-1222
- Carroll Co. Safety Network 844-247-3223
- Child Abuse Hotline 800-482-5964
- Elder Abuse 800-482-8049
- Merlin Foundation 870-438-5437
- NWA Cntr for Sex Assault 800-794-4175
- NWA Women’s Shelter 479-273-5702
- Ozark Rape Crisis Cntr (HR) 870-741-4141
- Peace at Home (FV) 479-444-8310
- Purple Flower 479-981-1676
- Sanctuary (HR) 870-741-2121
- SARPA 800-794-4175
- Suicide Hotline 888-274-7472
- Veteran’s Crisis Line 800-273-8255

**Carroll County Government**
- Adult Probation 870-423-5695
- Circuit Clerk 870-423-2422/479-253-8646
- Judge 870-423-7131
- Child Support 870-423-2979
- County Clerk 870-423-2022
- County Judge 870-423-2967
- Coop Ext. Service 870-423-2958
- Health Dept. 870-423-2923
- Juvenile Probation 870-423-3230
- Prosecutor 870-423-6869
- Public Defender 870-423-4052
- Revenue Office (DL) 870-423-2046
- Social Security Office (HR) 800-772-1213

**Clothing and Furnishings**
- Children’s Charity Min. (HR) 870-704-8030
- ECHO Thrift Store (ES) 479-253-5888
- Flint St. Fellowship (ES) 479-253-9491
- Furniture Bank 870-423-6185
- Free Store 870-423-7214
- Good Shepherd Thrift (ES) 479-253-9115
- Hospital Aux. Thrift (GF) 870-438-5033
- St. Vincent De Paul (BV) 870-423-3572
- Salvation Army (FV) 479-521-2151
- Senior Cntr Thrift Store 870-929-6280
- Share & Care (HR) 870-741-3130
- The Cradle (Mom\Infants) 870-423-6811
- The Purple House (ES) 479-253-2032
- Wildflower Thrift Store 479-253-5108

**Dental**
- ECHO Free Clinic 479-253-5547
- Share & Care HR 870-741-3130
- Spurlin Foundation Dental 870-423-3208

**Educational Services**
- ABC Program 870-423-3000
- Adult Learning Rec. Cntr. 877-963-4433
- AR Rehab (for disabled) 479-582-1286
- Learning Cntr of NA 870-423-3000
- Circle of Life (Young mom/maternity support) 870-391-3506
- First Connection (Birth-3yrs) 800-643-8258
- Hispanic Women Org. of AR 479-751-9494
- Green Forest Head Start 870-438-6770
- Hippy Prog. (Early child Ed.) 870-429-9100
- North Ark GED & ESL 870-423-4455
- Berryville Public Schools 870-423-7065
- Eureka Springs Public Schools 479-253-6934
- Green Forest Public Schools 870-438-5205
- Single Parent Scholarship 479-935-4888

**Employment/Job Training**
- CASS Job Corps 479-667-3686
- TRIO (College, Dropout training, HR) 870-391-3524
- Unemployment Office (HR) 870-741-8236
- Workforce Ed Cntr (HR) 870-741-3678

**Food Pantries**
- Bethel Baptist (GF) 870-438-6050
- Children’s Charity Min. (HR) 870-704-8030
- Church on the Hill (BV) 870-432-2227
- Cup of Love Min. (ES) 479-363-4529
- Wild Flower Ministries (ES) 479-253-5108
- Flint St. Fellowship (ES) 479-253-9491
- Green Forest Min. Pantry 870-438-6122
- Harvest Assembly (OG) 870-749-2812
- Loaves & Fishes (BV) 870-423-4246
- SNAP (Food stamps) 870-423-3351

**Housing**
- Birch Tree Acres (BV) 870-423-3587
- Carroll House Apts (BV) 870-423-3835
- East View Apts (GF) 870-438-5619
- Garden Gate Apts (GF) 870-438-6738
- Forest Court Apts 870-438-5376
**Housing (cont)**
HUD 870-741-5522
Locust Heights Apts (BV) 870-423-6910
Northwest AR Reg. Housing Auth. (HR) 870-741-5522
7 Hills Homeless Shelter (NWA) 479-251-7776

