

COSSATOT RIVER SCHOOL DISTRICT



STUDENT SERVICES PROGRAM PLAN

(Revised June 2019)

COSSATOT RIVER STUDENT SERVICES PROGRAM PLAN

This plan articulates the functions served by each of the components of a program of student services. The plan indicates development and implementation for providing student services to all students in the public school system, including area vocational-technical schools.

This plan is building-based (site-based) upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works (such as local Department of Human Services or Department of Health personnel).

This plan ensures coordination of the various student services and could utilize such techniques as differentiated staffing.

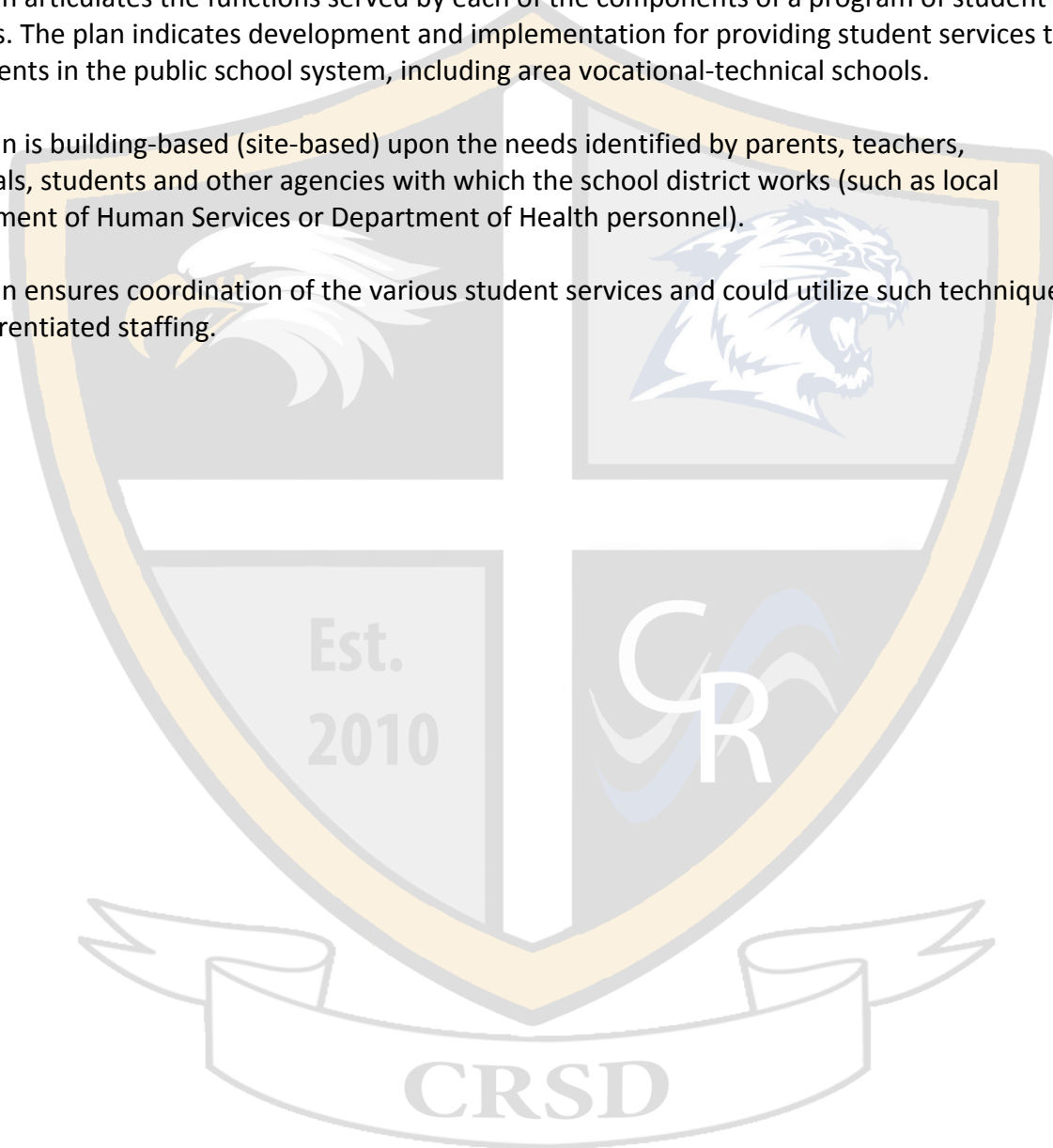


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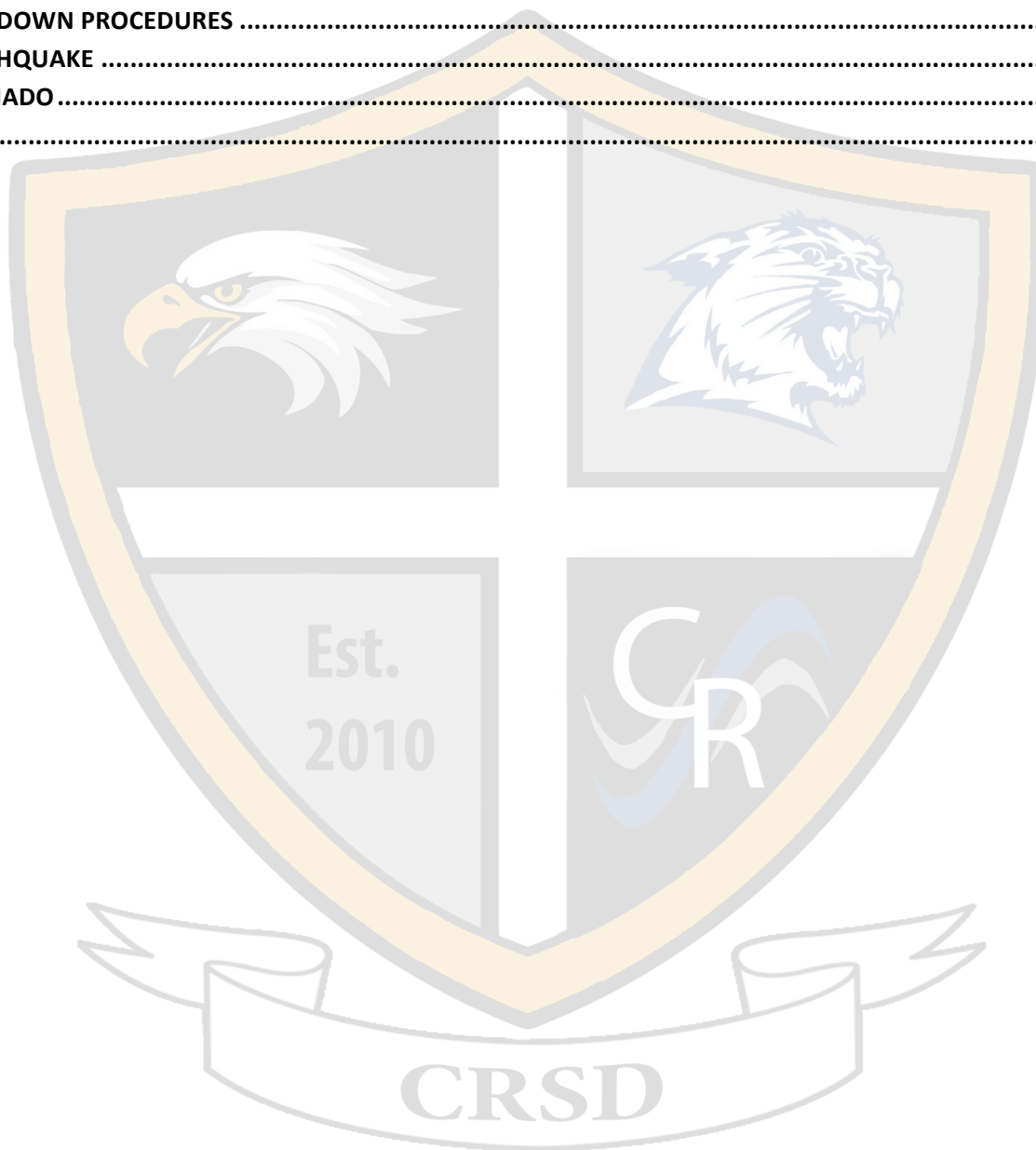
Act 1275 of 1997

Arkansas Department of Education rules and regulations for public school education services

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GUIDANCE, COUNSELING, AND CAREER EDUCATION SERVICES

Role of School Counselors

- i. The role of school counselors encompasses three areas: counseling, consulting, and coordinating. Counseling is at the heart of the guidance program. The counselor in a helping relationship creates an atmosphere in which mutual respect, understanding, and confidence prevail to allow for growth and resolution of concerns. The general goals of counseling are developing skills of thinking and problem-solving, developing and maintaining a positive self-concept, and helping students set positive goals and exercise self-responsibility. The school counselor works closely with the teaching and administrative staff so that all the school's resources are directed toward meeting the needs of the individual students. At Cossatot River at least ninety percent (90%) of work time each week is spent providing direct counseling, and no more than ten percent (10%) of work time each week is spent on administrative activities which relate to the provision of guidance services. (ACT 190 of 2019) The counselor cooperates with other school staff in the early identification, remediation, or referral of children with developmental deficiencies or handicaps. At times it is necessary to go beyond what the school can offer and seek additional aid from outside agencies. The counselor assists parents in developing realistic perceptions of their child's aptitudes, abilities, interests, attitudes, developmental progress, and personal-social development. In the role of coordinator, the counselor organizes varied programs and services to meet the unique concerns of the school. Such programs and services may be: classroom guidance, career awareness, student placement, new student orientation, school-wide testing, student achievement, and staff in-service.

Ethical Standards for School Counselors

- i. ASCA The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in behavioral sciences, with training in clinical skills adapted to the school setting. School counselors ascribe to the following basic tenets of the counseling process from which professional responsibilities are derived:
 1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice.
 2. Each person has the right to self-direction and self-development.
 3. Each person has the right of choice and the responsibility for decisions reached.
 4. The counselor assists in the growth and development of each individual and uses her/his specialized skills to insure that the rights of the counselee are properly protected within the structure of the school program.
 5. The counselor-client relationship is private. Compliance with all laws, policies, and ethical standards pertaining to confidentiality is maintained.
 6. The American School Counselor Association has identified the standards of conduct necessary to maintain and regulate the high standards of

integrity and leadership among its members. The Association recognizes the basic commitment of its members to the Ethical Standards for School counselors was developed to complement the AACD standards by clarifying the nature of ethical responsibilities of counselors to the school setting.

7. The purposes of this document are to:
 - a. Serve as a guide for the ethical practices of all school counselors regardless of level, area, or population served.
 - b. Provide benchmarks for both self-appraisal and peer evaluation regarding counselor responsibilities to pupils, parents, professional colleagues, school and community, self, and counseling profession.

Responsibilities to Pupils

i. The school counselor:

1. Has a primary obligation and loyalty to the pupil, who is treated with respect as a unique individual.
2. Is concerned with the total needs of the pupil (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
3. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which he/she may receive counseling assistance at or before the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.
4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.
5. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
6. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.
7. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of student information.
8. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards. I. Informs the appropriate authorities when the counselee's conditions indicated a clear and present danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.
9. Provides explanations of nature, purposes, and results of tests in language that is understandable to the client(s).
10. Adheres to relevant standards regarding the selection, administration, and interpretation of assessment techniques

Responsibilities to Parents

- i. The school counselor:
 - 1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
 - 2. Inform parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and the counselee.
 - 3. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.
 - 4. Treats information received from parents in a confidential and appropriate manner.
 - 5. Shares information about a counselee only with those persons properly authorized to receive such information.
 - 6. Follows local guidelines when assisting parents experiencing family difficulties that interfere with the counselee's effectiveness and welfare.

Responsibilities to Colleagues and Professional Associates

- i. The school counselor:
 - 1. Establishes and maintains a cooperative relationship with the faculty for the provision of optimum guidance and counseling services.
 - 2. Promotes an awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
 - 3. Treats colleague with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are accurately and fairly considered to enhance the image of competent professionals.
 - 4. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
 - 5. Is aware of and fully utilizes professionals and organizations to whom the counselee may be referred.

Responsibilities to the School and Community

- i. The school counselor:
 - 1. Supports and protects the educational program against any infringement not in the best interest of pupils.
 - 2. Inform appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property.
 - 3. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions that may limit or curtail their effectiveness in providing services.
 - 4. Assists in the development of
 - a. Curricular and environmental conditions appropriate for the school and community.
 - b. Educational procedures and programs to meet pupil needs.

- c. A systematic evaluation process for guidance and counseling programs, services, and personnel.
- 5. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

Responsibilities to Self

- i. The school counselor:
 - 1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
 - 2. Is aware of potential effects of personal characteristics on services to clients.
 - 3. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.
 - 4. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

Curriculum

Goals and Objectives

National Standards

(<http://www.ascanationalmodel.org/files/StudentStandards.pdf>)

Lesson Plans

Principles of Comprehensive School Counseling Programs

- i. Guidance services in the high school and elementary are viewed as an integral part of the total educational process. A successful high school program is based upon the knowledge and recognition of developmental needs of the school-age child. Consistent with this understanding, guidance services in the high school emphasize programs, which are developmental in nature. The program is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions (Myrick, 1987). The developmental guidance program, while recognizing and incorporating the remedial function of helping teachers with children, defines a broader objective of helping teachers work with all children in learning appropriate life-adjustment behaviors. However, changes in behavior will only occur when the child perceives, either cognitively or cognitively, that a modification of his behavior will be personally rewarding or self-enhancing. It is felt that a program, which is preventive in nature, including such areas as decision-making and awareness of self and others, will enable children to make satisfactory school and life adjustments. Therefore, guidance interventions for high school students are implemented

with the hope of preventing serious problems or minimizing the size of such problems, if and when they do occur. Some of the activities and services provided are preventive classroom guidance activities, individual and group counseling, referrals to community agencies, consultation with teachers, administrators, parents, and community leaders, crisis intervention, assessment, placement, and follow-up services.

