STUDENT SERVICES PLAN

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STUDENT SERVICES PLAN

Pursuant to Arkansas Code Annotated §6-18-1004
(Act 1275 of 1997 - The Public School Student Services Act)

This plan articulates the functions served by each of the components of a program of student services. The plan indicates the development and implementation of student services to all students in the Fort Smith Public Schools.

This plan facilitates coordination of the various student services and utilization of techniques to make maximum use of the contribution of each service.
SCHOOL COUNSELING
I. SCHOOL COUNSELING

A. FORT SMITH PUBLIC SCHOOLS COUNSELING PROGRAM

Fort Smith Public Schools, a premier district where innovation creates excellence, is dedicated to providing an equitable, challenging educational experience by engaging families and community partners as we prepare students to embrace their roles in our culturally diverse community and rapidly changing world.

As student advocates, Fort Smith school counselors serve a vital role in maximizing student success. Through leadership, advocacy, and collaboration, school counselors promote equity and access to rigorous educational experiences for all students. School counselors support a safe learning environment and work to safeguard the human rights of all members of the school community and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program.

A school counseling program is most effective when:

1. It is a cooperative enterprise that includes the student, parents, teachers, school administration and community.

2. It is a comprehensive developmental program.

3. Specific guidance experiences are included as an integral part of the student's educational process.

B. THE ROLE OF SCHOOL COUNSELORS

1. The Essential Role of Elementary School Counselors

The elementary years are a time when students begin to develop their academic self-concept and feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family.

Elementary school counselors are educators uniquely trained in child development, learning strategies, self-management and social skills, who understand and promote success for today’s diverse students. They implement a comprehensive school counseling program to support students...
through this important developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of children’s lives. The program teaches knowledge, attitudes and skills students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success.

Fort Smith Elementary Counselors use the American School Counselor Association (ASCA) National Model as the framework to foster a comprehensive program to meet their students’ needs.

Elementary school counselors provide services to students, parents, school staff and the community. The delivery of these services includes:

**Direct student services:**
School counseling core curriculum:
- Instruction – direct instruction, team teaching, developing learning activities.
- Group activities – planned activities outside the classroom promoting academic, career or social/emotional development.

Individual student planning:
- Appraisal – assist students in evaluating interests abilities, skills and achievement.
- Advisement – assist students in goal setting based on academic, career and social/emotional data.

Responsive services:
- Counseling – in individual or small group settings school counselors provide planned, short-term and goal-focused counseling. School counselors do not provide therapy or long-term counseling in schools. However, school counselors are prepared to recognize and respond to student mental health needs and assist students and families seeking resources.
- Crisis response – provide support and assistance to students and families as they navigate crisis and emergency situations.

**Indirect student services:**
- Consultation - share strategies supporting student achievement with parents, teachers, other educators and community organizations.
- Collaboration - work with other educators, parents and the community to support student achievement.
- Referrals - support for students and families to school or community resources for additional assistance and information.

**Additional site-based student services:**
- Orientation – support for new and transferring students to assist their inclusion into their new school community.
• Parental Involvement each school will designate a parental involvement coordinator to reinforce the parent-school connection.

The elementary school years set the foundation for developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners. Elementary school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. By providing education, prevention, early identification and intervention, elementary school counselors help their students achieve academic success, develop an understanding of career opportunities and develop social/emotional skills in response to issues they face.

2. The Essential Role of Secondary School Counselors

Junior high school is an exciting yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, junior high school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval. Identifying students’ academic and social/emotional needs, as well as providing any necessary interventions, is essential in removing barriers to learning and helping students develop skills and behaviors critical for academic achievement. The knowledge, attitudes and skills students acquire during these years build the foundation for future success.

High school is the final transition into adulthood, postsecondary education and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships.

They need guidance in using technology to further their academic and career goals and also need assistance managing and responding to the challenges of using technology safely and appropriately for personal expression.
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, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Secondary counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management, and social skills who understand and promote success for today’s diverse students. They implement a comprehensive school counseling program to support students through this important developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of students’ lives. The program teaches knowledge, attitudes and skills students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success.

Fort Smith Secondary Counselors use the American School Counselor Association (ASCA) National Model as the framework to foster a comprehensive program to meet their students’ needs.

**Direct student services:**
School counseling core curriculum:

- Instruction – direct instruction, team teaching, developing learning activities.
- Group activities – planned activities outside the classroom promoting academic, career or social/emotional development.

Individual student planning:

- Appraisal – assist students in evaluating interests abilities, skills and achievement.
- Advisement – assist students in goal setting based on academic, career and social/emotional data.

Responsive services:

- Counseling – in individual or small group settings school counselors provide planned, short-term and goal-focused counseling. School counselors do not provide therapy or long-term counseling in schools. However, school counselors are prepared to recognize and respond to student mental health needs and assist students and families seeking resources.
- Crisis response – provide support and assistance to students and families as they navigate crisis and emergency situations.

**Indirect student services:**

- Consultation - share strategies supporting student achievement with parents, teachers, other educators and community organizations.
- Collaboration - work with other educators, parents and the
• Community to support student achievement.
• Referrals - support for students and families to school or community resources for additional assistance and information.

Additional site-based student services:
• Orientation – support for new and transferring students to assist inclusion into their new school community.
• Parental Involvement – each school will designate a parental involvement coordinator to reinforce the parent-school connection.
• Naviance – each secondary student will have access to an organized system of additional informational resources to assist in making educational, college, postsecondary, and career decisions.
• Non-traditional testing advisement – each secondary student can access guidance and information on the Test for Adult Basic Education (TABE) or the General Educational Development (GED) pretest.

The junior high and high school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. Junior high and high school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. Junior high and high school counselors enhance the learning process and promote academic, career and social/emotional development. These counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize their full academic potential to become productive, contributing members of the world community.

C. SCHOOL COUNSELING GOALS AND OBJECTIVES

The Fort Smith Public Schools Counseling program strives to improve student success for all students by implementing a comprehensive school counseling program. Working from the K-12 College and Career Readiness for Every Student platform operationalized by ASCA, Fort Smith’s counselors focus on three broad developmental domains: academic, career, and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:
Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

The mindset and behavior standards, resulting from the K-12 College and Career Readiness for Every Student, are arranged within categories and subcategories based on general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research

**Category 1: Mindset Standards** – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students’ belief system as exhibited in behaviors.

**Category 2: Behavior Standards** – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

- **a. Learning Strategies**: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- **b. Self-management Skills**: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
- **c. Social Skills**: Acceptable behaviors that improve social interactions, such as those between peers or between students.

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PSYCHOLOGICAL SERVICES
II. PSYCHOLOGICAL SERVICES

A. SCHOOL-BASED MENTAL HEALTH SERVICES (SBMH)

SBMH Services are provided to students at every school. Any student K-12, enrolled in a Fort Smith school is potentially eligible for SBMH Services based upon acceptance criteria. Family members are also eligible for services if it is determined that these services will directly benefit the identified student.

Services include:
- Individual, group, and family therapy with the school’s identified SBMH professional.
- Assessment and treatment planning.
- Interface with community agencies.
- Crisis Intervention services.
- Medication management.
- Summer mental health programs are available to students with specific needs.

B. SPECIAL EDUCATION SERVICES

1. Liaison and Referrals

The district provides a system for liaison and referrals with resources outside the school.

2. Ethical Procedures

All district evaluators are licensed and/or certified under the Arkansas Department of Education and/or the Board of Examiners in Psychology. As a result, they are required to follow ethical procedures.

3. Assessment

Students with suspected disabilities are referred for a comprehensive evaluation to determine eligibility for special education services. These evaluations include, but are not limited to, intellectual, achievement, adaptive behavior, language, orientation and mobility, visual and auditory perception, and curriculum-based.

Students with suspected severe emotional problems are referred for a personality evaluation. The personality evaluation helps to determine if there are significant emotional problems adversely affecting the student's educational performance. The examiners use test instruments which are standardized and in compliance with state guidelines.
4. **Consultations**

Conferences and consultations are provided to interpret test reports, discuss classroom concerns, explore modifications and educational and discipline plans, help develop positive behavior support plans, and student needs and services. Whenever feasible, a collaborative approach between school, home, and community is used.

5. **Therapy**

A variety of therapeutic approaches are used to assist students in such areas as coping techniques, anger management, problem resolution, social skills, self-esteem, self-expression, etc.

6. **School-Based Mental Health Services**

School-Based Mental Health (SBMH) Services is an initiative between the Fort Smith Public Schools and the Arkansas State Department of Education to better meet the needs of students and their families. The SBMH program provides services within the school setting free of charge.

The Fort Smith Public Schools provides School-Based Mental Health services to those students who meet eligibility criteria. A team of professionals determines appropriate referrals to the program. All referrals to the school’s mental health clinician are made through the school counselor and services are provided at the student’s school.

The purpose of the program is to help students achieve academic, personal and social success at school. Students with school related education, behavior or social problems will be considered as caseloads permit. Therapeutic services are provided with parent permission and involvement. Potential mental health services include individual, group, and family therapy, crisis intervention, and parent training.

School-Based Mental Health Services are provided throughout the year by licensed mental health clinicians who maintain confidentiality and professionalism. Requests for services can be made by contacting the student’s school counselor.

7. **Transition**

For each special education student, age 16 and over, a transition plan is developed. This plan looks at student interests, career education, and community resources.
8. **Functional Assessment**

This is a process of identifying functional relationships between events and the occurrences and/or non-occurrence of a target behavior. The principal objective of the functional assessment is to derive a clear hypothesis about the relationship between the environment and the behavior of interest, and the purpose of that behavior, so that the school, staff, parents, and students may design an intervention that will be effective.

C. **Early Identification of Children with Disabilities**

**Pre-School Program**

- **Eligibility**
  Effective July 1, 1991, the Fort Smith Public Schools began operating a pre-school program for children with disabilities. These children may be visually or hearing impaired, developmentally delayed, autistic, or deficit in adaptive behavior. Eligibility for the program will be determined by testing performed through the public schools.

- **Services**
  Services will include a pre-school program on an elementary school campus, a home-based program where appropriate for students and itinerant service to private pre-schools and day care providers in Fort Smith. Services include those of a qualified pre-school special education program instructor and licensed speech/language pathologist.

- **Referrals**
  Referrals to this program may be made by the parents of the children or by the offices of service providers such as yourself. Anyone who knows of or comes in contact with a child who they feel may be eligible for this program, are asked to please call the Department of Special Education, Fort Smith Public Schools, *Phone: (479) 785-2501, Ext - 1271.*

D. **GIFTED AND TALENTED PROGRAM (GATE)**

1. **Definition**

   a. The gifted and talented student is one needing qualitatively differentiated educational experiences due to demonstrated ability or potential which is evidenced by an interaction of above average (1) intellectual ability, (2) task commitment and/or motivation, and (3) creative ability.

   b. The program emphasis is directed toward the academically gifted and talented student.
c. The **target populations**: (1) **Talent Development**— all students enrolled in kindergarten, first, and second grade through whole class enrichments; (2) **Talent Identification and Enhancement**— approximately 5-7% of the remaining enrollments (3-6, 7-9, 10-12) in each elementary, junior and senior high school.

