

Section Three

Arkansas Student Services Plan Requirements

Classroom Guidance (Direct Service)

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

Part-time counselors adjust their class sessions based upon the percentage of time they are present in the school. For example, if a counselor were only 50% then they would have a maximum of five classroom sessions per week.

Classroom guidance lessons are not a break or planning time for teachers. Classroom guidance is an age-appropriate, collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student. Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It allows them to discuss "what-if" scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

Individual and Small Group Counseling (Direct Service)

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

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

Guidance in Understanding the Relationship between Classroom Performance and Success in School (Direct Service)

The counselor assists students in understanding the relationship between school and classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Academic Advisement (Direct Service)

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

Orientation (Direct Service)

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

Consultation and Coordination (Administrative Activity)

An important part of the counselor's role is to collaborate with teachers and parents. Counselors work with teachers and administrators to help create school environments that encourage student growth and learning.

Consultation can include:

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

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

Parental Involvement (Administrative Activity)

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

Utilization of Student Records (Administrative Activity)

The school counselor reviews academic records and files, and may update them for use with students and parents, as well as for their own professional use.

Interpretation of Student Assessments (Direct Services)

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

Interpretation of Student Assessments (Direct or Administrative Activity)

Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs (Direct Service)

Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

Making Referrals to School and Community Resources (Administrative Activity)

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

Direct Counseling Activity Examples – 75% of Time Monthly

The counselor provides direct to students at least 75% of their time monthly. Examples of direct counseling are:

- Individual social/emotional counseling
- Individual academic guidance and counseling
- Individual career education guidance and counseling and vocational decision making
- Orienting new students to the school (this does not include master scheduling)
- Consultation with students
- Class selection discussion/academic advisement with students
- Interpretation of state-mandated assessments with students
- Review records and files while assisting students
- Small group counseling sessions
- Classroom guidance sessions

Administrative Activities Examples- 25% of Time Monthly

The counselor provides administrative services no more than 25% of their time monthly. Examples of administrative services are:

- Consultation services with school personnel and outside agencies
- Making appropriate referrals
- Test interpretation about students; test interpretation for parents, faculty or community
- Updating guidance/counseling records for counselor's utilization
- Planning, managing, and evaluating the comprehensive counseling program
- Planning classroom guidance lessons

The American School Counselor Association's Position on High-Stakes Testing and School Counseling

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_High-StakesTesting.pdf

Career Awareness and Planning in School Counseling Programs (Direct Service)

Annotated Code 6-18-1009 states: "Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children's learning and career planning process."

At the elementary level, guidance and classroom activities can focus on developing personal skills, career exploration and making the connection between them and the world of work.

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

Arkansas District and School Planning

Additional Components of Student Services Plans

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

Alternative Methods of Classroom Management

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

Follow-up of School Dropouts and Graduates

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

TABE Testing (Pre-High School Equivalency Examination)

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

Group Conflict Resolution Services

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

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

Visiting Teacher and Social Work Services

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

Occupational and Placement Services

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

Psychological Services

The district provides psychological services to students to ensure that they are ready to succeed and are being prepared for college- and/or career- readiness. These services include, but are not limited to:

- Evaluation of students with learning or adjustment problems
- Evaluation of students for exceptional student programs
- Consultation with parents, students and school personnel to ensure students are ready to succeed
- Provision of an early identification system of learning potential and factors that might affect educational performance
- System for liaison and referrals with available resources
- Written policies that assure ethical procedures in psychological services.

School Health Services

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

Suicide Prevention Public Awareness Program

The distribution of a suicide prevention public awareness program should be provided

- **ADE Guidance and School Counseling Suicide Prevention Resources**
<http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/student-support>

At-Risk Students and the School Dropout Program

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

<http://www.arkleg.state.ar.us/education/HigherEd/Documents/DropoutPreventionToolkit.pdf>

Alternative Student Services Personnel

In order to provide the services set forth in the Act, a district may utilize the following types of personnel in addition to any standard student services personnel: professionals or paraprofessionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers. These individuals may provide only the services they are trained, certified, or licensed to perform.

