

STUDENT
SERVICES
PROGRAM

Southside Elementary School

2018-2019

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I. COUNSELING AND COUNSELING SERVICES

A. Role and Function of the School Counselor

The role of the counselor at Cabot Southside Elementary is that of Child Advocate, helping the children to develop along healthy guidelines. This is achieved by utilizing the counselors' abilities to aide in providing for a child's physical, emotional, and social development.

The counselor also acts as consultants to teachers and parents, lending knowledge and expertise in areas such as: Classroom Management, Discipline, etc. The counselor may also act as mediator in cases involving a student and a teacher, or a student and a parent.

The counselor is also responsible for intervention in cases of self-destructive behavior or child abuse. The counselor acts as support personnel for all children and staff members and families.

The counselor helps to coordinate all student services in such a way as to provide the maximum benefit for each individual Child. The responsibilities of the counselor are defined by the needs of the students, parents, and teachers.

Goals and Objectives of the Counseling Program

- To provide opportunities for students to develop mentally, physically, socially, and emotionally in the areas if academic, career and personal/social development.
- To help identify and evaluate factors early in a student's academic career that may present serious difficulties in later development.
- To provide counseling to assist each student in self-understanding, self-confidence, and problem solving.
- To provide effective listening and communication skills that will enhance personal interaction.
- To help students assume responsibility for their own behavior and future learning.
- To provide counseling in effective study skills.
- To develop the student's awareness to the world of work, and the relevance of education concerning careers
- To provide information regarding the dangers of drug abuse
- To organize the academic awards assembly.

C. Responsibilities of the School Counselor

The counselor at Southside Elementary is concerned with obtaining the following goals. This shall be accomplished by fulfilling the responsibilities stated below. It should be recognized that, as students' needs change, counselor responsibilities and goals must be flexible so as to accommodate those needs.

Primary responsibilities of the counselor include:

- Assisting with classroom placement when necessary.
- Offering developmental counseling activities for individual classrooms based on the students' level of development.
- Offer small group counseling for individual growth.
- Individual counseling for at risk students.
- Accept counseling referrals from parents, educators, and students themselves.
- Act as consultant for teacher and parents.
- School coordinator for Crisis Counseling.
- Organize special counseling related activities (such as guest speakers, Red Ribbon Week, etc.).
- Provide counseling for students who are retained.
- Serve on the intervention committee for students.
- Serve as building designee for Foster Care and Homeless Education.
- Offer orientation concerning the counseling program to students, parents and teachers.
- Provide for teacher professional development past on needs assessment.
- Provide information pertaining to enrollment/registration for parents and students.

D. Counselor Involvement

Developmental Classroom Counseling modify to your building

The developmental counseling program at Southside Elementary is preventative in nature. The counselor will see each classroom every third week, providing lessons which will aid the students in their academic, personal/social, and career development. The main thrust of this program is to help students learn and refine life skills to aid in the development of self-control and personal responsibility. This is accomplished in a variety of ways, including the development of personal, effective goals for each student, helping students learn problem solving and conflict resolution techniques, helping the students to

develop better study skills and test taking strategies, and instructing the students in the area of decision-making. A common thread running through these topics is the enhancement of Character Education. Cooperation, not competition, is encouraged through the teaching of social skills and cooperative learning. Topics share a common theme for each six-week period, but become more complex and involved as the student progresses through the grades.

Individual Counseling

Each student has the opportunity to refer himself to the counselor for individual needs.

The purpose of individual counseling is to:

- Help students who are timid about discussing their problems in a group situation
- Work with a student who is unable to function in a group situation due to behavioral concerns
- Discuss topics which might be inappropriate for groups or classrooms
- Deal with crisis situations

Additional meetings may be scheduled if needed, or the counselor may refer the student to a particular group or outside agency. All records are kept confidential. Students may be referred for counseling by teachers, parents, and school administrators.

Small Group Counseling

Small group discussions concentrate on learning specific skills (such as recognizing self-destructive behavior) with a small group of students. Student participation in groups will be voluntary after the introductory session. Groups are obtained from the classroom on the teacher's and counselor's recommendations. Group members have a ready-made support group, and have the opportunity to discuss topics that they might feel uncomfortable discussing in the classroom.

Students are expected to participate and help each other work through difficulties. The counselor acts as group leader, and each group contains a student role model.

Consultation Services

Consultation at Southside Elementary counseling program focuses on the total learning environment of the school. Teachers use counselors as a resource, seeking consultation on specific student's problems and on general issues. Many teachers can benefit from a counselor's assistance in developing new ways of responding and relating to students.

Consultation usually involves

- Conducting professional development workshops and discussions with teachers on subjects such as drug and child abuse
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers
- Assisting in the identification and development of programs for students with special needs
- Participating in school committees that address substance abuse, human growth and development, school climate, etc.
- Interpreting student information, such as the results of standardized tests for students and team members
- Consulting regularly with other specialists.

Coordination

The counselor at Southside Elementary is responsible for the systematic coordination of all counseling programs in order to ensure the effective delivery of services.

Responsibilities include:

- Coordinate the use of school and community resources (i.e. agencies).
- Assist parents in gaining access to services their children need.
- Serve as liaison between the school, home, and community agencies.
- Plan, coordinate, and evaluate the counseling program's effectiveness.
- Coordinate testing programs, including test interpretation for teachers, students, and parents.

