

Charleston Public Schools

Student Services Plan

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Public School Student Services Act by Law

6-18-1001. Title.

This subchapter shall be known and may be cited as the "Public School Student Services Act". History. Acts 1991, No. 908, § 1.

6-18-1002. Purpose.

It is the intent of the General Assembly to articulate the functions served by each of the components of a program of student services. It is further the intent of the General Assembly that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational-technical schools. Such plan shall be implemented no later than the 1991-92 school year. It is the intent of the General Assembly that student services coordinators be given time to fulfill their responsibilities under this subchapter.

History. Acts 1991, No. 908, § 2.

6-18-1003. Rules and regulations.

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

(1) A description of the student services program at all educational levels for which the school board is responsible;

(2) Criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies;

(3) Identification of alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board in providing the recommended student services, including, but not limited to, paraprofessionals, teachers, parents, and representatives of business and industry;

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

History. Acts 1991, No. 908, § 8.

6-18-1004. School district plan.

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

(2) Only those trained and certified in the appropriate specialty or following a Department of Education Deficiency Removal Plan will be assigned to carry out the duties of each service.

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

(1) Behavioral contracting;

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

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

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

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

History. Acts 1991, No. 908, §§ 4, 5; 1997, No. 1275, § 1.

6-18-1005. Student services program defined.

(a) A "student services program" is defined as a coordinated effort which shall include, but is not limited to:

- (1) Guidance and counseling services, which shall include, but are not limited to:
 - (A) The availability of individual and group counseling to all students;
 - (B) Orientation programs for new students at each level of education and for transferring students;
 - (C) Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;
 - (D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
 - (E) Utilization of student records and files;
 - (F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;
 - (G) The following up of early school dropouts and graduates;
 - (H) A school-initiated system of parental involvement;
 - (I) An organized system of informational resources on which to base educational and vocational decision making;
 - (J) Educational academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities; and alternative programs that could provide successful high school completion and postsecondary opportunities for students;
 - (K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;

- (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and
 - (M) Guidance in understanding the relationship between classroom performance and success in school;
- (2) Psychological services, which shall include, but are not limited to, the following:
- (A) Evaluation of students with learning or adjustment problems;
 - (B) Evaluation of students in exceptional child education programs;
 - (C) Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;
 - (D) A system for the early identification of learning potential and factors which affect the child's educational performance;
 - (E) A system of liaison and referrals, with resources available outside the school; and
 - (F) Written policies which assure ethical procedures in psychological activities;
- (3) Visiting teacher and school social work services, which shall include, but are not limited to, the following:
- (A) Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and
 - (B) Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;
- (4) Career services, which shall include, but are not limited to, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;
- (5) Group conflict resolution services, which shall include, but are not limited to, the following:
- (A) Educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups; and
 - (B) Programs designed to promote understanding, positive communication, and a greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills;
 - (C) Programs designed to prevent bullying.
- (6) Health services, which shall include, but are not limited to, the following:
- (A) Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have an individualized health care plan.
 - (B) Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to § 17-87-102(2)(D) or other professional licensure statutes. The regular classroom teacher shall not perform these tasks.

- (C) Custodial health care services required by students under an individualized healthcare plan shall be provided by trained school employees other than the regular classroom teachers; and
- (7) The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

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

History. Acts 1991, No. 908, §§ 3, 6; 1997, No. 1275, § 2; 1999, No. 1565, § 1.

6-18-1006. Occupational and placement specialist.

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

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

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

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

History. Acts 1991, No. 908, §§ 4, 7.

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

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

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

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

(2) Each school district shall be responsible for submitting an annual report to the Assistant Director for School Improvement and Instructional Support outlining its compliance with and implementation of plans for the provisions of this section.

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

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

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

6-18-1008. Implementation.

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

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

History. Acts 1997, No. 1362, § 30.

6-18-1009. Career development.

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

(b.) School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children's learning and career planning process. History. Act 1949.

D. Arkansas Department of Education Rules

GOVERNING PUBLIC SCHOOL STUDENT SERVICES

Revised September 1999

1.00 REGULATORY AUTHORITY

1.01 These regulations shall be known as Arkansas Department of Education Regulations Governing Public School Student Services.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Arkansas Code Annotated § 6-18-1003 (Repl. 1993) and Ark. Code Ann. § 6-11-105 (Repl. 1993).

2.00 PURPOSE

2.01 The purpose of these regulations is to provide guidance to local school districts in complying with requirements of Ark. Code Ann. § 6-18-1001 through § 6-18-1008 (Repl. 1993) (Supp. 1997) [as amended].

2.02 The further purposes of these regulations are to:

2.02.1 Establish criteria for development of student services plans.

2.02.2 Identify alternative student services personnel who may be used to provide student services.

2.02.3 Establish minimum standards for student services personnel.

3.00 DEFINITIONS

Student Services Plan as used in these regulations is defined by Ark. Code Ann. § 6-18-1005 (Supp. 1997), as amended by Act 1565 of 1999.