Conscious Discipline

Created by Dr. Becky Bailey, an internationally renowned expert in child developmental psychology, Conscious Discipline® is built on the premise of developing discipline *within* children rather than applying discipline *to* them.

The Conscious Discipline process applies equally to parents, child care givers, educators, and patient caregivers. It can be pictured as a pyramid with four stages:

- **Understand the brain states** (the base of the pyramid)

Discover how to use the latest brain research to break out of the instinctive habit of disciplining children the same way you were disciplined as a child.

You'll also be able to help children progress from physical or verbal aggression to calm self-regulation, freeing them to make better choices and empathize with others.

- **Learn your seven powers as adults**

Among these powers is your ability to see discipline as an opportunity to teach rather than a disruption... and to stay in control of your own actions, creating a safe environment for your children.

Consider: an adult who is out of control is perceived by a child as a threat to his or her safety. As part of this stage, you'll learn how to self-regulate your own emotions and actions.

- **Discover new ways to connect members of your family, classroom, or team**

Building stronger connections in your family, classroom, or team will increase their willingness to solve problems together rather than fight against each other.

Many parents and teachers are delighted to find that attention seeking behaviors in children are automatically reduced at this stage, which isn't surprising since most people crave connection more than attention.

- **Use the seven skills of discipline to respond to events in new ways**

If you've ever struggled to keep a child focused on an idea or task, you'll be delighted to find that changing your own responses can help children boost their learning skills.

Your new ways of responding will also help children develop kindness and self-respect, honor those different than themselves, solve problems with compassion, and grow into responsible adults.

Now parents enjoy children: empowering families

Conscious Discipline, a research-based discipline approach, can teach parents and children to:

- Set and achieve goals together... despite obstacles
- Manage emotions instead of acting out
- Set personal boundaries to encourage mutual respect
- Resolve conflict in a way that creates closer relationships

A survey of parents who underwent a five-week Conscious Discipline training program in Mesa, AZ found that Conscious Discipline is significantly effective in improving parent-child relationships in setting limits, communicating with children, satisfaction with parenting, and parental involvement.

Read reviews written by other parents—many have implemented Conscious Discipline in their own homes and families.

Improving classroom learning environments

Conscious Discipline, an evidence-based discipline approach, can help school staff, teachers, and students create an environment where everyone can develop in a way best for them—including adults!

Conscious Discipline is the only program that integrates classroom management with social-emotional learning, uses everyday events as part of a school's curriculum, and addresses the adult as well as the child.

The Conscious Discipline program has been named a national model for character education by the Florida State Legislature. It has also been proven to reduce aggression by 64% while increasing reading scores by 18%; in fact, Conscious Discipline classrooms score significantly higher in statewide reading comprehension, writing, *and* math tests.

The method's School Family™ concept, part of the third pyramid stage, defines three essential ingredients for a school's success:

- Increasing the willingness to learn by creating a sense of belonging
- Boosting impulse control internally: a much more effective approach than an external system of punishment and rewards
- Helping children develop and apply sustained attention by reducing stress and encouraging contributions in a caring atmosphere

BEHAVIOR MODIFICATION RUBRIC

	Advanced - 4	Competent - 3	Developing - 2	Elementary - 1	Score
Identify	Identifies a clearly defined and measurable goal for his/her Behavior Project.	Identifies a goal, but some components are not clearly defined or measurable.	Goal is not appropriate for a behavior modification project. Goal would not result in a change of behavior.	No clear goal is stated.	
Examine	Clearly states a behavior he/she wishes to increase or decrease that will help him/her meet his/her goal. The behavior must be under his/her control. The behavior must be stated in measurable terms.	States a behavior, but doesn't clearly define who is in control and how the behavior change will be measured.	States behavior he/she wishes to change; but either the behavior is not in the student's control, or it is not measurable.	No clear behavior is stated that will help student meet his/her goal.	
Formulate	Formulates a plan that includes all aspects of appropriate conditioning method using appropriate terminology (e.g., types of reinforcers, types of punishment, schedules for reinforcement or punishment).	Plan includes some but not all aspects of the appropriate conditioning, or plan includes some but not all of the appropriate terminology.	Plan incorrectly uses some aspects of the appropriate conditioning and terminology.	Plan incorrectly uses the conditioning method and terminology.	
Gather	Appropriately gathers and explains baseline data about behavior he/she wishes to change.	Appropriately gathers but does not clearly explain baseline data.	Gathers some baseline data without a clear explanation, or clearly explains baseline without data.	Includes no baseline or explanation.	