School Counselors are Involved in the Following

Small Group Guidance and Classroom Guidance

- i. The high school comprehensive school program involves planned guidance activities for all students. These age-related exercises foster student's academic, personal, and social growth. Group counseling is an invaluable part of most school counselors' work. Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students, thereby making the most efficient use of his/her time. Arkansas School Laws Annotated Code 6-18-1005 states: (L) Classroom guidance which shall be limited to thirty-minute class sessions, not to exceed three (3) per day or ten (10) per week. "Class" is not plural. Classes cannot be doubled up due to safety issues. This law is still effect and has not been changed because of any other legislation. The forty-minute planning time for classroom teachers is a separate issue and other personnel should be used. Classroom guidance lessons were never intended to provide a break or planning time for teachers. Classroom guidance was intended as a collaborative effort with teachers to use the information to reinforce goals for students in the academic, personal, social and career development areas. Classroom guidance is part of the curriculum and should be treated with the same respect as other academic classes. The classroom guidance curriculum focuses on topics such as: self-understanding, effective interpersonal and communication skills (such as problem-solving, decision making, conflict resolution), effective study skills and positive attitudes toward school, career awareness and the world of work, substance abuse prevention, acceptance of differences in people (racial, gender, cultural, religious, and physical), and issues involving child endangerment. At Cossatot River, three counselors are provided for the district's students.

Individual Counseling

- i. A group approach is not best suited for every student or situation. Some students or situations would benefit most from individual counseling. The nature of some problems requires more confidentiality than a small group or classroom guidance would afford. Some students may have difficulty in relating to their peers, be overwhelmed in group situations, be personally dysfunctional, or need individual attention. Students have access to the counselor on an individual basis in order that they have an opportunity to

discuss in private personal growth and areas of concern. The counselor helps the student strive to reach his/her goals and resolve his/her personal conflicts or concerns. Referrals for individual counseling may be made by parents, teachers, administrators, other school personnel, or self-referral. Emergency referrals include, but are not limited to: suspected child abuse (physical or mental), Any behavior change, which is sudden, or unusual, traumatic family experiences, or indications of mounting hostility between child and teacher or peer group. Children who exhibit the following behaviors may lead to referral:

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

Consultation

- i. Consultation in the school counseling program focuses on the total learning environment of the school. Counselors serve as a resource for teachers concerning specific student's problems and on general issues (Myrick, 1987.) A major part of the counselor's role is to collaborate with teachers and parents. Counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated.
- ii. Counselors' work with teachers and administrators to help create the kind of school environments that stimulate growth and learning. Their emphasis is on making the educational process more personal and increasing teachers' and administrators' understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students; and ways of helping students cope with success and failure. Consultation involves:
 1. Assisting teachers in working with individual students or groups of students.
 2. Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum.
 3. Assisting in the identification and development of programs for students with special needs.
 4. Participating in school committees that address substance abuse, gifted and talented education, curriculum development, coordination of each grade level, and school accreditation.
 5. Interpreting student information, such as results of standardized tests for students and team members.
 6. Consulting regularly with other specialists (e.g., psychologists and representatives from community agencies).

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

Coordination

- i. Counselors coordinate the following:
 1. Assist parents in gaining access to services for their children through a referral to outside agencies;
 2. Plan, coordinate, and evaluate the guidance program's effectiveness; and Coordinate the school's testing program, which includes interpreting test results to parents, students, and school personnel.
 3. Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

Working with Parents & Parental Involvement

- i. Parental involvement includes active Parent Teacher Organizations, school open houses, school notes, progress reports, Parent-Teacher conferences, meetings with individual parents for specific concerns and phone calls. Parents need to become aware of the role of the school counselor and how to obtain the services available. To achieve this goal, parents are provided with an opportunity to meet the counselor at Open House night as the school year begins, and the school counselor's contact information in online. The school counselor offers consultation with parents concerning:
 1. Techniques for helping their children meet academic, personal, and social potential
 2. Development of study habits
 3. Explanations concerning the value of testing
 4. Techniques for helping the student do well on testing
 5. Disaggregation of the student's test results (Istation)(ACT Aspire) (ACT)
 6. Counteracting negative peer pressure
 7. Preventing substance abuse
 8. Coping with divorce, and
 9. Managing disruptive behavior

Referral to Outside Agencies

- i. Counselors establish and maintain close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families' cope with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication. Some agencies available in our area for referrals are: The Guidance Center.

- ii. Arkansas state law requires schools to cooperate with and provide access to Department of Human Services staff. Some typical tasks that counselors may be involved with while helping students and their families gain access to the services they need include:
 - 1. Referring students and parents with special needs to resources in and outside the school
 - 2. Maintaining contacts with outside resources
 - 3. Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines
 - 4. Following up on referrals

Assessment and Testing

- i. The Cossatot River counselors are the building test coordinators for the school. Duties include teacher in-service, inventory of tests, distribution of tests, test security procedures and documentation, and return shipment of materials. Each building counselor is also responsible for make-up testing and makes maximum effort to provide make-up testing for all students. Counselors/Curriculum Coordinator interpret test scores for parents, students, teachers, and school personnel to assist in identifying strengths and weaknesses of particular students, groups of students, or curriculum. Counselors use a variety of assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

Specialized Populations and Needs

- i. The school counselor's guidance activities include those which promote student's and school personnel's acceptance of differences in students which are due to culture or disabilities. The counselor's activities can promote:
 - 1. Students' and school personnel's acceptance of differences
 - 2. Policies, procedures, and behaviors that reflect freedom from stereotypes
 - 3. Examination of schools' testing programs to ensure that they reflect equitable standards for all students, and
 - 4. Outreach to parents and families of students from culturally diverse populations. The counselor has access to confidential records including psychological/psycho-educational evaluations.

Orientation

- i. Orientation is a process to acquaint students, parents, and staff with the services of the guidance department and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make affective transition adjustments from one school setting to another. This is accomplished through teacher in-service, and brochures and meetings for parents. Counselors are also available to speak to Parent/Teacher groups to introduce guidance services and curriculum.

Academic Advisement for Class Selection

- i. At the high school level, counselors assist in the placement of students in courses. Students submit their course requests in a meeting with the counselor, mentor and parents or guardians. These decisions can be influenced by test scores and grades in previous courses. Class scheduling is a cooperative effort which involves classroom teachers, fine arts teachers, remedial teachers, gifted and talented teachers, special education teachers, administrators, and counselors. Guidance classes are scheduled by the counselor to involve all students. Scheduling efforts strive to create the least interruption to the learning environment.

Utilization of Student Records

- i. Cumulative files are maintained in the High School and Elementary Offices. The counselor has full access to these files and any other files kept by the district for guidance and other related services.

Career Awareness and Planning in School Counseling Programs

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

State Goals for Career Education (Developed by the Arkansas Advisory Council for Career Education)



Recommended Facilities for the Guidance Program

- i. Facilities required for a school guidance program are functions of: students' characteristics and needs, program goals and objectives, staffing and scheduling, grouping of students for specific purposes, the use of a variety of materials and procedures, the need for privacy for counseling, and the need for security of restricted materials and student records. The Cossatot River Counselors are provided a private office, which has adequate floor space, heating, cooling, ventilation, and lighting. There is an outer reception area and more than adequate storage provided. Security measures include locking outer doors, locking filing cabinets, and a private phone line. Individual counseling and small conferences are held in the counseling offices. Group guidance is conducted in individual classrooms. Guidance facilities are near but separate from the administrative offices. They are in the flow of student traffic, near the source of supply of students, and near restrooms.

Student Services Needs Assessments

- i. See Appendix B for example of survey.

School Counselor/Pupil Ratio from Standards for Accreditation

- i. Each school district shall provide access in the elementary and secondary school to certified guidance counselors. State guidelines stipulate the counselor/pupil ratio for k-12 shall be not less than one counselor for every four hundred fifty students beginning in the 1989-90 school year. The Cossatot River School District employs three counselors for approximately 1,000 students (Kindergarten through 12th Grade).

PSYCHOLOGICAL SERVICES

Evaluations

- i. The district provides an evaluation for students with learning or adjustment problems and evaluation of students in exceptional child education programs. Psycho-educational testing is provided on a contractual basis by a licensed or certified examiner.

Consultations

- i. The district provides consultation and counseling with parents, students, and school personnel.

Early Identification

- i. The district provides a system for the early identification of learning potential and factors, which affect the child's educational performance. Kindergarten screening using the Early Prevention of School Failure evaluation tool is provided for all students prior to Kindergarten entrance. As of the fall of 2017-2018 school year, the state has mandated the use of the Istation to help make instructional decisions about students in the building.

Liaison and Referrals

- i. Referral to outside agencies are made, as necessary, in coordination with the Special Education supervisor. Some of these may include:
 - 1. referral to audiologist,
 - 2. referral to doctor,
 - 3. referral for Occupational/Physical Therapy.

Ethical Procedures

- i. Policies which ensure ethical procedures regarding psychological activities are under the direction of the Special Education Supervisor.

VISITING TEACHER & SOCIAL WORK SERVICES

Description

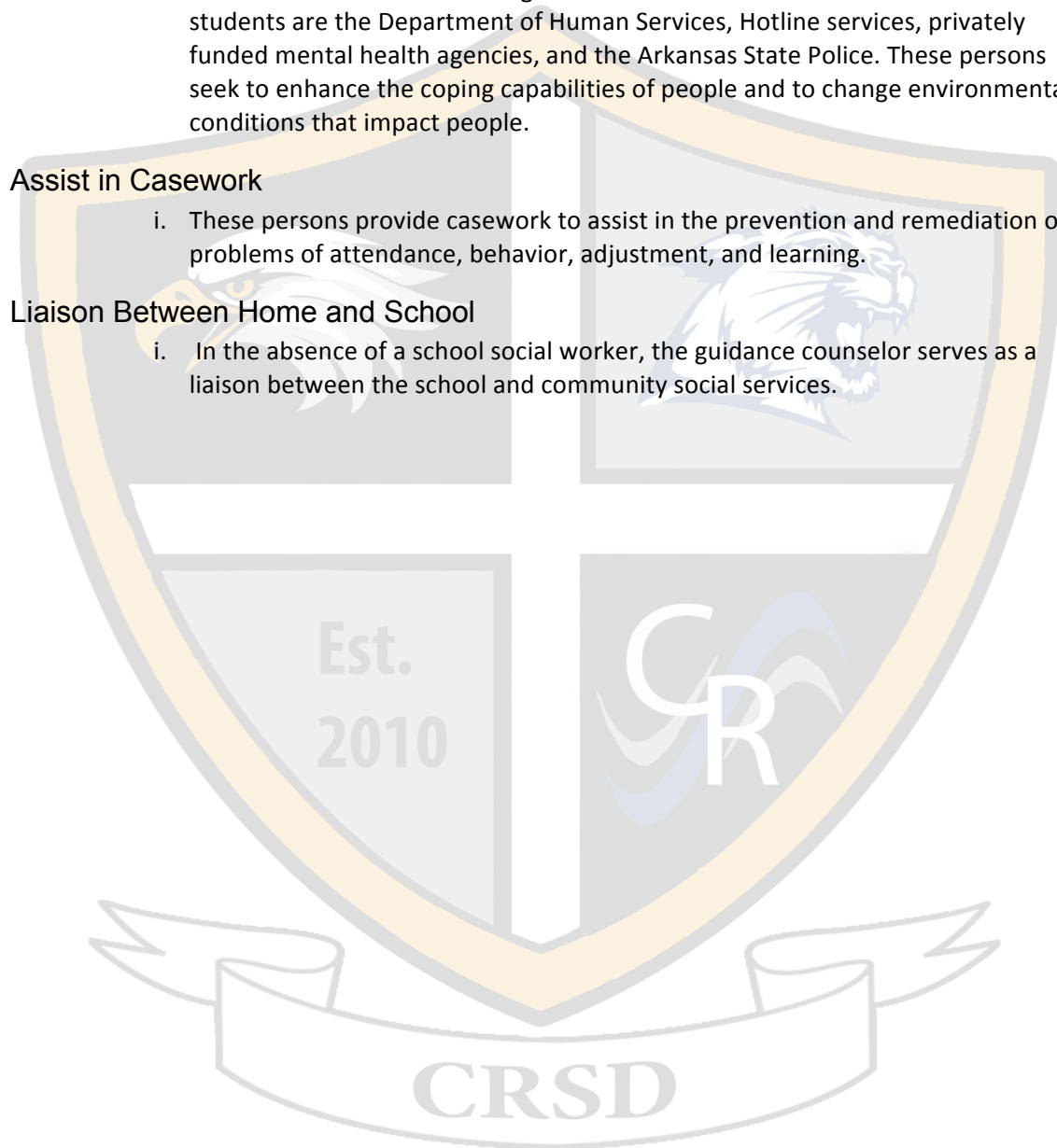
- i. The Cossatot River School District does not fund the position of social worker, but are working with a School Based Mental Health Program in conjunction with The Guidance Center. Other agencies which do work for the welfare of the students are the Department of Human Services, Hotline services, privately funded mental health agencies, and the Arkansas State Police. These persons seek to enhance the coping capabilities of people and to change environmental conditions that impact people.

Assist in Casework

- i. These persons provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.