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

4.01 The Public School Student Services Act requires local school districts to develop a Student Services Plan for each school building.

4.02 Development of the Student Services Plan shall meet the following criteria which are also set forth in Ark. Code Ann. § 6-18-1003 (Repl. 1993) and § 6-18-1004 (Supp. 1997).

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

4.02.2 The plan shall ensure coordination of the various student services.

4.02.3 The plan shall utilize such techniques as differentiated staffing.

4.02.4 The plan shall reflect the use of alternative methods of classroom management such as those set forth in Ark. Code Ann. § 6-18-1004 (b) (1) through (6) (Supp. 1997).

4.02.5 The plan shall include a system for tracking the district's drop outs, including an exit interview, and follow-up when possible.

4.03 Specific requirements of the Student Services Plan required by each district are set forth in Ark. Code Ann. § 6-18-1005 (Supp. 1997) [as amended].

5.00 CRITERIA FOR DEVELOPMENT OF A STUDENT SERVICES PLAN BY EACH SCHOOL

Each school within a district must develop its own building-based student services plan by a process which includes identification of student services needs, by parents, students, teachers, principals, and other agencies with which the district works such as the Department of Human Services, Department of Health, local law enforcement, etc.

6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL

6.01 In order to provide the services, a district may utilize the following types of personnel in addition to any standard student services personnel.

6.01.1 professionals or para-professionals in the social work or mental health fields

6.01.2 volunteers under the supervision of certified personnel

6.01.3 Medicaid licensed targeted case managers

6.02 Personnel employed under Section 6.01 shall be limited to performing those services for which they are licensed, certified, or trained.

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7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL

7.01 All non-certified students services personnel shall have: a) in-service training regarding the district's Student Services Plan, along with, b) appropriate training by certified personnel to perform the tasks assigned.

7.02 Professional and para-professional personnel are exempt from Section 7.01 (b).

8.00 DOCUMENTATION OF SERVICES

8.01 Each building-based school site in all school districts shall submit annual reports indicating services provided through the Student Services Plan to the Department of Education.

8.02 Each school counselor shall document spending at least seventy-five percent of work time each week providing direct guidance and counseling services related to students, and shall devote no more than twenty-five percent of work time each week to administrative activities, provided that such activities relate to the provision of guidance services.

8.03 Each school counselor serving students in buildings housing students in grades 8 through 12 shall provide a career planning process for each student. During the five-year process, documentation of the information provided must be maintained as to whether the information was discussed with the student in individual or group settings. Each counselor is to develop a form to document these activities which can be a form used district-wide. A copy of the form and a statement of how services were provided must be submitted to the Department of Education as part of the annual report required in 8.01.

9.00 MONITORING OF SERVICES

9.01 Regular monitoring activities of the Student Services Plan for each school building site shall occur annually when the Department of Education's Standards Assurance Unit directly monitors schools, when the School Improvement Planning Unit directly assists schools in the Arkansas Consolidated School Improvement Planning process, and when the guidance specialist monitors individual schools on an as needed basis.

9.02 The superintendent of each school district shall certify annually that each school within the district has a Student Services Plan and a guidance

program which implements the Plan in order to meet the requirements of ADE 096 – 4 the *Standards for Accreditation of Arkansas Public Schools* and the Public School Student Services Act, Ark. Code Ann. §§ 6-18-1001 through 6-18-1008 (Repl. 1993) (Supp. 1997) [as amended].

9.03 Pursuant to the Arkansas Department of Education's Rules and Regulations Governing the Probationary Status and Accreditation of Public Schools, a school determined to be in noncompliance with the Public School Student Services Act will be placed in probationary status for lack of a guidance program which involves the implementation of the Student Services Plan. Such status will extend to the first day of the next academic semester.

II. Guidance and Counseling Services

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

- (A) Individual and group counseling services are provided, as needed to students in grades K-12, by a certified elementary, middle school and high school counselor.
- (B) Academic, Career and Personal/Social Domains with Standards, Goals and Indicators

Domain: ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Goal: A1. Improve Academic Self-concept

Indicators: Articulate feelings of competence and confidence as learners; display a positive interest in learning; take pride in work and achievement; accept mistakes as essential to the learning process; and identify attitudes and behaviors that lead to successful learning.

Goal: A2. Acquire Skills for Improving Learning

Indicators: Apply time-management and task-management skills; demonstrate how effort and persistence positively affect learning; use communications skills to know when and how to ask for help when needed; apply knowledge and learning styles to positively influence school performance.

Goal: A3. Achieve School Success

Indicators: Take responsibility for their actions; demonstrate that ability to work independently, as well as the ability to work cooperatively with other students; develop a broad range of interests and abilities; demonstrate dependability, productivity and initiative; share knowledge.