**Legal**
Crime Victim’s Assist. 870-423-6869
Legal Aid 800-950-5817
Order of Protection 870-423-3355
Vital Records (Birth Cert.) 800-462-0599

**Medical Services**
AHEC Fayetteville 479-521-8260
AHEC Springdale 479-750-6585
Ark. Dev. Disabilities 479-444-1918
ARKids First Health Ins. 888-474-8275
800-482-8988 (Spanish)
Breast Care Prog. 870-423-2923
Boone County Health Unit 870-743-5244
Boston Mtn. Health (GF) 870-438-6500
(S) 479-363-6813
Carroll Co. Health Unit 870-423-2923
Community Clin. Springdale 470-751-7417
Community Clin. of NWA 1-855-438-2280
ECHO Free Clinic (ES) 479-253-5547
Eureka Springs Hosp. 479-253-7400
Hope Cancer Res. 479-361-5847
Lions Club (Eye glasses) 721-660-6631
Maternity Immunizations 870-423-2923
Madison Co. Health Unit 479-738-2612
Mercy Hospital (BV) 870-423-3355
Madison Co. Health Unit 479-738-2612
Mercy Hospital (BV) 870-423-3355

**Mental Health/Addictions (cont)**
Suicide Prevention 800-273-8255
Vantage Point (HR) 870-741-2658
Youth Bridge (BV) 870-423-1077
Wellspring NWA 79-986-0566

**Police Departments**
Berryville 870-423-3343
Eureka Springs 479-253-8666
Green Forest 870-438-5517
Sheriff 870-423-2901

**Prenatal/Maternity**
Circle of Life 870-391-3506
Health Dept. (BV) 870-423-2923
The Cradle (BV) 870-423-6811

**Senior Services**
Area Agency on Aging 870-423-6114
Meals on Wheels (BV) 870-423-3265
BV Senior Center (870) 423-2796

**Transportation**
Medicaid Transport 855-548-4517
NATS 870-741-8008
Ozark Reg. Transit 800-865-5901
Share-a-Ride 479-253-9572

**Vital Services**
Access Ark: https://access.arkansas.gov
AR Child Support 501-682-3000
Berryville Comm. Ctr 870-423-3139
Better Beginnings 800-445-3316
(Childcare funding)
DHS Carroll County (BV) 870-423-3351
Free Cell Phone 800-723-3546 or safelinkwireless.com
Internet Assistance 855-222-3252
Office of Human Concern 479-636-7301
(Utility/weatherization help)
Red Cross 800-733-2767
Resource Directory /United Way: 211
Salvation Army (utility help) 479-521-2151
St. Vincent De Paul (BV) 870-423-3572
Veteran’s Services 870-423-4000
WIC (food vouchers for women, infants, and children) 870-423-2923

BV- Berryville            FV- Fayetteville
ES- Eureka Springs       OG- Oak Grove
HR- Harrison            GF- Green Forest
Section 5
Parent/Family Engagement Plan

1. List various communication strategies used in your school to provide additional information to parents and to increase parent and family engagement in supporting classroom instruction.

The Berryville Middle School website (accessible at www.bobcat.k12.ar.us) provides access to several key features:

- Parents can access their child's grades through the Home Access Center, using an access code they receive at the beginning of the school year. The counselor is in charge of creating/maintaining ID and passwords for the accounts.
- Parents may use email to communicate with members of the school staff.
- Each middle school teacher sent a letter home at the beginning of the year with contact information, class information, etc.
- The school also has a Facebook, Twitter, and Instagram account that can be accessed from the school district website.
- Each grade level has a weekly newsletter that goes out to the parents both digitally as well as paper for those without an email account or access to the internet.

Teachers will routinely contact parents on an individual basis to communicate about their child's progress, via email, texting, or by phone.

Teachers send progress reports every four and half weeks to parents/families.

