

Comprehensive School Counseling Program

Parkers Chapel School District 2022-2023

Parkers Chapel Counselors

High School:

Gina Taylor- taylorlg@parkerschapelschool.com

- 504 Coordinator
- Safe and Drug Free Schools Coordinator
- Home School Liaison

Elementary School:

Mona Williams [-williamsm@parkerschapelschool.com](mailto:williamsm@parkerschapelschool.com)

- 504 Coordinator
- Homeless Liaison
- Foster Care Liaison

Parkers Chapel Administrators

Elementary Principal: Carrie Burson [-bursonc@parkerschapelschool.com](mailto:bursonc@parkerschapelschool.com)

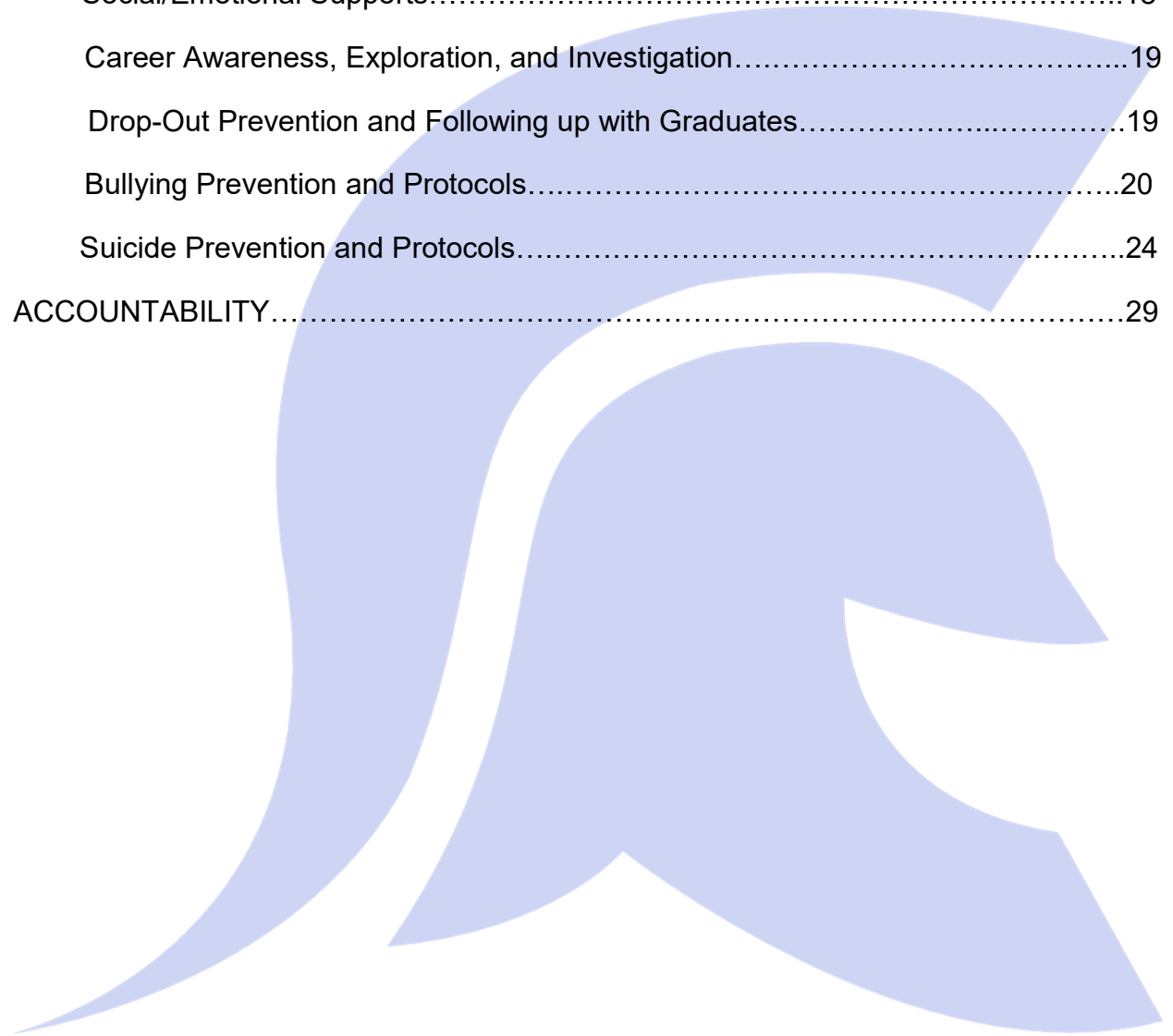
High School Principal: Douglas Smith [-smithd@parkerschapelschool.com](mailto:smithd@parkerschapelschool.com)

Superintendent: John Gross [-grossj@parkerschapelschool.com](mailto:grossj@parkerschapelschool.com)

TABLE OF CONTENTS

FOUNDATIONS.....	1
Vision Statement.....	1
Mission Statement.....	1
Belief Statement.....	1
COUNSELING GOALS.....	2
Goal 1.....	2
Goal 2.....	2
MANAGEMENT.....	3
Self-Assessments.....	3
Faculty Needs Assessment.....	3
Student Self-Assessment.....	7
Administrative Conferences.....	9
Advisory Council.....	9
DELIVERY.....	10
Counseling Calendar.....	10
Orientation and Transitions.....	11
Guidance, Counseling, Career Education	11
Roles of School Counselors.....	11
Curriculum.....	12
Small Group Guidance and Classroom Guidance.....	13
Individual Counseling.....	14
Consultation.....	14
Responsive Services.....	15
Working with Parents.....	16

Peer Facilitation.....	17
Referrals to Outside Agencies.....	17
Assessment and Testing.....	18
Academic Advisement.....	18
Social/Emotional Supports.....	18
Career Awareness, Exploration, and Investigation.....	19
Drop-Out Prevention and Following up with Graduates.....	19
Bullying Prevention and Protocols.....	20
Suicide Prevention and Protocols.....	24
ACCOUNTABILITY.....	29



I. FOUNDATIONS

PARKERS CHAPEL SCHOOL DISTRICT COUNSELING VISION STATMENT:

A comprehensive guidance program that will assist all students in developing into responsible contributors to society within the bounds of their own uniqueness. Guidance is a continuous process providing developmental and sequential experiences for each grade level. The student is a total person affected by physical, social, emotional, intellectual, and environmental factors. The guidance program will help each student develop to his/her full potential within these factors.