Working with Parents

The counselor at Southside Elementary needs to be available for parents as well as teachers and students. The counselor works with the Parent & Family Engagement Facilitator. Parents are able to schedule appointments to meet with the counselor.

The counselor may also act as consultants to the parent(s), offering training in areas of need. Parents are also encouraged to participate in the volunteer program, Literacy Partners, and Homeroom Parent.

Peer Facilitation

Southside Elementary utilizes peer facilitation in many different ways. Within the classroom peers with strengths assist those with needs. Upper grade students are paired with lower grade students (buddy system) for different activities such as reading, art projects, etc.

The counselor helps coordinate the Project PALS mentoring program in which identified students in 2nd – 4th grades are paired with a high school Project PALS student. Sessions are held weekly and include activities teaching communication skills, teamwork, and problem solving skills. The counselor works closely with the high school Project PALS coordinators.

Making Appropriate Referrals

The counselor maintains a working relationship with other school counselors in the Cabot district, as well as the Department of Human Services, the Lonoke Juvenile Authorities, Professional Counseling Associates, Cabot Day School, PROMOTE, and with short term and long term residential caretakers in the surrounding area. Through these relationships, the counselor is able to make appropriate referrals when needed. The counselor helps to identify students who might benefit from these services, and assist parents in the utilization of these resources.

Intervention Team

The counselor also serves as a standing member of the student intervention team comprised of classroom teachers, a special education teacher, and support staff. Classroom teachers may consult this team which recommends additional strategies for the classroom, special education referrals, or referrals to outside agencies.

Interpretation of Standardized Testing and Dissemination

The counselor assists teachers with the test administration rules and regulations and test security guidelines, coordinating efforts to assure test security and standardization. The counselor prepares students, parents and teachers, making them aware of test taking skills including how each can contribute to assure each student the opportunity to perform at his/her potential.

The counselor/school academic coach interprets standardized test results for parents, faculty, and students; and studies tests results to determine strengths and weaknesses in curriculum. Counselors utilize specialized testing to help determine social/emotional needs of students (i.e. behavior rating scales.) Testing for speech and other special services is conducted by referral to specialists within the district.

Specialized Population and Needs

At Southside Elementary all students are treated as individuals, regardless of ethnicity. Tests are normed according to national standards, and show little cultural bias. The counselor does presentations throughout the year in the developmental classes that encourage children to be more accepting of differences between cultures, and lessons geared toward teaching the students to recognize bias and stereotyping.

Orientation

At the beginning of each year, the counselor will provide a professional development for teachers describing the counseling program, as well as long-

term goals for the program. Students will receive orientation during the first developmental class. Parents will receive orientation through the Parent-Teacher Meetings as well as through periodic newsletters or Stagecoach's Website.

Utilization of Student Records

The counselor at Southside Elementary has access to all student files, as well as private psychological profiles secured in the office. These records are confidential.

Direct Counseling Services to Students

The counselor at Southside Elementary uses the following in direct counseling services to students:

- Individual personal and social counseling
- Consultation with students
- Serving students at Risk
- Small group counseling
- Classroom counseling
- Students in crisis
- Orientation
- Mentoring through High School PALS
- Awards/Honor Assemblies
- Serving on the committee in developing a Behavior Plan

Indirect Services Related to Counseling

The counselor at Southside Elementary engages in the following activities that are related to counseling:

- Consultation services with parents, school personnel
- Consultation services with Outside Agencies
- Making Appropriate referrals
- Review and Update school records

- Collecting resources for Counseling/counseling education
- Coordination of counseling program
- Crisis planning
- Special Education referrals and conferences
- Member of the intervention team

E. Career Awareness and Planning in School Counseling Programs

Developmental classroom counseling provides students with skills in interpersonal relationships, decision making and problem solving skills, self control, responsibility and study/work skills/ethics. These skills prepare the student to be effective in the work place.

Counseling and classroom activities may focus on career choices and how they relate to what they are studying. In addition to the career activities done when career speakers talk to the students about a variety of careers.

F. State Goals for Career Education

(Developed by the Ark Advisory Council for Career Education-adapted for Elementary)

Goal 1 – 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.

- a. Set personal goals and relate them to career choices.
- b. Identify factors, including career, which influence a person's lifestyle.
- c. Apply a decision-aiming process to solve career-related problems.

Goal 2 – Students will be able to identify information about careers.

- a. Recognize similar job characteristics in various occupations.
- b. Match job characteristics with own needs and interests.

Goal 3 – Students will improve attitudes and appreciations for career success. Students will demonstrate productive attitudes toward work and positive feelings about task accomplishment.

- a. Relate work attitudes to accomplishment and satisfaction.
- b. Detect and appreciate quality work.

Goal 4 – 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.

- a. Identify and recognize need for and benefits of good interpersonal relationships.
- b. Recognize prejudice, contributing factors, and behavioral effects.
- c. Identify ways to effectively work as a team member.

Goal 5 – 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.

- a. Recognize personal adjustment situations and seek required help.
- b. Recognize personal limitations and how self-concept influences job success.
- c. Identify factors influencing own career options.

Goal 6 – Students will understand personal/work/school responsibilities. Students will demonstrate good citizenship, knowledge of relationships with, and responsibilities to fellow persons, job, etc.

- a. Identify responsibilities toward co-workers, supervisors, and property.
- b. Identify rights derived from the political and social environment.

