



LRSD

District Comprehensive School Counseling Plan:2023-2024

Dr. Jermall Wright, Superintendent

LeQuieta Grayson, District Coordinator of Counseling

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I. Manage- Program Focus

A. LRSD District Vision Statement

“Creating Excellence for Tomorrow”

B. LRSD District Counselor Vision Statement

“Creating excellence in our students so that they become responsible citizens and lifelong learners”

C. LRSD District Mission Statement

The mission of the Little Rock School District is to equip all students with the skills and knowledge to realize their aspirations, think critically, independently, learn continuously, and face the future as productive contributing citizens. This mission is accomplished through open access to a diverse, innovative and challenging curriculum in a secure environment with a staff dedicated to excellence and empowered with the trust and support of our community

D. LRSD District Counselor Mission Statement

LRSD school counselors focus on the needs, interest, and issues related to the stages of student growth through academic, career, and social/emotional development. Counselors work in partnership with a diverse groups of students, staff, family, community members, and employers to prepare students to become effective learners who lead successful and rewarding lives, and develop into contributing members of our society.

E. District Counselor Philosophy

Little Rock School District Counselors are committed to assisting students with personal, family, educational, mental health, and post-secondary options available. School counselors at all levels help students to understand and deal with social, behavioral, and personal problems. Emphasis is on preventive and developmental counseling to provide students with the life skills needed to deal with problems before they escalate, counselors seek to enhance students' personal, and academic growth.

In addition, the department is responsible for programs and services related to college-workplace readiness. A major part of the college-workplace readiness responsibility will be to work with the Director of Career/Technical Education to develop a plan for increasing student utilization of programs at Metropolitan Career and Technical Center.

F. Core Beliefs

The counselors in Little Rock School District believe that:

- All students should be treated with dignity and worth.
- All students have the right to be served by a professional school counselor and have access to a developmental and comprehensive school counseling program.
- Professional school counselors will use data to drive counseling program.
- The school counseling program shares responsibility with the community and family for student success; therefore, the school counseling program will have an advisory committee comprised of counselors as well as representatives from the school and the community for planning, coordinating, and evaluating the program.
- Professional school counselors will participate in ongoing professional learning opportunities to maintain a quality school counseling program.
- All professional school counselors will abide by the ethical guidelines and mandates of the American School Counselors Association and the Arkansas School Counselors Association.

School Assignment/Emails

Elementary Schools Counselors			
School	Counselor	Email Address	Phone Numbers
Bale	Julia Cartwright	Julia.Cartwright@lrsd.org	501-447-3604
Baseline	Tamela Johnson	Tamela.Johnson@lrsd.org	501-447-3718
Brady	Kim Evans	Kim.Evans@lrsd.org	501-447-3914
Carver	Marquis Cooper	marquis.cooper@lrsd.org	501-447-4004
Chicot	Adrienne Hawkins	Adrienne.Hawkins@lrsd.org	501-447-7062
Chicot	Rachel Stafford	Rachel.stafford@lrsd.org	501-447-7062
Forest Height Stem	Yolanda Shelton	Yolanda.Shelton@lrsd.org	501-447-2737
Forest Park	Margaret Gray	Margaret.Gray@lrsd.org	501-447-4504
Fulbright	Rhonda Smith-Baker	Rhonda.Smith@lrsd.org	501-447-4704
Gibbs	Kecia Fells	Kecia.Fells@lrsd.org	501-447-4904
JA Fair Preparatory Academy	Yontra Royster	Yontra.Royster@lrsd.org	501-447-
Jefferson	Paula Ramsey	Jerri.Ramsey@lrsd.org	501-447-5004
King	Kristy Alexander	Kritsty.Alexander@lrsd.org	501-447-5146
Mabelvale Elem.	Kelly Hedrick	Kelly.Hedrick@lrsd.org	501-447-5404
McDermott	Mary Harden	Mary.Harden@lrsd.org	501-447-5504
Otter Creek	Malorie Carr	Malorie.Carr@lrsd.org	501-447-5804
Pulaski Heights Elem.	Laura Scott	Laura.scott@lrsd.org	501-447-5904
Roberts	Allison Weather	Allison.Weather@lrsd.org	501-447-8311
Roberts	J Lynn Brock	J.Lynn.Brock@lrsd.org	501-447-8312
Stephens	Pakita Shutes	Pakita.Shutes@lrsd.org	501-447-6404
Terry	Andrea Brooks	Andrea.Brooks@lrsd.org	501-447-6558
Wakefield	Kaylie Kendrick	Kaylie.Kendrick@lrsd.org	501-447-6604
Washington	Tonya Sproles	Tonya.Sproles@lrsd.org	501-447-6763
Watson	Eileen McMurray	Eileen.Mcmurray@lrsd.org	501-447-6828
Western Hills	Sharon Smith	Sharon.Smith@lrsd.org	501-447-6904
Williams Magnet	Jerrica Moore-Jones	Jerrica.Moore.Jones@lrsd.org	501-447-7104
Technical and Alternative Schools			
ALC	Rita Deloney	Rita.Deloney@lrsd.org	501-447-1354
ALC	Jo Evelyn Elston	Jo.Elston@lrsd.org	501-447-
Metro	Demetria McCollum	Demetria.McCollum@lrsd.org	501-447-1204
Hamilton	Elliott Johnson	Elliott.Johnson@lrsd.org	501-447-

Middle School Counselors			
Cloverdale	Felise Barnes-Gardner	Felise.Gardner@lrsd.org	501-447-2504
Cloverdale	Helen Neely	Helen.Neely@lrsd.org	501-447-2512
Dunbar	Londria King	Londria.King@lrsd.org	501-447-2604
Forest Heights Mid	Tina Watson	Tina.Watson@lrsd.org	501-447-2704
JA Fair Preparatory Academy	Mildred Calvin	Mildred.calvin@lrsd.org	501-447-1704
Mabelvale Middle	Micayla Robinson	Micayla.Robinson@lrsd.org	501-447-3060
Mabelvale Middle	Dr. Jennifer Nelson	Jennifer.Nelson@lrsd.org	501-447-3004
Mann	Leslie Brooks-Jackson	Leslie.brooks-jackson@lrsd.org	501-447-3145
Mann	Josh Valovich	Josh.Valovich@lrsd.org	501-447-3179
Pinnacle View	Rachel Schneider	Rachel.schneider@lrsd.org	501-447-8504
Pinnacle View	Pamela Lewis	Pamela.Lewis@lrsd.org	501-447-8504
Pulaski Heights Mid	Patricia White-Erwin	Patricia.White.Erwin@lrsd.org	501-447-3204
Pulaski Heights Mid	Tonya Weems	Tonya.Weemms@lrsd.org	501-447-3263
High School Counselors			
Central	Genesis Allen	Genesis.Allen@lrsd.org	501-447-1597
Central	Deidra Brown	Deidra.Brown@lrsd.org	501-447-1601
Central	Wanda Keith	Wanda.Keith@lrsd.org	501-447-1586
Central	Stephanie Alhajjaj	Stephanie.Alhajjaj@lrsd.org	501-447-1414
Central	Erica Moore	Erica.Moore@lrsd.org	501-447-1416
Central	Kim Williams	Kim.Williams@lrsd.org	501-447-1608
Central	Michelle Williams	Amber.Williams@lrsd.org	501-447-1404
Hall Steam	Wanda Williamson	Wanda.Williamson@lrsd.org	501-447-1914
LR WLR	Christy Ritchie	Christy.Ritchie@lrsd.org	501-447-8611
LRSWHS	Vernita Wells	Vernita.Wells@lrsd.org	501-447-9114
LRSWHS	Trinity Bennett	Trinity.Bennett@lrsd.org	501-447-9121
LRSWHS	Angela Smith	Angela.Smith@lrsd.org	501-447-9125
LRSWHS	Wendy Sanders	Wendy.Sanders@lrsd.org	501-447-9124
LRSWHS	Dionne Latin	Dionne.Latin@lrsd.org	501-447-9123
LRSWHS	Shandre West	Shandre.West@lrsd.org	501-447-9125
Parkview	Alma Smith	Alma.Smith@lrsd.org	501-447-2316
Parkview	Melissa Brown	Melissa.Brown@lrsd.org	501-447-2319
Parkview	Monica Watson	Monica.Watson@lrsd.org	501-447-2304
Central Office			
Coordinator	Lequieta Grayson	Lequieta.Grayson@lrsd.org	501-447-2971
Secretary & Finance	Tory Smith	Tory.smith@lrsd.org	501-447-2970

II. Program Planning

The counselor’s in Little Rock School District hold at least a master’s degree in school counseling and Most have both a teaching and school counseling licensure.

A. Role of School Counselor

A school counselor’s job is to help students put all the pieces together by providing guidance to students in their academic, career, and personal /social development. School counselors collaborate with parents, teachers, administrators, and community members to promote learning and help students establish and achieve their education, career, and personal goals.

School counselors provide leadership to ensure that students benefit from effective strategies and services aligned with the standards for school counseling programs and help with the initiatives of the state, district and individual schools. The standards are organized by grade level under the following goals:

- Academic Development –** Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.
- Career Development –** Students will investigate the world of work in order to make informed career decisions.
- Social/Emotional –** Students will acquire an understanding of, and respect for, self and others and the skills to be responsible citizens.

LRSD counseling services program provides support to students from Kindergarten-12th grade. Little Rock School District has a counseling department that is guided by a Coordinator of Counseling. LRSD has 26 elementary, 13 middle school and 17 high school counselors.

Coordinator of Counseling:

The role of the coordinator is to provide leadership, advocacy, and collaboration at the district level to ensure the development, implementation, and evaluation of a comprehensive counseling program that benefits all students. To provide professional development opportunities and work with Bright Futures to help provide wrap around services for family's needs. The district counseling coordinator advocates for:

- Student's needs based on school and district data
- The elimination of barriers to access and equity to a rigorous education for all students.
- Equity in policies and procedures that have an impact on students.
- School counselors to participate on school leadership teams.
- Programs and services leading to student success and achievement with school staff members, parents, district, state, and community.

Elementary School Counselors:

Elementary school counselors are educators uniquely trained in child development, learning strategies, self-management, and social skills. They understand and promote success for today's diverse students. They understand that a comprehensive school counseling program provides education, prevention, and intervention activities, which are integrated in all aspects of student's lives. Elementary counselors collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills. Elementary counselors balance their program by addressing students' academic, career and social/emotional development in addition to balancing the delivery methods and recognizing students learn in multiple ways.

Middle School Counselor:

Middle school counselors are uniquely trained in child and adolescent development, learning strategies, self-management, and social skills. Middle school counselors don't work in isolation; rather they are integral to the total educational program. The knowledge, attitude, and skills students acquire during these years build the foundation for future success. Numerous studies demonstrate the value of school counselor for students in the domains of academic development, college, and career readiness and social/emotional development.

The work of middle school counselors aligns with the school's mission to support all student's academic achievement as they prepare for the ever changing world of the 21st century. This alignment is accomplished through the design, development, implementation and evaluation of the school counselor program. The tools guiding this work are the ASCA Mindsets and Behaviors for Student Success.

High School Counselor:

High school counselors help with the final transition into adulthood. They help with postsecondary education and the world of work as student's begin separating from parents and exploring their independence. High school students need guidance in making concrete and compounded decisions. They must navigate academic, peer, and parental pressures as they face high-stakes testing. High School counselors deliver a school core curriculum. They coordinate and introduce activities outside the classroom that promotes academic, career or social/emotional development. They provide individual planning by helping students find their interests, abilities, skills, and achievements. High school counselors are critical for students to achieve personal goals, acquire positive social skills, and setting career goals.

B. Goals and Objectives

LRSD school counselors are transformed counselors that focus on:

- **Counseling**
- **Consultation**
- **Coordination**
- **Leadership**
- **Advocacy**
- **Teaming and Collaboration**
- **Data-driven/Results based**
- **Use of Technology**

LRSD school counselors are data literate. The counseling program covers what student's need to learn and what soft skills they need to possess to be college and career ready. Counselors must provide comprehensive guidance plans that have program goals with desired outcomes identified. The burning question of how will you improve student achievement, attendance, behavior, and safety is in the forefront of every new initiative.

Counselors have meetings with their building administrator at the beginning of the year to make sure that counselor program goals are directly correlated to school and district goals. The Annual Agreement list school mission statement, counseling program goals, and how counselor's plan to use their time during the school year. This current school year all school counselors will one shared program goal that correlates with one of the district's goal of providing Social and Emotional Learning opportunities to all students.

Counselors also use needs assessments to see what problems students, parents, and staff identify – so that they can create programming. These assessments can be given at the end or beginning of the school year depending on the needs of the counselor.

C. Forms

The following forms are used to manage the counseling departments:

Annual Agreement

Needs Assessment

Counselor Calendars



Annual Administrative Conference

School
Counselor _____

School
Year _____

After completing the school data summary, I have identified the following data priorities:

Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

Annual Student Outcome Goals

1	
2	

School Counselor Use of Time

A minimum of 90% of time is recommended for direct and indirect student services and 10% or less in program planning and school support.

Use of Time from Previous School Year

Based on two use-of-time 5-day calculators from previous school year (attached)

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%

Use-of-Time Plan for Current School Year

Indicate your planned time allocations for this school year

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Ratio and Caseload

The American School Counselor Association recommended ratio is one school counselor per 250 students.

Ratio	One School Counselor	Per	_____	Students
Caseload defined by:	<input type="checkbox"/>	Alpha	Last names beginning with: _____ to _____	
	<input type="checkbox"/>	Assigned:	Grade Level: _____ Students in grades: _____	
	<input type="checkbox"/>	All Students in Building		
	<input type="checkbox"/>	Other: _____		

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members: (names and stakeholder position)	

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

School and District Committees and Professional Work

Group	Time Commitment	School Counselor's Role

--	--	--

Budget Materials and Supplies

**Materials and
supplies needed:**

--

Annual budget:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers
from

_____ to _____

My hours will be

from

_____ to _____

(if flexible scheduling is

used)

The career center will be open

from

_____ to _____

Other Staff and Volunteers

Role/Responsibility	Person Assigned (no signature required)
School Counseling Department Assistant	
Attendance Assistant/Clerk	
Data Manager/Registrar	
College and Career Center Assistant	
Other Staff	
Volunteers	

Signatures of school counselor and administrator must be within the first two

School Counselor Signature	
Administrative Signature	
Date Conference Held & Template Signed	
First Day of School	



Student Needs Assessment Grades K-2

Before passing out the papers, begin by telling the children the following:

For the next few minutes we are going to play a game. I would like for you to show me your happy faces. Good job! Now I would like to see what your faces look like when you are sad. Thank you, I can tell you know how to make happy and sad faces.

I am going to give you 3 things, a piece of paper with happy and sad faces on it, a crayon, and a plain piece of paper. Please wait for all my directions before you use your crayon.

First, print your name on the top of the page where it says name. Thank you!

Now put your plain paper under your name so it covers the page with the happy and sad faces on it. Next, we are going to slide your plain paper down so you see only question 1 with the heart in front of it. The rest of your paper should still be covered. You will use your plain paper to keep the part of the page we are not using covered. (Show them how to do this).

Read question 1 aloud and tell them to color the face that shows how they feel about that question. When they are finished, tell them to slide their paper down the page to the next question, the one with the lightning bolt, and so on until all items are completed.

After reading each question, pause to be sure all students are on the correct number/picture and are only coloring in one face.

Thank the students for completing your survey and offer a small sticker or stamp on their hand for their good work.

NAME _____

Academics



1. This is how I feel about coming to school.



2. This how I feel about the work I do at school.



3. This is how I feel about learning things inschool.



Personal/Social



4. I feel angry all of the time.



5. I feel safe at school.



6. Most of the time this is how I feel about myself.



7. I can make new friends



Career Development



8. I know what I want to be when I grow up.



9. I like working with other students.



I know school work will lead to a good job.



LRSD Counseling Needs Assessment- Elementary Staff Survey

Name of School: _____ Teacher _____ Grade _____

School counselors build counseling programs based on the academic, personal/social and career development needs of their students. Based on your observations, check the appropriate box for items that are concerns for your students. The counseling department will use this data to build the guidance plan.

✓ = is a concern

NA= Not a concern

? = I have seen signs

	CONCERNS	CHECK
	Academics	
1	Test anxiety	
2	Take personal responsibility for learning	
3	Believe that education is important	
4	Students understand how grades are earned	
5	Afraid to talk with the teacher	
6	Organization: Study Skills	
7	Not knowing how to ask for help with problems at school and/or home	
8	Participating in class	
9	Importance of Homework	
10	Having an adult to turn to for help at school	
11	Receiving one or more failing grades in a 9 week period	
	Personal Social	
12	Fights	
13	Get into verbal confrontations	
14	Difficulty making friends	
15	Satisfactory hygiene care skills	
16	Appreciate the uniqueness of others, diversity	
17	Show respect for others and things	
18	Loss of a close friend or loved one	
19	Know how to deal with stress	
20	Dealing with change/new situations	
21	Having a hard time controlling anger	
22	Feeling sad or depressed most of the time	
23	Teasing, bullying, cyberbullying	
24	Difficulty communicating feelings- sad, happy, angry	
25	Personal Safety: My body, my choice	
26	Understand self-love	
	Career Development	
27	Understanding the importance of goal setting and achieving them	
28	Understanding the relationship between school and work	
29	Can make decisions easily when given a chance	
30	Work cooperatively with others	
31	Discuss ideas about what career they will have in the future	
32	Internet/Technology safety	

Name: _____

Grade: _____

LRSD Counseling Elementary Student Survey

Directions: Read each question and decide if the sentence is true for you. Circle the appropriate word. If it is True all the time circle True, if it is true sometime circle Maybe, if it is never true circle false.