Guidance is a function of every member of the education team, students, school personnel, and parents. Cooperation is most important if guidance services are to succeed.

PARKERS CHAPEL SCHOOL DISTRICT COUNSELING MISSION STATEMENT:

Parkers Chapel School District's Counseling Program commits to fostering a student centered and engaging learning setting that provides positive and intellectual support for all students to achieve higher levels of learning as well as appropriate social development in a safe and enriching environment that ensures equity for all students.

PARKERS CHAPEL SCHOOL DISTRICT COUNSELING BELIEF STATEMENT:

School Counselors in the Parkers Chapel School District believe that all students deserve a quality education that includes appropriate counseling services delivered by qualified school personnel that will advocate for the rights and needs of students and provide students and their families with information about outside agencies that may further encourage social and emotional growth.

PARKERS CHAPEL SCHOOL DISTRICT COUNSELING GOALS:

Goal #1

By the end of the 2023 school year, Parkers Chapel will increase the average district wide student attendance from 93% to 95% for our economically disadvantaged students.

Supplemental Data: The counselors at Parkers Chapel Schools have become aware of the tremendous impact attendance issues are having on economically disadvantaged students' academic success and social and emotional health.

Actions to Take:

- Counselors will review weekly attendance reports
- Phone calls to the parents will be made after each unexplained absence
- When an explanation is not provided by a guardian, counselors will meet with students to assess the situation and need for intervention
- Guardian meetings on campus or in homes will be conducted after 3 days of unexcused absences
- Maltreatment reports and FINS petitions will be utilized upon the 6th unexcused absence
- Prizes (PC pens, pencil, t-shirts, etc...) will be given to each student with perfect attendance at the end of each nine week grading period

Goal #2

By the end of the 2023 school year, the number of discipline and counseling referrals based on bullying reports will decrease from an average of ten each nine week grading period to seven or fewer.

Supplemental Data: The counselors at Parkers Chapel Schools understand their roles in providing support to students who do not behave appropriately and to students who are treated unfairly and unkindly.

Actions to Take:

- Reteach behavior expectations to students in grades 3-9 each semester
- Increase parental involvement by including parents in conversations regarding all behavior referrals
- Model, practice, and praise productive and healthy conflict resolution
- Rewards (extra recess, break times, movie parties) will be used as incentives when desired goals are met each grading period.

REFLECTION

For 2022-23 goals, data will be collected and evidence of progress will be provided.

In 2021-22, concrete and measurable goals specific to that school year were not set. Growth was simply measured by decline of common issues credited to the success of classroom lessons and individual counseling.

II. MANAGEMENT

Self Assessment – Arkansas School Counselor Toolkit – Pages 16-21

https://dese.ade.arkansas.gov/Files/20201229104954_Arkansas_School_Counselor_Toolkit.Post1.pdf