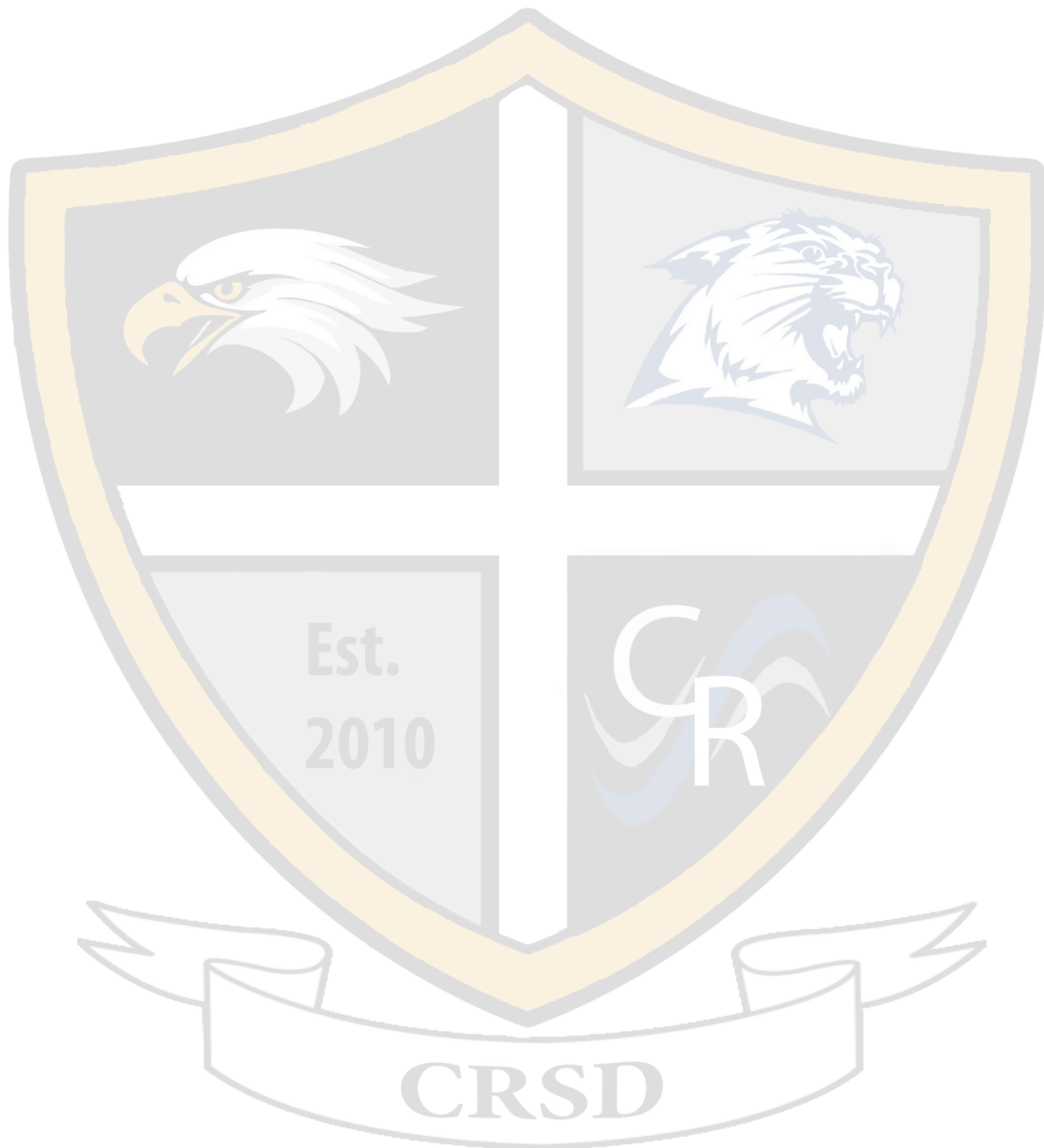
Liaison Between Home and School

- i. In the absence of a school social worker, the guidance counselor serves as a liaison between the school and community social services.



OCCUPATIONAL SERVICES

- i. At the high school level, these services include the dissemination of career education information by classroom teachers and the guidance counselor.



CONFLICT RESOLUTION SERVICES & ANTI-BULLYING ACTIVITIES

Description of Conflict Resolution Services

- i. These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication.

Activities and Programs for Conflict Resolution

- i. Activities for students include dealing constructively with conflict, building positive self-esteem, respecting human differences, making responsible decisions, coping with frustrations and anger, and developing positive interpersonal skills.

Anti-Bullying Description and Policy for the School Activities and Programs

- i. Description & Policy for the
 1. School Activities & Programs for Anti-Bullying at School Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent pupil harassment, also known as “bullying,” and shall file with the Department of Education a copy of the policies adopted. At Cossatot River, the building school counselor discusses the issue of bullying. Classroom discussions are led to instruct students what to do if they are confronted with a bullying situation. Outside programs are brought in to deal with bullying also. Cossatot River School District tolerates zero bullying. A meeting with the principal is mandatory if bullying is reported to an adult at the school.

Alternative Methods of Classroom Management

- i. The main method of classroom management used at Cossatot River School District is Assertive Discipline. Students are taught that their misbehavior will result in increasing levels of discipline the more times they disobey the rules. For most students, this form of classroom management works. For those students having more difficulty, behavioral contracting, dispute resolution or behavior modification plans are used.

SCHOOL HEALTH SERVICES

Nurse/Pupil Ratio

(Arkansas Code § 6-18-706 is amended to read as follows: 6-18-706. School nurse.)

- i. Beginning with the 2018-2019 school year, a public school district shall have no less than the full-time equivalent of one (1) school nurse per seven hundred fifty (750) students or the proportionate ratio thereof.

School Nurse Role Description

- i. The role of the school nurse is to assess and care for student health needs. The school nurse is required to fulfill many functions within the school setting. The following role descriptions are adapted from School Nursing: A Comprehensive Text (Wolfe, 2006).
 - a. 1. Clinician:
 - i. 1) The Registered Nurse is a skilled clinician providing daily nursing care and case management during school hours. Assessing, making effective nursing diagnoses, choosing appropriate interventions, and identifying outcomes are essential skills all school nurses must possess. School nurses develop individual health plans, administer medications and treatments and monitor for compliance or attainment of expected outcomes.
 - ii. 2) Under the direction of an RN, APN, licensed physician or licensed dentist the Licensed Practical Nurse implements the individual health plan, administers medications and treatments and monitors the student or staff for compliance or meeting expected outcomes.
 - b. 2. Advocate: Providing a physically and emotionally safe environment is the primary goal in meeting the needs of the students and staff. This is accomplished through advocacy and negotiating skills. The nurse may also advocate for system changes to meet the health needs of the students and staff.
 - c. 3. Collaborator: School nurses help families navigate complex medical systems and identify resources for healthcare services, financial resources, shelter, food and health promotion.
 - d. 4. Health Educator: The school nurse collaborates with administrators and teachers in providing health education opportunities and experiences for school age children, families, school personnel and the community that will lead to health behavior change.
 - e. 5. Liaison: As the health liaison to the community, the school nurse is a translator of educational and medical goals and a coordinator between the school and medical communities. It is necessary for the school nurse to possess the ability to communicate effectively with practitioners from education and healthcare while taking every opportunity to promote and clarify the role of the school nurse as an influential and effective partner.

AT-RISK STUDENTS

At-Risk Definition

- i. At-risk children are those enrolled in school 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 the children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low.

Characteristics of Youth-at-Risk

- i. School records are maintained which facilitate identification of at-risk students. At the elementary school level, the following factors are considered:
 - ii. Excessive absenteeism or irregular attendance
 - iii. Poor or failing grades
 - iv. Low math and reading scores
 - v. Retention in at least one grade
 - vi. Lack of participation in school and extracurricular activities
 - vii. Dissatisfaction with teachers and traditional school structure
 - viii. Failure to see relevance of education to personal desires
 - ix. Learning disabled or handicapped
 - x. Uncooperative, inattentive, and unmotivated
 - xi. Suspension, expulsion, or other disciplinary actions
 - xii. Feelings of rejection, alienation, isolation, insecurity, and inadequacy
 - xiii. Association with disaffected peer group
 - xiv. Low and unhealthy self-esteem/self-concept
 - xv. Poor decision making skills
 - xvi. Health problems
 - xvii. Delinquency
 - xviii. Family disturbances
 - xix. Racial or ethnic minority
 - xx. Low socio-economic background
 - xxi. Parent(s) or sibling(s) not completing school
 - xxii. Lack of parental emphasis on importance of education
 - xxiii. Frequent moves
 - xxiv. Poor communication between school and home

ALTERNATIVE STUDENT SERVICES PERSONNEL

Types of Personnel

- i. Volunteers such as PTO parents and outside agencies
- ii. Paraprofessionals
- iii. Physical/Occupational Therapist
- iv. Speech Pathologist
- v. English as a Second Language Instructor
- vi. Migrant Liaison

Services Provided

- i. Personnel employed or serving students on a voluntary basis under this section shall be limited to performing those services for which they are licensed, certified, or trained.

Description of Services

- i. Volunteers
 - 1. Volunteers such as PTO Parents provide a variety of services which help students achieve and take pride in themselves and their school. Samples of work the volunteers provide are positive role models and participation in fall carnivals.
- ii. Physical/Occupational Therapist
 - 1. Services are provided on a contractual basis.
- iii. Speech Pathologist
 - 1. Cossatot River School District has the services of a full time speech pathologist.
- iv. English as a Second Language Instructor
 - 1. Cossatot River School District has an instructor who works with Hispanic children to teach them English.
- v. Migrant
 - 1. Cossatot River School District has one migrant liaison who coordinates with co-op representative to serve the Migrant students.

Appendix A

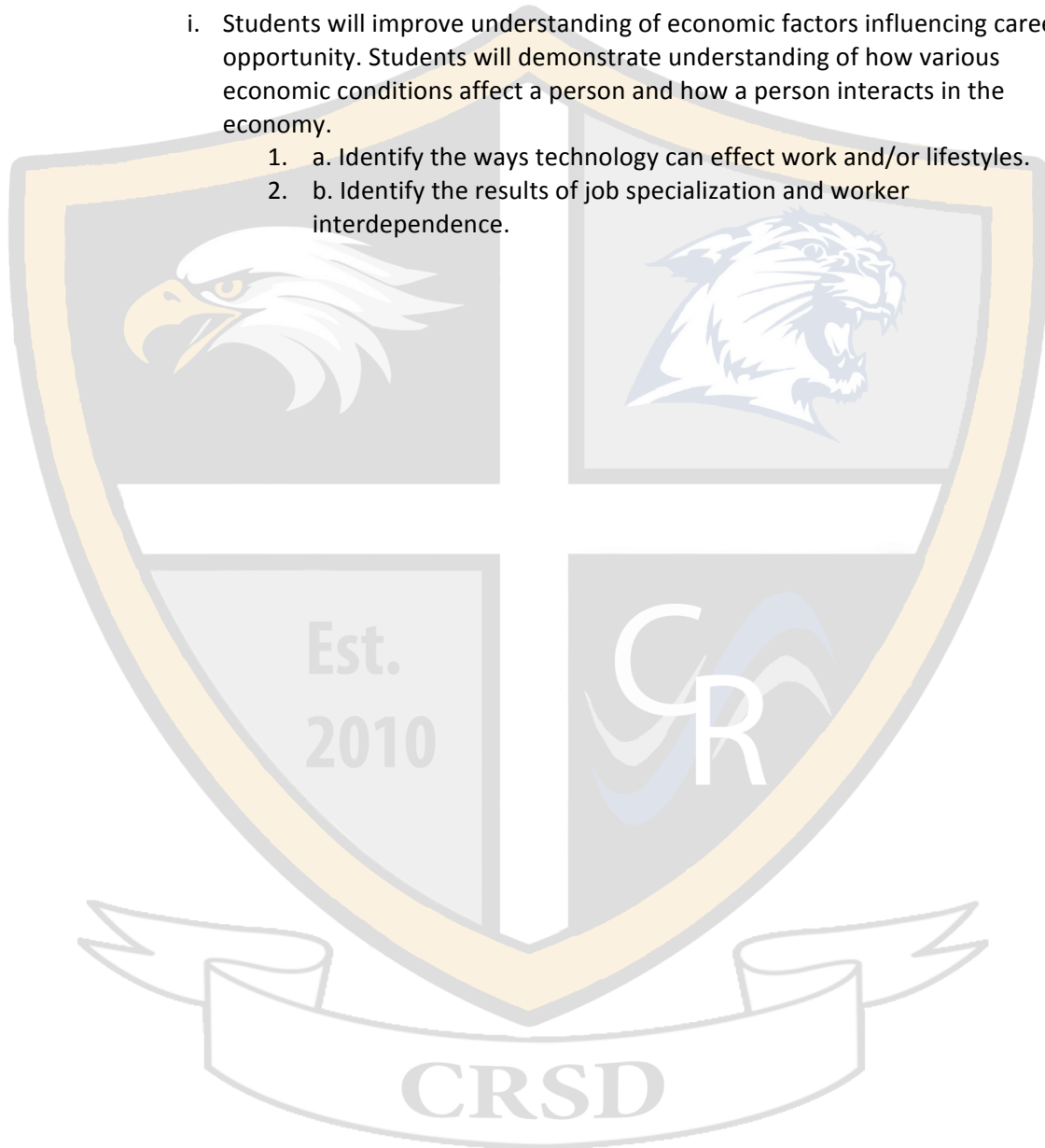
- i. State Goals for Career Education (Developed by the Arkansas Advisory Council for Career Education)
 - a. Goal 1
 - i. Students will improve career planning and decision-making skills. Students will be able to set goals, understand the importance of a planning process, and seek assistance in decision-making.
 - 1. Set personal goals and relate them to career choices.
 - 2. Identify factors, including career, which influence a child's lifestyle.
 - b. Goal 2
 - i. Students will be able to identify information about a planning process, and seek assistance in decision-making.
 - 1. a. Set personal goals and relate them to career choices. b. Identify factors, including career, which influence a child's lifestyle. Goal
 - 2. 2. Students will be able to identify information about the own needs and interests.
 - c. Goal 3
 - i. Students will improve job acquisition and retention competencies. Students will demonstrate skills to locate and interview for a specific job and understand the requirements to remain employed.
 - 1. Locate and interview for a job.
 - 2. Know job retention factors.
 - d. Goal 4
 - i. Students will improve attitudes and appreciation for career success. Students will demonstrate productive attitudes toward work and positive feelings about task accomplishments.
 - 1. Relate work attitudes to accomplishment and satisfaction.
 - 2. Detect and appreciate quality work.
 - e. Goal 5
 - i. Students will improve skills in human relationships. Students will demonstrate positive interpersonal relationships, knowledge of group dynamics, and positive attitudes toward the possession of human relationship skills.
 - 1. Identify and recognize need for and benefits of good interpersonal relationships.
 - 2. Recognize prejudice, contributing factors, and behavioral effects.
 - f. Goal 6
 - i. Students will improve self-investigation and evaluation skills necessary for career success. Students will be able to examine self in relation to careers, assess self-concept, appraise own interests and capabilities.
 - 1. a. Recognize personal adjustment situations and seek required help.
 - 2. b. Recognize personal limitations and how self-concept influences job success.
 - 3. c. Identify factors influencing own career options.
 - g. Goal 7
 - i. Students will understand personal/work/societal responsibilities. Students will demonstrate good citizenship, knowledge of relationships with, and responsibilities to fellow person, job, etc.

