

# **BPS Comprehensive Guidance Plan**

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## **Philosophy of School Counseling at BPS**

The goal and purpose of school counseling at Blytheville Public Schools is to provide for all students a comprehensive, developmental, sequential, and outcomes-based school counseling model that is aligned with the mission statement of the Arkansas Department of Education.

The vision for our Blytheville Public School model is to encourage unity, consistency and accountability within our school counseling programs and across all our campuses. This is a shared responsibility of the following individuals and agencies:

- Teachers, counselors, administrators, and classified personnel
- Parents and community stakeholders
- Arkansas counselor education programs
- Arkansas Department of Education and Arkansas Department of Higher Education
- Our education co-op and Arkansas Department of Workforce Education

This collaboration will provide the essential leadership, partnership and assistance in attaining this vision. The intent is to facilitate academic, career and personal/social development of students who will have the opportunity to become productive citizens and contributing members of society.

### **Counseling Programs in Arkansas**

The Arkansas Model of school counseling is based on the legal requirement by Arkansas Law Act 1275 that the majority of the school counselor's time is to be spent in direct services (i.e., individual and small group counseling, classroom guidance, peer helper

programs, consultation and/or collaboration with student's parents/guardians) so that every student receives maximum benefits from the program.

### **Comprehensive in Scope**

A comprehensive school counseling program will focus on what all students from pre-kindergarten through 12<sup>th</sup> grade, should know, understand, and be able to do in the three domain areas of development: academic, career, and personal/social. The emphasis is on promoting success for every student, not just those students who are motivated, supported, and ready to learn. The school counseling program helps all students achieve success in school and develop into contributing members of our society.

### **Preventive in Design**

School counselors design programs and services that emphasize proactive prevention education through implementation of school guidance curricula such as anti-bullying, anti-violence, and conflict management. These programs and services ensure that all students can achieve school success through academic, career, and personal/social development experiences. School counselors implement content standards that are public statements of what students should know and be able to do as a result of participating in a school counseling program.

### **Developmental in Nature**

School counselors design programs and services to meet the needs of students at various stages of development. School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for *all* students. They provide the rationale for broad-based conversations about the role of the school counseling program in enhancing student learning and development in the academic, career, and personal/social domains. Content standards in each of these domains include student competencies and a list of indicators for desired learning outcomes.

### **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 .

- **School counselors** manage the school counseling program and ensure effective strategies are used to meet standards for student success and achievement, provide proactive leadership to engage all stakeholders in delivery of services, and provide direct services to every student.
- **Teachers** work in partnership with school counselors to infuse guidance activities into the instructional program, thereby extending the attainment of student achievement.
- **Administrators and school boards** provide support for the organization, development , and implementation of the school counseling program. They encourage a cooperative environment between teachers and counselors, allow time, facilities, and resources to facilitate the program, and support involvement by school personnel and community members in the implementation of the program.
- **Parents or guardians** work in partnership with school counselors to help students be successful in school; serve on advisory or other site committees; and encourage collaboration with school personnel as advocates for the success of all students.
- **Students** are active participants in the school counseling program , assume responsibility for their own success in school, and work together with counselors to ensure success in the domains of academic, career, and personal/social development.
- **Community members** such as business, labor, and other agencies partner with schools by volunteering , mentoring , and providing sites for student service learning experiences and placements for school-related work programs and field trips.
- **Counselor educators** prepare school counselors-in-training with the knowledge and skills to design, implement, and evaluate high-quality school counseling programs.
- **Arkansas Department of Education** endorses the model and provides oversight to ensure its utilization as the foundation for school counseling programs in Arkansas.

### **Benefits for All**

The Arkansas model provides a system that encourages and promotes academic, career, and personal/social development and preparation for the challenges of the 21st century through the use of data to promote student improvement and closure of the achievement gap.

Comprehensive development school counseling programs positively impact students, parents/guardians, teachers, administrators, boards of education, school counselors, other student services personnel, counselor educators, postsecondary education institutions, and community agencies. Benefits to each of these groups include the following.

- **Benefits for students**
  - Equitable access to educational opportunities
  - Understanding connections between education and future success
  - Skills to increase success

- Career exploration and development
- Knowledge of our changing world
- Decision-making and problem solving skills
- Knowledge of self and others
- Personal/social development
- Effective interpersonal relationship skills
- Opportunity for counselor-student interactions
- Development of resiliency factors
- Facilitative, cooperative peer interactions
- Access to advocacy

- **Benefits for parents/guardians**

- Support in advocating for their child's academic, career, and personal/social development
- Systematic partnership to support academic and career planning for students
- Opportunities for parent/school interaction
- Access to school and community resources
- Training and informational workshops
- Access to data related to student progress

- **Benefits for teachers**

- Interdisciplinary team effort to address student needs in all domains
- Access to collaborative partnerships for goal attainment
- Access to support for skill development in classroom management and effective education
- Consultation to assist in their guidance and advisement role
- Access to a system for co-facilitation of classroom guidance lessons
- Support for classroom instruction, improvement in school climate and the learning community
- Access to the school counselor as a classroom presenter and resource person

- **Benefits for administrators, school boards, and regulatory bodies**

- A rationale for implementing a comprehensive developmental school counseling program
- Assurance that the district/school has a program that ensures equity, access, and academic support for *all* students
- Assurance that a high-quality school counseling program is available to every student
- A rationale for requiring appropriate credentials for all school counselors and establishing effective student-counselor ratios
- Alignment of the school counseling program with the school 's academic mission

- A basis for determining funding allocations for school counseling programs
- A school counseling program that promotes student success through specific content
- A means to use school counselors effectively to enhance learning and development for *all* students
- A process for evaluating the school counseling program
- Proactive school guidance curriculum addressing students' needs and enhancing school climate
- Data for school improvement, program evaluation, and use in grant writing and other applications to funding sources
- Information to share with the community about student acquisition of competencies in all domains of development

- **Benefits for school counselors**

- Clearly defined roles and functions within the educational system
- Elimination of non-counseling functions and duties
- Access to direct services with all students
- A tool for program management, implementation, and accountability
- Enhancement of the counselor's role as student advocate, leader, and change agent
- Involvement in the academic mission of the school
- A counseling-related leadership role in closing the achievement gap

- **Benefits for other student services personnel (e.g., school psychology specialists, social workers, other providers of school-based mental health services, school nurses, and other special needs providers)**

- Knowledge of clearly defined roles and functions of the school counselor
- Clarification in areas of overlapping responsibilities
- A positive team approach that enhances cooperative working relationships
- Collaborative teaming to ensure individual student success

- **Benefits for counselor educators**

- Collaboration between counselor education programs and school counseling programs
- A model for site-based school counseling fieldwork and/or internships
- Data access for use in collaborative research on school counseling programs
- Framework for professional development to benefit school counseling practitioners
- Alliances with other educator training programs

- **Benefits for postsecondary institutions**

- Equity and access to all forms of postsecondary education for all students
- Articulation and transition of students to post secondary institutions
- Students prepared to take advantage of advanced educational opportunities

### **New Vision Role Descriptors**

The Arkansas school counselor is a certified professional educator who assists students, teachers, parents and administrators. The recognized helping processes used by the counselor incorporate the themes of leadership, advocacy, collaboration and systemic change as part of the framework of The ASCA National Model ( The Education Trust, 1997). In the model graphic shown on page 14, these four themes are repeated around the frame to indicate the importance of the school counselors' work within these areas. School counselors play a significant part in improving students achievement and are uniquely positioned to be student and systems advocates. School counselors ensure equity and access to rigorous education for every student (Martin & House, 1998).

**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 will lead to greater opportunity and increased academic achievement. School counselors work as leaders, advocates, and collaborators to promote student success by helping to close existing 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 implement school reforms. In this way, school counselors can have a positive impact on students, the school, the district and the state.

**Advocacy:** School counselors advocate for students' academic, career, and personal/social needs and work to ensure these needs are addressed at every level of the school experience. School counselors believe, support and promote every students' goal to achieve success in school. School counselors work proactively with students to remove barriers to learning. As educational leaders, school counselors are ideally situated to serve as advocates for every students in meeting high standards. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize the 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. Measurable success resulting from these efforts will be increased numbers of students completing school academically prepared to choose from a wide range of substantial postsecondary options, including college

**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 needed changes in the educational program. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members. By understanding and appreciating the contributions others make in educating all children, school counselors build a sense of community within the school, which serves as a platform from which to advocate for every student. In addition, school counselors are a vital resource to parents or guardians, educators and community agencies.

**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 success or failure and student course-taking patterns. Collaborating as leaders within the school, counselors have access to quantitative and qualitative data from the school and relevant community sources. They use these data to advocate for every student, ensuring equity and access to a rigorous curriculum, which maximizes post-secondary options. Systemic change occurs when policies and procedures are examined and changed in light of new data. Such change happens with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

The ASCA National Model® graphic, shown on the following page, represents the operational structure and components of ASCA's National Model for School Counseling Programs. The graphic contains three levels and four squares, each representing one of the major systems of the ASCA National Model; the arrows in each square point to the systems they influence as in a building-block approach. Note the mTows for the foundation (first level) lead to the management and delivery systems (second level). These in turn lead to the accountability system (third level). Looking closely, one can see how the black arrow from accountability points downward to the foundation component. This emphasizes the importance of using information learned through the accountability process to refine the foundation of an effective school counseling program. The border of the graphic represents school counselor skills and attitudes, as described above, which lead to systemic change. These overriding concepts surround and affect the blocks representing the interdependence of the four systems.

# The Arkansas Model: A Framework for School Counseling Programs

## FOUNDATION

The program's foundation serves as the solid ground upon which the rest of the program is built. The decisions made during this process become the *what* of the program. *What* will every student know and be able to do? Designing a strong foundation requires cooperative effort with parents/guardians, staff and community to determine what every student will receive as a benefit of a school counseling program. During the development stages, stakeholders are consulted when creating the philosophy, mission and overall program focus. The completed foundation is essential to ensuring the school counseling program is an integral part of the total educational program for student success. Elements include beliefs, philosophy, mission statement and the standards for student academic, career and personal/social development.

## Beliefs

Beliefs are personal. Each individual's beliefs must be discussed early in the process of developing a school counseling department philosophy. What we believe about students, families, teachers, and the educational process is crucial in supporting success for every student. Our beliefs are derived from our own background and experiences, and our beliefs drive our behavior. Dialogue is required to ensure counseling teams and departments explore complex issues from many points of view. Beliefs have no right and wrong answers; they are what drive us to advocate for our students.

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To implement the school counseling program at Blytheville Public Schools, the counselors are committed to the following.

### We believe:

- All students have the right to be served by the school counseling program.
- The school counseling program should be evaluated on stated goals and related student competencies.
- The school counseling program should be consistent with expected developmental stages of learning.
- School counseling program activities shall be planned and coordinated by the counseling staff.
- The school counseling program shall be managed by state-certified counselors.

### All students:

- should have access to a school counselor to discuss personal concerns
- should have access to information about occupational and educational planning
- have the right to assistance in identifying their needs in the personal/social domain

- should have the opportunity to make choices within the constraints of the educational system
- The student and parent(s) are responsible for monitoring the student's educational progress with the assistance of a professional school counselor.
- An ongoing program of counselor competency training/retraining is necessary to maintain a quality school counseling program.
- The professional mandates and guidelines proposed by the national and state school counselor association shall continue to set standards for the school counseling program .

## Philosophy Statement

The Blytheville School District adheres to the philosophy that the counseling program is an essential and integral part of the overall education process. The comprehensive program is built on the assumption that certain educational, career and personal objectives are attainable when school counseling for all students is provided. This implementation acknowledges that school counseling is no longer a service to be offered by one person but a program coordinated with other educators incorporating a comprehensive curriculum. Growth and learning are developmental; therefore, school counseling must be developmental and sequential.

The Blytheville School District Counseling program, when fully implemented will provide:

- A school counseling program that reaches the needs of 100 percent of the student population
- A programmatic approach to school counseling services/programs  
Accountability for school counseling programs
- Counselors who devote their full time to the program's implementation and who work toward the elimination of inappropriate school counseling tasks
- Identification and achievement of student competencies and outcomes through the school counseling program

## Mission Statement

The Mission of the Blytheville School District Counseling Program is to maximize the potential of all students, helping them to become responsible members of society.

## Delivery System

The delivery system defines what counselors actually do on a day-to-day basis. The delivery system is the HOW of the implementation process and has four components:

1. **Guidance Curriculum-** The guidance curriculum is designed with structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The guidance curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom and group activities. The curriculum is organized to help students acquire, develop, and demonstrate competency within the three domains.

Curriculum will be delivered using such strategies as: classroom activities, group activities, and interdisciplinary curriculum development. Counselors need to be cognizant of multicultural students when planning curriculum and classroom activities so that all students are given equal opportunities to benefit from the instruction.

2. **Individual Student Planning-** School counselors coordinate ongoing systemic activities designed to assist students individually in establishing personal goals and developing future plans. School counselors need to be educated about different culture styles and be empathetic to their special needs when doing individual planning. Individual planning is implemented through such strategies as: case management, individual appraisal, individual advisement, and placement. Counselors need to be thoroughly versed in other cultures when planning systemic activities so all students will equitable services.
3. **Responsive Services-** In the traditional role of school counselors, responsive services are activities meeting an individual student's immediate needs, usually necessitated by life events or situations and conditions in the student's life. These needs require counseling, consultation, referral , peer helping or information. Responsive services are delivered through these strategies: consultation, personal counseling, crisis counseling, and outside referrals. Counselors may need to network with others, using bilingual assistance, to best deal with our ever increasing multicultural student population .
4. **Systems Support-** Like any organized activity, a school counseling program requires administration and management to establish, maintain, and enhance the total counseling program. The system's support has two parts: management activities and activities or services implemented by counseling staff that support the total educational system. Management activities include budget, facilities, policies and procedures, research and resource development. Management activities also include the following: 1) **Professional Development-** counselors who attend workshops or conferences are responsible for sharing acquired skills and information with individual school faculties and on a district level when appropriate. 2) **Staff and Community Relations-** as counselors seek ways to meet the needs of students and families, it is necessary to establish and maintain partnerships with numerous community and state agencies/organizations. (Examples: Community Kids' Closet, Salvation Army, Arkansas Rice Depot, Kiwanis Terrific Kids Program, HIP Mentoring Program, WatchDogs Dads, SafeGate Mom's, Red Cross, Arkansas Crisis Center, and Big Brothers/Big Sisters) 3) **Consultation with Staff and Parents-** counselors are available on a continual basis for conferences with teachers, administrators, and parents. Counselors act in collaboration with teachers and are available to attend and support grade level meetings. 4) **Parent/Guardian/Community Outreach** - counselors serve in the capacity of liaison between the school and parents and the school and community organizations. Counselors are active participants in parent/teacher conferences and facilitate referrals for local agencies such as Mid-South Health Systems. Counselors maintain a directory of community services. 5) **District Committees and In-Service** - counselors are active participants on the district safety team, in monthly counselor meetings, on the Personnel Policy Committee, and district-wide in-service days. 6) **Research and Development to Recognize Student and Community Assets** - counselors maintain contact and

participation with local agencies in order to monitor and assess those programs of benefit to the school district, students, and families.

### **Management System**

The management systems section of the Arkansas Model describes the various organizational processes and tools needed to manage a school-counseling program. Management is organized, concrete, clearly delineated, and reflective of the school site's needs. This section addresses WHO will implement the school counseling program (management agreement), as well as ON WHAT AUTHORITY (such as a management agreement or an advisory council), WHY (use of data, and WHEN (action plan and calendar) the program is delivered. In order to systematically deliver the guidance curriculum and address every student's developmental needs, the school counseling program must be effectively and efficiently managed. Good management requires strategic application of limited resources. This necessitates that school counselors make use of thorough needs assessments as the basis for planning programs. Using needs assessments enables counselors to demonstrate that their programs are designed to meet the expressed needs of the particular school population and are responsive to demographic changes in their communities. Having clear expectations and purposeful interaction with administrators, teachers, staff, parents and students will result in student growth, systemic change, and a school counseling program that is integrated into the total educational program. The four sections of the management system are discussed below:

**WHO:** An effective school counseling program has assigned duties and job descriptions specifically outlined for the counseling staff. The School Counselor Performance Appraisal Form at the end of this section is a sample of a counselor/administrator agreement that outlines duties.

**ON WHAT AUTHORITY:** An effective school counseling program must have the support of the administrators. Their understanding of your role in the school determines your path during the year. Assigned duties, how you will be accountable for your program, what your program's expected results will be all need to be outlined and agreed upon. Parents and community patrons can be useful in aiding you as volunteers and helping with activities to develop or support your counseling program.

**WHY:** Using data is vital to the success of your program and ensures that what you do will make a difference for the students. The why is one of the most important parts of the planning and management process because you establish the need for your services. Using data such as ITBS, Benchmark, and End of Course test results, in-house survey (for teachers and students), pre and post test results, as well as building attendance rates and discipline reports, can help you plan for, evaluate and justify your services. You should use these sources of data to identify specific needs for your building and plan programs to improve areas of concern, academically, socially, and emotionally. Some data, such as Benchmark results, will involve more long-range planning as the collection of this data occurs annually and the results are not reported until the beginning of the next school year. Once a need is identified, an effective

program, utilizing available curriculum should be developed to address the issue/problem. Once implemented, collecting data is necessary to evaluate the program's effectiveness. The results should drive your decision to continue to use the program or whether you should modify it or include other activities.

WHEN: Planning what you do is an important part of managing your system. An action plan is where you start to plan what you do- like a teacher's lesson plan book. Each year should be started with a monthly schedule of guidance, character education, and other relevant activities that you will facilitate or participate in throughout the year. The scheduling of these activities should be done in collaboration with teachers, parents, and administrators. If There is a specific need in your building for a certain intervention program, activities-classroom or group- can be added at any time throughout the year. Based on your needs and preferences, choose a weekly, monthly or daily calendar format that best meets your needs. Throughout the year you will need to document your activities with details such as who you served, why you served them (why you did activities with them), where and when you served them, and provide an evaluation of the effectiveness of these activities.

## **ACCOUNTABILITY SYSTEM**

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 students' academic success. Accountability governs the 21st century school systems and clearly necessitates that the school counselor and the school counseling program accept responsibility in supporting academic achievement, share in the pressures of school accountability, and demonstrate advocacy for every student to experience educational success.

A comprehensive school counseling program is multifaceted and designed with continuous evaluation and modification in mind. A program rubric serves to define and set the standards for the school counseling program. The program rubric is a tool to aid school counselors in the breakdown and analysis of each program component. When the rubric is applied to the program audit, the rubric indicates areas that need to be improved or enhanced. The program rubric provides evidence of the program's alignment with the American School Counselor Association's National Model for School Counseling programs. The primary purpose for collecting this information is to guide future actions within the program and to improve future results with students. The rubric aligns with and includes all national model program components.

### **Arkansas School Counseling Program Rubric**

The program rubric is used to assess the school counseling program in comparison to the ASCA's National Model for School Counseling Programs. Rubrics may be beneficial when a school counseling program is being designed. The program rubric is then used to assess the school counseling program. Using the findings of both program implementation and results, strengths and weaknesses are determined and goals are created for the following school year.

**Level 1** Standards at this level are considered clearly deficient and need immediate attention. Specific plans should be made to secure the time, effort and renewed commitment to the comprehensive school counseling program to support requirements for improvements.

**Level 2** Standards related at this level indicate areas for improvement. An adequate explanation will have been provided clarifying why the program is functioning at this level in this standard. It will not be unusual for the school counseling program to have some areas in need of improvement.

**Level 3** Standards rated at this level indicate an exemplary comprehensive school counseling program with data supporting contributions to school improvement, student achievement and connections to the overall mission of the school.

**Level 4** Standards at this level indicate an exemplary comprehensive school counseling program with data supporting contributions to school improvement, student achievement and connections to the overall mission of the school. In addition, the constituencies have evaluated the standards at this level.

## **WHAT THIS MEANS:**

**Level 1 Overall Ratings** for any standard would indicate deficiencies that need to be addressed.

**Level 2 Overall Ratings** for a standard indicate elements of the comprehensive school counseling program exist but need improvement.

**Level 3 Overall Ratings** on a standard indicate a strong integration with school improvement plans and a connections between comprehensive school counseling program processes and student results; however, it is missing the evaluation piece.

**Level 4 Overall Ratings** on a standard indicate a strong integration with school improvement plans and a clear connection between comprehensive school counseling program processes and student results. This level indicates an evaluation has been completed.

## **Results Reports**

Results reports help to answer the question, "*How are students different as a result of the program?* "

Results reports ensure programs are carried out, analyzed for effectiveness, changed as necessary and improved as needed. Sharing these results with stakeholders serves as an advocate for students and the program.

Data collection provides the school counseling program with the information needed to evaluate the program as it relates to students' progress. Data collection occurs both before and after the school counseling activity. The results of the data analysis shows what worked and what did not and clarifies what needs to be changed or improved.

# **ACADEMIC DOMAIN**

**The Arkansas Model**

## **Results Report Form**

### **TO BE INCLUDED IN EACH STUDENT SERVICES ANNUAL REPORT**

Directions for completion:

Using one success-oriented activity completed during the school year, complete the questions listed below.

Attach to your student services annual report and send to: Program Support

Manager, Guidance/School Counseling,

Arkansas Department of Education ,

#4 Capitol Mall, Room 202,

Little Rock, AR 72201 by the deadline date.

- 1. Counselor -**
- 2. Target Group -**
- 3. Curriculum and Materials -**
- 4. Type of Service (Delivered in what manner) -**
- 5. Start Date/End Date -**
- 6. Process Data (Number of students affected) -**
- 7. Perception Data (Test competency attainment or student data) -**
- 8. Results Data (How did the student change as a result of lesson?) -**

## 9. Implications (What does the data tell you?) -

### **School Counselor Performance Standards**

School counselor performance standards align with the Arkansas Model and contain basic standards of practice expected from school counselors. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation and professionalism. Often, school counselors are evaluated using an instrument designed for teachers. The Arkansas School Counselor Performance Appraisal Form accurately reflects the unique training of school counselor and their responsibilities within the school system. Although used for performance evaluation, the standards are also an important tool in the school

counselor's own self-evaluation and will help focus personal and professional development plans. The standards to be evaluated are:

Standard 1: Program Organization

Standard 2: Guidance Curriculum Delivered to All Students

Standard 3: Individual Planning with Students

Standard 4: Response Services

Standard 5 : Systems Support

Standard 6: Use of Data

Standard 7: Student Monitoring

Standard 8: Master Calendar/Time

Standard 9: Program Audit

Standard 10: Infusing Themes

## The Arkansas Model

# School Counselor Performance Appraisal Form

**Directions for completion:** Tally the number of "Yes" boxes and the number of "No" boxes. Report these numbers yearly to: Program Support Manager, Guidance/School Counseling, Arkansas Department of Education , #4 Capitol Mall, Room 202, Little Rock, AR 72201 by the deadline date.

*The Arkansas school counselor performance appraisal form contains basic standards of practice expected from school counselors. These performance standards not only function as the basis of counselor evaluation but also serve as guides for self- evaluation.*

Standard 1: The professional school counselor plans, organizes and delivers the comprehensive school counseling program.	Yes	No
1.1 A program has been written to meet the needs of the students.		
1.2 The professional school counselor demonstrates positive interpersonal relationship with students.		
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.		
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents/guardians.		
Comments:	Date:	
Standard 2: The professional school counselor implements the guidance curriculum through the use of effective	Yes	No

instructional skills and careful planning of structured group sessions for all students.		
2.1 The professional school counselor teaches guidance units effectively.		
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.		
2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum.		
Comments :	Date:	

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents through the development of educational and/or career plans.	Yes	No
3.1 The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.		
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.		
Comments: Date:		
Standard 4: The professional school counselor implements the responsive services component through the effective use of individual and small-group counseling, consultation and referral skills.	Yes	No

4.1 The professional school counselor counsels individual students and groups of students with identified needs/concerns.		
4.2 The professional school counselor consults effectively with parents , teachers, administrators and other relevant individuals.		
4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.		
Comments:	Date:	
<b>Standard 5: The professional school counselor implements the systems support component through effective guidance program management and support for other educational programs.</b>	Yes	No
5.1 The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.		
5.2 The professional school counselor provides support for other school programs.		
Comments:	Date:	
<b>Standard 6: The professional school counselor knows how to use data as a guide to program direction and emphasis.</b>	Yes	No
6.1 The professional school counselor uses school data to make decisions regarding student choice of classes, special programs and groups.		
6.2 The professional school counselor uses data from the counseling		

program to make decisions regarding revisions to the school counseling program.		
Comments:	Date:	
<b>Standard 7: The professional school counselor monitors the students on a regular basis as they progress in school.</b>	Yes	No

7.1 The professional school counselor implements monitoring activities appropriate to his/her own school.		
7.2 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.		
<b>Comments:</b>	<b>Date:</b>	
<b>Standard 8: The professional school counselor implements the master calendar/time component to have an efficiently run program.</b>	<b>Yes</b>	<b>No</b>
8.1 The professional school counselor uses a master calendar to plan activities through the year.		
8.2 The professional school counselor distributes the master calendar to parents, staff and students.		
8.3 The professional school posts a weekly/monthly calendar.		
<b>Comments:</b>	<b>Date:</b>	
<b>Standard 9: The professional school counselor conducts a yearly program audit.</b>	<b>Yes</b>	<b>No</b>
9.1 The professional school counselor provides a yearly program audit that includes the results of all the program components.		
9.2 The professional school counselor uses the yearly audit to make changes in the school counseling program for the following year.		
<b>Comments:</b>	<b>Date:</b>	
<b>Standard 10: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.</b>	<b>Yes</b>	<b>No</b>
10.1 The professional school counselor promotes academic success of every student.		
10.2 The professional school counselor promotes equity and access for every student.		