Academics

- | | | | |
|--------------------------------------|------|-------|-------|
| 1. I like school | True | Maybe | False |
| 2. I do my best in school | True | Maybe | False |
| 3. I know how to study | True | Maybe | False |
| 4. I know how to make goodgrades | True | Maybe | False |
| 5. I believe that school isimportant | True | Maybe | False |

Personal/Social

- | | | | |
|---|------|-------|-------|
| 6. I can control my anger a lot | True | Maybe | False |
| 7. I know how to take care of myhygiene | True | Maybe | False |
| 8. I know how to show respect for myself and others | True | Maybe | False |
| 9. I know what to do when I get stressed | True | Maybe | False |
| 10. I am not teased or bullied | True | Maybe | False |
| 11. I feel sad or depressed most of the time | True | Maybe | False |
| 12. I appreciate uniqueness in others, diversity | True | Maybe | False |
| 13. I have lost a close friend or relative | True | Maybe | False |

Career Development

- | | | | |
|---|------|-------|-------|
| 14. I understand that hard work in school leads to a Good job | True | Maybe | False |
| 15. I am good with working with other students | True | Maybe | False |
| 16. I know what I want to be when I grow up | True | Maybe | False |
| 17. I know how to create a goal and achieve it | True | Maybe | False |

If I could tell my counselor one thing about me, it would be:

LRSD Middle School Student Needs Assessment

Academics

- _____ Reducing test anxiety
- _____ understand how grades are earned
- _____ Organization-StudySkills
- _____ Need an adult to talk to at school
- _____ Getting involved in school activities
- _____ Planning options after high school
- _____ I understand why I need an education
- _____ improving test-taking skills

Personal/Social

- _____ Concerns about alcohol and substance abuse
- _____ Knowing how to make friends
- _____ Dealing with peer pressure
- _____ Dating or relationship issues
- _____ Handling teasing or bullying or cyberbullying
- _____ Feeling suicidal
- _____ Grief over the loss of a loved one
- _____ Dealing with anger
- _____ Feeling stressed
- _____ Skills of resolving conflicts
- _____ learn how to work with family

Career/Development

- _____ Career awareness and exploration
- _____ know how to set goals and achieve them
- _____ know how to cooperatively work with others
- _____ Internet/Technology safety
- _____ Have problem solving/decision making skills

What concerns would you like to share with counselor about school counseling program:

—

LRSD Counseling Needs Assessment- Middle School Staff Survey

Name of School: _____ Teacher _____ Grade _____

School counselors build counseling programs based on the academic, personal/social and career development needs of their students. Based on your observations, check the appropriate box for items that are concerns for your students. The counseling department will use this data to build the guidance plan.

✓ = is a concern

NA= Not a concern

? = I have seen signs

	CONCERNS	CHECK
	Academics	
1	Test anxiety	
2	Take personal responsibility for learning	
3	Believe that education is important	
4	Students understand how grades are earned	
5	Afraid to talk with the teacher	
6	Organization-Study Skills	
7	Not knowing how to ask for help with problems at school and/or home	
8	Importance of Homework, class participation	
9	Having an adult to turn to for help at school	
10	Receiving one or more failing grades in a 9 week period	
	Personal Social	
11	Fights	
12	Know how to handle conflict	
13	Know how to make friends	
14	Satisfactory personal care skills	
15	Appreciate the uniqueness of others, Multicultural awareness	
16	Show respect for others and things	
17	Loss of a close friend or loved one	
18	Know how to deal with stress	
19	Social and relationship skills	
20	Having a hard time controlling anger	
21	Know how to manage feelings-Suicide Prevention	
22	Teasing, bullying, cyberbullying	
23	Difficulty communicating feelings- sad, happy, angry	
24	Personal Safety: Sexual abuse prevention	
25	Understand self-love	
26	Alcohol and substance abuse	
	Career Development	
27	Understanding the importance of goal setting and achieving them	
28	Understanding the relationship between school and work	
29	Have problem solving/decision making skills	
30	Work cooperatively with others	
31	Career awareness and exploration	
32	Internet/Technology Safety	

LRSD High School Student Needs Assessment

Academics

- _____ Reducing test anxiety
- _____ Time-Management
- _____ Organization-StudySkills
- _____ Need an adult to talk to at school
- _____ Getting involved in school activities
- _____ Planning options after high school
- _____ Understand learning styles to improve how I learn
- _____ improving test-taking skills

Personal/Social

- _____ Concerns about alcohol and substance abuse
- _____ Knowing how to make friends
- _____ Dealing with peer pressure
- _____ Dating or relationship issues
- _____ Handling teasing or bullying or cyberbullying
- _____ Feeling suicidal
- _____ Grief over the loss of a loved one
- _____ Dealing with anger
- _____ Feeling stressed
- _____ Skills of resolving conflicts
- _____ learn how to work with family

Career/Development

- _____ Career awareness and exploration
- _____ know how to set goals and achieve them
- _____ know how to cooperatively work with others
- _____ Internet/Technology safety
- _____ Have problem solving/decision making skills

What concerns would you like to share with counselor about school counseling program:

LRSD Counseling Needs Assessment- High School Staff Survey

Name of School: _____ Teacher _____ Grade _____

School counselors build counseling programs based on the academic, personal/social and career development needs of their students. Based on your observations, check the appropriate box for items that are concerns for your students. The counseling department will use this data to build the guidance plan.

✓ = is a concern

NA = Not a concern

? = I have seen signs

	CONCERNS	CHECK
	Academics	
1	Test anxiety	
2	Skiping school	
3	Believe that education is important	
4	Students understand how grades are earned	
5	Afraid to talk with the teacher	
6	Organization-Study Skills	
7	Not knowing how to ask for help with problems at school and/or home	
8	Importance of Homework, class participation	
9	Having an adult to turn to for help at school	
10	Receiving one or more failing grades in a 9 week period	
11	Dropping out of School	
	Personal Social	
12	Fights	
13	Know how to handle conflict	
14	Know how to make friends	
15	Satisfactory hygiene skills	
16	Appreciate the uniqueness of others, Multicultural awareness	
17	Show respect for others and things	
18	Loss of a close friend or loved one	
19	Know how to deal with stress	
20	Social and relationship skills	
21	Having a hard time controlling anger	
22	Know how to manage feelings-Suicide Prevention	
23	Teasing, bullying, cyberbullying	
24	Difficulty communicating feelings- sad, happy, angry	
25	Personal Safety: Sexual abuse , domestic violence prevention	
26	Understand self-love	
27	Alcohol and substance abuse	
	Career Development	
28	Understanding the importance of goal setting and achieving them	
29	Understanding the relationship between school and work	
30	Have problem solving/decision making skills	
31	Work cooperatively with others	
32	Career awareness and exploration	
33	Internet/Technology Safety	

D. Calendars-23/24 School year

LRSD Counselor- Elementary Monthly Activities

July	January
<ul style="list-style-type: none"> • Summer PD • Start thinking “What went well last year, what didn’t” 	<ul style="list-style-type: none"> • No Name Calling Week • Anger Management • Meet with 1st semester students about grades
August	February
<ul style="list-style-type: none"> • Counselor back to school PD • Schedule a time with principal to review your Annual agreement. • Create your advisory team • New student and Kindergarten orientation 	<ul style="list-style-type: none"> • Job shadowing or career exploration activity • 5th grade course selection • National School Counseling Week 6-10 • Parent Conference
September	March
<ul style="list-style-type: none"> • Classroom meetings on expectations • Grandparents Day/Mentors • Hispanic Heritage Month <i>Sept. 15-Oct 15</i> • Suicide Prevention Awareness Month 	<ul style="list-style-type: none"> • Advertise summer programs • Read across America Day/Dr. Seuss • SEL Day March 10
October	April
<ul style="list-style-type: none"> • Bullying Prevention Month • Red Ribbon Month-Drug Free America 23-31 • 1st quarter meeting for grades • Parent Conference 	<ul style="list-style-type: none"> • 1 Book-1 District • 3rd quarter meet about grades • Advisory team meeting • Month of the Military Child
November	May
<ul style="list-style-type: none"> • Advisory Meeting • Random Acts of Kindness • Personal safety- good touch 	<ul style="list-style-type: none"> • Grade transition • Prepare records to be sent to correct school. • Send out summer free lunch sites • Mental Health Month
December	June
<ul style="list-style-type: none"> • Diversity • Friendship • Open Enrollment 	

On-going activities: Individual counseling, group counseling, Bi-monthly check in of 5/10 absences, referrals to mental health, teacher and parent conferences, PBIS-SEL, SBIT, professional development, 504, IEP, LPAC, GT school-wide testing, guidance lesson plans, department head meeting, staff meetings and social welfare.

LRSD Counselor- Middle School Monthly Activities

July	January Conflict Resolution
<ul style="list-style-type: none"> • Summer PD • Start thinking “What went well last year, what didn’t” • Final retention list to SRO 	<ul style="list-style-type: none"> • No Name Calling Week • 5th grade interest in school meetings • Grade leveling Meeting-Course Selection • Meet with 1st semester of failing or in danger of failing
August	February Career Orientation
<ul style="list-style-type: none"> • Counselor back to school PD • Schedule a time with principal to review your Annual agreement I. • Create your advisory team • Make classification changes based on summer school • Call students without schedules • Send files to correct schools • New student and 6th grade orientation 	<ul style="list-style-type: none"> • Career Day • course selection • Parent Conference • National School Counseling Week 6-10 • Teen Dating Violence Awareness Month • SEL Day March 10
September	March
<ul style="list-style-type: none"> • Grade level meeting on expectations • Domestic violence month-mandate • Hispanic Heritage Month <i>Sept. 15-Oct 15</i> • Suicide Prevention Awareness Month 	<ul style="list-style-type: none"> • Completing Scheduling • SEL Day March 10
October	April
<ul style="list-style-type: none"> • 1st Quarter meeting with failing or danger of failing • Bullying Prevention Month • Red Ribbon Month-Drug Free America 23-31 • Parent Conference 	<ul style="list-style-type: none"> • Military Family Appreciation Month • 3rd Quarter meeting with failing or danger of • Advisory team meeting • Grade transition • Month of the Military Child
November Personal Safety/ No Bullying	May
<ul style="list-style-type: none"> • Create an Academic smart goal with 7th grade in Xello • World Kindness Day • Advisory team meeting 	<ul style="list-style-type: none"> • Prepare folders to be sent to high schools • Mental Health Month
December	June
<ul style="list-style-type: none"> • Open Enrollment • 8th grade Career Action Plan-Xello 	<ul style="list-style-type: none"> • Retention list to SRO of those that didn’t attend summer school

On-going activities: Individual counseling, group counseling, Bi-monthly check in of 5/10 absences, College/scholarship applications, referrals to mental health, teacher and parent conferences, PBIS, SBIT, professional development, 504, IEP, LPAC, GT school-wide testing, guidance lesson plans, department head meeting, staff meetings and social welfare.

LRSD Counselor- High School Monthly Activities

July	January Conflict Resolution
<ul style="list-style-type: none"> • Summer PD • Start thinking “What went well last year, what didn’t” • Master Schedule revisions/Schedule Changes • Final retention list to SRO 	<ul style="list-style-type: none"> • 8th grade interest in school • Grade Level Meeting-Course Selection • Meet with 1st semester of failing or in danger of failing • Boys/Girls State •
August	February
<ul style="list-style-type: none"> • Counselor back to school PD • Schedule a time with principal to review your Annual agreement. • Create your advisory team • Clean transcripts from summer school and correct grade classifications • Call students without schedules and 5th year seniors • Send files to correct schools • Review student’s schedules for holes, required courses and proper academic placing and credit checks • Update School profile, Scholarship info in Xello • New student and 9th grade orientation 	<ul style="list-style-type: none"> • Career Day • course selection • National School Counseling Week 6-10 • Teen Dating Violence Awareness Month.
September	March
<ul style="list-style-type: none"> • Register students for Services with students with Disabilities • Grade level meeting on College/career readiness- Senior graduation plans • College Night • Distribute Calendar of College/Career visitors • National Merit applications • Domestic violence month-mandate • Hispanic Heritage Month Sept. 15-Oct 15 • Suicide Prevention Awareness Month 	<ul style="list-style-type: none"> • Completing Scheduling • Clean 1st semester transcripts • Complete 1st semester summer school list • SEL Day March 10
October	April
<ul style="list-style-type: none"> • 1st Quarter meeting with failing or danger of failing • Bullying Prevention Month • Red Ribbon Month-Drug Free America 23-31 • Mental Illness Awareness Week • PSAT, ASVAB (where applicable) • Governor’s School 	<ul style="list-style-type: none"> • 3rd Quarter meeting with failing or danger of • Schedule 8th grade tours • LRSD Senior Survey • Month of the Military Child

Revised 7/28/23


November	May
<ul style="list-style-type: none">• Complete career interest profile assessment with 12th• Senior transcript review• National Scholarship Month	<ul style="list-style-type: none">• Baccalaureate• Graduation• AP Testing• Failure list• Mental Health Month
December	June
<ul style="list-style-type: none">• Open Enrollment• Course Selection• Failure list of Seniors to change courses in January• 8th grade Career Action Plan-Xello	<ul style="list-style-type: none">• Retention List to SRO

On-going activities: Individual counseling, group counseling, Bi-monthly check in of 5/10 absences, College/scholarship applications, referrals to mental health, teacher and parent conferences, PBIS, SBIT, professional development, 504, IEP, LPAC, GT school-wide testing, guidance lesson plans, department head meeting, staff meetings and social welfare.

Little Rock School District Mindsets & Behaviors Action Plan



Mindsets	Activity	Grade Level	Class/LG/SG	Student Success	GUIDE!
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being		K-5th			U
M 2. Self-confidence in ability to succeed		K-5th			U
M 3. Sense of belonging in the school environment		K,6,9			I
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success		8 th , 9-12 th			U/I/D
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes		8 th			U/D
M 6. Positive attitude toward work and learning		8 th			U
Behavior Learning Strategies	Grade Level	Grade Level	Class/LG/SG	Student Success	GUIDE!
B-LS 1. Demonstrate critical-thinking skills to make informed decisions		3 rd ,8 th			G/D
B-LS 2. Demonstrate creativity		K-5 th			U
B-LS 3. Use time-management, organizational and study skills		3 rd -9 th			G
B-LS 4. Apply self-motivation and self-direction to learning		3 rd -8 th			G/U/D
B-LS 5. Apply media and technology skills		3 rd -10 th			D
B-LS 6. Set high standards of quality		8 th			G
B-LS 7. Identify long- and short-term academic, career and social/emotional goals		3 rd , 8 th , 9-12 th			G
B-LS 8. Actively engage in challenging coursework		6-8 th , 9-12 th			D
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions		5 th			G/U
B-LS 10. Participate in enrichment and extracurricular activities		3 rd , 5 th , 6-8			I
Mindsets	Activity	Grade Level	Class/LG/SG	Student Success	GUIDE!
B-SMS 1. Demonstrate ability to assume responsibility		K, 9-12 th			D
B-SMS 2. Demonstrate self-discipline and self-control		K, 9-12 th			G
B-SMS 3. Demonstrate ability to work independently		1 st			D

Mindsets	Activity	Grade Level	Class/LG/SG	Student Success	GUIDE FOR LIFE
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards		2 nd , 8 th , 9-12 th			G
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals		2 nd , 6 th , 9-12 th			D
B-SMS 6. Demonstrate ability to overcome barriers to learning		6 th			D
B-SMS 7. Demonstrate effective coping skills when faced with a problem		K-12 th			G
B-SMS 8. Demonstrate the ability to balance school, home and community activities		6-12 th			G/D
B-SMS 9. Demonstrate personal safety skills		K-12 th			U/D
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing		6 th , 9 th			D
Mindsets	Activity	Grade Level	Class/LG/SG	Student Success	GUIDE FOR LIFE
B-SS 1. Use effective oral and written communication skills and listening skills		3 rd , 8 th , 9 th			U/I
B-SS 2. Create positive and supportive relationships with other students		K-12 th			I/E
B-SS 3. Create relationships with adults that support success		6-12 th			I/E
B-SS 4. Demonstrate empathy		K-12 th			E
B-SS 5. Demonstrate ethical decision-making and social responsibility		3 rd -5 th			I/D/E
B-SS 6. Use effective collaboration and cooperation skills		K-12 th			I
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams		3-5 th , 6-8 th , 9-12 th			I/E
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary		K, 8 th			G
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment		3-5 th , 6-8 th , 9-12 th			U/I

Growth (manage yourself). **Understanding** (know yourself). **Interaction** (build relationships). **Decisions** (make responsible choices), **Empathy** (be aware of others)



III. Delivery

A. Direct Student Services

Individual/Group Counseling:

LRSD Counselors provide counseling services to k-12 students. Counselors see students individually related to personal, social, and educational concerns along with crisis situations as they occur. Students are referred by: staff, teachers, parents, school psychologists, administrators, peers, or self-referral. The referral process consists of but not limited to: phone call, email, conference or filling out the referral form.

Group counseling is offered through-out the year to assist students with problems that can be addressed in the group setting. Small groups are created from the responses on needs assessments or other data collected by the individual school. Permission slips are sent home to get approval to participate in all groups.

Crisis counseling is offered for situations that occur at home but spill over to school or at school where all or groups of students are affected. These occurrences can be brought to the attention of the counselor by a parent or support agency or assessment by a professional.

Elementary-

All students in grades K-5 have the opportunity to meet individually with their school counselor. Target groups for individual or small group counseling can include attendance concerns, academic, interpersonal skills, family/peer concerns, and conflicts. Students are referred for individual or small group counseling based upon their needs.