1. a. Identify responsibilities toward co-workers, supervisors, and property.
2. b. Identify rights derived from political and social environment.
3. c. Develop positive attitudes/behaviors for participation in political/social environment.

h. Goal 8

- i. Students will improve understanding of economic factors influencing career opportunity. Students will demonstrate understanding of how various economic conditions affect a person and how a person interacts in the economy.

1. a. Identify the ways technology can effect work and/or lifestyles.
2. b. Identify the results of job specialization and worker interdependence.



Appendix B

Cossatot River Elementary Wickes Campus

Cossatot River Elementary Schools Needs Assessment

2016-2017

* Required



1. Role *

Mark only one oval.

- ☐ Parent/Guardian
☐ Teacher
☐ Student
☐ Staff

2. School counseling services are addressed through the three major domains of the American School Counselor Association- Academic, Career, and Personal/Social. Rate each service area from 1: least important to 4: most important according to how much importance you feel each should receive in Vandervoort or Wickes Elementary's counseling program. *

Mark only one oval per row.

	Least Important	Somewhat Important	Important	Most Important
Career and Higher Education Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration and Consultation with School Partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of Developmental Guidance Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain and Review Student Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to Outside Agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing and Assessment (Academic, Personality, and Career)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Data to Demonstrate Student Achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Choose the FIVE most important issues the elementary's counseling program should address. *

Check all that apply.

- ☐ Academic Testing and Interpretation
- ☐ Anger Management
- ☐ Attendance
- ☐ Bullying
- ☐ Career and Higher Education Counseling
- ☐ Child Abuse Concerns
- ☐ Early Childhood Education Guidance
- ☐ Family Relationships
- ☐ Help for New/Transfer Students
- ☐ Loss and Bereavement
- ☐ Peer Relationships (Peer Pressure)
- ☐ Problem Solving and Coping Skills
- ☐ School to Parent Communication
- ☐ Self-Esteem
- ☐ Study and Organizational Skills
- ☐ Substance Abuse
- ☐ Transitions (Divorce, New School)

4. Please list any additional topics or more information regarding the checked topics from the above question.

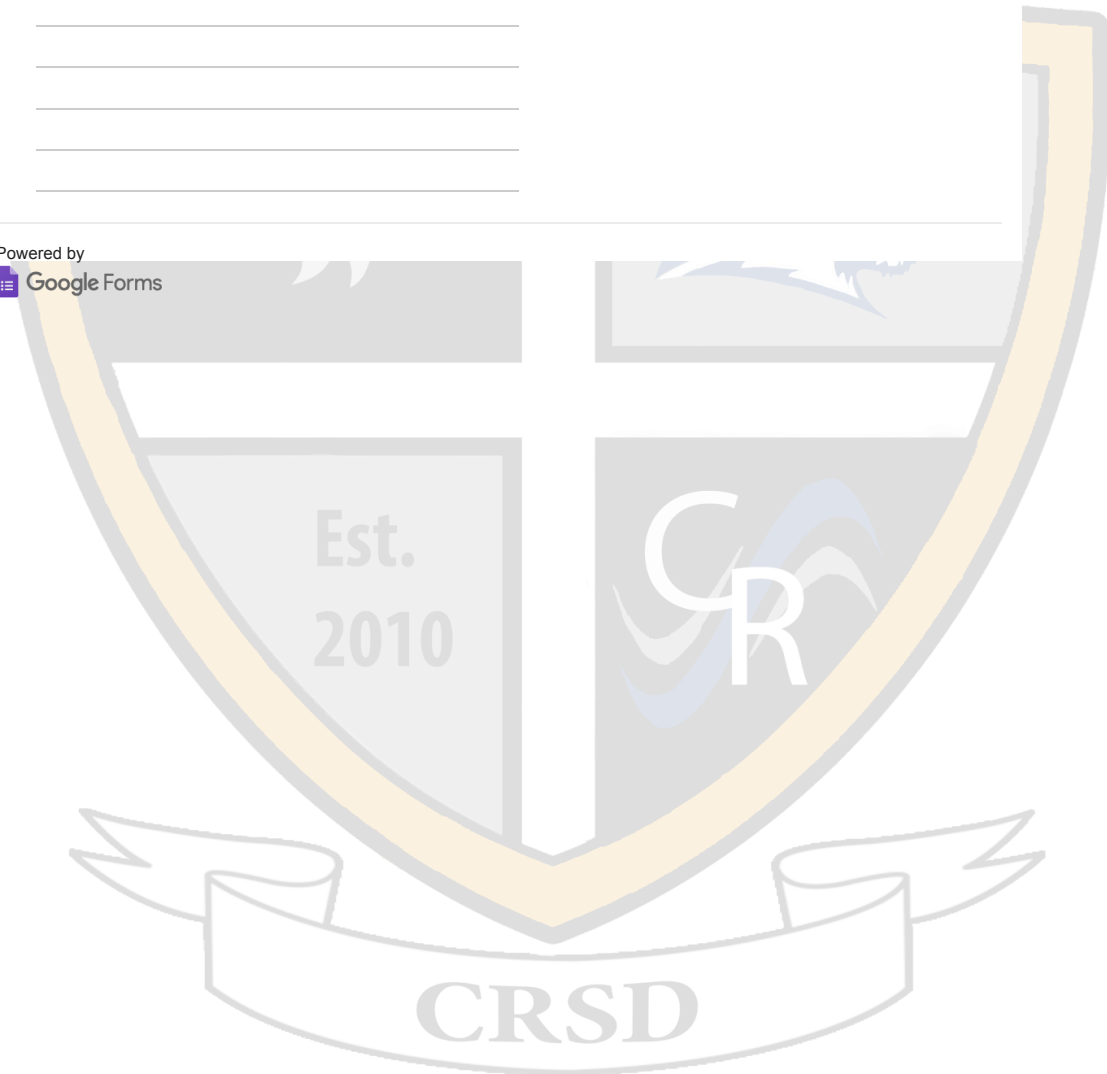
5. What do you believe to be the most important function of the elementary counselor?



6. What are the strengths of the elementary counseling program?

7. What would you like to see implemented by the elementary counselor?

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Cossatot River High School Counseling Needs Survey

To what degree is our school in need of services to address the following:

Respect, Nonviolence, and Multiculturalism

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Social and Relationship Skills

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Managing Feelings

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Self Control

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Self Esteem: Understanding and Accepting Self

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Friendship

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Bullying

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Conflict Resolution

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Stress Management

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Academic Performance

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Organization and Study Skills

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Career Awareness and Exploration

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Divorce

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Grief and Loss

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Mental Health

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Parent Outreach/Support

1 2 3 4 5

Not Needed ☐ ☐ ☐ ☐ ☐ Highly Needed

Additional Comments:

Never submit passwords through Google Forms.

100%: You made it.

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CRSD

Appendix C

Crisis Response Plan for Cossatot River School District

School Crisis Intervention Team

1. Mickey Ford, High School Principal
2. Jana Richardson, Elementary Principal
3. Judy Joiner, Elementary Principal
4. Amy Montgomery, Curriculum Coordinator
5. Jill Hunter, Cossatot River High School Counselor/Umpire Elementary Counselor
6. Gina Rosson, Cossatot River High School Counselor/Vandervoort Elementary Counselor
7. Timothy Walston, Wickes Elementary School Counselor/Umpire High School Counselor
8. Brenda Brown, School Nurse (RN)
9. Renee Miller, Cossatot River High School Secretary
10. Dian Wise, Wickes Elementary Secretary
11. Yvonne Pate, Umpire Secretary
12. Wanda Smith, Vandervoort Elementary Secretary

Support Personnel

1. Support personnel that may be mobilized to assist in a school emergency may include the following:
2. Randall, Director of Maintenance
3. Jim Tankersly, Superintendent of Schools
4. Gloria Strother, Federal Programs

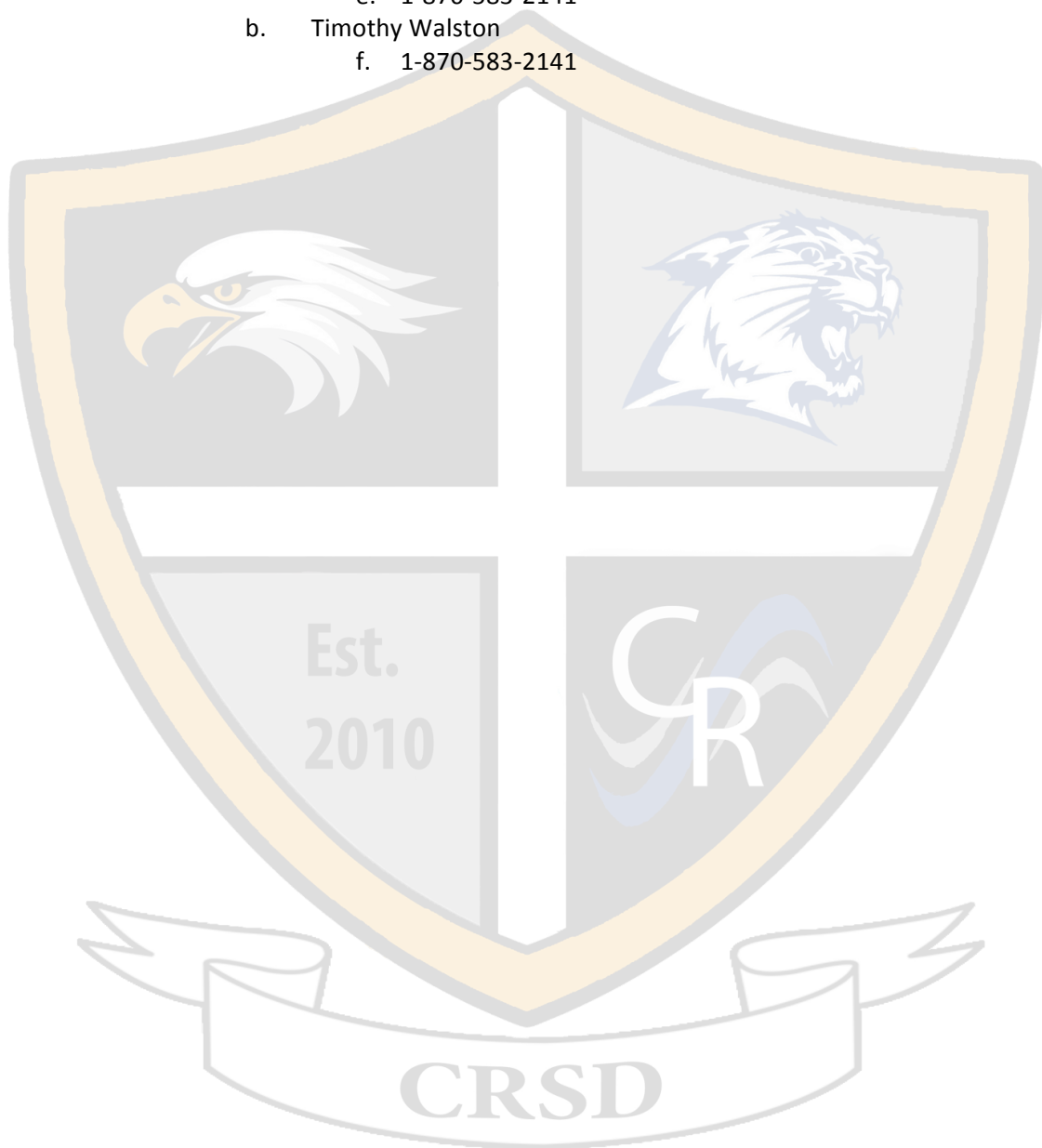
Crisis Resource List

1. Ambulance Service 911
2. Arkansas State Police Office 501-618-8000
3. Child Abuse & Neglect Hotline 1-800-482-5964
4. Fire Department 870-385-7222
5. Health Department 1-479-394-2707
6. Polk County Police Department 1-479-394-2511
7. Poison Control 1-800-222-1222
8. Cossatot River Public Schools District Office 1-870-385-7101
9. Suicide Prevention Hotline 1-800-784-2433