Effective Dates: From 10/20/2011 to 12/20/2011

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers on it.

Parent Signature: _____

Name _____

Dates of Contract: From _____ to _____

The inappropriate behavior I will work on is: _____

I will change my behavior by:

The person I am going to practice controlling misbehavior with is:

The reward I want to receive for controlling my behavior is: _____

The penalty/consequence for using hurtful behavior is: _____

Print student's name: _____

Examples of Logical Consequences

Behavior

Consequence

Throws toys

Time out for toy

Doesn't eat dinner

No dessert

Hits friend or sibling

Apologize and give hugs

Runs into street

Must hold parent's hand

Doesn't share toys

Is last to pick toy
next time

Throws a temper
tantrum

Takes nap instead of
going to park

Uses Potty Words

Send child to bathroom since
clearly they need to go potty

Won't Take a Nap

Super early bedtime

Is disrespectful to
teacher

Must write note
(or draw picture note)
of apology

LOGICAL CONSEQUENCES

ABUSE IT , LOSE IT	Temporary loss of privileges, equipment, items and/or activities.
INCOMPLETE WORK	Finish at recess or for homework.
DISRESPECTFUL BEHAVIOR	Separation from group – Time Out within the classroom and write an apology letter.
TALKING DURING INSTRUCTION	Separation from group. At first, timeout within the classroom. If continues send to another room for time out.
WASTING INSTRUCTIONAL TIME	Make time up at recess. Set the timer each time to show how much time was wasted and needs to be made up.
MESSING AROUND IN THE LINE	Send to the back of the line and tries again.
POOR MANNERS	Copy and write out a list of proper manners they should exhibit.

GENERAL – Warning, Time Out within

Classroom Timeout in another Classroom

VI. Conflict Resolution Services

A. Description

Conflict resolution addresses cooperation, communication, tolerance, and positive emotional expression to diffuse and resolve conflicts as they arise. Creative conflict resolution helps students reduce conflict and deal more effectively and constructively with their feelings and those of others. The goal is to help students develop skills enabling them to resolve group conflicts in a constructive manner.

B. Activities

Activities will include assertiveness training, problem solving, anger management, social skills, acceptance of self and others, responsibility to self and others, self-esteem, bullying, & teasing. The Be Cool program will be used in grades 3 – 5. The Peace Curriculum will be used in grade 5. Students in all grades will be encouraged to attempt to work through their problems in the counselors office with peers if they help working through a problem.

(A) PUPIL HARASSMENT (Bullying) (Act 681 of 2003)

All students have a right to attend schools free from pupil harassment. Pupil harassment is physical or verbal conduct that is unwelcome and unwanted and is directed at the student victim to intimidate and could, if continued, lead to physical or mental anguish to the point that the victim's education is jeopardized. In the worst cases, such as physical assault or terroristic threatening, it is also a serious criminal act.

Harassment of this nature will not be permitted on any school property, at school-sponsored activities, or on school buses. Students are to respect one another at all times. Any school employee that observes conduct which may be perceived as "bullying" should speak to the student being harassed. Students may deny they are being harassed, so employees should also confront the offender and express their concerns. A formal complaint by the victim or employee should be turned into the office if there is any question as to the offender's intent. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted. The relationship between the students can determine if the conduct is perceived as welcome or unwelcome. Students, parents, and/or school employees should report peer pupil harassment immediately to the principal.

