

**LAWRENCE COUNTY
SCHOOL DISTRICT**

WALNUT RIDGE HIGH SCHOOL

STUDENT SERVICES PLAN



Lawrence County School District

Mission Statement

It is the mission of the Lawrence County Schools to develop the ability of all students by motivating, challenging, and fostering independent learning. To accomplish this mission, the Lawrence County School District will ensure a positive educational environment that enhances learning, fosters growth, and provides opportunities for all students and faculty to exceed and excel beyond the educational setting.

Lawrence County School District

Vision Statement

The vision of the Lawrence County School District is to provide an excellent learning community:

- With a safe, caring and positive environment**
- With a curriculum aligned with state and national standards, incorporating research-based, effective instructional strategies, valid assessments, and meaningful learning activities**
- Where instruction is differentiated to meet learning needs, and interventions are provided when students struggle to meet academic goals**
- Where all students become proficient readers, writers, and mathematical problem solvers**
- Where students learn to appreciate the arts, utilize technology, value a healthy lifestyle, and grow in knowledge about the world through study of all academic areas**
- Where respect and responsibility are modeled by staff members and demonstrated by students toward classmates, adults, and the learning environment**
- Where staff members continue their own learning as they study best practices in current research and analyze student data to raise achievement**
- Where high expectations are held for all students and staff members**

Where all staff members strive to improve communication, cooperation, and collaboration with one another, students, parents, and community in order to help all students succeed.

Counselor's Vision Statement

The role of the school counselor is to welcome each student to campus and to provide them a counseling and guidance program that is developmental in nature, preventative in design, and comprehensive in scope. As part of the LCSD Mission, the school counselor will work to ensure equity and access to services so that every student is challenged and supported to achieve his/her highest potential.

STUDENT SERVICES PLAN

RULES & REGULATIONS



A.C.A. § 6-18-1001

**Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 18 Students
Subchapter 10 Public School Student Services Act**

A.C.A. § 6-18-1001 (2015)

6-18-1001. Title.

This subchapter shall be known and may be cited as the "Public School Student Services Act".

HISTORY: Acts 1991, No. 908, § 1.

6-18-1002. Purpose.

It is the intent of the General Assembly to articulate the functions served by each of the components of a program of student services. It is further the intent of the General Assembly that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational-technical schools. Such plan shall be implemented no later than the 1991-1992 school year. It is the intent of the General Assembly that student services coordinators be given time to fulfill their responsibilities under this subchapter.

HISTORY: Acts 1991, No. 908, § 2.

6-18-1003. Rules and regulations.

The State Board of Education is authorized to adopt rules to carry out the intent of this legislation; such rules shall include, but need not be limited to:

- (1) A description of the student services program at all educational levels for which the school district board of directors is responsible;**
- (2) Criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies;**
- (3) Identification of alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school district board of directors in providing the recommended student services, including, but not limited to, paraprofessionals, teachers, parents, and representatives of business and industry; and**

(4) Establishment of minimum standards for all areas of student services personnel.

HISTORY: Acts 1991, No. 908, § 8.

6-18-1004. School district plan.

(a) (1) Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service.

(2) Only those trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan will be assigned to carry out the duties of each service.

(b) Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, but are not limited to, the following:

- (1) Behavioral contracting;
- (2) Dispute resolution;
- (3) Classroom meetings;
- (4) Logical consequences;
- (5) Assertive discipline;
- (6) Behavior modification; and
- (7) Career and academic counseling.

(c) (1) Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments.

(2) The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.

(d) The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Committee on Education and the House Committee on Education.

HISTORY: Acts 1991, No. 908, §§ 4, 5; 1997, No. 1275, § 1; 2005, No. 1949, § 1.

6-18-1005. Student services program defined.

(a) "Student services program" means a coordinated effort, which shall include, but is not limited to:

(1) Guidance and counseling services, which shall include, but are not limited to:

(A) The availability of individual and group counseling to all students;

(B) Orientation programs for new students at each level of education and for transferring students;

(C) Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;

(D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;

(E) Utilization of student records and files;

(F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;

(G) The following up of early school dropouts and graduates;

(H) A school-initiated system of parental involvement;

(I) An organized system of informational resources on which to base educational and vocational decision making;

(J) Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students;

(K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;

(L) Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and

(M) Guidance in understanding the relationship between classroom performance and success in school;

(2) Psychological services, which shall include, but are not limited to, the following:

(A) Evaluation of students with learning or adjustment problems;

(B) Evaluation of students in exceptional child education programs;

(C) Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;

(D) A system for the early identification of learning potential and factors that affect the child's educational performance;

(E) A system of liaison and referrals, with resources available outside the school; and

(F) Written policies that assure ethical procedures in psychological activities;

(3) Visiting teacher and school social work services, which shall include, but are not limited to, the following:

(A) Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and

(B) Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;

(4) Career services, which shall include, but are not limited to, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;

(5) Group conflict resolution services, which shall include, but are not limited to, the following:

(A) Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;

(B) Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and

(C) Programs designed to prevent bullying;

(6) Health services, which shall include, but are not limited to, the following:

(A) Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have individualized healthcare plans;

(B) (i) Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to § 17-87-102(10)(D) or other professional licensure statutes, unless permitted under § 17-87-103(10) and (11).

(ii) The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under § 17-87-103(11); and

(C) Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and

(7) The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

(b) School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

HISTORY: Acts 1991, No. 908, §§ 3, 6; 1997, No. 1275, § 2; 1999, No. 1565, § 1; 2003, No. 681, § 2; 2005, No. 1757, § 2; 2005, No. 1949, § 2; 2007, No. 1573, §§ 27, 28; 2011, No. 1172, § 1; 2011, No. 1204, § 2.

6-18-1006. Occupational and placement specialist.

(a) The occupational and placement specialist shall serve as liaison between employers and the school.

(b) It is the responsibility of the district placement to make written board recommendations to the superintendent for consideration by the school district board of directors concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates or progress in subsequent education experiences.

(c) Furthermore, district administrative personnel shall report to the school district board of directors concerning adjustments in program outcomes, curricula, and delivery of instruction as they are made with the use of placement and follow-up information.

(d) The follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.

HISTORY: Acts 1991, No. 908, §§ 4, 7.

6-18-1007. School student services status report.

(a) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Committee on Education, and the House Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of this subchapter by the various school districts, including which districts are in substantial compliance with the plan required under this subchapter.

(b) (1) (A) By January 1, 1998, the department shall have in place a staffing structure which assures that the department's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of this subchapter.

(B) The department shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.

(2) Each school district shall be responsible for submitting an annual report to the Assistant Commissioner of Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section.

(3) (A) The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with this section.

(B) The monitoring shall include interviews with administrators, counselors, students, and teachers.

HISTORY: Acts 1993, No. 1313, § 38; 1995, No. 1196, § 29; 1997, No. 112, § 12; 1997, No. 1275, § 3; 1999, No. 391, § 14.

6-18-1008. Implementation.

(a) The State Board of Education shall cause the Commissioner of Education to designate one (1) employee who shall be responsible for overseeing the implementation of this subchapter.

(b) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the state board, the House Committee on Education, and the Senate Committee on Education a report outlining the status of implementing each of the provisions of this subchapter by the various school districts.

HISTORY: Acts 1997, No. 1362, § 30.

6-18-1009. Career development.

(a) Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.

(b) School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.

HISTORY: Acts 2005, No. 1949, § 3.

STUDENT SERVICES PLAN

GUIDANCE, COUNSELING, & CAREER EDUCATION SERVICES



II. GUIDANCE, COUNSELING, AND CAREER EDUCATION

A. Role of School Counselors

School counselor helps all pupils by establishing individual, group and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge base of the counselor are more effectively used if effort is directed in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

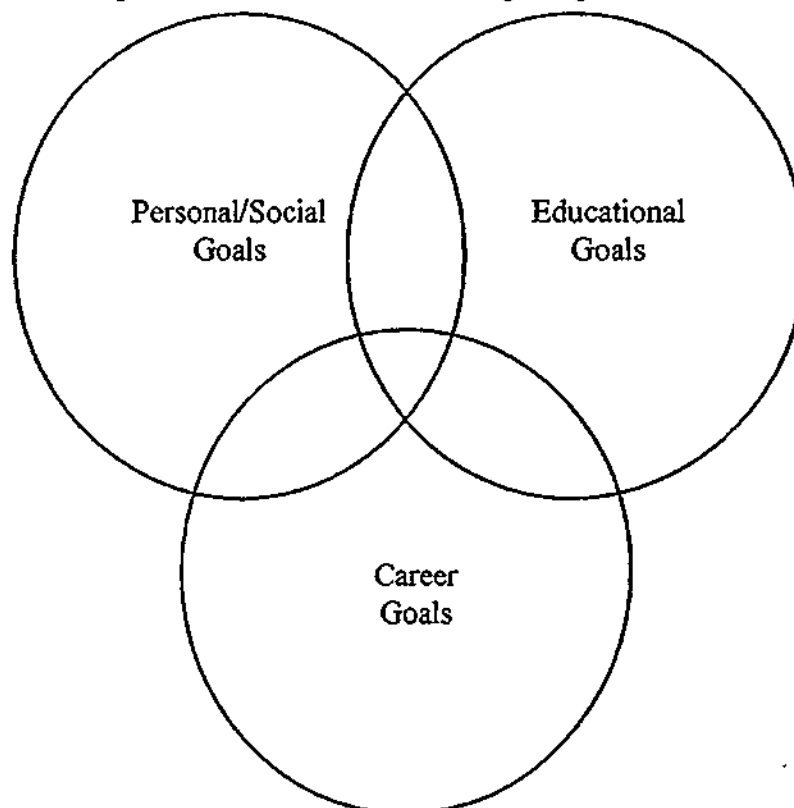
Counselors serving different school populations function differently. This is primarily due to variations in the developmental stages of students and in school organization. Whatever the setting, however, counseling and guidance are functions integral to the school that are maximized when counselors collaborate with others.

B. Goals and Objectives

Assist students in the process of growing in personal, intellectual, emotional and social development.

- Maintain a sense of personal worth
- Cultivate appropriate responses to life experiences, including grief counseling and dealing with illness of self and others
- Develop positive character
- Teach interpersonal skills
- Assist with understanding roles and responsibilities of others
- Develop tolerance and respect for individual differences
- Encourage goal setting, achievement and excellence

C. Principles of Comprehensive School Counseling Programs



II. GUIDANCE, COUNSELING, AND CAREER EDUCATION

ACT 908 of 1991, Section 6. states: School counselors shall spend at least seventy-five percent (75%) of work time providing direct counseling related to students, and shall devote no more than twenty-five percent (25%) of work time to administrative activities, provided that such activities relate to the provision of guidance services as required by law.

D. School Counselor Involvement Areas

1. Classroom Guidance

A comprehensive school counseling program involves planned guidance activities for all students. Topics are designed as age-related exercises that foster students' academic, personal/social, and career growth through a collaborative effect by counselors and teachers. Guidance classes, by law, do not exceed 30 minute presentation and do not occur more than 10 classes per week.

2. Individual and Small Group Counseling

Walnut Ridge Schools provide individual and group counseling services to students Kindergarten through twelfth grades as needed. These services are provided by school counselors.

3. Consultation

Consultations are held as needed with parents, faculty, and other agencies to assist with student needs as the occasion arises.

4. Coordination

Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required. The following steps must be taken:

- Coordinate the use of school and community resources;
- Assist parents in accessing services their child's needs through a referral and follow-up process;
- Plan, coordinate, and evaluate the guidance program's; effectiveness; and assist with coordination of the school's testing program, which usually includes interpreting test results to parents, students, and school personnel.

5. Working with Parents

Walnut Ridge Schools welcome parent involvement. Parent Centers are available at each school with resources available to assist parents for various situations. Parent/Teacher conferences are held twice yearly and are scheduled to accommodate parents' work schedules. Parents are encouraged to communicate with teachers and administrators regarding their child.

6. Peer Facilitation

Individual schools provide situations for students to hold leadership roles.

II. GUIDANCE, COUNSELING, AND CAREER EDUCATION

7. Making Appropriate Referrals

Walnut Ridge Public Schools maintain a referral systems with area resources. These resources are available to students, staff members, parents and the community.

8. Assessment and Testing

The district test coordinator and school counselors organize all state mandated standardized testing, provides in service training to each faculty member, and interprets/ disseminates test results to students, faculty, parents, and community. A counselor serves as building test coordinator. The district and building coordinators received training provided by the Arkansas Department of Education.

9. Specialized Populations and Needs

Programs are offered for students with special needs. Some of these programs include Special Education, 504 services, gifted and talented, ELL, homeless assistance and individual counseling.

10. Orientation

Orientation for Walnut Ridge School's parents and/or their students takes place each fall. As new students enter the district orientation is provided.

11. Class Scheduling

Class scheduling is the proper placement of students in the academic setting. Counselors act in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives.

12. Utilization of Student Records

Counselors should be authorized access to any files kept by the school district. Data is utilized to assist parents, faculty, administrators, and counselors helping each individual student reach their potential.

E. Career Awareness and Planning in School Counseling Programs

Career awareness is addressed through grade level specific activities.

F. State Goals for Career Education

The Walnut Ridge Public School District provides personal/social, educational and vocational information for students by coordinating and disseminating career and vocational information to aid students, parents, and staff in making plans for the future. Career awareness information occurs at all grade levels through various activities. Each school addresses career education according to student's needs as developed by the Arkansas Advisory Council for Career Education.

II. GUIDANCE, COUNSELING, & CAREER EDUCATION

RECOMMENDED FACILITIES FOR THE GUIDANCE PROGRAM

Each school provides facilities in accordance with state guidelines. Counseling offices are equipped with telephone lines to ensure privacy, areas for individual and group counseling, and storage for specialized testing and secure records.

STUDENT SERVICES NEEDS ASSESSMENTS

The Walnut Ridge School District does comply with required student, parent, faculty and referral agency questionnaires. Needs Assessments are now online through SurveyMonkey. (Samples of SpEd referral form, 504 referral form, and outside agency referral form enclosed).

SCHOOL COUNSELOR/PUPIL RATIO FROM STANDARDS

The Walnut Ridge School District complies with accreditation requirements of 450/1 student to counselor ratio.