Cossatot River School District Counselors

1. Cossatot River High School
 - a. Jill Hunter
 - a. 1-870-387-4200
 - b. Gina Rosson
 - b. 1-870-387-4200
2. Vandervoort Elementary
 - a. Gina Rosson
 - c. 1-870-387-6923

- 3. Wickes Elementary
 - a. Timothy Walston
 - d. 1-870-385-2346
- 4. Umpire Schools
 - a. Jill Hunter
 - e. 1-870-583-2141
 - b. Timothy Walston
 - f. 1-870-583-2141



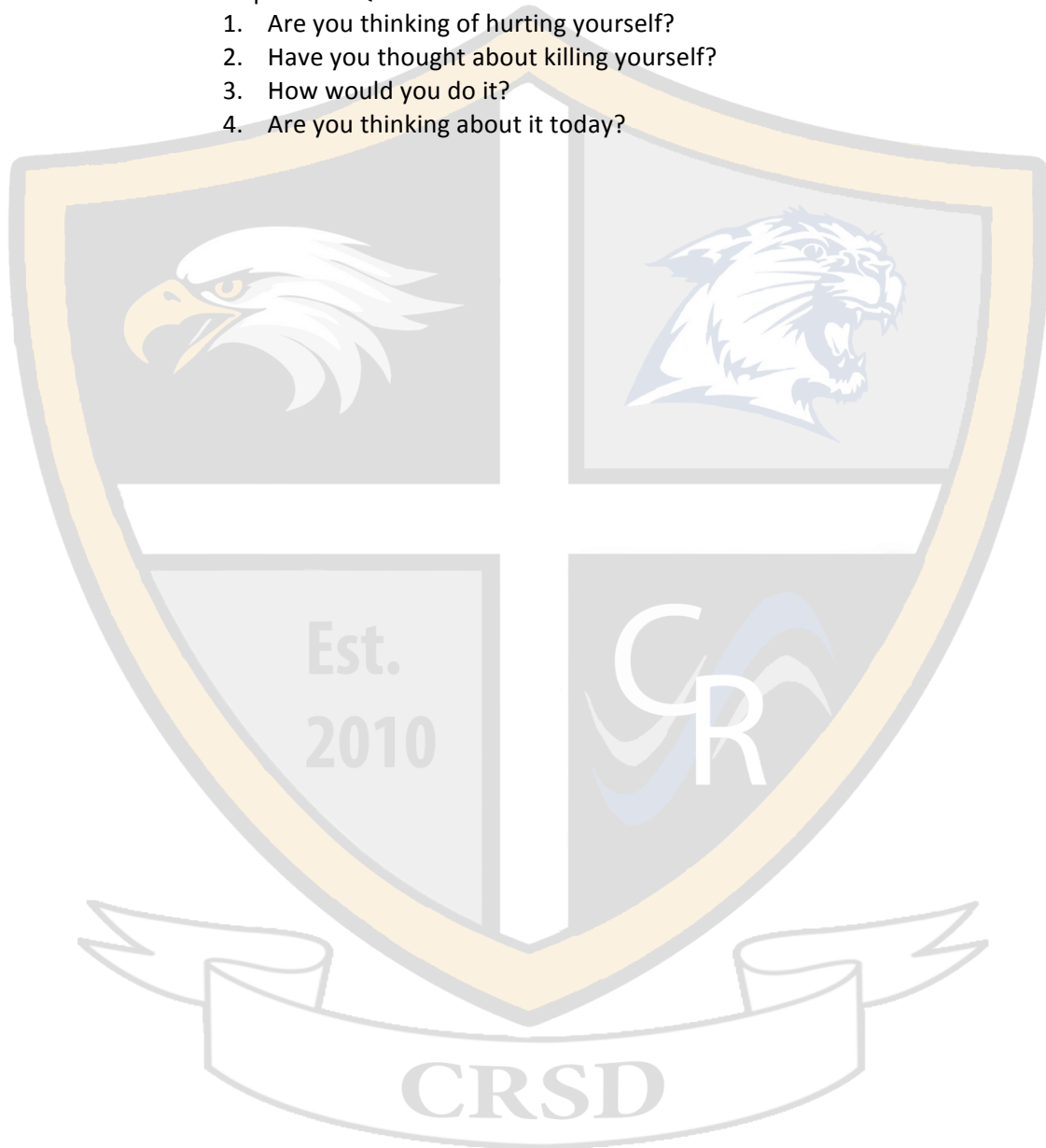
SUICIDE THREAT

- I. Step 1. Go through the SLAP model with the student.
 1. S – Specific: How specific is your plan? The more specific a student is about their plan of suicide, the more concerned you should be. While any discussion about ending life should always be taken with seriousness, if a student states a specific plan and talks about a specific day, this is cause for immediate action.
 2. L – Lethality: How lethal is the method considered? What you're trying to discern here is if there's any window to step in for intervention. For example, a gunshot is more lethal than a bottle of pills. Without a doubt, both are lethal but a gunshot is almost immediate, while pills allow time to possibly intervene and save their life. Minutes matter greatly when you're dealing with a student contemplating suicide.
 3. A – Available: How available is the method? If a student actually has access to the method they are considering, this is cause for great alarm. If a student says 'The rope is tied around the rafter' or 'The gun is in my hand.' That availability immediately raises the urgency.
 4. P – People/Proximity: How close would some sort of help be? Are there any people around to prevent this? Is anyone in proximity to stop this? Is this student up in their bedroom and the parents are downstairs watching television or is this student secluded in the woods? Again, in this scenario, you are trying to discern if there's any way to stop what is about to take place or if anyone is nearby to act as soon as possible. If the risk assessment is deemed high, call for help immediately. If not, go through the six-step crisis intervention plan.
 - a. Define the problem from the student's perspective
 - b. Ensure safety of the students and of other students
 - c. Provide emotional support
 - d. Examine alternatives
 - e. Make a plan
 - f. Obtain a commitment (no harm agreement)
- II. Step 2. If the student has suicidal intentions but does not go through the SLAP model, such as the student does not have a plan or the means to follow through on a suicide threat, notify the parents or guardian immediately.
- III. Step 3. Additional agreement with the child No Harm Agreement In the child's handwriting Statement that student will not harm himself Statement that if student thinks about harm, he will contact: Parent if at home, counselor if at school...he will tell someone Set up regular appointment times We both sign the agreement
- IV. Step 4. If the student will not sign the No Harm Agreement: Go back to SLAP and assume the child is suicidal Determine if the police need to be called. Do not leave the student unattended.
- V. Step 5. DOCUMENT EVERYTHING.
 - a. WARNING SIGNS
 1. I wish I were dead.
 2. I want to quit.
 3. I hate myself.
 4. I hate my life.
 5. I can't do this anymore.

6. What do you think happens when people die?
7. I'm getting out.
8. I'm tired of my life.
9. I've had it!
10. I'm through.

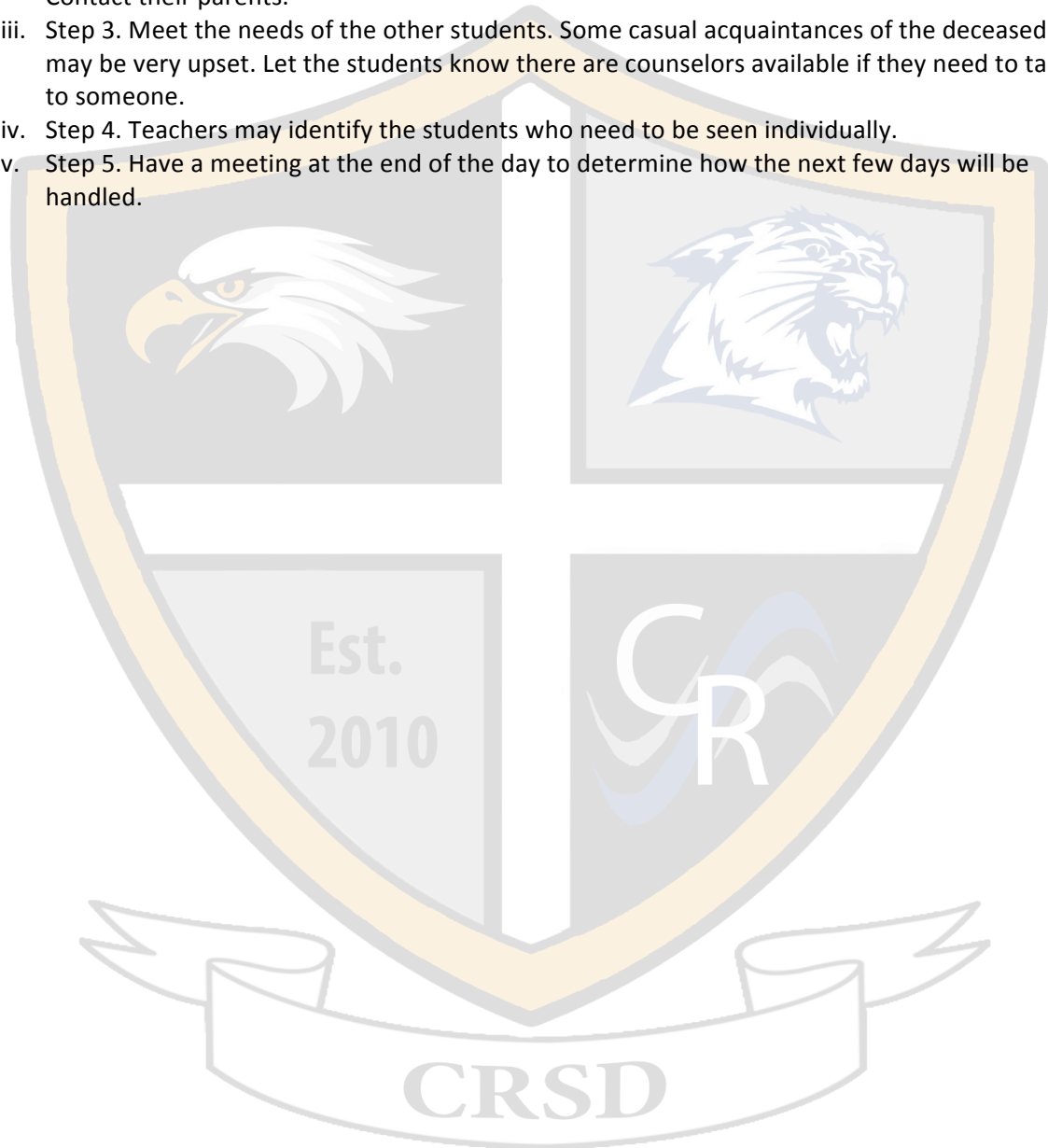
b. Depression Questions

1. Are you thinking of hurting yourself?
2. Have you thought about killing yourself?
3. How would you do it?
4. Are you thinking about it today?



AFTERMATH OF A COMPLETED SUICIDE

- i. Step 1. Call the Crisis Intervention Team, all school counselors, and available mental health professionals. Inform them of the situation.
- ii. Step 2. Start debriefing the students that were the closest to the deceased. Find out where these students are. Find out their needs. Find out how they are handling the situation. Contact their parents.
- iii. Step 3. Meet the needs of the other students. Some casual acquaintances of the deceased may be very upset. Let the students know there are counselors available if they need to talk to someone.
- iv. Step 4. Teachers may identify the students who need to be seen individually.
- v. Step 5. Have a meeting at the end of the day to determine how the next few days will be handled.



BOMB THREAT

I. NEVER USE RADIOS OR CELLULAR TELEPHONES STAFF:

- a. Notify the principal or designee. They will provide any direction you need follow designated school procedures.
- b. If you are asked to evacuate:
 - i. Leave lights on.
 - ii. Do not lock doors.
 - iii. Take your grade book.
- c. Administrator or Designee:
 - i. Contact the Superintendent or designee. They will provide any direction you need and will call the appropriate law enforcement agencies.
 - ii. The Administrative Team/School Resource Officer will conduct a visual inspection of all common areas.
 - iii. Ask staff to make a visual check of their area and send information to the front office.
 - iv. Law enforcement officials will decide if fire or medical personnel need to be called.
 - v. If evacuation is necessary, ask staff to:
 1. Leave lights on.
 2. Do not lock doors.
 3. Take your grade book.
 4. Ensure all personal answering telephones are aware of the policies and procedures implemented by the school district and local law enforcement regarding obtaining information from a caller.

d. BOMB THREAT CALL CHECKLIST

- i. Notify the principal or designee. They will provide any direction you need.

Fill out completely immediately after bomb threat call. Date:

_____ Time: _____ Phone #/Ext. called:

_____ Enter Exact Words of Caller:

- ii. Questions to Ask: Record the exact wording of the threat

1. When is the bomb going to explode?
2. Where is the bomb right now?
3. What kind of bomb is it?
4. What does it look like?
5. Is there more than one bomb? How many?
6. Why did you place the bomb?
7. What is your name?