- c. Develop positive attitudes/behaviors for participation in political/social environment.

Goal 7 – 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.

- a. Identify the ways technology can affect work and/or lifestyle.
- b. Identify the results of job specialization and worker interdependence.
- c. Recognize relation of time/effort to wages.
- d. Indicate relationship of supply and demand among resources, goods, and services.

Goal 8 – Students will improve understanding of relationship of education and career choices. Students will demonstrate understanding of the relationships of education (formal and informal) to career opportunities. Demonstrate understanding of the relationship of education or training to specific job requirements.

- a. Relate specific training to specific career goals.
- b. Relate general learning experiences to career opportunity.

Goal 9 – Students will improve learner outcomes in the basic subjects.

G. Facilities for Counseling Program

Southside Elementary provides the following facilities for the counselor:

1. The counselors' office is located in the office, which is easily accessible to students. The office is of adequate size and reasonably sound proof.
2. Equipment:
 - a. desk and bookshelves
 - b. telephone
 - c. resources needed for counseling program
 - d. computer

3. Large group facility

The counselor is provided a classroom for small groups and a large carpeted area for whole class counseling times.

H. Student Services Needs Assessment Samples

1. Student

- School leaders maintain good discipline at my school.
- My teachers use a variety of methods for dealing with classroom disruptions.
- School rules are explained, and each student receives a student handbook.
- My school promotes positive communication and understanding among individuals of different cultures and/or races.
- Teachers, counselors, and administrators help me to be more responsible for my actions/behavior.
- There is a faculty member I feel comfortable going to if I have problems with other students.
- My school has a conflict resolution program.
- I know the appropriate person to go to when I am ill at school.
- I know an adult to consult at school if I feel that I might harm myself, others, or know of someone who might.
- A counselor is available upon my request.
- I feel comfortable discussing personal or academic concerns with my counselor.
- Small group counseling or support groups are provided to fit my needs.
- Most school personnel make me feel good about myself.
- Students are instructed in methods to reduce group and individual conflicts
- Programs are offered by the school to promote positive communication and understanding among individuals of different cultures and races.

- Small group counseling sessions or support groups are available for students with problems.

2. Parent

- School personnel maintain discipline.
- The school staff works with the students to encourage proper behavior.
- Teachers use a variety of methods of classroom management to improve the school climate.
- Behavior contracts are utilized by the school to modify student behavior, attitudes, and actions.
- The student is familiarized with the school environment upon entering.
- Parents are informed of orientation programs for students.
- A conference with the school counselor is easily arranged.
- Student files and records are used by school personnel to assist the parent.
- School personnel assist in the identification of students with special aptitudes, abilities, and skills.
- Health screening (eyes and ears) and follow up services are provided for students.
- Parents are given the opportunity for involvement in a variety of school activities (tutoring, literacy partners, VICS, homeroom parent, etc).
- The school provides opportunities for parents to comment on the service provided for students.
- School personnel make home visits to build bridges of communication between the home and the school.
- Psychological evaluation services are provided for students with learning or adjustment problems.
- The school follows written policies to assure ethical procedures in psychological activities.

- Special education personnel consult and/or counsel with parent of children receiving special education services.
- The school utilizes a system for identifying students with learning problems and/or other factors that could affect the child's educational performance.
- Request for psychological services are handled in a timely manner.
- Standardized tests are administered under close supervision.
- Standardized test results sent home to parents are easily understood.

3. Faculty

- The school provides orientation programs for all students.
- Students files and records are available to teachers
- Health screening and follow up procedures are provided for students.
- A crisis management plan is in place at my school with proper training and instructions on how to handle emergency situations.
- Classroom management methods are utilized in my school.
- When infractions of school rules take place, they are quickly addressed and feedback is provided.
- Faculty members are included in consultation and counseling of students.
- Faculty members have resources available to refer students for consultation and counseling.
- A referral procedure exists for placement of exceptional children.
- Individual Education Plans (IEP) are made available to teachers.
- School personnel are made knowledgeable about the psychological services available to students.
- Results of psychological testing are clearly explained to me.
- School personnel are made aware of the counseling department's program through professional development and faculty meetings.
- Counselors work closely with each department to ensure that students are appropriately placed in classes.

- Counseling is conducted with students about academic and personal concerns.
- The counselors provide support groups to meet students' needs.
- Counseling referrals are attended to in a timely manner.
- Standardized testing organized effectively and supervised closely in my school.
- Counseling services provided in my school are adequate.
- Student health services supplied by the school are adequate.
- Parents are encouraged to actively participate in the total school program.

4. Referral Agency

- The school staff responds to requests from your agency in a professional manner.
- School records are utilized to benefit the student.
- The school has written policies to assure ethical procedures are followed during the referral process.
- Information is provided by the school when behavior, attendance, or academic performance changes for the student utilizing your agency is recognized.
- The school makes the parent(s) feel a part of the referral process.
- School counselors are accessible to agency personnel.
- A system of identification of learning problems and other factors contributing to educational failure takes place prior to referral.
- The district social worker, home-school consultant, or school counselor visits the agency to assist with the referral, if needed.
- When educational and supportive programs, workshops, and seminars are offered to parents and/or students in the areas of expertise of your agency, personnel from your agency are asked to assist.
- Students are provided follow-up care by the school when they return to the school setting.