REFERRAL FORM

Child: _____ Sex: _____ ID#: _____

Race: _____

Date of Birth: _____ Age: _____ Grade: _____ Public Agency: _____

Name of person(s) referring child: _____ Date: _____

Name and address of parent/guardian: _____ Phone: (Home) _____ (Work) _____

Native Language/Mode of Communication of Parent:
 English Other (Specify) _____

Interpreter Needed? Yes No

Native Language/Mode of Communication of Child:
 English Other (Specify) _____

Description of academic/developmental, and/or behavioral performance which prompted referral:

Current program:

Please summarize and/or attach any additional information which would assist in determining the nature of the child's developmental/learning problems (pre-referral data/early intervening services including, but not limited to response to intervention by scientifically research based evidence; screening inventories; services; programs; home or classroom behavior checklists; existing medical, social, developmental/educational data; and/or samples of the child's work).

Has student repeated a grade Yes No Which grade? _____ Attendance: _____ days absent this school year (K-12)

What strategies/methods have been used to improve academic/developmental, and/or behavioral performance?

What are the child's strengths?

Hearing Screening: Date: _____ Results: _____ Prior Special Education Referral? Yes No

Vision Screening: Date: _____ Results: _____ When? _____

Public Agency Official/Designee Receiving Referral

(Date)

Lawrence County School District

504 Referral Form

Student: _____

Grade: _____ Date: _____ Referred by: _____

Reason for Referral: _____

Rate the instructional concerns for this student:

Circle one: 1=poor 2=below average 3=average 4=above average 5=superior N=not observed

1. Reading Skills	1	2	3	4	5	N
2. Math Skills	1	2	3	4	5	N
3. Written Expression	1	2	3	4	5	N
4. Spelling	1	2	3	4	5	N
5. Classroom Work	1	2	3	4	5	N
6. Homework	1	2	3	4	5	N
7. Tests	1	2	3	4	5	N
8. Following Oral Directions	1	2	3	4	5	N
9. Following Written Directions	1	2	3	4	5	N
10. Organizational Skills	1	2	3	4	5	N

Behavior Rating

What behavioral concerns do you have about this student?

___ poor attention and concentration

___ often loses things necessary for tasks

___ non-compliance with teacher directives

___ difficulty following directions

___ fidgets, squirms or seems restless

___ shifts from one incomplete task to another

___ interrupts or intrudes on others

___ extreme mood swings

___ difficulty working with peers

___ difficulty remaining seated

___ easily distracted

___ none

___ other: _____

Rate student's behavior in each of the following areas:

Rate student's behavior in relation to other students of the same age.

Circle one: 1=poor 2= below average 3= average 4= above average 5= superior N= not observed

1. Generally cooperates or complies with teacher requests	1	2	3	4	5	N
2. Adapts to new situations without getting upset	1	2	3	4	5	N
3. Accepts responsibility for own actions	1	2	3	4	5	N
4. Makes and keeps friends at school	1	2	3	4	5	N
5. Works cooperatively with others	1	2	3	4	5	N
6. Has an even, usually happy disposition	1	2	3	4	5	N

Regular Education Alternatives

What educational modifications/alternatives/strategies have been used with this student?

___ modified instructional methods

___ modified instructional pacing

___ modified instructional materials

___ tutoring

___ Gifted & Talented

___ reteaching

___ parent conferences

___ ESL/Bilingual educational programs

___ alternative learning setting

What were the results of these modifications? _____

Attendance

This student has been absent ____ days out of ____ school days this year to date.

If the student is absent frequently, list the reasons: _____

Grades

Attach samples of student's work.

The student's grades:

____ have become higher

____ have stayed about the same

____ have become lower

Compared with most of the students in class, the student's grades:

____ are better

____ are about the same

____ are worse

Additional information/data concerning this student: _____

REQUEST FOR SERVICES

Date of Referral: _____ Clinic Location: _____

Referred By: _____ Phone # of Referral Source: _____

Has the individual or their parent/guardian been informed that they are being referred for services?

No Yes Spoke with: _____

Name of Person Being Referred: _____

Parent/Guardian: _____

Address: _____ State: _____ ZIP: _____

Primary Phone: _____ Cell Phone: _____

SSN: _____ DOB: _____ Gender: _____

School/ Daycare: _____ Grade: _____

Problems/Behaviors Exhibited (Reason for Referral):

(All fields must be completed)

Ash Flat
Phone: 870.994.7060
Fax: 870.994.7063

Jacksonville
501.982.5000
501.982.5007

Jonesboro
870.933.6886
870.933.9395

Mountain Home
870.425.1041
870.425.1049

Osceola
870.622.0592
870.622.0782

Paragould
Phone: 870.335.9483
Fax: 870.335.9487

Pocahontas
870.892.1005
870.892.0078

Searcy
501.305.2359
501.305.2348

Trumann
870.483.4003
870.483.4009

Walnut Ridge
870.886.5303
870.886.7002

STUDENT SERVICES PLAN

CAREER EDUCATION SERVICES

- **ADE RULES GOVERNING COLLEGE & CAREER READINESS**
- **STUDENT SUCCESS PLAN**
- **WALNUT RIDGE CAREER & TECHNICAL COMPLETER PROGRAMS**
- **WRHS CHECKLIST FOR GRADUATION**



**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING
COLLEGE AND CAREER READINESS PLANNING PROGRAMS
November 2015**

1.00 REGULATORY AUTHORITY

- 1.01 These regulations are enacted pursuant to the authority contained in Ark. Code Ann. §§ 6-11-105, 6-15-441, 6-16-601 *et seq.*, 25-15-201 *et seq.*, and Acts 989 and 1216 of 2015.

2.00 PURPOSE

- 2.01 The purpose of these rules is to establish guidelines for the implementation of:
- 2.01.1 the Arkansas College and Career Readiness Planning Program; and
- 2.01.2 Postsecondary preparatory programs in Arkansas.

3.00 DEFINITIONS

For purposes of these rules, each term below shall be defined as follows:

- 3.01 “ACT” means the American College Test.
- 3.02 “College and career readiness assessment” means a test that measures student readiness for postsecondary learning and is administered pursuant to these rules or is used by institutions of higher education as part of their admissions, placement, and scholarship processes.
- 3.02.1 “College and career readiness assessment” includes any assessment approved by the State Board of Education.
- 3.03 “College and career readiness benchmark” means the minimum score on a college and career readiness assessment in mathematics, English, or reading indicating that a student has a high probability of success in entry level postsecondary education.
- 3.03.1 College and career readiness benchmarks shall be determined jointly by the Arkansas Higher Education Coordinating Board and the State Board of Education.
- 3.04 “Department” means the Arkansas Department of Education.

- 3.05 “Designated College Readiness Course” means a regular instructional course taken during a student’s senior year of high school that is designated by:
- 3.05.1 Local school officials to assist in the improvement of a student’s placement test scores for mathematics, English language arts, or reading; or
 - 3.05.2 The Department of Education and the Department of Higher Education as an appropriate course for college readiness.
- 3.06 “Eligible student” means a public school student in Arkansas who:
- 3.06.1 Is enrolled in grade eight (8) or enrolled in grades ten through twelve (10-12);
 - 3.06.2 Is identified through a college and career readiness assessment as scoring below a college and career readiness benchmark in mathematics, English, or reading;
 - 3.06.3 Receives the counseling required under Section 4.05 of these rules; and
 - 3.06.4 Desires to enroll in postsecondary education.
- 3.07 “Placement test” means a test for entrance to postsecondary education that is either approved by the State Board of Education, or designated by the Department of Higher Education.
- 3.07.1 For the purpose of these rules, “Placement test” includes without limitation the ACT.
- 3.08 “Postsecondary preparatory program” means an intensive program approved under these rules that is focused on preparing students for entry-level postsecondary work in the areas of mathematics, English, and reading based on identified needs for college enrollment and placement.

4.00 COLLEGE AND CAREER READINESS PLANNING PROGRAM – IMPLEMENTATION

- 4.01 Each public school that serves students in grade eight (8) shall administer a college and career readiness assessment approved by the State Board of Education to each student enrolled in grade eight (8) at the public school.
- 4.02 Each public school that serves students in grades ten through twelve (10-12) shall administer a college and career readiness assessment approved by the State Board of Education to each student before the student graduates from high school.

- 4.03 Funding for the college and career readiness assessments listed in Sections 4.01 and 4.02 of these rules may be provided by the Department using at-risk funding or other funds appropriated and authorized for this purpose.
- 4.04 Each public school district shall use the college and career readiness assessments:
- 4.04.1 To assist students with college and workforce readiness skills, course selection in high school, and improved academic achievement;
 - 4.04.2 To identify students who do not meet the college and career readiness benchmarks in mathematics, English, or reading; and
 - 4.04.3 To provide the basis for the counseling concerning postsecondary preparatory programs as required by Section 4.05 of these rules and Ark. Code Ann. § 6-16-603.
- 4.05 Each public school district shall ensure that every student identified under Section 4.04.2 is counseled by a public school counselor and strongly encouraged to enroll in a postsecondary preparatory program approved under these rules.
- 4.06 The public school district shall make every reasonable effort to involve parents or guardians in student counseling and placement of students.
- 4.07 Each public school shall fully incorporate the results from the college and career readiness assessments into the college and career planning process for each student. The Department shall monitor the utilization of these assessments to ensure public school compliance.

5.00 POSTSECONDARY PREPARATORY PROGRAMS – APPROVAL

- 5.01 No later than May 1 of each year, any of the listed entities may submit to the Department an application for authorization to operate a postsecondary preparatory program in Arkansas:
- 5.01.1 One or more school districts;
 - 5.01.2 One or more institutions of higher education; or
 - 5.01.3 A partnership of one or more school districts and one or more institutions of higher education.
- 5.02 An application for authorization shall include:
- 5.02.1 A list of the participating school district(s) or institution(s) of higher education;

- 5.02.2 The number and location of sites at which postsecondary preparatory programs will be offered;
- 5.02.3 A program description, including identification of the curriculum, content guides, and instructional materials to be utilized;
- 5.02.4 Staffing and instructor qualifications;
- 5.02.5 Program schedules;
- 5.02.6 Guidelines for admission to the postsecondary program, including program eligibility requirements and selection criteria;
 - 5.02.6.1 Admission guidelines should address whether and how the program will admit students in grade twelve (12) under Section 6.03 of these rules;
- 5.02.7 Disciplinary policies which will govern participants; and
- 5.02.8 Attendance requirements for participants.
- 5.03 The Department may approve an application for authorization after:
 - 5.03.1 Determining that the application meets the criteria established by these rules and Ark. Code Ann. § 6-16-601 *et seq.*;
 - 5.03.2 Reviewing evidence of the postsecondary preparatory program's past performance and success, as reported under Section 9.0;
 - 5.03.3 Reviewing the postsecondary preparatory program's past compliance with these rules with Ark. Code Ann. § 6-16-601 *et seq.*, and with other relevant state or federal law; and
 - 5.03.4 Giving priority for approval to postsecondary preparatory programs operated by partnerships between one or more school districts and one or more institutions of higher education.
- 5.04 Authorization of an approved postsecondary preparatory program may be for a term defined by the Department of no more than one (1) year.
- 5.05 A postsecondary preparatory program shall not receive authorization under these rules unless the postsecondary preparatory program files an annual application with the Department and the application is approved.
- 5.06 Content guides utilized by a postsecondary preparatory program must be approved by the Department and must:
 - 5.06.1 Include the curricular goals in each content area; and

5.06.2 State clearly how the program goals will be met.

5.06.3 Postsecondary preparatory programs may utilize content guides developed by outside parties with the Department's approval.

6.00 POSTSECONDARY PREPARATORY PROGRAMS – ENROLLMENT

6.01 An eligible student may enroll in and attend a postsecondary preparatory program at any time between:

6.01.1 The first day of school after July 1 of the year in which the student first enters grade eight (8); and

6.01.2 The first day of school after July 1 of the year in which the student first enters grade twelve (12).

6.02 An eligible student shall receive priority for enrollment in a postsecondary preparatory program if the eligible student qualifies for free and reduced price meals under the National School Lunch Act, 42 U.S.C. § 1751 *et seq.*, as verified by a signed Free and Reduced Price School Meals Family Application on file with the entity administering the postsecondary preparatory program or by issuance of an Alternate Income Form for special provision schools (e.g., Community Eligibility or Provision 2).

6.02.1 If the postsecondary preparatory program is administered by an entity other than the student's home district, the program shall furnish a Free and Reduced Price School Meals Family Application to the student solely for the purpose of determining eligibility under this section.

6.02.2 No public school district, public school, or charter school may disclose any student's eligibility for free and reduced price meals to any other entity, including a public school district or institution of higher education administering a postsecondary preparatory program.

6.02.3 A postsecondary preparatory program may disclose a student's eligibility for free and reduced price meals to the Department.

6.03 Notwithstanding the requirements of Section 6.01, if space and funding are available after all eligible students who applied to attend a postsecondary preparatory program are enrolled, the Department may permit a postsecondary preparatory program to enroll a student in grade twelve (12) or a high school graduate if the student or graduate:

6.03.1 Scores below college and career readiness benchmarks on a college and career readiness assessment or placement test; and

6.03.2 Will enroll in the postsecondary preparatory program no later than three (3) months after graduating from an Arkansas high school.

6.04 An eligible student, or a student enrolled under Section 6.03, may enroll in one (1) or more of the curriculum areas in which the student has scored below the college and career readiness benchmark as identified by college and career readiness assessments.

7.00 POSTSECONDARY PREPARATORY PROGRAMS – OPERATION

7.01 A postsecondary preparatory program approved under these rules shall:

7.01.1 Provide advice that will better prepare eligible students for entry-level postsecondary work in the areas of mathematics, English, and reading;

7.01.2 Improve diagnostic efforts, counseling, placement, and instruction for eligible students;

7.01.3 Provide intensive remedial instruction to eligible students enrolled in the postsecondary preparatory program in one (1) or more of the following curriculum areas:

7.01.3.1 Mathematics;

7.01.3.2 English; and

7.01.3.3 Reading;

7.01.4 Effectively use college and career readiness assessments to monitor the progress of participants in the postsecondary preparatory program; and

7.01.5 Use innovative teaching and learning strategies that are designed to be effective with participants in the postsecondary preparatory program.