Instructions or directives made by called:

_____ Description of Caller's Voice:

Male: _____ Female: _____ Young: _____ Middle age: _____ Old: _____ Accent? _____ No _____ Yes

Is voice familiar? _____ No _____ Yes If so, whom did it sound like? Speech pattern or

abnormality: _____ Other characteristics:

_____ Background Sounds: _____ Street noises

_____ House noises _____ Factory machinery _____ PA system _____ Motor vehicles _____ Animal noises

_____ Clear _____ Music _____ Other _____ Threat Language: _____ Foul _____ Irrational

_____ Message Read By The Threat Maker _____ Taped _____ Incoherent _____ Well Spoken

(Educated) Time caller hung up: _____

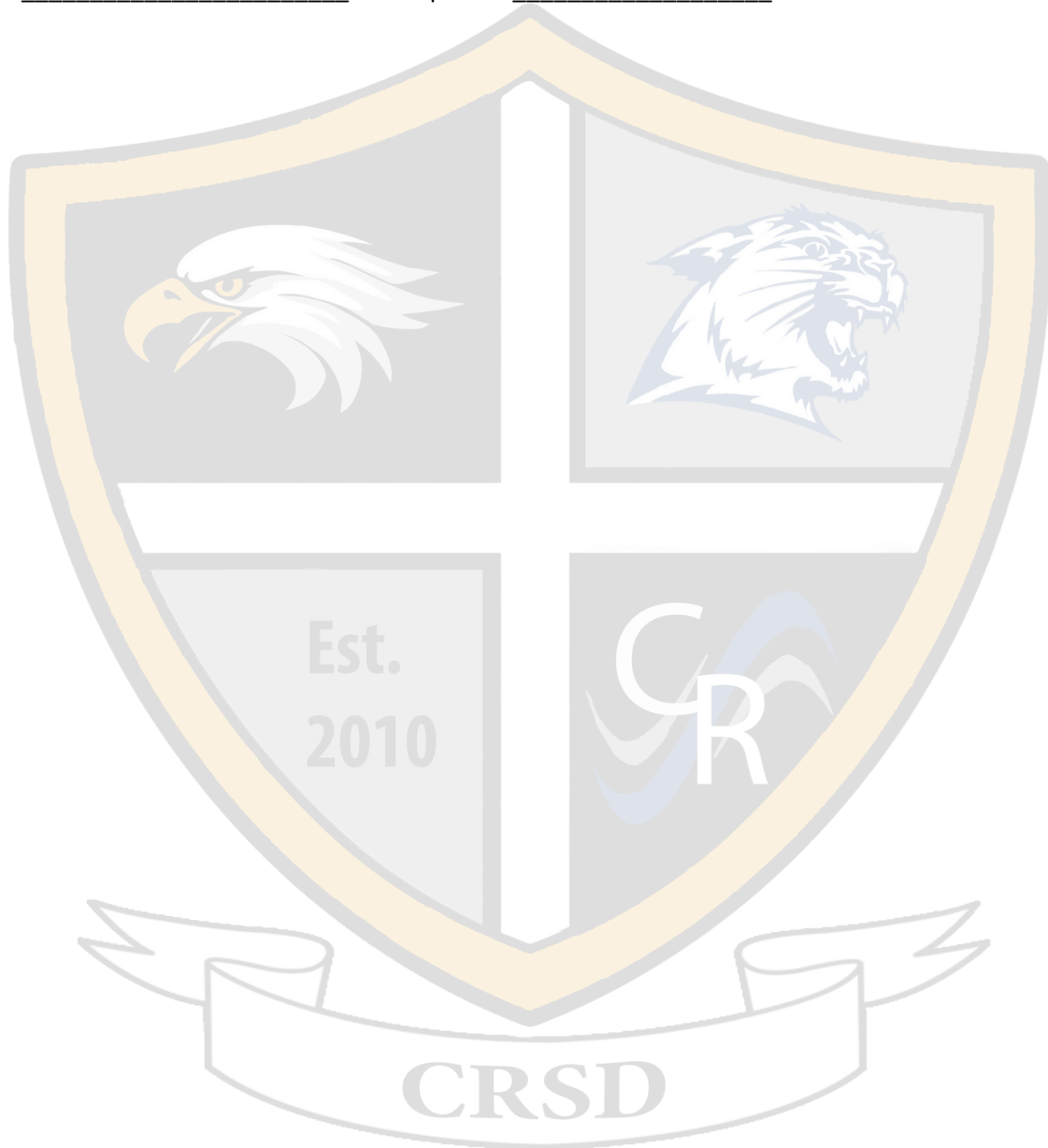
Remarks: _____

_____ Name of person

receiving threat: _____ Title: _____

Address: _____ Date and time

reported: _____ How reported: _____



AFTERMATH OF A BOMB AT SCHOOL

- I. This is after all of all students, faculty, and staff have been accounted for and the safety of the building has been ascertained. Everyone will be transported to a safe place if necessary. Immediate needs for health and safety have been met. If remaining in the school building, someone should be posted at every door. No one can leave without permission and their leaving must be recorded. The school is responsible for every student.
 - a. Step 1. Call the Crisis Intervention Team, all school counselors, and all mental health professionals.
 - b. Step 2. Assess the situation: What services are needed? Which students need intervention? What are the needs of the majority of students? What are the needs of staff and faculty? What are the needs of parents? What are the needs of the community?
 - c. Step 3. Provide Support:
 - i. Faculty and staff
 1. They need to know they are safe. They need to be debriefed. They have to meet the needs of the students and need to be told how to do this. Some students are afraid. Some students need to know how to handle the situation. Some students need follow-up. (Refer to the counselor.)
 - ii. Majority of students
 1. Address their safety concerns Give factual information Optional counseling available Try to keep the normal routine of classes. Open house-make sure things appear “normal.” If needed, paint the walls the same color. Make sure the bulletin board is the same. Teachers leave everything the same. Not the time to change things; students need “normal.”
 - iii. High risk or specific students
 1. Have resources (mental health professionals) and referrals for these students. Home visits may be necessary. Hospital visits should be made.
 - iv. Parents
 1. Hold a meeting to explain the situation. Address safety concerns. Do some debriefing with parents. Identify specific parents that need follow-up (referral).
 - v. Community Meetings that are factual
 1. A list of resources
 - a. Enlist media help in informing the community of the facts and that the safety of students is top priority. Parents may be informed of the best way to pick up their children after the disaster. Media has the power to help the community regain a sense of safety and limit confusion and hysteria.

BUS TRANSPORTATION ACCIDENT

I. Bus Driver:

- a. Immediately notify dispatch using proper procedures.
- b. Secure the bus so that passengers do not wander off the bus and people passing by do not board the bus. This will make it easier to complete your passenger list.
- c. Set out warning devices. Warning devices, such as triangles or cones, allow other motorists to see your vehicle more easily.
- d. Determine if there are injuries. Ask passengers, "Is everyone all right? Never ask, "Is anyone hurt?" Always remain positive.
- e. Move the bus to the side of the road only if it can be moved and the passengers would be safer.
- f. Your main concern should be for your passengers' safety. If the bus is not badly damaged and it is in no danger of being struck by other vehicles, keep the passengers on the bus. This way, you will know where they are and they will be safe.
- g. Refer any media to the administrator or designee.

i. Dispatch:

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

ii. Transportation Personnel:

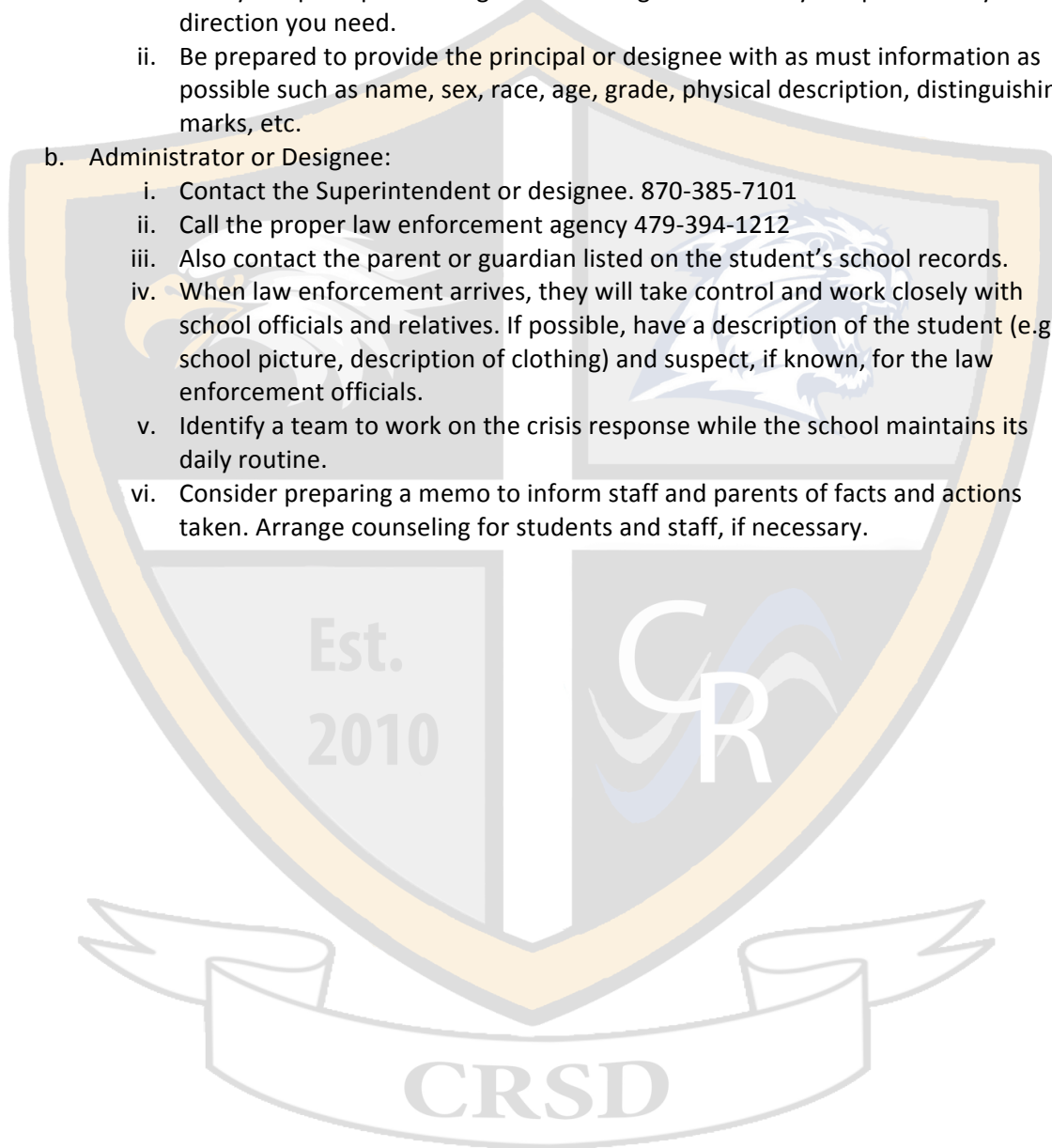
1. Upon arriving at the scene, immediately assess the situation for immediate safety concerns.
2. Fill out accident reports, leaving no blanks and take pictures, using entire roll of film or digital media. Refer any media to the administrator or designee.

iii. Schools:

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

CHILD MISSING/ ABDUCTED

1. (A student should be released from school only to custodial parents or guardians designated on the student's school record.)
2. If a student is missing from campus:
 - a. Staff:
 - i. Notify the principal or designee of missing student. They will provide any direction you need.
 - ii. Be prepared to provide the principal or designee with as much information as possible such as name, sex, race, age, grade, physical description, distinguishing marks, etc.
 - b. Administrator or Designee:
 - i. Contact the Superintendent or designee. 870-385-7101
 - ii. Call the proper law enforcement agency 479-394-1212
 - iii. Also contact the parent or guardian listed on the student's school records.
 - iv. When law enforcement arrives, they will take control and work closely with school officials and relatives. If possible, have a description of the student (e.g., school picture, description of clothing) and suspect, if known, for the law enforcement officials.
 - v. Identify a team to work on the crisis response while the school maintains its daily routine.
 - vi. Consider preparing a memo to inform staff and parents of facts and actions taken. Arrange counseling for students and staff, if necessary.