Assessments from faculty and students-

Faculty Needs Assessment

Name: _____

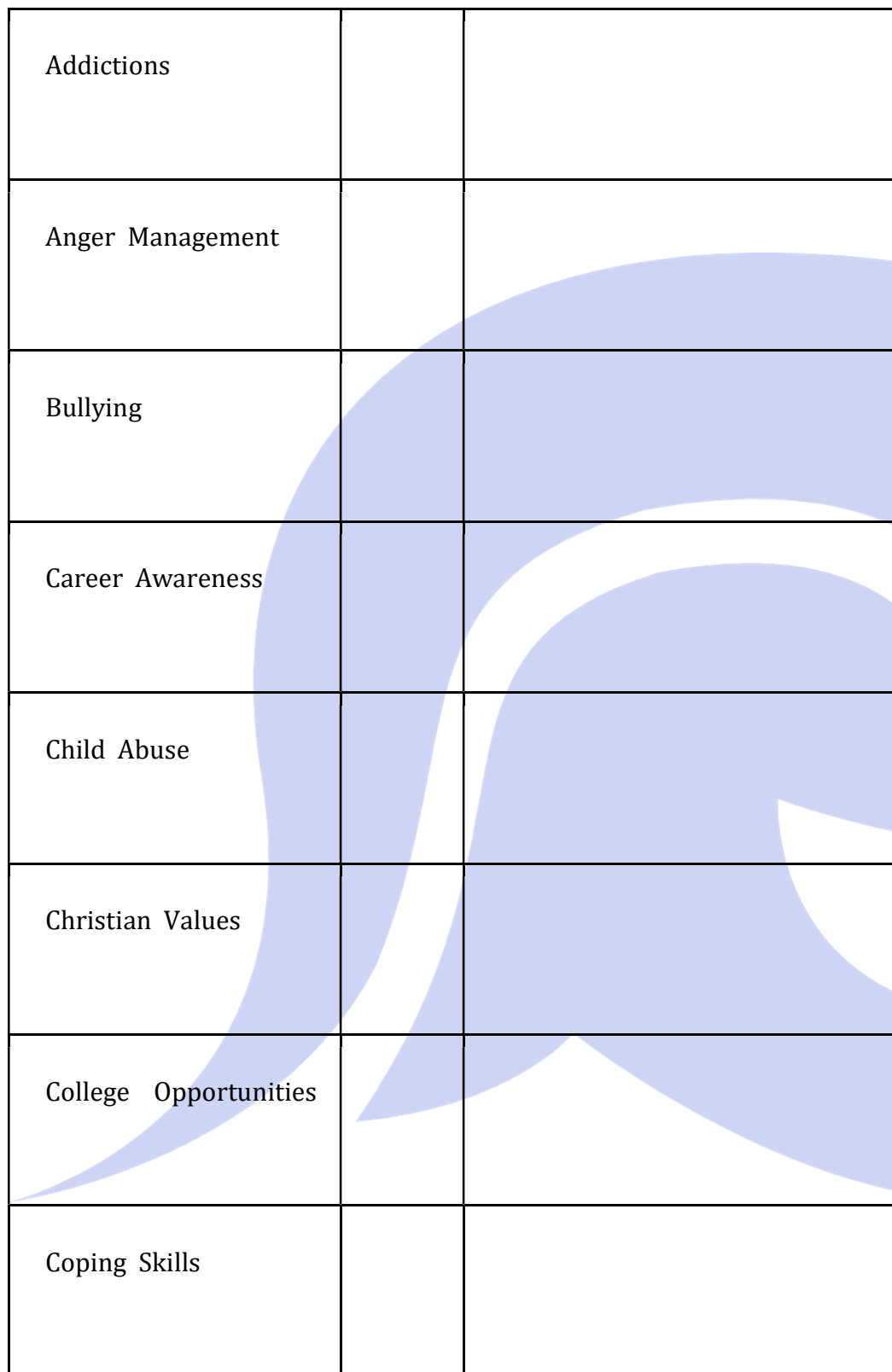
Grade Level/Position: _

Location: _____

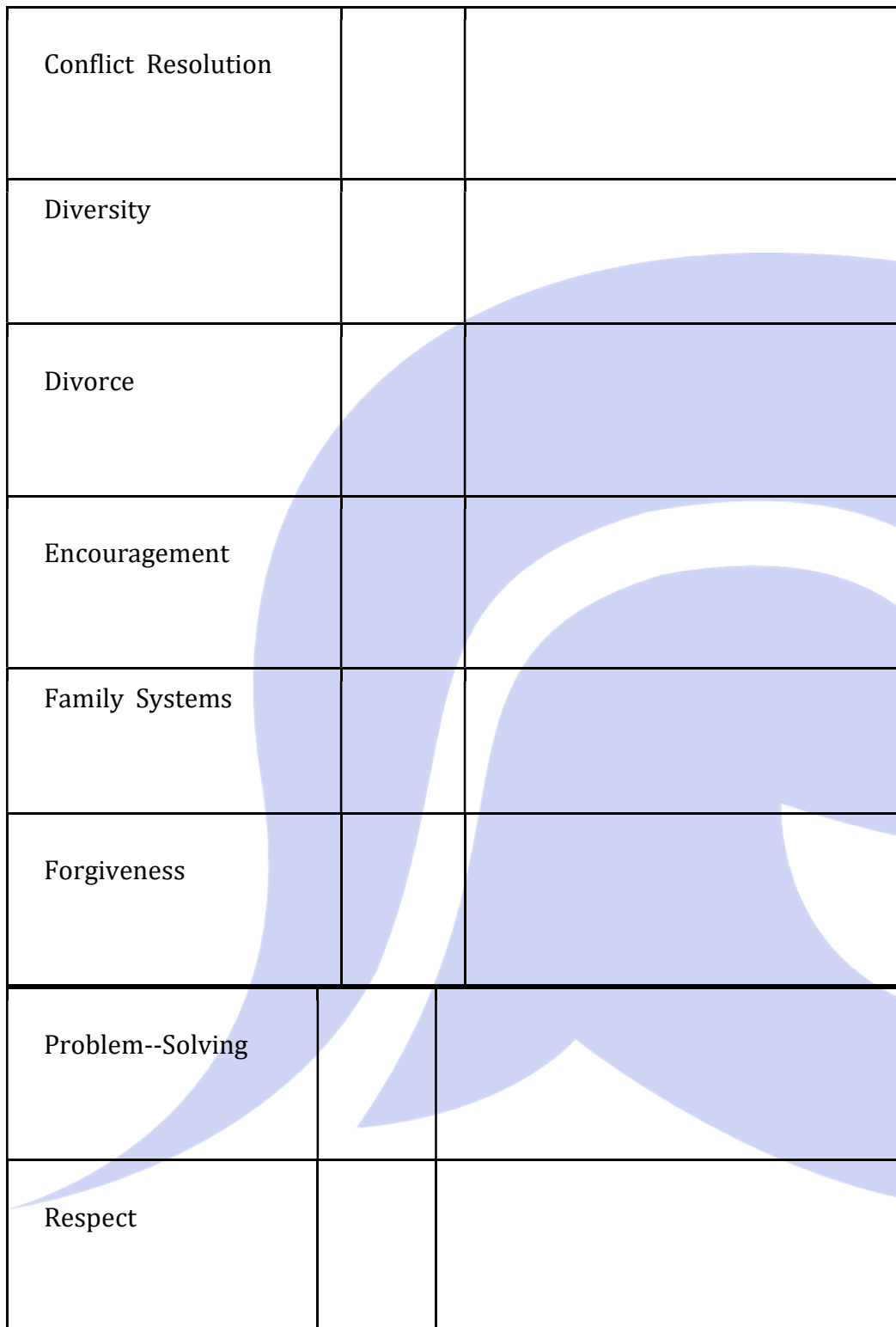
Years Teaching: _

Please mark with a check the areas that you feel need to be addressed this year.
Please add any comments to help me understand any concerns.