2. **Identification Process** consists of four basic steps

   a. Candidate Pool Identification
   b. Initial Review
   c. Comprehensive Assessment
   d. Final Staffing

Data on K-2 students are collected through observation, Identification, an ongoing program activity, assures equal access to all students regardless of cultural or socio-economic background/environment. **Referral** of a student to be considered for program services may be made by school personnel, students, community members or parents by completing a recommendation form and submitting it to a GATE Program teacher. A student must be actively enrolled in the public schools to be referred, and referral does not guarantee program eligibility. If the student is identified as eligible to receive program services, **placement** occurs at the start of the following semester or as circumstances permit.

3. **Implementation**

   a. **Instruction** at all levels focuses upon (1) higher level thought processes, (2) independent study/research skills, (3) interpersonal and leadership skills, and (4) the application of knowledge and skills in the pursuit of individual interests.

   b. **Programming in Kindergarten, grade 1, and grade 2** employs an **enrichment** model whereby all regular class students participate weekly in specially designed enrichment activities designed by a GATE specialist and conducted by their classroom teacher 3 times during the month, and one time during the month by the GATE specialist.

   c. **Programming in grades 3-6** employs a **pull-out** model whereby identified students are provided with appropriate lessons facilitated by the GATE specialist for 150 minutes each week.

   d. **Programming in grades 7-9** employs a **special class** model whereby identified students participate in a regularly scheduled seminar class conducted daily by a GATE specialist, or they can opt to take per-AP and AP courses – still remaining in the GATE program.
e. **Programming in grades 10-12** employs a **special class/enrichment** model whereby identified students attend regularly scheduled Advanced Placement or Pre-Advanced Placement classes in any core subject area or in the arts.

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SCHOOL SOCIAL WORKER

and

VISITING TEACHER SERVICES
III. SCHOOL SOCIAL WORKER/STUDENT SERVICE OFFICERS AND VISITING TEACHER SERVICES

A. DESCRIPTION

School social workers are licensed professionals (LSW, LMSW, LCSW) who seek to enhance the lives of students and families by identifying needs that interfere with learning and working with students and families to obtain services to address their individualized needs. School Social Workers are guided by the National Association of Social Workers (NASW) Code of Ethics. Student Services Officers participate in activities and provide services and have diverse educational backgrounds (degrees in education, counseling, administration, etc.).

B. RESPONSIBILITIES

The specific responsibilities of the school social worker include:

1. To serve as a liaison between students, families, schools, and community agencies by making referrals and following up on recommendations to assist in meeting students’ educational needs as well as basic needs of students and families.

2. To assist in establishing eligibility of children and families for school-based and community-based resources.

3. To work with the school nurses to obtain needed health services for children.

4. Promote district policies regarding enrollment, attendance, and behavior expectations.

5. To work with Student Services administrators and school personnel to improve school attendance using multi-tiered strategies (for example: educating students and families about district attendance policies, contacting guardians to discuss importance of attendance and how absenteeism affects learning, filing Family in Need of Services petitions when attendance does not improve after multiple interventions are implemented, etc.).

6. Collaborate with the Department of Human Services and court officials to ensure a continuum of services

7. Conduct home visits as needed to fulfill responsibilities.

C. ROLE OF VISITING TEACHER AND LIAISONS

The role of visiting teachers and program liaisons could include home visits and referring students and parents to appropriate school and community agencies for assistance. Also, the liaisons between home and school pursue avenues by which parents can become more involved with their child's school program and can be
more responsive and responsible in assisting the school. The visiting teachers can provide the parent with techniques and strategies to be utilized at home to enhance positive behavior and can develop and can facilitate parent groups composed of persons with similar concerns.

D. HOSPITAL/HOMEBOUND INSTRUCTION

Hospital and/or homebound instruction are a service provided by the Fort Smith Public Schools to both students with disabilities and students who are non-disabled. For students who are not disabled, it is a voluntarily provided service to assist those students who may be out of school for some length of time due to illness or accident. For students with disabilities, it is a requirement within the Individuals with Disabilities Education Act. This service may be used when a student with disabilities is suspended, or due to illness or accident. However, the option of hospital/homebound instruction is possible within the regular continuum of services for special education. The responsibility of the hospital/homebound teacher is to do the assigning, pacing, testing, and grading of material covered during the absence.

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OCCUPATIONAL and CAREER SERVICES
IV. OCCUPATIONAL AND CAREER SERVICES

A. CAREER AND TECHNICAL PROGRAMS

Secondary students in Fort Smith Public Schools have access to twenty one Career and Technical Education (CTE) Programs of Study. CTE programs are offered on the high school campuses and at Western Arkansas Technical Center (WATC). Ten programs are offered through half-day classes at WATC, located on the campus of University of Arkansas - Fort Smith. The WATC programs are taught to industry standards, and most lead to industry certification or articulate into a two and/or four year college degree. The WATC programs of study generate dual credit that is posted on both high school and college transcripts. All costs including transportation are assumed by the school district. The programs of study offered to Fort Smith Public Schools students through WATC include:

- Automotive Technology
- Child Development
- Computer-aided Drafting and Design
- Criminal Justice
- Electronics
- Graphic Design
- Health
- Information Technology
- Pre-Engineering (Project Lead the Way)
- Welding

Programs of study offered on the high school campuses can lead to post-secondary education or to an industry credential equipping a student with job skills. The programs include:

- Business Administration/Management
- Administration and Information Support
- Finance
- Information Management
  - Multimedia
  - Programming
  - Desktop Publishing
- Marketing
- Family and Consumer Sciences
  - Education and Training
  - Family and Consumer Sciences Education
- JROTC
- Construction Technology
- Furniture Manufacturing Technology
- Television Production
- Theatre
B. HIGH SCHOOLS THAT WORK (HSTW)

High Schools That Work is a high school improvement initiative that has as its major goals increased academic achievement for all students and improved integration of academic and career education. Emphasis is on quality curriculum and applied methodology embracing the principles of rigor, relationships and relevance. Meaningful use of assessment data, support for acceleration, and high quality professional development services help prepare students for the real world. Data collection and follow-up are extensive for career and technical completers, those graduates who have completed three units of credit in a career and technical major.

C. CAREER SERVICES

All eighth graders enroll in Career Orientation, a one semester course. The students study 16 job clusters, engage in hands-on career games and activities, and are introduced to ACT's World of Work Map. Career interest inventories, learning styles inventories and other computerized assessments such as EXPLORE and KUDER are part of the curriculum. Classroom guests from a variety of career fields demonstrate skills or otherwise engage students in activities related to their occupations. Eighth graders are introduced to DISCOVER and KUDER computerized career guidance systems, as well as to Internet sites that provide career and educational information. Through the Kuder system, students have the opportunity to establish an on-line career portfolio that compiles career and educational goals, plans and experiences and that is accessible to them for life.

D. ARKANSAS SCHOLARS

Arkansas Scholars is a collaborative program between Fort Smith Public Schools and the Fort Smith Regional Chamber of Commerce. Students in the 8th grade are challenged by Chamber members to stay in school, take the right courses (Smart Core), to make no grade below a ” C” and to maintain 95% attendance during each year of high school.

The students are provided with encouragement through an incentive program in grades 9-12. For instance, eleventh graders are presented with “Hire Me First” wallet cards to present to employers, documenting the student’s status as an Arkansas Scholar.

Seniors who meet the Arkansas Scholar criteria are awarded medallions to wear at graduation, and they receive Arkansas Scholar stickers on their diplomas and their transcripts. The University of Arkansas at Fort Smith offers tuition assistance to Arkansas Scholar who apply and who meet scholarship application deadlines.
E. CAREER DEVELOPMENT FACILITATOR (CDF)

A certified Career Development Facilitator works with targeted students in the two high schools. The CDF will:

- Remove barriers and provide social and academic interventions for targeted students who are at-risk of not graduating due to attendance, lack of credits and/or G.P.A.;
- Research, develop and initiate innovative credit recovery opportunities;
- Design and provide a grade-appropriate system of career planning, Kuder testing and portfolio building for students;
- Monitor and interpret Plan and ACT scores and intervene with re-test and practice opportunities for those scoring below 19;
- Provide targeted seniors with hands-on transition assistance in admissions and financial processes and/or placement in recognized apprenticeship programs;
- Collaborate with teachers to ensure that real life applications are integrated into academic curriculum.
- Connect students who are seeking community service, internships or work experience with those opportunities.
- College Preparatory Enrichment Program (C-PEP) State Funding for this program was reduced therefore the Fort Smith Public Schools District did not have C-PEP in the summer of 2011.

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CONFLICT RESOLUTION

self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
V. CONFLICT RESOLUTION: *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*

A. SECOND STEP

Second Step is known as social emotional learning (SEL) curriculum. The concepts taught provide an extra dimension to education, focusing on improving cooperation, communication, and decision making. In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives students a framework for developing these skills. Second Step is implemented in all schools, grades K - 9.

Second Step is designed to promote school success, self-regulation and sense of safety and support.

The skills taught in elementary school are divided into the following units:

- **Unit 1: Skills for Learning**
- **Unit 2: Empathy**
- **Unit 3: Emotion Management**
- **Unit 4: Problem Solving**

The skills taught in secondary school are divided into the following units:

- **Unit 1: Mindsets and Goals**
- **Unit 2: Values and Friendships**
- **Unit 3: Thoughts, Emotions, and Decisions**
- **Unit 4: Serious Peer Conflict**

The units should be used in sequence as each builds upon skills presented in the previous lessons.

Second Step is primarily designed for classroom instruction however it can be adapted by school counselors and therapists for use with individuals or small groups.

B. NON-VIOLENT CRISIS TRAINING (CPI)

The philosophy of this program is to provide the best care, safety, and security at any given moment to the individuals in schools even in violent moments. The training introduces participants to basic crisis intervention techniques. Participants learn to recognize warning signs that allow for early intervention, plus how to use verbal and nonverbal techniques to avoid a violent confrontation.

The curriculum teaches these skills:

1. Levels of Disruptive Behavior
   - Matching your reaction to the behavior
• Preventing physical violence

2. Nonverbal Techniques for Controlling Disruptive Behavior
   • proxemices - respecting personal space
   • the supportive stance
   • kinesics - interpreting body language
   • paraverbals - controlling your tone of voice, volume, and rate of speech

3. Successful Verbal Resolution of a Crisis
   • recognizing communication
   • active listening
   • five stages of verbal conflict
   • do's & don'ts of verbal intervention
   • setting & enforcing clear & consistent limits

4. Why Verbal Aggression Becomes Physical
   • using knowledge to prevent violence
   • the importance of a calm, professional attitude

5. Dealing with Fear & Anxiety
   • identifying your personal feelings
   • understanding fear responses
   • making the responses positive
   • personal safety techniques

6. Personal Safety
   • when and how to restrain safely

7. Tension Reduction After Intervention
   • coping model
   • postvention for staff

All secondary staffs were trained in 1992, and elementary staff training began in 1993.