Indicators: Establish challenging academic goals in elementary, middle/junior high and high school;

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Goal: B1. Improve Learning

Indicators: Demonstrate the motivation to achieve individual potential; learn and apply critical-thinking skills; apply the study skills necessary for academic success at each level; seek information and support from faculty, staff, family and peers; organize and apply academic information from a variety of sources; use knowledge of learning styles to positively influence school performance; become a self-directed and independent learner.

Goal: B2. Plan to Achieve Goals

Indicators: Establish challenging academic goals in elementary, middle/junior high and high school; use assessment results in educational planning; develop and implement annual plan of study to maximize academic ability and achievement; apply knowledge of aptitudes and interests to goal setting; use problem-solving and decision-making skills to assess progress toward educational goals; understand the relationship between classroom performance and success in school; identify post-secondary options consistent with interests, achievement, aptitude and abilities.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Goal: C1. Relate School to Life Experiences

Indicators: Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life; seek co-curricular and community experiences to enhance the school experience; understand the relationship between learning and work; demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals; understand that school success is the preparation to make the transition from student to community member; understand how school success and academic achievement enhance future career and vocational opportunities.

Domain: CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Goal: A1. Develop Career Awareness

Indicators: Develop skills to locate, evaluate and interpret career information; learn about the variety of traditional and nontraditional occupations; develop an awareness of personal abilities, skills, interests and motivations; learn how to interact and work cooperatively in teams; learn to make decisions; learn how to set goals; understand the importance of planning; pursue and develop competency in areas of interest; develop hobbies and vocational interests; balance between work and leisure time.

Goal: A2. Develop Employment Readiness

Indicators: Acquire employability skills such as working on a team, problem-solving and organizational skills; apply job readiness skills to seek employment opportunities; demonstrate knowledge about the changing workplace; learn about the rights and responsibilities of employers and employees; learn to respect individual uniqueness in the workplace; learn how to write a resume; develop a positive attitude toward work and learning; understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace; utilize time and task management skills.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Goal: B1. Acquire Career Information

Indicators: Apply decision-making skills to career planning, course selection and career transition; identify personal skills, interests and abilities and relate them to current career choice; demonstrate knowledge of the career-planning process; know the various ways in which occupations can be classified; use research and information resources to obtain career information; learn to use the Internet to access career-planning information; describe traditional and nontraditional career choices and how they relate to career choice; understand how changing economic and societal needs; influence employment trends and future training.

Goal: B2. Identify Career Goals

Indicators: Demonstrate awareness of the education and training needed to achieve career goals; assess and modify their educational plan to support career; use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience; select course work that is related to career interests; maintain a career-planning portfolio.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Goal: C1. Acquire Knowledge to Achieve Career Goals

Indicators: Understand the relationship between educational achievement and career success; explain how work can help to achieve personal success and satisfaction; identify personal preferences and interests influencing career choice and success; understand that the changing workplace requires lifelong learning and acquiring new skills; describe the effect of work on lifestyle; understand the importance of equity and access in career choice; understand that work is an important and satisfying means of personal expression.

Goal: C2. Apply Skills to Achieve Career Goals

Indicators: Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals; learn how to use conflict management skills with peers and adults; learn to work cooperatively with others as a team

member; apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

Domain: PERSONAL/SOCIAL

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Goal: A1. Acquire Self-knowledge

Indicators: Develop positive attitudes toward self as a unique and worthy person; identify values, attitudes and beliefs; learn the goal-setting process; understand change is a part of growth; identify and express feelings; distinguish between appropriate and inappropriate behavior; recognize personal boundaries, rights and privacy needs; understand the need for self-control and how to practice it; demonstrate cooperative behavior in groups; identify personal strengths and assets; identify and discuss changing personal and social roles; identify and recognize changing family roles.

Goal: A2. Acquire Interpersonal Skills

Indicators: Recognize that everyone has rights and responsibilities; respect alternative points of view; recognize, accept, respect and appreciate individual differences; recognize, accept and appreciate ethnic and cultural diversity; recognize and respect differences in various family configurations; use effective communications skills; know that communication involves speaking, listening and nonverbal behavior; learn how to make and keep friends.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Goal: B1. Self-knowledge Application

Indicators: Use a decision-making and problem-solving model; understand consequences of decisions and choices; identify alternative solutions to a problem; develop effective coping skills for dealing with problems; demonstrate when, where and how to seek help for solving problems and making decisions; know how to apply conflict resolution skills; demonstrate a respect and appreciation for individual and cultural differences; know when peer pressure is influencing a decision; identify long and short-term goals; identify alternative ways of achieving goals; use persistence and perseverance in acquiring knowledge and skills; develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

Goal: C1. Acquire Personal Safety Skills

Indicators: Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact); learn about the relationship between rules, laws, safety and the protection of rights of the individual; learn about the differences

between appropriate and inappropriate physical contact; demonstrate the ability to set boundaries, rights and personal privacy; differentiate between situations requiring peer support and situations requiring adult professional help; identify resource people in the school and community, and know how to seek their help; apply effective problem-solving and decision making skills to make safe and health choices; learn about the emotional and physical dangers of substance use and abuse; learn how to cope with peer pressure; learn techniques for managing stress and conflict; learn coping skills for managing life events.