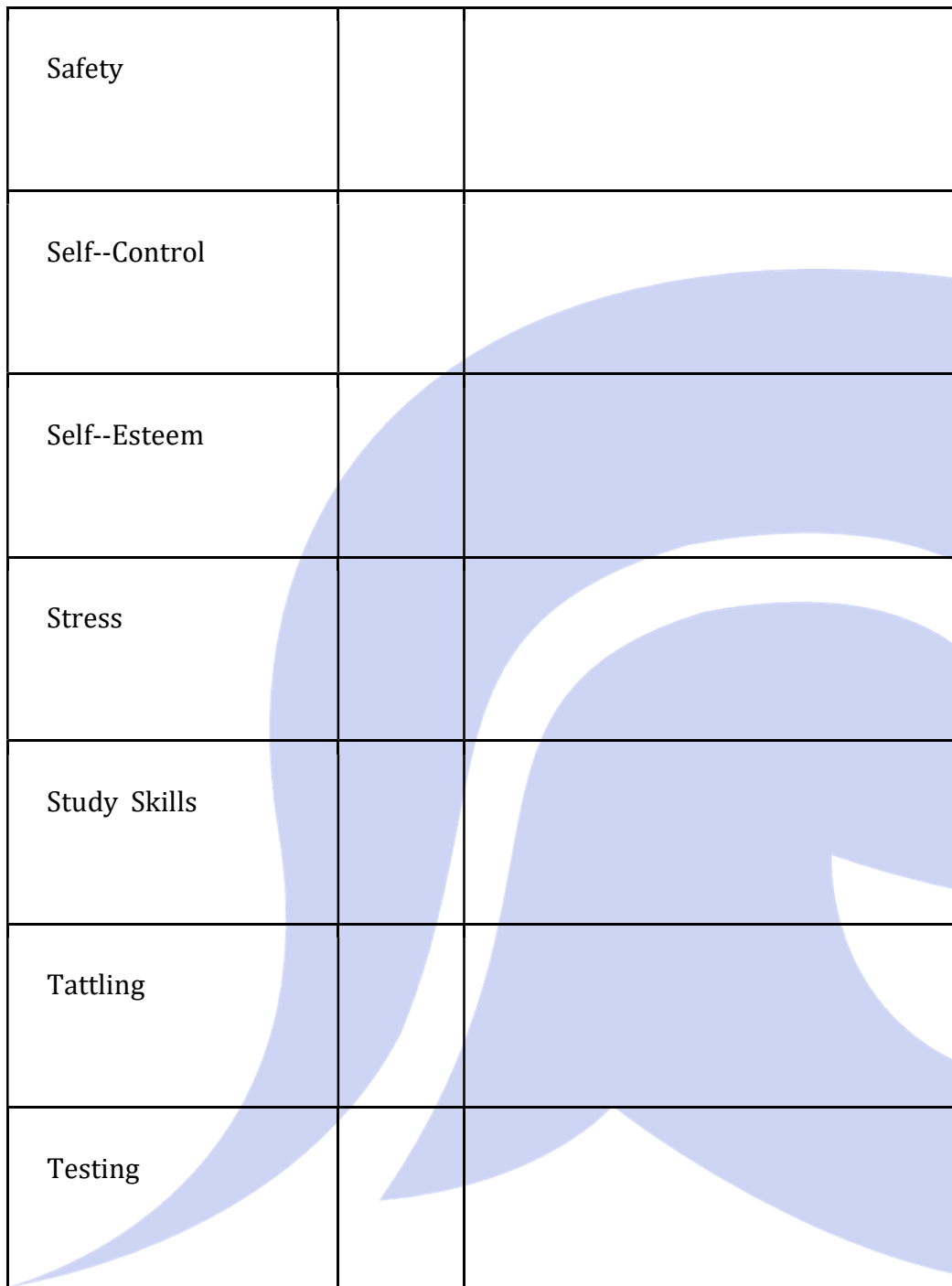
Topic	<input checked="" type="checkbox"/>	Comments
Academic	<input type="checkbox"/>	



Addictions		
Anger Management		
Bullying		
Career Awareness		
Child Abuse		
Christian Values		
College Opportunities		
Coping Skills		



Conflict Resolution		
Diversity		
Divorce		
Encouragement		
Family Systems		
Forgiveness		
Problem--Solving		
Respect		



Safety		
Self--Control		
Self--Esteem		
Stress		
Study Skills		
Tattling		
Testing		

Student Self Assessment

PCHS Counselor Minute Meeting

This is just a quick check on PCHS students to identify counseling needs.

Thank you for your participation in this short survey.

Mrs. Taylor

*** Required**

Email address *

Your email

First and last name: *

Your answer

Grade: *

7th

8th

9th

10th

11th

12th

How are you doing today? *

Awesome

Good

Blah

Not good at all

How do you feel about school? *

Awesome

Good

Blah

Not good at all

How safe do you feel at school? *

Very safe

Safe

Somewhat safe

Not safe at all

Do you feel you have an adult at this school you can trust? *

Yes

No

What is a goal you have set for yourself for this school year? *

Your answer

Tell me about your favorite class this year. *

Your answer

What is something you would like me to know about you? *

Your answer

Do you know where your counselor's office is located? *

Yes

No

Is there anything that you would like to talk to me about soon? *

Yes

No

Administrative Conferences – Parkers Chapel Counselors work with administrators and mental health therapists that service our students on campus to assess the counseling program and develop goals for growth. Use of time as well as areas of need are discussed in these conferences.