C. SAFETY AND SECURITY PROGRAM

The Supervisor of Safety and Security will be responsible for providing security services for all schools and for rendering assistance in emergency situations which involve safety or security issues. The Supervisor will report directly to the Executive Director of Student Services and coordinate security activities and services with building principals. The specific responsibilities of the Supervisor of Safety and Security shall be:
1. To make recommendations involving needed school safety and security changes;

2. To train school personnel in school crime prevention and threat management;

3. To participate as a member of the district crisis team and as a resource for each school's crisis team;

4. To coordinate the emergency communications during an actual school crisis;

5. To coordinate and to supervise off-duty police officers hired for school activities;

6. To act as a liaison with the Fort Smith Police Department in reducing gang-related activities and school violence;

7. To coordinate designated school-endorsed criminal law and drug education classes in cooperation with the Fort Smith Police Department;

8. To assist with policy development on security issues such as auto searches, use of metal detectors, etc;

9. To train and monitor school district safety patrols; and

10. To perform other duties as assigned.

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SCHOOL HEALTH SERVICES

PROGRAM
VI. SCHOOL HEALTH SERVICES PROGRAM

A. THE ARKANSAS STANDARDS FOR ACCREDITATION

1. Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral and follow-up procedures for all students.

2. Each school shall provide facilities, equipment and materials necessary for operation of a school health services program.

3. The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the State Department of Education.

4. Each school shall take proper measures to insure the safety of its students and protect against injuries which may occur in or on the school facilities or site.

B. NURSE/PUPIL RATIO

Arkansas Code Annotated §6-18-704 establishes guidelines for an appropriate school nurse to student ratio. The General Assembly determined that a ratio is needed to effectively meet the health care needs of children.

Fort Smith Public Schools currently employs twenty-one (21) school nurses.

C. IMMUNIZATION

1. Except as otherwise provided in these regulations, no child shall be admitted to a public or private school of this state who has not been immunized against poliomyelitis, diphtheria, tetanus, pertussis, red (rubella) measles, rubella, mumps, hepatitis B, and varicella as evidenced by a certificate of a licensed physician or a public health department acknowledging the immunization.

2. The requirements for entry into school are:

   Kindergarten:

   At least four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), or Diphtheria/Tetanus (DT pediatric) vaccine; at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; three doses of Hepatitis B vaccine; one dose of Hepatitis A; and two doses of Varicella (chickenpox) vaccine. A medical professional’s [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.
1st through 12th grade:

At least three or four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), Diphtheria/Tetanus (DTpediatric), Tetanus/Diphtheria (Td-adult) or Tetanus/Diphtheria/Acellular Pertussis (Tdap) and one dose of Tdap for ages 11 years (as of September 1st each year) and older or 3 doses for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination); at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; two or three doses of Hepatitis B vaccine; one dose of Hepatitis A for First Grade; two doses of varicella vaccine; and one or two doses of Meningococcal vaccine with one dose for 7th grade and a second dose of Meningococcal vaccine at age 16 years (as of September 1st each year). However, if the first dose of Meningococcal vaccine is administered at age 16 years or older, no second dose is required; or if not vaccinated prior to age 16 years, one dose is required. A medical professional’s [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

7th Grade: In addition to the vaccines requirements listed under 1st through 12th grade, one dose of Meningococcal vaccine.

3. A facility may temporarily admit a child provided that the child becomes appropriately immunized, is in-process of receiving the needed doses of vaccine, or shows that they have applied for an exemption for those vaccines he/she has not received within thirty (30) program days after the child’s original admission or by October 1st for TDAP and Meningococcal vaccines at age 11 and 16 years, respectively.

4. School officials are required to evaluate the immunization status of all children in their facilities.

5. Only a letter issued by the MEDICAL DIRECTOR, IMMUNIZATION SECTION, stating the vaccine or vaccines for which a child/student is exempt is to be accepted as a valid medical exemption by the school or childcare facility. Statements from private physicians are not to be accepted by the school or childcare facility without this letter.

6. Any person found guilty of violating the provisions of this section or the regulations promulgated by the State Board of Education and/or the Arkansas Child Care Facilities Review Board for the enforcement hereof shall be guilty of a misdemeanor.
7. Medical, Philosophical, and Religious Exemptions are only granted through the Department of Health and must be provided annually.

D. RESPONSIBILITIES OF THE SCHOOL NURSE

The school health program is a cooperative project produced through the efforts of administrators, teachers, custodians, children, parents, and all persons concerned with the school. The school nurse cooperates and shares responsibilities with all of these people. The nurse interprets factors relating to physical, mental, and emotional health of children to teachers, parents, and others. The nurse serves as a liaison person between the physician, community health agencies, the home, and the school.

The nurse assists in establishing and administering school health policies and procedures. The school nurse knows the duties of persons involved in the school health program, helps to coordinate their activities, and assists in the evaluation of the program. The specific responsibility of the school nurse includes:

E. SCHOOL HEALTH SERVICE UNIT

In all school buildings, space is allocated for delivering needed school health services. The primary purposes for which the school health service unit is used are as follows:

1. As an emergency center for the administration of first aid to school children and personal and proper care of accident victims until they are moved from school;

2. As an emergency center for the care of children becoming ill during the school day until they can be placed under their parent's care or returned to class;

3. As a center where children with suspected communicable diseases can be cared for and separated from others until arrangements can be made for the parent or guardian to pick up the children;

4. As a place for those who, because of health conditions, require on their physician's recommendation a rest period at school during the school day;

5. As a center where first aid and other supplies and equipment may be placed and kept in readiness at all times for use in rendering other health services to children at school;

6. As a work area for the nurse to inspect pupils referred to the nurse;

7. As a work area where periodic medical and dental inspections and other medical services for school children can be given when it is necessary to render these services at school;
8. As a place where vision, hearing, and other screening procedures, including the measurement of pupil height and weight, may be carried out;

9. As a conference room where the nurse, teacher, pupil, parent, or others concerned with health counseling and guidance can discuss privately specific health problems of individual school children;

10. As a center where records and other information necessary in the administration of the general health program and emergency care program may be kept ready use when needed.

Revised/Updated August 2018
PROGRAMS FOR

AT-RISK STUDENTS

and

SCHOOL DROP-OUT PREVENTION
VII. PROGRAMS FOR AT-RISK STUDENTS AND SCHOOL DROP-OUT PREVENTION

A. SCHOOL DROP-OUT PROGRAM

1. Prevention

The number of students who drop out of high school has fallen significantly since 1990. According to the National Center for Educational Statistics (NCES), the “status dropout rate decreased from 12.1 percent in 1990 to 6.5% in 2014.” The self-reported primary reasons students dropped out of school was they “were failing too many classes.”

The Fort Smith School District seeks to alleviate potential dropout outcomes for students, no matter what the reason; poor attendance; truancy; tardiness; consistently low grades; lack of basic skills, home problems; poor communication between home and school; poorly developed organizational skills; a history of school transfers and family moves; poor social adjustment; failure to see relevance of education; inability to relate to authority figures; older sibling is a drop-out or parent is a drop-out; low self-esteem by providing support systems and safeguards so student will see an alternative to dropping out of school. They include:

- Taking a personalized approach with student by listening to his/her concerns. Educate student about the future impact dropping out may have.
- Examining the roll attendance and student conduct is having upon academic performance. Schools use a Response to Intervention (RTI) to address attendance concerns throughout the school year.
- Seeking parental involvement to assist student.
- Providing tutorial and academic support.
- Fostering a school climates which promote relationships.
- Providing early identification of academic risks in specific classes like Algebra I, and subsequent remediation of academic failures, like GradPoint, Night School via The Basis School (TBS), Virtual Arkansas, as needed.
- Providing special services such as school social workers.
- Offering wide range of academic programs including Career and Technical Education.
- Providing homebound academic support for students with long-term illnesses.
- Offering K-12 alternative programs.
- Offering mentoring programs.
- Monitoring compulsory school-age students leaving school to ensure each student re-enrolls in an authorized program.
- Early identification of junior high student at risk.
2. **Tracking of Drop-outs**

Careful records are kept by each building site administrator to collect data concerning the reason for a student being classified as a drop-out. These categories include: failing grade, expelled, lack of interest, conflict with school, economic hardship, pregnancy or marriage, peer conflict, enrolled in GED, alcohol/drugs, health problems, address unknown, eighteen year old, runaway, and no request for records.

The Student Services Department/Social/or Student Service Worker in cooperation with building site administrators investigates and initiates a home visit, as warranted, for each reported incident of "drop-out" for any student who had not reached their eighteenth birthday. If a student under the age of eighteen attempts to drop out of school, a FINS (Family in Need of Supervision) petition is filed by the student's school social worker with the Sebastian County Juvenile Intake Office.

Within the school, the administration and/or counselors will listen to each students concern. The value of education and educational alternatives are discussed with each student at risk of dropping out in an exit interview in an effort to encourage them to continue in school. In the event a student decides to drop out of school, data is then recorded as to the reason for the student's withdrawal from school. When possible and appropriate, the Student Services Department/Social/or Student Service Worker does a follow up investigation of these students through interviews with parents and students, telephone contacts, juvenile intake contacts, interviews with probation officers, and interviews with caseworkers for various agencies.

**B. NON-TRADITIONAL PROGRAMS**

The Fort Smith Public School District offers educational choices which encourage and support the development of students whose educational needs are not met within the traditional programs. These choices include those which accommodate the many different learning styles of students and provide programs which utilize a variety of methods and materials. The primary goal of these programs—Early Intervention Kindergarten, Opportunity Center I, II, and III (grades 1-6) and Belle Point Center (grades 7-12)—is to help students develop and maintain the social and academic skills they need to function successfully in school and in the community.

The objectives of the Early Intervention Kindergarten, Opportunity Centers, and Belle Point Center are:

1. To help students develop and maintain the skills they need to function successfully in school and the community.

2. To help students attend school regularly.
3. To help students set higher academic goals for themselves.

4. To help students accept responsibility for their own education and conduct.

5. To help students achieve academic success.

6. To instill in students a sense of self-worth, a belief in themselves, and to give them an opportunity to learn in a non-threatening environment where they can experience a feeling of belonging and a taste of success.

C. STUDENT ACHIEVEMENT AND ACCOUNTABILITY PROGRAMS

Student Achievement and Accountability provides a wide array of services designed to assist students who exhibit a variety of needs. Identifying the individual needs of students, as well as the services necessary to support teachers and administration, provides the basis for Student Achievement and Accountability Programs. Specially trained teachers, paraprofessionals, and volunteers guide students through programs and initiatives such as Title 1, Children’s Emergency Shelter, Boys and Girls Shelter, Parents as Teachers, Early Childhood Services, Title VI Indian Education, Migrant Education, District Literacy Plan, District Math Plan, services for students experiencing homelessness, Title III English Language Acquisition, Family Literacy Program, and the District’s Response to Intervention Plan; all of these ultimately helping students achieve.

Student Achievement and Accountability generally includes a number of state, local, and federal programs under one umbrella. It has been known by many different titles through the years with funding from federal, state, and local governments.