10.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.	
10.4 The professional school counselor understands reform issues and works to close the achievement gap.	
10.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.	
10.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.	
10.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement.	
<b>Comments:</b>	<b>Date:</b>

Total Number of "Yes" Responses \_\_\_\_\_

Total Number of "No" Responses \_\_\_\_\_

Additional Comments:

Counselor's Signature:

Date :

Principal's Signature:

Date:

## The Program Audit

A comprehensive school counseling program is multifaceted and designed with continuous evaluation and modification in mind. Audits serve to set the standards for the school counseling program. The audit is used to breakdown and analyze each program component. Once completed, the audit indicates implementation areas that will be improved or enhanced. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. The audit results should drive the program goals, training, and behavior for the following year.

# The Arkansas Model Program Audit (Internal Checklist)

Directions: Write the number beside each statement using the following criteria: 0=None; 1=In Progress; 2=Completed; 3=Implemented; 4=Evaluated

*Audits serve to set the standard for the school counseling program. Audits are first performed when a counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of the audit, strengths and weaknesses are determined, and goals are created for the following school year.*

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

### I. Beliefs and Philosophy

#### Foundation

The philosophy is a set of principles that guides the development, implementation, and evaluation of the school counseling program.

#### Criteria

- 1.1 A statement of philosophy has been written for the school counseling program.
- 1.2 Defines how the program will be evaluated and by whom

## **II. Mission of School Counseling Programs**

The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (what is required for each student 5-10 years after graduation.)

### **Criteria**

- 2.1 A mission statement has been written for the school counseling program.
- 2.2 Links with the vision, purpose and mission of the state, district, and school.
- 2.3 Indicates the long-range results desired for all students.

## **III. Domains and Goals**

Goals are the extension of the mission and focus on the results students will achieve.

### **Criteria**

- 3.1 Goals have been written for the school counseling program.

## **IV. Standards/Competencies**

Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling program. They are developed and organized into content areas.

### **Criteria**

- 4.1 Student competencies have been written that directly relate to the domains: academic, career, personal/social.
- 4.2 Developmentally appropriate student competencies are specified for each grade-level grouping.
- 4.3 Selected competencies are based on assessment of student needs and are measurable and observable.

## **V. Guidance Curriculum**

### **Delivery System**

Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and personal/social.

### **Criteria**

- 5.1 Guidance curriculum for all three domains has been written and adopted based on local site needs.
- 5.2 All students receive, in a systematic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.
- 5.3 Content is measurable (by pre-post test, production creation, or other methods) .
- 5.4 Materials, equipment and facilities are available to support the program delivery.
- 5.5 Effectiveness of curriculum is evaluated annually.

## **VI. Individual Student Planning**

Individual student planning consists of school counselors coordinating ongoing systematic activities designed to assist the individual student in establishing personal goals and developing future plans.

### **Criteria**

- 6.1 There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests.
- 6.2 A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan).
- 6.3 Individual student planning includes: individual appraisal, individual advisement and appropriate student placement.
- 6.4 Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of students and their parents.

## **VII. Responsive Services**

Responsive services within the school counseling program consist of activities to meet the immediate needs of students. These needs or concerns require counseling, consultation , referral, peer mediation or information.

### **Criteria**

- 7.1 Students are assisted in solving immediate problems that interfere with their academic, career, and personal/social development (conflict resolution and/or peer mediation).
- 7.2 There is a systematic and consistent provision for the referral of students who exhibit barriers to learning.
- 7.3 Responsive services include: Individual and small-group counseling Crisis counseling  
Peer facilitation Consultation/collaboration Referral system
- 7.4 A system is in place to ensure intervention for identified students.

### **VIII. System Support**

System support consists of management activities that establish, maintain and enhance the total counseling program

#### **Criteria**

- 8.1 Counselors provide professional development to staff regarding the school counseling program.
- 8.2 Counselors participate in professional development activities.

## **Management System**

### **IX. School Counselor/Administrator Agreements**

Agreements are statements of responsibility by each counselor specifying the program results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.

#### **Criteria**

- 9.1 Counselors and administrators agree on assignments of counselors.

### **X. Use of Data and Student Monitoring**

Analysis of data drives the program. Monitoring students' progress ensures each student acquires the identified competencies. Monitoring may be systemic by district or specific to school site, grade, class or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

#### **Criteria**

- 10.1 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement.

## **XI. Use of Time/Calendar**

A master calendar of events is developed and published to effectively plan and promote the school counseling program . To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held .

### **Criteria**

○

11.1 A list of appropriate systems support services (counseling/non-counseling) has been created .

11.2 A master calendar exists.

1 1.3 The master calendar identifies grade level(s), dates and activities.

1 1.4 Master calendar is published and distributed to appropriate persons, students, staff, parents and the community.

## **XII. Results Report**

## **Accountability**

For every competency or result assumed by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result.

### **Criteria**

12.1 Results are analyzed and used to improve the program in subsequent years.

### **XIII. Counselor Performance Standards**

The school counselor's performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

### **Criteria**

13.1 Is written to assess the school counselor's ability to understand and implement the foundation of the comprehensive counseling program.

### **XIV. Program Audit**

The program audit provides evidence of the program's alignment with the Arkansas Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

### **Criteria**

14.1 The program is audited annually.

14.2 The audit aligns with and includes all program components .

14.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year.

## Arkansas Model Checklist

Action	Date Started	Date Completed
Read the National Model and Arkansas Model		
Start with your existing program Allow for minor adaptations Use a team approach Expect some staff to resist change Be flexible Cooperation with teachers is crucial		
Planning Establish leadership Commitment to action Form an advisory council Gain administrative and school board support Assess what is currently working Identify the changes and additions from current program to ArSCA program		
Building the Foundation Analyze school and student data Identify current strengths and areas of Improvement Write philosophy Write mission statement Use the standards crosswalk tools to identify standards, competencies, and indicators Determine program priorities Assign standards and competencies to grade levels		
Designing the Delivery System Determine time allotments for each component Develop action plans Identify the guidance curriculum to be used Determine the data that will be collected Decide which counselors (or staff) will perform 1 which activities		

Implementing the Program Setting up the program Working the program Promoting the school counseling program		
Setting Up the Program (Management) Establish program budget Complete management agreement forms		

<p><b>Working the Program (Management)</b>  Develop a master planning calendar  Develop weekly and monthly planning calendars Continued ...  Set time allocations  Plan professional development activities Implement curriculum activities at each grade</p>
<p><b>Promoting the School Counseling Program (Advocacy)</b>  Develop a program brochure Present the program to school staff  Develop a website  Present the program to the governing board for official approval</p>
<p><b>Accountability</b>  Monitor program results  Monitor counselors' growth and performance Monitor students' progress</p>
<p><b>Making the Transition</b>  Expand your leadership base  Brainstorm potential obstacles and develop strategies to overcome barriers</p>

## **Additional Resources**

- ASCA website
- ArSCA website
- NBCC website
- NBPTS website
- National Center for Outcomes Research website
- The Educational Trust
- Arkansas Dept. of Education

## **Appendix**

- Glossary of Terms
- References

<http://schoolcounselor.org> <http://arsca.k12.ar.us> <http://www.nbcc.org/>  
<http://www.nbpts.org/>

<http://www.umass.edu/schoolcounseling/> <http://www2.edtrust.org/edtrust>  
<http://www.arkansased.org>

## **Glossary of Terms**

Advisory council : is a representation of all elements of the school and community appointed to audit the school counseling program goals and to make recommendations to the department, the administration and the school board regarding program priorities.

Closing the Gap: refers to the difference in achievement levels generally between privileged students and students of color or low socioeconomic status.

Comprehensive school counseling program: an integral part of the total educational program that helps every student acquire the skills, knowledge and attitudes in the areas of academic, career and personal/social development that promote academic achievement and meet developmental needs.

Disaggregated data: data separated into component parts by specific variables such as ethnicity, gender and socioeconomic status.

Inappropriate school counseling activities: any activity or duty not related to the development, implementation, or evaluation of the counseling program.

Performance appraisal: assessment of agreed-upon goals, contributions to the school counseling program, and personal and professional characteristics . Specifies contract status recommendations and indicates summative evaluation of school counselor effectiveness.

Professionalism : counselors adhere to ethical , legal and professional standards developed by state and national school counseling organizations.

Program audit: assessment of the school counseling program on the components of the Arkansas Model; the primary purpose for collecting information is to guide future action within the program and to improve future results for students.

Systemic change: change affecting the entire system; transformational; change affecting more than an individual or series of individuals ; focus of the change is upon the dynamic of the environment, not the individual.

## References

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## **MAKING THE TRANSITION TO A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM:**

### **How to plan, design, implement, evaluate, and enhance a district's comprehensive guidance and counseling program**

The challenge that districts face is how to make the transition from their current organizational structure for guidance and counseling to a comprehensive guidance and counseling program. There are five phases of the transition process: planning, designing, implementing, evaluating, and enhancing.

1. Planning - This phase involves setting the stage for the work that will follow. It involves getting organized and obtaining the commitment of the all involved stakeholders. It also involves honest assessment of current guidance and counseling activities and services.
2. Designing - In the design phase of the transition process, the tasks are to develop a comprehensive guidance and counseling program tailored specifically for the district and to develop an implementation plan to put the program into operation.
3. Implementing - In this phase of the transition process, the desired comprehensive guidance and counseling program for the district is implemented. This involves gaining adoption of the program by the board of education and removing non-guidance and counseling tasks from school counselors' duties so that they can conduct the necessary duties of the district's comprehensive guidance and counseling program.
4. Evaluating - This phase of the process focuses on the why and how of program evaluation, personnel evaluation, and results evaluation.
5. Enhancing - In this phase of transition, data are used to guide the redesign and improvement of the district's comprehensive guidance and counseling program.

# Ethics

**\*See Notebook\***

**Guidance Budget - Yearly**  
*Blytheville Public Schools*

**Primary School** = \$500

**Elementary School** = \$1500

**Middle School** = \$500

**High School** = \$2000

**High School "Connections"** = \$700

## **Time/Task Analysis**

\* See Missouri Time/Task Analysis example in Notebook\*

Counselors are working on our own and will add upon completion.

**K - 12**

**Calendar  
Of  
Lesson Plans**

**Kindergarten Guidance Lessons**  
***Blytheville Primary School***

**August - The role of the counselor & getting acquainted activities**

**September – Listening Skills (Buddy Learns to Listen) & Respect**

**October – Drug Awareness/Prevention (Good drugs and bad drugs)**

**November – Control Your Anger without Hitting**

**December – Following the Rules**

**January – Bullying**

**February – Cooperation and Teamwork (Getting along with others)**

**March – Careers**

**April – Doing the Right Thing & Testing**

**May – Safety (Eddie Eagle)**

**1<sup>st</sup> Grade Guidance Lessons**  
**Blytheville Primary School**  
**August – The Role of Counselor**

September – Listening Skills & Respect (with Groark)

October – Drug Awareness & Peer Pressure

November – Control Your Anger

December – Rules (Why do we have rules?)

January – Bullying (with Groark)

February – Doing the Right Thing

March – Careers

April – Feelings

May – Safety & Health

**2<sup>nd</sup> Grade Guidance Lessons**  
**Blytheville Primary School**

August – The role of the counselor

September – Respect (The Golden Rule)

October – Drug Awareness & Peer Pressure

November – Terrible Temper, What to do about anger.

December – Decisions and conflicts

January – Bullying

February – Honesty (Doing the right thing)

March – Responsibility (homeschool, community) & Careers

April – Self-control (Think before you act)

May – Safety & Your Health

**Elementary Guidance Lessons (Grades 3-5)**  
**Blytheville Elementary School**

August & September – Getting to Know the Counselor

October – Bullying

November & December – Conflict Resolution Skills

January – Growth Mindset & Goal Setting

February – Kindness

March – Career Awareness

April – Test Preparedness & Stress/Anxiety

May - TBD based on needs

**Middle School Guidance Lessons (Grades 6-8)**

*Blytheville Middle School*

August & September – Transitions

October- Red Ribbon Week & Community Service

November & December – Bullying

January – Computer and cyber bullying

February – Testing going on, not in classrooms.

March – Testing going on, not in classrooms

April – Testing going on, not in classrooms

May – Careers & Graduation

\*\*There are two College and Career counselors provided by ANC that visit MS once a week and do lessons with all 8<sup>th</sup> graders.

**9<sup>th</sup> Grade Guidance Lessons**  
*Blytheville High School – A New Tech School*

August – Role of HS counselor, attendance officers, referral room folks, and internet safety

September – Class rank, GPA, attendance

October - overview of Career Coaching Program & Drug Awareness

November – credits and GPA

December – New Tech Issues & class change procedures

January – Career & Technical Center education

February – Pre-registration and graduation requirements

March – “Arkansas Next” magazine distribution and lesson covering all subjects Aug.-Feb.

April – Test taking Skills, surveys sent out – counseling program evaluation (teachers get one too)

May – credits, grade retention/progression; summer school; “how-to” get driver’s license, job, ACT summer camp registration

## **10th Grade Guidance Lessons**

*Blytheville High School – A New Tech School*

August – Role of HS counselor, attendance officers, referral room folks, and internet safety

September – Class rank, GPA, attendance

October - PSAT, ACT, SAT

November – credits and GPA

December – New Tech Issues & class change procedures

January – Recruitment for ACT classes

February – Pre-registration and graduation requirements, ASU “Camp College”, & ACT prep classes begin

March – ACT prep classes, Career and Technical Educational

April – Test taking Skills, counseling evaluation survey sent out (teachers get one too)

May – credits, grade retention/progression; summer school; “how-to” get driver’s license, job, ACT summer camp registration

## **11th Grade Guidance Lessons**

*Blytheville High School – A New Tech School*

August – Attendance & early college registration

September – College intros, scholarship searches, & GPAs/credits/class rank, Youth Leadership

October - ACT prep, college searches, college recruiters begin visiting, PSAT, & Teen Summit

November – Motivational speaker, college recruiting visits continue, attendance & credit

December – New Tech Survey, achievement testing info., ACT prep classes

January – ASVAB, testing info., GPA/credits, college visits resume

February – Pre-registration and graduation requirements, all juniors create ACT accounts, more Tech Center presentations, Internship presentations, JAG interviews begin

March – testing month for juniors, final month of pre-registration, college visits begin, mini college fair

April – Surveys out to students (counseling program eval. – send one to teachers, too), summer school, summer college classes available, summer camps available

May – summer school, summer college class registration, importance of semester exams

\*\*Military recruiters from every branch visit each month.

## **12th Grade Guidance Lessons**

*Blytheville High School – A New Tech School*

August – Attendance & early college registration

September – College intros, scholarship searches, & GPAs/credits/class rank, ACT prep

October - ACT prep, college searches, college recruiters begin visiting, college fair, college application week & Teen Summit

November – Motivational speaker, college recruiting visits continue, attendance & credit, virtual job shadowing event

December – New Tech Survey, application deadline reminders – scholarship and college app

January – ASVAB, GPA/credits, college visits resume, scholarship application help

February – FAFSA help, local scholarship applications, intents to graduate

March – college visits, mini college fair, more help with applications, housing applications

April – Surveys out to students (counseling program eval. – send one to teachers, too), summer college classes available, last minute information – covers all resources available to them on a college campus, all graduation information dispensed, awards assembly information disseminated, importance of semester exams, CTE Completer ceremony at ANC, Career Fair at ANC

May – all things graduation and final college paperwork

\*\*Military recruiters from every branch visit each month.

# Project LAUNCH Arkansas

## Mississippi County Resource Guide

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## ADMINISTRATION

<b>County Government Offices</b>			
Organization	Description	Qualifications	Contact Information
<b>Arkansas State Revenue Office</b>	<p><b>Licensing:</b> Driver's License, Identification Cards, Commercial.</p> <p><b>Registration:</b> Registration, Titling, Plates.</p>	<p>Recommend to bring: <u>proof of legal residency</u> (U.S. birth certificate, U.S. passport), <u>proof of your Social Security number</u> (e.g., Social Security card) OR sign an affidavit stating you aren't eligible for an SSN, <u>proof of identity</u> must include 2 documents that show your full name and birthdate (e.g., original or certified birth certificate, military ID, or INS documents) OR (vehicle registration, health insurance card, employment ID, etc.) and <u>proof of legal presence</u> (U.S. birth certificate, U.S. visa, military ID, etc.).</p>	<p><b>Blytheville:</b> 1818 South Division, Suite C Blytheville, AR 72315 (870) 762-2321 M-F 8:00am-4:30pm</p> <p><b>Osceola:</b> 550 S. Ermen Ln., Osceola, AR 72370 (870) 563-2211 Th &amp; F 8:00am-4:00pm</p> <p><b>Manila:</b> 214 Baltimore Ave., Manila, AR 72442 (870) 561-4470M, Tues, W 8:00am-4:30pm</p> <p><b>Leachville:</b> 116 South Main Street, Leachville, AR 72438 (870) 539-2501 M-F 8:00am-4:30pm</p> <p><b>Website:</b> <a href="http://www.dfa.arkansas.gov/offices/motorVehicle/Pages/VehicleTagRenewal.aspx">www.dfa.arkansas.gov/offices/motorVehicle/Pages/VehicleTagRenewal.aspx</a></p>
<b>Child Support Enforcement Office</b>	<p>The primary goal of OCSE is to work with parents and guardians to help establish and receive court-ordered financial and medical support. We provide full services to parents and guardians who have an open enforcement case with us and limited services to those who have a payment processing case.</p>		<p>1102 Byrum Rd, Blytheville, AR 72315 (870) 763-5970</p> <p><b>Website:</b> <a href="http://www.dfa.arkansas.gov/Pages/ocseOfficeDetails.aspx?show=4">http://www.dfa.arkansas.gov/Pages/ocseOfficeDetails.aspx?show=4</a></p>
<b>Social Security Administration</b>	<p>Benefits (Insurance, Social Security), Social Security Card, Replace Medicaid Card</p>	<p>Fill out Benefit Eligibility Screening Tool + additional form depending on need.</p>	<p>1403 S Division St. Blytheville, AR 72315 (866) 842-6638</p> <p><b>Hours:</b> M,T,Th,F 9:00am-4:00pm, Wed. 9:00am-12:00pm</p> <p><b>Website:</b> <a href="http://secure.ssa.gov">secure.ssa.gov</a></p>

<b>Tax Assessor</b>	The County Tax Assessor appraise and assess all personal property and all real property in the county; and maintain current appraisal and assessment records. The Assessor also stays abreast of property transactions and keeps them updated throughout the year. The Assessor prepares the tax books.	None	200 W Walnut St #104, Blytheville, AR 72315 (870) 763-6841
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<b>Legal Services</b>			
Organization	Description	Qualifications	Contact Information
<b>CASA</b>	Court Appointed Special Advocates bring a voice and hope to a child	None	511 Union, Jonesboro AR (870) 935-1099  <b>Website:</b> www.neacasa.org
<b>Legal Aid of Arkansas</b>	Provides free legal services to low-income individuals residing in the state of Arkansas in civil (non-criminal) cases such as:  Guardianships, Powers of Attorney, Wills, Orders of Protection, Domestic Abuse, Landlord/Tenant disputes, Contract disputes, Debt relief, Consumer matters, Disability rights, Employment rights, Problems with public benefits (Medicaid, Food Stamps, TEA, Medicare, SSI, child care, and subsidized housing), End of life instructions, & Garnishments and Evictions.	Must not have income and assets over 125% of the Federal Poverty Guidelines (exact income is listed online by family size).	714 S. Main St., Jonesboro, AR 72401 (800) 952-9243  <b>Hours:</b> M-Th 9:00am-11:00am, 1:00pm-3:00 pm Tuesday 5:15pm- 7:15pm  <b>Website:</b> <a href="http://www.arlegalservices.org/legalaid">http://www.arlegalservices.org/legalaid</a>

<b>Mississippi County Juvenile Services</b>	Juvenile Justice Services	Involvement in the Justice System	500 Chickasawba St. Blytheville, AR 72315 (870) 762- 0819
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## **DISABILITY RESOURCES**

Organization	Description	Qualifications	Contact Information
<b>Abilities Unlimited</b>	Help individuals with developmental disabilities find opportunities to work.	Complete the Job Application, pass a pre-employment drug test, and consent to a criminal background check. Accepts donations daily from 9:00-2:00pm	2100 Texas St, Blytheville, AR 72315 (870) 532-5333  <b>Hours:</b> M-F 9:00am-4:00pm  <b>Website:</b> <a href="http://www.aui.org">www.aui.org</a>
<b>Arkansas Autism Resource Outreach Center</b>	The mission of the AAROC is to provide Hope, Direction and Support to families of individuals diagnosed with an autism spectrum disorder	Services to families of children with Autism.	322 Main Street, Suite 501, Little Rock, AR 72201 (501) 454-8542  <b>Website:</b> <a href="http://www.aaroc.org">www.aaroc.org</a>
<b>Arkansas Disability Coalition</b>	Work with parents of children age 0-26 who have special education needs. Teach parents rights under IDEA, how to form and monitor an effective education plan. Instruct how to form a local support group and parent network. Newsletter and convention. Parent mentors.	None	1501 N University Ave, Little Rock, AR 72204 (501) 614-7020  <b>Website:</b> <a href="http://www.adcpti.org">www.adcpti.org</a>
<b>Arkansas Parent Training and Information Center</b>	Assist parents of children with disabilities. Training to advocate for children with IEPs. Teach parental rights and responsibilities relating to IEPs. 1 on 1 or group training on special education laws.	None	1702 Stone St, Suite A, Jonesboro, AR 72401 (870) 336-3012  <b>Website:</b> <a href="http://www.thecenterforexceptionalfamilies.org">www.thecenterforexceptionalfamilies.org</a>

<b>Arkansas Relay</b>	Provides full telephone interpreting services between people who can hear and people who are deaf, hard of hearing, or speech-disabled. Free workshops and training sessions about using Relay.	None	900 S. Shackleford Rd. Suite 300, Little Rock, AR 72211 (501) 221-1285  <b>Website:</b> <a href="http://www.arkansasrelay.com">www.arkansasrelay.com</a>
<b>Ascent Children's Health Services</b>	Occupational Therapy, Physical Therapy, Speech Therapy, and Mental Health Services. Ages 6 weeks to kindergarten up to school age.	Children must meet two qualifiers to receive services. Accepts Medicaid/ARKids.	1510 Byrum Road Blytheville, AR 72315 (870) 532-2600  <b>Website:</b> <a href="http://www.ascentchs.com">www.ascentchs.com</a>
<b>Autism Association of Northeast AR - Blytheville</b>	AANEA provides help, information, resources and events for the local communities affected by all forms of autism.	Services are free to families of children with Autism.	104 N. 6 <sup>th</sup> St Blytheville AR 72315 (870) 336-2786  <b>Website:</b> <a href="http://www.aanea.org">www.aanea.org</a>
<b>Disability Rights Center</b>	Advocate ADA laws, fair housing, discrimination, resources, education, employment	Mental or physical disability (no temporary disability)	1100 N. University, Suite 201, Little Rock, AR 72207 (800) 482-1174  <b>Website:</b> <a href="http://arkdisabilityrights.org">arkdisabilityrights.org</a>
<b>First Connections Early Intervention Program</b>	The First Connections Program is a statewide system of services to assist infants and toddlers and works with families on an individualized basis to assist in locating and coordination services and assistance to enhance not only the child's abilities but those of the family.	Services for children birth to 3 years old with a developmental delay or diagnosed medical condition.	(800) 643-8258  <b>Website:</b> <a href="http://humanservices.arkansas.gov/ddds/Pages/FirstConnectionsProgram.aspx">http://humanservices.arkansas.gov/ddds/Pages/FirstConnectionsProgram.aspx</a>

<b>Focus Inc.</b>	Language development, cognitive skills, math, art, motor skills, speech, physical, and occupational therapies. Free transportation.	Free. Must have a developmental disability.	<p><b>Blytheville:</b> 1201 S. Division, Blytheville, AR 72315 (870) 763-2390</p> <p><b>Osceola:</b> 447 S. Country Club Road Osceola, AR 72370 (870) 563-0199</p> <p><b>Website:</b> www.focusinc.org</p>
<b>Title V Children with Special Health Care Needs</b>	Assist with expenses for children with chronic medical conditions.	The child must be determined medically eligible and the family must be determined financially eligible. Financial eligibility is based on a sliding scale based on verified gross monthly income and the size of the family.	<p><b>Website:</b>  <a href="http://humanservices.arkansas.gov/ddds/Pages/CSHCN.aspx">http://humanservices.arkansas.gov/ddds/Pages/CSHCN.aspx</a></p>