DEATH OF A STUDENT

1. Death of a Student at School

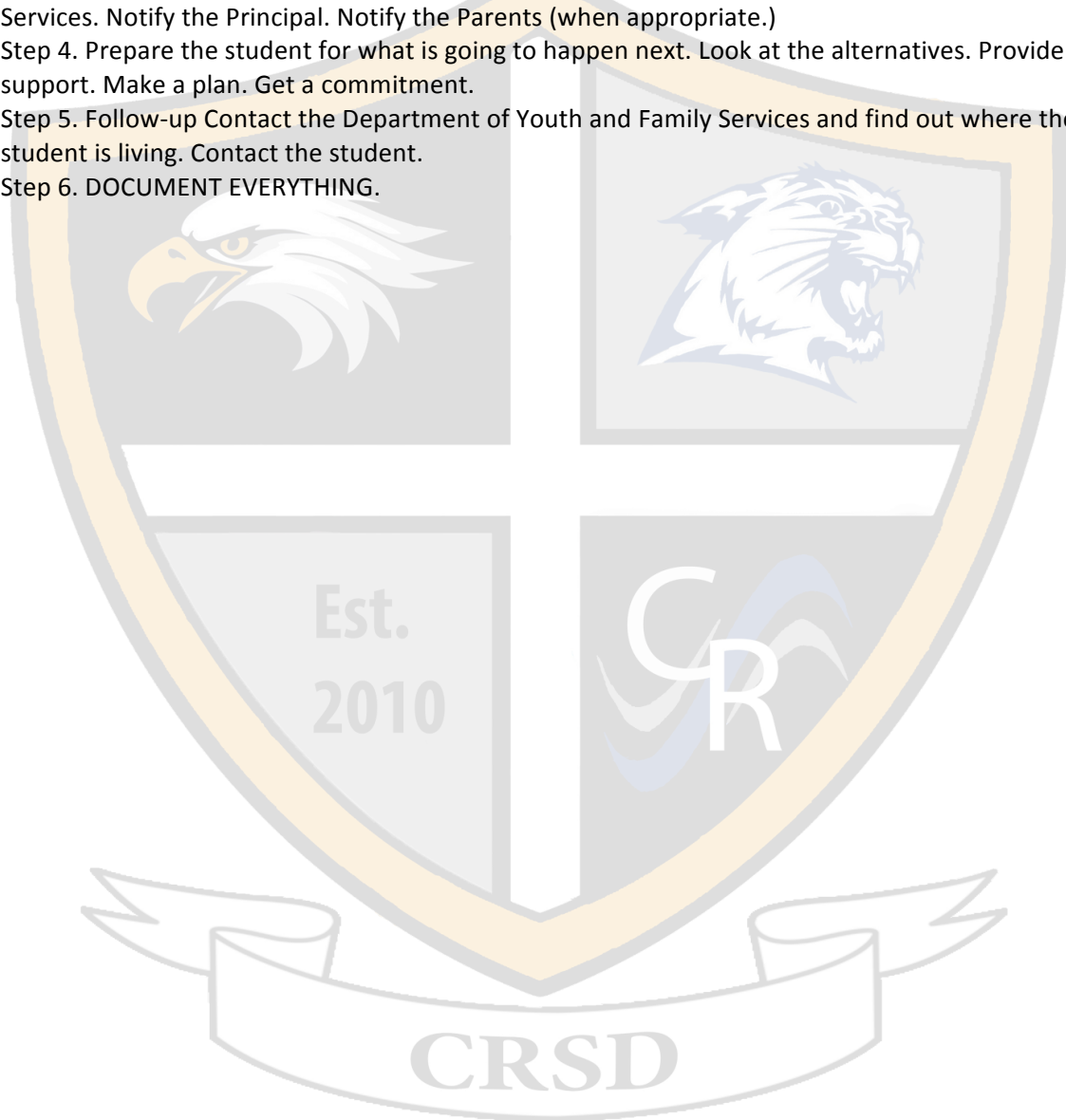
1. Step 1. Call the Crisis Intervention Team, all school counselors, and available mental health professionals to inform them of the situation.
2. Step 2. Make sure that all students are out of the area where the incident happened.
3. Step 3. All students that witnessed the event should be taken to an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

2. Death of a Student Outside the School

1. Step 1. Call the Crisis Intervention Team to inform them of event.
2. Step 2. Check on the students close to the student that died, make sure they are ok, and who needs counseling.
3. Step 3. Inform the teachers of what has happened and tell them to keep the routine as normal as possible. Also, tell them what to tell the students. This can be done through e-mail. (Teachers may refer any students who need additional help to the counselor.)
4. Step 4. Crisis Intervention Team should be meeting with students that need help. Additional school counselors may be called as well as mental health professionals depending on the number of students needing counseling.
5. Step 5. Organize small groups for students as needed.
6. Step 6. Meet with the staff to determine how to handle the next day.

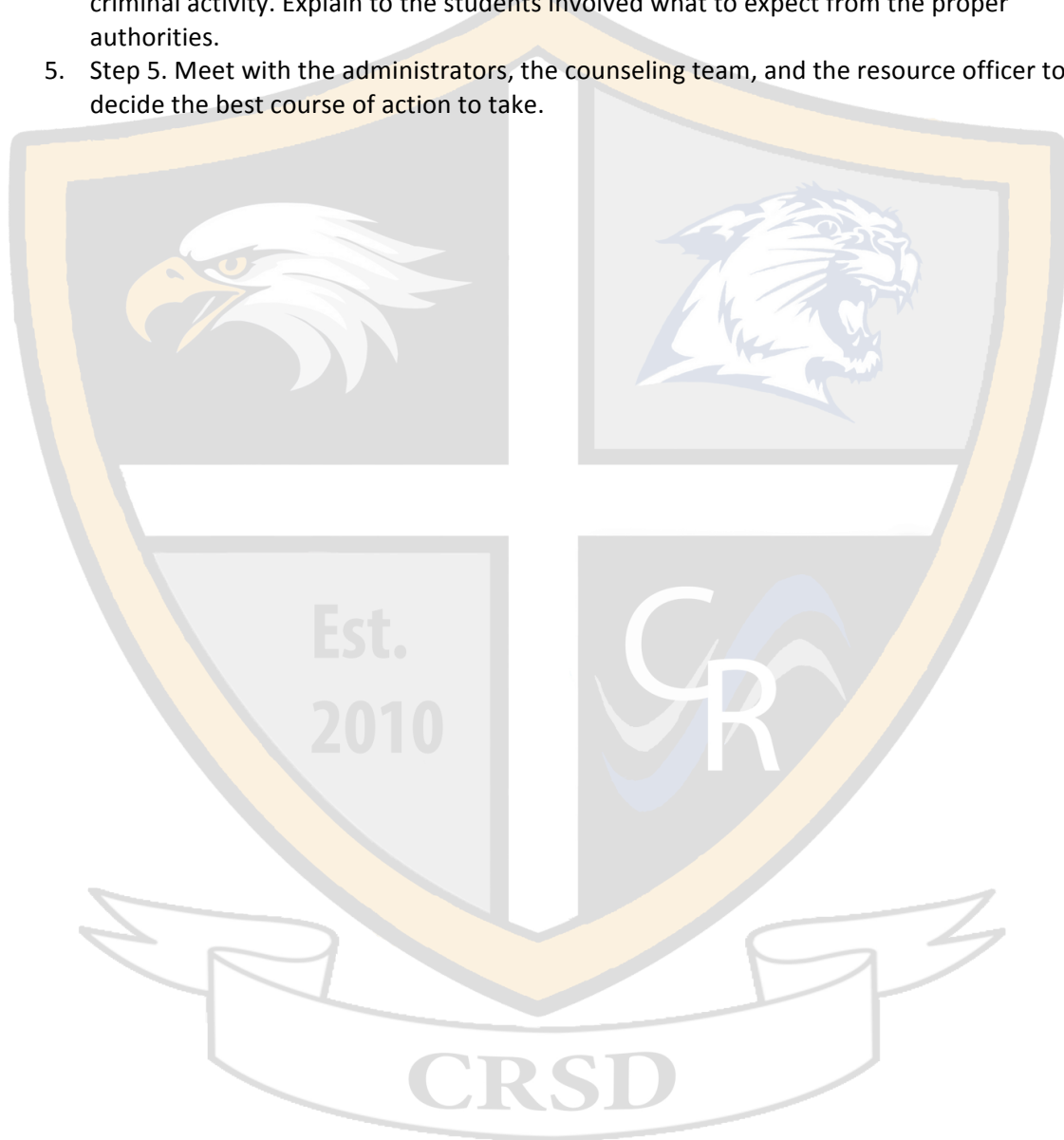
ALLEGATION OF ABUSE FROM A STUDENT

1. Step 1. Assess the allegation and determine identity of the alleged abuser.
2. Step 2. Insure the safety of the student. Make sure the perpetrator does not have access to the child. Make sure the student does not leave the school premises. Get immediate medical attention.
3. Step 3. Notify the Authorities Call the resource officer at school. He or you should call the State Police to notify them of suspected child abuse. Notify the Department of Youth and Family Services. Notify the Principal. Notify the Parents (when appropriate.)
4. Step 4. Prepare the student for what is going to happen next. Look at the alternatives. Provide support. Make a plan. Get a commitment.
5. Step 5. Follow-up Contact the Department of Youth and Family Services and find out where the student is living. Contact the student.
6. Step 6. DOCUMENT EVERYTHING.



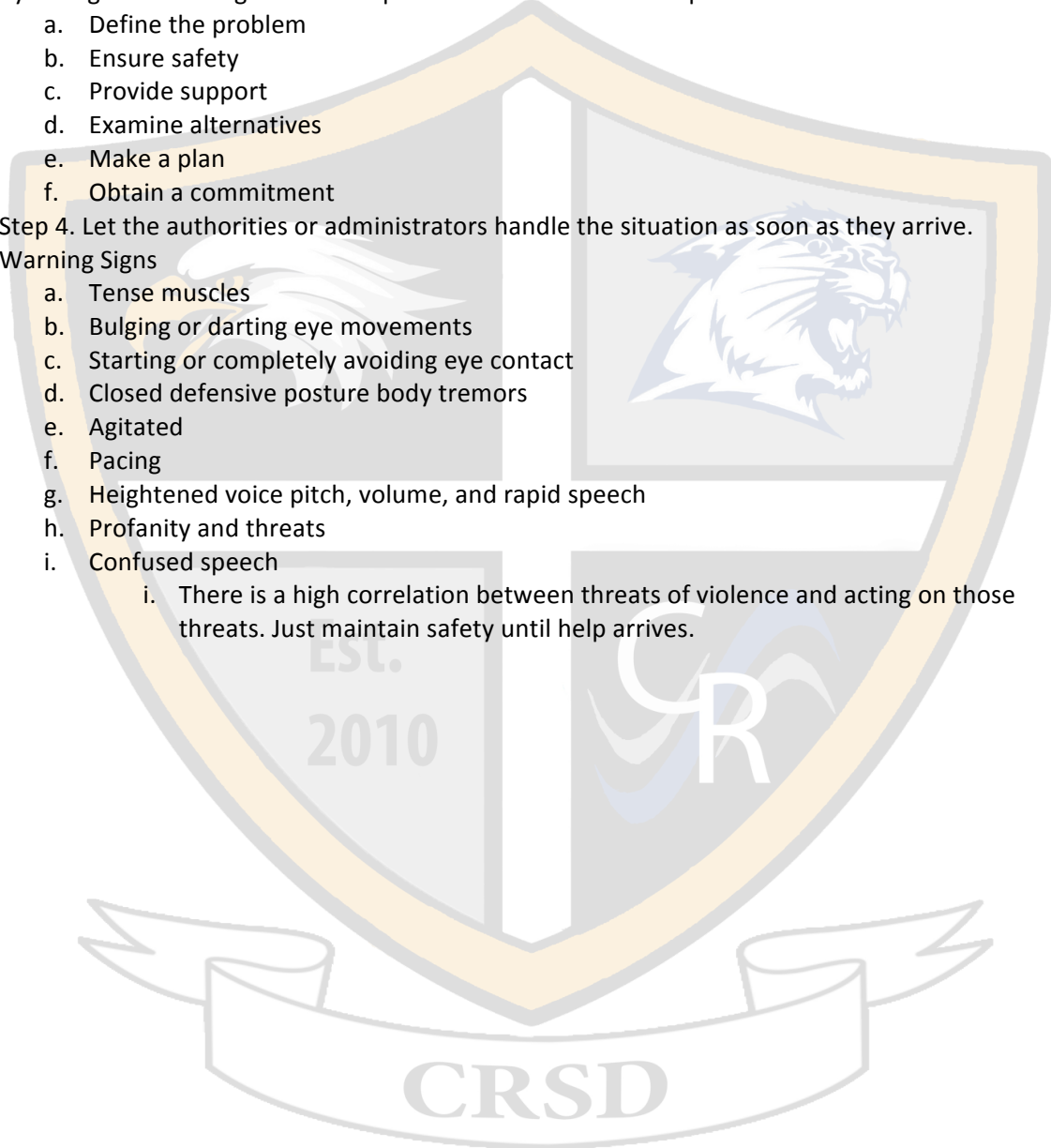
CRIMINAL ACTIVITY

1. Step 1. Notify the administration and the resource officer. Call 911 if necessary.
2. Step 2. Assess the situation and call the Counseling Intervention Team if necessary.
3. Step 3. Depending on the severity of the situation-contact the teachers and have them keep the students in their classrooms.
4. Step 4. Provide support for students. Also, provide support for those affected by the criminal activity. Explain to the students involved what to expect from the proper authorities.
5. Step 5. Meet with the administrators, the counseling team, and the resource officer to decide the best course of action to take.



A PERSON WHO IS UNDER THE INFLUENCE AND THREATENING

1. Step 1. Call the administration, resource officer, or 911. Assess the seriousness of the situation. Call the Crisis Intervention Team.
2. Step 2. Get everyone possible out of the area.
3. Step 3. Talk to the person (student or parent) and try to use a calm voice and “talk them down” by taking them through the six-step model as follows until help arrives:
 - a. Define the problem
 - b. Ensure safety
 - c. Provide support
 - d. Examine alternatives
 - e. Make a plan
 - f. Obtain a commitment
4. Step 4. Let the authorities or administrators handle the situation as soon as they arrive.
5. Warning Signs
 - a. Tense muscles
 - b. Bulging or darting eye movements
 - c. Starting or completely avoiding eye contact
 - d. Closed defensive posture body tremors
 - e. Agitated
 - f. Pacing
 - g. Heightened voice pitch, volume, and rapid speech
 - h. Profanity and threats
 - i. Confused speech
 - i. There is a high correlation between threats of violence and acting on those threats. Just maintain safety until help arrives.