1. Title I, the largest of the programs, serves over fourteen thousand (14,000) students in Fort Smith. The program, which targets children with reading and math deficiencies, is active in nineteen (19) Elementary Schools, four (4) Junior High Schools, two (2) High Schools, and six (6) non-public schools.

All Schools, with the exception of Woods Elementary and Southside High School, are Title I school wide projects. These schools have enough children from low income homes to qualify for a whole-school program.

Selection of a school for Title I service is based on the number of children who receive either a free or reduced lunch. Once a school is selected as school-wide, all students from all backgrounds are eligible for service. Woods Elementary and Southside High School have Targeted Assistance Programs which target specific students for services.

Title I-Part D is a program that serves delinquent and neglected students. The funds provide evening tutors for the Fort Smith Boys’ Shelter, Girls’ Shelter,
2. **The Title III English Language Learners (ELL) Program** provides services to students who do not speak English as a primary language. The goal is for limited English proficient students to learn English as quickly as possible so they can function in an all English curricula. Teachers and paraprofessionals in the ELL Program also work with students to prevent them from falling behind in basic content areas. Professional development and resources are provided for school staff in effective strategies in English language acquisition and making content understandable. A full time Spanish and part time Laotian, Vietnamese, and Arabic translators are employed to assure parent engagement in their children’s education.

3. **Parents as Teachers (PAT)** is an early childhood, parent education and family support program designed to empower parents to give their child the best possible start in life. This home-school-community partnership provides parents with critical information on child development from prenatal to age five. Learning opportunities that encourage language skills, intellectual growth, physical development, social skills, and early literacy are provided.

4. **The Title VI Indian Education Program** helps meet the academic needs of American Indian students. The program assists in funding interventionists who tutor with a focus on increased achievement in literacy and math. The program also provides cultural training and materials related to American Indians.

5. **The Migrant Education Program** provides supplemental academic support to migrant children because their education is often interrupted. Using licensed staff, the Migrant Program provides literacy and math interventions, health services, credit recovery programs, high school leadership training, and Summer Math Camp for eligible students.

6. **The Homeless Education Program** is partially funded through a McKinney-Vento and Title 1 Grant. This program provides educational support services to the children of families identified as homeless. Students receive backpacks, educational supplies, toiletry items, clothing, transportation, tutoring, and referrals to appropriate community agencies.

7. **The Preschool Program** is a State and Federally funded initiative for income eligible three and four year old children through center-based services.

8. **Parent Involvement Council** establishes a parental involvement plan that reflects the specific academic improvement needs of the schools, and that includes programs and practices that enhance parental involvement and addresses the specific parent involvement needs of students and their families.
D  THE BASIC SCHOOL (TBS)

1. Program

The Basic School is an alternative education school of choice. It is designed to meet the needs of students in Grades 9 - 12 who have the ability but, due to various academic and social problems, have not achieved proficiency in the core subject areas of English, math, science, and social studies.

2. Objectives

- Ensure the academic success of The Basic School students by providing small group instruction, flexible scheduling, and dedicated teachers;
- Provide student/parent counseling when advisable; and,
- Assist students in earning credits toward a high school diploma or assist students in improving skills leading to a General Equivalency Diploma (GED).

3. Eligibility

- Students enrolled in Fort Smith secondary schools who have failed in a course required for graduation will have priority placement in this school.
- Students who have been expelled from a Fort Smith secondary school may apply for admission to The Basic School. Eligibility will be determined by a committee review.
- Fort Smith residents of public school age who are not currently enrolled in school and who are committed to earning a high school diploma or GED will be admitted as space permits.
- Fort Smith residents over the age of 20 who previously attended one of the Fort Smith Public School District high schools and who is committed to earning a high school diploma will be admitted as space permits.
4. Student Expectations

- **ATTENDANCE** - Students who attend The Basic School have chosen to participate based on their particular needs and goals.

- Since a minimum number of hours in attendance is required by the state to earn academic credit, a maximum of six hours absence from any five-week session will result in the student being dropped from the current class enrollment.

- Students are expected to arrive to class promptly. (The Basic School guidelines offer no leniency toward tardy students.)

- Students are also expected to follow the policies and procedures as outlined in the Fort Smith Public School Student Handbook.

- **ACADEMICS** - Students who attend The Basic School have made a commitment to achieve a high school diploma or a GED. Students are expected to develop skills that will lead to a high school diploma or GED.

- **ATTITUDE** - The Basic School will provide a mature learning environment for students who have made a conscious choice to continue their education. Students are expected to demonstrate responsible behavior while in attendance.

Revised/Updated August 2018
ALTERNATIVE

STUDENT SERVICES

PERSONNEL
VIII. ALTERNATIVE STUDENT SERVICES PERSONNEL

A. TYPES OF PERSONNEL

In order to provide the services set forth in the Student Services Plan, Fort Smith Public Schools utilize the following types of personnel on an as needed basis in addition to any standard student services personnel: Professionals or para-professionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical consultants.

B. LIMITATIONS

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

C. TRAINING

All non-certified student services personnel shall have in-service training regarding the district's Student Services Program in addition to appropriate training by certified personnel to perform the tasks assigned. Professional personnel are exempt from the above.
ALTERNATE METHODS
OF
CLASSROOM MANAGEMENT
This section representing each school was prepared by the individual school
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT- BALLMAN ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Teachers at Ballman contract behaviors on an as needed basis when the Classroom/school behavior plans do not meet the needs of students. Ballman teachers work to be proactive with positive incentives to help alleviate negative behavior.

B. DISPUTE RESOLUTION

Ballman teachers/staff use prevention as a tool for students to resolve conflict. The Staff teaches the updated Second Step Curriculum, and we have student mediators-called “Peacemakers” who help students solve conflicts peacefully on the playground. The principal and counselor visit classrooms at the beginning of the year to discuss acceptable playground and classroom behavior and to explain zero tolerance for fighting. The counselor also provides classroom guidance on cultivating positive relationships. The counselor meets with students one on one or in small group to help them with conflict resolution.

C. CLASSROOM MEETINGS

All classrooms meet at the beginning of each year and establish behavior criteria/class rules. They meet as needed as the year progresses to fine-tune or clarify the rules and to resolve conflict as a class.

D. LOGICAL CONSEQUENCES

Ballman strives to always use logical consequences whenever possible to show students that every action—whether positive or negative—has a consequence.

E. ASSERTIVE DISCIPLINE

Each classroom has used the assertive discipline model to outline their classroom discipline rules and parent conferences must be held after repeated episodes of behavior.

F. BEHAVIOR MODIFICATION

Behavior modification is used when other methods have failed. Our goal is to help ALL students behave responsibly and respectfully.

G. OTHER METHODS

The Principal uses PAR (Positive Attitude Renewal). office detention, in-school suspension and out of school suspension (1-5 days) after all other steps have been pursued. Positive reinforcement is an important proactive part of Ballman Elementary.
The following programs have been found to have a positive influence on student behavior:

* Award Assemblies (Academics, Attendance, Behavior)
* Monthly Character Assemblies
* Lunch with the Principal, Teachers and Custodians
* Clip-up, Clip-Down Chart (Clip up to Principal)
* Class Dojo
* Teacher/Student Helpers
* Positive Phone Calls/Emails to Parents
* Attendance Celebrations
* Academic Growth Celebrations (student tracking of data)

Ballman provides opportunities for leadership through the Ambassadors' Program, Student Council Safety Patrol and Fire Marshals.

**ON-SITE COUNSELING SERVICES**

On-site counseling is provided by the school counselor and or school based Mental Health representative. Any children needing further services are recommended to seek counseling at an outside agency. The special Education Department also provides on-site counseling to any students labeled as emotionally disturbed.

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IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT - BARLING ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Kindergarten classes use the "Super Bee" Program.

B. DISPUTE RESOLUTION

All the teachers use "Second Step"

C. CLASSROOM MEETINGS

The grade level teachers meet at the beginning and end of each year to evaluate the behavior plan. We try to examine grade level as well as building needs.

D. LOGICAL CONSEQUENCES

Refer to behavior plans and rules

E. ASSERTIVE DISCIPLINE

All grades use some of the elements from assertive discipline/champs.

F. BEHAVIOR MODIFICATION

The Special Education teachers have used behavior charts or check lists as needed.

G. OTHER METHODS

Teachers and staff are encouraged to be pro-active. We have been pro-active by trying to prevent possible behavior problems by:

1. Removing the child from the situation.

2. Calling the parent.

3. Giving the child a "cooling off" period.

4. Using "Rewards for Good/Behavior. Children who demonstrate good/appropriate behavior will receive positive praise and rewards throughout the school year. This may include:
• Verbal praise
• Written praise
• Sunny notes to parents
• Lunch with the principal
• A pat on the back
• Free time or time at a center
IX.  ALTERNATE METHODS OF CLASSROOM MANAGEMENT - BEARD ELEMENTARY SCHOOL

A.  BEHAVIORAL CONTRACTING

● Students and teacher compile classroom rules and procedures. These rules and procedures are posted in the classroom throughout the year.
● Check-lists are utilized with some students to monitor appropriate behavior in specific areas.

B.  DISPUTE RESOLUTION

● Peacemakers made up of six grade students (*who have received special training*) help students resolve conflicts.
● Second Step (*a conflict resolution program*) is taught by all teachers, K-6, throughout the year.

C.  CLASSROOM MEETINGS

● Some classes hold regular classroom meetings to discuss behavior and help classmates develop more appropriate behavior choices.
● Classmates resolve some problems with the teacher as mediator.
● Classroom rules and procedures are reviewed frequently in class meetings.

D.  LOGICAL CONSEQUENCES

Consequences are directly related to the appropriate or inappropriate behavior

E.  ASSERTIVE DISCIPLINE

● Our 4 thru 6 grade classrooms primarily use a modified Assertive Discipline Plan.
● A color card changing system is utilized in most of our K-3 grade classrooms.

F.  BEHAVIOR MODIFICATION

● Certificates are given weekly and yearly to reward students for academic excellence and improvement, as well as citizenship.
G. OTHER METHODS

- On-site mental health services are offered through Perspectives Behavioral Health. This service includes seeing a therapist and/or psychiatrist for therapy, counseling, evaluations, and/or prescriptions. It is provided to students at the school site for in depth therapy and counseling with parents’ written permission.

- Great Expectations philosophy is a part of our daily procedures and lessons to encourage positive attitudes and respectful behavior in most classrooms.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT - BELL POINT CENTER

A. BEHAVIORAL CONTRACTING

The Belle Point Center staff has been trained in the Boys Town Education Model. It is a comprehensive, systematic method of teaching pro-social skills to youth. Its four components include: the Social Skills Curriculum, Teaching Interactions, Motivation Systems, and Administrative Intervention. This program is used to help students learn productive ways of managing their own behavior and interacting with others.

When students are referred to the office, the administration uses teaching, and consequences to help the students learn that an outcome will match the degree of their behavior. Typical consequences include an Incident Report, point penalties, contracts, and In-School Suspensions.