- Parents are referred to the appropriate agencies when in need of assistance.
- Information provided to the referral agency by the school is helpful.
- Agency requests directed to the school are dealt with in a timely manner.
- The school is aware of your agency as a resource for students and/or parents.
- Ethical procedures are used in regard to confidential psychological materials.

I. School Counselor/Pupil Ratio & Accreditation

The counselor/pupil ratio at Southside Elementary is 1/450.

III. Psychological Services

Psychological services are provided for Southside Elementary by the Cabot School District. Services follow due process and guidelines set for the in PL94-142. Psychological examiners are employed by the district and services are contracted with outside resources when the need arises.

Referral is made for the purpose of compiling information about a child experiencing problems which interfere with learning and can be made by anyone with knowledge about the child's school performance.

The purpose of evaluation is to determine the presence of a disability that interferes with learning and the corresponding need for specially designed instruction.

The counselor helps with due process through classroom observations, scheduling parent meetings, and serves as a committee member to help determine the student's needs. The counselor also serves on the pre referral intervention team.

Gifted and Talented Program

Cabot Public School's Elementary Counseling Program for Gifted Students (K-6) follows the **Gifted and Talented Rules and Regulations: Program**

Approval Standards by the Arkansas Department of Education. Services are provided by one full time certified Gifted/Talented Specialist at each elementary/5-6 middle school. Working through a Consultant Model, the G/T specialist provides a variety of services to identified G/T students and their classroom teachers.

The Arkansas Department of Education requires identification of five percent of a school's population for gifted/talented programs. More students are identified for G/T services in grades 2-6 than in grades K-1 because more can be known about the talents of older children. However, when thorough observation and testing the talents of younger children can be known, they too are identified and served by the G/T specialist.

The G/T Consultation Model

In the G/T Consultation Model, the G/T specialist provides direct services to identified G/T students through and ISP (independent study model) consultation once a week. The specialist and student develop and ISP which is tailored to specific needs of the individual student. In addition to the ISP consultation with the specialist, G/T students at each grade level will receive an additional two hours of direct services from the specialist. Skills and enrichment activities are provided through G/T Advisory Intervention. This content is delineated in the G/T Scope and Sequence.

Another facet of the Consultation Model allows the G/T specialist to work in/out of regular classrooms with flexible groups of highly capable students who have similar interests and abilities (Flexible Groups).

The Consultation Model also requires a minimum 30 minute per week meeting (team or individual) for each grade level. This meeting assures the opportunity for the classroom teacher and specialist to stay in close contact about G/T students' progress in the classroom, the appropriateness of the ISP, and the students' progress on the ISP.

The Consultation Model operates on the premise that G/T students are gifted all day every day; therefore, their daily activities should reflect differentiated instruction necessary to meet their individual needs.

Identification

Identification of gifted students follows the guidelines set by the Arkansas Department of Education. This process must be accomplished through the use of objective and subjective data. The objective data is collected from all tests administered by Cabot Public Schools, plus additional testing done when students are recommended for consideration for placement in the Gifted and Talented Program by classroom teachers or parents. The objective data is available to placement teams in Cabot consists of kindergarten screening material, current standardized achievement tests, formative assessments, and norm referenced tests. The subjective data collected in form of checklists is completed by classroom teachers/parents concerning the characteristics of learning, creativity, motivation, and leadership. The additional testing previously mentioned is done only with permission of the parent of a recommended child. The additional testing provides further evidence that a student may or may not need services provided by the G/T program.

When parents are considering recommending their child for the possible placement in the G/T program, they should review all test scores for their child up until the time of consideration. Their child's level of motivation for school work should be considered, as well as examples of creative behavior. Generally, the level of success for students placed in G/T are the National Percentiles of 95 and above on most indicators. Students scoring lower than the 95th percentile may possess some of the characteristics of identified students, and may be served in flexible groups. Parents who have reviewed the characteristics and test scores mentioned above, and feel their child may qualify for screening, should contact the G/T specialist at their child's school and complete a nomination form.

Placement decisions are made by committee. The committee is comprised of the assistant principal, the counselor, the G/T director, the G/T specialist, and classroom teachers. Students are identified through a blind identification process; decisions of the committee are made with careful deliberation of the student's academic needs.

Instruments for Identification

Iowa Test of Basic Skill
NWEA MAP Assessment
ACT Aspire
Naglieri Non-verbal Abilities Test
Cognitive Abilities Test
Otis-Lennon School Ability Test
William's Test of Divergent Thinking
Kingore Observation Inventory
Slosson Intelligence Test
Kuhlmann-Anderson Test
Renzulli-Hartman Rating Scale
Parent Inventory
Standards Based Report Card

Conclusion

The vision for the Cabot Public Schools Elementary Program for Gifted Students (K-6) is that all identified students receive differentiated curriculum which meets their needs. In addition to direct services provided for gifted students, the Consultation Model allows the G/T specialist to work with flexible groups. Flexible groups allow the G/T specialist to provide enrichment and accelerated learning experiences for advanced learners who do not qualify for formal identification.

IV. Visiting Teacher and School Social Work Services

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.

- These persons provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.
- 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.
- A Certified teacher is employed to provide homebound instruction as the students have need for this service.

V. 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, positive communication, and a greater utilization of a race relations specialist or human relations specialist to assist in the development of inter-group skills.

Conflict solving for students could include: dealing constructively with conflict, 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, and developing positive interpersonal skills.