Advisory Council – The Parkers Chapel School Counseling Program will utilize an advisory council that will meet at least once each semester to discuss progress and needs of the program. The council will consist of the following members:

- Elementary counselor
- High school counselor
- Two mental health therapists
- Stakeholders
 - Community member
 - Elementary parent
 - High school parent

Reflection

In the future, agendas including meeting dates and attendees will be included.
--

III. DELIVERY

Counseling Calendar:

FALL

Suicide Prevention

Bullying Prevention

Drug Awareness - Red Ribbon Week

-Too Good for Drugs

Growth

- communicating needs and wants
- identifying emotions and calming techniques
- setting goals and implementing plans to meet goals
- identifying personal characteristics
- reflecting on possible consequences
- practicing effective communication
- evaluating attitude

Understanding

- developing personal hygiene habits
- identifying self-help strategies and reliable resources
- exploring possible career and volunteering opportunities
- recognizing how behavioral choices impact success
- demonstrating responsible social media use
- recognizing learning styles

SPRING

Interaction

- respecting personal space
- recognizing how facial expressions and body language set tones
- identifying appropriate ways to resolve conflicts
- identifying peer pressure and risks
- evaluating norms and personal interactions
- explaining benefits of setting limits
- applying conflict resolution

Decisions

- identifying safe and unsafe situations
- identifying and describing a problem
- using creativity and innovation to generate multiple possible solutions
- evaluating the effectiveness of solutions
- making adjustments and amendments to plans
- assessing lessons learned from experiences and mistakes

Empathy

- understanding how words and actions impact others
- showing respect when interacting with others
- identifying multiple reasons for an emotion

- appreciating the strengths and skills of others
- recognizing and responding to nonverbal cues
- advocating for the rights of others
- collaborating with a group to produce positive outcomes

Orientation and Transitions-

New Students: During every July, a new student enrollment date is scheduled. Enrollment paperwork is completed and schedules are made allowing new students to choose their classes. New students and their families are given tours of the campus by student council members. Students are introduced to their teachers and are shown their lockers.

Open Houses: All students in grades K-6 are invited to an Open House in early August. Students are encouraged to explore their classrooms and meet their teachers. A less formal Open House is available to students in grades 7-12 during summer registration/schedule pick up days. Students use their schedules to find their lockers and classrooms.

Transitioning to High School: During the Spring of the year before students will be moving to the high school part of our campus, our counselors and student council members take the elementary students on a tour and explain where each department is housed, the location of their lockers, and the classrooms of their new teachers.

Guidance, Counseling, and Career Education Services

ROLE OF SCHOOL COUNSELORS – Direct and Indirect Services

The role of school counselors is to assist students in achieving personal success through appropriate growth, understanding, interaction, decisions, and empathy. Counseling is at the heart of the guidance program. The counselor in a helping relationship creates an atmosphere in which mutual respect, understanding, and confidence prevail to allow for growth and resolution of concerns. The general goals of counseling are developing skills of thinking and problem-solving, developing and maintaining a positive self-concept, and helping students set positive goals and exercise self-responsibility. During the 2021-22 school year, 624 individual counselling sessions were held with students in grades 7-12.

The school counselor works closely with the teaching and administrative staff so that all the school's resources are directed toward meeting the needs of the individual students. At Parkers Chapel Schools, at least ninety percent (90%) of work time each week is spent providing direct counseling, and no more than ten

percent (10%) of work time each week is spent on administrative activities that relate to the provision of guidance services. (ACT 190).

The counselor cooperates with other school staff in the early identification, remediation, or referral of children with developmental deficiencies or handicaps. At times, it is necessary to go beyond what the school can offer and seek additional aid from outside agencies.

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

The counselor organizes various programs and services to meet the unique concerns of the school. Such programs and services may include classroom guidance, career awareness, student placement, new student orientation, student achievement, and staff in-service.

ROLE OF SCHOOL COUNSELORS – Part of a Decision Making Team

The school counselors work closely with building principals, the superintendent, and resource officers when decisions are made about student behaviors and appropriate interventions and consequences by

- Assisting with writing of handbook policies
- Serving on ALE/HUB referral committee
- Participating in conversations regarding long-term suspension/expulsion
- Evaluating of home circumstances that may lead to school related issues
- Serving on Federal Programs Committees
- Serving as 504 Coordinators
- Participating as part of IEP teams
- Acting as Homeless and Foster Care Liaisons
- Serving as Coordinator of Safe and Drug Free Schools

CURRICULUM

*Goals and Objectives are to meet the various needs of students and families through:

Counseling, Consulting, Teaching, Coordinating

*Each Counselor keeps documentation of counseling activities in a calendar or plan book.

*National Standards

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>

*Lesson Plans (see counselor plan books and/or calendars)

*G.U.I.D.E. for life

https://dese.ade.arkansas.gov/Files/20201229124959_GUIDE%20For%20Life%20Manual%20Printed%20REVISED.pdf

School Counselors are involved in the following:

SMALL GROUP GUIDANCE AND CLASSROOM GUIDANCE

The comprehensive school program involves planned guidance activities for all students. These age-related exercises foster student's academic, personal, and social growth.

Group counseling is an invaluable part of most school counselors' work. Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students, thereby making the most efficient use of his/her time.

ACT 190 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. "Class" is not plural. Classroom guidance is part of the curriculum and should be treated with the same respect as other academic classes.

The classroom guidance curriculum focuses on topics such as: self-understanding, effective interpersonal and communication skills (such as problem-solving, decision making, conflict resolution), effective study skills and positive attitudes toward school, career awareness and the world of work, substance abuse prevention, acceptance of differences in people (racial, gender, cultural, religious, and physical), and issues involving child endangerment.

At Parkers Chapel, 2 counselors serve 823 students. The counselors are at school every day.