Parent/teacher conferences are held the first and third quarters of the school year. End of year report cards are mailed home.

Any parent/family workshops or meetings held will be communicated through posting notices in school facilities, on the district website, and social media.

The BMS counselor will use a texting service to inform students of upcoming events offered for parents/families.

The counselor sent home a letter to all parents with her contact information and general information about the role she plays at middle school.

The counselor will also communicate with parent/family via Google Classrooms which are set up for each grade.

2. List the proposed parent meeting, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parent and family engagement and build staff and parent capacity to engage in these types of efforts. (Must include the 2 state mandated parent/teacher conferences each year.)
Berryville Middle School hosts two parent/teacher conference sessions October 18, 2018 and March 14, 2019. All staff is involved in this.

The Berryville Middle school hosts a 6th grade orientation to discuss being in middle school, introduce the teachers, answer questions, etc. That was held on August 9th, 2018 @ 6:30 pm.

Working with Berryville Intermediate school, the middle school counselor will host a 5th grade parent meeting in the spring to discuss middle school schedules, what to expect at middle school, and answer any question/concerns parents/families may have.

Working in conjunction with Berryville High School, a Transition to High School meeting for 8th grade students and their parents/families is held in the spring to help provide a smooth transition from one school to the next. An introduction to curricular options, graduation requirements, class scheduling, and expectations are all discussed.

The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:

- Lunch buddies
- Awards day presentation
- Field day volunteers
- Parent education workshops
- Orientation presentations
- Parent/Teacher Conferences
- Red Ribbon Week
- Choir/Band concerts
- Junior National Honor Society Induction
- Office Aide

3. How will your school provide information to parents about volunteer opportunities (must include state mandated parent training)?

Berryville Middle School provides parents with opportunities to volunteer in various types of roles to increase their involvement and support for student learning.

The Berryville Middle School Parent and Family Engagement Committee will meet 3/4 times per year to discuss ways in which we can encourage parents to volunteer.

The school solicits ideas for types of volunteer efforts and provides a list of these volunteer opportunities through the Volunteer Survey in the Parent Information Packet and during a volunteer orientation meeting on August 31, 2018 in the high school library. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.

**STATE REQUIREMENT:** Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:
role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.

STATE REQUIREMENT: (Staff Development) The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of effective parent and family engagement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

4. How will your school work with parents to create a School/Parent/Compact? School staff, parents, and students will develop a school/parent/student compact.
This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact during the first parent/teacher conference in the fall.

5. How will your school provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan, and the Annual Title I Meeting to engage them in the decision making processes regarding the school's Title I, Part A Program?
Berryville Middle School will involve parents/families on Parent and Family Engagement and school improvement planning committees. Meetings will be held 3-4 times per year. To support this process, the school will offer training on how to contribute to this process in a meaningful way.

Through the Title I Annual Meeting, on March 11, 2019, the school will engage parents/families in decision making about the allocation of its Title I, Part A funds for parental involvement.

STATE REQUIREMENT: To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.

STATE REQUIREMENT: Berryville Middle School enables the formation of a Parent Teacher Association that will foster parental and community involvement within the school.

6. How will your school provide resources for parents?
Berryville Middle School has designated Judy Patterson to serve as a parent and family engagement facilitator. She can be contacted by parents by email (jpatterson@bobcat.k12.ar.us), or by phone (870 480-4623).
Parents/families may check out materials, use the computer to check grades, and visit educational websites in the Parent Resource Center within the school library. The Parent Resource Center is open
every Monday through Friday, except on holidays, from 7:15 a.m. to 3:30 p.m.

**STATE REQUIREMENT:** Berryville Middle School distributes Parent/Family Information Packets each year that includes a copy of the school's parental and family engagement plan, recommended roles for parents/families/teachers/ students and school, suggestions of ways parents/families can become involved in their child's education, parental involvement activities planned for the current school year, information about the system that will be used to allow parents and teachers to communicate, and surveys for parent/family workshops and volunteer interests.