- (C) Elementary students are placed in the appropriate classroom based on current grade-level and class census. Middle and high school students select their classes and receive academic advisement under the direction of their counselor to establish appropriate academic goals.
- (D) Consultations are held as needed with parents, faculty and out-of-school agencies To address student problems and needs.
- (E) The elementary, middle school, and high school counselors keep records for individual students separate from the permanent academic records are kept in the private office of each counselor.
- (F) The elementary, middle school and high school counselors coordinate all state-mandated standardized testing, provide in-service training to each faculty, and interpret/disseminate test results from criterion-referenced and norm-referenced tests to students, faculty parents and community. The district Director of Curriculum and Federal Programs serves as district test coordinator. All counselors attend yearly training and in-service testing sessions provided by the Arkansas Department of Education.
- (G) The high school counselor interviews and keeps records of students who are leaving school without completing the required course of study for graduation.
- (H) The Charleston Public School district holds parent-teacher conferences at the end of the first and third grading periods each year. Parents are strongly encouraged to schedule conferences with the teacher, counselor, or principal any time they have a concern or question about their child's progress or development. Parental involvement is also encouraged through the Parent Teacher Organization (PTO). Parents of high school students are actively involved in the Band Boosters and Athletic Booster Club. The school board has appointed a parent facilitator to oversee the district parent involvement plan.
- (I) The middle school counselor conducts the specialized EXPLORE test with the eighth grade students. The high school counselor conducts specialized testing with the tenth grade PLAN test and the eleventh grade ASVAB test. These tests

are used to provide information to help make educational and vocational decisions. Materials and information about educational and vocational opportunities are available in the outer office of the middle school and high school counselor.

- (J) The high school counselor advises students on national college assessments, workforce opportunities and alternative programs that could provide successful high school completion for students.
- (K) The Test for Adult Basic Education (T.A.B.E.) or the General Educational Development (G.E.D.) pre-test is not administered by the high school counselor. Information regarding these tests is available in the office of the high school counselor.
- (L) Classroom guidance is limited to thirty-minute class sessions, not to exceed three per day or ten per week.
- (M) Charleston Public School district counselors spend at least seventy-five percent of work time each week providing direct counseling related to students. They devote no more than twenty-five percent of work time each week to administrative activities provided that such activities relate to provision of guidance services.
- (N) All members of Charleston School District faculty provide guidance in understanding the relationship between classroom performance and success in school.

III. Psychological Services

Psychological services include, but are not limited to, the following:

- (A) The Charleston Public School district contracts with a professional testing service to identify students with learning or adjustment problems. A school-based mental health therapist evaluates students with behavioral or emotional problems. All testing is conducted within the school day and takes place on school campus.
- (B) The Gifted/Talented teacher tests and evaluates students for inclusion in the program for exceptional children. An advisory committee works with the Gifted/Talented teacher to select those students who meet the program guidelines. Qualified students receive specialized enrichment in grades 3-12. All students in Kindergarten, First, and Second grades receive classroom enrichment provided by the Gifted/Talented teacher.
- (C) Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work is provided by the Charleston Public School district.
- (D) Using the resources of the Western Educational Services Cooperative, the Charleston Public School district identifies students with early childhood developmental problem which effect learning potential. The Qualls Early Learning inventory is administered to all kindergarten students within the first month of school to measure behaviors that are important for success in school.
- (E) The Charleston Public School system maintains a liaison and referral system with area resources are available to students, staff members, parents, and the community.
- (F) The Charleston Public School district follows all ethical standards in psychological referrals and in working with resources outside the school system.

IV. Visiting Teacher and School Social Work Services

Visiting teacher and school social work services include, but are not limited to, the following:

- (A) The Charleston Public School district coordinates casework to assist in the prevention of problems of attendance behavior, adjustment, and learning.
- (B) Appropriate school personnel (principal, counselor, mental health therapist, school nurse, resource teacher, classroom teacher) will serve as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance.

V. Occupational and Placement Services

- (A) Description: These services, which shall include, but are not limited to the dissemination of career education information, placement services and follow-up studies.
- (B) Follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating or leaving the public school system.
- (C) The occupational and placement specialists shall serve as liaison between employees and the school.