INDIVIDUAL COUNSELING

A group approach is not best suited for every student or situation. Some students or situations would benefit most from individual counseling. The nature of some problems requires more confidentiality than a small group or classroom guidance would afford. Some students may have difficulty in relating to their peers, be overwhelmed in group situations, be personally dysfunctional, or need individual attention.

Students have access to the counselor on an individual basis in order that they have an opportunity to discuss in private personal growth and areas of concern. The counselor helps the student strive to reach his/her goals and resolve his/her personal conflicts or concerns.

Referrals for individual counseling may be made by parents, teachers, administrators, other school personnel, or self-referral. Emergency referrals include, but are not limited to: suspected child abuse (physical or mental), any behavior change which is sudden or unusual, traumatic family experiences, or indications of mounting hostility between child and teacher or peer group.

Children who exhibit the following behaviors may lead to referral:

(1) seem to seek only negative attention, (2) cry often or get sick daily, (3) exhibit aggressive behavior, (4) are unable to follow the rules, (5) are entering new or special learning classes, (6) are having difficulty with special relationships, (7) are fearful or nervous, (8) are having learning difficulties, (9) are unable to resolve a peer conflict, (10) are underachieving, and (11) are habitually untruthful.

CONSULTATION

Consultation in the school counseling program focuses on the total learning environment of the school. Counselors serve as a resource for teachers concerning specific student's problems & on general issues (Myrick, 1987.)

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

Counselors work with teachers and administrators to help create the kind of school environments that stimulate growth and learning. Their

emphasis is on making the educational process more personal and increasing teachers' and administrators' understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students; and ways of helping students cope with success and failure.

Consultation involves:

- 1) Assisting teachers in working with individual students or groups of students.
- 2) Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum.
- 3) Assisting in the identification and development of programs for students with special needs.
- 4) Participating in school committees that address substance abuse, gifted and talented education, curriculum development, coordination of each grade level, and school accreditation.
- 5) Interpreting student information, such as results of standardized tests for students and team members.
- 6) Consulting regularly with other specialists (e.g., psychologists and representatives from community agencies.)

RESPONSIVE SERVICES

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

Counselors coordinate the following:

- 1) Assist parents in gaining access to services for their children through a referral to outside agencies;

- 2) Plan, coordinate, and evaluate the guidance program's effectiveness; and
- 3) Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

WORKING WITH PARENTS & PARENTAL INVOLVEMENT

Parental involvement includes school open houses, school notes, progress reports, Parent-Teacher conferences, meetings with individual parents for specific concerns and phone calls.

Parents need to become aware of the role of the school counselor and how to obtain the services available. To achieve this goal, parents are provided with an opportunity to meet the counselor at Registration Days and Open House night as the school year begins, and the school counselor's contact information is online.

The school counselor offers consultation with parents concerning:

1. Techniques for helping their children meet academic, personal, and social potential
2. Development of study habits
3. Explanations concerning the value of testing
4. Techniques for helping the student do well on testing
5. Disaggregation of the student's test results
6. Counteracting negative peer pressure
7. Preventing substance abuse
8. Coping with divorce, and
9. Managing disruptive behavior

PEER FACILITATION

Students often share their problems with peers rather than adults. Counselors provide structured opportunities for students to serve as peer helpers. The power of peer influence cannot be minimized and, in fact, should be capitalized upon. Recent research shows that both peer facilitators and the students they are matched with benefit from the relationship.

REFERRAL TO OUTSIDE AGENCIES

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

Some agencies available in our area for referrals are: Union County Department of Human Services, South Arkansas Medical Center, South Arkansas Regional Health Center, and South Central Education Service Cooperative.

Arkansas state law requires schools to cooperate with and provide access to Department of Human Services staff.

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

1. Referring students and parents with special needs to resources in and outside the school
2. Maintaining contacts with outside resources
3. Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines
4. Following up on referrals

ASSESSMENT AND TESTING

Counselors assist the District Test Coordinator when needed. The counselors assist with make-up testing. Counselors assist the district and building testing coordinators in interpreting test scores for parents, students, teachers, and school personnel to assist in identifying strengths and weaknesses of particular students, groups of students, or curriculum.

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

ACADEMIC ADVISEMENT

Class counseling lessons include discussions about the relationship between classroom success and future college and career success.

At the high school level, counselors assist in the placement of students in courses. Students submit their course requests during class counseling sessions and meet with the counselor individually to determine courses needed to graduate. Test scores and grades in previous courses can influence these decisions.

Each student develops a Student Success Plan outlining academic goals geared towards each individual student's college and career plans.

On Monday of every week, a D and F report is produced and academic counseling sessions are scheduled with the students not maintaining passing grades. Sudden declines and unusual patterns are evaluated.

SOCIAL/EMOTIONAL SUPPORTS

Parkers Chapel School District's counselors use G.U.I.D.E for Life as a guide in developing individual, classroom, and small group sessions to encourage social and emotional growth, awareness, and personal success.

G.U.I.D.E for Life guiding principles:

- Growth: problem solving, mindfulness, perseverance
- Understanding: self-awareness, knowing strengths and weaknesses, critical thinking skills
- Interaction: treating others respectfully, communicating effectively, seeking/offering help when needed

- Decisions: beliefs and safety, evaluating consequences, best self forward
- Empathy: seeing other perspectives, valuing others' feelings, appreciating diversity

CAREER AWARENESS, EXPLORATION, AND INVESTIGATION

Career development includes: 1) helping students to understand the value of working, 2) helping students relate interests to career choices, and 3) helping students to relate school performance to job choice and success.