## EDUCATION

<b>Childcare/Early Childhood Education:</b>		
<b>Head Start</b>	<p>EOC Parent Resource Center Blytheville: 421 W Main St, Blytheville AR 72315 (870) 763-0534</p> <p>Family Resource Center Osceola: 404 School Street, Osceola, AR 72370 (870) 563-5912</p>	
<b>Home Instruction for Parents of Preschool Youngsters Program (HIPPY) (MCAEOC)</b>	<p>Home visits (once a week), parent meetings (at least 10 each program year)</p> <p>Curriculum: 30 week curriculum for ages 3, 4, and 5 (90 weeks total)</p>	<p>1400 North Division, Blytheville, AR 72315 (870) 776-1054</p> <p><b>Website:</b>  <a href="http://www.archildrens.org/Services/HIPPY.aspx">www.archildrens.org/Services/HIPPY.aspx</a></p>
<b>Licensed Childcare Facilities</b>	<ol style="list-style-type: none"> <li>1) Broadway Community Learning Center 207 N. Elm Street Osceola (870) 563-9970</li> <li>2) Carolyn's Learning Center 410 W. Johnson Ave Osceola (870) 563-4676</li> <li>3) Carter's Be Happy Daycare 139 Third Street Manila (870) 561-3937</li> <li>4) First Baptist Church W.E.E. Care Center 715 W. Walnut Street Blytheville (870) 763-0399</li> <li>5) Granny's Daycare 321 E. Lee, Osceola (870) 563-8126</li> <li>6) Hurray It's Time to Play Learning Center 523 E. Cherry, Blytheville (870) 762-2151</li> <li>7) Ida's Day Care 853 N. Highway 181, Gosnell (870) 532-8470</li> <li>8) Jerline Spiller's Day Care 1119 Denny Street, Blytheville (870) 763-5178</li> <li>9) Kathy's Day Care 136 Shield Lane, Gosnell (870) 623-733110) Kids R Kids Learning Center 2304 South Division Blytheville (870) 762-1990</li> </ol>	

<p>11) Lollipop’s Daycare 267 Hwy 18 bypass, Manila (870) 561-1030</p> <p>12) Mary’s Day Care Learning Center 217 Dixon, Osceola (870) 210-2861</p> <p>13) Mississippi County Child Development Center 315 E. Union, Osceola (870) 563-1331</p> <p>14) Moore’s Tendercare Learning Center 430 East Ash St., Blytheville (870) 762-8344</p> <p>15) One Leap Ahead Learning Center 901 Highland, Blytheville (870) 762-5327</p> <p>16) Pearline Stewart – VRH 1212 South Lilly St, Blytheville (870) 763-9226</p> <p>17) S and K Day Care 306 South Boston, Manila (870) 561-4559</p> <p>18) Stepping Stones Learning Center 210 E. Main Street, Keiser (870) 526- 2033</p> <p>19) Sunrise Day Care Academy, Inc 629 W. Ash, Blytheville (870) 780-6717</p> <p>20) TLC Daycare 701 North Davis, Manila (870) 561-3015</p>
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<b>Childcare Resources:</b>			
Organization	Description	Qualifications	Contact Information
<b>Child Care Assistance (DHS)</b>	Financial assistance for child care.	Financial Assistance for Child Care	<b>Website:</b> <a href="https://access.arkansas.gov/Welcome.aspx">https://access.arkansas.gov/Welcome.aspx</a>

<b>College:</b>			
Organization	Description	Qualifications	Contact Information
<b>Adult Education</b>	Adult Education provides instruction in basic skills and prepares students for the official GED test by the State of Arkansas for certification of high school equivalency. This program is FREE! GED instruction is provided at a variety of locations in Mississippi and Greene counties.	Must be an Arkansas Resident; Arkansas picture ID required to take Official GED Test	2501 South Division St., G Building Blytheville, AR 72316 (870) 838-2982 or (870) 762-1020 ext. 1186 or 1192  <b>Website:</b> <a href="http://www.anc.edu/adulted/">www.anc.edu/adulted/</a>

<b>Arkansas Northeastern College</b>	College degrees, G.E.D., community classes, workforce skills, WAGE programs, adult education, vocational/technical programs, STEM classes for high school students, educational travel opportunities, children's summer programs.	Shot records, high school transcript, & placement test scores (ACT &/or Compass)	<p><u>Main Campus:</u> 2501 S. Division St, PO Box 1109, Blytheville, AR 72315 (870) 762-1020</p> <p><u>Burdette Center:</u> Hwy 148 &amp; I-55, PO Box 36, Burdette, AR 72321 (870) 780-1200</p> <p><u>Crisp Center:</u> 4213 E Hwy 18, PO Box 1109, Blytheville, AR 72315 (870) 838-2934</p> <p><u>Leachville:</u> 105 N Main St, Leachville, AR 72438 (870) 539-2393</p> <p><u>Osceola:</u> 2868 W Semmes Ave, Osceola, AR 72370 (870) 563-3236</p> <p><b>Hours:</b> M-F 7:00am-6:00pm</p> <p><b>Website:</b> <a href="http://www.anc.edu">www.anc.edu</a></p>
<b>Single Parent Scholarship Fund</b>	Money for single parents to finish school.	Must have child under 18 years old. Keep 2.5 GPA. Applications online	<p>(870) 459-2299</p> <p><b>Website:</b> <a href="http://www.aspsf.org">www.aspsf.org</a></p>

### Pre-Kindergarten Centers:

- 1) Armorel Preschool: 4555 North State Highway 137, Armorel, AR 72315 (870) 763-5600
- 2) Blytheville Kindergarten Center ABC School: 1107 Byrum Road, Blytheville, AR 72315 (870) 763-7621
- 3) Gosnell Elementary ABC: 603 State Hwy 181, Gosnell, AR 72315 (870) 532-4000
- 4) Manila Preschool: 417 Parker, Manila, AR 72442 (870) 561-3145
- 5) Osceola School District Preschool: 1230 West Semmes, Osceola, AR 72370 (870) 622-1015
- 6) Rivercrest Pre-K: 1704 West State Highway 14, Wilson, AR 72395 (870) 655-8621

### Public/Private Schools:

- 1) Armored School District: 4539 N St Hwy 137, PO Box 99, Armored, AR 72310 (870) 763-6639
- 2) Blytheville School District: 405 W Park St, Blytheville, AR 72315 (870) 762-2053
- 3) Buffalo Island Central Elementary School: 1100 Nelson St, Leachville, AR 72438 (870) 539-6448
- 3) Gosnell School District: 600 N Hwy 181, Gosnell, AR 72315 (870) 532-4000
- 4) KIPP Blytheville College Preparatory School: 1200 Byrum Rd, Blytheville, AR 72315 (870) 780-6333
- 5) Manila School District: 419 E Olympia St, PO Box 670, Manila 72442 (870) 561-4419
- 6) Osceola School District: 2750 W Semmes, Osceola, AR 72370 (870) 563-2561
- 7) Rivercrest SMC School District: 22 N Jefferson, Wilson, AR 72395 (870) 655-8633
- 8) The Delta School: 5101 Hwy 61, Wilson, AR 72395 (870) 655-0200

## **EMPLOYMENT**

Organization	Description	Qualifications	Contact Information
<b>Arkansas Department of Workforce Services</b>	Meet the needs of job seekers, employers, & the general public by using: Career Readiness Certification, Governor's Dislocated Workers Task Force, Mature Workers Initiative, Migrant Farm Labor Center, Temporary Assistance for Needy Families, Trade Adjustment Assistance, Unemployment Services, & Veteran Services.	None	2825 S. Division St., Blytheville, AR 72315 (870) 762-2035  <b>Hours:</b> M-F 8:00am-4:30pm  <b>Website:</b> <a href="http://dws.arkansas.gov/index.html">http://dws.arkansas.gov/index.html</a>
<b>Dawson Employment Services</b>	Assistance with finding quality employees for your company or an opportunity to work for one of our great employers.	Must bring original copy of state issued ID and social security card, or birth certificate	<u>Blytheville:</u> 617 E. Sawyer Street, Blytheville, AR 72315 (870) 763-0133  <u>Osceola:</u> 619 S. Walnut Street, Osceola, AR 72370 (870) 622-0233

<b>TEA – Transitional Employment Assistance</b>	The TEA Program is a time-limited assistance program to help needy families with children become more responsible for their own support and less dependent on public assistance. DCO is responsible for TEA eligibility and partners with the Arkansas Department of Workforce Service for administration.	None	<p><b>Blytheville:</b> 1104 Byrum Rd., Blytheville, AR 72315 (870) 763-7093</p> <p><b>Osceola:</b> 437 Country Club Rd., Osceola, AR 73270 (870) 563-5234</p> <p><b>Hours:</b> M-F 8:00am-4:30pm</p> <p><b>Website:</b> www.arkansas.gov/dhs</p>
<b>TEMPS PLUS</b>	For employers, we provide on-demand access to skilled and reliable talent. For job seekers, we offer great opportunities with the area's leading employers.	All employees are required to have transportation and phone, or access to a public phone, as we dispatch by phone.	<p><b>Blytheville:</b> 102 W. Walnut Blytheville, AR 72315 (870) 762-2262</p> <p><b>Osceola:</b> 101 N. Walnut Osceola, AR 72370 (870) 563-3330</p>
<b>Workforce Orientation and Retraining Keys (W.O.R.K.)</b>	Provides individuals with the necessary skills and support network to access job opportunities	None	2501 S. Division St Blytheville, AR 72315 (870) 763-6222

## MEDICAL

### **Emergency Hotlines:**

- 1) Adult Protective Services Hotline **(800) 482-8049**
- 2) American Red Cross Emergency Line: **(877) 272-7337**
- 3) Child Abuse Hotline **(800) 482-5964**
- 4) Poison and Drug Information Hotline: **(800) 222-1222**
- 5) Teen Dating Abuse Hotline **(866) 331-9474**

### **Emergency Services:**

Organization	Description	Qualifications	Contact Information
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<b>Ambulance Services</b>	Emergency personnel, direct line with much less of a wait time during an emergency.	None	<u>Mississippi County Emergency Medical Service Blytheville:</u> (870) 763-0911  <u>Pafford: Blytheville</u> (870) 763-5611 <u>Osceola</u> (870) 563-2494  <u>Emerson : Leachville</u> (870) 539-8111  <u>Medic One: Leachville</u> (870) 539-2250 <u>Osceola</u> (870) 563-6000  <b>Hours:</b> 24 hours a day/ 7 days a week
<b>American Red Cross</b>	Disaster Services Health & Safety Services International Services Service To Armed Forces Volunteer & Youth Services	Must have emergency needs.	630 W. Walnut, Blytheville, AR 72315 (870) 763-4481  <b>Hours:</b> M-F 8:00am-5:30pm  <b>Website:</b> www.redcross.org
<b>Fire Department</b>	Emergency personnel, direct line with much less of a wait time during an emergency.	None	<u>Blytheville:</u> (870) 763-0468 <u>Dyess:</u> (870) 764-2211 <u>Etowah:</u> (870) 531-2600 <u>Gosnell:</u> (870) 532-8545 <u>Joiner:</u> (870) 537-7775 <u>Keiser:</u> (870) 536-2345 <u>Leachville:</u> (870) 539-6543 <u>Luxora:</u> (870) 655-2233 <u>Manila:</u> (870) 561-4567 <u>Osceola:</u> (870) 563-2022 <u>Wilson:</u> (870) 655-8700  <b>Hours:</b> 24 hours a day/ 7 days a week
<b>The Haven</b>	Provides emergency care and a safe environment for women & children (victims of abuse). The Haven also provides court advocacy, counseling, & education.	None	PO Box 1062, Blytheville, AR 72316 (870) 532-6669, (800) 474-1064  <b>Hours:</b> 24 hours a day/ 7 days a week  <b>Website:</b> www.thehavenofneainc.org

<b>Police Department</b>	Call for non-emergencies (filing a report, complaint, any questions)	None	<u>Bassett</u> : (870) 537-4648 <u>Birdsong</u> : (870) 537-4293 <u>Blytheville</u> :(870) 763-4411 <u>Burdette</u> : (870) 763-7650 <u>Dell</u> : (870) 564-2659 <u>Dyess</u> :(870) 764-2101 <u>Etowah</u> : (870) 531-2340 <u>Gosnell</u> : (870) 532-8545 <u>Joiner</u> : (870) 537-4252 <u>Keiser</u> : (870) 526-2300 <u>Leachville</u> : (870) 539-6713 <u>Luxora</u> : (870) 658-2233 <u>Manila</u> : (870) 561-4777 <u>Osceola</u> : (870) 563-5213 <u>Victoria</u> :(870) 564-2550 <u>Wilson</u> :(870) 655-2242  <b>Hours</b> : 24 hours a day/ 7 days a week
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### Hospitals

- 1) Great River Medical Center 1520 North Division Street, P.O. Box 108 Blytheville, Arkansas 72315 (870) 838-7300
  - 2) South Mississippi County Regional Medical Center 611 West Lee Avenue Osceola, Arkansas 72370 (870) 563-7000
  - 3) AR Children’s Hospital 1 Children’s Way, Little Rock, AR 72202 (501) 364-1100
- Office Hours = M-F 8:00am-5:00pm    Emergency Room = 24 hours a day/ 7 days a week

### Medical Clinics

- 1) Diffine Family Practice 1100 Medical Dr Ste C Blytheville, AR 72315 (870) 824-2809
- 2) Family Medical Associates 1521 N 10th St Suite C Blytheville, AR 72315 (870) 762-5360
- 3) Great River Charitable Clinic 33 Arkansas St. Blytheville AR 72315 (870) 762-5459
- 4) Great River Pediatric Clinic 1521 N 10th St Ste F Blytheville, AR 72315 (870) 780-6832
- 5) Healthy Partners 4102 Memorial Dr, Blytheville, AR 72315 (870) 532-6001, (870) 732-6520
- 6) Mississippi County Health Department 1299 N 10th St, Blytheville, AR 72315 (870) 763-7064  
720 W Lee Ave, Osceola, AR 72370 (870) 563-2521
- 7) Mississippi County Primary Care Physicians 602 W Union Ave # B Osceola, AR 72370 (870) 563-6504
- 8) Northeast Arkansas Clinic 616 W Keiser Ave Osceola, AR 72370 (870) 934-5113

9) Smith & Ashley Medicines 527 N 6th St Blytheville, AR 72315 (870) 763-4541

10) Urgent Team Clinic 700 W Keiser Ave Osceola, AR 72370 (870) 563-6512

11) Willis Clinic MD 608 W Union Ave Osceola, AR 72370 (870) 563-2545

## Mental Health

Organization	Description	Qualifications	Contact Information
<b>Families Inc.</b>	Intensive outpatient therapy, psychiatric evaluations, psychological testing, play therapy, mental health paraprofessional interventions and school-based services are among the most commonly utilized services.	Need a referral from <b>either</b> school, court, <b>or</b> PCP (primary care physician).	3201 W Keiser Ave, Osceola, AR 72370 (870) 622-0592  <b>Hours:</b> M-F 8:00am 5:00pm  <b>Website:</b> www.familiesinc.net
<b>Life Strategies Counseling</b>	After school programs, Group therapy, Play therapy, School-Based therapy, Adolescent sexual offender group, Trauma- Focused Cognitive Behavioral Therapy (TF- CBT)	Complete service request form (found online). Must have insurance information available. Must be referred.	1487 West Keiser Ave, Suite I, Osceola, AR 72370 (870) 563-4500  <b>Hours:</b> M-F 8:00am-5:00pm, closed for lunch from 12:00pm-1:00pm  <b>Website:</b> www.lscihelp.com

<p><b>Mid-South Health Systems</b></p>	<p>Counseling services for children, adolescents, and their families. Child Psychiatrist services. Wrap around services. Adult day rehab. Substance abuse counseling.</p> <p>Evidenced based services for children who have experienced trauma: Child- Parent Psychotherapy (CPP), Parent-Child Interaction Therapy (PCIT) and Trauma-Focused Cognitive Behavioral Therapy (TF-CPT).</p> <p>Therapeutic Foster Care (TFC) provides supportive foster homes for emotionally and behaviorally disturbed children and adolescents.</p>	<p>PCP referral required for children with Medicaid.</p> <p>For TFC services, must have referral from DCFS.</p>	<p>209 S Lockard Street, Blytheville, AR 72315 (870) 763-2139</p> <p><b>Hours:</b> M-F 8:00am-5:00pm</p> <p><b>Website:</b> www.mshs.org</p>
<p><b>Systems of Care</b></p>	<p>Support and aid families of youth at risk (in juvenile system). Counseling: individual, family, and group. Connect family to community resources for the future.</p>	<p>Youth to age 21</p>	<p>209 S Lockard St. Blytheville AR 72315 (870) 763-2139 M-F 8:00am-5:00pm</p> <p><b>Website:</b> www.mshs.org</p>

**Pregnancy Resources:**

Organization	Description	Qualifications	Contact Information
<p><b>Acts of Hope Pregnancy Resource Center</b></p>	<p>Abortion Recovery, Pregnancy Tests, Ultrasounds, Bible Studies, Mentor Relationships/ Peer Counseling, Parenting Classes, Birthing Classes, Earn While You Learn Program, and Sexual Health Classes.</p>	<p>Must pass a urine test. May only bring one guest to accompany you to the birthing and parenting classes offered.</p>	<p>525 N. 10th St., Blytheville, AR 72315 (870) 623-8819</p> <p><b>Website:</b> Facebook. Search "Acts of Hope"</p>

<b>Healthy Start (MCAEOC)</b>	Information and referral, Comprehensive assessment of service needs, Ongoing care coordination and support, nutritional and smoking cessation counseling, Childbirth, breastfeeding and parenting support and education, Home visiting	Pregnant women, infants and children up to age three	1400 North Division, Blytheville, AR 72315 (870) 776-1054  <b>Website:</b> mcaeoc.com/html/healthy_start.html
<b>Mississippi County Women's Medical Clinic</b>	OB-GYN services, Prenatal care	None	1521 N 10th St, Blytheville, AR 72315 (870) 838-7277
<b>National Pregnancy Care Helpline</b>	Pregnancy care and education. Counseling for abortion recovery	None	202 E Commercial, Wynne AR 72396 (866) 482-LIFE(5433) M-F 8:30am-5:00pm  <b>Website:</b> www.nationalhelpline.org

<b>Substance Abuse</b>			
<b>Organization</b>	<b>Description</b>	<b>Qualifications</b>	<b>Contact Information</b>
<b>Alcoholics Anonymous</b>	Offers person-to-person encouragement for those with a drinking problem, share experiences with each other.	None	107 W Main St. # E Blytheville, AR 72315 (870) 763-2939  <b>Hours:</b> Meeting times vary by day and location.  <b>Website:</b> www.arkansascentraloffice.org
<b>Drug and Alcohol Safety Education Program (DASEP)</b>	Classes for Drinking While Intoxicated (DWI).  Mothers Against Drunk Drivers victim impact	None	209 S Lockard, Blytheville, AR 72315 (870) 763-2139  <b>Websites:</b> www.mydwi.net www.armadd.org

	panel.		
<b>Substance Abuse Treatment (CRDC)</b>	Residential & Outpatient Treatment  Family Self Evaluation Tool		(870) 802-7100  <b>Website:</b> <a href="http://www.crdcnea.org/view/61">http://www.crdcnea.org/view/61</a>

## COMMUNITY ASSISTANCE

<b>Community Outreach</b>			
Organization	Description	Qualifications	Contact Information
<b>Arts Council of Mississippi County</b>	Offers opportunity to use artistic abilities through visual arts, theater, music, and dance	None	<u>Ritz Civic Center:</u> 306 W. Main St, Blytheville, AR 72315 (870) 762-1744  <b>Hours:</b> M-F 9:00am-5:00pm  <b>Website:</b> <a href="http://www.artsmisso.org">www.artsmisso.org</a>
<b>Blytheville Community Samaritan Ministry</b>	Soup kitchen, youth enrichment & development, tutoring, family life center, drug prevention, scholarships, radio programs	None	534 Maple, Blytheville, AR 72315 (870) 762-2732  <b>Hours:</b> T-F 11:30am-12:45pm & Sun 8:30am-9:15am
<b>Boy Scouts</b>	Builds character, encourages physical fitness, teaches practical skills, and participates in community service	Pack – ages 7-10 Troop – ages 11-17	Quapaw Area Council (501) 664-4780  <b>Website:</b> <a href="http://www.quapawbsa.org">www.quapawbsa.org</a>
<b>Charles Strong Recreation Center</b>	Activities, tutoring, computers	Youth ages 6-19 from Rivercrest schools, Luxora area	620 W. Canal, Luxora, AR 72358 (870) 658-7797  <b>Hours:</b> M-F 4:30pm-7:30pm
<b>Girl Scouts</b>	Provides outlet for curiosity, creativity, and teaches valuable life skills.	None	Little House in Walker Park Blytheville, Arkansas 72315 (870) 763-3151

<b>Greater Blytheville Area Chamber of Commerce</b>	Provide information about the city, maps. Chamber membership.	None	300 W. Walnut Blytheville AR 72315 (870) 762-2012  <b>Website:</b> <a href="http://www.greaterblytheville.com">www.greaterblytheville.com</a>
<b>Mississippi County Cooperative Extension Service: 4-H</b>	4-H offers youth the opportunity to help make the community better by teaching them about citizenship, healthy living, and science.	Must be at least 5 years old to participate. Cloverbuds - 5-8 Junior - 9-13 Senior - 14-19 (adults can participate as well)	217 Chickasawba, Box 717, Blytheville, AR 72316 (870) 762-2075  <b>Website:</b> <a href="http://www.uaex.edu/4h-youth/default.aspx">http://www.uaex.edu/4h-youth/default.aspx</a> <b>Hours:</b> M-F 8:00am-4:30pm
<b>Mississippi County Library System</b>	Provides information, resources, and services for the community.	Must have photo ID and proof of address to receive library card.	<u>Blytheville:</u> 200 N 5th St, Blytheville, AR 72315 (870) 762-2431 <u>Osceola:</u> 320 W Hale, Osceola, AR 72370 (870) 563-2721 <u>Manila:</u> 103 N Dewey, Manila, AR 72442 (870) 561-3525 <u>Keiser:</u> 112 E Main, Keiser 72351 (870) 526-2073 <u>Wilson:</u> 1 Park St, Wilson, AR 72395 (870) 655-8414 <u>Leachville:</u> 105 S Main St, PO Box 686, Leachville, AR 72438 (870) 539-6485  <b>Website:</b> <a href="http://www.mclibrarysystem.net">www.mclibrarysystem.net</a>
<b>Mississippi County Literacy Council Inc.</b>	Free tutoring for adults to improve their reading skills. Free classes for families to learn conversational English as a second language.	Adults 18 years of age and older, under the age of 18 must be accompanied by an adult.	200 N, Fifth St. Blytheville AR 72315 (870) 762-2431  <b>Hours:</b> M-F 10:00am-2:00pm
<b>Osceola-South Mississippi County Chamber of Commerce</b>	Provides information about city. Meeting rooms	None	116 N Maple Osceola AR 72370 (870) 563-2281  <b>Hours:</b> M-F 8:00am-4:30pm  <b>Website:</b> <a href="http://www.osceolachamber.net">www.osceolachamber.net</a>

<b>United Way</b>	Supporting local non-profit groups who promote education, health, and financial stability.	None	<p><b>Blytheville:</b> 404 Park St, Blytheville, AR 72315 (870) 763-7522</p> <p><b>Osceola:</b> P.O. Box 102, Osceola, AR 72370 (870) 563-0093</p> <p><b>Hours:</b> M-F 9:00am-4:00pm</p> <p><b>Website:</b> www.unitedway.org</p>
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**Food and Housing Resources**

Organization	Description	Qualifications	Contact Information
<b>Blytheville Community Samaritan Ministry</b>	Soup kitchen, youth enrichment & development, tutoring, family life center, drug prevention, scholarships, radio programs	None	<p>534 Maple, Blytheville, AR 72315 (870) 762-2732</p> <p><b>Hours:</b> T-F 11:30am-12:45pm &amp; Sun 8:30am-9:15am</p>