Behavior contracts are written on the second referral to the office. The contracts contain identifying information, student's name, system level, referring teacher, and current date. Following an intervention, the student writes the description of his referral behavior to promote ownership of the behavior. Each contract contains an escape clause. This means that if a student fulfills the contract, as specified, he or she avoids the stated consequence. If not, the contract and its consequences are enacted.

B. DISPUTE RESOLUTION

The Second Step Conflict Resolution Program is taught in the 7th, 8th, and 9th grades.

C. CLASSROOM MEETINGS

Students return to the homerooms at the end of each day. During this evaluation time, teachers can meet with students to review, summarize, and document the student's day. The conference also provides a chance to set goals.

D. LOGICAL CONSEQUENCES

Natural and logical consequences are part of the Boys Town Model. One component of the rational is the natural or logical consequence. The rational is used during each teacher interaction. Rationales help youth understand the relationship between their behavior and the subsequent consequences.
E. ASSERTIVE DISCIPLINE

Belle Point Center does not use the Assertive Discipline Model.

F. BEHAVIOR MODIFICATION

Belle Point Center Staff uses the Boys Town Education Model. The model combines skill-based teaching with care and concern, resulting in improvements in students' behavior, self-esteem, and relationships with others. The model is firmly rooted in principles of applied behavior analysis and social learning theory. Its underlying premise is that behavior is learned through feedback on behavior and its environmental consequences. This behavioral model involves the identification of desirable pro-social behavioral expectations, the effective use of instructional strategies to teach those expectations, the application of an incentive system, and the effective implementation of reinforcement principles.

G. ON-SITE MENTAL HEALTH SERVICES

Counseling services are provided to identify students. These services are provided by the community health organization — Perspectives Behavioral Health Management. There is no charge to parents for these services.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT - BONNEVILLE ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Monthly behavior charts; special treats; extra activities (ex. bubbles, read story outside); verbal contracts using the words "I promise....."; free time in a specific favorite area; actual written contracts signed by teacher, child and parent; motivational ribbons and pencils; tickets for good behavior with drawing at the end of the week; "no homework" passes; extra computer time.

B. DISPUTE RESOLUTION

Involve everyone in activity; discuss what went wrong and best way to solve the problem, end with handshake, hug or "I'm sorry"; encourage input and solutions from students; Second Step Program; using a third party as a mediator; one-on-one meetings with students having the problem; small group counseling; conflict resolution guidance classes; notebook kept with documentation.

C. CLASSROOM MEETINGS

Review and teach procedures; review and discuss character building words; time taken for discussion of general classroom or school wide problems; discussion of quarterly grades; community events.

D. LOGICAL CONSEQUENCES

Consistent with consequences-consequences are handled with Love and Logic behavior management techniques. Classrooms utilize the Clip Up and Clip Down Chart for implementation of the school rules which allows the students the opportunity; To Think About It, Teacher’s Choice, and Parent Contact. Also, it has the positive affirmations: Good Day, Great Job, and Outstanding.

E. BEHAVIOR MODIFICATION

Students are recognized for Student of the Month. Quarterly Recognitions include but are not limited to students with good attitudes or good behavior.
F. Other Methods

Teachers and staff will model appropriate positive non-verbal and verbal behavior. Communication with students and parents will maintain and display a level of professionalism. Parental communication is a must-email, phone call, postcard/letter, and or a conference as needed. PBIS (Positive Behavior Intervention and Supports) will be implemented K-6th. LiveSchool will be used to provide motivation for students, LiveSchool will also offer better communication with parents.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT – CARNALL ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Teachers sometimes use verbal or written contracts. Written contracts are used in situations where the teacher, student and parent make an agreement to adhere to certain responsibilities. Verbal agreements are often made to include a positive consequence when the contract is fulfilled.

B. DISPUTE RESOLUTION

At Carnall, the second-step lessons and posters are used as a basis for problem solving. Often the teacher will provide guidance while children use conflict resolution skills to work out their problems.

C. CLASSROOM MEETINGS

Classroom meetings are used extensively at the beginning of the year to establish rules and procedures. Meetings are also held before assemblies, trips and other occasions to cover expectations. After the event, a meeting is held to discuss the outcome and consequences.

D. LOGICAL CONSEQUENCES

An effort is made in each classroom to utilize logical consequences and to have students choose their attitude. Walking laps during recess is the negative consequence most frequently used. Writing a note of apology, researching the meaning of a word-such as “respect” – or cleaning up a messy area are example of other consequences given. Severe cases receive in-school suspension, PAR, or out-of-school suspension.

E. ASSERTIVE DISCIPLINE

K – 1st grades have replaced the original assertive discipline plan with a system of a color card or stick which is changed when a rule is broken. Pre-set consequences are a part of this method of discipline. The CHAMPS program of discipline is in its early states of implementation in grades 2 – 6.

F. BEHAVIOR MODIFICATION

Teachers may use behavior modification programs when appropriate. Positive reinforcers such as stickers, stamps, non-food treats, points, prizes and free time are earned.
G. OTHER METHODS

At Carnall, folders are sent home weekly to inform parents of progress and behavior. A parent signature is required when the folder is returned. Students with considerable behavioral need who receive Special Education Services can be referred by our school counselor to the school based Licensed Professional Counselor assigned to Carnall.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT - CAVANAUGH ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

● Rewards are offered for reaching goals (trinkets, free homework passes, free time, etc.).

● Title I students have Parent/Teacher contracts.

B. DISPUTE RESOLUTION

Second Step Activities are utilized weekly by all classroom teachers.

C. CLASSROOM MEETINGS

Classroom meetings are held to discuss behavior matters on an "as needed" basis.

D. LOGICAL CONSEQUENCES

● Loss of recess time
● Phone call to parents
● Notes sent home to parents
● In-school suspension (time out)
● Parent/Teacher conferences
● Additional work given
● Referral to Counselor
● Suspension from school

E. ASSERTIVE DISCIPLINE

A few teachers use a modified form of this in their classroom.

F. BEHAVIOR MODIFICATION

● Verbal reprimands given with encouragement to change undesired behavior.
● Negative consequences given when students fail to make necessary changes.
● Small groups meet with counselor.

G. OTHER METHODS

As determined on case to case basis.

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IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT-CHAFFIN JUNIOR HIGH SCHOOL

A. BEHAVIORAL CONTRACTING

This alternative method of classroom management is not widely used at Chaffin. This method is probably more effective in elementary with younger students and fewer teachers.

B. DISPUTE RESOLUTION

Minor disputes are referred to the counselors. Individual counseling and group counseling may be necessary to resolve the dispute. No disciplinary action is taken if the issue is resolved. More serious disputes may result in detention or SDC, depending on the nature of the incident. Counselors meet with all students who are assigned to SDC to discuss the problem and preventive behaviors. If the dispute involves fighting, the students receive SDC or suspension determined by grade of child and the number of offenses.

C. CLASSROOM MEETINGS

The principal and assistant principal meet with members of every grade level during the first week of school. The student handbook is discussed and the expectation of student behavior is outlined. Due to the structure of junior high, meetings are only held once a year. Individual teachers may choose to conduct classroom meetings as necessary.

D. LOGICAL CONSEQUENCES

The logical sequence of events is outlined in the Chaffin student handbook for various offenses, such as dress code violation, fighting, disrespect, tardies, etc. This method of classroom management is widely used at Chaffin.

E. ASSERTIVE DISCIPLINE

This method of classroom management is utilized by some of the teachers, but not all. Teachers use the Assertive Discipline Model with adjustments made by individual teachers for their class setting.

F. BEHAVIOR MODIFICATION
Behavior is modified through the use of phone calls, parent conferences, detention, SDC, and suspension. Positive reinforcers, such as front-of-the-line lunch passes, Student of the Month and other forms of student recognition, are also used.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT – COOK ELEMENTARY SCHOOL

Cook uses campus-wide expectations for students to follow in common areas of the school. Individual teachers use classroom expectations paired with positive reinforcements to teach students how to behave appropriately and interact positively with others. When students have difficulty following expectations, teachers use a variety of systems to teach appropriate behavior. Interventions that may be used to teach appropriate behaviors include individual contracts, dispute resolution, classroom meetings, logical consequences, accommodations, and modifications. All students that have difficulty meeting campus and district behavior expectations will be discussed in a Response to Intervention committee meeting and an individual plan of action will be created.

Definition of Terms:

A. Behavioral Contracting

Individual needs may be met through a behavior contract. Behavior contracts target specific student needs and identify the responsibility of the student, school, and family. Parents will be contacted if student behavior is a concern.

B. Dispute Resolution

Individual needs may be met through dispute resolution. Dispute resolution is a term that refers to a number of processes that can be used to resolve a conflict, dispute or claim. Parents will be contacted if student behavior is a concern.

C. Classroom Meetings

Individual needs may be met through classroom meetings. Classroom meetings may include setting aside time for students to discuss classroom issues as a group. Parents will be contacted if student behavior is a concern.

D. Logical Consequences

Individual needs may be met through logical consequences. Logical consequences may include concepts such as “You break it, You fix it, Loss of Privilege, or Positive Time-Out.” Parents will be contacted if student behavior is a concern.

E. Assertive Discipline

Individual needs may be met through assertive discipline. A teacher using a high-level of control in a firm, but positive manner, is using assertive discipline. Parents will be contacted if student behavior is a concern.
F. Behavior Modification

Individual needs may be met through behavior modification. Behavior modification focuses on using positive or negative reinforcement. Parents will be contacted if student behavior is a concern.

G. Other Methods:

Individual needs may be met through other methods. Parents will be contacted if student behavior is a concern.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT - DARBY JUNIOR HIGH SCHOOL

A. DISPUTE RESOLUTION

Dispute resolution is a major factor in junior high counseling. This is an everyday occurrence among individual students and groups of two, three, four, and five or more students. The steps involved in this process are:

1. to state the problem,
2. to determine validity of stated problem area,
3. to list solutions and compromises,
4. to achieve resolution of the conflict, and
5. to follow up with students on a descending order (i.e. every day, one week-three times a week, two, etc.).

B. CLASSROOM MEETINGS

Counselors scheduled classroom meetings with students for grades 7, 8, and 9. These meetings are three times each year, plus any additional meetings as required by circumstances (i.e., the accidental choking which occurred in a 6th period English class).

C. LOGICAL CONSEQUENCES

Logical consequences are a part of every counseling situation whether it be individual, small groups, or large groups. The usual process that we follow is to:

1. identify the problem area,
2. list options to resolve the problem,
3. list compromises that individuals are willing to accept,
4. agree upon an acceptable solution, and
5. follow-up on a regular basis to maintain the agreement.

D. BEHAVIOR MODIFICATION

Counselors work with individual students to help them change unacceptable school behavior. These counseling sessions are daily for some students and weekly for those less affected. The process depends upon the types of behavior demonstrated by individual students.
E. SERVICES (Personal Need Area- Decision Making Needs Area-
Relationship Needs Area -Educational Needs Area -Career Needs Area)

1. Counselors use the services of system personnel:
   A. Social Workers
   B. Attendance officers
   C. Special Education personnel

2. Counselors have a system-wide guidance and counseling communication network.

3. Counselors use community services when additional assistance is needed.

4. Counselors use On-Site Mental Health Services. Counseling services are provided to identify students at Darby Junior High School. These services are provided by Perspectives Behavioral Health Management. There is no charge to parents for this service.