Students who are referred for individual counseling usually focus on self-esteem, family concerns, impulsive behavior and/or how to make friends. Small groups can have anywhere from 2-10 students. The most needed topics for group seem to be grief, parents divorcing, behavior management, academic support, and friendship.

District Practices

- Offer a lunch bunch group that focuses on 6th grade students to support their transition to Middle school.

Middle School-

Middle school counselors look at personal issues that the student is experiencing and methods of counseling vary according to student needs. Some of the target areas are self-esteem, academic goals, conflict mediation, social interactions, behavior interventions and relationships.

Group counseling occurs with 2 or more students have the same needs or an identified need by an adult. Most groups center on peer conflicts or unacceptable documented behaviors.

District Practices

- Students participate in a minute interview prior to individual counseling. Students are asked to assess what they need to talk about. Students are asked to choose a paw print of small, medium and large. The size of the paw print matches the size of the student's problems. This helps counselors determine what order to call students in for counseling.
- Counselor's can use a book called "Tear Soup" when students are experiencing loss, particular loss of a close family member.
- Counselor's speak at all grade level meetings about program and support.
- Offer a lunch bunch group that focuses on 6th grade students to support their transition to High school.

High school-

Small group and or individual counseling is determined based on needs of the school community. A needs assessment which solicits feedback from staff and students is utilized to determine target areas for small groups.

Individual counseling occurs on as-needed basis, in communication with families and teachers when academic, social, or emotional needs present themselves. Group counseling is conducted on as needed basis by a mental health agency, counselor or school social worker depending on the campus resources.

District Practices

- Full time social worker on intern at each High school; Student referrals can be made to the In-house social worker.
- Community members hold group mentoring sessions for at risk students using small groups.
- Counselors are trained to conduct conflict mediations with students and their parents when there is a referral.

Student Records and Files:

LRSD provides each counselor an office where they can privately talk with students and have access to a locked file cabinet. Permanent files for all students are housed with the registrar. Counselors are encouraged to keep a list of students who need additional support from year to year. Ex. students with medical needs, behavior intervention needs and who have been in previous groups or participated in alternative classroom or settings.

Counselors have access to student records electronically. LRSD access system is E-School to view grades, attendance, and schedules. Counselors have access to TRIAND, and Elevation. Elevation is an online system that LRSD English as a Second Language department has purchased to monitor their students. Counselors also keep electronic notes that is gathered during individual, group counseling and/or placement meetings.

Elementary-

Guidance folders are created for all students in grades K-5. Counselor anecdotal notes, behavior intervention plans, and parent/teacher consult records are kept in the counselor's folder. Counseling folders hold copies of student work, test score or behavior documents. Students who receive any services from mental health agencies have records that reside with the agency, but counselors receive an update that is filed in their guidance folder. A copy of 504 and IEP's are kept in the counselor's office either in a separate binder or housed in guidance folders. Counselors utilize the student records to gather data to assist with SBIT, 504, and IEP meetings.

District Practices

- Schools can house notes for small group instruction in a separate file folder in the event that students need to review skills taught in the group.

Middle School-

Guidance folders are created for all students in grades 6-8. Counselors keep records of students in file folders that contain but are not limited to demographics, assessment related

material, test results, behavioral plans that address chronic behavior issues, 4-year plans, interest inventories, as well academic forms and reports.

District Practices

- Forest Heights Stem Academy counselor keeps electronic notes on students and then transfers those notes to student's folders.
- Pinnacle View provides classroom guidance through collaboration with their wheel/elective teachers. They meet with teams of teachers on a weekly basis to determine any school wide issues that students are dealing with.

High School-

Counselors keep records of students in file folders that contain but are not limited to demographics, teacher notes, student notes, therapeutic care, and information from Department of Human Services and state police. The file may also include grade reports, graduation information and transcripts. Summer school grades and reports are also housed in the guidance folder. Other documents are kept in binders in alphabetical order by grade level.

Career readiness:

Students in LRSD participate in a K-12 career planning process that allows them to investigate the world of work in order to make informed career decisions. Career investigation is introduced through classroom lesson plans, career days, career speakers and field trips. Elementary counselors provide monthly lesson plans that cover softs skills needed to be successful in career development and employability.

Counselors in middle and high school continue teaching soft skills and introduce career education through Xello, career speakers, career development courses and field trips. Xello allows counselors to have a more systematic approach to teaching students about careers and gives the school and district the ability to keep data. Counselors use an Arkansas career magazine titled Next.

Middle School:

This year middle school counselors will use the state mandated Student Success Plan for each of their 8th graders as a way to make individual plans. LRSD secondary counselors are in their second year of using Xello to help with career planning. It is an online tool for course planning.

Career awareness is emphasized at the middle school level in all grades through career technical classes. Career development is a required course for 8th graders. In this class, students learn about various career opportunities and choices. Students begin to build a group of career options based on their gifts and career interest.

Middle school counselors meet with students to create a Career Action Plan (CAP) that covers what they will need to do in high school and post-secondary to get to the field of their choice. Last year students were able to access CAP through Xello so that high school counselors had access to that information. Individual counseling is also used to help students plan for the future. Counselor's review test scores, talk about college entrance exams, and the requirements to graduate from high school. They also look at the types of courses available to them at the high school level.

District Practices

- 8th grade Career Fair that includes colleges, businesses, and state/local government agencies. Students tour the Be Pro, Be Proud bus to learn about 2yr vocational degrees offered.
- Career awareness through Project Lead the Way classes. 6th grade students learn about careers that they might use to design and model a computer program, automation, and robotics; 7th graders complete courses in medical detectives and computer science; 8th graders learn about technology of science and flight and space science.

Career /College readiness for high school students:

LRSD hosts a College Night in the fall of the school year, this year the 44th Annual College Fair was deemed a success. Over 100 colleges were in attendance and over 500 students, parents, and families attended.

Each high school begins the school year by having grade level meetings with students where they are advised on academic, personal/social and career education. All students are advised regarding all post-secondary options: Military, 2-4 yr. colleges and Career/Workforce. All students are advised to take ASVAB, ACT, SAT, PSAT testing and Advanced Placement opportunities. All branches of the military have access to meet with students. Career/vocational/workforce opportunities are offered through Metropolitan Career Technical Center.

All high schools in LRSD have a full time career coach to assist counselors in helping with college and career readiness. The Coaches are provided with the help of UA Pulaski Technical College. They help to advertise opportunities in careers during the school year and opportunities provided in the summer time.

Counselors use TRIAND and E-School to access assessments that enable the counselor to work individually with the student on developing/implementing their career plan. The Xello system is utilized for career assessment. The online system allows for counselors to look at career trends, national scholarships, resume building and conduct exit survey for seniors. Students are able to have 24-hour access to the system.

District Practices

- Career coach works directly with CTE teachers to help students choose a career path and offers career speakers all year along with visits from college representatives.
- Counselors provide seniors with a handbook that takes students step by step through the college/career ready process toward post-secondary planning.
- MCTC completes a career review with each student.
- High School publishes several documents for students to review to help with career education. Students know about career pathway field trips to college campuses. Ex. UAPTC, STEM fields at UAPB, UAMS, Baptist Health, etc.

Dissemination of Career Education Information:

Career counseling is handled through career awareness activities. This includes providing guidance lessons on career readiness and providing students with designated days to participate in job shadowing opportunities. Counselors create career centers, and invite guest speakers to participate in career fairs. Students learn about a variety of traditional and nontraditional occupations and researching careers based on their interest inventory results.

Students use the internet to learn more about their careers and share their projects on career days. Students learn about the education and training need to achieve career goals and review social skills such as conflict resolution to see the importance of working well with others.

Elementary-

Career education for students in K-5 focuses on foundational knowledge and skills as well as personal responsibility. Guidance lessons and activities allow the student to explore how their skills, interests, abilities, personalities, and values translate into career interests. The student begins to make the connection between education and work. Students see the importance in following directions, listening, completing assignments, having good work habits, and assuming responsibility at home and school.

- Robert's Elementary has a unique career exploration unit planned for its students K-5. Classroom lessons are provided to students with developmentally appropriate career exploration activities at each grade level. K-1 participates in a "Truck Day". They find businesses around the community to come with their truck or vehicle to teach students about their career. Having the trucks act as visual aide and hands on teaching. Grades 2-5 participate in "Career Day". A special program is created for grades 4-5. They invite Central's ROTC and Parkview's Mime troop. Students learn about careers in fine arts and the military while discovering high school.
- Stephen's Elementary offers a college week to encourage students to become college and career ready.

Middle School-

Counselors provide lesson plans on career awareness and information about various careers. Students are provided an opportunity to find information on the education requirements, salary and other information related to the job of their choosing. How students receive information is based on the grade of the students. Counselors use the Job Outlook Handbook, career inventories and internet to build lesson plans and teach students how to locate career education information. Career Technical courses help counselors to disseminate information on careers.

- Forest Heights Stem Academy hosts a College and Career Fair for 6-8th graders. Colleges in Central Arkansas are invited as well as various professionals from the Pulaski County area.
- Henderson Middle School disseminates via bulletin boards, pamphlets and guidance lessons.

High School-

Career education information is given to students at grade level meetings and to parents at annual AP/GT meetings. Students are offered a chance to attend Metropolitan Career-Technical Center to take vocational courses, participate in work programs and attend field trips to local colleges. Colleges also make visits to the high schools. Counselors use assessments such as ASVAB, Xello and ACT to determine career pathways and long term student goals. High school counselors use College Board's AP Potential report to help identify students who may be successful in an AP course.

District Practices

- Some schools have "Programs of Study" pathway guide to help students choose their elective.
- MCTC host an open house and a Career Day each year. These students are for students and parents. They also send out a recruiting team that meets with interested students and discuss the program of studies that is offered and career interests. They also provide tours of the campus to interested students and parents.

Do you use an organized system of informational resources on which to base educational and vocational decision making?

LRSD principal of Metropolitan Career-Technical Center helps to make the vocational decisions of the district. The district also has access to MCTC which offers vocational programs to participating high schools. MCTC offers tours and travels to campuses to recruit for the programs that they have available to students.

The district provides AVID- A Structured, college preparatory system. AVID is a direct support structure for first-generation college going students. LRSD provides AVID for grades 6-12th grade. AVID is a school wide approach to curriculum and rigor and provides professional development to teacher's school wide.

Elementary School-

Students are provided with career information through classroom guidance lessons. The informational resources used depends on the needs and interests of the student. Counselors provide information on various career paths to expose students to different types of careers and use the student's completion of a career interest inventory as a guide.

Middle School-

Students are provided with career and vocational information through classroom guidance lesson plans. Advancement Via Individual determination (AVID) is on several campuses. It is a national program that helps students strive for college.

High Schools-

High School counselors meet with students several times a year to discuss their progression in classes that support their career goals. Students explore career interest through the following resources:

Career Watch magazine, grade level newsletters, US bureau of Labor and Statistics Website. Counselors work with 2yr, 4yr, apprenticeships, professional schools and certificate programs.

District Practices

- High Schools have an organized system includes the scheduling of college representative visits, advertising for college fairs and hosting college and career fairs. They also email their students scholarship, educational, and vocational opportunities.

Classroom Guidance:

LRSD counselors provide guidance lesson plans no more than three a day or ten a week. Student needs are determined by various forms of data results, perception, assessment, observations, etc. Counselors use the ASCA National Model Mindset and Behaviors Standards to plan lessons along with school data and the results of the needs assessments provided to staff and students. School data includes disciplinary reports, attendance reports, and report cards. School counselors also include lesson's that are preventive in nature for each grade level.

Elementary-

K-5 classroom guidance is provided through regular guidance lessons. The lessons are delivered in several formats. Teacher's receive a monthly calendar that identifies the date and time for

classroom guidance. For example, teaching kindergarten students about manners and the importance of learning what personal space is for first graders. Character education is embedded in counselor guidance lessons based on words adopted by the district or individual schools. Counselors use certain tools to structure lessons such as student profiles, getting to know me sheets, monthly counseling reports and teacher/parent feedback information.

Middle School-

Counselors work on teambuilding and character development. Calendars are created on some campuses to cover activities delivered monthly. Some counselors put their task on the school's calendar. Counselors provide classroom guidance on a number of subjects. Lessons are provided for suicide awareness, cyber-bullying, forgiveness, and self-esteem.

District Practices

- Counselors work with some type of character education.
- Some school's partners with Children's International to teach social/emotional developmental skills.

High School-

Classroom guidance is provided throughout the school year. Counselors go through classrooms and participate in grade level meetings that administrators have with students. Counselors provide conflict resolution with the help of agencies and social workers where available.

District Practices

- Offers Lunch and Learns to help with concerns and needs that students have.
- MCTC offers a limited number of classroom guidance sessions because they are a program and not a school. They cover informed consent, career planning, and secondary planning for graduating seniors. Other sessions are given when specific need arises, such as, death or suicide of student or staff.
- quarterly newsletters to help provide information to students.

B. Individual Student Planning

Academic goals and course selection:

Counselors and students review their test data along with grades to start teaching the connection between education and future success. Academic goals are also created during SBIT, PBIS, and LPAC meetings as well as teacher and administrative consultations. Counselors work with student's teaching them how to establish short and long term academic goals.

A district calendar is created to coordinate course selection and help staff know when tasks are due. A curriculum meeting is held in January to share with counselors any state, district, or school course changes or new district initiative that might affect the way students create a schedule for a certain school. The feeder schools send out their course selection sheet and course scheduling begins.

Counselors create lesson plans and imbed skills that students will need to make decisions about post-secondary concerns. Counselors are responsible for placing student's course selection in E-School so the master schedule for the next school year can be created.

Elementary-

Elementary students participate in guidance lessons that explain how their academic performance effects their course selection for Middle school. Interventions are established for students on a as needed basis.

Elementary counselors talk to 5th grade students on how to transition to middle school and the change in expectations, rituals and routines in middle school. Students have whole class lesson plans and then individual counseling to select middle school courses. Counselors talk to students about their interests, what they want to be when they grow up, and review standardized test scores along with teacher recommendations to help create the perfect middle school schedule.

Teachers are asked to complete recommendation forms to help counselors, student, and parents select the best placement. Fifth grades students receive and review the middle school course catalog. Students are encouraged to take the most rigorous courses they can handle. A letter is sent home outlining the course selection process and the plan for that particular school.

District Practices

- Needs Assessments are conducted. Those surveys are collected and used to make decisions in the guidance lesson plans.

Middle School-

Counselors use prior knowledge of elementary guidance lessons to begin teaching students how to select academic goals. They help students to start learning about their interests and what they may be good at to start creating a career focus. Counselors also meet with students to discuss failing grades, self-motivation, and plans for success.

Counselors meet with individual classes to start the discussion of course selection. They review students personal and career goals and learn what courses are needed to attain those goals. Middle School counselors talk to students about grades and future opportunities and interest.

High School-

Academic goals are established based on each student's individual needs, interest and future career goals. Counselor's review available data with students in order to create plans. Possible data includes state test, ACT, SAT, transcript, Xello CAP plan, etc. Students are advised on smart core requirements for graduation as well as requirements for scholar's curriculum. Students are encouraged to take the most rigorous courses available to them. Group meetings are provided to disseminate career selection information to students.

District Practices

- High School counselors encourage students to take concurrent credit courses when they have an interest and requirements. Students are encouraged to take a fifth math requirement where possible. Academic support resources are provided to students to encourage them to make better grades thereby increasing their opportunities after high school. Counselors talk with athletes and review transcripts in an effort to obtain NCAA division I, II and NAIA scholarships.

C. Responsive Services

New student Orientation/Students grade level transfer:

Elementary-

New students are given a tour of the school and introduced to the administration, key staff and classroom teachers in an effort to make them feel welcome. A private conversation is held with parents to make sure they have school supplies and uniforms. Counselors make sure that students know where their office is located and parents are given school contact information. Some schools have the following: Peer Helpers who are available to assist with tours and procedures of school, lunch buddies, and/or a “friend” to new students. Counselors also take the time to share with students the rules and expectations that their school expects. If the school participates in PBIS those expectations are shared.

Rising 6th grades students are given an orientation in the spring of the school year to learn about the challenges and differences in middle school. Students are encouraged to attend shadowing days offered by middle schools.

District Practices

- Backpack Buddies-Counselors can meet with new upper elementary students in a small group and give them each a backpack. T

Middle School-

A designed orientation program is created for incoming 6th graders and new students prior to the start of school. 8th grade students are taken to visit high schools that are in the school’s feeder pattern. Some middle schools offer an 8th grade transition program. They invite high school counselors to middle school to answer questions to prepare students and parents for their transition into high school.

New students have the opportunity to meet with each new student and make sure that they safely transition. School counselors complete individual planning and academic advisement to complete the student’s schedule.

Middle schools that offer a band program have their band directors handle how band students transition from middle to high school. Middle school transition activities include counselors

taking a team of students and teachers to elementary schools to talk about their school. Middle school counselors also provide guidance lessons on the LRSD open enrollment process, Counselors provide high school orientation lessons, complete individual schedules based on student needs, teacher recommendations, and high school requirements.

District Practices

- New Comers club whose members give students a quick orientation to the campus.
- Offer a Transition to High school evening program. Feeder school high school counselors to talk about their individual schools.
- Student ambassadors are paired with new students.
- Whole group orientation to all students explaining the counseling program and how they can utilize the services.

High School-

High counselors meet with new student and their parents/guardian. The counselor reviews state and district level requirements needed to graduate. The student's transcript is reviewed and a schedule is developed. Each campus has a different way to show the student around the school.

District Practices

- Freshmen academy for 9th graders and those students are offered a chance to participate in Academy over the summer. This transitions these students to high school and allows them to get detailed information about what is offered at High School. New students are directed to class by students.
- Student representative takes the student on tour and then to class.
- MCTC has a procedure for orientating new students. Once paperwork is completed the student is introduced to school nurse, attendance secretary, and security. The student is also given the bell schedule, transportation schedules and important contacts.