<p><b>Food Pantries</b></p>	<p>Supplies food</p>	<p>Must be below the federal poverty line, currently using an assistance program (TANF, SNAP, etc.), and proof of income/program enrollment.</p>	<p><u>Blytheville/Gosnell Area Food Pantry &amp; Clothing</u>  122 W Main St, Blytheville, AR 72315  (870) 762-9999 M-F  8:00am-5:00pm</p> <p><u>St Luke's Outreach Community Service</u>  204 E Sawyer, Blytheville, AR 72315  (870) 762-8147 T-F  11:00am-1:00pm</p> <p><u>Osceola Food Pantry</u>  207 N Elm, Osceola, AR 72370  (870) 563-9970 M-F  9:30am-12:30pm.</p> <p><u>First Methodist Church, Osceola</u>  303 Carthon, Osceola, AR 72370  (870) 563-2688 Tuesdays  9:00am-12:00pm</p> <p><u>Greater Macedonia Recovery Room Food Pantry</u>  50 S Jefferson St., Wilson AR 72395  (870) 655-8175, (469) 337-2676.</p> <p><u>Ministerial Alliance Emergency Fund</u>  FBC 2900 W Keiser, Osceola, AR 72370  (870) 815-0178</p> <p><u>Manila:</u> (870) 561-4735  M-F 9:00am-2:00pm</p>
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<b>Housing Authority</b>	Provides affordable housing to citizens.	Must pay a certain percentage of the rent, depending on your income. (minimum between \$30-\$50)	<p> <u>Blytheville</u>: 31 Arkansas St, Blytheville, AR 72315            (870) 763-6781  <u>Dell</u>: 124 W School St, Dell, AR 72426            (870) 564-2395  <u>Manila</u>: 315 S Boston St, Manila, AR 72442            (870) 561-3412  <u>Osceola</u>: 501 W Coston Ave, Osceola, AR 72370            (870) 563-6662  <u>Leachville</u>: 410 E 5th St, Leachville, AR 72438            (870) 539-2212  <u>Luxora</u>: 316 S Cedar St, Luxora, AR 72358            (870) 658-2270         </p>
<b>MCAEOC Housing Department</b>	We provide Housing Counseling, Financial Education, Credit Counseling, and Housing Rehabilitation	None	1400 North Division Blytheville, AR 72316 (870) 776-1054
<b>Mississippi County Union Mission</b>	Provides emergency shelter, food assistance, furniture assistance, clothing assistance and housewares assistance.	Low/no income, Valid ID.	400 E Walnut St, Blytheville, AR 72315 (870) 763-8380  <b>Hours:</b> <u>Food</u> : M-F 1:00pm, <u>Furniture assistance, clothing assistance and housewares assistance</u> : MWF 1:00pm <u>Shelter</u> : 24 hours a day/ 7 days a week
<b>Pea Patch</b>	The Pea Patch is a locally-based free community food source located on Union Street in Wilson, AR .	Resident of Wilson AR	Union Street, Wilson AR  <u>Mailing Address</u> : 1 Jefferson Street, Wilson, AR 72395 (870) 655-8428  <b>Website</b> : thepeapatch.org
<b>SHIFT Family Outreach Center</b>	Eight bed homeless shelter and soup kitchen	Must be 18 years old and have a background clearance from the local police department.	619 S. Broadway, Osceola, AR 72370 (870) 563-0303

<b>Supplemental Nutrition Assistance Program (SNAP) Assistance (DHS)</b>	The Supplemental Nutrition Assistance Program (SNAP) provides food assistance to eligible households to cover a portion of a household's food budget. Benefits are distributed through an Electronic Benefits Transfer (EBT) card. In addition to food assistance, the program provides SNAP recipients with nutrition education, employment and training, and work experience in some cases.	low-income families	Blytheville: 1104 Byrum Rd., Blytheville, AR 72315 (870) 763-7093 Osceola: 437 Country Club Rd., Osceola, AR 73270 (870) 563-5234  <b>Website:</b> <a href="https://access.arkansas.gov/Welcome.aspx">https://access.arkansas.gov/Welcome.aspx</a> <b>Hours:</b> M-F 8:00am-4:30pm
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<b>Mentoring:</b>			
Organization	Description	Qualifications	Contact Information
<b>Daddy's Diamonds</b>	Community awareness and mentoring program for girls young women	None	121 S. 2 <sup>nd</sup> St, Blytheville, AR (870) 776-1957  <b>Website:</b> <a href="http://www.healinginthehood.com">www.healinginthehood.com</a>
<b>Fatherhood Initiative</b>	Ensures fathers and other males to be more involved in their children's lives	None	1400 North Division, P.O. Box 1289, Blytheville, AR 72316 (870) 776-1054
<b>Healing in the Hood</b>	Community Mentor Program	None	121 S. 2 <sup>nd</sup> Street, Blytheville, AR 72315 (870) 623-4742  <b>Website:</b> <a href="http://www.healinginthehood.com">www.healinginthehood.com</a>
<b>Youth MOVE Arkansas-Mississippi County</b>	Youth-led, peer-to-peer support. Provides Juvenile Justice Resources (financial-aid, age restriction laws), Mental Health Resources (fact sheets, information), and Child Welfare Resources (No Child Left Behind,)	Group meets at the Mid-South Health Systems Clinic.	209 Lockard St. Blytheville, AR 72315 (870) 763-2139  <b>Website:</b> <a href="http://www.youthmovear.org">www.youthmovear.org</a>

Social Services			
Organization	Description	Qualifications	Contact Information
<b>American Legion</b>	Offers services to veterans such as: education, jobs, benefits, PTSD treatment, and suicide prevention.	If you have served federal active duty in the United States Armed Forces during: Persian Gulf/War on Terrorism, Operation JUST CAUSE-Panama, Lebanon/ Grenada, Vietnam, Korea, World War I, World War II <b>AND</b> were honorably discharged. \$25-\$30 membership fee.	<u>Post 24:</u> 232 N 2nd, Blytheville, AR 72315 (870) 780-6895 <u>Post 33:</u> 108 Walnut, Blytheville, AR 72315 (870) 776-1207 <u>Post 197:</u> 140 Lake St., Manila, AR 72442 (870) 561-3689  <b>Website:</b> www.legion.org
<b>Arkansas Department of Human Services</b>	<b>Family:</b> employment, family, taxpayer advocacy, food stamps. <b>Children:</b> Adoptions, child care, foster care, foster parenting. <b>Senior:</b> aging, nursing home residents, transportation, adult day care, caregiver program. <b>Disabled:</b> developmental disabilities, rehabilitation, services for the blind. <b>Health:</b> Medicaid, mental illness, substance abuse. <b>Juvenile:</b> juvenile offenders. <b>Community:</b> ARKids First, commodities, grants, volunteers.	To assess your qualifications, visit this website. It will then lead you to begin the application process.  <a href="https://access.arkansas.gov/Intro.aspx">https://access.arkansas.gov/Intro.aspx</a>	<u>Blytheville:</u> 1104 Byrum Rd., Blytheville, AR 72315 (870) 763-7093 <u>Osceola:</u> 437 Country Club Rd., Osceola, AR 73270 (870) 563-5234  <b>Hours:</b> M-F 8:00am-4:30pm  <b>Website:</b> www.arkansas.gov/dhs
<b>Arkansas Human Development Corporation</b>	Promote healthy responses, prenatal care, reproductive help, & childhood immunizations, dangers of using tobacco products, bilingual learning materials, & services for those with: diabetes, cancer, & hypertension.	None	2825 South Division St., Blytheville, AR 72315 (870) 762-2386  <b>Hours:</b> M-F 8:00am-4:30pm  <b>Website:</b> www.arhdc.org

<b>Arkansas Insurance Department, Consumer Services</b>	Handle insurance complaints and general concerns. Provide information and free publications.	None	1200 W. 3 <sup>rd</sup> St. Little Rock, AR 72201 (800) 852-5494  <b>Website:</b> <a href="http://www.insurance.arkansas.gov">www.insurance.arkansas.gov</a>
<b>Arkansas PROMISE</b>	Intensive case management, youth work experience, education and employment training and support for youth and families, health and wellness training, and benefits counseling	Ages 14-16. Must be receiving SSI.	2501 S. Division Blytheville, AR 72315 (870) 552-0189  <b>Website:</b> <a href="http://www.promisear.org">www.promisear.org</a>
<b>Arkansas Rehabilitation Service</b>	People with disabilities: provides comprehensive medical, vocational, and therapy. Services may include prosthetic appliances, college or vocational education, job placement, support services, and transition from school to work.	Disabilities. Hearing impaired, less than 18 years old.	210 Shoppingway Blvd., Ste. D, West Memphis, AR 72301 (870) 735-4725  <b>Website:</b> <a href="http://www.arsinfo.org">www.arsinfo.org</a>
<b>Consolidated Youth Services</b>	Court ordered juvenile. Parental referrals – teens out of control. Shelter for runaways, Adolescent Sexual Assessment Program, Drug and alcohol counseling. Residential centers in Jonesboro, Harrisburg, and Colt.	Ages 8-18	543 N. 10 <sup>th</sup> St, Blytheville, AR 72315 (870) 972-1110 (Jonesboro)
<b>Crowley's Ridge Development Council (RPP)</b>	Home Energy Assistance Program (LIHEAP) provides eligible households with help in paying utility bills. Community Action Agency dedicated to fighting poverty in northeast Arkansas.	Income must be below Poverty Level	(870) 802-7100  <b>Website:</b> <a href="http://www.crdcnea.org">www.crdcnea.org</a>

<p><b>Medicaid Insurance for Children (DHS)</b></p>	<p>ARKids First health insurance provides two coverage options for more than 70,000 Arkansas children who otherwise might have gone without. ARKids A offers low-income families a comprehensive package of benefits. ARKids B provides coverage for families with higher incomes.</p>	<p>Health insurance for children.</p>	<p><u>Blytheville</u>: 1104 Byrum Rd., Blytheville, AR 72315 (870) 763-7093  <u>Osceola</u>: 437 Country Club Rd., Osceola, AR 73270 (870) 563-5234</p> <p><b>Hours:</b> M-F 8:00am-4:30pm</p> <p><b>Website:</b>  <a href="https://access.arkansas.gov/Welcome.aspx">https://access.arkansas.gov/Welcome.aspx</a></p>
<p><b>Mississippi County Arkansas Economic Opportunity Commission</b></p>	<p><b>Early childhood education:</b> Head Start, Early Head Start, Arkansas Better Chance, Arkansas Better Chance School for Success, Migrant &amp; Seasonal Head Start, Operation Parenting Edge, &amp; School of the 21st Century of Yale University.</p> <p><b>Other Family Services:</b> Community development, weatherization, home energy assistance, employment development, emergency food and shelter, commodity distribution, transportation, neighborhood and small town services, etc.</p>	<p>Must complete Centralized Intake Form as application for any services.</p>	<p><b>Main Office :</b> 1400 North Division, P.O. Box 1289, Blytheville, AR 72316 (870) 776-1054</p> <p><b>Neighborhood Centers :</b>  <u>Blytheville</u>: 202 West Main, Blytheville, AR 72315 (870) 763-0483  <u>Manila</u>: Main Street - City Hall Manila, AR 72441 (870) 561-4533  <u>Osceola</u>: 404 School Street, Osceola, AR 72370 (870) 563-6819  <u>Wilson</u>: Wilson Square, Wilson, AR 72395 (870) 655-8412</p> <p><b>Hours:</b> M-F 8:00am-4:30pm</p> <p><b>Website:</b> <a href="http://www.mcaeoc.com">www.mcaeoc.com</a></p>
<p><b>Weatherization</b></p>	<p>Under the Weatherization Program, owners and renters of mobile or standard homes can apply for insulation and energy conservation services to reduce their energy costs.</p>	<p>These services are FREE to those who qualify. Qualified participants must be property owners or renters, and have income at or below 200% of current Federal Poverty Guidelines:</p>	<p>(870) 802-7100</p> <p><b>Website:</b>  <a href="http://www.crdcnea.org/view/weatherization">http://www.crdcnea.org/view/weatherization</a></p>

**Support Groups:**

Organization	Description	Qualifications	Contact Information
<b>Alzheimer's / Caregiver's Support Group</b>	Support and encourage family caregivers of dementia patients	None	4404 Memorial Drive – Ramey Center Blytheville, AR 72315 (870) 532-5544  <b>Meetings:</b> 1:30 pm 2 <sup>nd</sup> Monday
<b>American Cancer Society</b>	Transportation, support groups, wigs and hats, education, literature	If insurance covers needs, ACS cannot; otherwise ACS helps any cancer patient.	901 N. University, Little Rock, AR 72207 (501) 644-3480  National Office: (800) 227-2345  <b>Website:</b> www.cancer.org
<b>American Diabetes Association</b>	Education, Advocacy	None	5587 Murray Road, Suite 200A Memphis, TN 38119  National Office: (800) 342-2383  <b>Website:</b> www.diabetes.org
<b>Arthritis Foundation</b>	Informational brochures, list of rheumatologists. Exercise and self-help programs. Children's camp.	None	10 Cirphill Dr. Suite 340, Little Rock, AR 72205 (800) 482-8858  <b>Website:</b> www.arthritis.org
<b>Mississippi County Coalition for HOPE (Helping Other People Excel)</b>	Support group for parents and children with serious emotional and behavioral problems at home, in the community and at school.	None	629 W Ash St. 72315 Blytheville, AR (870) 740-4571

<b>Transportation:</b>			
Organization	Description	Qualifications	Contact Information
<b>City Cab</b>	Taxi Cab rides.	None	619 W. Moultrie (870) 780-6692
<b>Medicaid Transportation</b>  <b>“Southeast Transportation”</b>	Transportation for children and families	Must have Medicaid or Medicare. <u>Must schedule 48 hours in advance.</u>	(866) 539-0714

<b>North East Arkansas Transportation (NEAT)</b>	Provides transportation for shopping, medical, socialization, employment, education or public services/facilities. Vans are handicap accessible	Please call 24 hours in advance to avoid scheduling conflicts. \$2.00 for transportation beginning and ending in same town (other set prices can be found online.)	(866) 336-3691 or (870) 932-0836 <b>Hours:</b> 7:00am-5:00pm <b>Website:</b> <a href="http://www.crdcnea.com/view/north-east-arkansas-transit-neat">www.crdcnea.com/view/north-east-arkansas-transit-neat</a>
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**Policies**

**&**

**Procedures**

# **Primary School**

Policies and Procedures

**See Notebook**

**Elementary**  
**Referral for Guidance Counseling/Evaluation**  
**Attention: Megan Davis, Counselor**

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

From: \_\_\_\_\_

Student(s): \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

Best time to meet with student(s): \_\_\_\_\_

Circle all that apply.

Request made by:      Teacher    Parent

Areas of concern:      Scholastic Ability  
                                  Work Habits  
                                  School/Social Adjustment  
                                  Bullying / Victim of Bullying  
                                  Personal \_\_\_\_\_  
                                  Unknown

Action requested: Counseling    Observation    Group Discussion

Level of Performance:    Above grade level  
                                  On grade level  
                                  Below grade level

**PLEASE BRIEFLY DESCRIBE THE REASON FOR THE REFERRAL:**

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

Is the parent aware of the problem? \_\_\_\_\_

Has the PBIS Behavior Management plan been implemented? \_\_\_\_\_

# Middle School 6th Grade

Student Name (Print) \_\_\_\_\_ Gender: \_\_\_ Male  
 \_\_\_ Female

<b>Core Classes</b>	
<b>Math Literacy Science Social Studies</b>	All 6 <sup>th</sup> grade students must receive instruction in Math, Reading, Social Studies and Science. BMS offers pre-ap courses in these core subjects. Course recommendations will be based on Parcc scores, Star scores, report card grade in that subject and 5th grade teacher recommendation.
<b>Required Exploratory Classes</b>	
<b>Art 6</b>	All students will have Art class one day a week integrated within their Social Studies class. Students will create 2D and 3D works of art while exploring elements of line, color, value, texture, form and space.
<b>Physical Education</b>	All 6 <sup>th</sup> grade students will have one semester of Physical Education. Students will develop competency in motor skills, pattern and health enhancing behaviors.
<b>Technology &amp; Communications</b>	All 6 <sup>th</sup> grade students will have one semester of Technology & Communications. In this course, students will develop touch typing skills, and refine document formatting skills.
<b>Elective Choices</b>	
<b>Band 6</b>	Sixth grade band students will have the opportunity to begin study on brass, woodwind, or percussion instrument. Instruction includes learning to read band music, proper playing technique, scales, rhythm, sight-reading and other principles of music theory, history and music performance.
<b>Strategic Reading/ Music 6</b>	Strategic Reading provides the tools to help students of all abilities make this important transition to higher-level texts. Music 6 will be taught one day a week. Students will be exposed to American and European music. They will also study European ties current music and American culture.

\_\_\_ I will be attending BMS for the 2015/16 school year **or** \_\_\_ I will not be attending BMS for the 2015/16 school year

Please choose one of the electives listed on this form and return to your home room teacher. **We will do our best to give you the requested elective: however due to schedule constraints and class size requirement we cannot guarantee that the elective chosen will be available. Any student who do not submit a course registration form will have an elective selected for them.** Every 6<sup>th</sup> grade student that is not in Band will have to take Strategic Reading/Music 6.

\_\_\_ **Band 6; preferred instrument** \_\_\_\_\_ **or** \_\_\_ **Strategic Reading/ Music 6**

**Parent Name (Print)** \_\_\_\_\_ **Parent Signature** \_\_\_\_\_  
**Student Signature** \_\_\_\_\_



# BMS Course Request Form

**GRADE 7**

student Name (Print) \_\_\_\_\_ Gender: \_\_\_ Male  
\_\_\_ Female

\_\_\_ I will be attending BMS for the 2015/16 school year or \_\_\_ I will not be attending BMS for the 2015/16 school year

<b>Core Classes</b>	
<b>Math Literacy Science AR/Geography</b>	All 7 <sup>th</sup> grade students must receive instruction in Math, Reading, Geography and Science. BMS offers pre-ap courses in these core subjects. Pre-ap course placement will be based on Parcc scores, Star scores, report card grade in that subject and teacher recommendation.
<b>Required Exploratory Classes</b>	
<b>Physical Education/ Intro to Business Communications</b>	All 7 <sup>th</sup> grade students will have one semester of Physical Education. Students will develop competency in motor skills, pattern and health enhancing behaviors. All 7 <sup>th</sup> grade students will have one semester of Introduction to Business Communication. In this course, students will develop touch typing skills, and refine document formatting skills.
<b>Elective Choices</b>	
<b>Band</b>	This course is a continuation of the concepts taught in BAND 6. Students will go into more depth in areas such as theory, composition and history. Students will begin to learn how to apply these concepts to their everyday band setting. Students will be expected to participate in performances throughout the school year, in addition to having the opportunity to perform at other events.
<b>Applied Art/Applied Music</b>	In Applied Art, students will create and interpret visual images and will explore significant historical and cultural achievements and trends in the visual arts. Development of students' creativity will be emphasized through a variety of projects which includes units on: drawing, painting, design, graphics, sculpture, and collage. Music Appreciation is designed to open up students' minds and foster an appreciation for all types of music through the study of basic theory, notation, music history, listening/analyzing, singing, and playing classroom instruments.
<b>Choir</b>	Students continue to study, develop, process, and apply the correct techniques of choral singing and correct vocal technique, while also learning more in-depth applications of harmony and complex rhythms, chromatic sight singing with solfeggio, and correct stage presence in alignment with state and national standards for music education.

Please choose one year long elective listed on this form and return to your home room teacher. **We will do our best to give you the requested elective: however due to schedule constraints**

and class size requirement we cannot guarantee that the elective chosen will be available. If a form is not turned in an elective will be chosen for the student.

\_\_\_\_\_ Band 7                                      \_\_\_\_\_ Applied Art/Applied Music                                      \_\_\_\_\_ Choir

Parent Name (Print) \_\_\_\_\_ Parent Signature

\_\_\_\_\_

Student Signature \_\_\_\_\_ Contact number \_\_\_\_\_

# BMS Course Request Form

**GRADE 8**

Student Name (Print) \_\_\_\_\_ Gender:  Male  
 Female

I will be attending BMS for the 2016/17 school year **or**  I will not be attending BMS for the 2016/17 school year

<b>Core Classes</b>	
<b>Math Reading Science American Studies</b>	All 8 <sup>th</sup> grade students must receive instruction in Math, Reading, History, and Science. BMS offers pre-ap courses in these core subjects. Course level placement will be based on State Assessment scores, Star scores, report card grade in that subject and teacher recommendation. BMS also offers the class of American Studies which is a new tech based class that integrates Literacy and History.
<b>Required Semester Classes</b>	
<b>Physical Education/Strategic Reading</b>	All 8 <sup>th</sup> grade students will have one semester of Physical Education. Students will develop competency in motor skills, pattern and health enhancing behaviors. Students will also have one semester of 8th grade. Strategic Reading provides the tools to help students of all abilities make this important transition to higher-level texts.
<b>Career Development/Information &amp; Communications</b>	All 8 <sup>th</sup> grade students will also have one semester of Career Development and a semester of Information and Communication. This course is designed to guide students through the process of investigation and the development of a college and career achievement plan. Students will use this information to explore educational requirements for a variety of chosen career paths. Students will also receive a continuation of the computer and business skills learned in Introduction to Business in their seventh grade year.
<b>Elective Choices</b>	
<b>Band</b>	This course is a continuation of the concepts taught in BAND 7. Students will go into more depth in areas such as theory, composition and history. Students will begin to learn how to apply these concepts to their everyday band setting. Students will be expected to participate in performances throughout the school year, in addition to having the opportunity to perform at other events.
<b>Advanced Art 8</b>	This course is made available by recommendation from the art teacher. This course offers the student a broad range of experiences in a variety of media as well as an introduction to the elements and principles of design. Students will create and interpret visual images and will explore significant historical and cultural achievements, based on their personal interest.
<b>Applied Art/Applied Music</b>	In Applied Art the students will create and interpret visual images. Development of students' creativity will be emphasized through a variety of projects which includes units on: drawing, painting, design, graphics, sculpture, and collage. In Applied Music a variety of music

	methods and repertoire is utilized to refine students' abilities in learning, performing, creating, and responding to music.
<b>Choir</b>	Students continue to study, develop, process, and apply the correct techniques of choral singing and correct vocal technique. and correct stage presence in alignment with state and national standards for music education. <b><i>Varsity Choir will be available by recommendation from the Choir or teacher.</i></b>

Please choose one of the electives listed on this form and return to your home room teacher. **We will do our best to give you the requested elective: however due to schedule constraints and class size requirement we cannot guarantee that the elective chosen will be available. If a form is not turned in an elective will be chosen for the student.**

Band 8
  Advance Art 8 (pre-approval required)
  Choir  
 Applied Art/Applied Music
  Varsity Choir (pre-approval required)

Parent Name (Print) \_\_\_\_\_ Parent Signature \_\_\_\_\_

Student Signature \_\_\_\_\_ Contact number \_\_\_\_\_

**RTI Checklist: \* PAPER COPY NEEDED**

These items are needed for each RTI meeting. Please make sure that all information is updated and the Student Data Form is completed prior to the meeting.

\_\_\_ \*Hearing and Vision Results (You can get this from the nurse.)

\_\_\_ \*Current Grades from TAC (Progress Report or Report Card)

\_\_\_ \*Intervention Information (Who do they see? When did it start? How often do they go? What are the targeted areas? What is the intervention? Is progress being made?)

\_\_\_ 2014 Benchmark Scores (6<sup>th</sup> , 7<sup>th</sup> & 8<sup>th</sup> Graders)

\_\_\_ \*STAR Reading/STAR Math (Instructional Planning Sheet, Diagnostic Sheet)

\_\_\_ \*Work Samples (for area of concern) and Writing Journal  
(DO NOT THROW AWAY WORK SAMPLES)

\_\_\_ \*Absences/Tardies (Print Attendance Report from TAC)

\_\_\_ Medication Information (Nurse)

\_\_\_ Behavior slips or Swis report (if applicable)

\_\_\_ Retention information

\_\_\_ English Language Learner data or information (ELDA or LAS testing)

\_\_\_ Speech Info. (Does the child receive speech services?)

\_\_\_ Counseling Services (OR Counseling, Mid South, Families Inc.)