- Exposure to a variety of careers begins in elementary classroom counseling lessons, which include interest inventories and guest speakers. All students in eighth grade are enrolled in a semester long Career Development class. This class guides students in assessing their interests and abilities and coordinates those with appropriate career options. Xello is used to help students gain an awareness of the various job opportunities under each career field. The Arkansas Next Magazine is provided to each student and used as another resource to help develop a broader awareness of career options.
- High school career and technical education classes and Career Center classes at South Arkansas Community College give students an opportunity to earn technical certificates that prepare students to enter the workforce after graduation.
- The high school counselor assists students in registering for the ACT, SAT, and ASVAB in order to be competitive when applying for college scholarships or military commitments.
- Students are instructed on use of HAC to view current grades and remain accountable and aware of progress throughout each grading period.

DROP-OUT PREVENTION AND FOLLOWING-UP WITH GRADUATES

- The counselors work with the principals to identify students with excessive absences and/or failing grades. After conferencing with students regarding these issues, student success plans are reviewed as well as graduation requirements still unmet. If the student is then still classified as high risk for drop-out, he/she is considered for enrollment at our HUB program where minimum requirements can be met in a more flexible environment.
- The high school counselor uses a Google form to collect Seniors' personal cell phone numbers and email addresses as well as their college/career plans. At the end of the first semester following graduation, graduates will

be contacted via email sharing a Google form used to collect data regarding their current statuses. The Ready for Life link (<https://www.readyforlife.com/>) will be shared on this form for those students who may be seeking a change from their original plans.

- Final transcripts are sent to the college Senior's will be attending.

BULLYING PREVENTION AND PROTOCOLS

The Parkers Chapel School Handbook outlines the districts definitions, reporting process, and consequences of bullying:

BULLYING:

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation. "No Bullying" signs will be visible in each classroom, in hallways, restrooms, and all entrances.

DEFINITIONS:

- **Attribute** means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;
- **Bullying** means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or

person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

- *Physical harm to a public school employee or student or damage to the public school employee's or student's property;*
- *Substantial interference with a student's education or with a public school employee's role in education;*
- *A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or*
- *Substantial disruption of the orderly operation of the school or educational environment;*
- **Electronic act** means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment. Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;
- **Harassment** means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and
- **Substantial disruption** means without limitation that any one or more of the following occur as a result of the bullying:
 - *Necessary cessation of instruction or educational activities;*
 - *Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;*
 - *Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or*
 - *Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.*

Examples of “Bullying” may include but are not limited to a pattern of behavior involving one or more of the following:

- 1. Sarcastic comments “compliments” about another student’s personal appearance or actual or perceived attributes,*
- 2. Pointed questions intended to embarrass or humiliate,*
- 3. Mocking, taunting or belittling,*
- 4. Non-verbal threats and/or intimidation such as “fronting” or “cheating” a person,*
- 5. Demeaning humor relating to a student’s race, gender, ethnicity or actual or perceived attributes,*
- 6. Blackmail, extortion, demands for protection money or other involuntary donations or loans,*
- 7. Blocking access to school property or facilities,*
- 8. Deliberate physical contact or injury to person or property,*
- 9. Stealing or hiding books or belongings, and/or*
- 10. Threats of harm to student(s), possessions, or others,*
- 11. Sexual harassment, as governed by policy 4.27, is also a form of bullying,*
- 12. Teasing or name-calling based on the belief or perception that an individual is not conforming to expected gender roles (Example: “Slut”) or conduct or is homosexual, regardless of whether the student self identifies as homosexual (Examples: “You are so gay.” “Fag” “Queer”).*

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying including a single action which if allowed to continue would constitute bullying, shall report the incident (s) to the principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice.

The Parkers Chapel counselors include definitions of bullying, ways to report bullying (in person report to counselor or principal, email, anonymous box located outside of counselor's office), and explanation and modeling of appropriate behaviors in classroom lessons regularly.

SUICIDE PREVENTION AND PROTOCOLS

Suicide Threat

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

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

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

- Close supervision of the child
- Check in with the child frequently
- Structure activities so the child is not alone
- Get to another resource
- If the child begins to talk about a plan the parents need to get immediate help. Assist parents or guardian in the process.
- Set up a follow-up appointment

Step 3. Additional agreement with the child

- No Harm Agreement in the child's handwriting
 - Statement that student will not harm himself
 - Statement that if student thinks about harm, he will contact:
 - Parent if at home, counselor if at school...he will tell *someone*
 - Set up regular appointment times
 - We both sign the agreement
 - Copies go to the child, parents, and counselor

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

- Go back to SLAP and assume the child is suicidal
- Determine if the police need to be called.
- Do not leave the student unattended.

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

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

Step 6. Send written documentation to the administrator.

Step 7. **DOCUMENT EVERYTHING.**

WARNING SIGNS

- I wish I were dead.
- I want to quit.
- I hate myself.
- I hate my life.
- I can't do this anymore.
- What do you think happens when people die?
- I'm getting out.
- I'm tired of my life.
- I've had it!
- I'm through.
- Depression

Questions

- Are you thinking of hurting yourself?
- Have you thought about killing yourself?
- How would you do it?
- Are you thinking about it today?

AFTERMATH OF A COMPLETED SUICIDE

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

Inform them of the situation.

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

Find out where these students are.

Find out their needs.

Find out how they are handling the situation.

Contact their parents.

Step 3. Meet the needs of the other students.

Some casual acquaintances of the deceased may be very upset. Let the students know there are counselors available if they need to talk to someone.

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

Step 5. Small groups

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

Step 6. **MAKE SURE THERE IS NO ASSEMBLY OR FUNERAL AT SCHOOL.**
Everything should be kept low key while meeting the needs of the students.