Counselor's role in Testing:

The counselor role is to collaborate with teachers and parents on understanding the importance of the assessment data and to work towards early identification and intervention of children's academic and social/emotional needs. This is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement. During individual student counseling sessions, counselors explain the test results to help the child set goals and discuss learning behaviors to help them acquire better grades.

Elementary-

Counselors provide students, parents, teachers, and stakeholder's interpretative information on formal and informal data during parental engagement events, SBIT, PBIS, parent conferences and/or as requested. Augmented, criterion-referenced and norm-referenced assessments are interpreted to accurately advise teachers and parents on possible problem areas, to help classify students for placement and awards purposes.

Middle School-

Middle School counselors review test scores in a classroom group setting. They teach students how to interpret the results of the current district standardized test. LRSD is using ACT Aspire and a video is used during the lesson plan to help students. Parents are given an opportunity to make an appointment with counselors to discuss what test scores mean and what it means for their student.

Middle school counselors offer help in identifying students for the Duke Tip Program and helping these students get signed up to take their ACT exam.

High School-

High School counselors utilize assessment-based results in placement of students for AP courses and other academic placement. Counselors receive copies of all local, interim, and college entrance assessments. State assessments results are mailed to the parents. School wide results are shared with parents in a variety of ways -School profile, Open House, PTSA/PTA meetings, etc.

9-12th grade counselors follow up on early school dropouts and graduates:

LRSD asks that each high school has its seniors complete the senior survey that is stored in Xello. Students self-select what their plans are for post-secondary. Counseling departments follow up with students in the fall to see if they are in school, military or working.

High school-

All students are monitored for absenteeism, low grades, and/or by teacher or administration recommendation. A conference is held with the student to identify what support is needed. Depending on the service provided an email, paper application or letter can be utilized.

Students who are in danger of not graduating meet with their school counselor. Students can be referred to Accelerated Learning Center located on Metropolitan Career-Technical Center. Students can take online courses one at a time and have support in the classroom. Students can also be signed up to take the TABE test to take their GED if they don't want to stay in school and get a High School diploma.

Students who don't want to stay in school are encouraged to attend Job Corp, Adult Ed or other non-traditional school-based program.

District Practices

- Counselors make phone calls to students who dropped out the previous year to try to get them to come back to school.
- Counselors send text message surveys to locate recent graduates.
- MCTC completes a follow-up with students a year they have left the program. The report is kept on file and a copy is forwarded to Arkansas Career Education Department.

Group conflict resolution services:

Counselors provide peer mediation and conflict resolution programs to students to help them develop skills that will allow students to resolve differences and conflicts between groups. Group conflict resolution services provided include problem-solving negotiations, and withdrawing. Used properly these strategies teach students how to handle conflict resolution throughout their lives. Books are used to cover the topics of solving problems, addressing feelings, showing empathy, and being different.

Elementary-

Some counselors use Hands Are Not for Hitting, Feet are Not for Kicking and Words Are Not for Hurting book series. As students are reading and discussing the books they complete the conflict scenarios and develop practical ways to resolve the problems in a socially acceptable manner. Counselors also use role playing, conscious discipline, bully proofing curriculum, and teaching “I feel” statements. Curriculum materials are used to create lesson plans, and activities. Counseling centers are created to teach students to show empathy and acceptance of others who are different (culture, race, religion, etc.).

District Practices

- Introduces conflict resolution students are taught a tiered approach to diffuse a disagreement. Several schools follow the approach: They are taught to calm down (walk away, count to ten, etc.). Second step is a verbal or written explanation by student to figure out why they are upset, the counselor then talks to the student how to refocus and calm down. Finally, both parties need to come to a socially acceptable resolution which will be a handshake, contract etc. If the student has to be called in again it is referred to administration.
- Tiered approach to helping student that conflicts in school. The tier one consists of trained ambassadors to help with conflict resolution with problems that can be solved easily. When the problem becomes more complex the counselor calls for a conflict resolution meeting. Students complete a peer mediation agreement. A follow up meeting is called to make sure the agreement is being followed, if the agreement isn't being followed then the student is referred to a behavior interventionist.
- Counselors can use programs such as Getting Along, Second Step, and Steps to Respect and Teaching Kids to Think Straight.
- School wide PBIS program that established Core Expectations as its foundation (Compassion, Respect, Responsibility, Investment and Scholarship).

Middle School-

Middle school counselors help students communicate their differences in a way that shows empathy and respect. Counselors help students be self-reflective, identify what role they played in the conflict, and conclude what they could have done differently. Counselors also discuss triggers and what can be done to prevent future conflicts.

District Practices

- Resolves its conflicts by having each participant in a short mini lesson. They are taught to name the 3 types of conflict. The lesson plan is designed to spark self-evaluation. Cloverdale campus has access to Skills Enhanced Specialists to assist with student conflict. Some middle schools provide peer mediation and leadership and service learning.
- Provides mentors for some of their students and they partner with PARK after school program.
- Provides opportunities for its students to learn more about different ethnicities and culture to gain a better understanding of their needs, history and values.

High School-

High Schools encourage students to get along and offer as many team building opportunities as they can. Each school offers some type of conflict resolution that addresses the three sides to an issue and how to resolve the conflict even if you can't create a good relationship among those concerned. Social workers, therapist, community mentors and counselors help with individual and group conflict.

Group conflicts are quickly intervened and the concern addressed. Students can be referred to mental health agencies; small-groups can be created to address the specific concern.

District Practices

- Bring in speakers who talk to grade level groups about the importance of embracing all cultures.

What is your school doing to distribute a suicide prevention awareness program?

Suicide prevention awareness program:

LRSD provides a suicide risk Protocol for K-12 students that creates a district wide process for counselors, social workers and nurses. The District provides a secondary program called Camp Conquer. Camp Conquer participants are trained to be the schools eyes and ears in high school. They are given information to share with students that will get them to go to an adult in the building for help. Counselor and teachers are trained on ARIDEAS to learn the warning signs of suicide and alert the counselor if they see any of the signs.

Elementary-

Suicide prevention awareness is handled through guidance lessons. The guidance lessons focus on students understanding what feelings are, identifying feelings, recognizing what upsets them, when and how to ask for help, and who can help them. Suicide hot line posters are located in some schools. Teachers and staff have taken part in small staff meetings to discuss the warning signs and to take anyone serious who is mentioning harming themselves. Some schools distribute materials on World Suicide Prevention Day and facilitate parent meetings on the topic. Students are informed during guidance lessons when they know of a peer that is harming his/herself to report it as soon as possible.

Middle School-

Middle school's counselors provide staff with information on suicide ideations. Students are encouraged to report concerns that are unusual about their peers. Counselors provide lessons on suicide awareness and how to promote social/emotional health.

District Practices

- Counselors promotes self-love and a healthy mindset. They strive to create an atmosphere where students are free to have open communication with adults to express thoughts of negative feelings and intentions.
- Counselors can use More Than Sad by the American Foundation on Suicide Prevention.

High School-

High schools have posters and information material posted around the school. Suicide prevention posters are placed in common areas of schools. Counselors talk with students about personal/social awareness.

District Practices

- JA Fair has started a mental health Monday to have students become of their social/emotional health.
- LR Central High provides PLC's for teachers let by Greg Adams. He conducts training on grief and suicide awareness.

Bully Prevention:

Bullying of any type has no place in a school setting. The Little Rock School District will endeavor to maintain a learning and working environment free of bullying. LRSD offers the Bully-Proofing Your School Curriculum to address bullying. There are 6 lessons for primary (K-1) and 6 lessons for intermediate (2-5) which include follow review lessons to refer to as needed throughout the year. All campuses must provide staff with anti-bullying training monthly. LRSD has a harassment/intimidation/bullying (HIB) policy with set rules and regulation on what needs to be done if bullying is suspected.

Resources available:

www.stopbullying.gov

www.antibullying.net

www.common sense media.org

www.pacer.org/bullying

www.pacerkidsagainstabullying.org

www.pacerteensagainstabullying.org

Elementary-

Counselors provide the LRSD anti-bullying policy to parents and other stakeholders. Parents, teachers, administrators, and students are encouraged to help prevent bullying behavior by discussing it openly. This creates a safe school environment and a community wide bullying prevention strategy. Books and materials are used to create guidance lesson plans.

Students participate in skits, role-playing, and produce drawings.

PBIS expectations are established and practiced daily. Several schools do a Drug Free and Bully Free school for Red Ribbon Week. Some schools participate in mini town in grades 4th and 5th grade.

District Practices

- Some students are taught SWT- Stop, Walk Away and Talk to an adult.
- Counselors can use the Energy Bus curriculum to teach students about bullying and to promote positive inclusive environments for all students. The Energy Bus Curriculum addresses the positive attributes of an inclusive school and how bullying isn't allowed.
- Some schools have the Leader in Me student leadership process and provides a Bullying Prevention Week yearly.
- Classroom teachers can incorporate anti-bullying lessons into their curriculum and the counselor follows up with lessons on friendship and bullying prevention.
- Scheduled outside programs such as "Omega Man" to present anti-bullying strategies to our entire student body as well as parents.

Middle School-

Middle School counselors support a no bullying policy through posters and school assemblies. Posters are placed around the campus. They provide guidance lesson plans on how to identify bullying. They provide guidance lessons that focus on empathy, respect and positive interactions with peers. Counselors also provide group counseling on anti-bullying.

District Practices

- Provides anti-bullying information by social studies teachers each Monday.
- Some schools select a book that is chosen by leadership and teachers present the lessons on what constitutes bullying and how to get help. Are encouraged and accepted as positive.
- Some Schools utilizes the Character Counts program school wide to assist with character development.

High School-

Bullying prevention is dealt with through character education in classroom guidance. All grade level meetings cover the anti-bullying policy and the no-tolerance policy that is carried out.

District Practices

- Some schools have several clubs that teach diversity, inclusion, and have anti-bullying mantras.

D. Indirect Services

Alternative methods of classroom management:

LRSD is currently using Restorative Justice. The goal is to work with students to come to a responsible conclusion, rather than simply handing down a punishment. Students receive a fair punishment and resolve to adjust student behavior. District introduced PBIS several years ago and several elementary and middle schools participate. The PBIS schools use weekly, quarterly and daily incentives to encourage students to follow rules and procedures. LRSD also uses behavioral contracts, conflict resolution, and SBIT.

Elementary-

Individual teachers use behavioral contracting, assertive discipline, and modifications with individual students as needed. Some schools model ideal behavior and allow students to help establish classroom guidelines. Some schools use conscious discipline. PBIS and SBIT teams use the districts guidelines for restorative justice.

Several schools have introduced Class Do Jo classroom management system to promote appropriate academic and social behavior. This is a daily check on behavior that is used as classroom tool that helps teachers improve behavior in their classrooms quickly and easily. Class Dojo captures and generates data on behavior that teachers can share with parents and administrators. It creates better learning behaviors, smoother lessons, and hassle-free data that encourages parents/guardians to join the class. Behavioral contracts and intervention plans are created on an individual basis.

Students who are identified by staff of needing additional support are referred to the SBIT team where a group of teachers, staff, and administration work collaboratively to establish a behavior plan best suited to meet the student's needs. Schools that participate in PBIS have some sort of incentive program in place to reward students for following school rules and working well with others.

District Practices

- Several schools use responsive classrooms, Closing circles, and Morning Meetings.
- Some schools utilize a Restorative Thinking Classroom (RTC) for students to have a chance to think about their behavior and write a plan for re- entry into the classroom. They also offer a check in/out system to help students self-regulate.
- Some Schools participate in PBIS rewards.
- Counselors can use the Peace Path program for dispute/conflict resolution. Classroom meetings are held in every classroom for the first 10-15 minutes. Our PBIS committee has established the Wildcat Ways to post and share expectations from all students in all areas of the building (hallways, classroom, bathroom, cafeteria, playground, arrival, dismissal, and during assemblies).

Middle School-

Middle Schools staff provided behavior contracting, SBIT, and Logical Consequences as ways to manage behavior of their students. Teachers have specific instructions to follow a progressive discipline approach that includes speaking with the student, calling the parent and/or sending the student to the counselor, sending home a behavior document if the behavior doesn't improve or assigning a student to detention or Saturday school.

District Practices

- Counselors work to resolve and provide for healing so that behaviors improve, hurt feelings are soothed, and conflict is reduced or eliminated.
- Schools use Kagen Model to help teachers manage classrooms to improve student engagement.
- Some schools participate in Class dojo that allows parents to see targeted behavior/academic interactions, and teachers use the reports to consult with parents and other teachers to improve student success.
- Some Schools participate in PBIS rewards.

High School-

High School staff provide behavior contracting, SBIT and peer mediation. SBIT addresses behavior make referrals to mental health provided on campuses. Teachers have specific instructions to follow a progressive discipline approach that includes speaking with the student, calling the parent and/or sending the student to the counselor.

Teachers can send home a behavior document if the behavior doesn't improve or assigning a student to detention or Saturday school where established.

District Practices

- Counselors can use academic and behavioral contracts that are signed by the counselor, student, parent, and administrator. The same parties also sign all mediation forms.

Communication with stakeholders about student needs:

LRSD has a Mental Health coordinator that insures that each school has a mental health agency that provides individual therapy on site. Bright future helps counselors provide wrap around services for students- Most times within 24 hours. Each school has created a plan for parent and family engagement.

Elementary-

Counselors consult with parents via phone calls, emails or inviting them to school. Counselors attend Parent Teacher Association meetings and work with community members. Some counselors perform home visits with staff from their school. Parents are given information about our school based therapy services upon request at conferences. Each school in LRSD has mental health agencies that are assigned to them. This allows the agencies to really get to know the students and staff in that building. Students in 3, 4 and 5th grade can attend Camp Pfiefer- Alternative Classroom Experience during the school year to help with home and school life.

Middle School-

Middle Schools counselors stay in contact with parents by email, phone calls, home visits if needed and inviting them to campus. They meet with agencies that visit students in school or call therapist when needed when students are meeting with a private agency. Faculty are kept

in the loop with emails and conferences. Counselors meet with mental health therapist to get updates on students.

District Practices

- parent facilitator with a parent team that plans activities. Counselors work with school and community based agencies to address student problems and needs.
- counselors meets with a team of teachers to determine issues with students and if the issues are consistent in several classrooms.

High School-

Counselors provide communication through email, phone or social media when applicable. Parents are notified and encouraged to attend SBIT meetings, PTSA and/or conferences. Students are referred to outside agencies through the counselor or social workers, where available. Parents are required to sign the consent forms for agencies.

System of parent involvement:

LRSD has a district Parent Involvement Lead that helps to provide district parent involvement programs and also provides parent training for the district in the evening or Saturdays.

Schools distribute pin numbers so parents can access the ESchool HAC system. This allows parents to be able to monitor their child's academic progress. They are given academic and behavioral updates via report cards, interim reports, weekly folders, emails, conference calls and information packets.

LRSD has a mass communication department that helps schools get out the same message across the district via parent link. Each school has the ability to send out Robo calls. This is a set message that can be sent out to parents at one time. This saves staff time and resources.

Elementary-

Counselors involve parents through parental engagement activities, newsletters, and inviting parents to Back 2 School Bashes or special program days. Parents are invited to accompany their student on field trips, completing family projects, and attendance at school-wide assemblies. Parents are invited to attend school events and volunteer where needed in schools. Schools offer open house, Grand Parents Day, literacy and math nights. To reach out to our parents whose English is not their first language, the district provides translators. Schools schedule parent nights throughout the school year. Some schools in LRSD have Watchdog Dads and meet and greets with parents.

Counselors work with parents to provide resources throughout the year for food, clothes, supplies and holiday help.

District Practices

- staff, students, and parents work together to create a Home/school Learning Contract. It outlines how parents, students and staff share the responsibility for improving student's academic achievement levels. All stakeholders will have input and will need to sign a contract.
- Some schools have a fulltime Parent and Family engagement specialist as well as a certified parent facilitator. Most campuses in LRSD a teacher or counselor operates as the parent facilitator.
- Schools can use educationplanner.org to help students work with careers, salary, and survey on learning styles and interest inventories.

Middle School-

Middle school counselors are in contact with parents through Parent Teacher Association, volunteering at schools and parent classes that might be made available. Middle school campuses have a parent involvement coordinator that offer several parent programs throughout the year. Middle schools work with parents with PTSA, Math and Literacy parent nights, lunch buddies, parent conferences, honor assemblies, IEP conferences.

District Practices

- Schools make opportunities for parents by providing tail-gaiting for success (parent meetings before athletic games).
- Active PTSA programs

High School

High School counselors stay in contact with parents. They reach out to parents to have them involved and aware of student's future prospects. Parents are invited to campus to participate in PTSA, parent/teacher conferences, and school programs.

District Practices

- Parents have access to ESchool to check grades and directly contact teachers.
- Use remind.com to inform parents and students of opportunities.
- Counselors utilize parent link phone messages and email system to communicate all counseling curriculum information.

Coordination of the Test for Adult Basic Education:

The Test for Adult Basic Education is coordinated by the district truancy officer. Counselor talk with a student who is seeking a GED. The parent, student, and counselor meet with the principal to decide if that is the best course of action for the student. Once the student has been in school continuously for two weeks, the principal submits a supporting letter to the counselor. The counselor sends that letter to the district truancy officer and that department sets-up a TABE exam with adult education. LRSD Adult Education administers the exam and sends the test results to truancy department.

How do you use your Advisory Council?

Counselor's meet with the Advisory Council to help determine the perceived needs of the school guidance program, and to collect ideas of how various needs of the students can be met utilizing our current resources. The council helps to recruit volunteers as guest speakers for career day, mentors for students. We also explore and discuss how our community resources may be of assistance to helping our students and families get some of their basic (food, shelter and clothing) and educational and emotional (tutoring, mentoring) needs met.