NATURAL DISASTER

1. The appropriate drill will be followed to ensure safety of students. Everyone will remain in the drill position until the disaster is over and the all-clear signal is given. All students, faculty, and staff must be accounted for and the safety of the building has to be ascertained. Everyone will be transported to a safe place if necessary. Immediate needs for health and safety have been met. If remaining in the school building, someone should be posted at every door. No one can leave without permission and their leaving must be recorded. The school is responsible for every student. Everyone must be accounted for.
 - a. Step 1. Call the Crisis Intervention Team, all school counselors, and all mental health professionals.
 - b. Step 2. Assess the situation: What services are needed? Which students need intervention? What are the needs of the majority of students? What are the needs of staff and faculty? What are the needs of parents? What are the needs of the community?
 - c. Step 3. Provide Support:
 - i. Faculty and staff
 1. They need to know they are safe. They need to be debriefed as to what has happened and the severity of the situation. Remind them to try to control their emotions and remain as calm as possible. They have to meet the needs of the students and need to be told how to do this. Some students are afraid. Some students need to know how to handle the situation. (Teachers should try to model appropriate behavior.) Some students need follow-up. (Refer to the counselor.)
 - ii. Students
 1. Address their safety concerns. Give factual information. Optional counseling is available for students who are having trouble. Try to keep the normal routine of classes, if possible. Open house (if there was damage at the school)-make sure things appear “normal” If needed, paint the walls the same color Make sure the bulletin board is the same Teachers leave everything the same Not the time to change things, students need “normal” If specific students had losses due to the disaster, make sure they receive counseling to help them cope.
 - iii. Parents
 1. Hold a meeting to explain the situation-if school has to be conducted in another place or cancelled for a few days. Address safety concerns. Do some debriefing with parents. Identify specific parents that need follow-up (referral).
 - iv. Community
 1. Community Meetings that are factual – the superintendent should give a statement. The school may be used as a relief shelter if it was not damaged and other areas in the community were damaged. Provide a list of resources for help. *Enlist media help in informing the community of the facts and that the safety of students is top priority during the situation and afterwards. Parents may be informed of the best way to pick up

their children after the disaster. Media has the power to help the community regain a sense of safety and limit confusion and hysteria.

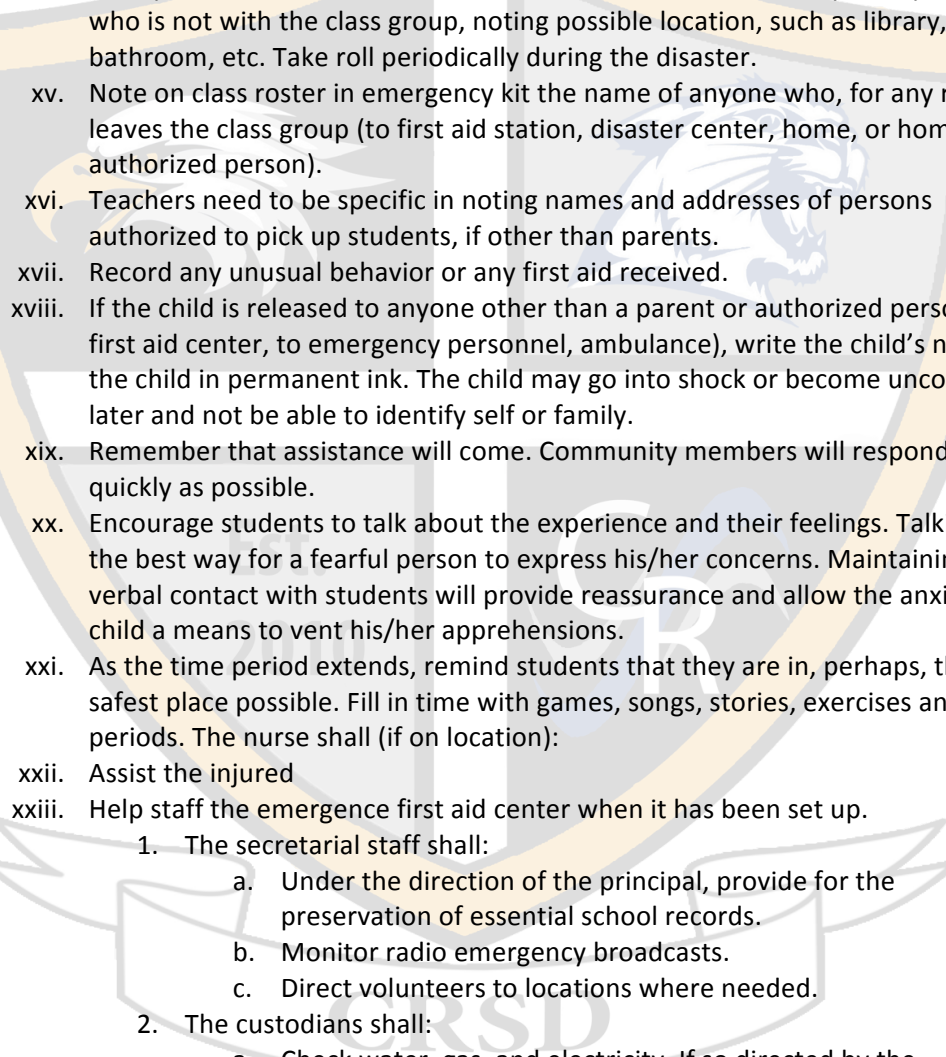


LOCKDOWN PROCEDURES

1. The staff member, who has first contact with the intruder, should direct the intruder away from students and should signal the nearest staff member to contact the office. Administrator or designee will announce, "We have a lockdown." All personnel are to follow Lockdown procedures.
2. Administrator or Designee:
 - a. Turn off bell system.
 - b. Activate Crisis Response Team.
 - c. Manage the crisis
 - d. If teachers cannot leave rooms, check hall/ bathrooms.
3. Secretary:
 - a. Immediately call 911.
 - b. Inform Superintendent's office of the situation.
 - c. Log the time notification is made and actions taken.
4. Teachers:
 - a. Lock door, close blinds. Keep students quiet/calm in an area farthest away from windows/doors. Door remains locked until "all clear" is given.
 - b. Cafeteria Go to center of room
 - c. Gym Lock doors
 - d. Outdoor PE Classes/Recess Move students to safe area
 - e. Adults, who do not have supervisory responsibilities at this time, wait for a call from administrator/designee, before leaving your room.
5. Crisis Response Team:
 - a. Report to office.
 - b. Check bathrooms.
 - c. Obtain list of students from each class of students who are unaccounted for.
 - d. Identify children who are safe, injured or killed.
 - e. Act as messengers if necessary.
 - f. If there are injuries or deaths, go to scene with a walkie-talkie and radio the office with information as to victim identities and any known information about their physical condition. Provide office with any information about the assailant, if known.

EARTHQUAKE

1. Inside the building:
 - a. Move away from windows or other potential hazards
 - b. Get under a desk, table, or other shelter, or against an inside wall. If the shelter moves, move with it and stay under it.
 - c. Assume the safety position and be silent so directions can be heard above the noise of the earthquake.
 - d. Stay in safety position until earthquake is over and/or further instructions are given.
 - e. After initial shock wave and things settle down, students should be evacuated by the safest, quickest route. Be alert to the possibility of aftershocks.
 - f. When leaving classrooms, take roll book with you. Announce that no one may come back to the classroom unless they have permission.
 - g. Take your students to the playground area nearest your evacuation site. Be alert to possible hazard such as trees, cracks, overhead wires and utility poles.
 - h. Teachers should remain with their students until authorized to re-enter the building or until they are directed to take students elsewhere.
 - i. Parents picking up students must follow planned checkout procedures. In the event a parent is hostile, make note of the child and that he/she was picked up and who picked the child up.
 - j. The school will remain open indefinitely until every child has been released to parents or to an authorized person.
2. Outside the Building:
 - a. Get clear of all buildings, trees, exposed wires, or other hazards that may fall or rupture. The safest place is in the open.
 - b. Drop to the ground and wait until the ground stops moving.
 - c. Continue to school, if on the way in. If going home, continue home between shocks.
3. On the School Bus:
 - a. Drivers should immediately stop the bus away from overhead hazards.
 - b. Occupants should assume safety position under seats, if possible, or in the aisles.
 - c. After the quake, if on the way to school, continue. If on the way home, continue home.
 - d. If conditions do not permit continuation, notify Superintendent/designee and wait for assistance. During an extended period after an earthquake, The Principal shall:
 - i. Appoint guards to see that no unauthorized person goes back into the buildings until they have been declared safe.
 - ii. Post traffic control at school gates to keep parking lot free for emergency vehicles.
 - iii. Assess total school situation and check with Superintendent.
 - iv. Announce location of disaster and first-aid centers; Crisis team members, or designated personnel, will operate first-aid center.
 - v. Direct recovery of first-aid supplies and other disaster-related supplies, equipment, and information.
 - vi. Oversee conservation and distribution of water.
 - vii. Notify parents/guardians as soon as possible of serious injury to their child.
 - viii. Students may be released at the principal's discretion following planned procedures to authorized persons.
 - ix. Teachers will be released at the principal's discretion. The Teachers shall:
 - x. Remain with their class, or report to the disaster center if they do not have a class.

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- xi. Teachers are responsible for first-aid to their students until an emergency first-aid station is established. Students with major injuries are to remain in the classroom, supervised by one teacher from a buddy group; children with minor injuries are to be cared for after evacuation. Use bottled water until notified that the water system is safe. Use a red flag to signal major first-aid needs.
 - xii. When evacuating classrooms, take emergency kits and water, if available.
 - xiii. Check with buddy classes when evacuating. If there are seriously injured persons who cannot be moved, one teacher is to remain with them. The other teachers evacuate the rest of the students.
 - xiv. Take your roll book. Send notice to disaster center immediately of any student who is not with the class group, noting possible location, such as library, absent, bathroom, etc. Take roll periodically during the disaster.
 - xv. Note on class roster in emergency kit the name of anyone who, for any reason, leaves the class group (to first aid station, disaster center, home, or home of authorized person).
 - xvi. Teachers need to be specific in noting names and addresses of persons authorized to pick up students, if other than parents.
 - xvii. Record any unusual behavior or any first aid received.
 - xviii. If the child is released to anyone other than a parent or authorized person (to a first aid center, to emergency personnel, ambulance), write the child's name on the child in permanent ink. The child may go into shock or become unconscious later and not be able to identify self or family.
 - xix. Remember that assistance will come. Community members will respond as quickly as possible.
 - xx. Encourage students to talk about the experience and their feelings. Talking is the best way for a fearful person to express his/her concerns. Maintaining verbal contact with students will provide reassurance and allow the anxious child a means to vent his/her apprehensions.
 - xxi. As the time period extends, remind students that they are in, perhaps, the safest place possible. Fill in time with games, songs, stories, exercises and rest periods. The nurse shall (if on location):
 - xxii. Assist the injured
 - xxiii. Help staff the emergency first aid center when it has been set up.
 - 1. The secretarial staff shall:
 - a. Under the direction of the principal, provide for the preservation of essential school records.
 - b. Monitor radio emergency broadcasts.
 - c. Direct volunteers to locations where needed.
 - 2. The custodians shall:
 - a. Check water, gas, and electricity. If so directed by the principal/designee, turn off utilities and intake valve on water heaters.
 - b. Assist in any fire-fighting or recovery activities.
 - c. Assist the principal in establishing controls to prevent the use of contaminated water.
 - d. Help set up emergency sanitation facilities, if needed. This plan designates duties by specific role. It is necessary that two or

three people be trained to carry out these duties if the designated person is not able to do so.



TORNADO

1. In the event of a tornado:
 - a. Inside the school building
 - i. STAY AWAY FROM WINDOWS
 - ii. Assume the safety position in the area assigned.
 - iii. Stay silent so directions can be heard above the noise of the tornado.
 - iv. Remain in safety position until the “all clear” signal is given.
 - v. If evacuation is necessary, evacuate the students by the safest, quickest route. Be alert to crumbling walls.
 - vi. When leaving the classroom, take your roll book with you. Announce that no one may come back to the classroom without permission.
 - vii. Common sense will dictate where to take the students. If the building is totally destroyed, take your students to the nearest playground. If the building was only partially destroyed, check with the principal/designee as to where the students should be taken.
 - viii. Teachers will remain with their students until authorized to reenter the building or until they are directed to take the students elsewhere.
 - ix. Parents picking up students must follow planned checkout procedures. In the event a parent refuses to follow set procedures, allow the parent to take the child and make note of the person taking the child, and the time.
 - x. The school will remain open indefinitely until every child has been released to parents or to an authorized person.
 - b. Outside the School Building:
 - i. If at all possible, get inside the building to an inside wall. AVOID THE CAFETERIA AND GYM because of the large, poorly supported roof.
 - ii. If there is no time to escape, lie flat in the nearest depression, such as a ditch or ravine.
 - iii. Duty teachers will not have access to all the students’ names, grades, and homeroom teachers’ names. After the tornado has passed, announce no one may leave until they are checked out by a parent or authorized person.

FIRE

1. In the event of a fire,
 - a. When alarm sounds, follow set evacuation routes posted in your room. TAKE YOUR ROLL BOOK.
 - b. Take your class as far as necessary not to interfere with, or be endangered by, emergency vehicles and equipment.
 - c. Take roll. Send notice immediately to principal/designee (asst. prin., secretary, other office personnel) of any student who is not with the class group, noting possible location (such as library, restroom, etc.). Take roll periodically throughout the disaster.
 - d. Note on class roster the name of anyone who, for ANY reason, leaves the class group. (Gone to first aid center, disaster center, home, gone with authorized person, etc.) --Be specific in noting NAMES AND ADDRESSES of persons authorized to pick up students, if other than parents. --Record any unusual behavior or any first aid received.
 - e. If the child is released to anyone other than a parent, or authorized person (first aid center, emergency personnel, ambulance, etc.), write the child's name ON THE CHILD in permanent ink. The child may go into shock or become unconscious later and not be able to identify self or family.
 - f. Encourage students to talk about the experience and their feelings. Maintaining verbal contact with students will provide reassurance and allow the anxious child the means to vent his/her apprehensions.
 - g. Duties by specific roles will be carried out according to the general crisis management plan. Teachers will remain with their classes until relieved, or until authorized to leave by principal/designee.