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

SAMPLE LETTER

To All Staff Members:

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

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

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

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

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

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

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

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

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

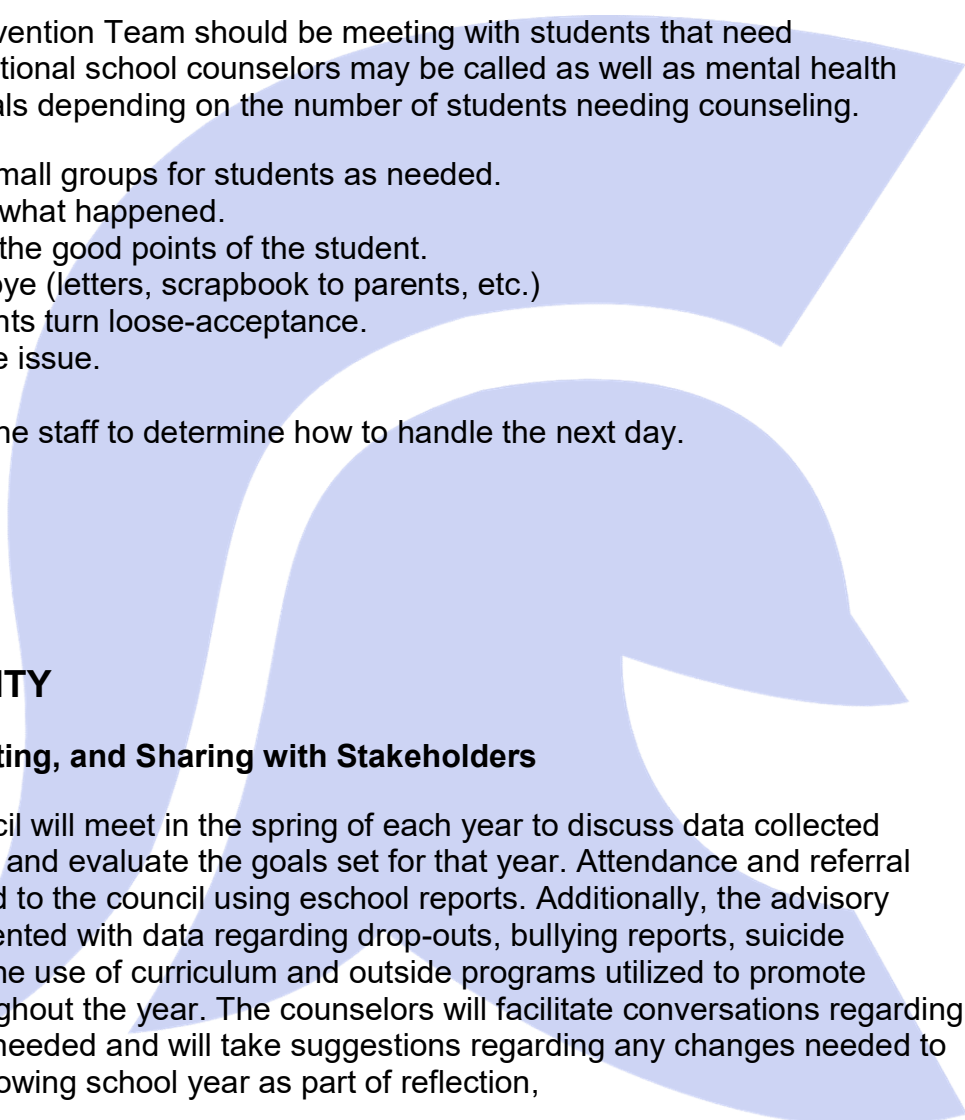
DEATH OF A STUDENT

Death of a Student at School

- Step 1. Call the Crisis Intervention Team, all school counselors, and available mental health professionals to inform them of the situation.
- Step 2. Make sure that all students are out of the area where the incident happened.
- Step 3. All students that witnessed the event should be taken to an area where they receive immediate counseling.
- Step 4. All other students stay in their classrooms. Shut down, no students are allowed in the hallways.
- Step 5. Email the teachers to inform them of what has happened and how to handle the situation with the students in their classrooms. Intercom announce for teachers to check their email immediately.
- Step 6. The Crisis Intervention Team will meet with students on a need basis. Make sure friends of the student are accounted for and taken care of.
- Step 7. Facilitate small groups for students as needed.
 - Talk about what happened.
 - Talk about the good points of the student.
 - Say good-bye (letters, scrapbook to parents, etc.)
 - Help students turn loose-acceptance.
 - Resolve the issue.
- Step 8. Meet with the staff at the end of the day to determine how to handle the next day.

Death of a Student Outside the School

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

- 
- Step 2. Check on the students close to the student that died, make sure they are ok, and who needs counseling.
- Step 3. Inform the teachers of what has happened and tell them to keep the routine as normal as possible. Also, tell them what to tell the students. This can be done through e-mail. (Teachers may refer any students who need additional help to the counselor.)
- Step 4. Crisis Intervention Team should be meeting with students that need help. Additional school counselors may be called as well as mental health professionals depending on the number of students needing counseling.
- Step 5. Organize small groups for students as needed.
Talk about what happened.
Talk about the good points of the student.
Say good-bye (letters, scrapbook to parents, etc.)
Help students turn loose-acceptance.
Resolve the issue.
- Step 6. Meet with the staff to determine how to handle the next day.

ACCOUNTABILITY

Assessing, Reflecting, and Sharing with Stakeholders

The Advisory Council will meet in the spring of each year to discuss data collected throughout the year and evaluate the goals set for that year. Attendance and referral data will be reported to the council using eschool reports. Additionally, the advisory council will be presented with data regarding drop-outs, bullying reports, suicide interventions, and the use of curriculum and outside programs utilized to promote mental health throughout the year. The counselors will facilitate conversations regarding any improvements needed and will take suggestions regarding any changes needed to be made for the following school year as part of reflection,

The Comprehensive School Counseling Plan will be posted on the school website and specific yearly outcomes will be posted at myschoolinfo.com.