Conflict resolution lessons are conducted through classroom counseling, small groups and individual counseling.

ANTI BULLYING

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of their dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the faculty, staff, administration and board of the Cabot School district. Students who bully another person shall be held accountable for their actions whether it occurs on the school grounds; off school grounds at a school sponsored or approved function, activity or event; or going to or from school or a school activity.

Definition: bullying is any pattern of behavior by a student, a group of students, that is intended to harass, intimidate, ridicule, humiliate, or instill fear in another child or group of children. Bullying behavior can be a threat of, or actual, physical harm or it can be verbal abuse. Bullying is a series of recurring actions committed over a period of time directed toward one student, or successive, separate actions directed against multiple students.

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

- Sarcastic comments about another student's personal appearance
- Pointed comments or questions intended to embarrass or humiliate
- Mocking, taunting or belittling
- Non-verbal threats and/or intimidation such as "Fronting" or "chesting" a person
- Demeaning humor relating to a student's race, gender, ethnicity or personal characteristics
- Blackmail, extortion, demands for protection money or other involuntary donations or loans

- Blocking access to school property of facilities
- Deliberate physical contact or injury to person or property
- Stealing or hiding books or belongings
- Threats of harm to student(s), possessions, or others

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

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. The student previous disciplinary offenses will be considered.

At Southside Elementary, teachers use a Love and Logic approach to working with students that helps put them in control, teaches kids to think for themselves, raises the level of student responsibility, and prepares kids to function effectively in a society filled with temptations, decisions, and consequences. Teachers have developed school wide rules for common areas.

VII. Crisis Management Plan (Cabot School District)

In the event of a crisis situation involving students or staff members, our district will undertake a method of operation described as follows:

- Notification of Appropriate Personnel
- Crisis Management Committee (CMC)
 - Superintendent or Deputy Superintendent will convene the CMC
- Board of Directors

- The Superintendent or Deputy Superintendent will notify the Board of Directors
- Cabot and/or Lonoke County Ministerial Alliance
 - Clergy members of the CMC will notify the ministerial association
- Staff
 - Supervisors will be responsible for developing a system of notifying staff members
 - The staff may be informed upon notification of a crisis that a meeting is necessary
 - Instructions for meetings will be provided
 - The staff will be given instructions as per duties to perform during the day
- Information and Media
 - The Media
 - All press releases shall be given out by the superintendent or deputy superintendent only
 - The press or media will be admitted to the Central Office only
 - No interviews by the press or media of the staff will be allowed
 - Updated information will be provided as such information becomes available
 - The Following Day
 - Step I
 - Work will begin at its normal time
 - Central Office Administrators will distribute personnel as necessary
 - Step II
 - Staff will be provided with all known facts of the crisis at a meeting
 - Staff will be allowed to discuss freely their feelings about the crisis

- Step III
 - Staff desiring individual counseling will be provided such counseling
 - Counselors or members of the clergy will be available at a location determined by the Central Office administrators
- Step IV
 - The superintendent will decide when normal operations are appropriate

It is the fervent hope and prayer of all of us that this procedure never needs to be implemented. However, as adults, we are aware that tragedy and grief may occur to all. In the event of a crisis at our school, it becomes imperative that we carry out the duties assigned to each of us.

Southside Elementary School Crisis Team

The Crisis Team is made up of the following people: Principal, Assistant Principal, Counselor, Secretary, Assistant Secretary, Media Specialist, Nurse, Reading Specialist, and G/T Specialist.

Southside Elementary maintains close contact with counselors at other Cabot district schools, The Pointe, Professional Counseling Associates, Families, Inc., Life Strategies, Inc., and other agencies who can be utilized during crisis events.

- **Advance Preparation**

Organize a crisis team at each school that includes a principal, classroom teachers, the counselor, and the school secretaries. The team will have available several ministers, Professional Counseling Associates, and counselors from the other schools.

Stipulate roles of each team member. Each team will meet to determine the role of each team member.

Have a suicide prevention program for all personnel. The crisis response plan will be explained at the end of that meeting.

In some situations where a student may call a teacher at home, signaling suicidal intentions, the student's family may not be available or helpful. Therefore, that teacher should obtain as much information from the student as possible. If this teacher is not a crisis team member, as soon as possible, he/she should contact a crisis team member for assistance in handling the situation.

Depending upon the crisis team member's assessment of the seriousness of the situation, the following persons could be contacted:

- Student's Parents
- Police
- Ambulance
- Protective services
- Local community mental health center emergency worker(therapist)

Should the situation become extremely critical (the student has ingested pills or poison or has possession of a gun or knife), the police must be notified immediately. The following information should be gathered and made available to emergency personnel:

- Name of student and parents/guardians
- Student's home address
- Exact nature of the threat
- Exact location of student
- Who else is near the student who could be helpful
- Name, address, and phone number of person reporting the incident

Response Plan to death or Suicide Happening Away from School

- Day 1
 - In the event of a death, the principal will call the student's family to confirm the event and to find out the accurate facts.
 - Crisis team will be contacted

- There will be a faculty meeting before school or during school. (If the meeting is during school, the students will go outside for recess.)
- Crisis procedure is as follows:
 - Each teacher will announce the death of student, provide factual information, and answer questions.
 - The suicide will be dealt with openly and honestly, giving students the opportunity to ask questions. (Discuss that suicide is an inappropriate way of dealing with problems).
 - The principal will announce or have announced the information concerning the time and place of the funeral.
 - Explain to students that there will be adults available for counseling. Names will be sent to the counselor's office. Team members will be responsible for directing students to the different counseling rooms during the day.
 - Students will identify close friends of the student who will require more intensive counseling to prevent possible clustering.
 - A team member will be available to sit in the child's classroom throughout the day if the teacher so desires.
 - A faculty meeting will be held at the end of the day to assess the day and plan for Day 2.
- Day 2
 - Crisis team will meet before school.
 - Teachers should give students time to talk about the death at the beginning of each period.
 - Counselors will be available all day for students or teachers.
 - Teachers should continue monitoring those students showing signs of agitation or depression.
 - Absentee reports should be screened carefully.
 - Rumors should be reported so they can be cleared up.