**\*\*\*Please have this information gathered and ready to be reviewed at the RTI meeting. Bring copies of this data for the RTI children in your class. If a student is added during the year to RTI, you must also collect this data for that student.**

**RTI Student Profile**  
**Blytheville Middle School**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DOB:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Hearing & Vision Results:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Last Hearing and Vision)

**Absences:** \_\_\_\_\_ **Tardies:** \_\_\_\_\_ **Office Referrals:** \_\_\_\_\_

**Retained:** \_\_\_\_\_ If Yes, what grade \_\_\_\_\_ **SPEECH:** \_\_\_\_\_

**STAR READING:**

**STAR MATH:**

<u>STAR: Level</u>	<u>Time</u>	<u>STAR: Level</u>	<u>Time</u>
1 <sup>st</sup> .	_____	_____	_____
2 <sup>nd</sup> .	_____	_____	_____
3 <sup>rd</sup> .	_____	_____	_____
4 <sup>th</sup> .	_____	_____	_____
5 <sup>th</sup> .	_____	_____	_____

**Benchmark: Literacy** \_\_\_\_\_ **Math** \_\_\_\_\_

**Additional Services:**

Medicine: \_\_\_\_\_ Counseling: ACA \_\_\_\_\_ MidSouth \_\_\_\_\_ Life Strategies \_\_\_\_\_ Families \_\_\_\_\_

Other Services Received: ELL \_\_\_\_\_ CICO \_\_\_\_\_ Barton's \_\_\_\_\_ BSP \_\_\_\_\_ Interventionist \_\_\_\_\_

**Concerns:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Referral \_\_\_\_\_ Monitor \_\_\_\_\_ Begin Interventions \_\_\_\_\_ Screener \_\_\_\_\_

# RTI Intervention Documentation

## Blytheville Middle School

**Student:** \_\_\_\_\_ **DOB:** \_\_\_\_\_  
**Grade:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Interventionist:** \_\_\_\_\_ **From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Target Area(s) or Deficiency Areas:**

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**Progress Monitoring Data:**

<b>Intervention:</b>	<b>Intervention:</b>
<b>Frequency and Duration:</b>	<b>Frequency and Duration :</b>
<b>Assessment Method and Materials:</b>	<b>Assessment Method and Materials:</b>
<b>Intervention Dates and Results:</b>	<b>Intervention Dates and Results:</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

**Notes:**

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## RTI- Tier 2/ Tier 3 Interventions

Student		Date	
Teacher		Tier	
Strengths			
Weaknesses			
Skills need to succeed			
Intervention Skills			
Intervention	Who is providing intervention?	How often?	Assessments for Progress Monitoring

## Grades

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

Teacher \_\_\_\_\_ Year: 2014-2015

### Progress Report:

Qtr.	Language Arts	Reading	Science	Social Studies	Math
1					
2					
3					
4					

### Report Card:

Qtr.	Language Arts	Reading	Science	Social Studies	Math
1					
2					
3					
4					

#### Areas of Concern

Subject(s): \_\_\_\_\_

#### Problem Areas:

Test: \_\_\_\_\_ Homework: \_\_\_\_\_ Classwork: \_\_\_\_\_

#### Area of Concern

Subject(s): \_\_\_\_\_

#### Problem Areas:

Test: \_\_\_\_\_ Homework: \_\_\_\_\_ Classwork: \_\_\_\_\_

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

**Blytheville Middle School  
Parent Notification of  
Response to Intervention Process**

To the Parents of: \_\_\_\_\_

Your child has demonstrated academic difficulties in the regular classroom and is in need of additional educational assistance to improve one or more of the following skills:

- Reading
- Math
- Behavior
- Other: \_\_\_\_\_

The Response to Intervention (RTI) Committee will begin collecting educational performance data to include data from the Arkansas Comprehensive Testing Assessment and Accountability Program (ACTAAP), Stanford Achievement Test (version 10), as well as classroom observations and interviews with teachers in each of the areas indicated above. The school will provide regular classroom interventions to assist your child in meeting the state approved grade-level standards. At this time, your child is at Tier II. If you have any questions please contact your child's teacher at 870-762-2983.

Sincerely,

RTI Committee

Please sign & return; \_\_\_\_\_

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

# Blytheville High School

## System Support/ Program Management

System support or program management, sometimes considered the core of a guidance counselor's responsibility and sometimes considered a necessary evil, is as important as the other components. Often it is considered narrowly as the day-to-day operation of the guidance area. It includes but is not limited to research and development, public relations, professional development, committees and advisory boards, and community outreach. Counselors need a good grasp of program management to maintain inner control of their services.

In Blytheville High School - A New Tech School it includes but is not limited to:

- Keeping track of class rank and GPA
- Working with students individually to meet their needs - personally, socially, academically, career, college, etc...
- Helping students make a plan of action to get from here to where they want to go in life
- Providing for all students to have Connections each month
- Providing College and Career days
- Being an active member of Arkansas School Counselor Association
- Being an active member of American School Counselor Association
- Being an active member of the Northeast Arkansas School Counselor Association
- Working with the CTE department to involve our students in internships that will assist our students in acquiring skills necessary to compete successfully in the job market
- Participating in professional development activities and opportunities provided by our local and regional providers
- Continuing our own education
- Reading daily to keep up on the financial aid information and scholarship information
- Attending financial aid workshops to keep up to date on governmental regulations regarding loans, grants and application changes
- Being an active participant on all Special Education IEP meetings
- Promoting and arranging for college campus visits

- Write letters of recommendation for all students for college admissions and scholarships as well as for staff member entering new programs of study 6 in college and applying for grants and scholarships.

\* See notebook for memorandum regarding College and Career Specifics\*

\*See notebook for High School Cheat Sheet to track credits\*

\*See Notebook for High School Registration Forms as well as ALE\*

\*See Notebook for High School Request for Class Change Form\*

## **Referral Process**

After counseling with a student several times within a short span of time, if the situation does not improve or worsens, a referral to a mental health agency might be in order. We have a mental health counselor on site on a full time basis, and the referral process is quite simple. All that is needed is to inform the therapist of the need for additional help.

After receiving the information from the school, the therapist will begin the process necessary to serve the client by taking the following steps and whatever other steps necessary to ensure that the client receives appropriate care.

1. Make contact with parent of guardian
2. Inform client and / or parent or guardian that the client needs to begin with the PCP (Primary Care Physician)
3. Take whatever steps needed to do an assessment on the client

The school counselor needs to be aware that he/she may need to refer parents or teachers to a mental health agency on occasion.

Referrals may be made by other staff members, parents, students, and anyone who has a concern for the mental and/or physical well being of any person. Usually, the process begins with the school counselor who then will contact and consult with the on site mental health agency.

In the event that the prospective client prefers counseling other than on site, the guidance office has a list of appropriate agencies, crisis numbers, and available community resources.

\*See Notebook for Senior Letter\*

# Professional School Counselor Job Description

*(With a Comprehensive Guidance Plan)*

## **Primary Function**

As a member of the Guidance and Counseling Department, the counselor is to provide and implement a comprehensive guidance and counseling program for students. The counselor provides activities to meet the needs of the students; consults with teachers staff, and parents to enhance their effectiveness in helping students; provides support to other educational programs; and implements an evaluation system to determine impact of the guidance and counseling program on relevant student outcomes.

## **Major Job Responsibilities for Building School Counselors**

1. Implements the guidance and counseling curriculum.
2. Guides and counsels groups and individual students through the development of educational plans and career exploration.
3. Counsels small groups and individual students with problems.
4. Consults with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Meets with parents to discuss possible options for referrals of students with severe problems to appropriate community agencies.
6. Coordinates, conducts, or participates in activities which contribute to the effective operation of the school.
7. Evaluates and revises the guidance and counseling program.
8. Pursues professional growth.

## **Key Duties**

1. **Implements the guidance and counseling curriculum:** Conducts guidance and counseling learning activities in the classroom as planned in conjunction with school administration and teachers; consults with and/or is a resource person for

teachers to incorporate guidance and counseling learning activities into the regular education curricula.

2. **Guides and counsels groups and I individual students through the development of educational plans and career exploration:** Provides orientation activities for students new to the school; participates in orientation programs for parents and students; assists students in grade level transitions and into post-secondary opportunities (high school guidance and counseling program); informs students and their parents of test results and their implications for educational planning; provides resource and information to assist in career awareness and career exploration activities; assists students with the development, implementation, and revision (as needed) of Personal Plans of Study (middle-school and high school guidance and counseling program)
3. **Counsels small groups and I individual students with problems:** Conducts structure, goal-oriented counseling sessions to meet the identified needs of individual or groups of students. Session

topics at the elementary level may include enhancing self awareness and identity, and addressing problems *In* the areas of: academic motivation and achievement, behavior, socialization skills, family issues, substance abuse, and child abuse (emotional,physical,and sexual).

## **High School Counseling Job Description**

### **Job description**

Culture – includes but is not limited to helping guide the team toward helping the students see their role and responsibilities in the learning process here and in the “after high school life”. Hopefully to help educate them, direct them, motivate them, and counsel them so they can be actively involved and productive students and citizens. Also to guide my team in consulting with all stakeholders for the benefit of reaching maximum student achievement. Would also hope to be able to help motivate (be cheerleaders of sorts for) the teachers and admin.

# Evaluation Tools

\*See Notebook for surveys\*

# High School Surveys

[Counselor Survey Student](#)

[Counselor Survey Teacher Edition](#)

# Connections

Beginning with the 2016-2017 school year, BHS will be modifying the way we go about providing Advisory (career exploration and education) to all students. We (the college & career counselor, ANC college & career counselor, the appropriate school counselor, and all grade specific teachers) will be meeting monthly with all students one grade level at a time. The format of each meeting may be different - based on the needs of the students, which means some meetings may be full group by grade, some may be small group by college/military/career interest. The format of each meeting may vary - based on the needs of the students, and personalities of involved counselors. The results of the Counselor Evaluation Surveys (teacher one and student one), the Connections Survey and the knowledge we have from speaking with the students will guide our plans for the monthly meetings.

[Connections Survey](#)

## **Resources – Primary Guidance**

*Blytheville Primary School*

Puzzle Pieces - Classroom Guidance Connection, by Gwen Sitsch and Diane Senn

Pickle Packet 11, by Patricia Kienzle

Small Group Counseling for Children, by Diane Senn

Individual Counseling Activities for Children, by Robert Bowman

Bully-Free Classroom, by Allen Beane

Popcorn Park series, “Getting along with Groark”, teaching kids valuable lessons that will help them get along well, work out conflicts fairly and peacefully, and prevent violent behavior.

Integrity Matters series, Character for Kids – to take positive character traits and teach important character traits

Another Sommer Time Adventure video and book series – teaching life skills and character building.

Boulder Publishing series on building character education.

Shining Stars character development program.

There is also a library of other books from different authors dealing with all situations in a child’s daily life.

**Resources – Elementary Guidance**

*Blytheville Elementary School – grades 3-5*

Julia Cook books and lessons

Trevor Romane videos and lessons

Book of Virtues videos and lessons

Lessons as needed from Missouri's Dept. of Ed. Guidance Curriculum  
Lesson Plans

Salvaging Sisterhood by Julia Taylor – used for group counseling

Girls in Real Life Situations by Shannon Trice-Black & Julia V. Taylor – used  
for group counseling

Group Counseling for School Counselors by Greg Brigman – used for group  
counseling

## **Resources – High School**

*Blytheville High School*

“Arkansas Next” magazine, delivered free three times a year and enough for two grade levels.

Engaging Students with Poverty in Mind, by Jenson

Brief Counseling That Works, by Sklare

Motivating Students who Don’t Care, by Mendler

Evidence-Based School Counseling, by Dimmitt, Carey, & Hatch

The School Counselor’s Book of Lists, by Blum & Davis

Object Lessons that Speak Louder than Words, by Becker

Motivating Underachievers, by Call

Counseling Toward Solutions, grade K-12, by Metcalf

Major in Success, by Combs

Motivating Defiant & Disruptive Students to Learn, by Korb

Individual Counseling Lessons (Grades 7-12) by Bowman & Bowman

Lifelines Intervention – Helping Students at risk for Suicide by Underwood, Springer & Scott

\*\*Each counselor’s office has other resources available. In addition to these texts, most also have personal resources.

# Software

**\*See notebook\***

# **Crisis Plan & Associated Forms**

# ***Blytheville Public Schools***

**District-WIDE  
SAFE SCHOOL and Crisis PLAN  
MITIGATION AND PREVENTION  
PREPAREDNESS  
RESPONSE  
RECOVERY  
EVACUATION AND REUNIFICATION**

**Approved by the  
Blytheville School Board  
3/29/2010**

**Revised  
6/15/2016**

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**Definitions**

**Crisis: A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.**

**A large number of students and staff will be affected. The psychological and emotional impact will be moderate to severe. Outside assistance will be needed**

**Crisis Team: A group consisting of designated persons to handle media, traffic, logistics, information and other duties as assigned. The Superintendent or his/her designee will make the determination to activate the District Crisis Team.**

**NOTE: Classroom teachers who have regular charge of students should not be on this team.**

**Auxiliary Team: This pre-established and trained group includes representatives from law enforcement, mental health agencies, medical, clergy, Arkansas Department of Education, and The Attorney General's Office.**

**Authorized District Crisis Team for BPS**

**Director of Crisis Team  
Brandon Harper 870-919-8902**

**Counseling:**

**Scottie Landess  
573-757-7585  
John Whitaker  
870-740-2572  
Sharon Nash  
870-623-1337**

**Susan Stonner**  
**573-717-0815**  
**Emily Crosskno**  
**870-762-2772**  
**Megan Davis**  
**870-740-2133**

**Media:** **Teryn Spears**  
**870-740-3288**  
**Sally Cooke**  
**870-740-0989**

**Medical:**

**Other:** **Vanessa Stewart**  
**870-278-4596**  
**Randy Jumper**  
**870-740-1548**  
**Paula Pitts**  
**870-897-6381**  
**Beverley Gonzales**  
**870-763-4697**  
**Jennifer Hopper**  
**870-838-3157**

**Auxiliary Team Members**

**Police:** **SRO Dustin LaCotts**  
**870-762-9646**

## **Important Phone Numbers**

**Counseling: Mid-South Health  
870-763-2139**

**EMS: Pafford  
870-763-5611**

**Utilities: Ritter  
1-800-382-2606  
Entergy:  
870-763-2590  
AR Western Gas  
870-762-5111  
Bly. Water  
870-763-4449**

**Media: KHLS  
870-762-2093  
KAIT8  
870-931-8888  
Ch. 3  
1-800-528-9734  
Ch. 5  
901-726-0416**

**Triple FM  
870-933-8800**

**Other:**

**Attorney General  
501-682-2007  
AR Dept of ED  
501-682-4475  
D.H.S.  
870-763-7093**

**Schools:**

**Gosnell  
870-532-4000  
Armored  
870-763-6639  
Osceola  
870-563-2561  
S. Miss. Cnty.  
870-655-8633**

**VCRT:**

**Verizon Wireless Crisis  
1-800-981-9558  
Response Team**

# **MITIGATION AND PREVENTION**

**MITIGATION AND PREVENTION IS THE FIRST PHASE OF EMERGENCY MANAGEMENT. PREVENTION IS THE ATTEMPT TO DEFLECT A CRISIS BEFORE IT CAN OCCUR, BY MITIGATING OR REDUCING RISKS. ALTHOUGH SCHOOLS HAVE NO CONTROL OVER SOME OF THE HAZARDS THAT MAY IMPACT THEM, SUCH AS SEVERE INCLEMENT WEATHER OR EARTHQUAKES, THEY CAN TAKE ACTIONS TO MINIMIZE OR MITIGATE THE IMPACT OF SUCH INCIDENTS. SCHOOLS IN EARTHQUAKE-PRONE AREAS CAN MITIGATE THE IMPACT OF A POSSIBLE EARTHQUAKE BY SECURING BOOKCASES AND TRAINING STUDENTS AND STAFF WHAT TO DO DURING TREMORS. SCHOOLS CANNOT ALWAYS CONTROL FIGHTS, BOMB THREATS, AND SCHOOL SHOOTINGS. HOWEVER, THEY CAN TAKE ACTIONS TO REDUCE THE LIKELIHOOD OF SUCH EVENTS. SCHOOLS MAY INSTITUTE RULES, IMPLEMENT VIOLENCE PREVENTION PROGRAMS, AND TAKE OTHER STEPS TO IMPROVE THE CULTURE AND CLIMATE OF THEIR CAMPUSES.**

## **A.1. MITIGATION AND PREVENTION PHASE**

- **Mitigation: “Any sustained action taken to reduce or eliminate long-term risk to life and property from a hazard event.” (FEMA definition from Practical Information on Crisis Planning – A Guide for Schools and Communities – United States Department of Education – May 2003.)**
- **Prevention: Those methods that are designed to prevent crime, violence, disruption, accidents and crisis situations, and used by school officials to reduce injury, death and damage to property at schools, school events and during school related transportation.**

## **A.2. METHODS TO EDUCATE, INFORM, AND COMMUNICATE**

**1. A system-wide safe school plan has been developed through a committee composed of school officials, parents, community support agencies, and emergency services responders. Each Blytheville Public school has developed a crisis response plan based upon the system-wide response protocol. In addition, the Safety Director is responsible for identifying appropriate staff to serve on a crisis response team at the beginning of each school year. This team will meet**

monthly to plan safe school activities, to mitigate hazards, and to determine that all safe school goals/mandates have been met.

2. The Blytheville Public School System and representative schools are responsible for providing to the school communities information relevant to the basic safe school concepts found within the plans. Methods used to communicate information include Web pages, handbooks, brochures, public presentations and workshops.

3. School discipline policies are provided to each student at the beginning of the school year. Signatures are obtained from both student and parent indicating provision of policies.

4. Transfer students are provided school discipline policies throughout the school year at the time of registration.

5. Students are informed within the school's handbook that their person, book bags, lockers, and other belongings are subject to search based upon reasonable suspicion. Student vehicles parked on campus also fall under potential search. Legislation now allows a school resource officer to search based upon reasonable suspicion while in the presence of a school administrator.

6. Periodic efforts are made within Blytheville Public Schools to remind students that weapons, drugs, alcohol, and tobacco are prohibited on school property at all times. Students are informed of the disciplinary consequences that result from possession and/or use.

7. Students are informed through both written and verbal communications that school officials are required to report to law enforcement officials when they have reasonable belief that one or more of the following incidents has occurred on the campus: assault resulting in serious injury, assault involving weapon use, assault on school personnel, bomb threat, arson, death by other than natural causes, kidnapping, possession of alcohol, possession of controlled substance in violation of law, possession of firearm or explosive, possession of a weapon, rape, robbery with or without a dangerous weapon, sexual assault, sexual offense, and taking indecent liberties with a minor.

8. Signs requiring all visitors to report to the main office are located at each campus entrance.

9. The Blytheville Public Schools has adopted and implemented the Positive Behavior and Intervention System (PBIS).

10. All internet users are required to sign an Internet Use Agreement. The agreements are signed by student, parent/legal guardian, and teacher as well as

**maintained at the school with reference to updated and maintained signatures. The Blytheville Public Schools emphasizes the establishment of a safe cyber environment for students.**

### **A.3. Staff Development Efforts**

- 1. On an annual basis, all classroom teachers will receive a presentation and update of information regarding basic aspects of the school's safe school and crisis response plan. An emphasis will be placed on designating their roles within the operations plan. This presentation will be provided during the initial opening weeks of school and open to other relevant staff. Annually, the following classified staff employees will attend workshops or training sessions with emphasis on relevant issues of school safety and emergency management: bus drivers, child nutrition workers, custodians, teacher assistants, and office staff.**
- 2. A mechanism has been developed within each school to provide an introductory training to initially new classroom teachers, substitute teachers, interns, student teachers and building staff regarding the safe school plan with emphasis on response procedures. A training log will be maintained in each school office to verify the date on which each staff member was trained and the signature of the trainer. The crisis team at each school may elect responsibility for this training.**
- 3. As many members as possible from the system-wide and school based crisis response teams will attend at least one workshop training, or complete one web-based course per year relative to emergency management and crisis response/recovery.**

### **A.4. POLICY INITIATIVES**

- 1. The Blytheville Public Schools require that each student be issued a school disciplinary code of conduct at the beginning of each school year. A copy of the conduct code is issued to transfer students upon admission to the school.**
- 2. A system-wide policy is in place that requires school employees to report to the administration and/or school resource officer criminal acts on school property as quickly as is practical for the situation. Each school's administration is required to report to law enforcement and to complete a violent incident report.**

3. Board policies address efforts at reducing acts of bullying, sexual harassment, and hazing in addition to establishing a clear line of communication and report protocol.
4. School Board Policy has been established to define acceptable and unacceptable uses of student isolation, seclusion, and restraint. The policy also addresses both a staff procedural training requirement and a parental reporting protocol.
5. The Board of Education within multiple policies defines the unlawful possession and/or use of alcohol, tobacco products and controlled substances on school grounds or at school sponsored extracurricular activities as prohibited. The policies furthermore associate violations with school discipline and law enforcement notification.
6. A system-wide policy has been implemented to recognize the authority of school based administrators to conduct reasonable searches of student's person, lockers, vehicles, and other belongings within the school premises. Conditions for search validation and accompanying procedures are clarified. By state law, school resource officers may conduct reasonable searches of students' person, lockers, vehicles and other belongings within the school premises without probable cause if in the presence of a school administrator and doing so for safety concerns.
7. Protocol and procedure have been put in place to activate the process of conducting a student threat/risk assessment when conditions warrant or there is reasonable suspicion that an individual's or group's behavior threaten school safety.

#### **A.5. PREVENTION/MITIGATION INITIATIVES**

1. In coordination with the Blytheville Police Department, a school resource officer has been placed within the high school. This officer is readily accessible to all students and staff.
2. A truancy officer is located at the High School and is readily accessible to all schools.
3. A District Safety and Security Director ( Safety Director) is located at the Administration Building and is also easily accessible to all schools.

4. Both at the system and school-based levels, counselors, psychologists, and social workers are available to assist students and parents with behavioral health issues that may impact school safety.

5. Anonymous surveys that include an emphasis on safe school issues are provided to students and staff on an annual basis representing every Blytheville Public school.

#### **A.6. FIRE AND ACCIDENT PREVENTION**

1. In accordance with State law each Blytheville Public school will conduct a monthly fire evacuation drill in addition to completing a comprehensive inspection of the campus to document the status of fire prevention equipment and identifying potential fire hazards or obstacles for evacuation. During these monthly drills, the Safety Director will observe and evaluate the drill for the purpose of planning more effective drills and future safe schools activities.

2. Each Blytheville Public School will also conduct two earthquake drills, six lockdown drills and four tornado drills during the school year. The Safety Director will designate in which months that these drills will take place.

3. On an annual basis, the Maintenance Department will provide training to school-based and system-wide maintenance staff and custodians focused on safety including proper lifting techniques, use of chemical agents (insecticides, cleaners, etc.), fire extinguisher use, and equipment uses, and new policies/procedures which have been adopted since the previous training.

4. Blytheville Public Schools will continue to strive towards full compliance on proper chemical storage and functional eye wash stations within science labs at the middle and high schools.

#### **A.7. PHYSICAL SECURITY AND SAFETY PROCEDURES**

1. A video security system, consisting of cameras currently placed within the high school, charter school, middle school, and primary campus with future implementation to include all other schools has been designed. System access will be secured and include potential first responder agencies in the event of an emergency.

2. A blueprint of all campuses within the Blytheville Public School System has been developed. The design includes safety factors such as the location of emergency utility cutoffs to accommodate first responders.

3. Signs directing visitors to sign in at the main office are posted at all main entrance doors at every Blytheville Public school.
4. Students and staff at the high school are issued numbered decals for parked campus vehicles during the registration process each school year.
5. The random use of drug dogs by school officials to circulate throughout a school campus – buildings and parking lots have been sanctioned by the Board of Education.
6. All employees of the Blytheville Public Schools are required to wear standardized photo identification badges.
7. A system-wide emphasis has been established by administrators in all schools to ensure that doors to classrooms, offices, closets, and other utilized spaces will be locked when not occupied or in use.
8. Blytheville Public School's construction criteria places the highest priority on addressing facilities containing progressively deteriorating conditions which, if not corrected, could result in safety concerns. This criteria is strictly followed during the annual evaluation process of capital requests.
9. Board policy provides the system's technology administrators allowance to monitor all activity on the computing facility network or standalone equipment for which they are responsible. The file system may be searched for specified violations of policy when reasonable cause is provided. Prohibited activities include usage of profanity and downloaded sites for pornography, hate groups, gang activity and weapon or bomb making instructions. A new, more powerful filtering system for the internet actively has further limited access to such sites.
10. Each school has established procedures restricting unauthorized access into buildings throughout the school day by maintaining specified doors to be locked when not in use.
11. All members of each school's Crisis Response Team are encouraged to take free training in CPR, AED, First Aid, and other skills that can be used until First Responders arrive. A list of all personnel certified in these skills will be made available to all building personnel on a monthly basis.

## **A. PREPAREDNESS**

**AFTER COMPLETING THE MITIGATION AND PREVENTION PHASE, SCHOOL OFFICIALS MUST NEXT TAKE STEPS TO PREPARE THE SCHOOL COMMUNITY FOR THE POTENTIAL DISASTERS, EMERGENCIES OR OTHER THREATS. THIS IS THE PREPAREDNESS PHASE.**

**CRISES HAVE THE POTENTIAL TO AFFECT EVERY STUDENT AND STAFF MEMBER IN A SCHOOL BUILDING. DESPITE EVERYONE'S BEST EFFORTS AT CRISIS PREVENTION, IT IS A CERTAINTY THAT CRISES WILL OCCUR IN SCHOOLS. GOOD PLANNING WILL FACILITATE TO A RAPID, COORDINATED, EFFECTIVE RESPONSE WHEN A CRISIS OCCURS. BEING WELL PREPARED INVOLVES AN INVESTMENT OF TIME AND RESOURCES-BUT THE POTENTIAL TO REDUCE INJURY AND SAVE LIVES IS WELL WORTH THE EFFORT.**

**EVERY SCHOOL NEEDS A CRISIS PLAN THAT IS TAILORED TO ITS UNIQUE CHARACTERISTICS. WITHIN A SCHOOL DISTRICT, HOWEVER, IT IS NECESSARY FOR ALL PLANS TO HAVE CERTAIN COMMONALITIES.**

### **A.1. PREPAREDNESS PHASE**

**Preparedness: Actions or steps taken to appropriately and quickly respond to a crisis or emergency including the development of protocols and policies that coincide with identified potential hazards.**

**The Blytheville Public School System and staff of our individual schools will become familiar with the system that responders often use to efficiently manage emergencies, particularly when the incident requires a multi-agency response. This method, called the Incident Command System (ICS), has proven to be useful in managing small emergencies as well as catastrophic disasters. The Federal Emergency Management Agency (FEMA) and many state, county, and city emergency management agencies have adopted ICS as the preferred method of managing multi-agency responses. Because of the increasing need to engage law enforcement and emergency management officials in responses to school emergencies, the Blytheville Public Schools will utilize common communication links. ICS unifies terminology, structure, objectives, resources, strategies, and functions. When implemented correctly, ICS establishes one central chain of command that smoothly directs information to all of the agencies concerned.**

### **A.2. USING THE INCIDENT COMMAND SYSTEM**

The Blytheville Public School System Incident Management and Safety Plan utilizes the Incident Command System (ICS), a nationally recognized structure for emergency response that enables schools, first responders, other government agencies, and private-sector organizations to work together when responding to an emergency. ICS provides a framework for operations, resource management, communications and information management, support, and incident management for the life cycle of an incident. The ICS structure provides response flexibility, common terminology, integrated communications, a manageable span of control, and accountability. ICS also provides for a smooth transition of command and tasks, which prevent “turf battles” and miscommunication, which can cost valuable time during an emergency

### **A.3. EMERGENCY RESPONSE KITS**

Each Blytheville Public School, with assistance from the Safety Director, will develop and maintain a minimum of two emergency response kits. Placement location(s) will allow immediate access yet provide secure storage. The Principal is responsible for periodically updating student information including current medical alerts.