The Advisory council helps the school review, create, and propose programs and policies which support students and their education. The council's generally meet in the fall and spring of the year.

Elementary School-

Examples of program activities that is reviewed or created for character words, Red Ribbon Week activities, community service projects for Thanksgiving and Christmas.

Middle School-

Advisory councils help access the needs of the school. This group represents a diverse population of our school community and provides support for our guidance program from all stakeholders.

District Practices

- Use their advisory council to strategically assist in planning and implementing their annual career fair, college and university field trips and tours.

High School-

High school advisory council provides input the counselor program.

- MCTC meets to review the practices of the counseling program and student service plan for the building. They also approve/amend the counseling calendar.

E. Collaboration

Bright Futures:	Bright Futures-Little Rock works connect student needs with existing community resources. The Bright Futures model brings together businesses, human service agencies, faith-based organizations, and parent groups. These stakeholders work together to efficiently meet students' basic needs – often within 24 hours.
ESOL/Bilingual:	The research-based English-as-a-Second-Language (ESL) program is the alternative language services program selected to address the affective, linguistic and cognitive needs of the Limited-English proficient (LEP) students. The first goal of the ESL program is to enable identified students to master English language skills (reading, writing, speaking, and listening) and content area concepts and skills so that students are able to participate in the regular program as quickly as possible. The second goal of the program is to provide identified students with the cultural literacy necessary for them to feel comfortable in participating in the school, community, and greater community.
Parent Involvement:	The office is available to facilitate workshops for parents and professional development in-service for administrators and teachers in regards to promoting parental and family involvement in the schools. Free materials are available along with items for check out.
PBIS/SEL-	Positive Behavior Intervention Support-A successful PBIS framework relies on a commitment from the entire staff, from administration to educators to support staff. It is most effective when adopted school wide. Each school must identify the behavior expectations they want to develop among their students. Ideally, this is a short list of three to five behaviors.
SBIT-	School Based Intervention Team-SBIT's purpose is to identify and find strategies for students who, because of academic or behavior issues, are having difficulty accessing the standard school curriculum even after specific interventions have been attempted.

IV. Indirect:

A. Psychological Services

How do you Evaluate students with learning or behavior problems?

We evaluate according to state and federal guidelines. This process is called Child Find. Evaluations are completed after a team referral and parental consent is obtained. Data is gathered via formal and informal assessments, observations. Parental input, teacher input and input from anyone with pertinent information regarding the learning problems of students is included.

<http://www.arkansased.gov/divisions/learning-services/special-education/policy-regulations/eligibility-criteria-program-guidelines>

What is the process for placing a student in a special program?

504/IEP/speech therapy etc. (Team Decisions)

<http://www.arkansased.gov/divisions/learning-services/special-education/policy-regulations/eligibility-criteria-program-guidelines>

How do you consult with parents, students, and school personnel to ensure that the students you serve are ready to succeed and that all students are preparing for college and work? Parents, students and school teams are all part of the decision making and conferences are held to discuss progress. Progress is reported quarterly.

For those transitioning beyond high school, a Transition assessment and plan are required by law for students. These steps are completed with parental and outside agency input (with permission). Students attend Transition Fairs, meet with colleges and vocational entities.

<http://www.arkansased.gov/divisions/learning-services/special-education/technical-assistance-providers/arkansas-transition-services>

What is your process of early identification of learning problems?

<http://www.arkansased.gov/divisions/learning-services/special-education/policy-regulations/child-find>

Our Early Childhood Sped Dept. follow Child Find procedures for early identification for students ages 3-5.

Response to Intervention is used if a specific disability category is suspected (SLD and for Behavior).

School Based Intervention Teams (SBIT) meet regularly to program for interventions for struggling students. These interventions may be academic or behavior in nature.

What resources are available Inside/outside the schoolsystem?

AR Rehab Services, Arkansas Transition Services, Behavior and Mental Health Services, Educational Services for the Visually Impaired (ESVI); (EARS) – Educational Audiology/Speech Pathology Resources for Schools; Easter Seals Arkansas Outreach; Arkansas Brain Injury Consultant (ARSERC); Project Search; Before and After school tutoring.

What written policies assure ethical procedures in specialprograms?

Parental Safeguards

https://arksped.k12.ar.us/documents/grantsanddata/Procedural_Safeguards_Notice.pdf

What should parents, community, and LRSD staff know about the services you provide to students? We provide services according to the state and federal guidelines for all children with disabilities who are between ages 3-21. Services and Child Find is also available for students who are parentally placed in private schools and Homeschooled. We provide services along the continuum according to state and federal law.

B. Mental Health Services/Social Work

Mental Health

What is your role in the district?

- The role of the Mental Health department is to promote holistic wellness in students and their families through therapeutic interventions that target emotional and behavioral wellbeing.

What services do you provide in the prevention and remediation of problems of attendance, behavior, adjustment and learning?

- The district contracts with mental health agency providers that deliver an array of services that include but are not limited to individual, group, and family therapy. Behavioral interventions, community and school support, and pharmacological management are available as well.

How do you serve as a liaison between home and school?

- Mental health serves as a liaison between homes and schools by being able to build relationships and provide support for students and their families. Mental health works to meet the needs of the whole child by providing a variety of wrap around services and resources.

Do you provide home visits?

- Home visits are accessible to students via services provided by contracted mental health agency staff. Some district staff also provide home visits if the need arises.

What should parent, community, LRSD staff know about the services you provide to students?

- The services provided by mental health providers are available to all students and their families. Every effort will be made to find supports and resources regardless of the circumstances. Each student and their family deserves the right to have their needs met to improve their quality of life.

Little Rock School District employs several social workers; The District Lead uses interns to meet the needs of the district. Social Workers provide a diverse list of opportunities:

Hamilton Learning Academy Social Worker:

School Role:

ALE Social Worker. She assists the ALE students, families and staff with obtaining community services and resources that are relevant to their students and families situations and needs.

Services provided in the prevention and remediation of problems of attendance, behavior, adjustment and learning:

The social worker makes referrals to outpatient counseling agencies as well as communicate with parents, probation/parole officers, the LRSD truancy office and any other agency such as the Pulaski County YIP programs that provide support in this area. I provide some groups to students on conflict resolution and anger management and other topics as needed.

Liaison between home and school:

The social worker communicates with the parents regarding staff concerns as well as any concerns the student might verbalize. She communicates with the family regarding community resources that may be of assistance to them. She encourages parent participation and support through parental engagement activities hosted at the school, parent conferences with teachers and district level activities presented through LRSD's Parent Academy for Student Success and the PTA. The HLA social worker provides home visits as needed.

Additional Information:

HLA social worker works to assist the student and their family with navigating through obstacles that may be hindering the student from having a worthwhile educational experience.

LR Central High School:

School Role:

Has a Licensed Master Social Worker with the State of Arkansas Licensing Board. She is located within the Wellness Center. Ms. Allen Coordinates student support and mental health groups. The Wellness Center also houses other mental health professionals from other agencies.

Services provided in the prevention and remediation of problems of attendance, behavior, adjustment and learning:

Her main focus is to assess, and evaluate variables that adversely impact student achievement. Some of these variable include: truancy, student drug use, gang violence, gang membership, teen pregnancy, emotional, psychological, mental health issues and homelessness. She also provides mediation services between students and particularly for students who have been suspended for fighting

She works directly with the parents/guardians to secure the appropriate and desired services for the students and families. Student are referred for onsite and offsite mental health services. She works directly with mobile assessors for those students who may be experiencing suicidal or homicidal ideation. The parents are contacted and permission is given for the assessment. Before students are enrolled in any program in the Wellness Center, parents/guardians must give permission. This maintains critical communication between the school and home. Many parents/guardians also visit the Wellness Center thereby fostering a strong parent/guardian and student relationship. Additionally, administrators, teachers, counselors and Social seamlessly together to help the children and families that we serve.

Liaison between home and school:

Home visit are provided by our mental health providers, other staff and Ms. Allen when required.

Additional information:

The service that is provided is at no direct cost to students and families, the social worker is available at LRCH Monday - Friday from 8:30 AM to 4:00PM. The social worker coordinates most mental health service between students and mental health providers. Referrals to community programs and other services are provided when needed. For the past 15-years a school wide health is provided and approximately one-hundred communities individual and agencies participate. These volunteers actually go into the classroom to educate our students, staff and others about mental health issues and other variables that adversely impact student achievement.

Hall/WLR School of Innovation High School:

School Role:

Provide individual, family, and group therapy to Hall High Students. Provide advocacy and case management. The social worker also provides services for behavioral interventions for restorative justice. The social worker acts as a referral source for outside school based agencies.

Services provided in the prevention and remediation of problems of attendance, behavior, adjustment and learning:

Individual, group, and family therapy. Suspension reduction program for restorative justice Intervention sessions for students referred by administration SBIT team member.

Liaison between home and school:

Parent contact and meetings to discuss issues at home and school. The social worker provides home visits as needed.

Additional Information:

Students can be referred by parent, self, teacher, or administrator for therapeutic services. We provide therapeutic services as well as refer to outside agencies as needed.

C. Health Services

The LRSD Health Services Department provides support to students by providing education and services necessary to promote each student's optimum level of wellness, school attendance and academic success.

The Health Services program is a three prong support program under the Student Services Department providing health services, health education and a healthful school environment. Specifics for each of these prongs are defined on the next page. Health services include direct care in the manner of a walk in clinic as well as case management of students with chronic diseases such as asthma, diabetes, sickle cell, epilepsy, hypertension, etc. Each LRSD Nurse evaluate between 20 and 60 students a day for illness or injury. Nurses are proficient in providing health appraisals, screenings, first aid, emergency triage, case management, referrals and follow up. Nurses provide emergency care to students, staff and visitors between 75-90 times each year that require transport to a hospital,

All schools have full time nurses assigned to their campuses. Nurses are licensed as Registered Nurses (RN) with the Arkansas State Board of Nursing and meet the requirements as defined by the Board of Nursing to serve as a School Nurse. Chicot Early Childhood Center is staffed with a Licensed Practical Nurse who works under the direction of the RN on campus. Schools with enrollment greater than 500 have a Health Aid who rotates between school, depending on enrollment and number of CBI students, providing first aid to students and clerical to support to nurses. The Health Aids work under the direction of the RN on campus with a limited but valuable scope of practice. The Health Services Clerk rotates between High schools and large elementary schools assisting with filing and data entry of confidential health information so that the nurse has more time for the ill and injured students.

As student's register students on Gateway they are requested to provide information about medical diagnoses for their students. Some parents choose not to tell the school about their children's health issues. Without information from parent's nurses must treat symptoms as presented. Medical information is entered in eSchool and a Medical Alert report is compiled to submit to ADE and share with building administrators. Individual Health Care and safety plans are developed by nurses for all students with a diagnosis that requires assistance during the school day.

LRSD nurses complete the annual state mandated health screenings including vision, hearing, spine assessment/scoliosis, height and weight. As time permits nurses screen for hypertension, dental anomalies, and acanthosis nigricans the precursor to Type 2 diabetes. These screenings are reported electronically to Arkansas Department of Education. Each year approximately 13,000 students are screened and over 500 students are referred for vision or hearing correction.

The nurses monitor the Arkansas Department of Health vaccine requirements for school entry. Every year over 1,000 students do not have the required vaccines needed to prevent disease. Nurses work with families and health care providers to obtain these vaccines. Nurse submit a compliance report to ADE in November of each year.

Each Health Room has approximately \$4,000.00 worth of equipment including a: vision and hearing screening machines, stethoscope, sphygmomanometers to monitor blood pressure, weight scale, digital thermometer and other assessment items. This equipment and other necessary supplies are ordered through the Health Services office, inventoried and calibrated annually and repaired as needed.

Nurses are certified in CPR/AED, First Aid, Bleeding Control and respond to emergencies that occur on campus. Each campus and support building has at least one automatic defibrillator (AED) for prompt response during cardiac arrest. Annually the nurse on each campus trains a team of staff to respond and utilize the AED if needed and nurse is not available. Additional supplies are available on each campus: tourniquets for severe bleeding, Epi Pen for allergic reaction, and a red suitcase containing first aid and disaster response supplies to respond to multiple casualties if needed. Secondary schools have Naloxone for suspected Opioid overdose.

School nurses help to keep students healthy so they may learn. This includes:

- Nursing action for treatment of acute illnesses
- Basic first aid and emergency medical services
- Providing mandated health screenings-hearing, vision, scoliosis, height and weight
- Medical histories and nursing assessments
- Developing and implementing mandated Individual Health Care Plans for medically fragile students: tube feeding, respiratory care, IV therapy, urinary catheterization
- Referrals to other health care providers
- Home visits
- Administration of daily and emergency medications
- Infectious / Communicable disease management (ex. Chickenpox, MRSA, Pertussis / Whooping Cough, Measles)
- Maintenance of individual health records
- Monitor and maintain current immunization records according to law
- Being a link between the school, home, and the community
- Mental health nursing assessment and crisis management for emotional problems, substance abuse, child abuse and neglect

Providing health education-school nurses teach children ways to stay healthy. This includes:

- Individual health teaching in the health room and the classroom
- Being a resource person for teaching health classes
- Providing staff development/in-services on Infection Control including hand washing, CPR, First Aid, Defibrillators (AED), Bleeding Control, Medication administration, Nutrition and exercise.

- Acting as a health consultant to staff
- Group classes for specific problems ie. Obesity prevention, tobacco and drug use, hygiene
- Organizing and facilitating support groups for pregnant teens and students with conditions such as asthma or diabetes.

By making a safe environment-school nurses work to keep schools safe so students can learn without risks to their health. This includes:

- Monitoring and reporting campus injuries
- Developing safety plans which prevent accidents
- Monitoring schools for cleanliness and health hazards
- Preventing the spread of infectious/communicable diseases

In addition to providing clinical direction and supervision of school nurses and the Health Services program, the Health Services Director serves as chair of the district mandated Wellness Committee, originally called the Nutrition Physical Activity Advisory Committee (Act 1220, 2003). This requires conducting monthly meetings with community health leaders, district administrative staff, parents and students focused on policy development to support good nutrition, physical activity and other wellness parameters. The community leaders have partnered with LRSD to bring over one million dollars in grants and donations to support the goals of the committee; i.e., school gardens, exercise and fitness equipment and programs, cooking classes and other forms of student, staff and parent education. The team also works with administrators in writing appropriate wellness objectives for the school improvement plan as well as professional development for staff related to nutrition, emotional health and physical activity.

The Health Services Director serves as chair of the Dental Health Action Team. The DHAT has been in operation since 2000 working to identify strategies to improve dental health for our students. In 2005 the Future Smiles Dental Clinic was opened at Wakefield Elementary with LRSD School Board support and the assistance of 12 other community partners; primarily UALR Children International, United Way and Arkansas Department of Health Oral Health Department. The clinic operates four days a week with 3 dental chairs, a part time dentist and full time hygienist. Elementary School nurses assist with dental health by providing dental assessments and fluoride varnish to prevent cavities in all students with parent consent.

The Health Services Department provides oversight to the only school based health clinic in central Arkansas. With support from Arkansas Children's and parent consent, the Stephens Elementary School Clinic serves those students and their siblings and students from Bale and Wakefield with primary care including vaccinations and well child and sports physicals.

Little Rock School District counseling department created two crisis support teams for the district. Suicide intervention sets up the procedures for providing suicide intervention when a student says that they want to harm themselves while at school. We also create a grief team with procedures on what should happen when a school has the death of a student, or staff member.

Crisis Support Plan for Suicide Intervention

Intervention should be initiated **immediately** whenever a *student talks about harming himself/herself, or if there is concern that a student has thoughts about hurting himself/herself*. This support plan will guide your evaluation, document your concerns, and help you develop a student safety plan. Contact administrative offices as necessary for support: Counseling: LeQuieta Grayson-501-447-2971, Mental Health: Lisa Williams -501-447-7384, Social Worker: Stephany Abrao 501-447-2018 or Nursing: Jacqueline McEuen- 501-447-7382. If **imminent danger** – attempt in progress or possible due to access to a weapon that would make student a danger to self or others follow steps 1 and 2 listed below.

Student:_____ School:_____ DOB:___ ID Number:_____ Grade:_____ Age:_____
 Parent/Guardian 1 Names:_____ Phone:_____ Date:___ Parent/Guardian 2 Names:_____ Phone:_____
 _____ Date:___

Step 1: Keep the Student Safe

- ☐ Appropriately supervise the student(s). Never leave student alone. (staff will notify appropriately credential staff)
- ☐ Secure a safe, confidential space to assess the student's suicidal intent if possible.

Step 2: Notify the Site Administrator/Principal

- ☐ Report the situation to the school principal immediately.
- ☐ If there is imminent danger, please follow protocol to call 911 and notify Security Dispatch 447-2075.

Step 3: Credentialed Staff Members completing this screening

- ☐ School Counselor ☐ School Based Mental Health ☐ School Social Worker
- ☐ School Nurse ☐ Other _____

Step 4: Notify the Student's Parent(s) or Guardian(s)

- ☐ Parents/guardians have been notified of the situation. Verbal permission for a mobile assessor has been given.
- ☐ Parents/guardians have been notified and will come to the school to discuss their child's needs.
- ☐ Parents/guardians have been notified of the situation and refuse all services. Parents must pick up student. (Medical person evaluation suggested) Safety Plan and Parent Contract should be completed and resource pages shared.
- ☐ Parents/guardians have NOT been notified because: _____

Step 5: Seek Information to Clarify Concerns

As needed, clarify current concerns by actively seeking information from:

- ☐ Interviews with school staff, teachers or students ☐ other agencies: therapists, human services, etc.
- ☐ Social work, psychologist, nurse and ☐
- ☐ P a r e n t s Counselor records

Step 6A: Mobile Assessor permission given: Complete student contract as you wait.