7.02 Remedial instruction provided by an approved postsecondary preparatory program shall:

7.02.1 Consist of a minimum of twenty-five (25) hours or more of instruction for each curriculum area offered;

7.02.2 Conform to content guides as approved by the Department of Education, in consultation with the Department of Higher Education;

7.02.3 Conform to individualized plans developed for each student;

- 7.02.4 Be offered in classes containing no less than ten (10) students and no more than fifteen (15) students; and
- 7.02.5 Be offered on one or more days from Monday through Saturday, during any hours that participants are not required to attend public school.
- 7.03 A postsecondary preparatory program approved under these rules shall use instructors with appropriate content knowledge and specialized training developed by the Department for instructors of developmental education.
 - 7.03.1 A postsecondary preparatory program may use an instructor who does not hold an Arkansas teaching license only if the non-licensed instructor works together with an instructor who holds a current Arkansas teaching license.
 - 7.03.2 Instructors must hold one (1) of the following:
 - 7.03.2.1 A current Arkansas secondary teaching license in the field to be taught;
 - 7.03.2.2 A bachelor's degree with an undergraduate major in the field to be taught; or
 - 7.03.2.3 A graduate degree in the field to be taught.
 - 7.03.3 Instructors who will assist students with diagnosed reading problems must hold or be eligible to hold a current Arkansas teaching license with the Reading Specialist or Reading endorsement.
 - 7.03.4 Instructors shall attend scheduled in-service training administered by the Department.
- 7.04 An Arkansas public high school shall award one (1) unit of credit as an elective for successfully completing a postsecondary preparatory program under these rules.
 - 7.04.1 The unit of credit awarded under this section shall not count toward the minimum number of credits required by law for high school graduation.

8.00 POSTSECONDARY PREPARATORY PROGRAMS – FUNDING

- 8.01 The Department may provide funding for approved postsecondary preparatory programs from at-risk funding or other funds appropriated and authorized for this purpose.

- 8.01.1 The Department shall give priority for funding to postsecondary preparatory programs operated by partnerships between one or more school districts and one or more institutions of higher education.
- 8.01.2 Funding provided by the Department may be used by a postsecondary preparatory program only for those costs directly related to the proper administration of the program, including without limitation administrative costs, stipends, instructional materials, and site operational costs.
- 8.01.3 Funding provided by the Department may not be used to purchase tangible personal property if the property has:
- 8.01.3.1 A useful life of more than one (1) year; and
- 8.10.3.2 An acquisition cost of \$300 or more per unit.
- 8.01.4 Any balance of funds provided by the Department and remaining at the conclusion of the program term shall be returned to the Department.

- 8.02 The opportunity to participate in a postsecondary preparatory program under these rules shall not be interpreted as mandating the Department to fund postsecondary preparatory programs at a cost in excess of the funds appropriated and authorized in the Public School Fund for this purpose.
- 8.03 An Arkansas public school district may use National School Lunch student categorical funding received under Ark. Code Ann. § 6-20-2305 to operate or support an approved postsecondary preparatory program, subject to the planning and reporting requirements of the Department's Rules Governing the Monitoring of Arkansas Comprehensive School Improvement Plans (ACSIP).
- 8.04 A postsecondary preparatory program shall not receive funding from the Department unless the postsecondary preparatory program files an annual application with the Department and the application is approved.

9.00 POSTSECONDARY PREPARATORY PROGRAMS – EVALUATION

- 9.01 A postsecondary preparatory program approved under these rules shall document evidence of its performance and the success of its participants.
- 9.02 Within ninety (90) days of the end of the approval term specified under Section 5.04 of these rules, each approved postsecondary preparatory program shall submit the following data in a form and manner approved by the Department:

- 9.02.1 The total number of participants and the number of participants in each grade level;
- 9.02.2 The number of participants who were eligible for free and reduced-price meals under the National School Lunch Act;
- 9.02.3 The total number of participants in each curriculum area identified in Section 7.01.3;
- 9.02.4 The progress of participants monitored in the postsecondary preparatory program through the use of college and career readiness assessments;
- 9.02.5 The number of participants who enrolled in the postsecondary preparatory programs and:
 - 9.02.5.1 Scored lower than the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for college placement; or
 - 9.02.5.2 Scored at or higher than the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for college placement;
- 9.02.6 Student-specific data for each individual participant, including:
 - 9.02.6.1 Name, gender, grade level, identification number, and other identification data specified by the Department;
 - 9.02.6.2 Free and reduced lunch status;
 - 9.02.6.3 Curriculum area(s) in which the student enrolled; and
 - 9.02.6.4 Placement test scores;
- 9.02.7 Daily attendance;
- 9.02.8 The final percentage of participants meeting the attendance requirements contained in the program's application;
- 9.02.9 An itemization of the source and amount of all funds expended to support the approved postsecondary preparatory program; and

- 9.02.10 An itemization of the source, payee, amount, and purpose of all expenditures made from funds provided by the Department or by any Arkansas public school district.
- 9.03 The Department of Education, in collaboration with the Department of Higher Education, shall collect and analyze the data reported by approved postsecondary preparatory programs under Section 9.02.
- 9.03.1 The Department shall store all student data in the Arkansas Public School Computer Network.
- 9.03.2 The Department shall present its data analysis in the annual school performance reports required by Ark. Code Ann. § 6-15-1402.
- 9.04 The Department shall annually release to the General Assembly the following data by the Department:
- 9.04.1 The number and type of postsecondary preparatory programs approved;
- 9.04.2 For each approved postsecondary preparatory program, the public school district(s) and/or institution(s) of higher education operating the postsecondary preparatory programs approved;
- 9.04.3 The amount of funding the Department distributed to each postsecondary preparatory program; and
- 9.04.4 The data collected from each approved postsecondary preparatory programs under Section 9.02, after removing any personally identifiable student information as required by the Family Educational Rights and Privacy Act of 1974.
- 9.05 Data collection shall be maintained by the Department for the purpose of:
- 9.05.1 Increasing college and career readiness skills;
- 9.05.2 Improving instruction;
- 9.05.3 Enhancing school improvement plans;
- 9.05.4 Reducing the college remediation rates of students; and
- 9.05.5 Developing and implementing postsecondary preparatory programs under these rules.
- 9.06 The Department shall report to the House Committee on Education and the Senate Committee on Education no later than December 31 of each year on the:

- 9.06.1 Implementation and effectiveness of the Arkansas College and Career Readiness Planning Program; and
- 9.06.2 Statistical analysis of postsecondary preparatory programs under these rules.
- 9.06.3 The report may be posted on the Department's website with a notification to the Committees.

10.00 PLACEMENT TESTS

- 10.01 An Arkansas public school student enrolled in grade eight (8) or grade ten (10) may take a placement test at no cost to the student at a date, time, and location set by the State Board of Education.
 - 10.01.1 Each public school district shall use the placement test scores to identify every student who scores below the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for mathematics, English, or reading.
 - 10.01.2 Each public school district shall ensure that every student identified pursuant to Section 10.01.1 is counseled by a public school counselor and strongly encouraged to enroll in a Designated College Readiness Course.
- 10.02 Each public school district shall ensure that every Arkansas public school student enrolled in grade eleven (11) is advised by a public school counselor of the opportunity under Section 10.03 to take a placement test during grade twelve (12) at no cost to the student.
- 10.03 An Arkansas public school student enrolled in grade twelve (12) may take a placement test at no cost to the student at a date, time, and location set by the State Board of Education if:
 - 10.03.1 The student successfully completes a postsecondary preparatory program; and
 - 10.03.2 The student is enrolled in a Designated College Readiness Course.
- 10.04 At the request of a student, the student's placement test score will be made available to and will be accepted by and recognized toward meeting enrollment requirements of state-supported colleges, universities, and postsecondary vocational schools in Arkansas.
- 10.05 Availability of placement tests under Sections 10.01 and 10.03 shall be dependent on the availability of funds appropriated and authorized for that purpose.

STUDENT SUCCESS PLAN FOR _____ Date last updated _____

SCHOOL _____

STATE ID# _____

PATHWAY TO GRADUATION

24 CREDITS REQUIRED FOR GRADUATION

ACADEMICS

CREDIT REQUIREMENTS---COURSES & CREDITS

SUBJECT	9 TH	10 TH	11TH	12TH
ENGLISH (4)				
MATH (4)				
SCIENCE (3)				
SOCIAL STUDIES (3)				
PE (1/2)				
HEALTH (1/2)				
ORAL COM (1/2)				
FINE ART (1/2)				
FINANCIAL LIT. (1/2)				
ELECTIVES(7 1/2)				
TOTAL CREDITS				

ACCELERATED LEARNING OPPORTUNITIES---CHECK ALL THAT APPLY

8TH	9TH	10TH	11TH	12TH
___ GT	___ GT	___ GT	___ GT	___ GT
___ PRE-AP LITERACY	___ PRE-AP ENG. 9	___ PRE-AP ENG. 10	___ AP ENG. 11/CC	___ AP ENG. 12/CC
___ PRE-AP MATH	___ PRE-AP CIV/ECON	___ AP WORLD HIST/CC	___ AP U.S. HIST/CC	___ AP US GOVT.
	___ PRE-AP PHYS. SCI.	___ PRE-AP BIOLOGY	___ CHEM. OR PHYS.	___ AP BIOLOGY
				___ AP CALCULUS
				___ AP MUSIC THEORY
				___ COLLEGE ALG./CC
				___ FINE ARTS MUS./CC
				___ CHEM. OR PHYSICS

STATE ASSESSMENTS---SCORES/DEFICITS/INTERVENTIONS

8 TH -ACTASPIRE	9 TH -ACTASPIRE	10 TH -ACTASPIRE	11 TH -ACT	12 TH -ACT
ENG _____	ENG _____	ENG. _____	ENGLISH _____	ENGLISH _____
MATH _____	MATH _____	MATH _____	MATH _____	MATH _____
READING _____	READING _____	READING _____	READING _____	READING _____
SCIENCE _____	SCIENCE _____	SCIENCE _____	SCIENCE _____	SCIENCE _____
			COMPOSITE _____	COMPOSITE _____
	PROJ. ACT COMP _____	PROJ. ACT COMP _____		
RTI Y N	RTI Y N	RTI Y N	RTI Y N	RTI Y N
INTERVENTIONS Y N	INTERVENTIONS Y N	INTERVENTION Y N	ACT PREP Y N	ACT PREP Y N

CAREER LEARNING AREAS

<input type="checkbox"/> AGRICULTURE	<input type="checkbox"/> BUSINESS	<input type="checkbox"/> FAMILY & CONSUMER SCIENCE	<input type="checkbox"/> FIRE SCIENCE
<input type="checkbox"/> CAREER READY 101	<input type="checkbox"/> NEATC (JHS)	<input type="checkbox"/> TOPSS (BRTC)	
CTE PROGRAM OF STUDY:			
TECHNICAL SKILLS/CERTIFICATIONS:			

INTERESTS, GOALS, ACCOMPLISHMENTS

	9TH	10TH	11TH	12TH
PERSONAL INTERESTS/GOALS				
CAREER INTERESTS/GOALS				
STUDENT LEADERSHIP				
STUDENT CLUBS				
ATHLETICS				
AWARDS/HONORS				
EMPLOYMENT				
OTHER TRAINING				

POSTSECONDARY PLANNING

POST-HIGH SCHOOL GOAL:			
<input type="checkbox"/> 4-YEAR COLLEGE	<input type="checkbox"/> COMMUNITY COLLEGE	<input type="checkbox"/> WORKFORCE TRAINING	<input type="checkbox"/> MILITARY <input type="checkbox"/> WORK
NAME OF COLLEGE	DATE OF COLLEGE VISIT	APP. DEADLINE	STATUS OF APPLICATION
			<input type="checkbox"/> SUBMITTED <input type="checkbox"/> ACCEPTED
			<input type="checkbox"/> SUBMITTED <input type="checkbox"/> ACCEPTED
			<input type="checkbox"/> SUBMITTED <input type="checkbox"/> ACCEPTED

SCHOLARSHIPS & FINANCIAL AID FAFSA SUBMITTED: DATE _____

NAME OF SCHOLARSHIP	AMOUNT	DEADLINE	STATUS
			<input type="checkbox"/> SUBMITTED <input type="checkbox"/> AWARDED
			<input type="checkbox"/> SUBMITTED <input type="checkbox"/> AWARDED
			<input type="checkbox"/> SUBMITTED <input type="checkbox"/> AWARDED

EMPLOYMENT RESEARCH

NAME OF COMPANY	EMPLOYMENT REQUIREMENTS	APPLICATION SUBMITTED	DATE OF INTERVIEW

REVIEWED BY PARENT/GUARDIAN _____ DATE _____
 UPDATED _____ UPDATED _____ UPDATED _____

WALNUT RIDGE HIGH SCHOOL CAREER & TECHNICAL PROGRAMS OF STUDY

A VOCATIONAL COMPLETER IS A STUDENT WHO HAS SUCCESSFULLY COMPLETED THREE UNITS OF STUDY IN AN AREA. THIS INCLUDES ANY FOUNDATION COURSES PLUS THE DESIGNATED ELECTIVES. WRHS STUDENTS MAY ALSO COMPLETE VARIOUS PROGRAMS OF STUDY THROUGH THE NORTHEAST ARKANSAS TECHNICAL CENTER LOCATED ON THE JONESBORO HIGH SCHOOL CAMPUS.

Benefits of completing a Program of Study include recognition in newspaper, certificate received at Honors Assembly, recognition at Graduation, special seal on transcript, and JOB OPPORTUNITIES.