A single physical or verbal act, such as an argument or light shove, should not lead to extreme punishment because the unwanted behavior must be severe and pervasive and must interfere with the victim's ability to receive an education. However, even a single incident should be addressed promptly and fairly to prevent it from leading to severe and pervasive pupil harassment. The specific steps in an investigation will vary depending upon the nature of the conduct complained of, the source of the complaint, the age of the student(s) involved, and other factors. However, in all cases the inquiry must be prompt, complete, and fair. Depending on the severity of the incident, the administration may want to send the student-harasser to counseling or in the case of repeated or severe incidents, disciplinary actions will be more severe (detention, in-school suspension, out-of-school suspension, etc.). Copies of this policy will be available upon request.

CONFLICT RESOLUTION AND PEER MEDIATION CURRICULUM GUIDE

*Presented by
The Arkansas Alternative Dispute Resolution
Commission*

*Hon. Warren O. Kimbrough, Chair
Hon. Sidney H. McCollum
Hon. Gary D. Corum
Senator Morrill Harriman
Mr. Rick Johnston
Hon. James Hall
Rep. Martha Shoffner*

*Melanie Ewell, Coordinator
625 Marshall St.
Little Rock, AR 72201-1020
(501) 682-9400 EXT. 1332 Fax (501) 682-9410*

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*Compiled and Created by:
Melanie Ewell, B.S.E., M.S.E., J.D.
Valarie A. Jones, Esq./Mediator*

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IV. Visiting Teacher and School Social Work Services

A. Description

These persons seek to enhance the coping capabilities of people and to change environmental conditions that impact upon people. They focus on the interaction of people and their environments. They can serve as catalysts to bring people together and to create an environment that is conducive to problem solving. At times, it may be necessary to make a report to the Department of Human Services and they may assign a social worker to assist a family.

- B. Social workers provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment and learning. The school counselor will assist the social worker in whatever ways are deemed appropriate.

C. Liaison Between the Home and School

The role of liaison between the home and school could include home visits and referring students and parents to appropriate school and community agencies for assistance. Also, pursues avenues by which parents can become not only more involved with their child's school program, but also more responsive and responsible; provides the parent with techniques and strategies to be utilized at home to enhance positive behavior; develops and facilitates parent groups composed of persons with similar concerns; and refers parents to appropriate outside agencies or counselors.

V. Occupational and Placement Services

- A. The counselors role is to assist students in discovering the meaning of work and its relationship to the individual; developing a positive attitude and a personal identity as a worker who contributes to self and to racial needs; and to understand their own aptitudes and developing their own abilities as they pertain to the world of work. The counselors will assist students with information that encourages them to stay in school.

The emphasis at the elementary level is on career awareness. The secondary disseminates occupational and career information to students and provides career counseling. All 8th grades students are required to take a semester of career orientation. Students also receive copies of the *NEXT* magazine and *Arkansas Career Watch*. Information about careers is also available in the all of the counselor's offices as well as the career centers in the library. Students will also use *Kuder* to help them with their career planning.

B. Follow-up Studies

C. Liasion

Colleges as well as branches of the military visit the campus annually to visit with students. All seniors attend a career day as well as a job fair to obtain information. Cave City School also holds a career day every other year. Many members of the community serve as guest speakers.

The career development competencies and indicators by area and level that are used in Cave City School's career guidance program follow:

Psychological Services

A. Pre-referral:

A pre-referral will be completed first by a committee and will include a thorough review of student records. The committee consists of: Classroom teacher; Counselor; Psychologist; Special Education Teacher and Assistant Principal.

B. Evaluations:

Comprehensive evaluations are completed on students who are referred for consideration for special services. Assessments for the referral may include measures of intelligence, achievement, language and adaptive behavior and diagnostic skills.

C. Consultations

Consultation and counseling with parent, students, and school personnel are provided by the school psychologist, counselor, LEA director, and/or Special Education teacher.

D. Early Identification

To insure early identification of children with physical, behavioral, and education problems, routine screening procedures are followed upon entry to the district. The school psychologist and elementary counselor work closely with school personnel at the Kindergarten level to assist them in identifying students at risk. Consultation, behavioral observations, and follow-up are provided.