- A faculty meeting will be held to assess the day and plan for Day 3.
- Day 3
 - Classes should be back to normal as much as possible.
 - Counseling will continue to be available.
- Follow Up
 - Additional counseling will be provided throughout the year for those students who need it.
 - Counseling for parents will also be provided through individual and group counseling sessions.

Response Plan to Suicide/At-Risk Behavior Occurring During School Hours, on School Grounds, or At School Sponsored Activities

- Day of Crisis Event
 - Immediately remove all students from the emergency situation and the surrounding area. Any student(s) who witnessed the suicide/suicide attempt should be moved to a predesignated protected area with close supervision by faculty. Be aware of the press; alert students to type of questions. (“No comment”)
 - If the student has possession of a weapon, immediately summon police. Building crisis code to keep teachers and students in rooms.
 - If personal injury has occurred:
 - Administer first aid and/or CPR as needed
 - Call an ambulance
 - Designate a nurse or other personnel to ride in the ambulance
 - Call the police
 - Pull the student’s health folder and make it available to emergency personnel.

- Turn off bells or ring the bell if students are not in class. Send a person to notify teachers that students are to remain in current classes until further notice.
- Convene the crisis team immediately for determination and implementation of appropriate actions for the remainder of the school day. These might include any or all of the following:
 - Should the injured student have a sibling or relative on the same campus, a team member must make every effort to locate him/her and initiate appropriate crisis intervention.
 - Crisis team members will be assigned to work with any witnesses.
 - As soon as possible, following the arrival of the police, reach a decision as to who should notify the victim's parents and how this will be done.
 - Assign one or more team member(s) to meet with the parents, siblings or other relatives of the victim who arrive at the school.
 - Assign other team members "crisis intervention" work with the remaining students in need of assistance.
 - Determine if any other school personnel are needed; such as counselors, administrative staff, or clerks. There will be much to do in handling the telephone and other administrative tasks.
 - Determine what information (if any) is to be released to the news media. Delegate authority to the pre-assigned spokes-person for release of any information to the press or other media.
 - Notify the school district superintendent or designated Central Office staff of the situation and action taken

- Lock all outside doors of building and monitor persons entering or leaving at main entrance.
- Make a brief P.A. announcement regarding the death or serious injury of a student as soon as possible.
- Crisis team members and counselors must be available throughout the school day to students and faculty members who respond to such an announcement in an agitated or fearful manner, or who need to talk.
 - A highly visible crisis center must be established at the school for students and faculty.
 - Counselors should keep a list of students who visit the center so that follow-up care can be arranged.
- Students leaving the school should be permitted to leave only by checking out through the front desk and then, only in the company of a parent or guardian. After being checked out from school premises, students should not be permitted to return to the school premises the remainder of the day. Administrators should permit students to use an outside phone line to call parents. Other lines must remain open for emergency calls.
- An appropriate contact should be made with the hospital to determine the current condition of any injured student.
- A meeting of all faculty will be convened at the end of the school day to address any remaining details.
- The parents of students who witnessed the suicide of a close friend should be contacted that evening by the crisis team to monitor the reactions of those students.

Day 1 – First school day following crisis event

The crisis team and school personnel should meet prior to the beginning of the school day. They should review any special plans for Day 1 and offer the

faculty an opportunity to begin to process their own personal reactions to the event.

At the beginning of each class period, students should be given the opportunity to talk about their reaction to the event. Teachers should be alert to any student having significant difficulty and must refer those students to the Crisis Center for counseling. Teachers should resume normal class activities as soon as appropriate.

All school personnel should be alert to reactions of students, being particularly observant for agitation or despondency. Staff should report such findings to crisis team.

All faculty should be convened at the end of classes on Day 1 to:

- Review the day's events
- Provide support for each other
- Review plans for Day 2
- Crisis team members or selected teachers will be assigned to make support calls that evening to parents of those students who were particularly upset during the day
- Share any new information with faculty
- Ascertain if any additional information will be shared with media

Day 2 – Second school day following crisis event

The crisis team and faculty should meet prior to the beginning of the school day to review any special plans for Day 2 and to provide the faculty an opportunity to process any of their reactions to the event.

The Crisis Center should remain open to any students needing grief counseling. High risk students should be referred to outside mental health resources for more intensive counseling.

Classes should be back to normal as much as possible.

Teachers should be asked to continue monitoring those students showing signs of agitation or depression. Students should be made aware by P.A. announcement of the physical status of any injured student. Should a death

have occurred, funeral arrangements and any special requests made by the victim's family could be similarly announced.