AGRICULTURAL EDUCATION

Power, Structural & Technical Systems:

- ___ Survey of Agriculture Systems (1 unit)
- ___ Agricultural Mechanics (1)
- + 1 unit from electives below

Plant Systems (Biological):

- ___ Survey of Agriculture Systems (1)
- ___ Plant Science (1)
- + 1 unit from electives below

ELECTIVES:

- ___ Agricultural Mechanics (1)
- ___ Agricultural Metals (1)
- ___ Agricultural Structural Systems (1)
- ___ Plant Science (1)
- ___ Small Gas Engines (1/2)
- ___ Greenhouse Management (1/2)

BUSINESS EDUCATION

Administrative Services:

- ___ Computer Business Applications (1)
- ___ Or Technology Design/Application (1)
- ___ Computerized Accounting I (1)
- ___ Business Procedures (1)

Securities, Investments, Risk & Insurance (SIRI)

- ___ Computer Business Applications (1)
- ___ Or Technology Design/Application (1)
- ___ Computerized Accounting I (1)
- ___ Securities, Investments, Risk & Ins. (1)

(Earning an A or B in CBA/TDA enables student to receive Prior Learning Credit that will transfer to some colleges/universities)

FIREFIGHTER

- ___ Firefighter I
- ___ Firefighter II
- ___ CERT/EMR

(courses can be taken for concurrent credit at WRHS and transferred to BRTC to enter their Associate degree program after graduation)

FAMILY & CONSUMER SCIENCE

Family & Community Services/ Family & Consumer Sciences Education (Option 1)

- ___ Family & Consumer Science (1)
- ___ Child Development & Parenting (1)

ELECTIVES:

- ___ Food Safety & Nutrition (1)
- ___ Nutrition & Wellness (1/2)
- ___ Housing & Interior Design (1/2)
- ___ Family Dynamics (1/2)
- ___ Human Relations (1/2)
- ___ Clothing & Textiles I (1/2)
- ___ Clothing & Textiles II (1/2)

** ___ CAREER READY 101 (1/2)
Can count toward Agri, Business, or FACS completer program

*** ___ FINANCIAL LITERACY (1/2)
Can count toward Business and FACS completer program

WALNUT RIDGE HIGH SCHOOL CHECKLIST FOR GRADUATION

Student Name _____ Expected Graduation Year _____

GRADUATION	HONOR GRAD	VAL OR SAL
4 Required		
English 9 ___ ___	English 9 ___ ___	English 9 ___ ___
English 10 ___ ___	English 10 ___ ___	English 10 ___ ___
English 11 ___ ___	English 11 ___ ___	English 11 ___ ___
English 12 ___ ___	English 12 ___ ___	English 12 ___ ___
4 Required		
Alg I or Alg A & B ___ ___	Alg I ___ ___	Alg I or A&B ___ ___
Geometry ___ ___	Geometry ___ ___	Geometry ___ ___
Bridge to Alg II OR	Alg II ___ ___	Alg II ___ ___
Alg II ___ ___		
_____ ___ ___	4 th math above Alg. II	4 th math above Alg. II
4 th math ___ ___	5 th math above Alg. II(opt)	5 th math above Alg. II(opt)
3 Required		
Physical Science ___ ___	Physical Science ___ ___	Physical Science ___ ___
Biology ___ ___	Biology ___ ___	Biology ___ ___
Chemistry or ___ ___	Chemistry ___ ___	Chemistry ___ ___
Physics or ___ ___		
Anat/Phys or ___ ___		
Earth Science ___ ___		
3 required		
Civics (1/2) ___ ___	Civics (1/2) ___ ___	Civics (1/2) ___ ___
Economics (1/2) ___ ___	Economics (1/2) ___ ___	Economics (1/2) ___ ___
World Hist ___ ___	World Hist ___ ___	World Hist ___ ___
U.S. Hist ___ ___	U.S. Hist ___ ___	U.S. Hist ___ ___
PE/Health (1/2,1/2) ___ ___	PE/Health (1/2,1/2) ___ ___	PE/Health (1/2,1/2) ___ ___
Oral.Comm. (1/2) ___ ___	Oral.Comm. (1) ___ ___	Oral.Comm. (1) ___ ___
Fine Art (1/2) ___ ___	Fine Art (1/2) ___ ___	Fine Art (1/2) ___ ___
Financial Lit. (1/2) ___ ___	Financial Lit. (1/2) ___ ___	Financial Lit. (1/2) ___ ___
Electives 7.5 ___ ___	Electives 7 ___ ___	Electives 7 ___ ___
	2 Foreign Language	2 Foreign Language
1. ___ ___	1. Spanish I ___ ___	Spanish I ___ ___
2. ___ ___	2. Spanish II ___ ___	Spanish II ___ ___
3. ___ ___	3. ___ ___	3. ___ ___
4. ___ ___	4. ___ ___	4. ___ ___
5. ___ ___	5. ___ ___	5. ___ ___
6. ___ ___	6. ___ ___	6. ___ ___
7. ___ ___	7. ___ ___	7. ___ ___
8. ___ ___		
	3.50 GPA or higher	3.50 GPA or higher
		Must take at least 5 AP or concurrent credit classes
		Must attend WRHS at least last 2 years
TOTAL CREDITS 24	TOTAL CREDITS 24	TOTAL CREDITS 24

**Smart Core includes all courses for Honor Grad, except foreign language.

***Arkansas Scholars requires Smart Core completion, no grade below a "C," and 95% average attendance rate through 4 years.

STUDENT SERVICES PLAN

SCHOOL CRISIS PLAN

MODEL SUICIDE PREVENTION PLAN



VIII. SCHOOL SUICIDE/CRISIS PLANS

***A. Establish a Crisis Team (Crisis Plan is a separate document)**

A district crisis plan is in effect. Each campus creates a crisis team and gives specific duties to be followed in a crisis. The Crisis Team includes, but is not limited to the following on campus positions: Superintendent; School Nurse; Counselors. Community resources may be utilized to address specific crisis situations.

B. Specialized Training

Some staff members have had training in first aid and CPR. School nurses undergo training throughout the year as required.

C. Referral to Crisis Team

Any student, staff member or community member may make referral to the crisis team for prevention or during a crisis event. The crisis team will review the referral and implement the level that best fits the crisis situation.

D. Assessments

Assessments of an on-campus crisis situation will be conducted by the school's administration. The administration will then decide which code to issue.

E. Dealing with Specific Areas

The crisis plan provides staff members with response information to alert the staff of what to do in a particular crisis situation. The levels are as follows:

- *Level 1- Hostage Incident**
- *Level 2- Bombing or Bomb Threat**
- *Level 3- Earthquake**
- *Level 4- Tornado**
- *Level 5- Fire**
- *Level 6- Suicide or Attempt**
- *Level 7- Nuclear Evacuation**
- *Level 8- Unspecified**
- *Level 9- Abduction**
- *Level 10- Shooting on Playground**
- *Level 11- Terrorism**

F. After School Hours and Off-Campus Events

School administration will determine if the crisis response team is needed for a crisis that occurs after school hours or off-campus.

G. Ongoing Training and Changes

Persons requiring training for their certification receive training throughout the year. The crisis plan will be reviewed annually to make any changes that are needed. In addition, a debriefing will be conducted after a crisis has occurred and the plan has been put into action to evaluate any changes that may be needed.

WALNUT RIDGE
SCHOOL DISTRICT

CRISIS PLAN

2018-2019

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PREFACE

Unanticipated tragic events can quickly escalate into a school-wide catastrophe if not dealt with immediately and effectively. Knowing what to do when a crisis occurs can minimize the chaos, rumors, and the impact of the event on students and community.

When a disaster strikes, teachers and school staff members are torn between the need to deal with student reactions at the same time they are coping with their own reactions. This time often proves to be a time that they are least prepared to think quickly. With some advance planning, this process can be much smoother than when tragedy takes a school by surprise and no pre-formulated plan is in effect.

DEFINITIONS

CRISIS: A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death. A large number of students and staff will be affected. The psychological and emotional impact will be moderate to severe. Outside assistance will be needed.

CRISIS TEAM: A group consisting of administrators, school psychologists, counselors, and other designated persons to handle media, traffic, logistics, and information. The Superintendent will make the determination to activate the Crisis Team.

AUXILIARY TEAM: This pre-established and trained group includes the representatives from law enforcement, mental health agencies, medical, clergy, Arkansas Department of Education, Attorney General's Office, parents, patrons, and school personnel from other districts.

CALLING TREE: This mechanism allows the team to be notified immediately. The list of numbers will be located in the superintendent's office as well as in all principals' offices. The secretary to the superintendent will provide training for other secretaries to ensure that all necessary communications are planned. This also includes a plan for internal communications among staff.

CRISIS KIT: Each principal's office will have a container which will have notebooks, pens, markers, hand radios, batteries, first aid supplies, and tape. Separate placards with directional words such as PARENTS, COUNSELORS, MEDIA, CLERGY, VOLUNTEERS, KEEP OUT, caution tape, etc. should be in the kit. Also have ready to send to the hospital copies of student records, especially health and identification.

TRAINING

All staff members will be trained concerning the crisis plan. This includes teachers, clerical staff, aides, bus drivers, custodians, and maintenance staff.

- The school nurse will be trained to deal with trauma. She, in turn, will provide training for the staff.
- Ministers who are providing counseling need to be trained in dealing with trauma.
- The entire staff needs training in emergency first aid.
- All secretaries need training in information management.

TEAM MEMBERS

DIRECTOR OF CRISIS TEAM

DEREK BRAMLETT-----759-0647 Cell
886-6697

COUNSELING

DEBBIE FINDLEY-----819-0477
CANDACE EVELAND-----819-0440

MEDIA RELATIONS

TERRY BELCHER-----886-6634
JACOB KERSEY-----886-6623

AUXILIARY TEAM MEMBERS

MINISTRY

Bro. Jake Guengrich-----886-2722
Rev. Derek Collins-----886-3846
Rev. Lloyd Clark-----886-3103

PARENT CENTER COORDINATOR

Lindsey Romine-----819-0443

FOOD/SERVICES

Angie Trinidad-----819-0555

WHAT DO WE DO FIRST?

PROTECT STUDENTS

Get them out of harm's way.

If a sniper is outside, use all care in getting students out of the line of fire.

Keep covered and keep students covered until all is clear.

If a hostage situation exists, do a lockdown.

1. Have someone call 911 and EMS and continue providing first aid to the victims.
2. Have someone ready the Crisis Kit and notify the superintendent and principal.
3. Continue first aid for victims until EMS is on the scene. If possible, identify students by using name tags or markers on their wrists or ankles. Be careful not to make alterations to surroundings, since it will be investigated later as a crime scene. Clear uninjured students out of the immediate area to a pre-designated gathering area of safety.
4. Have a secretary begin the calling tree before the lines get overloaded.
5. Principal may need the rest of the students to go to the pre-designated location. It may be back to classrooms or cafeteria; the principal will make that determination based on the situation. The principal needs to notify the building, by way of a bell, etc., that all is safe. Teachers and staff not tending to victims need to be with, and giving support to, the rest of the students. One staff person needs to be at the hospital to help with identification and to support parents. That person needs to take the information notebook from the Crisis Kit.
6. Set up tables and placards to give information and directions.
7. Set up pre-designed rooms for media, family, etc.
8. Arrange for responsible adults/or teachers to ride buses that afternoon in the vacant victims' seats. For the rest of the week, the volunteer counselors will fill those bus seats. The Director of Counseling will make those assignments.
9. Request that a police car be put at the disposal of the Crisis Response Director. This will expedite transportation of people and material.

EXPECTATIONS FOR TEAM

Crisis Team Director:

- Directs and coordinates all activities dealing with the crisis at hand.
- Works directly with the Superintendent of Schools.
- Has authority to make decisions on the use of facilities, staff, and equipment.

Immediate decisions for the Crisis Team

1. **Decide about scheduling changes.** Decide, after consultation with the Superintendent, whether or not to maintain normal schedules or set aside regular scheduling in an all-out effort to deal with the crisis. This decision will depend on the extent of the crisis and may vary from class to class, or school to school.

Note: A most important step in any disaster plan is reopening the school and returning to normal as soon as possible.

2. **Formulate plans if school is to be dismissed early.** Typically, keeping children in school for the regular school day is best when dealing with disaster. However, if early dismissal is required, parent notification becomes an item of priority. In that case activate previously prepared dismissal plan. If this plan is put into effect, call the Superintendent, make arrangements for transportation of special needs students, and keep the media informed of dismissal/relocation, so parents will have accurate information.

Media Notification for Early Dismissal Announcement

KAIT – 931-8888
KRLW – 886-6666
KASU – 972-3070
KNEA – 9328381
KISS – 935-5598
KFIN – 972-5884

3. **Be available for, and keep in contact with, school counselors.**

4. Identify high-risk students, staff and parents likely to be most affected by the news (e.g., due to relationship with deceased/injured, personal history with similar crisis, recent confrontations with affected students). These persons are targeted for extra support. Don't forget spouses of staff members. Consider using Interview Intervention Process.

5. Gather and inform closest friends of the victims. Provide support and information to them before the general announcement is made. If certain close friends are absent, assure that a supportive adult gives the news to them. This ensures that they do not get initial information from the media.

6. Prepare a formal statement for an initial announcement to the students and teachers in classrooms. Include minimum details and note additional information will be forthcoming. Also, prepare statements for telephone inquiries.

7. Use the public announcement system. The Crisis Team will assist the administrator in the formation of the first public announcement.

Note: Carefully plan and rehearse what will be said. Choice of words, voice tone, and inflection are very important and will set the tone for management of the tragedy.

8. Hand deliver a memo to all teachers. Give all teachers the facts about the tragedy and instructions on how to share the information with the students, as well as suggestions for assisting the students. This memo may also invite the staff to a faculty meeting after school. Also have a mechanism for the teachers to share their insights, concerns and other pertinent information. During the moments following a tragedy, the majority of the students should stay in their classrooms. Only those closest to the victim or those with tragic life situations of their own should be identified and escorted to the school's support personnel.

9. Send letter home to parents. Send home the prepared crisis letter. Include specific factual information about the event; information about how the district is handling the crisis, phone numbers for contact people within the district, information about community resources, including phone numbers and titles of books pertinent to the subject available in the library. Some parents will need to be contacted by phone, particularly if their child's reaction is severe.

10. Determine if additional district/community resources are needed to be on "stand-by" to effectively manage the crisis. The team is to notify them if appropriate. It is essential to minimize the number of "strangers" who may seem to be just standing around.

11. Facilitate staff meetings to provide information related to the crisis.

- Assist teachers with students' processing information dealing with the crisis.

- Direct counselors to work with students/staff individually or in groups in a variety of locations.
- Provide support and counseling for students. Regular instruction will likely need to be altered while the crisis is discussed.
- Provide trained workers to be available for contact with parents.
- Provide helpful, factual information to parents.
- Coordinate individuals to assist providing information and answering non-media inquiries.
- Maintain a record of offers of assistance and ensure that proper personnel respond.
- Provide awareness training on dealing with rage (hate) mail.