**STATE REQUIREMENT:** As funds are available, parenting books, magazines, and other informative materials regarding responsible parenting will be purchased. These materials will be available in the Parent Resource Center within the school.

**STATE REQUIREMENT :** The Berryville Middle School policy handbook contains the school's process for resolving parental/family concerns, including how to define a problem, whom to approach first, and how to develop solutions.

7. **How will your school engage parents in the evaluation of your parent and family engagement efforts?**

The school will engage parents in the annual evaluation of the Title I, Part A Program's parental and family engagement efforts using a comprehensive needs assessment filled out by teachers, parents/families and school staff.

The Title I committee, made up of teachers, parents/families and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted.

8. **How will your school use the parent interest surveys to select, plan and implement parent and family engagement activities that will be offered throughout the year?**

Berryville Middle School asks parents to fill out a Parent and Family Engagement Survey (found in the Parent/Family Information Packet) during spring parent/teacher conferences each school year to gain information from parents/families concerning the activities they feel would be most beneficial in supporting their child academically. The results of the survey will be used to plan the parental engagement activities for the following year.

The activities that were suggested by the parents/families and lead throughout the year will be evaluated overall at the end of the year as part of the annual parental involvement plan evaluation.

9. **When will your school plan the Annual Title I Meeting that must be conducted separately? (It CANNOT be held in conjunction with any other meetings or activities.)**

The school will conduct an Annual Title I Meeting on October 18, 2018 at 6:30 PM for parents/families in the fall of 2018 of the students who participate in the Title I, Part A Program.

The school will hold the Annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level
students are expected to meet. The agenda, the sign-in sheet and the minutes for this meeting will be kept on file in the school's office.
<table>
<thead>
<tr>
<th>EMERGENCY SITUATIONS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOMB THREAT</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS TRANSPORTATION ACCIDENT</td>
<td>5</td>
</tr>
<tr>
<td>CHILD MISSING/ABDUCTION</td>
<td>6</td>
</tr>
<tr>
<td>CLASSROOM/HALLWAY EMERGENCY</td>
<td>6-7</td>
</tr>
<tr>
<td>DEATH</td>
<td>12</td>
</tr>
<tr>
<td>DISASTER</td>
<td>7</td>
</tr>
<tr>
<td>EARTHQUAKE</td>
<td>8</td>
</tr>
<tr>
<td>FIGHTING</td>
<td>9</td>
</tr>
<tr>
<td>FIRE</td>
<td>9-10</td>
</tr>
<tr>
<td>GAS LEAKS</td>
<td>10-11</td>
</tr>
<tr>
<td>HAZARDOUS SPILLS</td>
<td>10-11</td>
</tr>
<tr>
<td>INJURY</td>
<td>11</td>
</tr>
<tr>
<td>INTRUDER SITUATIONS</td>
<td>12</td>
</tr>
<tr>
<td>LOCKDOWN</td>
<td>13</td>
</tr>
<tr>
<td>SUICIDAL STUDENTS</td>
<td>14</td>
</tr>
<tr>
<td>VIOLENT SITUATION</td>
<td>15</td>
</tr>
<tr>
<td>WEAPONS SITUATION</td>
<td>16</td>
</tr>
<tr>
<td>WEATHER</td>
<td>17-18</td>
</tr>
</tbody>
</table>
BOMB THREAT

NEVER USE RADIOS OR CELLULAR TELEPHONES

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

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

6. Ensure all personal answering telephones are aware of the policies and procedures implemented by the school district and local law enforcement regarding obtaining information from a caller.
BUS TRANSPORTATION ACCIDENT

Bus Driver:
1. Immediately notify dispatch using proper procedures.
2. Secure the bus so that passengers do not wander off the bus and people passing by do not board the bus. This will make it easier to complete your passenger list.
3. Set out warning devices. Warning devices, such as triangles or cones, allow other motorists to see your vehicle more easily.
5. Move the bus to the side of the road only if it can be moved and the passengers would be safer.
6. Your main concern should be for your passengers’ safety. If the bus is not badly damaged and it is in no danger of being struck by other vehicles, keep the passengers on the bus. This way, you will know where they are and they will be safe.
7. Refer any media to the administrator or designee.