All sixth grade students as well as new students are closely monitored by RTI to see if a pre-referral screening should be conducted.

E. Liaison and Referrals

School counselors work closely with various agencies which may include medical, mental health, human services and law enforcement. Referrals for assistance are made as needed.

F. Ethical Procedures

Professional counselors follow the code of ethics of the American Personnel and Guidance Association and the American School Counselors Association. School counselors follow the code of ethics of the American School Counselors Association

The health service plan is contained in a separate binder titled health services.

VIII. School Suicide/Crisis Plans

A. Establish a Crisis Team

The school suicide crisis team will consist of the elementary counselor, junior high school counselor, high school counselor, elementary principal, high school principal, school based mental health worker and the school nurse. Referrals should be made to a school counselor on the team first and then proceed to someone else if a counselor is not available. The team that is to handle a particular student should ideally consist of that student's counselor, a principal and the school based mental health worker. The team member who receives the referral should gather pertinent information from the referral source before contacting other team members. A case manager for the student should be designated. The following guidelines will be used when designating a case manager: 1) existing relationship with the student, 2) time and coverage constraints, 3) seriousness of the problem, 4) experience of the members. The team or case manager reviews the student's records and gathers information from staff who know the student.

B. Specialized Training

The crisis team will receive training from the head of the school based mental health department on an annual basis. Training will include referral steps, signs of suicide and prevention.

C. Referral to Crisis Team

Anyone can make a referral to the crisis team. Parents, teachers, community members, support staff members and other students may all make referrals as well as self-referrals. Students at risk range from those talking of hopelessness, to those writing poems with suicidal intent, to students telling someone of planning to harm themselves.

D. Assessments

The case manager will interview the student on the day of referral. The case manager determines the extent of suicidal thinking, the potential plan of suicide, the lethality of the plan and the history of the student's suicidal thinking and attempts. For severe cases, insure the safety of the student through adult supervision. The following questions can help to determine the above mentioned.

1. If he/she was thinking of suicide
2. Is there a plan, how specific?
3. how lethal is the method?

SUICIDE – THREATENED OR COMMITTED (ON CAMPUS)

POTENTIAL SUICIDE CHECKLIST

Suicide threats must always be taken seriously and intervention should be immediate. If a situation is potentially life threatening, students and staff need to recognize that the issue of confidentiality does not apply.

What to do:

- ♦ Do not leave the individual alone
- ♦ Refer the individual to appropriate staff (administrator, counselor, family specialist) who will do the following:
 - Ask the student if he/she is thinking of suicide
 - Is there a plan, how specific is it?
 - How lethal is the method?
 - How available are the means?
 - Has there been a previous attempt?
 - Ask about feelings of depression (crying, sleeplessness, loss of appetite, hopelessness)
 - Ask about losses (death, family changes and peer relationships)
 - Ask about history of chemical use/abuse
 - Ask whether the student has made final arrangements (giving away possessions, saying good-bye)

INTERVENTION PLAN

- ♦ Counselor will contact student's parents(s) or guardian(s) and plan with them how to help the student
- ♦ Family specialists, police and/or Child Protective Services may need to be involved if parents are unable or unwilling to help
- ♦ Refer parent(s) or guardians(s) to appropriate services for physicians, mental health professionals, and/or community agencies
- ♦ Police involvement may be required in situations where the student is assessed to be in immediate danger and parents cannot be located or are unable to help. The police department may assist in transporting students to an appropriate mental health facility for evaluation (School personnel should not transport students in private vehicles).