Rivendell- Primary: Deon Aaron 501-804-2503 Assistant: John Norris 501-804-1489

Pinnacle Point- Rebecca Carroll 501-658-5229; 501-223-3322 or 1-800-3322

Methodist- Robin Rudkins 501-765-5048 (assessment in person or via phone)

Bridgeway- Primary: Whitney Miller 501-350-6578 Assistant: Jessica Hood 504-483-8250

* phone assessments still require verbal permission by parent.

Step 6B: Interview and Assess the Student

The following questions will guide your assessment. Use your professional judgment to conduct a thoughtful and sensitive interview with the student and referring stakeholder. Describe the incident of concern. What happened? What did the student say or do? What warning signs led to this referral? Date of incident: _____

Description of Incident: _____

Indicators of Potential Suicide Checklist (Check as many as apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Behavior that is out of character | <input type="checkbox"/> Family problems | <input type="checkbox"/> Loss of an important person or relationship |
| <input type="checkbox"/> Making final arrangements | <input type="checkbox"/> Legal problems | <input type="checkbox"/> Family history of suicide |
| <input type="checkbox"/> Giving away possessions | <input type="checkbox"/> Sudden change in appearance | <input type="checkbox"/> Friend has attempted suicide |
| <input type="checkbox"/> Reading or writing about death | <input type="checkbox"/> Limited support system | <input type="checkbox"/> Previous suicide attempts, cutting |
| <input type="checkbox"/> Sad or depressed affect, hopelessness | <input type="checkbox"/> Increased risk taking | <input type="checkbox"/> Plan to commit suicide and/or note |
| <input type="checkbox"/> Sexual identity issues or sexual abuse | <input type="checkbox"/> Drug and alcohol use | <input type="checkbox"/> Verbalize suicide threat(s) |
| <input type="checkbox"/> Social withdrawal or isolation | <input type="checkbox"/> Humiliation or rejection | <input type="checkbox"/> Access to a means to harm self |
| <input type="checkbox"/> Feels like quitting or running away from world | <input type="checkbox"/> Collecting information on suicide methods | <input type="checkbox"/> _____ |
| | | <input type="checkbox"/> _____ |

Questions for Student Interview**Questions for Beginning the Interview- *What warning signs initiated the referral?***

Someone has noticed _____ about you (e.g., an essay, a drawing, a statement). It concerned me and so I wanted to ask you about it. What were you meaning to say? What did you want to happen?

- Are you currently receiving counseling services (with whom)?
- Are you taking any medications? _____ Diagnosis? _____

Questions for Assessing Current Feeling and Thinking- *What problems is the student experiencing?*

How are things going for you right now? Have you been feeling down or discouraged? What problems are getting you down right now? Has someone hurt you, or has someone hurt your feelings in some way? Do you feel like things can get better?

Questions for Assessing Suicidal Thinking and Behavior—*Is the student suicidal; do they have a plan?*

Have you been thinking about hurting yourself or taking your own life? What happened to make you think about hurting or killing yourself? Do you know someone who's committed suicide? Has someone you care about died? Have you tried to hurt or kill yourself before? Have you thought about how to make yourself die? How are you planning to hurt yourself? (Ask about access to a means to inflict self-harm that matches how the student responds—medications, firearms, etc.)

Questions for Assessing Coping- *How does the student solve problems?*

What would it take to make things better? What would have to happen for things to work out? What have you tried to do to make things better?

Questions for Assessing Supports- *What strengths and supports does the student have?*

Can you talk to family and friends about how you're feeling? Who have you told about how you are feeling? Are they helping you? Would you be willing to talk to someone about how you're feeling (e.g., a therapist)?

Step 7: Develop a Student Safety Plan for the Student at School

Develop the Suicide Prevention Plan in partnership with the student and parent(s) or guardian(s). It includes coping strategies and is brief and in student's own words. See next page...

STUDENT SAFETY PLAN

What are the warning signs that you are beginning to think about suicide?

What can you do to take your mind off of acting on your urges to commit suicide?

What could prevent you from doing the coping skill(s) listed below?

If you are unable to deal with your distress mood alone, what family, friends or school staff can you talk to?

At school, I will talk to:

Name	Relationship	Contact Information

Outside school, I will talk to:

Name	Relationship	Contact Information

Professional Help

Call 911 or:

- ✓ Crisis Text line- 741741
- ✓ National Crisis Suicide Hot Line, 1-800-273-8255 (1-800-273-TALK)
- ✓ Pinnacle Point Hospital-501-223-3322; Urgent Care_____
- ✓ Physician/therapist_____

List what needs to happen to make environment safe:

What ways have you thought about to harm yourself?

Are you in possession of the items you have thought about?

Parent Signature

School Staff Signature

Date

Date

PARENT/GUARDIAN EMERGENCY CONFERENCE NOTICE

Little Rock School District

I have been informed that my child has been expressing suicidal thoughts. School staff members are concerned and want to support my child. I understand that I have a part in keeping my child safe. I have been advised to take the following steps:

- **Provide supervision for my child at all times and safety proof my home.**

☐ *I will not allow my child to be left alone at this time or allow them access to weapons, drugs or medications until an evaluation has been completed by medical personnel.*

☐ *I have been advised that I should immediately take my child to be evaluated.*

- **Help the school staff and your student create a Suicide Safety Plan for my child to be used at school.**

- **Contact professionals that can assist me and my child on a private basis:**

Possible resources include:

1. *Pinnacle Point phone assessment-501-223-3322*
2. *Pinnacle Point Mobile assessor-501-658-5229*
3. *Rivendell Mobile assessor 501-804-2503*
4. *Bridgeway Mobile assessor 501-350-6578*
5. *Methodist Mobile assessor 501-765-5048*
6. *National Crisis Line, 1-800-273-8255 (1-800-273-TALK)*

- **Share with the school the names of other professionals helping my child.**

Sign a release of information form so that school staff and other professionals may share information to benefit my child.

- **In case of emergency, I should:**

1. *Call 911.*
2. *Take my child to a hospital emergency room.*

Parent Signature

School Staff Signature

Date

Date

LRSD Suicide Prevention Checklist

Student Name: _____

(Check as many as apply)

- ☐ *Student Safety plan* completed by student (please attach copy).
- ☐ *Emergency Conference Notice* explained to parent and signed by parent (please attach copy).
- ☐ Referrals and resources must be provided to parents or guardians.
- ☐ Discuss safety and home supervision with parents or guardians (access to weapons, drugs, medications).
- ☐ Release of information forms signed by parents or guardians.
- ☐ Alert administrator, all support staff, and alert teachers on a need-to-know basis.
- ☐ Adults that the student can talk to for support (from Safety plan):

- ☐ Describe follow-up support to be conducted by School Psychologist, Social Worker, Nurse, Counselor, or School- Based Health Center:

- ☐ Daily or ☐ Weekly check-in with (Title/Name Extension): _____

- ☐ Provide increased supervision in these settings: _____

- ☐ Modify daily schedule by: _____

- ☐ Behavior plan (attach a copy to this Screening) If applicable. _____

- ☐ Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe: _____

- ☐ Drug and/or alcohol intervention with (name and extension): _____

- ☐ Contact with student's counselor, therapist, or notification to person at a new school. Get Release signed as appropriate.

- ☐ Other action: _____

PARENTS or GUARDIANS (attach additional pages as needed)

- ☐ Parents will provide the following supervision and/or intervention: _____

- ☐ Parents will: _____

- ☐ Parents sign permission to release/share information with: _____

Administrator, Plan Supervisor Date
(Maintains responsibility until reassigned or modified)

Other Date

School Psychologist, Social Worker, Nurse, Date

Other (please specify title) Date

Mental Health Resources for Parents

CENTERS FOR YOUTH AND FAMILIES 501-666-8686 or 501-666-4949

Offers Mental Health Evaluation/Diagnosis, individual Psychotherapy and family Psychotherapy. Centers' providers will participate in staffing and meetings regarding their clients whenever invited or requested as often as scheduling permits. These meetings include but are not limited to parent-teacher conferences, referral conferences, IEP meetings, annual reviews, and discipline conferences or hearings when appropriate. Participation will occur with parent or guardian's permission as evidenced by the signed release of information. In addition, communication including Centers providers must be relevant to the client's behavior, mental health diagnosis and/or treatment, or utilized in the development of plans, strategies, and techniques for working effectively to improve functioning and ameliorate symptoms.

FAMILIES, INC. 501-982-5000- Jacksonville Arkansas

Families, Inc. offers a variety of therapeutic services for all ages on an individual, couple, family and group basis. Through counseling, individuals receive emotional support from a licensed professional, who helps the client work to resolve conflicts with others, understand feelings such as anxiety and depression, and try out new solutions to old problems. The length of treatment, of course, depends on the complexity and severity of problems.

LIFE STRATEGIES COUNSELING, INC. 501-663-2199

LSCI offers a range of services and options will be discussed following an assessment of the need for mental health services. Services include: Individual mental health counseling, Group therapy, Family therapy, psychiatric evaluation and medication management, Psychological testing, Substance abuse counseling and groups, Support groups, School linked therapy services, mental health paraprofessional intervention, Crisis intervention/Stabilization and Referrals to supportive services and community resources.

LIVING HOPE 501-663-5473

Living Hope offers intensive behavioral health treatment for seriously emotionally disturbed children and adolescents in public school settings across Central Arkansas. Through collaboration and coordination with local school districts, students have access to an array of professional and para-professional services without leaving their school campus. School administrators work with Living Hope Southeast to provide a safe and confidential setting for clients to receive intensive services from our psychiatrists, therapists, and case managers. Through this school partnership, Living Hope is able to ensure the safety and success of its clients with minimal disruption to their normal educational activities.

METHODIST FAMILY HEALTH 501-661-0720 (Main)

Little Rock: 501-537-3991

Methodist Family Health offers outpatient treatment services in communities all across the state. Venues of care include community counseling clinics, school-based counseling services, day treatment programs and specialized services such as Kaleidoscope Grief Center.

P.A.T CENTER 501-265-0302

LR NLR 501-353-1414

The P.A.T. (people advocating transition) Center offers an array of outpatient services which include: In Home Counseling, Community Rehabilitation, Individual Outpatient Therapy, Anger Management, Family Therapy, Group Therapy, School Based Services, Substance Abuse Group, Sexual Abuse Group and more. Referrals are accepted from parents, DHS, schools, courts, and other child care agencies.

PATHFINDER, INC. 501-982-0528 Ext. 1600 Jacksonville, AR

Outpatient services- Not site-based services

Pathfinder, Inc. is a School-Based Behavioral Health Services that believes in a cooperative effort with the public schools to improve service to children/youth with serious emotional and/or behavioral disorders. The target population focuses on adolescents at risk of possible hospitalization, or removal from the traditional classroom setting, and possible long term residential treatment.

THE POINTE OUTPATIENT 501-603-2147

Pinnacle Pointe Behavioral HealthCare has provided mental health services to families in Arkansas and surrounding states since 1991. They specialize in programs for children ages 5-17 with individualized treatment for each child. Their mission is to provide a safe, secure and nurturing environment and believe that early intervention is key to a child's success. Some of their services include inpatient services - acute and residential, outpatient services, community-based services, day treatment school, and professional and community education.

PROFESSIONAL COUNSELING ASSOCIATES 501-221-1843

Child and Adolescent Service System Program

PCA is the "lead agency" for CASSP (Child and Adolescent Service System Program) in Lonoke, Prairie, and North Pulaski Counties. For children with severe emotional disturbances, or children with emotional problems whose needs require services from several different agencies or State departments, PCA arranges a multi-agency staffing to coordinate services. The following services are available to children, adolescents and their families:

- School-Based Services public schools and Head Start classrooms.
- Children's Case Management is available at all our clinics. Parents Brochure
- Wrap Around services to meet needs that insurance does not cover, including rewards for improved behavior.
- In Lonoke County our PROMOTE program serves youth who are at-risk or involved with the Division of Youth Services. [PROMOTE Brochure](#)

UAMS/PRI STRIVE 501-771-8261

Counseling services are conducted by trained clinicians (most are Master's level) and supervised by licensed clinicians (LMHC). Services are available in-home individual and family therapy, in-school assessment, individual and /or group therapy and consultation. Individual therapy is available as needed to enhance treatment of the client. Services also include behavioral system reconstruction.

UNITED FAMILY SERVICES 501-244-0062 Little Rock

Little Rock 501-376-0111

This service provides individual, group, and family therapy to juveniles and their families referred by the court system, as well as aftercare clients, as designated. All services are delivered by qualified, licensed mental health professionals. The purpose of the program is to provide individuals and families an outlet for addressing issues that affect their level of functioning in the community. Consultation with the referral source is also provided, as needed.

THERAPEUTIC FAMILY SERVICES 501-332-4402 Little Rock

Mabelvale, AR 501-753-8400

Participants are assessed by clinically trained staff to ascertain a mental health diagnosis. THS mental health clinicians partner with participants to develop a treatment plan that addresses the participant's individual needs. THS mental health clinicians determine if the participant needs a referral to other services THS has to offer, such as individual, group and family Counseling. THS mental health clinicians address the appropriate modality of counseling the participant needs. Services like counseling and case management are provided through outreach to and engagement with the participant's school.

YOUTH HOME, INC 501-821-5500

Youth Home's continuum of care includes adolescent intensive residential and qualified residential treatment, specialty tracks, and school-based services, as well as outpatient services for individuals of all ages.

RIVENDELL 1-800-264-5640

Rivendell is a behavioral health organization that provides a full continuum of mental health services for adults, adolescents and children, including inpatient hospitalization, long-term inpatient treatment, partial hospitalization, and outpatient services provided in a traditional office setting, school or home. Rivendell also provides educational day treatment for students experiencing difficulty in public schools, but in close coordination with the home school.

UAMS MEDICAL CRISIS AND LOSS CLINIC 501-526-8100 - Ask for 17 and under Clinic or Child Study Center

- **Walker Family Outpatient – Ages 17 and Older**
- **Child Study Center – Arkansas Children's Hospital**

The experience of a life-threatening illness or death of a family member can be emotionally disruptive to a child's development, as well as to the child's entire family. Frequently, children experiencing problems in adjusting to loss or serious illness may demonstrate difficulties including increased sadness and anxiety, withdrawal from friends, decreased school achievement or medical non adherence. The Medical Crisis and Loss Clinic was developed to assist children and families in coping with loss and change. It is a short-term intervention focused on improving long-term adjustment.

The clinic is intended for parents, whose child has died, or children and adolescents who:

- Have experienced the death of a family member or close friend from an illness,
- Have experienced a loss of function from physical trauma, or
- Have difficulty coping with the diagnosis of a chronic or life-threatening illness.

Little Rock School District
AUTHORIZATION FOR RELEASE AND/OR REQUEST FOR INFORMATION

I hereby request and authorize:

 (Name of Person, School, or Department)

 _____t

 (Street Address) (City) o engage (State) (Zip) (Telephone #)

in verbal and/or written communication with and release records to:

 (Name of Person, Job Title and/or School/Agency/Entity)

 (Street Address) (City) (State) (Zip) (Telephone #)

Regarding the **information checked below** concerning my child*

_____, whose date of birth is _____. I understand that information concerning psychiatric, psychological, medical diagnosis, drug or alcohol abuse, economic status, and educational information regarding my child will be released and/or communicated if indicated below. I further understand that this information might contain information regarding my family, in addition to my child.

_____ Treatment Plans	_____ Substance Abuse Treatment Records
_____ Treatment / Discharge Summaries	_____ Social and/or Developmental History
_____ Health / Medical Records	_____ Psychological and/or Psychiatric Evaluations
_____ Case / Progress / Therapy Notes	_____ Restorative Support Services
Academic / School-related Records:	_____ Social Support Services (Food, Clothing, Shelter)
_____ Grades	_____ Medical Services
_____ Test Scores	_____ HIV/AIDS test results or related conditions (to disclose or
	receive this information, specific individuals must be named
_____ Attendance	above)
_____ Suspensions / Expulsions	
_____ Exceptional Student Education / Section 504 records	
_____ Other _____	

For the Purpose of:

I acknowledge that all information I authorize to be released or requested will be held strictly confidential and cannot be released by the recipient without an additional written consent. I understand this authorization will expire one **(1) year after the date signed, or on _____, 20____, whichever is earlier. A copy of this authorization is valid in lieu of the original. I further understand I may withdraw my consent in writing at any time.**

 Print Name of Parent / Guardian / Eligible Student

 Signature of Parent / Guardian / Eligible Student

 Date

 Relationship to Child

*Eligible students (age 18 or over) may authorize the release of their education records.

(USE THIS SPACE IF CONSENT IS WITHDRAWN)

I hereby withdraw my previous consent to the release of information about my child.

 Date Consent Is Withdrawn

 Signature of Parent / Guardian / Eligible Student



LRSD Grief Response Plan

Guidelines for a Building Response to a Death of a student, staff or parent

Table of Contents

Person Responsible

1. Introduction *	
2. Team Members and Contact Numbers	
3. Traumatic Event Management Checklist	
4. Rapid Assessment Guide	Coord. of Mental Health
5. Scale of Response	
6. Potential Intervention Needs Worksheet	Coord. School Counseling
7. Team Member Assignment Sheet	Grief Team
8. Survivor Interview	School Principal
9. Safe Room Checklist	Coord. School Counseling
10. Safe Room Sign In & Sign Out	
11. Traumatic Event Briefing Outline	District Social Worker
12. Sample Student Announcement	Principal
13. Classroom Presentation Guide *	School Counselor/Teacher
14. Toxic Effects and Their Antidotes *	Teacher
15. Normal Stress Reactions *	
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17. Referral Behaviors *	School staff
18. At-risk Referral List *	District Social Worker
19. Sample Letter to Parents	Parent
20. Mid-day Rapid Assessment Guide	Grief Team
21. End of Day One: Staff Meeting Agenda	School Principal
22. Team Response Evaluation Form	
23. Crisis Response Team Debriefing Guide	Grief Team
24. Student Re-entry Plan	School Counselor

* These may be included in a teacher packet.