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

Transportation Personnel:
1. Upon arriving at the scene, immediately assess the situation for immediate safety concerns.
2. Fill out accident reports, leaving no blanks and take pictures, using entire roll of film or digital media.
3. Refer any media to the administrator or designee.

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

(A student should be released from school only to custodial parents or guardians designated on the student’s school record.)
If a student is missing from campus:

Staff:

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

Administrator or Designee:
1. Contact the Superintendent or designee. 870-480-4669
2. Call the proper law enforcement agency 870-423-3343
   - Contact the parent or guardian listed on the student’s school records
3. When law enforcement arrives, they will take control and work closely with school officials and relatives. If possible, have a description of the student (e.g., school picture, description of clothing) and suspect, if known, for the law enforcement officials.
4. Identify a team to work on the crisis response while the school maintains its daily routine.
5. Consider preparing a memo to inform staff and parents of facts and actions taken.
6. Arrange counseling for students and staff, if necessary.

CLASSROOM/HALLWAY EMERGENCY

Staff:
1. If the problem is in the hallway, take students in classrooms for immediate sheltering or to insure the situation does not escalate.
2. Immediately notify the principal or designee. Use the intercom in your classroom or send a responsible student messenger to the office or a nearby teacher’s room.
3. Take appropriate actions to take care of the students at the scene.

Administrator or Designee:
1. Upon arrival to the scene, take appropriate actions to take care of the students at the scene.
2. If necessary, contact any health personnel available or call for outside emergency help.

DISASTER

(Destruction of Part or Whole of Building (e.g., tornado, thunderstorms, earthquake...hurricane)

Staff:
1. Assess and notify principal or designee (if possible) of damage and/or injury. They will provide any direction you need.
   - Applies to all disasters.
2. Stay with your students, (even if evacuated).
   - Applies to all disasters.
3. If you are asked to evacuate:
   - Leave lights on.
   - Do not lock doors.
   - Take your class list.
4. Keep students calm.
5. Duty and planning teachers report to the office for duty assignment.

Administrator or Designee:
1. Determine the need to evacuate or shelter in place.
2. If there is no danger outside the building, use fire alarm to evacuate building.
   - Safe areas: Identify locations away from the problem area and routes to be taken by classes to reach identified safe areas.
   - Designate areas to which classes, groups, or students should relocate.
3. Call 911.
4. Contact the superintendent or designee: 870-480-4669
5. Contact insurance: 870-480-4661
6. Attend to injured:
   - Assign free adults to attend to injured, with one adult designated as “in charge.”
7. Meet rescue personnel:
   - Have staff direct rescue personnel to problem area and assist in providing access as needed by rescue personnel.
8. In the case of dismissal, arrange for transportation with the Director of Transportation: 870-480-4652.
EARTHQUAKE

1. Drop:
   - Drop down on the floor.

2. Cover:
   - Take cover under a sturdy desk, table or other furniture. If that is not possible, seek cover against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors, or tall furniture. If you can, take cover under a sturdy piece of furniture.

3. Hold:
   - Hold on to it and be prepared to move with it. Hold the position until the ground stops shaking and it is safe to move.

4. Staying informed
   - Be sure to listen for instructions from staff members. If you think you need help inform a staff member promptly.

Aftershock

- Secondary shockwaves are usually less violent than the main earthquake but can be strong enough to do additional damage to weaken structures.

Remember:
The larger the main shock, the larger and more numerous the aftershocks, and the longer they will continue.
FIGHTING

(Do not physically intervene if personal harm can come to you.)

Staff:

1. Notify principal or designee. Use the intercom in your classroom or send a responsible student messenger to the office or a nearby teacher’s room.
2. Appraise the situation:
   - verbal
   - pushing and shoving
   - blow and body contact
   - weapons
3. Take charge:
   - Address students by name, if possible; talk calmly, telling students to separate.
   - Disperse crowd – tell students by name, if possible, to leave the scene.
4. Intervene, using physical intervention as a last resort:
   - Separate combatants, respecting personal space
   - Settle down the aggressor, remaining calm, rational and professional
   - Calmly talk to students, telling them to settle down
5. If another teacher is available to cover your class, escort students to the office. Do not send students unescorted to the office.