FOLLOW UP

- ♦ **Complete the "Report of Suicide Risk" form and send to supervisor of counseling services**
 - ♦ **Check to be sure the student has received (is receiving) appropriate services**
 - ♦ **Plan for student's transition back to school**
 - ♦ **Student should have on-going contact with a counselor or family specialist**
 - ♦ **Brief appropriate staff on student's status**
-
-

REPORT OF SUICIDE RISK

School _____ Date _____

Student _____ D.O.B. _____

Address _____ Telephone _____

Parent's Name _____ Work Phone _____

Date of Notification _____ Method of Notification _____

Time of Notification _____ Staff Members Involved _____

What is the student's source of pain (reason for threat of suicide)

Recommendations _____

Results of Parental

Contact _____

Actions

Taken _____

Follow up will be done by _____

Report prepared by _____

IX. At-Risk Students and the School Dropout Program

A. Dropout/Tracking Plan

A F.I.N.S. petition is filed on all students who are under 18 and quit attending school. If a student is over 18 and quits attending school we call and ask that they attend a conference at school. Information is given to them about the alternative school we have as well as other G.E.D. programs in the area. If a student cannot be reached by phone a home visit is made and the same information is discussed. Cave City School closely monitors all records requests and checks to see if any students have enrolled in any area G.E.D. programs.

B. At-Risk Definition

Children enrolled in school or eligible for enrollment whose progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are children with special needs who are underserved, categorized, ignores unchallenged, and for whom expectations are often low.

C. Characteristics of Youth-At-Risk

1. excessive absenteeism or irregular attendance
 2. poor or failing grades
 3. low math and reading scores
 4. failure and retention in at least one grade
 5. lack of participation in school and extra-curricular activities
 6. dissatisfaction with teachers and traditional school structure
 7. failure to see relevance of education to personal desires
 8. gifted, learning disabled, or handicapped
 9. below average in basic skills
 10. uncooperative, inattentive, unmotivated
 11. suspension, expulsion, other disciplinary action
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12. feelings of rejection, alienation, isolation, insecurity, inadequacy
 13. association with disaffected peer group

14. lack of encouragement to stay in school
15. low self-esteem
16. lack of future orientation
17. poor decision-making skills
18. alcohol or drug problems
19. health problems
20. pregnancy/marriage
21. delinquency
22. desire/need to work
23. family disturbances (separation/divorce, violence, death)
24. racial or ethnic minority
25. non-english speaking home
26. low socioeconomic background
27. parent (s) or sibling(s) not finishing school
28. lack of parental emphasis on importance of education
29. frequent moves
30. poor communication between school and home
31. attending a poorly financed school

D. Definition of a Dropout

Any student who leaves school for any reason except death before graduation or completion of program of studies, without transferring to another school is considered a dropout.

Drop-Out Prevention

Needs: Students need appropriate supervision and follow up activities to prevent early school drop-outs.

Goal: Efforts would be made to minimize dropping out by providing supervision and follow up of students at risk.

Objectives:

1. Recommend adult or peer tutors for students who need extra help.

2. Parent newsletters will be send home monthly to help educate parents.
 3. Provide individual and classroom guidance in the areas for study skills, self-esteem, social skills, career education and drug prevention.
 4. Help teachers and staff meet student needs through a school focus on learning styles.
 5. A F.I.N.S. petition will be filed by the elementary or high school office on all students who miss too many days as outlined in the student handbook.
 6. All students in grades 7 – 12 will be assigned a high school faculty advisor.
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Attorney General Leslie Rutledge's Office

Main Number:	504-682-2007
Consumer Protection Division	800-448-3014
Outreach Division	800-448-3014

Contact the Outreach Division for information about crime victim assistance, suicide prevention, child safety, sexual assault, youth violence and law-education for youth.

Helpful Numbers

Adult Protective Services	800-482-8049
American Red Cross -24 Hour Service LR	501-614-4400
Arkansas Crime Information Center	501-682-2222
Better Business Bureau	501-664-7274
Bureau of Justice Statistics	202-307-0765
Bureau of Justice Assistance	202-616-6500
Center for Arkansas Legal Services	501-376-3423
Child Abuse Hotline (State)	844-728-3224
Child Abuse Hotline (National)	800-4-A-CHILD(422-4453)
Child Support Enforcement Office	888-782-4453
Commission on Child Abuse, Rape, and Domestic Violence	501-661-7975
Crisis Hotline	800-482-8437
Department of Health	501-661-2000
Division of Children & Family Services	501-682-1001
FBI (Federal Bureau of Investigation)	501-221-9100
National Center for Missing and Exploited Children	800-843-5678
National Clearinghouse for Alcohol and Drug Information	800-729-6686
National Coalition Against Sexual Assault	202-869-8520
National Domestic Violence Hotline	800-799-7233
National Institute of Justice	202-307-2942
National Organization for Victim Assistance	800-TRY-NOVA(879-6682)
National Victim Center	800-394-2255
Office of Emergency Services	501-683-6700
Office of National Drug Control Policy	800-666-3332
Office of Juvenile Justice and Delinquency Prevention	202-307-5911
Office for Victims of Crime	800-363-0441
Poison Control and Information	800-222-1222
Social Security Administration	800-772-1213
State Police (Troup B, Newport)	870-523-2604
State Police (Fulton County)	870-895-3309