VI. Conflict Resolution and Anti-bullying Services

Group conflict resolution services include, but are not limited to, the following:

- (A) The Charleston Public School district provides educational and social programs which develop skills which enable students to resolve differences and conflicts between groups.
- (B) When designing programs for conflict resolution, the issues of understanding and positive communication are considered in all areas to develop cooperative skills. Conflict solving for students could include: dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills.
- (C) The Charleston School district has a district-wide policy to address student harassment, defined as bullying. The high school, middle school and elementary counselors assist any students who have been involved in a bullying situation.

VII. School Health Service Program

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

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 and 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

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

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

In districts having a high concentration of children with handicapping conditions as determined by the State Board of Education, the ratio of school nurses to students should be one to four hundred in those schools so designated. If a district provides a center profoundly handicapped students, the ratio should be one nurse per one hundred twenty-five students at the center.

It has been determined that a school nurse shall mean the equivalent of a licensed nurse engaging in school nursing activities. School nurses may be employed by local school districts or provided by contract or agreement with other agencies of individuals provided that the prescribed ratio and equivalency are maintained.

(C) Immunization

ACT 244 of 1967 and ACT 633 of 1973.

1. No child shall be admitted to a public or private school of this state that has not been immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles and rubella as evidenced by a certificate of a licensed physician or a public health department acknowledging the immunization.
2. The responsibility for the enforcement of this section rests equally with each school district of this state and the parent or guardian of the pupil, and each of them shall be separately and individually liable for permitting any violation of this section.
3. The State Board of Education, after having consulted with the State Board of Health, shall promulgate appropriate rules and regulations; for the enforcement of this section by school boards, superintendents, and principals,

and any school official, parent or guardian violating the regulations shall be subject to the penalties imposed herein.

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

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

1. The child's birth date and name are recorded.
2. The certificate or statement specifies the number of doses of each vaccine the child has received. The number specified, of course, must meet the minimum Arkansas requirements for each vaccine.
3. At least one date for each vaccine entity is recorded, so that school officials can determine whether that last dose of polio, DTP, TD, and /or DT was administered after the fourth birthday and whether the measles and rubella vaccines were administered after the first birthday.
4. The certificate or statement includes the physician or clinic name, authorized medical signature and date of issuance. Our preference is for documentation to consist of full dates for each inoculation given, however, with incomplete certificates, this criteria will permit school officials to determine that a student is in compliance with the Arkansas School Immunization Law. Direct questions regarding immunizations to: Arkansas Department of Health, 1-800-42-5400.

E. Responsibility of the School Nurse

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

1. To appraise and identify the health needs of students and other school personnel through planning and administering recommended screening tests such as vision, hearing, and scoliosis.
2. To encourage the correction of remedial defects by working with parents, teachers, and community agencies.
3. To work with administrators, teachers, and other school personnel to modify the school environment and curriculum for children with health problems.
4. To provide health counseling to students, parents, and school personnel.
5. To assume responsibility for the care of the sick and injured in keeping with school policy
6. To assist in planning and participate in pilot projects concerned with health education and service to the schools.
7. To maintain adequate and up-to-date health records.
8. To serve as a resource person to school and community in health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety.
9. To present health education both informally by means of bulletin boards and opportune teaching moments and formally in the classroom when necessary.
10. To recommend changes in the environment to reduce health and safety hazards.
11. To review and evaluate their own job performance and professional development.
12. To evaluate the nursing aspects of the school health program.

(F) All prescription medication for students is dispensed and then documented by the school nurse. A medication release form is kept on file for each child taking prescription medication to maintain adequate up-to-date health records.

(G) The school nurse is responsible for checking and detecting the presence of head lice on students and staff members. Instructions on removal, eradication and prevention of head lice is provided to each family. The school nurse also verifies that appropriate measures have been taken to eliminate the head lice before the student returns to the classroom.

(H) The Charleston Public School nurse provides hearing and vision screenings for all students who have been referred for special education testing. All students in Kindergarten, First, Third, Fifth, Seventh, Ninth, and Eleventh grades are also given a hearing and vision screening to maintain adequate up-to-date health records.