The following items are designated as mandatory for inclusion in all emergency response kits:

- v Copies of the Blytheville Public School System-Wide Safe School Plan and individual school’s Emergency Response Plan.
- v Administrator’s copy of the Emergency Response Flipchart.
- v Laminated campus floor plans with designated buildings and classroom numbers (located in the Emergency Response Plan).
- v Laminated emergency contact list of names and phone numbers. Include faculty and staff listings.
  - v Student demographic information and Master schedules.
  - v Medical alert student information.
  - v Student list of restricted adult contact/release.
  - v Flashlight with extra batteries.

### **A.4. COMMUNICATIONS**

The ability to communicate during an emergency event is a primary and critical component to the efficient and effective response. The following methods of

communication are represented with the emergency response mechanism for the Blytheville Public Schools:

The Rapid Notification Service – Coordinated through the Technology Department, this system delivers phone notification to parents/guardians within a brief time period as a means of emergency communication. The system also has multilingual capabilities.

Two-way handheld radio devices are located within all buildings. The device allows communication between the school system.

The Safety Director also has access to all Emergency Management channels in the county including EMS, Fire, Police, and Sheriff's Department.

Cellular phones have been provided to some school principals, in addition to, some central office staff members. This system of devices allows group network communications between the Incident Commander and building level administrators.

Blytheville Public Schools system website will host a page devoted to safe schools information including general overview of the Safe School Plan and contact information numbers.

5. School bus communication has been established between the Department of Transportation and each bus within the fleet through placement of a two-way radio within the driver's cab area. Each bus driver has the capability of contacting someone for assistance.

## **C. RESPONSE**

IN THE RESPONSE PHASE OF EMERGENCY MANAGEMENT, SCHOOL AND COMMUNITY OFFICIALS WORK TOGETHER TO DESIGN PROTOCOLS THAT OUTLINE THE RESPONSES TO BE TAKEN WHEN A DISASTER OR EMERGENCY STRIKES.

A CRISIS IS THE TIME TO *FOLLOW THE CRISIS PLAN*, NOT TO MAKE A PLAN FROM SCRATCH. THIS SECTION SUMMARIZES SOME OF THE MAJOR RECOMMENDATIONS GATHERED FROM EXPERIENCED PRACTITIONERS AND

## **OTHER EXPERTS ABOUT POINTS TO REMEMBER WHEN CALLED ON TO IMPLEMENT YOUR CRISIS PLAN.**

### **C.1. RESPONSE PHASE**

**Response includes direct actions taken to provide emergency assistance, save lives, minimize property damage, and speed recovery immediately following a disaster.**

**In the response phase of emergency management, Blytheville Public Schools and community officials have worked together to design protocols that outline the responses to be taken when a disaster or emergency strikes. When an emergency occurs in or near a school, public safety and health care officials must respond immediately but with careful planning to address the needs of children and school staff. Because emergencies in schools have complex ramifications, it is essential for schools to implement a comprehensive approach in response that takes into account the ages and mental health of students as well as their physical abilities and limitations.**

**The Blytheville Public Schools have worked closely with local emergency responders to ensure mutual understanding of their respective roles and responsibilities in an emergency. Toward that goal, agreements that clearly delineate protocols, expectations, and roles have been developed.**

**Effective school safety plans must also be school-centered, integrating the distinct needs of each individual school with the support available from our system and surrounding community. For schools to meet their individual needs, each Blytheville Public School has developed a Crisis Response Plan. The Plan contains only the items of the system-wide plan that would be needed in an emergency. The contents of the Crisis Response Plan should be updated in the same manner as the more comprehensive and system-wide Blytheville Public Schools Plan.**

### **C.2. EMERGENCY CONTACT LIST**

**Note: a school-specific emergency contact list must be updated at least once per semester, and posted in the main office.**

### **C.3. MEDIA**

**Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity for the school, interference with emergency response, and increased civil liability.**

#### **Principal Response**

**Ø Emphasize to staff that any release of information to the media will be coordinated through the Principal. Before releasing information to the media, contact the Superintendent's Office.**

**Ø Work closely with public safety officials on the release of information to the media. Refer all public safety questions to the appropriate public safety official. In particular, do not discuss specifics of any ongoing criminal investigations.**

**Ø Information should only be released at designated media staging areas. This tends to reduce attempts by media personnel to resort to unethical tactics to gain information or access to school facilities.**

**Ø Do not provide any information "off the record."**

**Ø Be careful not to show any favoritism to any particular press representative. Be particularly careful not to ignore local media representatives while trying to work with national media.**

**Ø Consider all electronic equipment active at all times. Beware of "hot mikes." Television reporters will sometimes leave cameras turned on and record people when they think that they are only engaged in casual conversation with reporters.**

**Ø Before releasing any information, consider whether you can legally do so. Be particularly careful about releasing identifying information that conflicts with FERPA or HIPAA regulations.**

**Ø Do not authorize interviews with juveniles without specific parental permission.  
If interviews are granted, monitor them.**

**Ø Jot down notes before doing an interview.**

**Ø If a news release is necessary, contact the Superintendent's Office for assistance and official release.**

#### **Staff Response**

**Ø Do not make any statements to media personnel during or after a critical event without the expressed permission of the Principal.**

**Ø Refer all media inquiries to the Principal, his/her designee, or the Media Staging area.**

**Ø Notify the Principal whenever a media representative contacts you.**

#### **C.4. Media Staging Area**

**Media communications will be facilitated through the Superintendent at the media staging area.**

**The main media staging area is listed below but is subject to change.**

**Media Center  
Blytheville School District Service Center  
3933 E. State Highway 18 (Exit 67)  
Blytheville, AR 72315  
870-763-0551**

#### **C.4. BASIC RESPONSE TO ALL SCHOOL EMERGENCIES**

**Although each incident is unique, the following checklist provides general actions to consider and/or implement when facing an emergency on campus. Specific situations are covered in more detail in the incident protocols.**

##### **Principal Response**

- Ø Take a deep breath, don't panic, and verify the information you have.**
- Ø Determine whether to call 911, determine what level of response is warranted prior to calling 911**
- Ø If you have access to the Rave Panic Button app, activate it if 911 is needed.**
  - Ø Contact the Safety Director and report the incident.**
  - Ø Contact the Superintendent's Office and report the incident and the level of appropriate response.**
- Ø Activate the Crisis Response Team and Incident Command System (ICS), if necessary, using the procedures in your school's Crisis Response Plan.**

**Assign duties as needed:**

- a. Safety Officer (overall safety conditions of the campus)**
- b. Public Information Officer (media relations, contact)**
- c. Liaison Officer (coordinates with outside agencies)**
- d. Planning Chief (incident logs, evaluate the information)**
- e. Operations Chief (student accounting and release, facilities, medical, Response and Recovery Phase operations, food and water)**
- f. Logistics Chief (communications and supplies)**

**Set up an initial Incident Command Post for communication and emergency management services. Bring the “Emergency Response Kit” and the incident protocols to the Incident Command Post.**

**After the first responders have arrived:**

**Ø Hold a mandatory emergency staff meeting:**

**Principal - Advise the staff of the known facts.**

**Use the Recovery Phase plan to support the concerns and emotions of the staff, and to identify resources available to teachers and students.**

**Provide classroom assistance if needed.**

**o Outline the schedule for the day, and modify the schedule as needed.**

**Ø Establish contact with parents / family members of affected students according to**

**the Recovery Phase plan, to offer support and to determine needed assistance.**

**Ø Principal – In coordination with the District Superintendent, prepare a formal statement or announcement to the students, parents, and media. Determine if the Phone Notification System’s use is warranted.**

**Ø Expand, contract, or deactivate the Incident Command System as necessary.**

#### **Initial Staff Response**

**Ø Remain calm. Avoid appearing anxious or frightened.**

**Ø Maintain student safety.**

**Ø Direct students to turn off cellular phones.**

**Ø Follow the determined response protocol and administrative directives.**

- Ø Let children know that it is okay to feel upset.
- Ø Keep your explanations developmentally appropriate.
- Ø Refer children who exhibit extreme anxiety, fear or anger to mental health counselors and administrators in the school.

## **D. GENERAL/FUNCTIONAL PROTOCOLS**

**Note:** Individual schools should review each protocol, and adjust the procedures to account for the circumstances of your school. A laminated copy of each protocol should be placed in the Safe School Plan for the school.

**General / Functional Procedures** are a set of clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the Principal, or Safety Director (or designee if both are unavailable or directly involved in the incident) as Incident Commander, will decide which General / Functional Procedure to implement.

**There are eight General / Functional Emergency Procedures:**

- D.1 Resumption of Normal Activities**
- D.2 Perimeter Lockdown**
- D.3 Full Lockdown**
- D.4 Evacuation – Bomb Threat or Non-Fire Situation**
- D.5 Evacuation – Fire**
- D.6 Remote Evacuation and Family Reunification**
- D.7 Reverse Evacuation**

### **D.1. Resumption of Normal Activities**

**Definition:** This code and protocols are used to return students and staff to the building after an evacuation or to resume normal activities following a lockdown or shelter in place once it is determined that potential danger has passed.

**Alert Signal:** (If Campus is in a lockdown all doors must be physically unlocked.)

Administrators will announce by bullhorn, runners or via the public address system of “All teachers and staff. Please resume normal activities at this time.”

### **Principal Response**

Ø After the appropriate announcement has been made, determine when and if the school can return to normal operations or if a Perimeter Lockdown is required until the situation is stabilized. If they are not already activated, activate the appropriate crisis teams.

Ø Provide appropriate guidance to staff via public address announcements, e-mail, runners or other means as appropriate.

Ø Notify the Superintendent's office if you resume normal activities.

Ø The Principal may wish to inform staff members of the reason the evacuation was implemented. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children.

### **Staff Response**

Ø Teachers and staff shall return evacuees to their assigned areas in an orderly but prompt fashion.

Ø Upon reaching their assigned area, normal activities should be resumed.

## **D.2. Perimeter Lockdown**

**Definition:** A perimeter lockdown is a means to rapidly enhance the level of security in the facility. By locking all exterior doors and main interior doors, staff can make it more difficult for an intruder in the building or a dangerous person in the vicinity of the facility to gain access to staff and students. This type of lockdown does, however, allow staff and students to continue with productive activities in a limited fashion.

**Alert Signal:** Announcement over the public address system, "All staff – Perimeter lockdown is in effect at this time."

### **Principal Response**

Ø Make an announcement to implement the lockdown. If necessary, activate the crisis response team Notify the Superintendent's office and the district Safety Director of the situation requiring a lockdown. The Central Office will notify the

**Transportation Department to stop any inbound buses and/or make preparations to support you in the event you need to implement the family reunification protocol.**

**Ø Verify that all exterior doors have been secured.**

**Ø Verify that all main interior doors have been secured.**

**Ø Turn all school bells off. Classroom instruction may continue.**

**Ø Brief staff as quickly as it is safe to do so. Staff may be notified in person, via intercom, by phone, or by e-mail.**

**Ø Once the situation is resolved, implement the resume normal activities protocol. The Principal may wish to inform staff members of the reason the lockdown was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. The administration may find it appropriate to send a brief letter home to inform parents of the actions that were taken or utilize the Phone Notification System to convey a similar communication.**

#### **Staff Response**

**Ø Make sure designated entrance points to the building near your location are locked immediately.**

**Ø If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.**

**Ø If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.**

**Ø Continue with normal activities as much as the situation allows.**

**Ø If students or staff have a need to move about in the building, obtain permission first from the Principal or designee.**

**Ø Be prepared to implement rapidly an emergency evacuation or Full Lockdown if directed to do so.**

#### **D.3. Full Lockdown**

**Definition: A Full Lockdown is a response to an actual emergency situation. This type of lockdown is used to enhance dramatically and rapidly the level of security in the facility. This type of lockdown further requires that all staff and students**

seek as much physical safety from physical assault as possible by using barriers to sight as well as physical barriers.

**Alert Signal:** Announcement over the public address system, “All staff – Full

Lockdown in effect at this time.”

### **Principal Response**

Ø Make an announcement to implement the lockdown. Activate the crisis response team.

Ø Notify relevant public safety officials of the situation requiring a lockdown.

Ø Notify the Superintendent’s office and the district Safety Director. The Central Office will notify the Transportation Department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement the family reunification protocol due to a change in the situation.

Ø As soon as it is safe to do so, verify that all exterior doors have been secured.

Ø As soon as it is safe to do so, verify that all main interior doors have been secured.

Ø Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone or by e-mail.

Ø Once the situation is resolved, implement the Resume Normal Activities or Perimeter Lockdown protocol as appropriate for the situation. The Principal may wish to inform staff members of the reason the lockdown was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. The administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken or utilize the Phone Notification System to convey a similar communication.

### **Staff Response**

Ø If you are located in an area with a lockable door lock the door. Do not let anyone from outside of your room in.

Ø If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.

Ø If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.

- Ø Use of Color Coded Signs. Place a GREEN card under the door if the classroom is stabilized. Place a RED card under the door if someone is injured or a problem exists in the classroom.
- Ø Direct students to turn off cellular phones.
- Ø Do not open the door for people claiming to be public safety personnel.
- Ø Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.
- Ø Remain in place until your door is unlocked by a staff member.
- Ø Implement the ADD protocol. Avoid, Deter, and Defend

#### **D.4. Evacuation – Bomb Threat or Non-Fire Situation**

**Definition:** This evacuation is used for any emergency evacuation not related to a fire incident.

**Alert Signal:** Announcement over the public address system “All staff initiate an emergency evacuation. Please sweep all routes and the site.”

##### **Principal Response**

- Ø Notify appropriate public safety agencies of the situation.
- Ø Notify the Superintendent’s office and the Safety Director.
- Ø Activate the crisis response team.
- Ø If time permits, send designated staff member(s) to sweep the evacuation route and site and wait for an all-clear report before announcing the evacuation.
- Ø Announce evacuation.
- Ø Sweep the facility for students and adults who may not have been able to evacuate the building if it is safe for you to do so.
- Ø Ensure that the emergency evacuation kits are taken from the building and transported to the evacuation site.
- Ø Leave the building, report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents.
- Ø Report to the evacuation site. Check to ensure that all students and staff are at the site and appraise the situation.
- Ø The decision whether to implement the family reunification protocol will be made in consultation with the Superintendent or Assistant Superintendent. If the potential for family reunification protocol exists, the Transportation Department will be notified by Central Office and prepared for implementation in the event the situation escalates.

Ø If deemed appropriate after consulting with public safety officials, authorize staff to reenter the facility.

**Staff Response:**

Ø Conduct a brief but complete scan of your classroom or work area looking for any suspicious packages. If none are observed, make a slash ( / ) across the outside surface of the door with masking or duct tape. If any suspicious items or packages are noted, leave a brief note on the outside of the door that describes the object of concern.

Ø Direct students to turn off cellular phones. Confiscate any electronic communications devices that are prohibited by policy. The use of cellular phones can trigger explosive devices in some instances and can result in loss of control of the situation.

Ø Gather all students and visitors in your area of responsibility and evacuate using the route and site designated by the principal or designee.

Ø Ensure that all special needs persons are provided assistance by their designees.

Ø Remain alert to your surroundings. Be particularly alert to any people or conditions that might pose a danger to evacuees. If you encounter a significant hazard, quickly evaluate the situation; adjust your evacuation route and attempt to notify the principal or appropriate public safety officials.

Once you reach the designated evacuation site, determine that all students are present. Provide the name(s) of any missing student(s) to the administration.

Ø Remain alert to potential dangers in the area and properly supervise students under your care.

Ø Do not attempt to reenter the facility unless the principal or his or her designee directs you to do so.

Ø Do not use portable phones unless a significant emergency situation exists (such as a person with a serious injury or some dangerous condition that must be reported immediately).

#### **D.5. Evacuation - Fire**

**Alert Signal: Fire alarm**

**Principal Response**

Ø Sound fire alarm and activate the crisis response team.

Ø Notify the local fire department.

Ø Notify the Superintendent's office and Safety Director.

- Ø Ensure that the emergency response kits are taken from the building and transported to the evacuation site.**
- Ø In areas where it is safe to do so, sweep the facility for students and adults who may not have been able to evacuate.**
- Ø Leave the building. Report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents.**
- Ø Report to the evacuation site. Check to ensure that all students and staff are at the site and appraise the situation.**
- Ø The decision whether to implement the family reunification protocol will be made in consultation with the Superintendent or Assistant Superintendent. If the potential for family reunification protocol exists, the Transportation Department will be notified by Central Office and prepared for implementation in the event the situation escalates.**

#### **Staff Response**

- Ø Gather all students and visitors in your area of responsibility to evacuate according to the fire evacuation plan.**
- Ø Ensure that special needs persons in the immediate area are provided assistance by designees.**
- Ø If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.**
- Ø During the evacuation, remain alert to any potential hazards in the area. Hazards may exist due to vehicular traffic, dangerous individuals or other situations.**
- Ø Once evacuees have reached the evacuation site, determine that all students are present. Utilize the color coded card system. Provide the name(s) of any missing student(s) to the Principal or his/her designee.**
- Ø Remain alert to potential dangers in the area and properly supervise students under your care.**

#### **D.6. Remote Evacuation and Family Reunification**

**Definition:** This type of evacuation is used for any evacuation where students and staff will need to be moved to a remote site for reunification with family members.

**Alert Signal:** Announcement over the public address system “All staff initiate an emergency evacuation at this time. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location.”

#### **Principal Response**

Ø Notify the Superintendent or Assistant Superintendent of your recommendation to implement the family reunification protocol. The reunification site location will be determined at this time.

Ø Activate the crisis response team.

Ø Make the announcement by public address system, runners, e-mail or whichever means is most practical “All staff initiate an emergency evacuation. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location.”

Ø In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, law enforcement personnel will conduct the evacuation room by room.

Ø Designate a staff member to serve as your representative at the family reunification center. Instruct him or her to take along student information from one of the Emergency Evacuation Kits.

#### Central Office Response

Ø Upon the decision to institute the family reunification protocol, the Central Office ICS model will be activated.

Ø The Transportation Department will be notified to implement the system of evacuation to the designated site.

Ø Communication will be initiated between emergency management agencies and the school system using the assigned two-way communication devices.

Ø Crisis response teams from alternate districts will be assigned to the family reunification center.

Ø Media communications will be facilitated through the Director of Communications at the reunification centers and staging areas.

#### Staff Response

Ø Follow non-fire evacuation procedures and guide students to the designated on campus evacuation site. Prepare students for boarding of buses.

Ø Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.

Ø Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

### D.7. Reverse Evacuation

**Definition:** This code and protocols are used to return students and staff to the building if it is determined that conditions inside the building are safer than

outside. A Reverse Evacuation can also be combined with a Perimeter or Full Lockdown after an evacuation or shelter in place if the Incident Commander determines that there is danger to students who have been evacuated and that evacuees should be returned to the building and locked down.

**Alert Signal: Announcements by bullhorn, runners or via the public address system of “All teachers and staff implement the Reverse Evacuation and Full Lockdown Immediately.”**

#### **Principal Response**

**Ø Notify the Assistant Superintendent’s office.**

**Ø After the appropriate announcement has been made, determine when and if the school can return to normal operations or if a Perimeter Lockdown is required until the situation is stabilized. If they are not already activated, activate the crisis team.**

**Ø Provide appropriate guidance to staff via public address announcements, e-mail, runners or other means as appropriate.**

**Ø The Principal may wish to inform staff members of the reason the evacuation was implemented. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken or utilize the phone notification system to convey a similar communication.**

**Ø Notify the Assistant Superintendent’s office if you resume normal activities.**

## **E. MAN-MADE SITUATION PROTOCOLS**

**Note: Individual schools should review each protocol, and adjust the procedures to account for the circumstances of your school. A laminated copy of each protocol should be placed in the Safe School Plan for the school.**

**Man-Made Situation Protocols utilize the General / Functional Protocols, but add elements to meet the demands of a specific situation. When an emergency begins, the Principal (or designee if the Principal is unavailable or directly involved in the incident) as Incident Commander, will decide which procedure to implement.**

**There are eight Man-Made Situations protocols:**

### **E.1 Intruder / Suspicious Person**

**E.2 Disruptive / Unruly Person**

**E.3 Kidnapping / Missing Child**

**E.4 Weapons Use**

**E.5 Hostage Situation**

**E.6 Sexual Assault**

**E.7 Bomb Threats / Suspicious Packages**

**E.8 Bus Accident**

**E.1 Intruder/Suspicious Person**

**Definition: An intruder or suspicious person or person(s) are those who enter the grounds or building and do not appear to have a legitimate purpose for being present.**

**Alert Signal: “All staff – Perimeter lockdown in effect at this time” (if a lockdown is deemed to be appropriate).**

**Principal Response**

**Ø Obtain a description of the intruder(s) and any suspicious actions he has shown.**

**Ø Determine if a lockdown is appropriate. Announce a Perimeter Lockdown if a lockdown is desired.**

**Ø Contact the district Safety Director and SRO. Provide the Safety Director and SRO with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach intruders or suspicious persons.**

**Ø Upon arrival, coordinate actions with the law enforcement official.**

**Ø Notify the Superintendent’s office.**

**Ø Brief staff on the outcome of the situation as soon as it is resolved. Staff**

**Response**

**Ø Direct students into areas that can be secured.**

**Ø Secure doors and exterior windows (if a lockdown is announced).**

**Ø Do not allow students under your supervision to leave a secure area without approval from the Principal.**

- Ø Communicate with the Principal or office staff if you have pertinent information (use the intercom, e-mail, radio or telephone as available).
- Ø Attempt to calm students under your care.
- Ø Do not attempt to approach suspicious persons.

## **E.2 Disruptive/Unruly Person**

**Definition:** A disruptive or unruly person is a student, employee or visitor who becomes unruly to the point of disruption of the academic or work environment.

**Alert Signal:** “All staff – Perimeter lockdown in effect at this time” (if a lockdown is deemed to be appropriate).

### **Principal Response**

Ø Determine the person(s) who are disruptive and quickly assess the degree of their unruly behavior. Determine if a lockdown is appropriate to keep the situation from escalating to other parts of the facility. Announce a Perimeter Lockdown if a lockdown is desired.

Ø Contact the District Safety Director and SRO. Provide them with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach unruly persons.

Ø If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter.

Consider potential escape routes for yourself, students and staff in the event the individual(s) become combative.

Ø Speak to staff and the individual(s) in a calm and firm manner. Decide if it is best to advise the individual(s) that law enforcement personnel are on the way if you have called them.

Ø Attempt to contain the situation by ordering students and staff away from the individual(s) if appropriate for the situation.

Ø Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.

Ø Upon arrival, coordinate actions with the law enforcement official.

Ø Notify the Superintendent’s office.

Ø Brief staff on the outcome of the situation as soon as it is resolved.

### **Staff Response**

Ø Notify the office of your situation by the best and safest available means.

**Ø Instruct students to move away from the unruly individual(s)/area.**

**Ø Speak in a calm and firm voice.**

**Ø If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter.**

**Ø Consider potential escape routes for yourself and students in the event the individual(s) become combative.**

**Ø Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify the office immediately and evacuate all students to a safe area and follow lockdown procedures.**

### **E.3 Kidnapping/Missing Child**

**Definition: A kidnapping or missing child situation is one in which indications are such that a student who should be at the facility has run away from home, is lost or has been abducted.**

**Alert Signal: None, unless a precautionary lockdown is deemed to be appropriate by the Principal. In the event a lockdown is deemed to be appropriate, a Perimeter Lockdown shall be announced over the intercom system. If there is any indication that an abduction may be about to occur, a Full Lockdown should be implemented. Staff should be notified by runners and requested to search their area(s) of responsibility.**

#### **Principal Response**

**Ø Contact the parent or guardian and obtain as much information regarding the student's description, including clothing and the circumstances of the disappearance.**

**Ø If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, notify the district Safety Director and SRO.**

**Ø If there is any indication that an abduction has occurred or is about to take place, announce a Perimeter or Full Lockdown as appropriate to the situation.**

**Ø Notify the Superintendent's office.**

**Ø Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be in another location (such as a local school), the administrator of that facility should be notified to monitor them carefully.**

Ø Provide information for staff as appropriate.