Other Considerations for the Crisis Team

- Work with local police to ensure traffic control: **911**
- See that childcare operation is in place immediately.
- Call telephone company (**972-7598**) and get two dedicated lines put in place at the central office.
- Call to inform the Arkansas Department of Education (**501-682-4204**), Department of Human Services (**886-2408**), and the Attorney General's Office (**501-448-3014**).
- Consult with the Superintendent concerning a special board meeting.
- Call to get maintenance personnel from other districts to assist in cleanup:

Hoxie Schools: 886-4254

COUNSELOR'S ROLE

Coordinators: Debbie Findley and Candace Eveland

Mark Wilson, Families Inc. 870-886-5303

- Stay in close contact with the Counseling Director of Crisis Team.
- Be available by canceling other activities.
- Locate counseling assistance (check community resources). Be sure to use counselors from other schools.
- Provide individual and group counseling.
- Coordinate and greet support staff members, and then take them to their assigned location.
- Contact parents of affected students with suggestions for support and further referrals.
- Follow the schedule of the deceased and visit classrooms of close friends.
- Support the faculty (provide counseling as needed).
- Keep records of affected students and provide follow-up services.
- Establish a self-referral procedure. Make referral forms available.
- Review and distribute open-ended questions to assist teachers with classroom discussion.
- Assign a counselor or responsible adult to follow the deceased student's schedule for the remainder of the day.
- Monitor grounds for students leaving the building without permission.
- Arrange routing for the masses of parents who will pick up their children early.
- Ensure that students who are closest to the victims are picked up by parents at school.
- Notify bus drivers of the victims in order for them to adjust and be aware of student emotions.
- Notify other county schools so they can prepare students regarding the crisis.

PRINCIPAL'S ROLE

- Support response efforts, be available for consultation and defer to decisions of Team Director.
- Be visible, available, and supportive to empower staff.
- Provide directions for teachers to alter the curriculum. (Consider postponement of testing, if necessary.)
- Communicate with central administration and other affected schools.
- Contact family of the deceased and inform staff and students about funeral arrangements.
- Practice avoiding different areas of the building during routine evacuation drills.
- Consider an area on campus to land an emergency helicopter.

TEACHER'S ROLE

- Provide accurate information to students which may dispel rumors.
- Lead classroom discussions, when warranted, that focus on helping students to cope with loss.
- Answer questions without providing unnecessary details.
- Recognize and honor the various religious beliefs that may help the students to cope.
- Be understanding and receptive to students' expressions of various emotions.
- Be careful of the use of TV broadcasts in the classroom. Live newscasts can be traumatizing; especially if the students are still at school.
- Identify students who need counseling and refer them to building support personnel.
- Provide activities to reduce trauma, such as artwork, music, and writing.
- Alter the curriculum as needed.
- Discuss funeral procedures when appropriate.
- Know how to get assistance from other professionals should the need arise.

SCHOOL NURSE'S ROLE

Anna Lou Shaw 886-4354
Stephanie Nichols 819-0511

- Monitor reactions of traumatized children.
- Keep a record of frequency of visits and complaints.
- Inform teachers and children about physical manifestations of grief.

IMPORTANT CONSIDERATIONS

- Walnut Ridge School campus is closed; this provides for much more control in the event of an emergency. The media will have severe limitations.
- Principals will have posted an emergency evacuation plan which will also include a manner to evacuate the playground.
- Principals will keep a packet that includes building information. This packet will include facts on the number and names of faculty and staff and a map of each building. A copy of the map should be on file with law enforcement agencies, the fire department, and EMS.
- Principals will have locations identified for the use of media, family friends, and workers. Alternate locations will be made available.
- The transportation director will have copies of a county/city map highlighting the bus route.
- A predetermined team of parents and patrons will be assigned to bring meals for people who work late into the evening. This will be coordinated by the Walnut Ridge Parent Center Coordinator and the Food Service Director.
- The Director of Paw Patch will arrange for child care services on the Walnut Ridge campus for the workers' children. Young members of the victim's family will also be cared for if necessary. Teacher/parent handouts of typical reactions to various disasters appropriate for different grade levels will be available through the building counselor's office.
- Librarians will have a list of relevant books and materials available to provide for information and healing.
- It is not unusual for old issues to resurface. Each student should be given permission to feel a range of emotions. There is no right or wrong way to feel. Typically, individuals go through a sequence of emotional reactions following a crisis: 1) high anxiety, 2) denial, 3) anger, 4) remorse, 5) grief, and 6) reconciliation.

LONG-TERM CARE

- Provide for on going opportunities to deal with the crisis. These might include:
 1. Continuing to have additional support staff and outside professionals available to students.
 2. Making additional resources available to teachers who will be dealing with students' reactions.
 3. Providing a list of suggested readings to teachers, parents, and students.
 4. Amending crisis response procedures as necessary.
 5. Writing thank-you notes to out-of-building district and community resource people who provided (or are still providing) support during the crisis.
- Be alert on crisis anniversaries and holidays. Often students will experience an "anniversary" grief reaction the following month or year on the date of the crisis, or when similar crises occur that reminds them of the original crisis. Holidays are often difficult for students who have experienced loss.
- Support the hospital's policy for visitation to victims' rooms.
- After one week, remove the flowers, cards, displays, etc., to get the building back to normal.

DETERMINING THE FACTS OF THE CRISIS

The person with a first hand source of information about the crisis is not to repeat it elsewhere in the school. This information needs to be verified and converted into a single announcement, which is to come from a designated school administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have him/her come into the office) until appropriate steps are taken.

Office staff members are not to repeat or give any information within or outside the school unless specifically instructed to do so. They are to direct inquiries to an administrator or designee until told otherwise. Only adults should answer the phone for the remainder of the day.

VERIFICATION IS VERY IMPORTANT. In case of a reported student death, verify the reported incident by calling the police liaison or coroner. **DO NOT DISTURB THE VICTIM'S FAMILY.** Give everyone the facts as quickly as possible to dispel rumors.

The following questions will help anticipate the amount of emotional trauma:

- Who was the person and were they a long-time popular member of the school?
- What happened? ---- Murder and suicide are unexpected and violent, and thus more difficult to deal with than, for example, a death from a serious illness.
- Where did the death occur? ---- A death that occurs on school grounds is more difficult to deal with. It is important to find out who witnessed the death and provide them with counseling. Students may also express concerns with personal safety.
- What other tragedies have impacted this school recently? ---- The latest death will cause other unresolved issues to surface for both staff and students.
- Who was the perpetrator? ---- If the person believed to be responsible for the death is also an member of the school community, it adds to the emotionality.

GUIDELINES FOR MEDIA RELATIONS

The print and broadcast media have the responsibility to report – accurately and fairly – noteworthy events, including those that occur in your school district. This includes any event that significantly impacts the schools and the communities that the school serves. These events will include such “crises” as the violent death of a teacher or student, a shooting on or near the campus, or a man-made or natural disaster. You must prepare for the media before a crisis strikes.

Cooperation with the press is both desirable and necessary to ensure the story gets told as completely and accurately as possible. Failure to help the media will cause them to turn to less reliable sources that do not have all of the facts. The media should be used as an educational and informational tool in communicating the situation and the efforts of the district.

The overall accuracy and completeness of media coverage depends in a large degree upon getting the maximum amount of information out to the media – and thus to the public – as rapidly as possible.

Emphasize and strongly encourage parents, students, and staff that they can say “NO” to interviews.

If media makes reporting errors, the spokesperson should name the specific reporting agency in correcting the facts.

General principles that can positively affect your actions and communication in a crisis situation:

1. Bring the situation under control, if possible. Always protect people first and property second.
2. Analyze the situation to judge its newsworthiness. Don’t create a crisis by jumping the gun. Many times the situation doesn’t warrant media attention.
3. Act quickly to distribute the information you determine the media and others should have.
4. Before the crisis, prepare a one-page handout with basic information about each building and about the school district in general.
5. Set the ground rules for the media.
 - Have a pre-assigned place for the media to meet when an event erupts.
 - If space is limited, consider asking the media to arrange pool coverage.
6. Appoint someone to be a spokesperson for the district who has these attributes:
 - Comfortable before the camera
 - Knowledgeable with the subject matter
 - Smart enough to know when to refer a question
 - Able to think on his/her feet
 - Familiar with the district

7. Areas for school spokespersons to avoid
 - Speculation as to the cause of the incident
 - Allocation of blame
8. Gather the facts – who, what, where, when, why, how, and **what next**.
9. Give the media as much information as possible; they'll get the information (perhaps inaccurately) from other sources.
10. Be truthful.
11. Never answer "No Comment."
 - "No comment" can imply a lack of cooperation, a lack of concern, or an attempt to hide something.
 - If you won't comment on the situation, you can be sure someone else will.
 - More appropriate responses are:
 - A. "I'm not the authority on that subject. Let me have our Mr. Jones call you right back."
 - B. "All our efforts are directed at bringing the situation under control, so I'm not going to speculate on the cause."
12. Never go "Off the record."
 - Most reporters respect an "off the record" comment and will not quote you. But they will get the information from someone else.
 - A reporter's job is to get the story and provide reliable information to their audiences.
 - They will get that information whether or not you cooperate.
13. Remain open and accessible.
14. Keep no secrets from the public.
15. Report your own bad news. Don't allow another source to inform the media first.
16. Conduct frequent news conferences with the media.

REMEMBER: Trust is the bedrock of the relationship between the press and the community.

MEMORIALS AND FUNERALS

- Funerals should not be held on the school premises.
- Memorials are not recommended to be built on school premises.
- Banquets, dinners, or assemblies shall not be held to honor a student either at the time of death or on the anniversary of his/her death.
- A monetary donation to a general scholarship fund may be accepted in place of a memorial.
- Planting of trees seems to be OK.

STAFF MEETING 1

A facilitator from the Crisis Team must do the following at the first staff meeting during a crisis:

- Review facts and dispel rumors.
- Help staff members process their responses to the situation.
- Describe the feelings that students may experience and suggest how teachers might handle specific situations.
- Provide guidelines for helping students who are upset.
- Encourage teachers to allow for expressions of grief, anger, etc., in the homeroom or class in which announcement is received or in other classes throughout the day. Emphasize the acceptability/normalcy of a range of expressions. The guiding principle is to return to normal as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.
- Encourage staff to dispel rumors whenever possible and discourage any glorification of the event (especially in suicidal death).
- Request staff to meet 30 minutes early the next school day to review procedures plan for the day.

STAFF MEETING 2

- Assign a strong team in the class where the tragedy occurred or in the classes where the student(s) are in attendance.
- Determine the need for law enforcement personnel, if any, and their location for that day.
- Questions to be considered in classroom discussion include the following: Are students sleeping? Eating? This may determine the level of stress they are experiencing.
- Provide stress reduction techniques to the teachers to share with the students.
- Prepare the students for the injured visiting or returning to school.
- Encourage the teachers to put structure back in the classroom.
- Place the “high risk” students and teachers on a list so they may be followed.
- Set up regular meetings with the teachers and staff.
- Stick to the program schedule that will be provided; have the teachers offer grief activities.
- In case of death, provide funeral/visitation information/procedures.

DEBRIEFING FORMAT FOR TEACHERS/STAFF

- Review intervention process and events of the day. This should be daily.
- Ensure that key school personnel attend debriefing.
- Review status of referred students and staff that needed follow up attention.
- Identify and prioritize needs for following day.
- Provide opportunities for the staff to express feelings and request support.

DEBRIEFING/WRAP-UP FOR CRISIS TEAM

- Brainstorm ways to meet identified needs.
- Provide mutual support.
- Identify who will contact victim’s family.
- Write a detailed summary report of events of the day to present to administrators.

WALNUT RIDGE SCHOOL DISTRICT

STUDENT SUPPORT SERVICES

THE INTERVIEW INTERVENTION

The goal of the interview is not only to identify the immediate effects of the trauma but also to assist the student in the *mastery of the traumatic experience* and help the student with general solutions to the problem.

In some cases, a single interview may be the only intervention needed. In other cases, further services may be warranted, i.e., counseling, referral to community agencies.

Children have different skills for dealing with information and reacting to events, depending on their age and developmental level. Counseling with younger children requires involvement and use of nonverbal material and very directive ways to elicit and reflect feelings. Frequently, facts and fantasy are intermingled and young children have difficulty acknowledging a crisis. With adolescents, however, a discussion format can be possible as a means to focus on problem-solving and crisis-coping skills.

The Interview Risk Screening form provides a “mental check list” on essential information to obtain during the student interview.

Students who need further assessment or more in-depth intervention should be referred to school personnel who hold credentials and/or licenses to provide counseling services to students or should be referred to a community agency. It is District policy to obtain written parental consent prior to the delivery of ongoing counseling services.

WALNUT RIDGE SCHOOL DISTRICT
STUDENT SUPPORT SERVICES
INTERVIEW RISK SCREENING

Name _____ M _____ F _____ Date _____

Referred by: _____

English _____ Spanish _____ Other _____ Interview by: _____

INTERVIEW OUTLINE (Ask for details, clarifications of thoughts and feelings)

A. Degree of Risk?

1. Where were you when the event occurred?

Direct _____ On-site _____ In neighborhood _____ Out of area _____

2. What did you see or (hear about)? _____

3. How do you feel now? _____

B. Other Factors

1. How well do you know the victim(s)? _____

2. Have you or any of your family had a similar experience? _____

3. How do you think this will affect your family? _____

C. Is response in Proportion to Degree of Risk?

D. Reaction to Event

1. Do you think your life will be different now? _____

In what way? _____

2. Do you think you could have done anything to prevent this incident? _____

3. What are you angry/guilty about? _____

4. Do you want to "get even" or seek revenge? _____

E. Concerns/Problems

1. What is bothering you now? _____

2. Have there been any changes in your life or routing because of the event? _____

3. What is the most pressing problem? _____

F. Plan of Action

1. What has worked for you in the past when there has been a problem? _____

2. What is the problem you would like to work on now? _____

3. What is the first step you can take? _____

G. Support

1. Who would you like to help you? _____

2. To whom can you talk in your family? _____

With friends?

3. What will you do when you leave school today? _____

4. Would you like to talk again? _____

TERRORISM

Throughout the world, schools have been targeted for terrorist activity. Recent Arkansas legislation (Act 648 2003) mandates school district crisis plans address this possibility. The Department of Defense defines terrorism as “the calculated use of violence or the threat of violence to induce fear, intended to coerce or to intimidate governments or societies in the pursuit of goals that are political, religious, or ideological.” Terrorist acts may include individual or a combination of several acts as detailed in the Walnut Ridge School District Crisis Response Plan. Comprehensive resource material will be available for review at the Superintendent’s office and will be updated periodically by the district crisis coordinator. Terrorism may be further defined as domestic or international. Domestic Terrorism is committed by groups within their own country while international terrorism is carried out by terrorists, resources or operational plans that come from other countries. A copy of the “Homeland Security Advisory System Recommendations for Schools” is included at the end of the Crisis Plan.