FIRE

Staff:

1. Notify principal or designee. If the fire alarm has not sounded, activate the alarm manually.
2. If the fire alarm has sounded:
   - Take your grade book.
   - Check the evacuation route posted in the room by the primary exit where students are located.
   - Close all doors and windows.
   - Turn lights off.
   - Exit from the building quickly and quietly.
   - Move at least fifty feet from the building. Avoid parking lots or areas that would impede emergency vehicles and personnel.
   - Verify attendance of all students under your supervision.
   - If you cannot account for a student who should be in attendance, report the absence to an immediate supervisor. Do not re-enter the building.
   - Wait for all-clear signal to return to the building.
3. If you do not have immediate supervision of students and have been assigned a numbered evacuation “zone,” do the following:
   - Move to your area and check for:
     - Any students remaining in the building.
     - Make sure all doors and windows are closed, lights are off, and fire doors are closed.
   - As soon as your zone area has been checked, radio back to the administrator or designee with a report of findings or an “all-clear” for your zone.

**Administrator or Designee:**
Once the fire alarm is sounded:
- Have all personnel assigned to a zone move to their area to check for:
  - Any students remaining in the building.
  - All doors and windows are closed, lights are off, and fire doors are closed.
- As soon as a zone area has been checked, personnel assigned to that zone will need to radio back to the administrator or designee with a report of findings or an “all clear” for their zone.

If all zones report “all-clears,” use an “all-clear” signal to re-enter the building.
If fire or injury is reported in a zone, follow appropriate emergency procedures.

**GAS LEAKS/ HAZARDOUS SPILLS**

Gas leaks are identified by an odor similar to rotten eggs. If a gas leak is suspected, do the following:

**Staff:**

1. Notify principal or designee. They will provide any direction you need.
2. Avoid direct or indirect contact with material spill.
3. Remove contaminated clothing.

1. If you are asked to evacuate:
   - Leave lights on.
   - Do not lock doors.
   - Take your grade book.

**Administrator or Designee:**

1. Determine the need to evacuate or shelter in place.
2. If evacuation is necessary:
   - Assign staff member(s) to check halls, restrooms, locker rooms, etc. for students.
   - If the spill is outside, move students inside.
• If the spill is inside, move students to alternate location without common ventilation system to avoid fumes.
• If inside and if possible, allow fresh air ventilation.
• If outside, move upwind from any odor. Avoid direct or indirect contact with material spill.
• Remove contaminated clothing.

3. Contact the Superintendent: 870-480-4669
4. Contact Insurance Department: 870-480-4661
5. Establish a need for first aid.
6. Determine whether a normal routine may be followed at school.
7. Establish safe places for classes to reconvene.

INJURY

Staff:
1. Promptly render proper first aid.
2. Notify principal or designee.

Administrator or Designee:
1. See that proper first aid has been rendered. If not, do so at this time.
2. Call 911 if injury is serious.
3. Contact the Superintendent or designee: 870-480-4669
4. Contact Insurance Department: 870-480-4661
5. Notify parent or guardian, if judged necessary, based on severity of injury. If parent or guardian is not notified at the time of the accident, telephone later or send a note home with student.
6. If the injury is severe:
   • Arrange transportation for the student to the hospital.
   • Notify parent or guardian of action taken as soon as possible.
   • The principal or designated representative should accompany the student to the hospital and remain with the student until a parent, guardian, or physician assumes charge.
7. Record actions taken in the Health Room Activity Log/Student Clinic Card, Injury Report and Cumulative School Health Record.
DEATH

Staff:
1. Notify principal or designee.