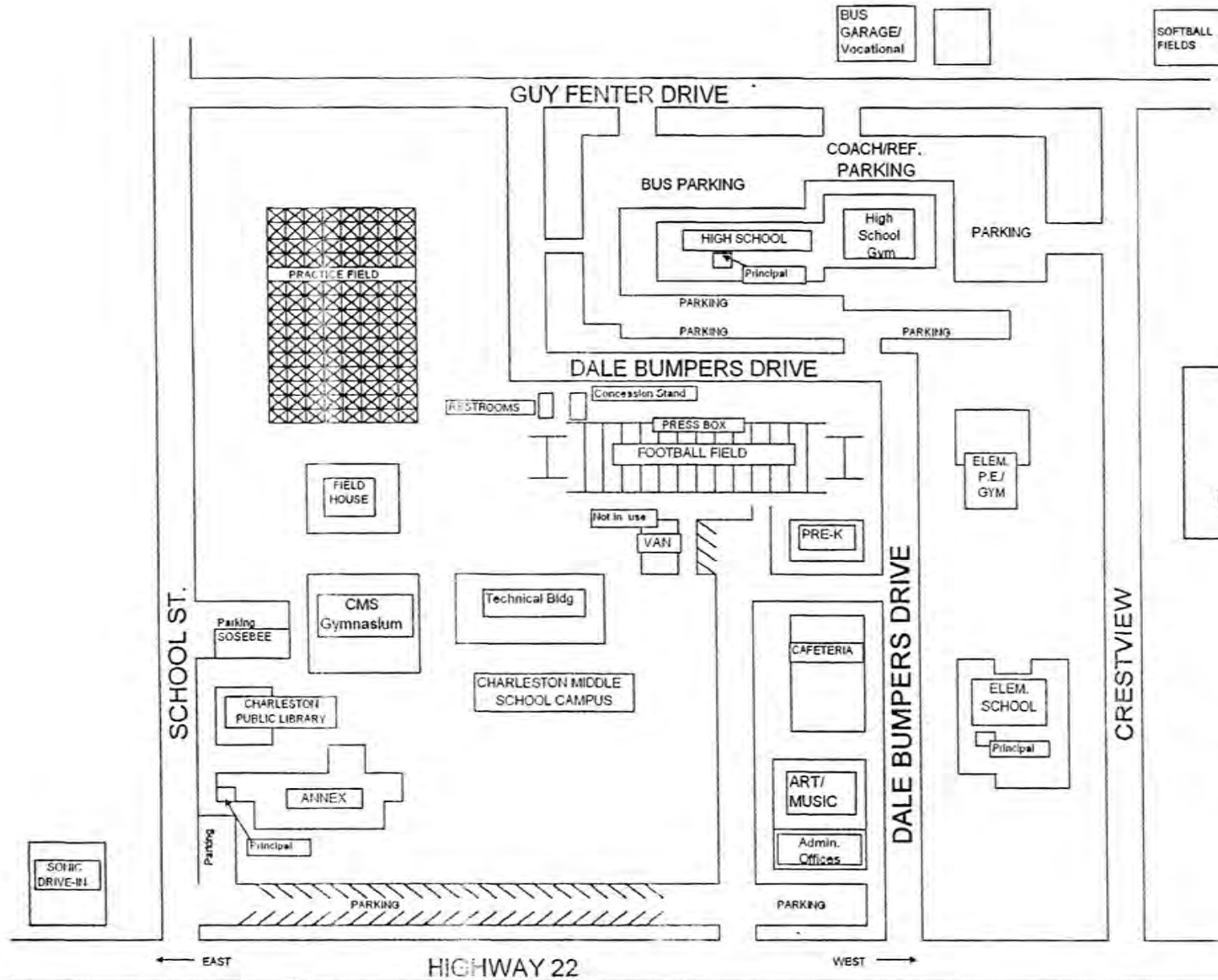
(I) Scoliosis screenings are provided by the school nurse for all Fifth and Seventh graders to maintain adequate up-to-date health records.

(J) The school nurse records the height and weight measurements for all students in Kindergarten through 12th grades and reports this information to the Arkansas Department of Health as required by law to maintain adequate up-to-date health records.

VIII. School Suicide, Crisis and Terrorist Plans

- (A) The high school participates in the activities sponsored by the Lieutenant Governor's Teenage Suicide Prevention Task Force each year.
- (B) Charleston Public School district has a comprehensive crisis plan for the district and Each school building.

Charleston Public Schools Campus

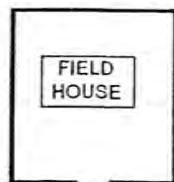


CHARLESTON
PUBLIC
SCHOOLS
CAMPUS GUIDE



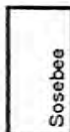
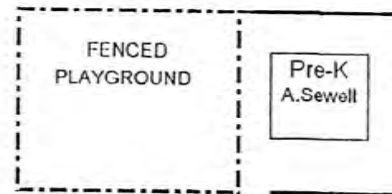
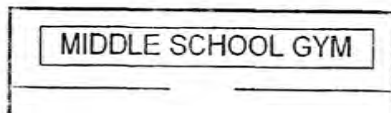
HOME OF
THE
TIGERS

MIDDLE SCHOOL CAMPUS

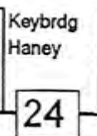
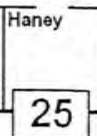
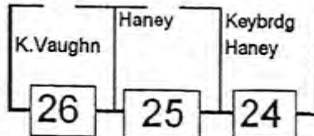