Walnut Ridge Public School Terrorist Attack Plan

- 1. All employees have been given a copy of the “CCSD School-Based Anti-Terrorist Attack Emergency Plan.”**
- 2. All fenced in areas are locked daily and well-illuminated at night.**
- 3. All bus drivers are trained to inspect their vehicles daily. This inspection should include the vehicle’s interior and undercarriage. Drivers are trained to know what to look for and what action to take if something suspicious is found.**
- 4. Each building principal conducts a daily walk through of their respective building, checking for anything that looks suspicious or out of place. All exterior and interior (night lighting) is checked periodically.**
- 5. All teachers are trained to “assist” strangers of any age who are observed in and on school property. All visitors are to report to the office for a “visitor badge”.**
- 6. All employees are trained to be alert for any strangers taking pictures of or filming campus activities. Individuals with no authorization will be reported to the office. Employees are also trained to be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or that arrive, leave, and then reappear with no apparent purpose.**
- 7. All employees are trained to report unattended or otherwise suspicious packages found anywhere on campus.**

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

Model Language,
Commentary, and
Resources

THE **TREVOR** PROJECT



AMERICAN FOUNDATION FOR
Suicide Prevention

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

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KEY:

Model Policy Language

Commentary

The American Foundation for Suicide Prevention (AFSP) is the leading national not-for-profit organization exclusively dedicated to understanding and preventing suicide through research, education and advocacy, and to reaching out to people with mental disorders and those impacted by suicide. To fully achieve its mission, AFSP engages in the following Five Core Strategies: 1) fund scientific research, 2) offer educational programs for professionals, 3) educate the public about mood disorders and suicide prevention, 4) promote policies and legislation that impact suicide and prevention, and 5) provide programs and resources for survivors of suicide loss and people at risk, and involve them in the work of the Foundation. Learn more at www.afsp.org.

The American School Counselor Association (ASCA) promotes student success by expanding the image and influence of professional school counseling through leadership, advocacy, collaboration and systemic change. ASCA helps school counselors guide their students toward academic achievement, personal and social development, and career planning to help today's students become tomorrow's productive, contributing members of society. Founded in 1952, ASCA currently has a network of 50 state associations and a membership of more than 33,000 school counseling professionals. Learn more at www.schoolcounselor.org.

The National Association of School Psychologists (NASP) represents more than 25,000 school psychologists who work with students, educators, and families to support the academic achievement, positive behavior, and mental wellness of all students. NASP promotes best practices and policies that allow school psychologists to work with parents and educators to help shape individual and system wide supports that provide the necessary prevention and intervention services to ensure that students have access to the mental health, social-emotional, behavioral, and academic supports they need to be successful at home, at school, and throughout life. Learn more at www.nasponline.org.

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Every day, The Trevor Project saves young lives through its accredited, free and confidential phone, text and instant message crisis intervention services. A leader and innovator in suicide prevention, The Trevor Project offers the largest safe social networking community for LGBTQ youth, best practice suicide prevention educational trainings, resources for youth and adults, and advocacy initiatives. Learn more at www.thetrevorproject.org.

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

INTRODUCTION

This document outlines model policies and best practices for school districts to follow to protect the health and safety of all students. As suicide is the third leading cause of death among young people ages 10-19, it is critically important that school districts have policies and procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior.¹

This document was developed by examining strong local policies, ensuring that they are in line with the latest research in the field of suicide prevention, and identifying best practices for a national framework. The model is comprehensive, yet the policy language is modular and may be used to draft your own district policy based on the unique needs of your district. The language and concepts covered by this policy are most applicable to middle and high schools (largely because suicide is very rare in elementary school age children). Model policy language is indicated by shaded text on white background, and sidebar language – to provide additional context that may be useful when constructing a policy – is indicated by white text on shaded background.

Protecting the health and well-being of students is in line with school mandates and is an ethical imperative for all professionals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school district. In a typical high school, it is estimated that three students will attempt suicide each year. On average, a young person dies by suicide every two hours in the US. For every young person who dies by suicide, an estimated 100-200 youth make suicide attempts.² Youth suicide is preventable, and educators and schools are key to prevention.

As emphasized in the National Strategy on Suicide Prevention, preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this model policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

Please refer to the included Resources Section for additional information. If you would like support in writing a policy for your own district or you have questions, please contact the Government Affairs Department at The Trevor Project (202-204-4730 or Advocacy@thetrevorproject.org), or Nicole Gibson, Senior Manager of State Advocacy at the American Foundation for Suicide Prevention (202-449-3600, ngibson@afsp.org).

PURPOSE

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- (a) recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- (b) further recognizes that suicide is a leading cause of death among young people,
- (c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- (d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Toward this end, the policy is meant to be paired with other policies supporting the emotional and behavioral health of students more broadly. Specifically, this policy is meant to be applied in accordance with the district's Child Find obligations.

PARENTAL INVOLVEMENT

Parents and guardians play a key role in youth suicide prevention, and it is important for the school district to involve them in suicide prevention efforts. Parents/guardians need to be informed and actively involved in decisions regarding their child's welfare. Parents and guardians who learn the warning signs and risk factors for suicide are better equipped to connect their children with professional help when necessary. Parents/guardians should be advised to take every statement regarding suicide and wish to die seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to important protective factors – conditions that reduce vulnerability to suicidal behavior – for vulnerable youth populations such as LGBTQ youth. Research from the Family Acceptance Project found that gay and transgender youth who reported being rejected by their parents or guardians were more than eight times as likely to have attempted suicide. Conversely, feeling accepted by parents or guardians is a critical protective factor for LGBTQ youth and other vulnerable youth populations. Educators can help to protect LGBTQ youth by ensuring that parents and guardians have resources about family acceptance and the essential role it plays in youth health.³

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

DEFINITIONS

1. At risk A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

2. Crisis team A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

3. Mental health A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

4. Postvention Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

5. Risk assessment An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

6. Risk factors for suicide Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

7. Self-harm Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

8. Suicide Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

9. Suicide attempt A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

10. Suicidal behavior Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. Suicide contagion The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

12. Suicidal ideation Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

SCOPE

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high risk behaviors that take place outside of the school environment.

IMPORTANCE OF SCHOOL-BASED MENTAL HEALTH SUPPORTS

Access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, cognitive performance and learning, and social-emotional development. School employed mental health professionals (school counselors, school psychologists, school social workers, and in some cases, school nurses) ensure that services are high quality, effective, and appropriate to the school context. School employed mental health professionals are specially trained in the interconnectivity among school law, school system functioning, learning, mental health, and family systems. This training ensures that mental health services are properly and effectively infused into the learning environment. These professionals can support both instructional leaders' and teachers' abilities to provide a safe school setting and the optimum conditions for teaching and learning.

Having these professionals as integrated members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the dynamic needs of their student populations. Improving access also allows for enhanced collaboration with community providers to meet the more intense or clinical needs of students.⁴

RISK FACTORS AND PROTECTIVE FACTORS

Risk Factors for Suicide are characteristics or conditions that increase the chance that a person may try to take her or his life. Suicide risk tends to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

- Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
- Problems with alcohol or drugs
- Unusual thoughts and behavior or confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition and/or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective Factors for Suicide are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Note that protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

It is important for school districts to be aware of student populations that are at elevated risk for suicidal behavior based on various factors:

1. Youth living with mental and/or substance use disorders. While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bi-polar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

important risk factors for suicidal behavior among young people. The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.

2. Youth who engage in self-harm or have attempted suicide. Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self-harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.

3. Youth in out-of-home settings. Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one researcher found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.⁸

4. Youth experiencing homelessness. For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder. One study found that more than half of runaway and homeless youth have had some kind of suicidal ideation.⁹

5. American Indian/Alaska Native (AI/AN) youth. In 2009, the rate of suicide among AI/AN youth ages 15-19 was more than twice that of the general youth population.⁸ Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma. For more information about historical trauma and how it can affect AI/AN youth, see http://www.ncsnet.org/ncsn/assets/pdfs/AI_Youth-CurrentandHistoricalTrauma.pdf.

6. LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth. The CDC finds that LGB youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers.⁸ The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made a suicide attempt.¹⁰ Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. For those youth with baseline risk for suicide (especially those with a mental

disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ which elevate the risk of suicidal behavior for LGBTQ youth.

7. Youth bereaved by suicide. Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.¹¹

8. Youth living with medical conditions and disabilities. A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.¹²

PREVENTION

1. District Policy Implementation A district level suicide prevention coordinator shall be designated by the Superintendent. This may be an existing staff person. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school district.

Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

2. Staff Professional Development All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

BEST PRACTICE: SUICIDE PREVENTION TASK FORCE

It is recommended that school districts establish a suicide prevention task force in conjunction with adopting a suicide prevention policy. Such a task force should consist of administrators, parents, teachers, school employed mental health professionals, representatives from community suicide prevention services, and other individuals with expertise in youth mental health, and be administered by the district suicide prevention coordinator. The purpose of such a task force is to provide advice to the district administration and school board regarding suicide prevention activities and policy implementation. In addition, the task force can help to compile a list of community resources to assist with suicide prevention activities and referrals to community mental health providers. Some school districts may choose to limit the activities of the task force to one or two years, as needed. Once the task force has expired, the district suicide prevention coordinator can assume the role of maintaining the list of community suicide prevention resources. Other school districts may choose to continuously maintain a core task force to maintain current standards and information and to educate new staff.

REFERRALS AND LGBTQ YOUNG PEOPLE

LGBTQ youth are at heightened risk for suicidal behavior, which may be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. It is therefore especially important that school staff be trained to support at risk LGBTQ youth with sensitivity and cultural competency. School staff should not make assumptions about a student's sexual orientation or gender identity and affirm students who do decide to disclose this information. Information about a student's sexual orientation or gender identity should be treated as confidential and not disclosed to parents, guardians, or third parties without the student's permission. Additionally, when referring students to out-of-school resources, it is important to connect LGBTQ students with LGBTQ-affirming local health and mental health service providers. Affirming service providers are those which adhere to best practices guidelines regarding working with LGBTQ clients as specified by their professional association (e.g., <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>).

Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

3. Youth Suicide Prevention Programming
Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

In addition, schools may provide supplemental small-group suicide prevention programming for students.

4. Publication and Distribution This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

IN-SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the principal or school suicide prevention coordinator regarding in-school suicide attempts.
7. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

RE-ENTRY PROCEDURE

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

BULLYING AND SUICIDE

The relationship between bullying and suicide is highly complex, as is the relationship between suicide and other negative life events. Research indicates that persistent bullying can lead to or worsen feelings of isolation, rejection, exclusion and despair, as well as to depression and anxiety, which can contribute to suicidal behavior in those at risk.¹³ Research also suggests that young people who are already at heightened risk for suicide (see page 3, Risk Factors and Protective Factors) are also at increased risk for involvement in bullying.

It is important to remember that most students who are involved in bullying do not become suicidal. While studies have shown that young people who are bullied and those who bully others are at heightened risk for suicidal behavior, youth who exhibit both pre-existing risk for suicide (namely the existence of depression, anxiety, substance use or other mental disorders) and who are concurrently involved in bullying or experiencing other negative life events are at highest risk. Individuals who are bullied in the absence of other risk factors have far fewer negative outcomes than those with pre-existing risk for suicide. Youth who bully are also at risk and their behavior may reflect underlying mental health problems.

It is imperative to convey safe and accurate messages about bullying and suicide to youth, especially to those young people who may be at risk for completing suicide. Suggesting that suicide is a natural response to bullying, or providing repeated opportunities for at-risk students to see their own experiences of bullying, isolation, or exclusion reflected in stories of those who have died by suicide, can increase contagion risk by contributing to thoughts that frame suicide as a viable solution. Idealizing young people who complete suicide after being bullied, or creating an aura of celebrity around them, may contribute to an at-risk youth's illogical thoughts that suicide is the only way to have a voice or to make a difference for others.

Whenever possible, discussions on bullying and suicide should center on prevention (not statistics) and encourage help-seeking behavior.

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

RELEVANT STATE LAWS

There are numerous types of state laws, both positive and negative, that can affect risk factors for suicidal behavior among youth. A number of states limit the ability for young people to receive access to necessary mental health care. These laws can either limit access based on age, by requiring youth under 18 to receive parental permission before seeking mental health care, or by limiting mental health confidentiality – which can be an especially damaging problem for LGBTQ youth. Conversely, mandated suicide prevention training for school personnel can have a positive effect by ensuring that all school staff members have an understanding of suicide risk and the referral process. While currently less than half of all states require school personnel to receive suicide prevention training, the majority of the laws that are in existence were adopted during the 2012 and 2013 legislative sessions, suggesting a trend toward more state legislatures considering and adopting these laws moving forward.

Anti-bullying and nondiscrimination laws can also affect risk factors for suicidal behavior. While the majority of states have adopted some form of anti-bullying and harassment legislation, not all states specifically prohibit bullying and harassment on the basis of sexual orientation and gender identity. In addition, laws that stigmatize or isolate LGBTQ youth, often called “no promo homo” laws, can affect school climate in damaging ways. These laws prohibit educators from discussing LGBTQ people or issues in school or require these issues to be discussed in negative and stigmatizing ways. Research has shown that in states with these laws, LGBTQ students are more likely to hear homophobic remarks from school staff, less likely to report having supportive educators, and less likely to report that intervention by educators to prevent bullying and harassment is effective.¹⁴

OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student’s parent or guardian.
3. Inform the school suicide prevention coordinator and principal.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student’s parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on “means restriction,” limiting the child’s access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

POSTVENTION

1. Development and Implementation of an Action Plan
The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- a) **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.
- b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
- c) **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to

DISTRICT LIABILITY

Schools have been sued and found liable for failing to take proper action, particularly for failing to notify parents/guardians, when a student was thought to be suicidal. The key issues in court cases have been foreseeability and negligence and have included cases in which schools did not warn parents/guardians about both verbal and written statements about suicide as well as cases in which the school failed to provide supervision and counseling for suicidal students.