Traumatic Event Grief Intervention Plan

A traumatic event can be described as a sudden, unexpected event that has an emotional impact sufficient to overwhelm the usual effective coping skills of students and/or staff, and that causes significant psychological stress in usually healthy persons.

Crisis intervention is emotional first-aid, not therapy. The goals of intervention are to:

- Clarify and stabilize the situation.
- Mobilize resources.
- Return to normalization of routine for as many as possible, as soon as possible.
- Restore adaptive functioning.
- Facilitate healing and access to on-going help for those in need.

Assumptions about the needs of our students and staff following a traumatic event:

- To effectively process a student's grief, he/she will need a safe and secure environment. • Coming to grips with one's own vulnerability and mortality often heightens the need to belong.
- A controlled and predictable environment facilitates the healing process.
- Each person must be free to choose how they wish to deal with their emotional needs.

District Grief Response Team

Title/ Description	Name	Phone #
Director of Student Services	Dr. Frederick Fields	501-447-2952 501- 770-4838

District Contact for Death of Student, Staff or Parent. Dispatches District grief team to determine what type of response will be needed.

Coordinator of Student Services	Andreia Crawford	501-447-2956 501-351-3933
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Contacted by Director of Student Services to determine contact information for guardian or relative of a student and sibling(s) in any other school. Need to be contacted if death of parent results in a change of guardianship and/or school change.

Coordinator of Mental Health	Lisa Williams	501-447-7384 501-952-7187
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Contacted by Director of Student Services to Work with school principal to determine what will be needed to respond to crisis and set meeting date and time.

Coordinator of School Counseling	LeQuieta Grayson	501-447-2971 501-454-5378
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Contacted by Director of Student Service or Coord of Mental health. Works with school counselor(s) to offer support and help plan the Grief plan for school

Director of Health Services	Jacqueline McEuen	501-447-7382 501-539-0304
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Contacted by Coordinator of Mental Health or School Counselor and work with School nurse if needed.

Director of Communications	Pam Smith	501-447-1030
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Contacted by Director of Student Services to determine the communication that should go out about death of student, staff or parent to news media.

Director of Safety and Security	Ron Self	501-447-2077
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Contacted by Director of Student Services if needed.

Traumatic Event Management Check Sheet

Incident _____

Date: _____

Establish Awareness of Incident

- ___ 1. Principal has been contacted regarding incident to verify death and set up team meeting
- ___ 2. Superintendent and Director of Student Services contacted.
- ___ 3. Director of Student Services Contacts Team and shares what happened and Principal's contact information.
- ___ 4. Team mental health coordinator contact Principal and set up Team Meeting, traumatic Event Briefing and family interview.
- ___ 5. Staff notified by Principal of death and the plan for the current/next school day.

Develop Plan

- ___ 1. District Grief Team, completes rapid assessment guide, and determines scale of response.
- ___ 2. Locations identified and specific duties assigned.
- ___ 3. Identify required outside support. Contact.
- ___ 4. Plan and conduct Traumatic Event Briefing.
- ___ 5. Prepare student/staff announcement (if appropriate).

Implement Plan

- ___ 1. Dispatch team members to designated locations.
- ___ 2. Make student announcement (if appropriate Pam Smith only for media).
- ___ 3. Implement other services outlined in the plan, based on scale of response (Safe Room, classroom presentations, small group discussions, one-on-one interventions.)
- ___ 4. Mid-day team meeting to monitor and adjust plan, and to set agenda for end-of-day meeting.

Bring About Closure

- ___ 1. Conduct end-of-day staff meeting.
- ___ 2. Distribute staff assessment.
- ___ 3. Develop Day Two Plan with Team Members. Include plan for follow-up for any at-risk students.
- ___ 4. Team members debrief.

Crisis/Traumatic Event Rapid Assessment Guide

Date: _____

Team Member Completing the Form: Coordinator of Mental Health School/Principal:

Incident:

Level 1: Situation confined to an individual or small group

Level 2: Class or grade level affected

Level 3: Multiple grade levels and potentially entire building impacted

Level 4: Multiple buildings and sizable portion of district impacted

Level 5: Catastrophic incident with widespread and profound impact on entire school community

1. How many people, and who, can we expect to be impacted?

- a. Students _____
- b. School Staff _____
- c. Administration _____

2. How much disruption, and what kind, should be anticipated?

- a. Mild _____
- b. Moderate _____
- c. Severe _____

3. Any additional information required and how might it be obtained?

4. What resources are required for the initial response? Is this an incident our Team can handle in house? If not, what and how much outside support will be required?

Traumatic Event Scale of Response

Coordinator of Mental Health

Level 1:

Situation confined to an individual or small group.

Level 2:

Class or grade level effected.

Level 3:

Multiple grade levels and potentially entire building impacted.

Level 4:

Multiple buildings and sizable portion of district impacted.

Level 5:

Catastrophic incident with widespread and profound impact on entire school community.

Targeting potential intervention needs:

Coordinator of Counseling

Large Group Briefing (When, where, who):

Classroom Presentations (Which classes, who):

Safe Room (When, where, who):

Small Group Discussions (Which groups, when, where):

Individual Support (When, where, who):

Traumatic Event Team Members Assignment Sheet

Intervention	
Name	Assignment

Administration and Support	
Name	Assignment

Traumatic Event: Parent/Spouse/Family member Interview

Principal

Name of Family Member _____ Phone # _____

Person Completing Form _____ Date/Time of call _____

1. **Express Concern:** We recently learned about what happened and wanted you to know how concerned we are. We can't even begin to imagine how hard this must be for you.

2. **Ask how the school can be of assistance:** We want to help you however we can. Is there anything that we can do at this time? Do you have family and/or friends close by to support you?

3. **Clarify facts:** Here is what we have heard (very briefly share available details). Is this accurate? Is there anything else that we should know?

4. **Share school response:** Our building crisis response team will meet to develop a plan for our school. Of course, we will carefully secure any personal items.

5. **Obtain funeral and/or memorial service details (if possible):** Please let us know about the funeral arrangements. Is there anything that we should know at this time?

6. **Reiterate concern and availability to be of assistance:** Again, we are so sad about what has happened. Please let us know if there is anything that we can do to help you.

Classroom/Safe Room Checklist

School Counselor

- ___ 1. Pads of paper
- ___ 2. Various colors of construction paper
- ___ 3. Crayons/Markers
- ___ 4. Pens/Pencils
- ___ 5. Water
- ___ 6. Envelopes
- ___ 7. Plain white paper
- ___ 8. Blank cards
- ___ 9. Scissors/glue
- ___ 10. Access to large paper, for murals, etc.

Other options, if available:

Snacks

Books on ways to handle death or other personal crisis

Magazines for collages

Safe Room Sign in & Sign out

[illegible]

Traumatic Event Briefing Outline

The purpose of a traumatic event briefing is to consult with and inform staff, allow for psychological decompression, and offer suggestions for stress management. The following five steps should be included:

1. **Assemble staff** prior to the start of the school day (if at all possible). Thank everyone for attending.
2. **Provide facts regarding the traumatic event.** State to the best of your knowledge factual information that is available.
3. **Highlight and normalize common reactions.** Call attention to typical cognitive, physical, behavioral and emotional symptoms.
4. **Outline the building intervention plan and priorities.** Review Teacher Crisis Pack materials and have extra copies available. Introduce any visitors to the building.
5. **Review importance of stress management strategies,** for themselves as well as students.

Traumatic Event: Sample Student Announcement

Today we received tragic (or sad) news. We learned that one of our student's/staff members, (name), died (or was seriously injured) by / as the result of / due to (give basic appropriate elaboration without too much detail, confirmed facts only.)

When things like this happen, people have all different kinds of reactions, such as shock, sadness, fear and anger. Those reactions may rise and fall throughout the day, and even for days to come.

Some of us will want to have a quiet time alone and others may want time to talk with friends of adults. Some of you, who did not know (name), may be ready for teachers to return to academic's sooner than others. We just need to practice patience and respect for each other.

Your (teacher/advisory teacher/first bell teacher) will spend a little time discussing this today. There are plans in place for those who need additional support.

As a reminder, we need to respect the thoughts and feelings of each other. Everyone has the freedom to choose how they will cope with this tragic event.

Please be here for one another. I know we will get through this difficult time together.

Classroom Presentation Guide

The purpose of a classroom presentation is to provide information, minimize unwanted student responses, normalize grief and trauma reactions, and suggest appropriate behavior.

Staff will be informed if/when classroom presentations should take place, depending on the scale of the crisis. If you are asked to guide a classroom discussion and would like assistance, contact a member of the crisis team. A team member or administrator will assist you.

Five steps should be included:

1. **Introduce discussion:** As some of you may already know, _____. This is very difficult for all of us. When something like this happens, it is hard to know what to say or how to act. It is important, however, that we spend some time talking about this incident and answer any questions that you might have.
2. **Clarify the facts:** This is what we know so far: _____. We do not know anything else. As we find out more information that you need to know, we will share it with you (may want to emphasize the importance of not starting rumors – see #4).
3. **Normalize common reactions:** What did you think and feel when you first heard about this? What are you thinking and feeling now? I am not surprised that you feel this way, or have these kind of thoughts. Sometimes I feel and think this way. These are very normal reactions. If they are really bothering you, it usually helps to talk to someone about what you are thinking and feeling.
4. **Identify appropriate behavior:** When you have felt upset in the past, what kinds of things have you done to help you feel better? What have you seen other people do to help themselves? Here are some of the things that I have seen other people do _____. Sometimes people begin to spread rumors. This is not helpful to the family or close friends. If you hear anything different from what we have talked about, please let us know and we will check it out.
5. **Conclude discussion:** Are there any questions before we end? If at any time during the next several days you want to talk to someone, please let a teacher know. For the remainder of the bell I would like for us to _____. (Consider modifying lesson plans depending on student response.) Inform students of building resources that are available and tell them they will be informed of new information.

Our Goal: Effectively Mitigating Potential Negative Effects of Crisis

Potential Effect

Antidote

Anxiety

Reassuring approach

Chaos/Helplessness

Structured Coordinated
Intervention Plan

Exaggerated Emotions

Healthy thinking;
Acknowledgment of normal
grief reactions

Psychological Tension

Opportunity to share
feelings, ask questions

Loss of Control

Information

Normal Reactions to Abnormal Events

Cognitive Symptoms

Confusion

Disorientation

Memory Loss

Difficulty performing tasks

Trouble making decisions

Physical Symptoms

Sweating

Headaches

Dizziness

Upset stomach

Shaking

Behavioral Symptoms

Withdrawal

Excessive humor/laughing

Hyperactivity

Excessive talking

Prolonged silence

Emotional Symptoms

Feeling numb/detached

Guilt

Anger

Sadness

Fear

Stress Management Strategies that WORK!

Take a break from your worries by doing something fun, relaxing, interesting, etc.

Examples: watch TV, draw, write in a journal, go out with friends, play with a pet do something physically active.

Examples: take a walk, play basketball with friends, lift weights, ride a bike

Talk with someone who will listen and try to understand how you're feeling.

Examples: talk with close friends or family members, your youth pastor, your teacher or school counselor

Take care of your health.

Examples: get plenty of sleep, eat healthy food

Stress Management Strategies that DON'T WORK!

Strategies that increase stress

Examples: Misbehaving at school or at home, lying, destroying property.

Strategies that hurt others:

Examples: starting rumors, blaming others, fighting.

Strategies that are dangerous to your health:

Examples: Smoking, drinking, taking drugs, cutting.

Referral Behaviors

Refer students who:

Witnessed the incident or are a close friend of the victim.

Display unusually disruptive behavior.

Appear confused or disoriented.

Make threats to harm others.

Verbalize thoughts of suicide.

Cry uncontrollably.

Behave in a way that appears unusual/inappropriate at the time.

Repeatedly ask questions you cannot answer.

Are preoccupied with knowing all the details of the incident.

Indicate that they want to be with their friends or their counselor.

Know the victim yet appear detached, numb, or indifferent.

Talk about having nightmares, not being able to eat or sleep, feeling jittery, confused, unable to concentrate.

Have a history of emotional disturbance.

At-Risk Referral List

Staff Name _____

[illegible]

Sample Parent Letter

Dear (School Name) Parent or Guardian:

At approximately (note date and time) _____, one of our students (note what happened) _____. The information that we have received at this time is that the student (note condition) _____.

Our school's crisis response team is handling the situation in a calm and compassionate manner. Additionally, other mental health professionals from _____ were in the building today. Please be assured that team members will continue to provide support for students and staff as long as a need exists.

We request that you continue to send your child to school. Remember that our school is the safest place for your child in an emergency and that your child's welfare and safety is our top priority.

Finally, should you have any further concerns, please feel free to contact the school at _____. As always, we thank you for your assistance and support.

Sincerely,

Principal

Mid-Day Rapid Assessment Guide

Date _____ Team member completing form _____

Incident _____

1. At this point in time, who have been significantly impacted?
2. What actions have been taken?
3. Where are we with the Safe Room? Are we ready to close it down?
4. What are our anticipated issues this afternoon?
5. What kind of resources do we have on call if the situation changes?
6. How are our impacted staff members doing?
7. What additional information is needed for this afternoon's meeting?
8. What rumors have been circulating around the school and how have we been dealing with this?

End of Day One
Staff Meeting Agenda

1. Review day
2. Update information.
3. Highlight and dispel rumors.
4. Secure “at-risk” names.
5. Outline plan for Day Two.
6. Respond to questions.
7. Present stress management tips.
8. Distribute Team Response Evaluation Form

Team Response Evaluation Form

Date: _____

1. How well did we establish awareness to all individuals who needed to know?

___ Poor ___ Average ___ Excellent

Comments _____

2. How well did the crisis response team meet the needs of students?

___ Poor ___ Average ___ Excellent

Comments _____

3. How well did the crisis response team meet the needs of staff?

___ Poor ___ Average ___ Excellent

Comments _____

4. After today's crisis response, do you have any suggestions for handling future crises?

Crisis Response Team Debriefing Guide

Debriefing the crisis team members is strongly recommended after students and staff have been released for the day. This will help to minimize negative effects, teach and reinforce skills, and help team members “practice what they preach”. Move through the questions in the order that they are presented.

1. What were your first thoughts about the incident? Of the thoughts that you had, which one surprised you the most?

2. What was the worst moment for you?

3. Was your response to this difficult moment appropriate at the time? If you felt it was not, why not? What would you do differently?

4. What did this incident make you aware of about your own personal experience, feelings and attitudes? What did it make you aware of about your own professional knowledge and skills?

5. What was the most rewarding aspect of the interventions provided?

6. What do you need to do to take care of yourself (today, tonight, over the next several weeks)?

Student Re-Entry Plan

Consider the following strategies and accommodations for a student returning to school after being impacted by a significant event:

1. Prior to student return, consider a **modified classroom discussion**. Suggested talking points:

I want to take a moment to talk about (name). As we discussed, he/she has recently been through a very difficult time. (Name) will be returning on _____ and I think we should take a moment to talk about some things we can do or not do to make his/her return to school as positive as possible.

First, like any other day at school we need to show respect for one another. In being respectful to _____, please don't bombard _____ with questions about what had happened. If he/she wants to talk about it that will be his/her choice to do so.

Remind yourself what it means to be a friend to someone. How do you want to be treated by others? It's perfectly normal to want to be there for a friend in need. If you want to tell _____ that you are sorry about what happened, that's ok. It's ok to share with _____ that if he/she wants to talk, you'll be there for them.

It's also ok if you're not sure what to say. When something like this happens, we may feel unsure of what the right words are to say to someone. Again, this is normal. To say nothing is ok too.

Remember, our school is a safe place to be and we want nothing more than to have everyone here feel that they are safe and that they belong. The best thing you can do is to treat _____ with respect, just as you would want to be treated.

If you have questions, or if you see someone treating _____ in a way that you feel is inappropriate, let a staff member know so they can help.

2. On the morning of the return, consider have a **brief meeting with the student**, possible accompanied by their guardian. Assure them that they are an important person in the school, that their school is a safe place to be, and that support is available to them should they feel the need.

3. Students have the **right to choose how they cope** with the event, so they should have options. Possible accommodations might include: Checking in with the counselor, designating a time-out location, a modified schedule, calling home periodically. But keep in mind some students may prefer a normal school day with no special treatment.

4. It may be advisable to have a **brief meeting at the end of day 1** to see how the day went from the student's perspective. Depending on the student's response, make a plan for subsequent days.

V. Assessment

LRSD Counseling Department uses several data points to decide what services and programs should be available for K-12 students. Programs are based on district mandates, School building administrators building plans and data that helps to guide behavior, discipline and academics. K-12 counselors submit a School Comprehensive plan based on data points to dictate student's outcome goals. Secondary schools submit a statistical data report outlining the data from their senior class and can compare to previous 2 senior classes. Senior Surveys are reviewed and contain data about where the senior class plans to do after graduation. Middle School counselors have students complete the middle school transition information to help with Student Success plans.