Ø Assist law enforcement with the investigation. Staff Response

Ø If a lockdown is announced, follow procedures.

Ø Each staff member should carefully search his or her area of responsibility for the missing child(ren). Any potential hiding place should be searched, including crawl spaces, rest rooms, storage closets, cabinets and storage containers.

Ø Staff members should advise the Principal of the results of the search as soon as the search is completed.

#### **E.4. Weapons Use**

**Definition:** Weapons use is defined as the unauthorized discharge of a firearm or other use of a weapon to assault, threaten, or injure another person on or in close proximity to school property.

**Alert Signal:** Full lockdown or emergency non-fire evacuation as deemed

**appropriate Principal Response**

Ø Make a rapid assessment of the situation and determine whether a Full Lockdown or an emergency evacuation is the safest probable course of action. Notify staff of the lockdown or evacuation. Do not attempt to verify that a weapons assault has taken place prior to making this decision, even a brief delay could result in avoidable injuries or loss of life.

Call 911 and request law enforcement response if an SRO is not located on campus. If you have any indication of injury, also request emergency medical personnel. Provide dispatch personnel with all available relevant information such as description of perpetrator(s), type(s) of weapons involved, location of injured victims, location or direction of travel of suspect(s), suspect vehicle(s) etc.

Ø Contact the District Safety Director.

Ø If conditions allow, activate the crisis response team.

Ø As safely as possible, see that staff carry out steps listed in the “Staff Response” section. Maintain office to classroom communications.

Ø Establish communication with the Superintendent’s office.

Ø Determine if the family reunification protocol should be recommended. If the decision is made to do so, implement the family reunification protocol.

**Ø Implement the media protocol. Direct any release of information through the Director of Communications.**

#### **Staff Response**

**Ø Follow Full Lockdown or emergency evacuation protocol as directed. If you witness a weapons use incident, follow the most suitable procedure (lockdown or evacuation from the area) and notify the Principal as rapidly and safely as possible.**

**Ø When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students under your care. As soon as it is practical to do so, forward this information to the Principal or responding public safety officials.**

**Ø It is normally best not to attempt to confront or disarm anyone who is in possession of any weapon as you may risk serious bodily harm and further escalation of the situation. It is normally preferable to move students under your care away from armed individuals unless you feel that it will escalate the situation or place them in greater danger.**

**Ø If the weapon(s) have been dropped or discarded, secure the area where it is located. Notify the Principal or responding public safety personnel. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence.**

**Ø Remember that there may be hazards from blood or other bodily fluids at the scene.**

### **E.5. Hostage Situation**

**Special Note: During an actual hostage taking, those taken hostage should not attempt to retrieve the emergency operations plan since the plan could be useful to hostage-takers. Staff should instead become well versed on this section of the plan.**

**Definition: A hostage situation is one in which one or more individuals uses a weapon, the threat of a weapon or the threat of violence to hold or move persons against their will.**

**Alert Signal: Announce over the intercom a Full Lockdown or non-fire evacuation. Notify in person if it is safe to do so.**

#### **Principal Response**

**If you are not among those taken hostage:**

**Ø Determine whether a lockdown or non-fire evacuation is best for the situation. If the hostage situation is contained in one room or office, it may be possible to evacuate students and staff from other areas. Implement whichever option appears to be the best option based on available information.**

**Ø Call 911 if an SRO is not present and report the situation. Provide as much information as possible.**

**Ø Contact the District Safety Director.**

**Ø Notify the Superintendent's office.**

**Ø If you are able to evacuate the building, take the emergency evacuation kit with you and notify the first law enforcement officer you encounter of the situation and of the contents of the kit.**

**Ø Do not interact with the media while hostages are being held. Consult with law enforcement officials prior to making any statements. Improperly released information reported on television or radio can escalate the situation if monitored by hostage-taker(s).**

**Ø Evaluate the practicality of recommending the family reunification protocol in consult with the Superintendent or Assistant Superintendent. Upon the decision to do so, implement the protocol.**

***If you are among those taken hostage:***

**Ø Do not attempt to negotiate with a hostage-taker.**

**Ø Do not make suggestions to a hostage-taker. You may be blamed for resulting problems.**

**Ø Try to remain calm and keep the students under your care as calm and quiet as possible.**

**Ø Ask permission from the hostage-taker(s) prior to taking any action.**

**Ø Try not to make any unexpected or sudden movements.**

**Ø Follow instructions given by responding public safety officials.**

**Ø Do not point out law enforcement officers if you become aware of their presence.**

**Ø If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.**

## **E.6. Sexual Assault**

**Definition: A sexual assault is any crime of a sexual nature.**

**Alert Signal: None**

**Principal Response**

**Ø Contact the district Safety Director and SRO or, if unable to immediately access, call 911.**

**Ø Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.**

**Ø Attempt to provide the victim with privacy.**

**Ø Secure the crime scene.**

**Ø Contact the parent or legal guardian.**

**Ø Instruct staff not to use the victim's name on walkie-talkies and not to release the victim's identity to anyone other than law enforcement officials.**

**Ø Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.**

**Ø Keep reported victim(s), suspect(s) and witnesses separated.**

**Ø Assist public safety officials as requested.**

**Ø Notify the Superintendent's office.**

**Ø Implement media protocol, if needed.**

**Staff Response**

**Ø Notify Principal.**

**Ø Attempt to dissuade the victim from washing, cleaning up or use of the rest room, if possible.**

**Ø Attempt to provide the victim with privacy.**

**Ø Secure the crime scene.**

**Ø Do not release the victim's identity to anyone other than the Principal or law enforcement officials.**

**Ø Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.**

**Ø Assist public safety officials as requested.**

## **E.7. Bomb Threats/Suspicious Packages**

**Definition:** A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device.

**Alert Signal:** Announcement over the public address system “All staff initiate an emergency evacuation in effect at this time, evacuate to site. Please sweep all routes and the site.”

### **Principal Response:**

- Ø Upon receipt of a bomb threat, the Principal should contact the district Safety Director and SRO or if inaccessible, call 911.**
- Ø If a threat has been received by phone, provide the completed bomb threat checklist (Appendix F.7a) to the first law enforcement officer to arrive on the scene.**
- Ø Make sure that call tracing procedures have been implemented (keep the phone that the call was received on off the hook so that the call can be traced – if another call comes in afterward this is no longer possible).**
- Ø Notify staff to sweep and evacuate make public address announcement: “All staff initiate an emergency evacuation in effect at this time, evacuate to site. Please sweep all routes and the site.” If multiple threats are received over a relatively short time period, be sure to rotate evacuation routes and sites.**
- Ø Have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.**
  - Ø Remind staff members and students to turn off cellular or digital phones or portable radios unless a life-threatening emergency exists.**
- Ø Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.**

Ø Check with staff to see that all evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.

Ø Contact the Superintendent's office.

Ø Consult with public safety officials before authorizing evacuees to return to the facility.

**Staff Response**

Ø Staff should quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).

Ø If no such items are noted, staff should use masking or duct tape to make a slash across the entrance door to the area (/) to indicate to public safety officials they have swept the area and no suspicious items were noticed.

Ø If any suspicious items are noted, they should not be disturbed and the staff member should notify the Principal or designee upon evacuation from the area.

The staff member should then follow the non-fire evacuation protocol. Have students bring their book bags and other hand carried articles with them.

Ø Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

**E.7.(A). Bomb Threat Checklist**

**Directions:** When a bomb threat is received by telephone, fill out this form as soon as possible, if not during the phone call. One common practice is to keep a copy of this checklist near phones that accept incoming calls at the school and Admin office. After a bomb threat is made, the receiving phone should be left off the hook to preserve traceability of the call.

Call taken by: \_\_\_\_\_ Time: \_\_\_\_\_ A.M./P.M. Date: \_\_\_\_\_

Caller Information: Caller ID:           =       =       —

Any identifying information on the caller (name, address, nickname, etc.):

---

<b>Male</b>	<b>Female</b>	<b>Senior</b>
	<b>Citizen</b>	
<b>Child</b>	<b>Adolescent</b>	<b>Adult</b>

Place a check next to any of these characteristics that applied to the caller's voice:

<b>Loud</b>	<b>Fast</b>	<b>Slurred</b>
	<b>Raspy</b>	
<b>Soft</b>	<b>Slow</b>	<b>Lisps</b>
	<b>Laughing</b>	
<b>High</b>	<b>Garbled</b>	<b>Vulgar</b>
	<b>Reading</b>	
<b>Low</b>	<b>Stutters</b>	<b>Nasal</b>
	<b>Deliberate</b>	

Was there an accent? (elaborate if possible): \_\_\_\_\_

What was the manner of speech of the caller? \_\_\_\_\_

**Rational**

**Irrational**

**Polite**

**Was the caller emotional? If so, please elaborate: \_\_\_\_\_**

**Describe any background noise you heard: \_\_\_\_\_**

**Bomb Location: \_\_\_\_\_**

**Time Bomb will Detonate: \_\_\_\_\_**

**Additional Information: \_\_\_\_\_**

### **E.8. Bus Accident**

**Definition: Response to a bus (regular or activity) accident is initiated through a call from the driver to the Transportation Department. All buses contain radio communications. In the event of the driver's incapacitation, the school system's response may be initiated through first responder communication.**

#### **Principal Response:**

**Ø A list of all students transported on the bus at the time of the accident is developed initially by the bus driver.**

**Ø In the event of injuries requiring hospital transportation, transported students are designated on the list.**

**Ø When all students are removed from the accident scene, the Principal will go to the hospital.**

Ø An assistant principal or key staff member is directed to remain at the school and answer telephone calls in a brief and efficient manner, keeping phone lines open as much as possible.

Ø Consideration may be given in consultation with the Director of Technology to use the phone notification system for a brief incident message to appropriate staff or members of the school community.

**Central Office Response:**

Ø The Transportation Department notifies the Safety Director, Principal, Superintendent and Assistant Superintendent.

Ø In the event of injuries requiring hospital transportation, the Superintendent goes to the hospital.

Ø Only the Superintendent, Asst. Superintendent, or the Safety Director will report to the Media. No names of students or their conditions will be released by anyone other than the Superintendent Asst. Superintendent or Safety Director.

## **F. HAZARDOUS MATERIALS AND PUBLIC HEALTH EMERGENCIES PROTOCOLS**

Note: Individual schools should review each protocol, and adjust the procedures to account for the circumstances of your school.

Hazardous Materials and Public Health Emergencies Protocols utilize the General / Functional protocols, but add elements to meet the demands of a specific situation. When an emergency begins, the principal (or designee if the principal is unavailable or directly involved in the incident) as Incident Commander, will decide which procedure to implement.

**F.1 Injury or Illness**

**F.2 Suspected Biological Emergency – General Protocol**

**F.3 Anthrax Threat / Suspicious Package / Substance Exposure**

**F.4 Chemical / Hazardous Materials Release**

**F.5 Radiological Release**

## **F.6 Food Contamination or Poisoning**

### **F.1. Injury or Illness**

**Alert Signal: None**

#### **Principal Response**

- Ø Call School Nurse or 911 if School Nurse is not readily available .Report exact location and nature of injured.**
- Ø Assign a staff member to meet first responders as they arrive.**
  - Ø Implement Lockdown Protocol, if needed.**
  - Ø Implement Evacuation Protocol, if needed.**
- Ø If lockdown or evacuation is not appropriate, clear the area of all people who do not have a specific purpose for remaining in the area of the injured or ill.**
- Ø Assign a staff member to accompany the injured or ill individual(s) if transport to the hospital is necessary.**
  - Ø Notify family members or emergency contact of the injured or ill.**
- Ø If a crime may have been committed, contact the district Safety Director and SRO or Blytheville Police Department. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive. Do not allow anyone to clean up the area as it is a crime scene. Disturbing a crime scene is a criminal offense.**
  - Ø If injury or illness requires transport to the hospital, notify the Safety Director and Superintendent's office.**
    - Ø Notify other staff members as needed.**
  - Ø If the victim is an employee, complete the Workman's Compensation form.**
  - Ø If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.**
  - Ø Develop and maintain written documentation of the incident.**

#### **Staff Response**

- Ø Notify main office of injury or illness and the exact location of the injured or ill individual(s) or persons affected. Do not use names of injured or ill individuals over walkie-talkies.**
- Ø Do not move injured or ill unless the scene is unsafe.**
- Ø Take precautions against contact with bodily fluids.**
- Ø Provide first aid, if needed and only according to your level of training.**

Ø Comfort and reassure injured or ill person.

Ø Secure the scene if a crime may have been committed. Do not disturb any evidence.

## **F.2. Suspected Biological Emergency-General Protocol**

**Definition:** A suspected biological emergency occurs when a suspected or possible biological emergency or outbreak, having withstood clinical review, is reported to the school administrator by a credible source or detected by the public health system and reported to school officials.

**Alert Signal:** Staff briefing and personal notification by CRT Staff members.

### **Principal Response**

Ø Contact local public health officials and obtain instructions and decontamination information.

Ø Coordinate school response with the Safety Director, Superintendent and Assistant

**Superintendent.**

Ø Contact local hospitals to report situation, if appropriate.

Ø Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone or by e-mail.

Ø Contact parents and notify them of the situation, as appropriate and in accordance with HIPAA legislation. Any external communication will be developed through collaboration with the Superintendent.

### **Staff Response**

Ø Follow instructions of public health officials and Principal.

Ø Decontaminate as appropriate (specific procedures provided by public health).

Ø Assist in hospital transportation procedures, if necessary.

Ø Assist in epidemiological investigation, as necessary.

Ø Assist medical officials in treating staff and students as required.

## **F.3. Anthrax Threat/Suspicious Package/Substance Exposure**

**Definition:** On rare occasions, humans can contract the disease Anthrax (*Bacillus anthracis*), a zoonotic disease of herbivores. In recent years anthrax spores have been mailed to people and organizations, and there have been numerous incidents of anthrax threats involving mailed envelopes and packages containing harmless powder.

### **Principal Response**

- Ø Call 911 and report the situation. Provide details about the suspected exposure and the number of exposed people.**
- Ø Contact the District Safety Director.**
- Ø Move all people away from the area of exposure.**
- Ø Implement the Perimeter Lockdown protocol.**
- Ø Notify the Superintendent's office.**

**Shut down centralized heating / air systems even if the threat is not directed toward these systems.**

- Ø Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.**
- Ø If public safety initiates evacuation, staff should begin notification of parents/guardians to pick up students that have not been exposed at a designated area away from the school.**
- Ø Public health should make each student and parent aware of the symptoms of anthrax infection. It is imperative that they be notified to immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.**

### **Staff Response**

***If you have been exposed to the suspected substance:***

- Ø Attempt to remain calm. Remember that anthrax exposure is treatable and public safety and medical officials have plenty of time to react to suspected anthrax exposure cases.**
  - Ø Do not continue to handle any item(s) that may contain anthrax spores or evidence.**
- Ø Leave the room where the exposure occurred and isolate yourself from other people. Walk calmly and think of an isolated area that you can move to. If possible, close and lock the doors to the room of exposure. Notify the Principal or another staff member, or call 911 and request assistance.**

- Ø Be sure to report the situation accurately and provide information on the number of people exposed.
- Ø Follow directions of responding public safety personnel.

*If you have not been exposed to the suspected substance:*  
Follow Perimeter Lockdown Protocol as directed. Await instructions from the Principal or responding public safety officials.

#### **F.4. Chemical/Hazardous Materials Release**

**Definition:** During use, processing or transporting of chemical and other hazardous materials, accidents may occur that will expose people to the dangers of contaminants.

**Alert Signal:** Intercom, loudspeaker, bullhorn, or “runners.” Warning of hazardous materials is usually received from response agencies or noted on the scene by indicators.

**Principal Response:**

- Ø Emergency response personnel will normally instruct the Principal or the person in charge to take the action deemed most appropriate.
- Ø Contact the Safety Director.
- Ø Contact the Superintendent or Assistant Superintendent to facilitate evacuation to determine a safe family relocation site.

In case of imminent danger, in which emergency response personnel have not yet arrived, the Principal or his/her designee must decide the most appropriate action.

oEvacuate.

oAssemble all personnel indoors and conduct shelter-in-place activities.

Ø Follow-up action will be determined by emergency response personnel in coordination with facility officials and may include, but it is not limited to:

oDispatching buses or other vehicles to move members and staff to the relocation site in coordination with the Director of Transportation.

oReleasing information to parents/public in coordination with the Superintendent.

Ø If evacuating, do not return students or staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.

Ø If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination

which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

#### **Staff Response**

Ø Call or take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow the instructions given.

Ø If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the agent.

Ø In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol as directed.

○ Secure the buildings, including closing all windows and doors.

○ Shut off all heating, cooling, and / or ventilation systems.

○ Cut “OFF” all motors, fans, and appliances.

○ Place wet towels in door cracks or tape around the doors and windows to block air from the outside.

#### **F.5. Radiological Release**

**Definition:** During use, processing or transporting of radioactive materials, accidents may occur that will expose the facility to the dangers of contaminants. In addition, individuals or groups could cause the release of radioactive materials through a variety of means including being disseminated via food or water supply.

**Alert Signal:** Intercom, loudspeaker, bullhorn, or “runners.” Warning of the release of radiological materials will be received from response agencies. In the event of a nuclear device being employed, the electromagnetic pulse created by the device may render electronic communications devices, computer based equipment and modern vehicle ignition switches in the region inoperable. This could necessitate that all communications at the building level be handled by runners and other means not reliant upon technology affected by the blast.

**Observations of staff:** Possible indications of a radiological attack include:

Ø Unusual numbers of sick or dying people or animals.

Ø Radiation exposure symptoms include reddened skin and in severe cases, vomiting.

- Ø Casualties may happen hours, days or weeks after an incident.
- Ø Time elapsed between exposure and appearance of symptoms depends on the material used and dosage of exposure.
- Ø Unusual metal debris which could indicate devices or munitions-like material.
  - Ø Radiation symbols on containers.
  - Ø Heat-emitting materials without any visible energy source.
- Ø Glowing material or particles including Radio luminescence and/or colored residue at the scene.

#### Principal Response:

- Ø Emergency response personnel will normally instruct the Principal in charge to take the action deemed most appropriate
  - Ø Notify the Safety Director.
  - Ø Notify the Superintendent's office.
- Ø In case of imminent danger, in which emergency response personnel have not yet arrived, the Principal or his/her designee must decide the most appropriate action:
  - Ø Evacuate to a remote location outside the affected area. Or:
  - Ø Assemble all personnel indoors and implement the "shelter-in- place" activities.
- Ø If the "shelter in place" protocol is determined to be the best course of action, be prepared to shift to evacuation and family reunification if instructed to do so by public safety officials.
- Ø Follow-up action will be determined by emergency response personnel in coordination with system officials.
- Ø If evacuating, do not return students and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.

If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

#### Staff Response

Ø Call or take directions from the Principal, Crisis Response Team representative or local emergency management officials immediately. Listen to emergency alert broadcasts on all available media and follow the instructions given.

Ø If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the apparent contaminated area.

Ø In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol as directed.

## **F.6. Food Contamination or Poisoning**

**Definition:** A food contamination incident is a situation in which multiple students and/or staff members become ill due to the consumption of contaminated food or beverage. Contamination of food or beverage could involve accidental contamination or intentional contamination. Intentional contamination could involve biological organisms, toxins, chemicals or radiological contaminants.

**Signal:** Verbal notification of staff. **Principal Response**

Ø As soon as you become aware of a potential contamination situation, call 911 and request emergency medical personnel.

Ø If qualified staff are available, direct them to begin first aid as appropriate to their level of training.

Ø Take immediate action to prevent others from consuming food or beverages until the actual source of the contamination can be determined.

Ø Notify the Safety Director.

Ø Notify the Superintendent's office.

Ø Begin assessing the available information to try to determine the cause of the contamination.

Ø Ensure that food, beverages, eating and drinking utensils and serving dispensers are not discarded or washed until it is determined that they cannot be used as evidence.

Ø Work with responding public safety officials to determine how the contamination occurred.

### **Staff Response**

Ø Staff members may be the first to realize that a contamination incident has occurred. In this situation, notify the Principal or designee immediately.

Ø Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.

Ø Follow the directions of the Principal or designee.

## **G. SEVERE WEATHER/NATURAL DISASTERS PROTOCOLS**

**Note:** Individual schools should review each protocol, and adjust the procedures to account for the circumstances of your school. A laminated copy of each protocol should be placed in the Incident Management and Safety Plan for the school.

Severe Weather / Natural Disasters Protocols utilize the General / Functional protocols, but add elements to meet the demands of a specific situation. When an emergency begins, the principal (or designee if the principal is unavailable or directly involved in the incident) as Incident Commander, will decide which procedure to implement.

There are five Severe Weather/Natural Disasters procedures:

**G.1 Tornado**

**G.2 Flooding/Potential Flooding**

**G.3 Earthquake**

**G.4 Fire**

**G.5 Utility Failure**

**G.1. Tornado**

**Definitions:**

**Tornado *Watch*:** Weather conditions are favorable for the development of a tornado. **Tornado *Warning*:** A tornado has been sighted or detected. Take shelter now.

**Alert Signal:** Announcement over the public address:

**“Tornado *Watch* - be prepared to take shelter if a tornado is reported,” or**

**“Tornado *Warning* - take shelter immediately.”**

### **Principal Response**

- Ø Monitor weather/district radios and maintain communication with the central office.**
- Ø Announce appropriate alert signal over the PA.**
- Ø Call 911 in the event of a tornado sighting or strike.**
- Ø Make sure that all outdoor activities and personnel are moved indoors when a “Tornado Watch” is received.**
  - Ø When a “Tornado Warning” is received:**
    - o Move all personnel to tornado safe areas. Ensure that all persons in areas such as the gym and cafeteria are evacuated to the appropriate locations. Take the Emergency Evacuation Kit with you.**
    - o Make sure that all personnel remain in the duck and cover position until danger passes.**
      - o Determine if all students and staff are accounted for.**
        - Ø Once a “Tornado Strike” has occurred:**
          - o Implement the Injury or Illness Protocol, if needed.**
          - o Contact the Safety Director.**
      - o If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike. You may have to make a determination to evacuate the facility or to remain in the damaged facility, weighing the dangers posed by structural damage against the possibility of a second tornado strike on exposed evacuees. If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.**
    - o Contact the Superintendent’s office to determine whether to implement the Family Reunification Protocol. Consult with public safety officials before transporting students and staff.**

### **Staff Response**

- Ø If a “Tornado Watch” is reported:**
  - o Review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed.**
    - o Close windows and doors.**
    - o Move all people and activities indoors.**

**If a “Tornado Warning” is announced:**

- o Move into tornado safe areas.**
- o Assist any individuals with special needs.**

oOnce evacuees have reached the evacuation site, determine that all students are present. Provide the name(s) of any missing student(s) to the Principal or his/her designee.

oInstruct all students to remain in the duck and cover position until danger passes.

oSchool bus drivers will not be permitted to leave on bus routes as long as the warning remains in effect.

## **G.2. Flooding/Potential Flooding**

**Alert Signal: Announce the situation over the public address system (PA).**

### **Principal Response**

Ø Consult with the Superintendent and Safety Director to determine best course of action. If evacuation to a remote family reunification site is determined to be the best course of action, implement family reunification protocol.

Ø Discuss the safety of transportation routes if evacuation is deemed appropriate.

Ø Give alert signal over the PA.

Ø Assign the Head Custodian to shut off utilities at main switches if it appears safe to do so.

Ø Monitor weather radios or your local broadcast station. **Staff Response**

Ø Unplug all appliances. Do not touch electrical equipment.

Ø Avoid downed electrical lines.

Ø If there has been flooding in the community, do not drink tap water due to possible contamination.

## **G.3. Earthquake**

**Alert Signal: Tremors or a low rumbling sound. Announce instructions via intercom, classroom telephone or personal notification.**

### **Principal Response**

Ø If indoors, seek cover under sturdy furniture or against a wall near the center of the building and away from glass.

Ø If outdoors, move away from buildings, gas and electrical lines.

Ø Call 911 or emergency services, if needed.