D. Loughridge
G. Kendrick

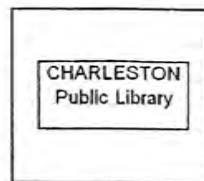
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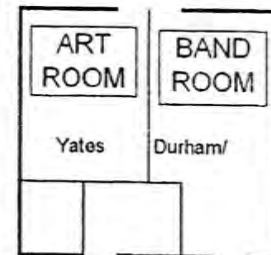
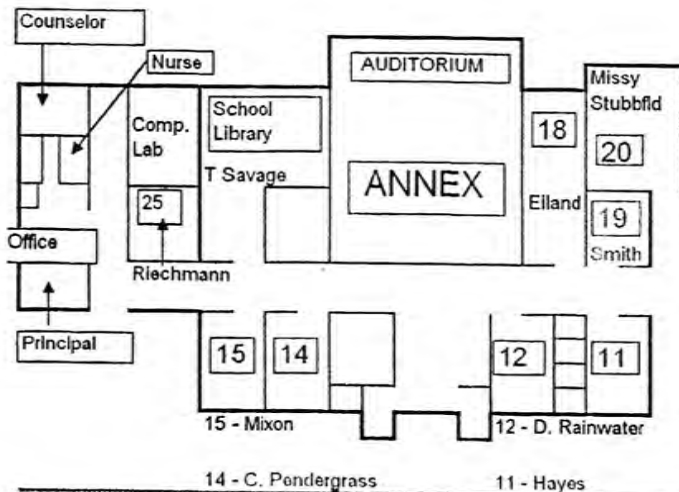
G. Kendrick
C. Haynes
J. Rucker