For the first few days after a crisis event, crisis team members should review all absentee reports to determine if any at risk students are absent. These students should be contacted and assistance offered.

All school personnel should report any rumors regarding the victim to the crisis team leader and make appropriate efforts to prevent their spread.

At all times school personnel should avoid glorifying or romanticizing the event or the victim's death.

Day 3 – Third day following the crisis event

The Crisis Center should remain open

Any high risk students continuing to show signs of stress should be referred for outside professional help. The parents of these students should be called in for a conference, notified of this recommendation, and offered suggested resources.

The counselors should make presentations to each class attended by the victim. Subjects to be covered in these presentations include: warning signs, reasons for and the irrevocability of suicide, prevention and treatment resources, the stages of grief, and other information about depression. Students should be encouraged to participate in the guided discussions covering these subjects. Students interested in further discussion should be urged to see their school counselor.

All school personnel should watch for any changes in student's behavior. They should be particularly observant for any signs of agitation or depression.

Day 4 – Fourth day following the crisis event.

The Crisis Center should remain open. Only if appropriate, have a short period of silence in honor of the student. This could be observed during homeroom.

VIII. At Risk Students and the School Drop Out Program

Southside Elementary identifies those students how have special needs.

Programs at Southside Elementary which address these special needs are:

- Counseling Program
- Behavior Intervention Program
- Special Education
- Peer Tutoring (PALS)
- Health services
- Community volunteers
- Coordination of services from churches, civic organizations, and individuals provide for students with special needs.
- ELO (after school program)
- AIP's
- Christmas Alliance

At the Elementary level, the school drop-out program is addressed by the attendance policy outline by Act 42:

Act 42 of the First Extraordinary Session of 1991

“An act to amend Arkansas code annotated 6-18-222(4) and (5) to exempt actions filed to impose a civil penalty upon the parents of a student who has exceeded the number of excessive absences from all filing fees for civil cases; and for other purposes.”

Be it enacted by the General Assembly of the State of Arkansas:

Section 1: Arkansas Code Annotated 6-18-222(4) and (5) are amended to read as follows:

Whenever a student exceeds the number of excessive absences provided for in the district's student attendance policy, the school district shall notify the

prosecuting authority, and the student's parents, guardians, or persons in loco parentis shall be subject to a civil penalty in such an amount as a court of competent jurisdiction presiding in the presence of a representative of the school district may prescribe, but not to exceed five hundred dollars (\$500) plus costs of court and any reasonable fees assessed by the court. The penalty shall be forwarded by the court to the school attended by the student.

(5) Upon notification by the school district to the prosecuting authority, the prosecuting authority shall file an action which shall be exempt from all filing fees for civil cases in the appropriate court to impose the civil penalty set forth in subdivision (a)(4) of this section and shall take whatever action is necessary to collect the penalty provided for therein. The failure of the prosecuting authority to timely file an action or pursue collection of a case once notified shall be considered neglect of duty, subjecting the prosecuting attorney to the provision of 16-21-116. Actions under this section shall be filed in an appropriate municipal court as a matter of preference.

IX. 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 para-professionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers.

Personnel employed under this section shall be limited to performing those services for which they are licensed, certified, or trained.

All non-certified student services personnel shall have in-service training regarding the district's Student Services Program, along with, appropriate training by certified personnel to perform the tasks assigned. Professional and para-professional personnel are exempt from the above. Non-certified personnel receive in-service training and are under the supervision of certified personnel.

School Health Services Program

A. The Standards for Accreditation, Arkansas Public Schools state the following:

- Each school district shall have a health services program under the directions of a licensed nurse. The program shall include screening, referral and follow up procedures for all students.
- Each school shall provide facilities, equipment and materials necessary for operation of a school health services program.
- The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the State Department of Education.
- Each school shall take proper measures to insure the safety of its students and protect against injuries that may occur in or on the school facilities or site.

B. Nurse/Pupil Ratio

Act 1106 of March 1991 establishes guidelines for an appropriate school nurse to student ratio. The General Assembly determined that a ratio is needed to effectively meet the health care needs of children.

All school districts beginning with the 1994-95 school year should have no less than one full-time nurse per one thousand students.

Southside Elementary has one Nurse each school day, with a ratio of 1/450.

C. Immunization

Act 244 of 1967 and Act 633 of 1973.

- No child shall be admitted to a public or private school of this state who has not been immunized from poliomyelitis, diphtheria, tetanus, pertussis, re (rubella) measles, and rubella as evidenced by a certificate of licensed physician or a public health department acknowledging the immunization.
- The responsibility for the enforcement of this section rests equally with each school district of this state and the parent or guardian of the pupil, and each of them shall be separately and individually liable for permitting any violation of this section.

- The State Board of Education, after having consulted with the State Board of Health, shall promulgate appropriate rules and regulations; for the enforcement of t section by school boards, superintendents, and principals, and any school official, parent, or guardian violating the regulations shall be subject to the penalties imposed herein.
- If, in the discretion of the health authority having jurisdiction or of any physician licensed to practice by the Arkansas State Medical Board, any person to whom this section applies shall be deemed to have physical disability which may contraindicate vaccination, a certificate to that effect issued by the health officer may be accepted in lieu of a certificate of vaccination, provided that the exemption shall not apply when the disability shall have been removed.
- Any person found guilty of violating the provisions of this section or the regulations promulgated by the State Board of Education for the enforcement hereof shall be guilty of a misdemeanor.
- The provisions of this section shall not apply if the parents or legal guardian of that child object thereto on the grounds that such immunization conflicts with the religious tenets and practices of a recognized church or religious denomination of which the parent or guardian is an adherent or member. Furthermore, the provisions of this section requiring pertussis vaccination shall not apply to any child with a sibling, either whole blood or half blood, who has had a serious adverse reaction to the pertussis antigen which reaction resulted in a total permanent disability. (SLA 88)

D. Other States and Statements of Immunization

Certificates of immunization from other states and statements received from private physicians may be accepted as proof of immunization if they meet all of the following criteria:

- The child's birth date and name are recorded.