5. Classroom guidance based on transitions, goal setting, interpersonal skills, and coping skills.

6. Transition to Success Programs for incoming seventh grade students and parents.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT- EUPER LANE ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Students are given a card for checkmarks (*negative*) and stickers (*positive*) that the teacher marks periodically throughout the day. This is a form of contracting between the parent and the child with the teacher serving as the evaluator of classroom behavior. The teacher conferences with the parent and the student to identify the problem(s) the student is experiencing. The student makes a plan for definite steps to improve behavior and the contract is signed by each party. This is utilized with 504 or Resource students when they are having difficulty completing their work or display inappropriate behavior. Special rewards or privileges are given when the student honors the contract. Student Team Learning Strategies and group goal-setting encourages cooperation, task completion, and peer communication. Student partners must both/all complete an assignment before they engage in a new activity. In severe cases, the student and teacher decide on where they want to be and what reinforces will be utilized to get to that point. Consequences are determined for inappropriate conduct.

B. DISPUTE RESOLUTION

The teacher acts as a mediator between conflicting parties. Each party is allowed to voice their version without interference from the opposing party. Additional questions are asked by the teacher to clarify the stories. The teacher discusses what solutions could have been made before the problem escalated to this meeting. Consequences are discussed and each party suggests appropriate consequences for themselves and the other party. The consequences are assigned accordingly. Students are asked to write down what happened, why it happened, and how the problem can be resolved. The teacher meets with the students to discuss the issue and find solutions. Having students write an essay about the situation helps to defuse strong feelings. Role playing the incident and giving students the chance to answer the question, "What could you have done/said differently?", also reduces negative feelings. If a school rule is broken, the student is asked to repeat what rule was broken to the teacher.

C. CLASSROOM MEETINGS

Small group discussions and role playing help students understand and practice socially appropriate behaviors and peer interactions. Monthly themes and a group experience writing chart helps to provide general information, character building activities, and discussion. Problems or plans are discussed together on the floor. Morning meetings are held when issues need to be discussed or classroom decisions need to be made. Each student is allowed to participate. Students are able to vent their feelings about crisis situations. Allowing morning meetings to
take place helps the day go much smoother. Airing problems with the whole class and being careful to let the majority of students know that the teacher is proud of them for good behavior produces good results. Classroom problems are discussed as a group and the students brainstorm ideas for solutions. Students develop very workable solutions. When choices are available a class vote is taken to decide what to do. Discussion about positive traits of each child is used as a means of developing improved self-esteem. Rules and procedures are discussed and reviewed quarterly.

D. LOGICAL CONSEQUENCES

We utilize such things as—

- Taking the child from the setting or taking items from the student if they are inappropriate;
- Verbal reprimands, "No!"
- Hand over hand correction;
- Making the statement, "If you waste my time or your work time, you are choosing to waste your free time";
- Students are allowed to practice problem solving with each other to develop problem-solving skills and to accept and acknowledge each other's feelings;
- Students are informed quarterly what the consequences are for breaking class and school rules;
- Notes are written to parents and phone calls are made if the behavior is excessive;
- Students go to another classroom for timeout;
- Percentage of recess privileges are revoked.

If a rule is broken in any society, there are consequences. Students must learn that if they break rules consequences must follow. Consequences should be made relative to the behavior. Following through and enforcing publicized classroom and school rules helps students to exercise self-discipline. The use of the word "fair" is used as much as possible. The students are involved in deciding what is fair and logical. The classroom adage "Work must be done before you can have fun," is simple and direct. Time-out or removal from the group to another area of the room is successful for students who interrupt or misbehave during instruction. The student is asked if they remember the rule that they broke. If they don't, the teacher brainstorms with the student and the student is welcomed back at three to five or 10-minute intervals based on their ability to self-control or redirect their emotions.

E. ASSERTIVE DISCIPLINE
Students are taught the 7 Habits of Highly Effective People at the beginning of the school year. A behavior clip chart is used to track student behavior through the day. Written notifications are sent home on an "as needed" basis to inform the parent of misconduct. Severe incidences warrant an immediate phone call to the parent. Parents sign a form indicating they understand the rules and what is expected of their child. A running account of each student's behavior is recorded on a chart and sent home on a weekly basis for the parent to sign. Stickers, homework passes, and free time are rewards given for no checks or few checks. "I can be what I WORK to be!" is a classroom chant utilized by one teacher. Using parent notification forms helps with record keeping. Children are taught procedures and appropriate voice levels for different activities.

F. BEHAVIOR MODIFICATION

These methods of handling of behavior are usually effective—

- The student is rewarded if their name isn't taken during the day and for good work.
- Weekly, monthly, and quarterly recognition of good conduct.
- Verbal praise reinforces good behavior.
- Stamps and stickers encourage good citizenship.
- Individual contracts are drawn up for students with severe negative behavior. This is signed by the student, parent, and teacher.

Utilization of the following methods can also be effective—

- The teacher puts the student's name on the board for being caught on task.
- Marbles in a jar for good classroom behavior results in a class celebration.
- An unsolicited compliment from another adult in the building for noticeable good conduct.
- Adjusting the seating chart to allow the student that has displayed proper behavior to sit with a friend.
- A behavior checklist is utilized where children mark specific behaviors. The students keep record of their behavior and try to improve on the behavior the following day.

G. OTHER METHODS

Tangible reinforces, do not decrease behavior long-term. Once the reinforcer is removed, the behavior returns. The child needs to be responsible for their actions and accept the consequences. Constant reminders of consequences for misbehavior enables students to understand what is expected. A student earns the privilege to participate in fun activities. The use of "secret signals" to ask to go to the bathroom without interrupting, or to get quiet can be utilized. An infractions clipboard is utilized instead of writing names on the chalkboard.
Writing names on the chalkboard gives attention to students with behavior problems and reinforces their behavior.

The following other methods can be utilized with good effect—

- Use of the "One Minute Time Out" for the whole class to re-establish control by making the entire class still and quiet.
- Removal of the misbehaving student from the classroom and placing them on an "in-school" suspension.
- Allowing students who have demonstrated good behavior all week to have an additional 15 minute free-play period on Friday afternoons while misbehaved students serve a detention instead.
- "Preferred Seating" privileges.
- Special projects for students who need to be challenged.
- "Student of the Week" bulletin boards to boost self-esteem.
- Celebration chants to enjoy successes.
- Attendance at PAR for severe and repeated behavior problems.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT—FAIRVIEW ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Behavioral Contracting is done with individual students when behavior cannot be corrected with other methods. The counselor, administration, teachers, and parents work together to change behavior. Use of praise, rewards, and good notes home are some of the methods used to positively change behavior. Teachers make positive contact with every student’s guardian within the first two weeks of school. Fairview Elementary School will implement a positive behavior incentive program during the 2017-2018 school year. The Leadership Team will be trained on PBIS/Live School on July 17. The Leadership Team will then work with staff members on August 10th to fully implement the program. Title 1 money has been set aside to help fund incentives for PBIS.

B. DISPUTE RESOLUTION

For conflict resolution to be successful, prevention is foremost. Second Step is used at Fairview Elementary School as a preventive measure. Second Step is a curriculum designed to reduce impulsive and aggressive behavior in our students. It also teaches skills in empathy, impulse control, and anger management. In addition to Second Step being taught by classroom teachers, the counselor focuses on conflict-resolution lessons for all grade levels. Discussion, role-play, and modeling are tools used to help students learn to handle disputes in a peaceful manner. The counselor also sees students in individual and group settings to work through disputes and anger issues. The focus is learning to make good decisions that will not have negative consequences.

C. CLASSROOM MEETINGS

Classroom meeting are utilized to unify students to share concerns, information, and opinions in a positive way. Rules concerning fairness, honesty, and respect are incorporated to allow all students to participate in a stress-free, non-judgmental setting.

D. LOGICAL CONSEQUENCES

Fairview students are taught that from their choices come consequences. Our school creed that students recite each morning focuses on this concept. Their choices and the natural consequences are a part of our ongoing effort to make students accountable for their own actions.

E. ASSERTIVE DISCIPLINE

Individual classes determine appropriate behavior and consequences for inappropriate behavior. Positive behavior is emphasized and individual teachers design reward systems for good behavior. Consequences for inappropriate behavior include detention, parent contact, loss of privileges, in-school suspension, and PAR.
F. SPECIAL EDUCATION

Fairview has two special education resource teachers and one speech language pathologist. Their programs involve inclusion within all classroom settings, as well as pull outs. Each student is expected to follow rules and procedures.

G. ON-SITE MENTAL HEALTH SERVICES

Counseling Services are provided for high risk students at Fairview Elementary School by Perspectives Behavioral Health Management. These students are referred by the school counselor, with recommendations from the principal and staff.

H. OTHER

An emphasis is placed on mutual respect between students, staff and parents at Fairview Elementary School. Each day begins with morning announcements by the principal that includes the Pledge of Allegiance, National Anthem, School Creed, lunch menu, word of the week, and a moment of silence. This brief amount of time allows students to make the transition from getting to school to being in school. Teachers utilize the word of the week in their lessons, classroom management as well as in conversations with students.

Good citizens are recognized monthly at the Good Citizen Assembly. Our Partners in Education provide coupons, gift cards, backpacks, water bottles, etc. to reward these students for their outstanding behavior. Parents are notified prior to the assembly so that they can be there to see their child recognized.

Each classroom teacher has expectations and consequences posted in the classroom. Students play an active part in helping establish classroom procedures and rules. Classroom management focuses on our students and their success.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT- HOWARD ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

When needed students, parents, and the classroom teachers sign behavior contracts. The contract, which is made with individual students, provides rewards for academic and behavior improvement. Contracts are used on an as needed basis.

B. DISPUTE RESOLUTION

The following methods are utilized:

- Discuss life skills necessary to prevent problems from happening.
- Disputes are settled by methods given in Second Step.
- Students are brought together by the teacher to discuss the situation and to resolve/compromise/work through the problem.
- Students are required to work out problems, utilizing their teacher, counselor, or principal as a mediator when needed.

C. CLASSROOM MEETINGS

Classroom meetings take place each Monday morning. Meetings consist of discussion of the quote of the week, word of the week, and Second Step concepts. Whenever events call a need for it, classroom meetings are held to discuss appropriate behaviors and why we should act accordingly.

D. CLIP BEHAVIOR CHART

E. BEHAVIOR MODIFICATIONS

Students are taught daily to make good choices. Appropriate behaviors are modeled and positive rewards and negative consequences are used.

Students are rewarded for good behavior with things such as Caught Being Good slips. Citizenships and Student of the Month

F. ON-SITE COUNSELING SERVICES

Perspectives Behavioral Health Management provides on-site counseling services for those Students presenting needs above what the traditional school counseling services provide. Students are seen weekly by a therapist and family participation is required

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IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT — KIMMONS JUNIOR HIGH SCHOOL

A. BEHAVIORAL CONTRACTING

Used with Special Education students as needed and "504" students with adjustment problems. However, it is not just limited to teachers involved with these students. A small segment of Kimmons teachers use this type of alternative method.