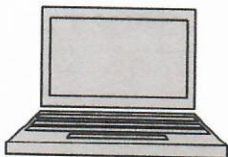
Let's Talk About It



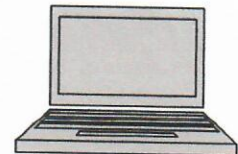
Phone Resources



AIDS & HIV Hotline --- 800-462-0599
Alcohol and Drug Helpline --- 888-596-3904
Al-Anon/Alateen Family Group --- 888-425-2666
Arkansas Child Abuse Hotline --- 800-482-5964
Families Anonymous --- 800-736-9805
National Runaway Switchboard --- 800-786-2929
RAINN (Rape, Abuse, Incest National Network) --- 800-656-4673
Suicide Hotline --- 800-SUICIDE (784-2833)
Teenline National Hotline --- 800-853-8336
Trevor Helpline (Gay/Lesbian Youth) --- 800-398-4297



Internet Resources



American Association of Suicidology – www.suicidology.org
Cyfernet Youth – www.cyfernet.org
National Clearing house on Families & Youth – www.ncfy.com
National Network for Youth – www.nn4youth.org
National Runaway Switchboard – www.1800runaway.org
Suicide Information & Education Centre – www.suicideinfo.ca

ARKANSAS TEEN CRISIS HOTLINE

1-888-274-7472

INFORMATION IN REGARDS TO INDEPENDENT EDUCATIONAL EVALUATIONS

Independent Educational Evaluations: Fees may vary depending on agency and instruments used.

Neuropsychological Evaluation:

Arkansas Children's Hospital
1 Children's Way
Little Rock, AR 72202
Phone: 501-364-1100

Psychoeducational Evaluation:

Gardner Prichard Brooksbank
4646 Poplar Avenue
Memphis, Tennessee 38117
Phone: 901-767-0956

UAMS Department of Pediatrics
Dennis Developmental Center
1301 Wolfe Street
Little Rock, AR 72202
Phone: 501-364-1830

Bell Psychiatric Clinic
2301 W. Main
Russellville, AR 72801
Phone: 501-968-3323

Dr. Don Oft, Licensed Psychologist
2621 W. Main
Russellville, AR 72801
Phone: 479-967-3700

Child & Youth Development Center
800 South Church Street
Jonesboro, AR 72401
Phone: 870-935-9911

Central Auditory Processing & Auditory Evaluations:

UCA Speech & Hearing Clinic
201 Donaghey Avenue #4985
Conway, AR 72035
Phone: 501-450-3176

Arkansas Children's Hospital
1 Children's Way
Little Rock, AR 72202
Phone: 501-364-1100

Speech & Hearing Clinic
606 N. Razorback Road
Fayetteville, AR 72701
Phone: 479-575-4509

Attention Deficit Hyperactivity Disorder Evaluation:

Child Study Center
University of Arkansas Medical Center
1210 Wolfe Street #654
Little Rock, AR 72202
Phone: 501-364-5150

Low Vision/Blindness:

Technology & Curriculum Access Center
Easter Seals Arkansas
3920 Woodland Heights Road
Little Rock, AR 72212
Phone: 501-227-3600
Toll Free: 877-533-3600

Behavioral Intervention Specialist:

Rita Phillips
Behavior Intervention Specialist
Cave City School District
Cave City, AR 72521
Phone: 870-283-5393