**Ø Notify Safety Director.**

**Ø Notify Superintendent's office.**

**Ø After tremors have completely stopped, evacuate all buildings. Take Emergency Evacuation Kit.**

**Ø Determine if all students and staff are accounted for.**

**Ø Monitor your local broadcast station.**

**Ø Consult with emergency management and public safety officials regarding the structural integrity of the facility prior to reentering it.**

**Ø In coordination with the Superintendent, determine if the Family Reunification Protocol should be implemented.**

#### **Staff Response**

**Ø If indoors, advise all people to seek cover under sturdy furniture or against a wall near the center of the building and away from glass.**

**Ø If outdoors, advise all people to move away from buildings, gas, electrical lines or anything that might fall.**

**Ø Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.**

**Ø After tremors have completely stopped, evacuate all buildings. Do not reenter.**

**Ø Take roll. Report any missing people in your group to the principal or designee.**

**Ø Prepare for aftershocks.**

### **G.4 Fire**

**Alert Signal: Fire alarm or announcement over the public address system (PA).**

#### **Principal Response**

**Ø Make sure that the alarm has been activated as soon as notification is received. Do not wait to verify that a fire is actually occurring before activating alarm.**

**Ø Call 911 or local fire department.**

**Ø To the extent that it is safe for you to do so, ensure that all classrooms, rest rooms, cafeteria and other rooms have been evacuated.**

**Ø Take the emergency evacuation kit and evacuate to designated assembly areas.**

**Ø Notify the Safety Director.**

**Ø Notify the Superintendent's office.**

**Ø Determine if all students and staff are accounted for.**

**Ø Provide fire service personnel with master keys and current information.**

- Ø Implement Injury or Illness Protocol, if needed.**
- Ø In coordination with the Superintendent or Assistant Superintendent, determine if the Family Reunification Protocol should be implemented.**
  - Ø Document all property damage and property losses.**

#### **Staff Response**

- Ø Activate fire alarm.**
- Ø If a fire is detected, report the exact location of the fire to the main office.**
- Ø Evacuate to designated area, take rosters and emergency evacuation kits.**
  - Ø Close room doors, but do not lock them.**
  - Ø Assist any individuals with special needs in your area in evacuating.**
- Ø Once evacuees have reached the evacuation site, determine that all students are present. Provide the name(s) of any missing student(s) to the Principal or his/her designee.**

#### **G.5. Utility Failure**

**Definition: A utility failure is the interruption in the supply of electricity, telephone service, natural gas, sewage or water services to the facility.**

**Alert Signal: A plain language announcement over the public address system (PA) or personal notification as appropriate.**

#### **Principal Response**

- Ø Contact the Maintenance Department and report the outage.**
  - Ø Notify the Safety Director.**
  - Ø Notify the Superintendent's office and provide status updates as needed.**
    - Ø Notify staff.**
  - Ø Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.**
- Ø In the event of a gas leak, order an evacuation and open windows. Use bomb threat evacuation sites. Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.**
- Ø In the event of a power outage, send all students to supervised classrooms and campus sites with access to emergency lighting.**
- Ø In the event of a power outage, assist food service staff in securing refrigerated food storage units if power cannot be promptly restored. In coordination with the Office of Child Nutrition, determine that food is safe for consumption before it is used if the power remains off for an extended period of time.**

### **Staff Response**

**Ø Notify the Principal of the utility failure.**

**Ø Consult with the Principal as to the safety of continuing normal activities as appropriate.**

### **Central Office Response**

**Ø Maintenance will contact the utility company to determine an estimation of time to recovery of services.**

**Ø Child Nutrition will communicate with the school cafeteria manager to determine best course of action for meal preparation.**

**In the event of water outage, the Superintendent office will contact the Safety Director, Maintenance, and Child Nutrition to establish the provision of supplies (bottled water and hand sanitizer) and services (toilet flush) based upon recovery time.**

**Ø Maintain open communication with the Principal relative to decision making in response to current information updates.**

**Ø In the event of utility failure which requires an early dismissal of the school, the Superintendent's office will contact the Transportation Department.**

## **H. SUICIDE CRISIS**

**Few events in the life of a school are as potentially disruptive, chaotic, or painful as the suicide of a student. School personnel should not be expected to handle problems of this magnitude without the resources of official policies and procedures and an adequately trained staff to carry out a school based plan of action.**

**Each employee of a school district should be involved in a coordinated suicide prevention effort in the public schools. The campus principal has a key role in providing leadership for implementation of campus suicide prevention activities. Classroom teachers, librarians, and other school personnel play a crucial role in the identification, referral, and monitoring of troubled and suicidal students. Students, likewise, have a role in the identification, referral process and, where appropriate, peer counseling.**

## **H.2. PREVENTION CONTAINMENT POSTVENTION**

**Each suicide crisis event presents a unique and profound challenge for school administrators and staff. Having adequate policies and procedures in place will guide the administrative decision-making process. Sufficient pre- planning and implementation will help prevent a "bad" situation from becoming worse.**

**Administrators should have a grasp of the realities of a crisis situation, be sensitive**

**to the needs of the survivors, and ensure that existing policies and procedures are followed. Following these steps will aid in maintaining a functional school in any emergency.**

**Reports of published follow-up studies conclude that if these steps are adequately followed, the much feared phenomenon of contagion (serial suicides) can be averted. Postvention services (a series of planned interventions made with the survivors following a suicide) must also be attended to in the policy making process.**

## **H.3. SUICIDE INTERVENTION PROTOCOL**

**1. Any school employee who identifies a student as expressing the desire to harm themselves or others will contact the school counselor; if unavailable they will then contact the school nurse for assistance. The expression of a desire to harm self or others may present itself in verbal expression, written language, art, or observed changes in behavior.**

**2. The school counselor or nurse will take possession of the student, provide a safe environment and contact the mental health agency that the student is currently a client of to request an emergency assessment for suicidal assessment.**

**The counselor or nurse will remain with the student until the mental health provider arrives to complete the assessment. IF the provider does not respond**

within one hour, the community mental health provider (Mid-South Health Systems) will be contacted for assessment needs. If a student does not have a mental health provider, the community mental health agency (Mid-South Health Systems) will be contacted for assessment needs.

3. The building administrator (principal) and the district Director of Safety and Security will be notified by the school employee after the student is left with the school counselor or nurse.

4. If, in the school counselor's/nurse's professional opinion, the student is in need of an immediate response other than assessment by the mental health provider:

a. The student will remain under adult supervision and the parents/guardians will be contacted, when possible, and asked to come to the school to meet with appropriate school personnel. The secretary will contact the parent and request the parent come to the school for a meeting but will not disclose the purpose for the meeting. i.e., *"Mr. Jones, this is Mrs. Secretary at your student's school. I have been instructed to contact you; we need you to report to the school for a conference regarding your student. I am unaware of the reason for the conference but we ask that you come immediately. Please report to the counselor's office/nurse's office when you arrive."*

b. If it is determined that there is emergency need, the nurse will be contacted and required to call 911 for transportation to the emergency room for an immediate psychiatric evaluation. School personnel will notify parents/guardians of the transfer and to respond to the local emergency department.

5. If the student has recently self-injured or is becoming increasingly agitated, the police may be contacted as needed. If a parent refuses to provide appropriate mental health treatment, the Arkansas State Police Crimes Against Children division will be called.

**6. A confidential incident report will be completed by appropriate involved school personnel.**

**7. The school counselor or nurse will follow up with the parents/guardian in a timely manner (1-3 days). This follow up may include a discussion of therapeutic recommendations and ongoing mental health issues. A follow up notification will be needed from the mental health provider for the student's continuity of care in the school setting. This should occur on the same day of the incident or the next school business day.**

**8. Appropriate information will be shared with key staff on a need to know basis only, with strict confidentiality maintained.**

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

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

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

### **H.4. EMERGENCY CONFERENCE WITH PARENTS**

**In a meeting with school personnel today, information was shared regarding**

**\_\_\_\_\_ and his/her emotional condition and behavior.**

**Since my child has expressed suicidal thoughts, the recommendation was made**

**that psychiatric/mental health services be sought immediately. I have been provided**

**with names and phone numbers of local agencies, private practitioners, and other who can provide assistance to my child and me.**

\_\_\_\_\_  
School Personnel

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
School Personnel

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Date

### **H.5. STAY ALIVE CONTRACT**

I, \_\_\_\_\_(Student)

**COMMIT THAT I WILL NOT TAKE ANY ACTIONS TO END MY LIFE BEFORE I TALK**

**WITH YOU \_\_\_\_\_(School Personnel)**

**AGAIN.**

IF I FEEL SUICIDAL OR HAVE SUICIDAL THOUGHTS BEFORE I SEE YOU  
ON, \_\_\_\_\_, I WILL CONTACT YOU AS SOON AS  
POSSIBLE AT \_\_\_\_\_ OR \_\_\_\_\_. IF YOU  
ARE NOT AVAILABLE, I WILL ALSO CALL \_\_\_\_\_  
AND/OR \_\_\_\_\_ FOR ASSISTANCE.

\_\_\_\_\_

School Personnel

\_\_\_\_\_

Student

Name

\_\_\_\_\_

Date

## H.6. DOS AND DON'TS RELATED TO SUICIDAL THREATS

*The publications of many organizations and governmental agencies contain advice for people who want to help suicidal youngsters. That advice is summarized below.*

### DOs

**LISTEN** to what the student is saying and take her/his suicidal threat seriously. Many times a student may be looking for just that assurance.

**OBSERVE** the student's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the student says.

**ASK** whether the student is really thinking about suicide. If the answer is "yes," ask how she/he plans to do it and what steps have already been taken. This will convince the student of your attention and let you know how serious the threat is.

**GET HELP** by contacting an appropriate CRT member. Never attempt to handle a potential suicide by yourself.

**STAY**

**with the student Take the student to a CRT member and stay with the student for awhile. The student has placed trust in you, so you must help transfer that trust to the other person.**

**DON'Ts**

**DON'T**

**leave the student alone for even a minute.**

**DON'T**

**act shocked or be sworn to secrecy.**

**DON'T**

**underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or try to shock or challenge the student ("Go ahead. Do it.").  
The student may already feel rejected and unnoticed, and you should not add to that burden.**

**DON'T**

**let the student convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the student may appear happy and relaxed. You should, therefore, stay involved until you get help.**

**DON'T**

**take too much upon yourself. Your responsibility to the student in a crisis is**

**limited to listening, being supportive, and getting him/her to a trained professional. Under no circumstances should you attempt to counsel the student.**

## **I. Recovery**

**During Recovery, schools must work closely with community organizations, government officials, and other stakeholders to restore the learning environment. The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus on students and the physical plant, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff, and responders. One of the major goals of recovery is to provide a caring and supportive school environment.**

### **I.1. RECOVERY PHASE**

**The Blytheville Public School system will work closely with community organizations, government officials, and other stakeholders to restore the learning environment after an emergency or natural disaster. A collaborative effort will be made to return students and staff to the school environment as soon as possible to resume the educational process.**

**Recovery includes actions taken to return to a normal or improved operating condition following a disaster. The recovery phase begins at the same time as the response phase; by utilizing school crisis plans, teams and other qualified professionals, Blytheville Public County Schools will assess the emotional needs of students and staff and arrange for appropriate intervention. Children, teachers, and administrators will be provided support from community based professional services to help them cope with trauma or other challenges that can arise following a crisis.**

**During the recovery phase it is important to maintain consistent communication with parents/guardians regarding actions the school is taking to facilitate recovery. This information may be conveyed through media briefings, letters, phone notification, or parent-school activities.**

**The District Counselors and mental health professionals will coordinate resources to help children cope with anniversary dates or memorials that remind them of past disasters or other events. To assist in coping with these events informational “tip” sheets will be prepared that help parents and the staff speak to children about the event. Established lists of qualified health-care professionals and community or faith-based organizations will be available during the preparedness phase.**

**In addition to mental health recovery, Blytheville Public Schools must be prepared to manage the restoration of the physical school environment. This process may involve dealing with substantial damage to the physical school facility after such disasters as fires, hurricanes, tornadoes, or earthquakes. The Director of Facilities in coordination with the Director of Maintenance will provide a post crisis evaluation of the campus and make recommendations to the Superintendent.**

**The recovery phase is usually the longest phase of emergency management, beginning as soon as the response phase begins and lasting until the physical environment, students, and staff have returned to a sound physical and emotional state. The steps taken during the recovery phase will have a lasting effect on the school environment and the community's perception of the response to the event.**

**For Blytheville Public Schools, the overall goal of recovery is to ensure the continuation of vital emotional and cognitive processes for students and staff in the event that a disaster or a major crisis event occurs. The guidelines of the Blytheville Public Schools Recovery Plan will be used to help individuals recover from a crisis**

**event, provide procedures to handle emergency situations that may have an emotional impact on people, and to accomplish the following objectives:**

- Prepare behavioral health responders to address human needs effectively during and after an event,**
- Manage the recovery activities in an effective manner, and**
- Limit the negative emotional impact of a crisis situation or traumatic event.**

**Should an emergency situation occur at any Blytheville Public school, the Recovery Plan will provide an effective method that can be used by responders and behavioral health specialists to prepare all activities associated with the crisis response in a proactive manner and to mitigate the potential negative impact with all populations.**

**Definition:** Crisis intervention is defined as the provision of emergency psychological care to victims as to assist those victim's in returning to an adaptive level of functioning and to prevent or mitigate the potential negative impact of psychological trauma.

**1. Intervene Immediately.** By definition, crises are emotionally hazardous situations that place victims at high risk for maladaptive coping or even for being immobilized. The presence onsite of crisis trained personnel as quickly as possible is paramount.

**2. Stabilize.** One important immediate goal is the stabilization of the victims or the victim community actively mobilizing resources and support networks to restore

some semblance of normalcy and routine. Such a mobilization provides the needed tools for victims to begin to function independently.

**3. Facilitate Understanding.** Another important step in restoring victims to pre-crisis level of functioning is to facilitate their understanding of what has occurred. This is accomplished by gathering the facts about what has occurred, listening to

the victims recount events, encouraging the expression of difficult emotions and reactions, and helping them understand the impact of the critical event.

**4. Focus on Problem Solving.** Actively assisting victims to use available resources to regain control is an important strategy for crisis responders. Assisting the victim in solving problems within the context of what the victim feels is possible enhances independent functioning.

**5. Encourage Self-Reliance.** Akin to active problem-solving is the emphasis on restoring self-reliance in victims as an additional means to restore independent functioning and to address the aftermath of traumatic events. Victims should be assisted in assessing the problems at hand, in developing practical strategies to address those problems, and in fielding those strategies to restore a more normal equilibrium.

#### **I.1.(B).**

#### **PLANNING AND IMPLEMENTATION**

**1.** A general overview of the Blytheville Public Schools Safe School Plan (including recovery) will be provided at the school level to faculty and staff on an annual basis. A more detailed focus on the plan's recovery phase will be presented to the school's crisis response team with implications for revision to the individual school plan.

- a) In determining the membership of the school based crisis response team, minimum representation from one of the four professional areas identified in B1, should be selected.
- b) A member of the crisis response team will be assigned through the District Safety Director.
- c) A phone notification and contact list will be developed at each school to include multiple contact numbers for each school counselor, psychologist, family specialist and behavioral therapist assigned to the school district. Also included will be contacts for responders within the local faith-based community. Mental health and medical resources within the community will be coordinated through the system's crisis response team, in collaboration with the Director of Safety.
- d) All recovery efforts enacted by Blytheville Public Schools will utilize the SAFE-R- Five Step Model:
  2. Stabilize and assess the situation rapidly;
  3. Acknowledge the crisis and mitigate stress;
  4. Facilitate discussion and mobilize resources;
  5. Encourage problem solving and use of coping skills
  6. Referral of emotional or medical problems and restore to function.
  7. A primary objective within the process of recovery will be returning Blytheville Public School students and staff to the "business of learning" as quickly as possible following a crisis.

**I.1.(C) ACTION CHECKLIST FOR RECOVERY**

**Principal (May Delegate Actions to Recovery Professional/CRT Member)**

1. Activate the school crisis response team.
2. If the incident requires the family reunification protocol to be enacted, notify the Director of Safety to activate system-wide coordination and direct recovery support at the site.
3. Conduct a rapid intervention needs assessment to determine who was impacted and needs assistance immediately.
4. Triage those students and staff in need of immediate crisis intervention.
5. Determine the scope of recovery services required. Initiate the phone notification sequence for district support if applicable.

6. Monitor how staff is assessing students for the emotional impact of the crisis.
7. Maintain contact with the Principal and Director of Safety to acquire information about the response operations and to report potential problems.
8. Conduct daily debriefings for faculty, staff and others assisting in the recovery. The Director of Safety will be resources for assistance.\
9. Through collaboration between site recovery professionals, Director of Safety, and Emergency management First Responders; persons identified as needing long-term care will be referred to local mental health and other human service providers.
10. Critique the incident recovery efforts and activities using feedback from members of the Mississippi County Emergency Response, the District Crisis Response Team, faculty and staff, students and community members.

**I.1.(D) SAMPLE SCHOOL CRISIS INTERVENTION ACTIVITIES**

Trauma experts emphasize the need to create a caring, warm, and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities, including drawing, painting, or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt (“I could have taken some action to change the outcome of the crisis”).

<b>Elementary (grades K-5)</b>	<b>Secondary (grades 6-12)</b>
<b>Draw-a-picture</b>	<b>Art, music, dance</b>
<b>Tel I-a-story</b>	<b>Stories, essays, poetry, video production</b>
<b>Books on disaster and loss</b>	<b>Books on disaster and loss</b>

<b>Create a play or puppet show about a disaster</b>	<b>Create a play, or video about a disaster</b>
<b>Create a game about a disaster, disaster preparedness, or disaster recovery</b>	<b>Group discussions about disaster, disaster preparedness, or disaster recovery</b>
<b>School study projects</b>	<b>School projects on health or natural and social sciences</b>
<b>Materials about disaster safety and self and family protection</b>	<b>Materials about disaster safety and self, family, and community protection</b>
<b>Masters of Disaster, available from Red</b>	<b>School service projects</b>
<b>Cross</b>	

Reprinted and adapted from Lystad, M. (Ed.). (1990). *Innovations in Mental Health Services to Disaster Victims* (DHHS Publication No. ADM 90-1390). Washington, DC: US Government Printing Office.

## **J. DEATH NOTIFICATION PROTOCOL**

**Important:** Blytheville Public School personnel should never initiate or conduct a death notification. This role will be assumed exclusively by an agency representative from the Mississippi County Emergency Responders outside of the school system.

### **K. Evacuation and Reunification**

The goal of the Evacuation and Reunification Plan is to give school-based administrators and their Crisis Teams specific locations, protocol and guidelines in the event of a crisis that requires removing hundreds and possibly thousands of students and staff from campus. Some crises require the immediate removal of students and staff from the campus. A detailed plan must be in place to handle massive crowds of people. Students must be accounted for, transported to a safe location and eventually reunited with their parents and guardians. This section lays out a detailed plan for evacuating students and staff. It also gives specific protocol and guidelines on transporting the students to predetermined

**destinations that are capable of accommodating them for several hours. This section also gives protocol on the specific requirements to reunify students with their parents/guardians.**

### **K.1. EVACUATION**

**The evacuation of students and staff from any Blytheville Public School building will follow protocol. Evacuations have been categorized relative to cause and rationale including, although not limited to, bomb threat, suspicious packages, hostage situation, fire, and unsafe campus exterior.**

### **K.2. REMOTE EVACUATION AND REUNIFICATION**

**In accordance to general protocol Principals and Staff will follow the guideline sequence of steps to evacuate students and board busses for transportation to the Family Reunification Center. The following points of emphasis are relevant to a decision to activate evacuation and reunification:**

#### **Principal Response**

**Ø The decision to transport evacuated students to a designated site for family reunification must be approved in consult with the Superintendent, Safety Director, and Assistant Superintendent.**

**Ø Through preliminary discussions with the Transportation Department, a bus driver staff should be identified, in addition to, assigned faculty/staff (two per bus) for the purposes of student transport from campus to reunification site. An alternate staff member should be selected for each bus to serve in case of the primary staff member's absence.**

**The Principal, as Incident Commander, will not depart from his or her campus until a delegated transfer of authority has taken place with an emergency response agency. Furthermore, the Principal will not depart from the campus until all students and staff have been evacuated and accounted for.**

#### **Staff Response**

**Ø The first priority is to facilitate a safe evacuation for all students that may come under your supervision. A list of those students' names should be checked twice prior to releasing the list to the designated CRT member. Provide the names of**

any student that normally would fall under your supervision during the time of evacuation and his or her whereabouts, if known.

Ø Physically accompany supervised students to the bus loading area once you have provided the attendance list of student names to the designated CRT member.

Ø Clearly follow the directives given to you by the Principal or Incident Commander. If assigned a bus to accompany students, coordinate with your staff partner to take a written roll of student riders. Upon arrival provide the list to the check-in staff and support students as needed.

#### **Central Office**

Ø Once a decision is reached to activate the campus evacuation and family reunification process the system-wide Incident Commander will notify the Transportation Department to initiate the planned provision of vehicles and drivers.

Ø An initial briefing will be conducted by the Incident Commander in the Executive Conference Room. The system's objectives relative to the incident will be presented. Participants will include representative roles at both levels of the ICS Command and General Administrative support structures. Additional representatives of designated branches, as deemed appropriate by the Incident Commander, will be called to attend the briefing as well.

Ø The Incident Commander and designated Command Officers, based on the incident specifics, will have discretion to proceed to the incident site in lieu of the Family Reunification Center. Such a decision will require the next leveled staff person to assume the Command roll at the center. The General Administrative positions will proceed directly to the center which will represent the Incident Command Post.

Ø Although not all inclusive, representative branches activated at the Family Reunification Center would include student accountability, reunification, supplies, and communication.

## **STUDENT DISMISSAL / SCHOOL REUNIFICATION PROCEDURES**

- During an emergency, it is critical that parents receive important information and directions from school officials before going to the school or scene of an

**emergency. School officials will make every effort to notify parents where the class has been relocated and will provide instructions for picking up child(ren)**

- Students will only be sent home with adults listed on their Emergency Contact Card. The adult must have a picture ID when picking up the student(s).**
- In an emergency every effort will be made to keep parents informed so they understand the situation and what is being done in response. Families will receive information and instruction from the communication sources listed below.**

### **L.1. WHERE CAN I GET INFORMATION DURING AN EMERGENCY?**

**Chances are that you may not be able to reach the school by telephone in a real emergency. Experience shows that staff must react to the emergency first. District telephone lines will be busy with personnel who need to communicate to emergency services. We will, however, be making every effort to contact parents directly by telephone, through our automated telephone system. Principals have each child's emergency contact information that they will keep with them during an emergency.**

**The District's website, will post updates throughout the course of an emergency.**

**The news media (radio stations 92.7, 100.5, 104.9, 106.3, 107.5, 96.3, 93.9 and tv stations 5, and 8) will be contacted and kept up-to-date on all developments, and will be asked to broadcast important information needed by parents, just as they do when inclement weather forces school closings.**

## **L.2. IMPORTANT THINGS TO REMEMBER DURING A SCHOOL EMERGENCY:**

- **Wait for the school to call you with instructions. Main phone lines will be needed to help with the emergency.**
- **A designated area will be assigned so you are able to pick up your child(ren) easily. Police officers, firefighters, and paramedics will be working to help ensure the safety of your child(ren).**
  - **We strongly encourage parents NOT to come to the school during an emergency unless directed to do so. While a parent's natural instinct in an emergency is to go to the school to safeguard their child, please understand that doing so may significantly reduce the school's ability to respond to the situation. In addition, going to the school may interfere with police or other emergency workers whose sole purpose is to assure the safety and well-being of students and staff. Vehicles driven to the school, for example, may restrict access for emergency vehicles and school buses that are loading children for evacuation or to take them home.**

## **L. REMOTE EVACUATION LOCATIONS**

- **The main evacuation location for all schools is the Multi-Purpose building located at 1105 Byrum Road between the Kindergarten Center and Primary School**
- **All school campuses can be used as evacuation locations in the event that the Multi-Purpose building can not be utilized.**
  - **Off campus locations include the Administration Building at 405 W Park, Blytheville Schools Service Center at 3933 E. State Highway 18, and First Baptist Church at 715 W. Walnut Street.**

- **Evacuation locations cannot always be predicted so please consult the media outlets and website for more information**

## **MEDIA**

**Media communications will be facilitated through the Superintendent at the media staging area.**

**The main media staging area is listed below but is subject to change.**

**Media Center  
Blytheville School District Service Center  
3933 E. State Highway 18 (Exit 67)  
Blytheville, AR 72315  
870-763-0551**

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**SUSPECTED CHILD ABUSE REPORT**  
**To Be Completed by Mandated**  
**Child Abuse Reporters**

**Please**  
**Print or**  
**Type And**  
**Fax to;**  
**1 501 618-8952**

**\* INDICATES MANDATORY FIELDS**

**\*Note That this form is to be used for non-emergency use only**

**PG 2**  
**DEMOGRAPHIC**  
**ROLES:**

**AN = Alleged Victim**

**A/O = Alleged Offender**

**PFRC = Person Responsible for Care (of the victim child)**

**Sibling = Sibling to the victim child**

**Other Person = A person living in the home**

**With the victim child not already mentioned**

# 1	Name	Race	Sex
	Role In Referral	Address	Age/DOB
# 2	Name	Race	Sex
	Role In Referral	Address	Age/DOB
# 3	Name	Race	Sex
	Role in Referral	Address	Age/DOB
# 4	Name	Race	Sex

### FG 3

	Role in Referral	Address	Age/DOB
# 5	Name	Race	Sex
	Role in Referral	Address	Age/DOB
	Date/time of incident	Place of Incident	
	Narrative- Please include the following: What Happened; Who Did It		

**?; Does the child have injuries now? When was the child last seen and by whom? ; Safety Concerns; Any Drug Use? Where is the child now?**