B. DISPUTE RESOLUTION

This type of alternative method is primarily utilized by the Assistant Principal and counselors. "Second Step" has provided a means for teachers to assist in teaching dispute and/or conflict resolution as well as anger management.

C. CLASS MEETINGS

Class meetings are held periodically throughout the year as needed with students (by grade-level assemblies) to discuss expectations and goals for behavior. An emphasis is placed upon reinforcing positive behaviors.

D. LOGICAL CONSEQUENCES

Utilized through detention, SDC, and suspensions/expulsions. Students and parents receive a discipline handbook upon enrollment. Consequences for misbehavior are clearly stated. Students are informed about logical consequences during orientation sessions and assemblies.

E. ASSERTIVE DISCIPLINE

The majority of teachers use this method in dealing with classroom management. Each teacher has the authority to manage his or her classroom according to personal style. Some teachers choose assertive discipline, but it is not on a school wide basis.

F. BEHAVIOR MODIFICATION

Used by some teachers in classroom management, particularly with students who have an IEP that addresses behavior management.

G. OTHER METHODS

Parent conferences are utilized by all staff on an "as needed" basis. These conferences may be held in person or by phone conversation. Teachers are encouraged to call parents as frequently as necessary.
H. COUNSELING SERVICES

Perspectives Behavioral Health Management provides on-site counseling services for those students presenting needs above what the traditional school counseling services provide. Students are seen weekly by a therapist and family participation is encouraged. There is no charge to parents for these services.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT - MORRISON ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Teachers utilize verbal or written contracts on occasion. The contract specifies the good behavior desired and the positive consequence which will occur when the contract terms are fulfilled. Extra computer time, the privilege of helping in a lower-grade class, tree time are examples of some consequences earned.

B. DISPUTE RESOLUTION

At Morrison, the Second-Step lessons and posters are used as one method of providing a reference point in handling disputes. The Morrison Creed and weekly quotations are also cited in helping students resolve their differences.

C. CLASSROOM MEETINGS

In some of the classes, especially at the upper level, teachers have found classroom meetings a successful method of managing classroom behavior. With the teacher's guidance, students are able to learn and apply appropriate problem solving skills.

D. LOGICAL CONSEQUENCES

An effort is made in each classroom to utilize logical consequences. A positive consequence, such as sitting by a fried, for example is used following exemplary cooperation. Missing apart of recess is often a negative consequence for playing during work-time. Inappropriate behavior may result in the student missing some planned activity such as a field trip.

E. BEHAVIOR MODIFICATION

Teachers may participate in behavior modification programs which are usually managed through the counselor or special education personnel. The counselor is available for individual and small group counseling.
F. **ON-SITE COUNSELING SERVICES**

On-site counseling services are available from Perspectives Behavioral Health Management for those students presenting needs above what the traditional school counseling services provide. A therapist sees students on-site weekly and family participation is encouraged.

G. **OTHER METHODS**

Most teachers at Morrison use a cooling off period as an effective tool for the classroom management of an angry or upset student. For students who repeatedly break rules or when serious problems occur (in-school suspensions or send home), notes are used.

Cooperative groups are used within some classrooms. Rewards for positive behavior are continually given in classrooms and during awards programs. Behavior is praised or discussed during our mornings@ Morrison (opening exercise) program.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT — NORTHSIDE HIGH SCHOOL

A. BEHAVIORAL CONTRACTING

Behavioral contracting is used in some classes. Students are encouraged to accept the responsibility of behaving appropriately. To ensure a commitment to both appropriate behavior and an understanding of consequences for appropriate and inappropriate actions, students do contract in selected classes.

B. DISPUTE RESOLUTION

Teachers are encouraged to look for signs of aggression displayed by students, especially within the same classroom. These potentially volatile situations are referred to the appropriate assistant principal who typically involves out school counselors in establishing a peaceful resolution.

C. CLASSROOM MEETINGS

Classroom meetings are an option teachers can utilize. Typically our assistant principals are a part of the group dialogue and serve as a resource in managing appropriate classroom climates.

D. LOGICAL CONSEQUENCES

Each student receives a student handbook explaining campus policies and procedures as well as consequences for inappropriate actions. Classroom teachers discuss the handbook with students, as well as their specific rules and regulations within their classroom.

E. BEHAVIOR MODIFICATION

Behavioral modification issued specifically with special needs students where it is necessary to reward good behavior and appropriate actions with positive reinforces.

F. RESOURCE ASSESSMENT

Assistance in the development and implementation of the guidance and counseling plan may be obtained from several sources: materials, services, people, programs, and facilities.

A. Counselors provide adequate educational and vocational materials.
B. Computer programs, and access to the internet by individuals.
Through Internet Access students are encouraged to utilize a variety of career resources including:

1. Occupational Outlook Handbook
2. College Websites
3. ACT and SAT Websites
4. Tasseltme

Counselors make available and make accessible to students, faculty, parents, and members of the community materials that:

1. Provide appropriate guidance and career information.
2. Provide financial aid information
3. Are periodically reviewed and updated.
4. Utilize computers for scheduling, student data, and guidance activities.
5. Provide parents and students information regarding the Western Arkansas Technical Center, concurrent classes, testing, and college and career information.

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IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT — ORR ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Many of our teachers at Orr contract behaviors. Especially in the lower grades, contracting gives students a visual opportunity to actually see their progress.

B. DISPUTE RESOLUTION

At Orr, we try to use prevention as a tool for students instead of being reactionary. The staff teaches the Second Step Curriculum. The principal and counselor visit classrooms at the beginning of the year to explain acceptable playground and classroom behavior and to explain the zero tolerance for fighting. The counselor also provides classroom guidance on relationships.

C. LOGICAL CONSEQUENCES

We at Orr hope to always use logical consequences whenever possible to show our children that every action—whether positive or negative—has a consequence.

D. ASSERTIVE DISCIPLINE

The Assertive Discipline model requires that a parent conference be held after repeated episodes of misbehavior.

E. BEHAVIOR MODIFICATION

The teachers at Orr are using portions of CHAMPS, a proactive and positive approach to classroom management, which is designed to help school personnel ensure that school is a safe and civil environment. Our goal is to help all students behave responsibly and respectfully.

F. OTHER METHODS

The Principal uses PAR, office detention, and in-school suspension for severe inappropriate behavior and school suspension (1-5 days) after all other steps have been tried. Positive reinforcement is an important part of Orr Elementary. The following programs have been found to have a positive influence on student behavior.

* Awards Assemblies
* Second Step Phrase of the Week
* Teacher Helpers
* End of the year Fun Day
* Intermittent lunch with students
* Mustang of the Month- awards for academics and behavior
* Mighty Mustang- awards for students that are working hard and demonstrating growth
* Mustang Madness- reward for attendance
* Student’s birthdays acknowledged
* Kids Leadership Day
* Classes/Assemblies on current topics affecting students
* Love and Logic

G. **ON-SITE COUNSELING SERVICES**

On-site counseling is provided by the school counselor and/or school based mental health representative. Any children needing further services are recommended to seek counseling at an outside agency. The special education department also provides on-site counseling to any students labeled as emotionally disturbed.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT- PIKE ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Behavior contracting is used in some classrooms to help individual students improve their behavior and achieve success in the classroom.

B. DISPUTE RESOLUTION

The terminology and problem solving methods of the Second Step program are used in all classrooms.

C. CLASSROOM MEETINGS

Some teachers use classroom meetings to give the students the opportunity to freely discuss and resolve problems.

D. LOGICAL CONSEQUENCES

Children receive logical consequences for breaking rules. These rules and procedures are discussed in each classroom.

E. ASSERTIVE DISCIPLINE

Assertive discipline is used in each classroom based on a set of rules, procedures, and consequences. Appropriate behavior is rewarded with positive reinforcement and/or rewards. Inappropriate behavior results in negative consequences.

F. BEHAVIOR MODIFICATION

Classroom teachers use positive and negative reinforcement for appropriate and inappropriate behavior.

G. OTHER METHODS

- Students may be sent to alternative classrooms.
- Students are given a "time-out" period, if necessary.
- In-school, in-district, and out-of-school suspensions are used, as needed.
- Counselor works with individual students or small groups.
- Parents are contacted, when necessary.
- Conferences are held, when needed, by the principal, counselor, or teachers with the parents and/or students.
H. ON-SITE COUNSELING SERVICES

On-site counseling services are provided to identified students at our school by the Perspectives Behavioral Health Management. The services are provided by this community mental health agency on-site at no charge to the parents.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT — RAMSEY JUNIOR HIGH

A. DISPUTE RESOLUTION

Counselors are involved in dispute resolution by working with the assistant principal and students placed in ISS. We also work with other students as the need arises.

The Second Step Program is being taught in the 7th grade Keyboarding/Health classes, the 8th grade Career classes, and the 9th grade World History classes.

B. BEHAVIOR MODIFICATION

A number of teachers use behavior modification programs in their classrooms. The assistant principals also use behavior modification methods with students who need on-going discipline. Ramsey behavior modifications are derived from evidence-based PBIS interventions.

Ramsey Jr. High uses LiveSchool to track student behavior. Students are put on teams and can earn rewards based on their behavior.

C. OTHER METHODS

The principals conduct class meetings periodically to discuss school policies and issues with the students.

The principals and counselors conduct orientation programs at the beginning of the school year to familiarize parents and students with school policies.

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IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT - SOUTHSIDE HIGH SCHOOL

A. BEHAVIORAL CONTRACTING

Students are expected and encouraged to accept the responsibility for behaving properly and to follow the rules of the school and the individual classes. In order to ensure correct and acceptable behavior and to outline the consequences of inappropriate behavior, "Behavioral Contracts" are used in some classes.

B. DISPUTE RESOLUTION

Disputes between students are never to be settled using physical means. Students involved in disputes will be referred to the assistant principals who will seek to solve the dispute through peaceful resolution activities. Counselors will be involved when necessary.

C. CLASSROOM MEETINGS

Classroom meetings are an option that a teacher may employ to remedy a situation that is hindering the educational process in a class. Assistant principals may be enlisted to be a part of the meeting and help arrive at solutions.

D. LOGICAL CONSEQUENCES

Student handbook outlining the policies of the school as well as explaining consequences for inappropriate activities or violations of the policy. Teachers may also set up rules and policies for their individual classes that contain consequences of inappropriate behavior.

E. ASSERTIVE DISCIPLINE

In order to have consistent rules in every classroom, each classroom has posted the five basic assertive discipline rules. Teachers can add to that list as they deem necessary.

F. BEHAVIOR MODIFICATION

All discipline is designed to bring about a positive behavior modification in the student. Good behavior can be rewarded and bad behavior can receive consequences designed to stop the inappropriate behavior.
G. OTHER METHODS

Other methods may be employed, such as:

- Referral to a counselor
- Parent contacted
- Parent/student/teacher conferences
- In-school/out-of-school suspension
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT — SPRADLING ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Behavioral contracting is based on individual students and individual need.