Mental Health Services - Private Counselors:

Health Resource of Arkansas
Batesville Clinic
1800 Myers Street
Batesville, AR 72503
Phone: 870-793-8925

Child & Youth Development Center Inc.
800 South Church Street Suite 201
Jonesboro, AR 72401
Phone: 870-935-9911

Families INC.
1815 Pleasant Grove Rd.
Jonesboro, AR 72401
Phone: 870-933-6886

Woods & Associates Counseling Clinic
400 Harrison Street
Batesville, AR
Phone 870-793-6774

(These lists are not intentionally excluding any providers but listing those providers currently assisting students enrolled in the Cave City School District.)

Resources in Arkansas for Counseling, Treatment & Re-Entry Programs

Alcohol Anonymous
175 N. Central Ave.
Batesville, AR 72501
870-793-3857

Alcoholism Program
Crowley's Ridge Development Council
2401 Fox Meadow Lane
Jonesboro, AR 72404
870-802-7100

Better Life Counseling Center, Inc.
1605 James Street
Jonesboro, AR 72401
870-935-4673

Charter Hospital of Little Rock
1601 Murphy Drive
Maumelle, AR 72113
501-851-8700 or 800-882-4282

Charter specializes in adult, adolescent, and children's mental health care, emotional difficulties, drug dependency and alcoholism.

Northeast Arkansas Regional Recovery Center
6009 CW Post Road
Jonesboro, AR
870-932-0228

Omart-Ozark Mountain Alcohol/Drug Treatment, Inc.
116 Snow Ball Drive
Gassville, AR 72635
870-435-6200

Counseling Associates
3009 Turman Drive
Jonesboro, AR 72401
870-934-1025

(Out-patient services include counseling for individual, Couple and family alcohol and drug concerns)

Ozark Counseling Services
911 S. Baker Street
Mountain Home, AR 72653
870-425-7500

Mid-South Health System
2920 McClellan Drive
Jonesboro, AR 72401
870-933-9332

St Benard's Counseling Center
615 E. Matthews
Jonesboro, AR 72401
870-930-9090

The BridgeWay Hospital
21 Bridgeway Road
Maumelle, AR 72113
501-771-1500

(specializes in the treatment of mental and emotional disorders and chemical dependency for children, adolescents and adults.)

Wilbur D. Mills Alcoholism Treatment Center
3218 E. Moore Street
Searcy, AR 72143
501-268-7777

Emergency Treatment

St. Bernard's Regional Medical Center
225 E. Jackson Ave
Jonesboro, AR 72401
870-972-4100

Methodist Hospital of Jonesboro
3024 Stadium Blvd.
Jonesboro, AR 72401
870-972-7272

Central Arkansas Hospital
1200 South Main
Searcy, AR 72413
501-278-3131

White County Medical Center
3214 East Race
Searcy, AR 72143
501-268-6121

Newport Hospital & Clinic
2000 McLain
Newport, AR 72112
870-523-6721

Harris Hospital, Inc.
1205 McLain
Newport, AR 72112
870-523-8911

Baxter County Regional Hospital
624 Hospital Drive
Mountain Home, AR 72653
870-508-1000

SCHOOL SERVICE PROVIDERS

SUPERINTENDENT: STEVEN GREEN

ELEMENTARY PRINCIPAL: VICKI MUSICK

ASSISTANT PRINCIPAL: DEBBIE ASBERRY

ELEMENTARY SECRETARY: DENISE WOOLDRIDGE

ELEMENTARY COUNSELOR: RITA WYCOUGH

SPECIAL EDUCATION LEA: RITA PHILLIPS

PSYCHOLOGICAL EXAMINER: RITA PHILLIPS

SCHOOL BASED COUNSELING:

The Pointe: Dawneace Taylor, LMSW, MHP

Hope Behavioral: Debbie Drumright

Suzanne McCracken

SCHOOL NURSE: BEKA SMITH

SHELLY SIMMONS, AIDE

NUTRITIONIST: ELAINE NIX