- The certificate or statement specifies the number of doses of each vaccine the child has received. The number specified, of course, must meet the minimum Arkansas requirements for each vaccine.
- At least one date for each vaccine entity is recorded, so that school officials can determine whether the last does of polio, DTP, TD, and/or DT was administered after the fourth birthday and whether the measles and rubella vaccines were administered after the first birthday.
- The certificate or statement includes the physician or clinic name, authorized medical signature and date of issuance.

Our preference is for documentation to consist of full dates for each inoculation given, however, with incomplete certificates, this criteria will permit school officials to determine that a student is in compliance with the Arkansas School Immunization Law. Direct questions regarding immunizations to: Arkansas Department of health, 1-800-482-5400.

E. Responsibility of the School Nurse

The school nurse should have the physical, mental, social, emotional, and value-making capabilities as well as the professional nursing and other educational preparation to adequately perform in the following areas:

- To appraise and identify the health needs of students and other school personnel through planning and administering recommended screening tests such as vision, hearing, and scoliosis.
- To encourage the correction of remedial defects by working with parents, teachers, and community agencies.
- To work with administrators, teachers, and other school personnel to modify the school environment and curriculum for children with health problems.
- To provide health counseling to students, parents, and school personnel.
- To assume responsibility for the care of the sick and injured in keeping with school policy
- To assist in planning and participate in pilot projects concerned with health education and service to the schools.

- To maintain adequate and up-to-date health records.
- To serve as a resource person to school and community in health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety.
- To present health education both informally by means of bulletin boards and opportune teaching moments and formally in the classroom when necessary.
- To recommend changes in the environment to reduce health and safety hazards.
- To review and evaluate their own job performance and professional development.
- To evaluate the nursing aspects of the school health program.
- To aid in developing the Individual Education Plan (IEP) when the child has health related problems.

The school nurse is encouraged to contact the local health department to get acquainted with the area nursing supervisor, the communicable disease nurse specialist, the health educator, and the vision and hearing specialist. Early Periodic Screening Diagnosis and Treatment (EPSDT) can be provided by local school districts whose school nurse is a Registered Nurse and has taken a class to learn EPSDT procedures.

The following various agencies and organizations have offered their services and some will sponsor and co-sponsor workshops to aide school nurses: Arkansas Department of Education, March of Dimes, Arkansas Children's Hospital, Arkansas Society to Prevent Blindness, Arkansas Department of Health, Arkansas Genetics Council, Arkansas AIDS Foundation, Arkansas Department of Human Services.

F. School Health Service Unit

In all school buildings, space should be allocated for delivering needed school health services. In planning the school health service unit, consider the size,

location, special features, supplies and equipment, and suggested plans for the unit.

Purposes of the School Health Service Unit

- The health service unit should be planned with very definite purposes in mind. These purposes vary in schools according to whether the school is large or small, urban or rural, elementary or secondary. The primary purposes for which this unit should be used are as follows:
- As an emergency center for the administration of first aid to school children and personal and proper care of accident victims until they are moved from school
- As an emergency center for the care of children becoming ill during the day until they can be placed under their parent's care or returned to class
- As a center where children with suspected communicable diseases can be cared for and separated from others until arrangements can be made for the parent or guardian to pick up the children
- As a place for those who, because of health conditions, require on their physician's recommendation a rest period at school during the school day
- As a center where first aid and other supplies and equipment may be placed and kept in readiness at all times for use in rendering other health services to children at school
- As a work area for the nurse to inspect pupils referred to the nurse
- As a work area where periodic medical and dental inspections and other clinic services for school children can be given when it is necessary to render these services at school
- As a place where vision, hearing, and other screening procedures, including the measurement of pupil height and weight, may be carried out
- As a conference room where the nurse, doctor, teacher, pupil, parent, or others concerned with health counseling and counseling can discuss privately specific health problems of individual school children
- As a work center for school health personnel and as an area where children awaiting health services can be accommodated

- As a center where records and other information necessary in the administration of the general health program and emergency care program may be kept for ready use when needed. The records and information should include:
 - (1) Arkansas School Health Guidelines
 - (2) American Red Cross First Aid Textbook
 - (3) Medical Dictionary
 - (4) Physicians Desk Reference
 - (5) Records: accident and illness reports and complete emergency call card index file on each pupil giving name of parent(s) or other persons to be notified, emergency care authorization signature, preferred physician, and preferred hospital. This information is necessary to provide care in case of an emergency at school. Health Appraisal Records (folder obtainable from local educational cooperative or the Arkansas Department of Education). A pediatric reference book such as The American Academy of Pediatrics Red Book and/or Nursing Care of Infants and Children, Whaley & Wong, C.V. Mosby Company.

APPENDIX