B. DISPUTE RESOLUTION

The Second Step program is being used in every classroom. Peacemakers are used to help with conflicts/problem solving on the playground.

C. CLASSROOM MEETINGS

Classroom teachers have been and will be trained on how to conduct classroom meetings.

D. LOGICAL CONSEQUENCES

Our consequences are posted (along with procedures/rules) throughout the building.

E. ASSERTIVE DISCIPLINE

Assertive discipline is used in some classrooms and not in others (various stages of implementation).

F. BEHAVIOR MODIFICATION

The counselor/teachers work with individual students.

G. OTHER METHODS

- Students are sent to alternative classrooms.
- Students are kept in at recess.
- Students are kept in the office conference room (in-school suspension or detention).
- Conferences with parents.
- Small groups with counselor.
- In conferences with students, we ask for suggestions from them on ways to improve their behavior or academic performance.

H. ON-SITE COUNSELING SERVICES
Perspectives Behavioral Health Management provides on-site counseling services for those students presenting needs above what the traditional school counseling services provide. Students are seen weekly by a therapist and family participation is encouraged. There is no charge to parents for these services.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT - SUNNYMEDE ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

In some classrooms, behavioral contracting is used with individual students to help them achieve success as they work on improving their behavior, particularly before a special event or field trip.

B. DISPUTE RESOLUTION

The Second Step Program vocabulary and problem solving methods are used in all classrooms. Peer mediation is used at lunchtime recesses through the Peacemaker program.

C. CLASSROOM MEETINGS

Classroom meetings are held as needed. Concerns may be discussed openly, problems may be resolved, and behavioral goals may be set.

D. LOGICAL CONSEQUENCES

Rules, procedures, and consequences are stated clearly and posted in the classrooms. At times students may be asked to provide their own reasonable consequences for infractions.

E. ASSERTIVE DISCIPLINE

Behavior charts, check marks on the board next to student’s name, or counting to three before a consequence is given are methods which have been used in some classrooms.

F. BEHAVIOR MODIFICATION

Positive reinforcements for appropriate behavior and loss of privileges or negative reinforcement is used in classrooms.

G. OTHER METHODS

- Students are sent to alternative classrooms.
- Students "lose" time from their recess sit and watch others play.
- Students are given "time-out" to gain control of emotions before problems reach a crisis point.
• Conferences with parents and students are held as needed.
• "Classroom Procedures" booklet are used during the first six weeks of school to teach students appropriate behavior and procedures.
• Counselor works with individual students or small groups as needed.
• In-school suspension, out-of-school suspension, or in-district suspension may be used.
• Principal counsels with individuals and groups and meets with parents.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT — SUTTON ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Behavior contracts provide a basis for aiding individual students with specific needs.

B. DISPUTE RESOLUTION

The Second Step Program is used in each classroom to address conflict resolutions.

C. CLASSROOM MEETINGS

The counselor works with classroom teachers who conduct effective classroom meetings during the teaching of the Second Step Program to discuss the program's curriculum and how it affects each child's life.

D. LOGICAL CONSEQUENCES

Rules, procedures, and consequences are posted in classrooms, and copies are sent home to parents or other guardians.

E. ASSERTIVE DISCIPLINE

Assertive discipline is implemented in various stages in many of the classrooms.

F. BEHAVIOR MODIFICATION

The counselor and instructional staff work with and counsel individual students. Sutton staff utilizes clip up/clip down charts to support classroom management plans.

G. OTHER METHODS

- Students work while in detention during recess time.
- Students are placed in a room in the office or another classroom for detention or in-school suspension.
- Students are asked for suggestions of ways to improve their own behaviors and/or academic performances.
- Small groups meet with the counselor.
- Teachers work with parents to correct behaviors as needed. PAR (Positive Attitude Renewal) and out-of-school suspensions are used as options.

H. ON-SITE COUNSELING SERVICES
On-site counseling services are provided to identify students by Perspectives Behavioral Health Management. There is no charge to parents for this service.
IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT — TILLES ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Behavioral contracting is used by the teaching staff in special service programs and regular education classes.

B. DISPUTE RESOLUTION

Conflict resolution—called Second Step—is a regular part of our curriculum.

C. CLASSROOM MEETINGS

Teachers will include student input in generating rules and procedures. Problems and solutions that happen throughout the year will be discussed so that students can learn positive ways to problem solve issues.

D. LOGICAL CONSEQUENCES

Logical consequences are used in all programs.

E. ASSERTIVE DISCIPLINE

Some form of assertive discipline is used in all regular classrooms and special classrooms.

F. BEHAVIOR MODIFICATION

Behavior modification is used in all programs.

G. OTHER METHODS

Positive reinforcement is an important part of Tilles Elementary. The following programs have been found to have a positive influence on student behavior:

- Student Council
- Safety Patrol
- Word of the Week
- Teacher Helpers
- End of the year picnic
- Intermittent lunch with students
- Tiger Theater for academics and attendance and behavior
• Ribbons and/or medals rewarding academics
• Awards Quarterly
• Earned free time (recess, technology, etc…)
• Student’s birthdays acknowledged
• Tiger Paws for behavior
• Assemblies on drug awareness, character education, or careers
• Second Step
• Classroom Treasure Chest

H. ON-SITE COUNSELING SERVICES

Counseling services are provided to identify students at our school by Perspectives Behavioral Health Management. The services are provided by this community mental health agency on-site at no charge to the parents.

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IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT

TRUSTY ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Behavioral contracting is used with students on an individual basis for a specific need. If necessary, parents will receive Behavioral Check Cards daily so they will be informed of student progress on a day-to-day basis.

B. DISPUTE RESOLUTION

Second Step is taught on a weekly basis in every classroom. This curriculum has three components: empathy, anger management, and conflict resolution. These concepts are taught by direct instruction, role play, videos, and classroom application.

C. CLASSROOM MEETINGS

Teachers and counselor conduct classroom meetings at the beginning of school to establish classroom procedures and policies. In addition, classroom meetings are held as needed to discuss specific problems being experienced.

D. SCHOOL-WIDE EXPECTATIONS AND MEETINGS

Principal and assistant principal conduct school-wide meetings at the beginning of school, or as needed, to establish school-wide procedures and policies. School-wide general procedures will be in place, allowing students to experience continuity regardless of their environment. School-wide recognitions will occur to reinforce positive behavior and achievement of students, giving them positive goals to work toward and rewarding them for their hard work.

E. LOGICAL CONSEQUENCES

Logical consequences are used whenever possible. We believe that students who experience logical consequences learn that they are in charge of their own destinies and that good decisions leave them feeling good. Students can then judge their own behavior.

F. ASSERTIVE DISCIPLINE

A pro-active and positive approach to classroom management is used throughout the school. A school-wide management chart is used, so that students know the expectations are the same no matter where they are in the building. The "Clip up/Clip Down" Chart allows students to judge their behavior and make adjustments to improve. For classes in grades 2-6, Class DoJo will be used to track points and communicate with parents. Students will earn Tiger Bucks to spend at the Tiger Bucks Store, the school incentives store. Grades K & 1 will use punch cards and will get to pick a prize from the Treasure Box when their punch cards are filled.

G. BEHAVIOR MODIFICATION

Teacher and counselor employ behavior modification techniques with individual students when necessary.
H. OTHER METHODS

Some additional methods are:
- Meeting privately with teacher
- Meeting with the counselor
- Changing the student's location
- Using Teacher Buddies to provide a short "time out" in a different location to think about behavior
- Student conference with assistant principal or principal
- Restricting student from his/her area of infraction for a period of time
- Requiring the student to make an "informational telephone call" or write an "informational letter" to his/her parents describing the problem and plans for improvement.
- Parent conference
- Suspension (In-School in another room; In-School in PAR at another school; Out of School)

I. PARENTAL INVOLVEMENT AND NOTIFICATION

The parent of any student who reaches level Red on this classroom Clip Up/Clip Down chart will receive a phone call or letter to be signed and returned from their teacher. The parent of any students who reaches level Pink on their classroom Clip Up/Clip Down chart and is referred to the principal or assistant principal will receive a phone call or letter from the principal or assistant principal to discuss the problem, any consequences applied, and discuss plans for improvement.

J. STAFF EDUCATION AND INFORMATION

Staff members will receive professional development focusing on discipline and students from poverty backgrounds. This will assist them in understanding reasons for behaviors and positive approaches to modifying behaviors to be more productive. In addition, professional development will focus on identifying types of misbehaviors, reasons, and positive approaches to allow students to get their need met in more productive ways.

K. GROUP PROBLEM SOLVING

Students with consistent behavior issues will be referred to the School Intervention Team for group problem-solving to assist in resolving the issue.

L. ON-SITE COUNSELING SERVICES

On-site counseling services are offered to parents of students identified by counselor, teacher, or administrator, as in need of more intensive intervention by Perspectives Behavioral Health Management.

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IX. ALTERNATE METHODS OF CLASSROOM MANAGEMENT - WOODS ELEMENTARY SCHOOL

A. BEHAVIORAL CONTRACTING

Behavioral contracting is done at Woods with individual students in an attempt to positively change behavior. The administration, counselor, and teachers participate in the process. Time out, praise, rewards, and parent/school communication are used in modifying behavior.

B. DISPUTE RESOLUTION

Second Step is incorporated into the Woods' curriculum. This is giving students and staff tools to help promote positive methods to deal with conflict.

C. DISCIPLINE

(Clip up/clip down) Each student starts the day ready to learn and has the opportunity to clip up or down depending on their choices. The clip up chart has Good Day, Great Job and Outstanding while the clip down chart has Think About It, Teacher’s Choice, and Parent Contact. Consequences for behavior include detention, time out, loss of privileges, in-school suspension, PAR (Positive Attitude Renewal) and suspension. Individual teachers designed reward systems for those students who have good behavior.

D. LOGICAL CONSEQUENCES

At Woods, emphasis is put on choices, and the natural consequences that result from choices. Members of our faculty incorporate the "Love and Logic" program. It empowers students to make their own decisions, and to receive natural consequences for their mistakes.

E. OTHER METHODS

Woods Elementary strives to be pro-active in dealing with classroom management.

- Use of stickers, rewards, good notes, monthly acknowledgment of Super Citizen/Super Patriots, is among the ways we try to promote good citizens.

- "The Word of the Week" is introduced and reviewed daily in our Morning Show. Students share their definition of the character building word over the intercom. Teachers incorporate the weekly word into their daily lessons.

- Our school counselor meets with individual students, parents, small groups, and entire classes to promote good life skills.
• Strategies from "Love and Logic” have been implemented.

• Student are ‘celebrated’ for their achievements through announcements on the Morning Show; and at assemblies throughout the year.

At Woods we take the business of education serious and know successful classroom management is an important key. We also realize that our students need positive ways to deal with life situations. We are striving to give each student those skills.
ADDENDUM
Addendum
To
Fort Smith Public Schools
Student Services Plan

The materials referred to as ADDENDUM to this Plan are:

- Student Conduct and Discipline Handbook
- Crisis Response Plan

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