Schools have also been sued over more complex issues, such as school climate and failure to reduce bullying, that were claimed to contribute to the suicide of a student. As the U.S. Department of Education Office for Civil Rights has emphasized, schools have legal obligations under anti-discrimination laws. Once a school knows or reasonably should know of possible student harassment, it must take immediate action to investigate, take steps to end the harassment, eliminate a hostile environment, and prevent its recurrence. These duties are a school's responsibility even if the misconduct also is covered by an anti-bullying policy and regardless of whether the student makes a complaint. For more information, including example cases, see: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>.

support students, the warning signs of suicidal behavior, and a list of resources available.

- d) **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
- e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

MESSAGING AND SUICIDE CONTAGION

Research has shown a link between certain kinds of suicide-related media coverage and increases in suicide deaths. Suicide contagion has been observed when:

- the number of stories about individual suicides increases,
- a particular death is reported in great detail,
- the coverage of a suicide death is prominently featured in a media outlet, or
- when the headlines about specific deaths are framed dramatically (e.g., "Bullied Gay Teen Commits Suicide By Jumping From Bridge").

Research also shows that suicide contagion can be avoided when the media report on suicide responsibly, such as by following the steps outlined in "Recommendations for Reporting on Suicide" at www.reportingonsuicide.org.

Contagion can also play a role in cases of self-harm behavior. These behaviors may originate with one student and can spread to other students through imitation. Because adolescents are especially vulnerable to the risk of contagion, in the case of a suicide death, it is important to memorialize the student in a way that does not inadvertently glamorize or romanticize either the student or the death. Schools can do this by seeking opportunities to emphasize the connection between suicide and underlying mental health issues such as depression or anxiety that can cause substantial psychological pain but may not be apparent to others (or that may manifest as behavioral problems or substance abuse).

However, schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces stigma and may be deeply and unfairly painful to the student's family and friends. Refer to the American Foundation for Suicide Prevention's "After a Suicide" resource listed in the Resources section for sample notification statements for students and parents/guardians, sample media statements, and other model language.

Finally, after a death by suicide it is important for schools to encourage parents/guardians to monitor their child's social networking pages. Students often turn to social networking websites as an outlet for communicating information and for expressing their thoughts and feelings about the death. Parents/guardians should be advised to monitor the websites for warning signs of suicidal behavior.

intervention phase to meeting underlying or ongoing mental health needs.

f) **Develop memorial plans.** The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

2. **External Communication** The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a) Keep the district suicide prevention coordinator and superintendent informed of school actions relating to the death.
- b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

STUDENT SERVICES PLAN

AT-RISK & SCHOOL DROPOUT



IX. AT-RISK STUDENTS AND THE SCHOOL DROPOUT PROGRAM

A. Dropout/Tracking Plan

A plan is currently in place to track the district's dropouts by using an exit interview. The Walnut Ridge School District has attempted to reduce the number of dropouts by identifying those students that have many of the characteristics of at-risk students and addressing the student's individual needs.

B. At-Risk Definition

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

C. Characteristics of Youth-At-Risk

Characteristics that Youth-At-Risk exhibit may include, but are not limited to:

- Truancy/ Excessive tardies
- Health Issues
- Behavior Issues
- Socio-economic Issues
- Academic Issues
- Self-esteem Issues

D. Definition of a Dropout

A dropout is a student who has not attended school for ten consecutive days without notification and a request of records has not been received from another district.

E. At-Risk Student Services

Walnut Ridge Public School has implemented the following program. Each building's plan consists of a pyramid of intervention to facilitate academic success. Walnut Ridge Public School has implemented various strategies to prevent student dropout. The programs include but are not limited to:

- Enforcing attendance and truancy policies
- Fostering school climates that promote positive relationships
- Providing early identification and remediation of academic failures
- Providing special services as needed
- Providing homebound tutoring and instruction for students with long-term illnesses
- Establishing alternative programs
- May provide in-service training for teachers on working with at-risk students

THIRD JUDICIAL DISTRICT CIRCUIT COURT,
JUVENILE DIVISION OF LAWRENCE COUNTY

SID: _____
DOB: _____
SEX: _____
RACE: _____
SS#: _____

STATE OF ARKANSAS
COUNTY OF LAWRENCE

CASE # Jv-2004-

PETITION

In the Matter of _____, a Juvenile & _____, Parent.

TO THE JUDGE OF THE JUVENILE COURT:

I, PRINCIPAL, the Petitioner of LAWRENCE County, Arkansas, presents this petition on behalf of the State of Arkansas against the above named juvenile, who is now alleged to be subject to an adjudication of this Court as **FAMILY IN NEED OF SERVICES**. In support of this Petition, the petitioner alleges the following facts:

A violation ACA 9-21-303 Family in need of Services said juvenile is habitually and without justification absent from school while subject to compulsory school attendance by

Having missed _____ or more days in one or more classes.

Behavior problems while in school. See attached statement

Said Juvenile is _____ years of age and resides with his/her parent, _____ at _____ Phone _____

The names and address of all known witnesses to the act alleged in this petition are:

THEREFORE it is prayed that this case be set for plea and arraignment at the next Juvenile Court day and at that time if the juvenile pleads not guilty that the case be set for a hearing on the following juvenile Court date.

It is further prayed that upon a final hearing hereof, and subject to an adjudication by this Court, such disposition of the care, control, and custody of the juvenile be ordered by this Court as appears just and proper.

, Principal, Petitioner

AFFIDAVIT OF FACTS

1. This document is supporting Affidavit of Facts filed pursuant to A.C.A. 9-27-311(d)(2)

2. That Principal am respectfully requesting the Court to inquire into the alleged truancy of _____

3. _____ has missed a total of _____ days of school in violation of the Compulsory School Attendance Act. The school has attempted to counsel with the family and this intervention has not been successful.

4. It is requested that the Court Order _____ to attend school regularly with no unexcused absences and to engage in no conduct that would result in suspension or expulsion.

Petitioner

Subscribed and sworn to before me on this the _____ day of _____, 2003.
My commission Expires:

Notary Public

STUDENT SERVICES PLAN

ALTERNATIVE STUDENT SERVICES



Title 6 Education
Subtitle 3. Special Educational Programs
Chapter 48 Alternative Learning Environments

6-48-101. Definitions.

As used in this chapter:

(1) (A) (i) "Alternative learning environment" means an alternate class or program within a public school or school district that affords all students an environment that seeks to eliminate barriers to learning for any student whose academic and social progress is negatively affected by the student's personal characteristics or situation.

(ii) The Department of Education shall by rule more fully define the student's personal characteristics and situations applicable under this chapter.

(B) An alternative learning environment is not a punitive environment but one that is conducive to learning.

(C) An alternative learning environment is not a separate school for the purposes of this title even if the Department of Education assigns the alternative learning environment a separate local education agency number; and

(2) "Intervention services" means activities within or outside a school that will eliminate traditional barriers to learning.

HISTORY: Acts 2011, No. 1118, § 4; 2015, No. 846, § 35

6-48-102. Alternative learning environment required -- Reporting.

(a) (1) A school district shall provide one (1) or more alternative learning environments for all students who meet the minimum criteria established by the Department of Education.

(2) A school district complies with this section if the school district provides an alternative learning environment by one (1) or more of the following methods:

(A) Establishes and operates an alternative learning environment;

(B) Cooperates with one (1) or more other school districts to establish and operate an alternative learning environment;

(C) Uses an alternative learning environment operated by an education service cooperative established under The Education Service Cooperative Act of 1985, § 6-13-1001 et seq.; or

(D) Partners with a state-supported institution of higher education and technical institutes to provide concurrent courses or technical education options for academic learning to students in grades eight through twelve (8-12).

(b) Annually, a school district shall submit to the department:

(1) Information on race and gender of the students educated in the alternative learning environment;

(2) Any other information regarding students educated in alternative learning environments that the department requires by rule; and

(3) An assurance statement that the school district is in compliance with this chapter.

HISTORY: Acts 2011, No. 1118, § 4; 2015, No. 994, § 2.

6-48-103. Assessment and intervention services.

(a) An alternative learning environment shall:

(1) Assess a student either before or upon entry into the alternative learning environment; and

(2) Provide intervention services designed to address a student's specific educational needs.

(b) (1) A student assigned to an alternative learning environment for behavioral reasons shall receive intervention services designed to address the student's behavioral needs.

(2) The intervention services shall not be punitive in nature but shall be designed for long-term improvement of the student's ability to control his or her behavior.

HISTORY: Acts 2011, No. 1118, § 4.

6-48-104. Department of Education responsibilities.

(a) The Department of Education shall promulgate rules to implement this chapter, including without limitation rules that establish:

(1) (A) The criteria for distributing state funding for alternative learning environment programs.

(B) The criteria shall identify the characteristics of students who may be counted for the purpose of funding an alternative learning environment program including without limitation that a student is educated in the alternative learning environment for a minimum of twenty (20) consecutive days.

(C) If a student is educated in the alternative learning environment for fewer than twenty (20) days, the department may provide funding to a school district based on the actual number of days the student is educated in the alternative learning environment if the student:

(i) Leaves the school district to transfer to another alternative learning environment;
or

(ii) Is placed in a residential treatment program;

(2) (A) The criteria for teacher training for teachers in alternative learning environments, including without limitation:

(i) In-service training in classroom management; and

(ii) Training in additional areas related to the specific needs and characteristics of students who are educated in alternative learning environments.

(B) The department shall award professional development credit for the training under this subdivision (a)(2); and

(3) Measures of effectiveness for alternative learning environments that measure:

(A) For the students educated in the alternative learning environment the effect on the students':

(i) School performance;

(ii) Need for intervention; and

(iii) School attendance and dropout rate; and

(B) Any other characteristic of alternative learning environments deemed necessary by the department.

(b) (1) As part of the department's accreditation review of a school district under § 6-15-202, the department shall evaluate each alternative learning environment to ensure that the alternative learning environment is:

(A) Established and operated in compliance with this chapter; and

(B) Effective under the measurements established by the department under this section.

(2) The department shall identify a school district's noncompliance with this chapter on the school district's annual report card.

(c) The department shall identify information concerning best practices for educating students in alternative learning environments and disseminate that information to teachers and administrators working in alternative learning environments.

(d) Annually by September 15 the department shall provide to the House Committee on Education and the Senate Committee on Education a report on:

(1) The information reported to it under § 6-48-102; and

(2) The effectiveness of alternative learning environments evaluated under this chapter.

HISTORY: Acts 2011, No. 1118, § 4.



2017-2018 ALE Program Description Approval Submission Form

Please provide the following data regarding the alternative learning environment (ALE) for the 2017-2018 school year:

District Name:	District's LEA Number:	Total number of ALE programs:
LAWRENCE COUNTY SCHOOL DISTRICT	3810000	1
Director's Name:	E-Mail:	
Judith Holland	judith.holland@bobcats.k12.ar.us	
ALE Program Name: Lawrence County School District ALE Program		
Grade levels of this ALE program: 9, 10, 11, 12		
(Districts with more than one program must complete a separate Program Description for each program.)		
Address: 508 E. Free Street, Walnut Ridge, AR 72476		
Phone#: 870-886-6634	Cell#: 870-926-3421	Fax#: 870-886-6635

Please complete the following state-mandated components for every ALE provided by the district. Make sure you have included your district ALE forms as a Word Document.

Note: Provide complete thorough answers to the questions; boxes will expand as you type.

1. What are the type of placement, progress, and transitional documentation used. (4.02) (Grades, AYP, and Conferences.)
Prior Interventions before considering ALE placement for the student consists of the following:
The ALE Director and/or the Principal will do the following:
A. Meet with student while in the regular classroom, discussing progress or lack of progress which includes the following:
1. Address behavioral issues within the classroom which impedes the student's learning 2. Address organizational skills and ways to maximize the classroom setting
3. Address time management skills and ways to improve these areas.
B. Meet with faculty to find out the interventions that have been used within the classroom so that student can be successful. Discussion of other interventions including academic and behavioral.
C. Monitor student progress over the 9 weeks period to see progress and the result of the Interventions.
D. Meet with the student and parent/guardian to discuss options for student which could include placement into ALE if the criteria is met to ensure the student's success.

Placement:

A. Student Referral Form and Application packet that will include academic documents and entrance criteria. Academic documents and entrance criteria include but not limited to any prior interventions from teachers, grades, any teacher reports, attendance records, credits, any office referrals, any counselor notes. The Student Referral Form shows that a student is being referred to the ALE Program. This form also shows criteria that a student must meet in order to qualify for the ALE Program which is required by the Rules and Regulations for a student to meet at least 2 criteria before he can be considered for the ALE Program. The Application form consists of the name, address, phone number, illnesses, medications, and emergency contacts for the student who is being referred. This provides valuable information to the ALE Director about the student and contact information on that student.

B. ALE Placement Committee Meeting Agenda and minutes: Prior interventions are discussed during the placement conference. C. Discipline Records from middle school or high school

D. Transcript, Progress Report or Report Card

E. Attendance records

F. Referral Form - This form is filled out by the person who is referring the student to the Placement Committee. This form contains Discipline Records, Attendance Records, Credit Check Sheet, IEP Plan, and 504 modifications.

G. Letter of Placement Results- This letter is sent to the parent/guardian after the student is placed.

H. ALE contract with student/parents - The ALE contract is read, agreed upon and signed by each student and their parent/guardian for each year in ALE. The contract contains information such as expectations (both academic and behavioral), and the student's responsibilities as well as the parent's responsibilities and expectations. Both the parent and the student agree to the contract, then they both sign the contract for each school year that the student is placed in the ALE Program. (See attached document)

I. All students and parents receive a copy of the ALE board approved handbook. The handbook outlines the Lawrence County School District's Program as well as it contains copies of all the forms and the rules and regulations that govern the ALE Program.

Progress: Student progress assessment will include academic documents that include but are not limited to grades, teacher notes, sbmh notes, office referrals, and attendance reports.

A. Quarterly progress reports, including both formative and summative assessment data

B. Bi-annual district parent/teacher conferences

C. Meetings with committee members, teachers, administration to evaluate the progress of students and discuss behavioral issues.

D. Documented phone calls, emails, and face-to-face visits with parents/guardians about progress and behavioral issues.

Transition/Exit Plan and Monitoring:

A. Transitional/Exit Report is completed by the ALE Director during a meeting about the student's transition/exit from the program. The Transitional/Exit Plan records the criteria that is needed to move from the program to either the regular classroom or the GED program. Criteria considered for transitioning include but are not limited to grades, teacher emails, attendance reports, progress reports, and office referrals. It also states why the student leaves the program through an exit (such as homeschooling, transferring schools, etc.) This form also shows the people in attendance of this meeting

B. Exit/Transitional meeting with parents, students, and ALE director/committee members. (See uploaded documents that are used). Transitional/Exit Form is described above.