Administrator or Designee:
1. Prepare a fact sheet with accurate, up-to-date information.
2. Contact the Superintendent or designee: 870-480-4669
3. Contact the family of the deceased. (An administrator and/or crisis team member should visit the family at home and offer assistance).
4. Contact Insurance Department: 870-480-4661
5. Arrange for crisis intervention and counseling of students and staff.

INTRUDER SITUATIONS

Staff:
1. Notify principal or designee. They will provide any direction you need.
2. Take roll, stay with students in room, and await further instructions.

Administrator or Designee:
1. Assess the situation to determine threat.
2. Call 911 if there is an indication of danger.
3. Contact the Superintendent or designee: 870-480-4669
4. Notify teachers if there is a need for Lockdown.
5. Keep telephone lines open for emergency use.
6. Provide maps of building and grounds to police.
LOCKDOWN PROCEDURES

The staff member who has first contact with the intruder, should direct the intruder away from students and should signal the nearest staff member to contact the office. Administrator or designee will announce “We have a lockdown.” All personnel are to follow Lockdown procedures.

ADMINISTRATOR OR DESIGNEE:
1. Turn off bell system.
2. Activate Crisis Response Team.
3. Manage the crisis
4. If teachers cannot leave rooms, check hall/bathrooms.

SECRETARY:
1. Immediately call 911.
2. Inform Superintendent’s office of the situation.
3. Log the time notification is made and actions taken.

TEACHERS:
1. Lock door, close blinds. Keep students quiet/calm in an area farthest away from windows/doors. Door remains locked until “all clear” is given.
   - Cafeteria
   - Gym
   - Outdoor PE Classes/Recess
   - Adults who do not have supervisory responsibilities at this time, wait for a call from administrator/designee, before leaving your room.

CRISIS RESPONSE TEAM:
1. Report to office.
2. Check bathrooms.
3. Obtain list of students from each class of students who are unaccounted for.
4. Identify children who are safe, injured or killed.
5. Act as messengers if necessary.
6. If there are injuries or deaths, go to scene with a walkie-talkie and radio the office with information as to victim identities and any known information about their physical condition. Provide office with any information about the assailant, if known.
SUICIDAL STUDENTS

Staff:
1. Notify principal or designee.
2. Respond with empathetic listening and initial information gathering. Do not give promises of confidentiality.
3. Refer the student to a guidance counselor. (Either walk the student to guidance or contact an administrator or counselor to intervene.)

Guidance:
1. Explore the situation gathering key information to check for lethality indicators.
2. Contact the student’s parent(s).
3. If you believe the student is currently at suicidal risk, keep the student with you until a parent/guardian can pick up the student.
4. Contact the School Resource Officer.
5. Supply the parents with a list of agencies for referral.
6. If the parents refuse to accept/seek help for their child, this can constitute child neglect. Contact the Children & Families Services to intervene: 423-3351.
7. Document actions taken by school personnel.
8. Follow up:
   - Try to get a commitment from the student to contact you or another adult if feeling suicidal in the future.
   - Make guidance appointments for the student on a continuing basis to monitor how the student is coping.
   - Make further contacts with parents to check on their progress with contacting referral agencies and to make parents aware of what is happening at school.
   - Keep the principal, other administrators, and the student’s teachers apprised of the student’s situation.

SCHOOL BASED MENTAL HEALTH STAFF:
1. May assist the guidance department by contacting parents who cannot be reached by school personnel.

Administrator or Designee:
1. Contact the superintendent or designee if suicide is completed at school: 870-480-6669.
2. Contact Insurance Department if suicide is completed at school: 870-480-4661.
3. Provide support when needed during crisis situation.
4. Follow up with the guidance department.
VIOLENT SITUATIONS

Staff:
1. Notify principal or designee.