A. School Comprehensive plan

2023-2024

{Insert School Name}

LITTLE ROCK SCHOOL DISTRICT

School

YEAR

Guidance Staff Roster

Last, First Name

Email, Phone Number

Counselor's Signature / Date

Principal's Signature / Date

Manage- Program Focus

(Aug-Sept)

Belief Statement: *Analyze personal, school, district and state beliefs, assumptions and philosophies about student success. What are your beliefs?*

Vision Statement: *Aligned with district and school statements. Creates a picture of success for all students.*

- What do counselors hope to see in their students in the next 5 to 15 years in the future?

Narrative:

- How the school counseling program's beliefs influenced the vision statement?
- How the vision statement was developed?
- How vision statement drives the counseling program.

(Aug-Sept)

Mission Statement: *Student focused, aligned with district and school. The mission statement provides direction on how the counseling program will reach its vision. Emphasis on equity, access and success for every student.*

- How do all students benefit in the implementation of the comprehensive school counseling program?

Narrative:

- A detailed summary of the process for developing the mission statement.
- An explanation of how the program addresses equity, access and success for every student.
- How program addresses the long-range results for every student.

Program Planning:

(Aug-Sept.)

Annual Student: Outcome Goals

School counseling program goals define how the vision and mission are accomplished. They contribute to the development of school classroom and Group MB Action Plan and Closing the Gap Action Plans and address specific student outcomes.

- Focus attention on Achievement, Attendance, Discipline
- Are based on school data
- 2 goals are written in smart format (including baseline and target data)

Smart Goals:

You should have 2-3 goals per school year. **Two for this year will be: Chronic Absenteeism, Trauma Informed Care**

- S** Specify your goals- who, what, how
How goals address student learning and/or student inequalities
- M** Measurable outcome. How will you know when you have reached your goal, assign a #, what data will you be using.
- A** Achievable, can you effect change. List resources needed and if or how you can obtain them
- R** Results focused on whether it is tied to vision and mission. What outcomes should you see in students if your goals are met?
- T** Time bound, what milestones will you be hitting. When will each of your goals be completed?
 - *Include a copy of school report or data used to create goals along with ASCA Outcome goals form.*

(Aug.)

ASCA Mindsets & Behaviors

for Student Success: *Describe the knowledge, skills and attitudes a student needs to achieve academic success, college and career readiness and social/emotional development.*

- Clearly indicates which ASCA Mindsets & behaviors will need to be addressed to complete each Student Outcome Goal.
- Clearly indicates how each is addressed (Core curriculum-CC, small group SG, closing the gap- CTG)
- 1-2 behaviors selected and documented on Classroom and Group MB Action Plan

Narrative:

- How the ASCA Mindsets & Behaviors were intentionally and carefully selected.
- How do M&B serve as the foundation for Classroom and Group, and Closing-the-Gap activities?
- How goals are reviewed or revised each year.
 - **Include a copy of ASCA Mindsets and Behavior planning tool with behaviors selected.**

(Aug-April)

Classroom and Group MB Action Plan

This is the lens through which the school counselor provides all services and interventions for the student.

- Use the ASCA Classroom and Group Action Plan
 - o Include 3 lesson plans
- Lesson/activities delivered to all students or groups
- Not all lesson plans will address the Outcome goals

Narrative:

- Addresses the rationale for the design of the Classroom and Group MB Action plan.
- May include: developmental needs, Needs identified through
- Explain any exceptions or unusual circumstances that impeded or affect delivery of counseling curriculum to all students.

(April- May)

Closing-The-Gap

Action Plan:

This serves as a guide to address achievement, attendance and discipline discrepancies existing among groups.

- Use template to organize the results of your three lesson Plans on action plan.
- Why activities or interventions were chosen
- How the gap was defined through data?

Narrative:

- Explain how the data results will help:
 - Deliver lessons more effectively
 - Collect data more accurately
 - Make decisions about which lessons to continue, adjust or discontinue.

(Aug.-Sept.)

Use of Time Analysis:

Monthly reports are proof of Use of Time Documentation and don't need to be turned in with this report.

(Aug.-Sept.)

Calendars:

Develop, publish and share calendars

of school counseling activities to inform students, families, teachers and administrators about the CSCP.

- The annual calendar is highly detailed and documents all activities, events and services within the CSCP.
- The weekly calendars include: dates and highly detailed information with delivery method (Classroom, Group, Individual).
- Specific topics addressed (bullying, relationships, college/career readiness)

Narrative:

- Describes how the annual and weekly calendars are developed. Describes how priorities are identified.
- Provides details about the collaborative conversations between school counselors, with administrators and other staff.
- Details how the annual and weekly calendars are shared with stakeholders.
- Explains how the annual and weekly calendars are adjusted based on information or situations arising during the school year.
- % of time for direct/indirect student services.
 - **Include annual calendar**
 - **Include monthly calendars**

Annual Administrative:**Conference:**

Annual Agreements outline the School Counseling Program's organization and focus. A formal discussion between the school counselor and administrator about the alignment of school counseling program goals with the goals of the school.

- Was created and signed by the school counselor and supervising administrator within the first two months of the school year.
- Identifies the school counseling program's mission statement and program goals.
- Lists the school counselor's specific responsibilities within the school counseling program and scope of work.
- Identifies areas of professional development for each school counselor.

Narrative:

- How was the Annual Agreement developed, and how does it reflect the discussion with the administrator?
- Include the rationale for the school counselor's use of time based on school data and a use of time assessment.
- How the decision to distribute duties among the counseling staff was made or determined when only one counselor is on site.
- **Agenda of counseling department meetings if more than one counselor.**

(Nov.-Dec.; Mar. - April)

Advisory Council: *A representative group of stakeholders (Parent, staff, community, administration, students) selected to review and provide input.*

- Include a list of the advisory council members and their stakeholder's positions.
- Is solely focused on the school counseling program.
- Highly detailed agendas and minutes from at least two meetings (one from fall, one from spring).
- Quality supporting documentation shared at advisory council meeting. (PPT, Handouts, charts/graphs)
- Provide evidence the advisory council provided input on the program goals and activities in the fall. Make sure results and implications were presented and discussed in the spring.

Narrative:

- How was the advisory council developed and members selected?
- Addresses how the advisory council provides input to and feedback on the program's goals and activities.
- Addresses how the school counseling program incorporates advisory council feedback.
 - **Include agenda from meetings.**
 - **Include minutes from meetings.**

Assess

Classroom and Group Result Report:

(April-May)

Closing-The-Gap Results Reports:

(April-May)

Narrative:

- Explain how the data results will help:
 - Deliver lessons more effectively
 - Collect data more accurately
 - Make decisions about which lessons to continue, adjust or discontinue.

Forms needed to be attached to report

- ☐ AR School Report Card
- ☐ ASCA Outcome goal form
- ☐ Signed Annual Administrative Agreement
- ☐ Monthly/Yearly Calendars
- ☐ Advisory Council form, Agenda for 1 meeting
- ☐ 3-Lesson Plans on ASCA form
- ☐ Classroom and Group M&B Action Plan/Results
- ☐ Closing the Gap Action Plan/Results

B. Secondary statistical Data Report

High School Statistical Data Report 20231-2024

Your report is due on or before **June 10, 2024.**

Please use the following outline in preparing your Statistical Data report:

Part I: **Statistical Report (forms attached)**

Please don't leave information requested off the forms. This information is critical and needs to be complete when you send it in.

Part II: **Awards and Scholarships**

Please list full name and race/gender for all list awards requested. List monetary value of scholarships/awards received by each senior. Include totals for each type of scholarship, along with total counts by race and gender. **Please keep documentation of college acceptance and scholarship awards as data for the numbers you submit.**

- | | |
|--------------------------------|---------------------------------------|
| 1.) National Merit Finalist | 2.) Cum Laude Graduates (if you have) |
| 3.) Governor's School | 4.) AR Challenge Recipients |
| 5.) Out-of-State Scholarships/ | 6.) In-State Scholarships |
| 7.) Honors Graduate | 8.) Boys-Girls State |

Part III **Testing**

PSAT/NMSQT	ASVAB
Arkansas State Report Card- ADE	

Part 1V: Plan developed and implemented to increase participation of minority students in Honors and Advanced Placement courses.

Part V: Conclusion for 21-21 and recommendations 2021-2023.

Part 1V and V can be bulleted responses.

LITTLE ROCK SCHOOL DISTRICT

Statistical Data Report

School
YEAR

Guidance Staff Roster

Counselor's Signature / Date

Principal's Signature / Date

Part I

Statistical Data

PART 1 STATISTICAL DATA as of October 1,

A. DEMOGRAPHIC CHARACTERISTICS OF STUDENT POPULATION

Enrollment Count		9	10	11	12	Totals
Asian	Male					
	Female					
Black	Male					
	Female					
Hispanic	Male					
	Female					
Native American	Male					
	Female					
Two or More	Male					
	Female					
White	Male					
	Female					
Grade Totals						

B. ENROLLMENT in Pre-AP/AP COURSES

Pre-AP Courses	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	Total #
English													
Math													
Science													
Social Studies													
Foreign Language													

Advanced Placement Classes: Complete for courses offered

AP Courses	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	Total #
English													
English Lang.													
English Lit.													
Sciences													
Biology													
Chemistry													
Environ. Science													
Physics I													
Physics II													
Physics C-Mech.													
Physics C- Elec													
History/Social													
U.S. History													
World History													
Comp. Gov't.													
US Gov. & Pol.													
European History													
Human Geog.													
Psychology													
Macroeconomics													
Microeconomics													
Math/Computer													
Statistics													
Calculus AB													
Calculus BC													
Computer Sci. A													
Comp. Sci. Prin.													
Arts													
Art History													
Music Theory													
Studio Art 2D													
Studio Art 3D													
Studio Art Draw.													
World Lang.													
French Lang.													
German Lang													
Latin													
Spanish Lan.													
Spanish Lit.													
Chinese													
AP Capstone													
Research													
Seminar													

C. GRADUATION RATE

Year	# Seniors Enrolled by Oct. 1												Total
	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	
21-22													
20-21													
19-20													

Year	# Seniors Graduated by June												Total
	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	
21-22													
20-21													
19-20													

D. POST-SECONDARY PLANS

Year	College Going Rate- 4 year College/Universities												Total
	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	
21-22													
20-21													
19-20													

Year	Any 2 year program												Total
	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	
21-22													
20-21													
19-20													

Year	Military Enlistment												Total
	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	
21-22													
20-21													
19-20													

Year	Students Entering Work Force												Total
	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	
21-22													
20-21													
19-20													

Year	Undecided												Total
	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	
21-22													
20-21													
19-20													

E. IDENTIFY SENIORS WHO GRADUATED UNDER THE SCHOLAR'S CURRICULUM.

Year													Total
	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	
21-22													
20-21													
19-20													

F. IDENTIFY SENIORS WHO RECIEVED THE ARKANSAS SCHOLARS SEAL ON THEIR TRANSCRIPT.

Year													Total
	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	
21-22													
20-21													
19-20													

G. SCHOLARSHIPS

Year	Athletics												Total
	AM	AF	BM	BF	HM	HF	NM	NF	2/M	2/F	WM	WF	
21-22													
20-21													
19-20													

Part II

Awards and Scholarships

National Merit Finalist

[illegible]

Cum Laude Graduates

First Name	Last Name	Race/Gender
Total # of	Students _____	

Governor's School

Please list student's name alphabetically by area

First Name	Last Name	Area
Total # Attending _____		

Insert your Arkansas Challenge Report from ADHE

(You May replace your form with this one if information listed below is used)

[illegible]

In State: SCHOLARSHIPS/AWARDS
(You May use your form if you combined your scholarships on one report)

[illegible]

2023 Graduate/Scholarship Information

# of Graduates	# of students who receive Scholarships	Total \$ of scholarships used

# of students who receive AR Challenge	Total \$ of AR Challenge awarded

How many students attending college in Pulaski County?

UA-PTC	UA-Little Rock	Philander Smith	AR Baptist

Honor Graduates

Class _____ **School** _____

Class

School

[illegible]

Girls/Boys State

First Name	Last Name	Race/Gender
<i>Girls</i>		
<i>Boys</i>		
Total # of Students_____		

Part III

Testing Program

Insert testing Reports

PSAT-NMSQT

ASVAB

Arkansas State Report Card-ADE

Part IV

Implementation

Plan to Increase Participation in Advanced Placement and Honor Courses

Part V
Recommendations
2022-2023/23-24

Please offer what was learned this school year and offer suggestions for next school year?

C. Senior Surveys
Housed in Naviance

Email at which we can reach you after graduation:

2. Date of Birth:

 (MM/DD/YYYY)

3. Sex:

4. Race:

5. Home Phone:

6. Cell Phone:

7. Address:

8. Parent/Guardian Name:

9. Parent/Guardian Cell Phone:

10. Have you taken the ACT?

☐ Yes ☐ No

11. If you answered yes, please provide your highest composite score.

12. Have you taken the SAT?

☐ Yes ☐ No

13. If you answered yes, please provide your highest composite score.

14. Have you taken the ASVAB?

☐ Yes ☐ No

15. If you answered yes, please provide your highest composite score.

16. Would you like information to join your high school Alumni Association?

☐ Yes ☐ No

*17. What are you planning on doing post-graduation? Select one option. You will be asked to elaborate on your chosen post-graduation plan in the questions below.

 Other:

18 Please add, update, and verify the outcomes of your college applications. Do not check any boxes regarding final transcripts. You must complete a transcript request from through the registrar's office

Below is the latest information we have regarding your college applications. Please update or correct this information.

College	Waitlisted	Deferred	Final Decision	Attending	Send Final Transcript	Never Applied
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If you applied to colleges not already listed here, please enter them below.

College	Type	Waitlisted	Deferred	Final Decision	Attending	Send Final Transcript
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
kup	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
kup	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
kup	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
kup	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
kup	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
kup	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
kup	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
kup	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Have you completed the FAFSA?

☐ Yes ☐ No

20. Have you completed the Arkansas Challenge?

☐ Yes ☐ No

21. Intended Major:

22. Have you earned any scholarships? (Please turn in a copy of scholarship award letter to guidance office. Scholarships are announced at graduation.

☐ Yes ☐ No

23. If you indicated that you will attend a **Professional or trade school** - List name of school to which you have applied and indicate area of intended study.

24. If you indicated that you will pursue an **apprenticeship** - Please provide where and what program your apprenticeship will be under.

25. If you indicated that you will be **enlisting in the military** (Please provide copy of your enlistment form. Your enlistment may be announced at graduation). Please identify the Branch, enlistment date and ship out date.

26. If you indicated that you will go to **work** (Please see your Career Coach if this is your plan and you are not employed.) Do you currently have a job?

☐

Yes

☐

No

27. Please identify whether your job is full time or part-time.

28. Where are you employed:

D. Middle School Transition Surveys
Housed in Naviance

What are you looking forward to the most about going to high school?

- ☐ Taking AP/Pre-AP classes to prepare me for college
- ☐ Exploring new elective classes
- ☐ Planning for college
- ☐ Making new friends
- ☐ Being with my friends
- ☐ Clubs
- ☐ Sports
- ☐ Activities (Homecoming, going to games, pep rallies, etc)
- ☐ A fresh start
- ☐ Lunch
- ☐ Other:

*2. I am confident in my abilities in the following areas:

- ☐ Math
- ☐ Reading
- ☐ Writing
- ☐ Science
- ☐ Social Studies
- ☐ Test Taking
- ☐ Studying for Tests
- ☐ Completing Homework
- ☐ Working in Groups
- ☐ Working Independently
- ☐ Foreign Language
- ☐ Electives
- ☐ PE
- ☐ Turning in Work On-Time
- ☐ Taking Notes
- ☐ Using Parent Portal
- ☐ Using Teacher Websites

*3. I need help from a teacher, counselor, and/or another professional in the following areas:

- ☐ Math
- ☐ Reading
- ☐ Writing
- ☐ Science
- ☐ Social Studies
- ☐ Foreign Language
- ☐ Electives
- ☐ PE
- ☐ Taking Notes
- ☐ Test Taking
- ☐ Studying for Tests
- ☐ Completing Homework
- ☐ Turning in Work On-Time
- ☐ Working in Groups
- ☐ Working Independently
- ☐ Using Parent Portal
- ☐ Using Teach websites to Access Assignments
- ☐ None of the Above

4. What else would you like us to know about your academic abilities?

*5. What activities do you participate in outside of school:

- ☐ Girl/Boy Scouts
- ☐ Athletics
- ☐ Employment
- ☐ Other

*6. What activities do you participate in middle school:

- ☐ Student Council
- ☐ Athletics
- ☐ Chess
- ☐ Other

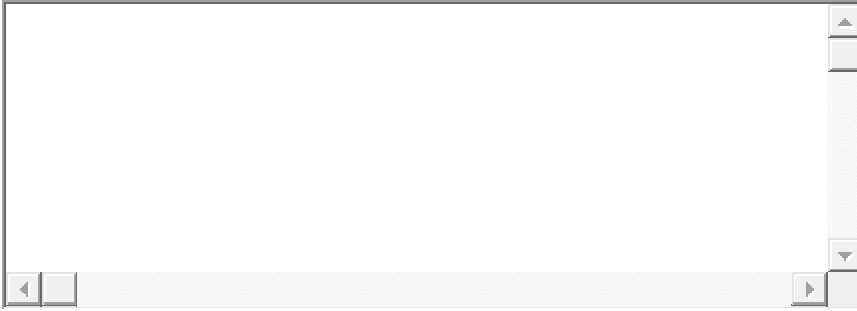
*7. What career(s) are you interested in exploring after high school?

A large, empty rectangular text box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track controls.

*8. What are your plans after you graduate from high school?

A single-line text input field with a thin black border and a small downward-pointing arrow on the right side, indicating a dropdown menu.

*9. What interests, skills, and knowledge do you need to support your career goals?

A large, empty rectangular text box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track controls.

*10. What activities and skill training will you need to learn “outside of school” to reach your career goals?