C. We use bi-weekly progress reports, meeting notes with SBMH and regular classroom teachers, attendance, discipline reports, etc. to monitor students while in the transition process.

2. Describe the ALE Placement Criteria and Placement Procedures. How will the procedures be monitored and all team members included? (4.02)

The Lawrence County School District ALE Program adheres to the ADE rules and regulations of placement criteria as follows: Students placed are considered at risk, though intelligent and capable, typically manifest one or more of the following characteristics. The students must meet 2 or more of the following criteria identified in Section 4.02.1.1 and Section 4.02.1.2. Situations that negatively affect the student's academic and social progress may include, but are not limited to:

Personal or family problems; Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics, Abuse-physical, mental, or sexual; Frequent relocation of residency; homelessness; inadequate emotional support; mental/physical health problems; pregnancy or single parenting. Students can be referred to the ALE program by administration, teachers, parents, counselor, and the student himself. After the referral is made to the ALE Director through a referral form.

Placement Meetings consist of ALE Director, principal, counselor, regular classroom teacher, ALE teacher, special education teacher (as needed), student, and parent (if not able to attend meeting, a telephone conference is conducted with the parent/guardian).

A Student Action Plan (SAP) is developed on each student and monitored to ensure progress after placement. The SAP includes the student's name, conference date, current level of functioning in their social, emotional, academic and behavioral strengths and weaknesses. The academic goals will be long term and short term and they will be specific, measurable, attainable, relevant and timely. The goals will be assessed semester. Behavioral interventions and measurable goals will occur semester as well. SAP guides the ALE Director and ALE teachers so that they know all of the information on each ALE student.

B. ALE Placement Committee meeting to determine placement. Meetings consist of ALE Director, principal, counselor, regular classroom teacher, ALE teacher, special education teacher (as needed), student, and parent (if not able to attend meeting, a telephone conference is conducted with the parent/guardian).

C. Discipline records from middle school and high school.

D. Attendance records.

Monitoring of Process:

A. ALE district handbook and Arkansas law outlines the criteria for placement. All students and parents receive a copy of the ALE board approved handbook. The handbook outlines the Lawrence County School District's ALE Program as well as it contains copies of all the forms and the rules and regulations that govern the ALE Program.

B. Quarterly ALE meetings with committee members to monitor progress and document progress of students (more often if needed).

C. Literacy and mathematics diagnostic tests (TABE) as well as the Adaptive Behavior Evaluation Scale is used within 5 days of placement to comply with Arkansas law.

D. Team members are included in placement process through committee meetings.

E. A Student Action Plan (SAP) is developed on each student and monitored to ensure progress after placement. (See uploaded SAP plan). The SAP includes the student's name, conference date, current level of functioning in their social, emotional, academic and behavioral strengths and weaknesses. The academic goals will be long term and short term and they will be specific, measurable, attainable, relevant and timely. The goals will be assessed semester. Behavioral interventions and measurable goals will occur semester as well. SAP guides the ALE Director and ALE teachers so that they know all of the information on each ALE student.

3. Describe how the ALE is a supportive/non punitive environment. (4.01)

The Lawrence County School District ALE program is open to all students in grades 9-12 within the district. The program is designed to be an intervention that provides opportunities for the students to achieve academic success in a non-traditional learning environment. The program is intended to be developmental and transitional in nature and not a permanent place for students. It is designed for students experiencing academic distress in the standard setting and/or are identified as at-risk or who exhibit behavior that is unacceptable or disruptive in the standard classroom setting.

The District will utilize the supportive strategies and curriculum of Virtual Arkansas that is designed to provide an educational environment that supports learning for all students. The ALE classes of Virtual Arkansas provide a meaningful supplement to research-based intervention models. Virtual Arkansas provides flexible registration, caring instructors, personalized, flexible curriculum, and on-going support in an effort to assist districts in renewing the hope of at-risk students for brighter futures.

Virtual Arkansas full service courses provide access to an Arkansas certified instructor and aligned curriculum within a modified blended learning environment. Lawrence County School District utilizes Virtual Arkansas for some core classes only and students are allowed to attend on campus electives like agricultural classes, family and consumer science classes, music, business, etc. On average, students are engaged with their Virtual Arkansas instructors using a web-based application that transmits audio, video and content.

Virtual Arkansas provides support of a blended learning model in the district ALE. Virtual Arkansas provides access to ALE content and training/support for the district ALE teachers implementing the virtual courses in the face-to-face setting.

- A. Provisions are made for students to attend career/technical and elective courses on the high school campus as well as attend the Northeast Arkansas Career and Technical Center in Jonesboro or the Black River Technical College in Pocahontas to obtain certification in various areas as elective credit.
 - B. Allow students who meet academic requirements to participate in all activities, clubs, and extra-curricular programs that are offered on the campus.
 - C. The ALE classroom provides a supportive environment through the use of desks, laptops, instructional and supplemental materials such as motivational posters and classroom libraries. Students have the option of rotating into other classrooms throughout the day for elective courses. The students utilize the library and general computer lab as needed to complete work.
 - D. The ALE classroom promotes a productive, supportive, inclusive, and enhanced setting which provides each student with direct instruction, group instruction, one-on-one instruction, and feedback to enhance learning, and differentiated instruction to actively engage each student in the learning process.
4. Describe the proposed teacher/student ratios and how ratios will be monitored on a regular basis. (4.03.3)
Low student/teacher ratio is maintained to ensure student success. Certified staff members, counselor, administrator and ALE director and various other support staff serve the ALE student population. The ALE Director monitors the student/teacher ratios through meeting with staff, evaluates the effectiveness to determine any necessary adjustments, and monitors the placement of the students into the program. The lowest teacher/student ratio is 3:1 and the highest is 15:1. The ratio can be raised to 18:1 with a paraprofessional placed into the classroom with the certified teacher.
 5. Describe how individual counseling services will be provided. (4.01.2)
At the placement meeting, mental health counseling within the school setting is discussed. School based mental health services with a licensed mental health provider is discussed at all placement meetings. Some of the students already receive mental health services with outside agencies through court ordered services. Referrals to outside agencies are made by the school counselor/principal/ALE director when a student expresses that need. This information is obtained through the counseling sessions that the school counselor has with the students.
The school counselors as well as the local school-based mental health therapists and case managers serve the students in many capacities: individual and small group counseling, career counseling, drug education, peer pressure and relations, personal and social accountability, respect for self and others, anger management and conflict resolution situations and other issues (such as crisis counseling) that arise during the school year. These counselors meet with the ALE director and teachers to continue open communication so that the students' needs can be met and issues can be addressed.
 6. Describe how instruction will be supplemented by technology and list technology used. (4.04)

Variety of technology is used to supplement the instructional process. One-on-One teacher/pupil approach and small group activities are designed to meet the needs of the students. Virtual Arkansas provides blended learning with certified staff within the classroom. In accordance with state standards, a variety of materials including computers and software programs will be used to supplement and enhance the learning process. Laptops are located in the ALE classroom and are used by the ALE students in a 1:1 ratio. The students also use the computers in the general computer lab and library as well. Smartboards in the general lab and in the ALE director's classroom, audio players, CD players, and headphones with microphones are used to assist in student learning. Virtual Arkansas is used in acquiring the necessary skills in literacy and mathematics as well as social studies and science. Virtual Arkansas complies with the 51% direct instruction rule. These programs also help students to work on deficient skills that the students may have.

7. A. Define Credit Recovery.

B. If Credit Recovery is a component of the ALE program, describe how it is used and list curriculum materials used. (4.04)

Credit Recovery is a component of the Lawrence County School District as a component of the ALE program. Credit Recovery is utilized as a way for students to recover credit that they attempted and failed in the regular classroom setting. Credit Recovery allows students to earn credits by completing assignments and earning a grade on those assignments so that each student can earn a grade for the credit that he needs for graduation requirements. Virtual Arkansas provides a variety of instructional materials for Credit Recovery, and it differentiates based on the students' needs and the credit the student is recovering. The Virtual Arkansas teachers use strategies that best fit that student's needs. Power Points, videos, and study guides enable students to produce projects, speeches, and products. Teachers also used Common Core State Standards and the Arkansas Frameworks approved curriculum that is adopted in each subject area to teach the students to enable them to recover the credit they have failed as well. Students will not be able to earn no more than 2 credits extra per year. The student ONLY qualifies for Credit Recovery if he/she has already attempted the course and failed the credit.

8. Describe the general school curriculum and instructional methods used; how is it aligned with Arkansas standards? (4.04)

All Virtual Arkansas teachers have curriculum aligned with the Arkansas State Standards and the Common Core State Standards in the core content areas and have developed pacing guides, units of instruction that include effective project-based instruction, and weekly lesson plans. The Common Core Standards and Arkansas Frameworks drive the curriculum and instruction in the ALE classrooms. Some of the core classes will be taught by Lawrence County School District teachers in the AE classroom. The instructional methods that are used include direct instruction, technology, one-on-one, project-based instruction, small group, peer tutoring, hands-on learning, individualized learning, and group discussions. Certified teachers are physically present in the ALE classroom during Virtual Arkansas scheduled classes to assist the students as the need arises. Because of the Lawrence County School policy to allow ALE students to attend electives on campus or at area technical schools, Virtual Arkansas is utilized for some core classes only.

9. If GED preparation is a component of the ALE program describe how it is used and list materials. (4.04)

What are the ages of students that participate in the GED preparation component?

Lawrence County School does not provide high school equivalency programs through ALE.

10. Describe how SPED students placed in ALE will receive services and be monitored. §6-48-103 (4.01 & 4.02)

Special education students placed into the ALE program will have a change of placement conference and will be served in accordance with their Individualized Educational Plans. If the IEP dictates that direct service is to be provided, then a highly qualified special education teacher will work with the ALE Director and regular education teachers to ensure that the provisions of the IEP are being met. Special education students will be taught by the Special education teacher in her room as the student will attend class in her room. Ongoing monitoring will take place to ensure that the student is progressing in the content area. Such monitoring will include, but is not limited to, quarterly meetings to review student progress and performance. The district ratio of special education students in the ALE setting will remain below 15%.

11. Describe the ALE Exit Criteria and how the transitional success will be monitored. (4.02)

The ALE Exit Criteria will be monitored every semester and upon completion of the individual academic and behavioral contract and goals that are outlined in the Student Action Plan (SAP). The ALE committee will meet with the student and parent (if available) when the student achieves the goals on the SAP. The committee will review the exit criteria and will recommend the placement of the student back into the traditional classroom setting. The success of the transition is monitored through collaboration between the ALE Director, administration, and the traditional classroom teacher. Monitoring of the student's progress and behavior is ongoing and includes conferences with the faculty and administration as well as contact with the student and parent (in person, or by phone, or email) about the progress and success of the new placement. Support and continued progress is monitored by the ALE Director, administration, and counselor as well as the traditional classroom teacher so that the student can be successful in this setting. The Transitional/Exit Plan records the criteria that is needed to move from the program to the regular classroom. Criteria considered for transitioning out of the program include but are not limited to grades, attendance reports, progress reports, and office referrals. The traditional classroom teacher will need copies of this to help the student be successful in the regular classroom. It also states why the student leaves the program through an exit (such as homeschooling, transferring schools, etc.) This form also shows strengths/weaknesses, what works or does not work for the student, and states how transition will be monitored and who will be responsible for monitoring as well as the people in attendance of this meeting. (See uploaded Transition/Exit Plan form).

12. Describe the behavioral and career centered intervention services being implemented in the ALE program and list programs being used. §6-48-103 (career ed, social skills curriculum, etc.)

The career centered intervention services are provided by the counselor through information provided on a weekly basis to students about local colleges, scholarship opportunities, military opportunities, career development through the local service center, job shadowing, touring local businesses to determine career interests, and local speakers about careers, work skills needed, and expectations for the job markets. These services are coordinated with other staff and administration to chaperone visits and invite speakers. All of these resources and the career education intervention services will provide students with needed skills, information, and education that they will need to make good career choices. The social and life skills curriculum is taught by one of the certified ALE teachers in the classroom and the counselor. The ALE teacher uses curriculum which has lesson plans and activities once every two weeks, and the counselor utilizes a variety of activities to supplement the curriculum with on a monthly basis or more often if needed to address behavioral issues. This curriculum consists of numerous resources that have lesson plans and activities such as the following: From School to Work by J.J. Littrell; workforce skills on www.library.arkansas.gov; and TedTalks on Youtube.com which provides videos and lesson plans as well as short discussions/presentations important to social and life skills with students. All of these resources provide students with applicable life situations and activities that will improve their social skills and life skills.

13. Describe the immediate needs of the ALE program(s). (training, supplies, staff, etc.)
All certified teachers in the ALE classroom need Virtual Arkansas training. Desktop computers are needed for the students to access Virtual Arkansas to effectively carry out the goals on the SAP and meet the objectives in the instructional setting. More social and life skills curriculum and activities is need (i.e. field trips, job shadowing, and on-campus guests). These needs will be added to the ACSIP plan for the 2017-2018 school year.
14. Describe consortium arrangement(s) and attach a copy of the contract, MOU, or written agreement. (4.05.3)
Not Applicable

By my signature below, I hereby certify that this is the program description for 2017-2018 school year, in compliance with all laws and rules governing alternative learning environments. Districts out of compliance with § 6-48-102 & § 6-48-104 will be identified and not approved according to Arkansas Department of Education procedures.

Lawrence County School District ALE Program

School District

School District LEA Number: 3810000

LAWRENCE COUNTY SCHOOL DISTRICT

Program Name: Lawrence County School District ALE Program

Grade Levels: 9, 10, 11, 12

Printed name of Superintendent

TERRY E. BELCHER

Signature of Superintendent

Date

Printed name of ALE Teacher/Director

Judith Holland

Signature of ALE Teacher/Director

Date

Telephone Number: 870-886-6634

Fax Number: 870-886-6635

E-Mail: judith.holland@bobcats.k12.ar.us

DUE ON OR BEFORE MARCH 31, 2017

Mail Signature Page for Each Program to:

**Lori Lamb, Director
Arkansas Department of Education
Alternative Learning Environment
420 North Main
Greenwood, AR 72936**