2. When dealing with a violent individual, the following actions should be considered:
   - Be empathetic. Try not to be judgmental of the person’s feelings. They are real – even if not based on reality – and must be attended.
   - Clarify messages. Listen to what is really being said. Ask reflective questions, and use both silence and re-statements.
   - Respect personal space. Stand at least 1 ½ - 3 feet from the acting-out person. Encroaching on personal space tends to arouse and escalate an individual.
   - Be aware of body position. Standing eye-to-eye, toe-to-toe with the person sends a challenge message. Standing one leg length way and at an angle off to the side is less likely to escalate the individual.
   - Permit verbal venting when possible. Allow the individual to release as much energy as possible by venting verbally. If this cannot be allowed, state directives and reasonable limits during lulls in the venting process.
   - Set and enforce reasonable limits. If the individual becomes belligerent, defensive, or disruptive, state limits and directives clearly and concisely.
   - Avoid overacting. Remain calm, rational, and professional. How you, the staff person, respond will directly affect the individual.
   - Use physical techniques as a last resort. Use the least restrictive method possible. Employing physical techniques on an individual who is only acting out verbally can escalate the situation.
   - Ignore challenge questions. When the client challenges your position, training, policy, etc., redirect the individual’s attention to the issue at hand. Answering these questions often fuels a power struggle.
   - Keep your nonverbal cues non-threatening. Be aware of your body language, movement, and tone of voice. The more an individual loses control, the less he listens to your actual words. More attention is paid to nonverbal cues.

Administrator or Designee:
1. Follow same list as the staff.
WEAPONS

Staff:
1. Notify principal or designee.
2. Remain calm.
3. Avoid heroics.
4. Don’t threaten.
5. Keep a safe, non-intimidating distance.
6. Avoid abrupt sporadic movements.
7. Look for a place to dive or jump.
8. Negotiate minimally until the principal, designee, or law enforcement arrives.

Administrator or Designee:
1. Assess the situation. Decide whether to call a Lockdown or to handle the situation on a need to know basis.
2. Call the proper Police Department or 911. 870-423-3343.
3. Contact the Superintendent: 870-480-6669.
4. Inform another administrator or designee of the threat, insuring classes do not change until an “all clear” has been issued.
5. Provide as much information as possible.
   - Be prepared to act as a resource and liaison between school and police.
   - If needed, have a map of the school available for the police.
6. Gather as much detailed information as possible and try to determine:
   - Location, identity and detailed description of individual.
   - Location and description of weapon.
   - Any pertinent background information on individual, including possible reason for carrying a weapon.
7. Isolate individual or suspect. If the weapon is in a locker or elsewhere, prevent access to it.
8. Remain calm. Try not to raise your voice – but, if this becomes necessary, do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
9. Avoid heroics – look for a place to dive or jump. Keep a safe, non-intimidating distance.
10. Do not use force or touch the person or weapon if interaction with the individual is imminent. Avoid sudden moves or gestures.
11. Negotiate minimally until law enforcement arrives.
12. Meet with police when they arrive. They will advise you how they intend to proceed.
13. The principal or designee will notify all staff in the school.
14. Teachers will continue regular classroom activities.
15. School will dismiss at the normal hour in the regular manner; but drivers will follow regular routes using due caution.
16. Review school procedures for establishing safe areas.
WEAPONS

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13. The principal or designee will notify all staff in the school.
14. Teachers will continue regular classroom activities.
15. School will dismiss at the normal hour in the regular manner; but drivers will follow regular routes using due caution.
16. Review school procedures for establishing safe areas.
Staff:
1. Take students to hallway or other approved location. Seat them on the floor in the hall with their backs against the lockers/walls. If necessary, double up against the locker/walls. If there is no time to move the students, have them get on the floor away from glass.
2. Instruct students to put their heads down against their knees, cover their necks with their hands, and their faces with their arms.

A TORNADO WATCH OR SEVERE THUNDERSTORMS

Administrators or Designee:
1. The superintendent or his designee will decide to close the schools based upon current weather information.
2. If the schools close early, all procedures for the emergency closing of schools will be in effect.

HURRICANE WATCH OR WARNING

Administrators of Designee:
1. The superintendent or his designee will decide to close the schools based upon current weather information.
2. If the schools close early, all procedures for the emergency closing of schools will be in effect.

If the weather becomes severe enough during the night or on the weekends to close the schools, all procedures for the emergency closing of schools will be put in effect.