TECHNICAL



W

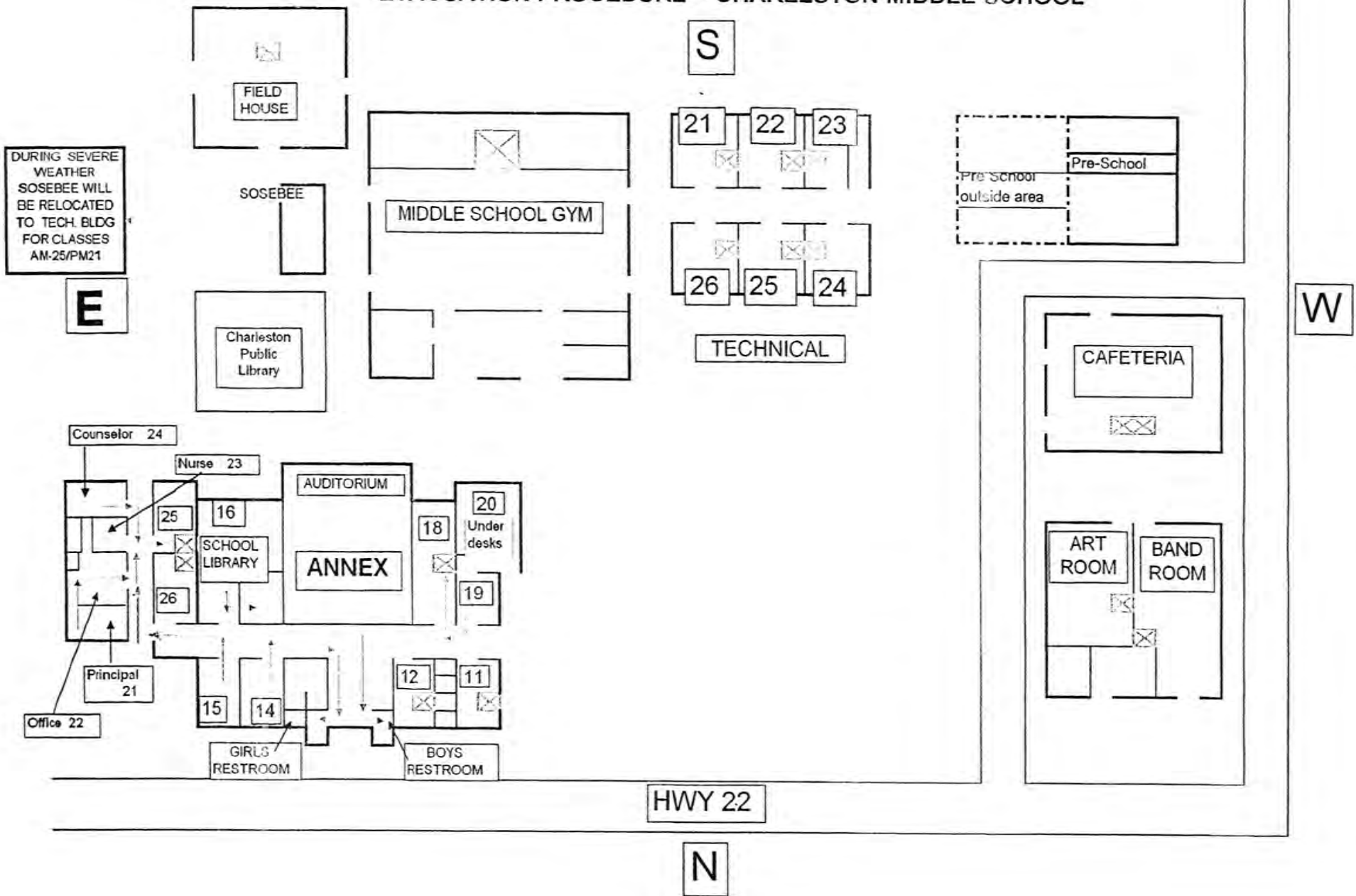


HWY 22

N

TORNADO

EVACUATION PROCEDURE - CHARLESTON MIDDLE SCHOOL



Procedure for Tornado Alert

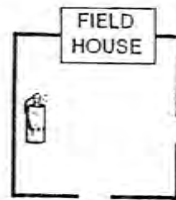
A tornado warning sound will be the signal that a tornado is approaching. No tornado drills will be held without advance notification; therefore, carrying out the following directions quietly and orderly is imperative.

STUDENTS ARE TO FACE THE WALL, KNEEL, PUT THEIR HEADS DOWN AND COVER THEIR HEADS WITH A LARGE BOOK IF POSSIBLE. STAWY AWAY FROM ALL GLASS, WINDOW, AND DOORS IF POSSIBLE.

| | | |
|---|--|--|
| ANNEX: A-11 Go to west wall in your room. A-12 Go to west wall in your room. A-14 Go to girls restroom A-15 Go to NE corner of A-25. A-16 (Library) Go to the library storage room. A-18 Go to west wall in your room. A-19 Go to A-18 west wall. A-20 Go to closet in NE corner of your room. A-21-24 Go to NEW corner of A-25 A-25 Go to NW corner of your room. A-26 Go to SW corner of your room. | TRAILER: During Severe weather the trailer classroom will be relocated to one of the following rooms in the Technical Building. AM Classes-Room 25 PM Classes Room 21 You will follow the Tornado Procedure for that classroom. | TECHNICAL: T-21, 22, 26 Go to west wall. T-24, 25 Go to shared closet. T-23 Go to T-23 EAST wall. <hr/> FIELD HOUSE Go to Weight Room. <hr/> GYM Go to center dressing room <hr/> ART Go to restroom dividing rooms. <hr/> BAND Go to storage area. |
|---|--|--|

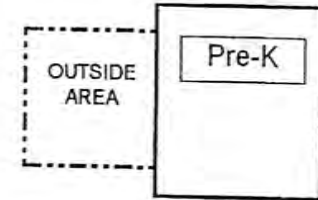
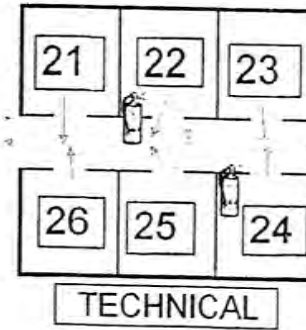
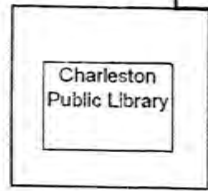
FIRE

EVACUATION PROCEDURE - CHARLESTON MIDDLE SCHOOL



SOSEBEE

MIDDLE SCHOOL GYM

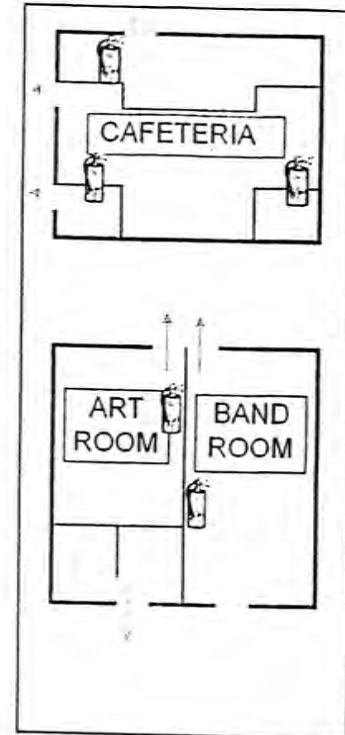
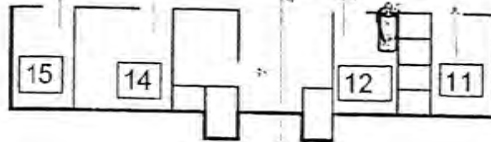
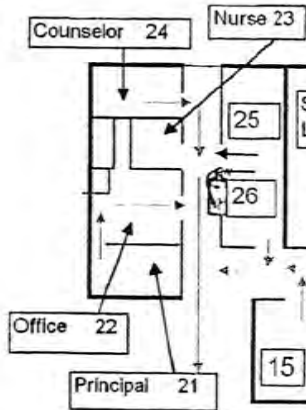


ANNEX

Under sink

AUDITORIUM

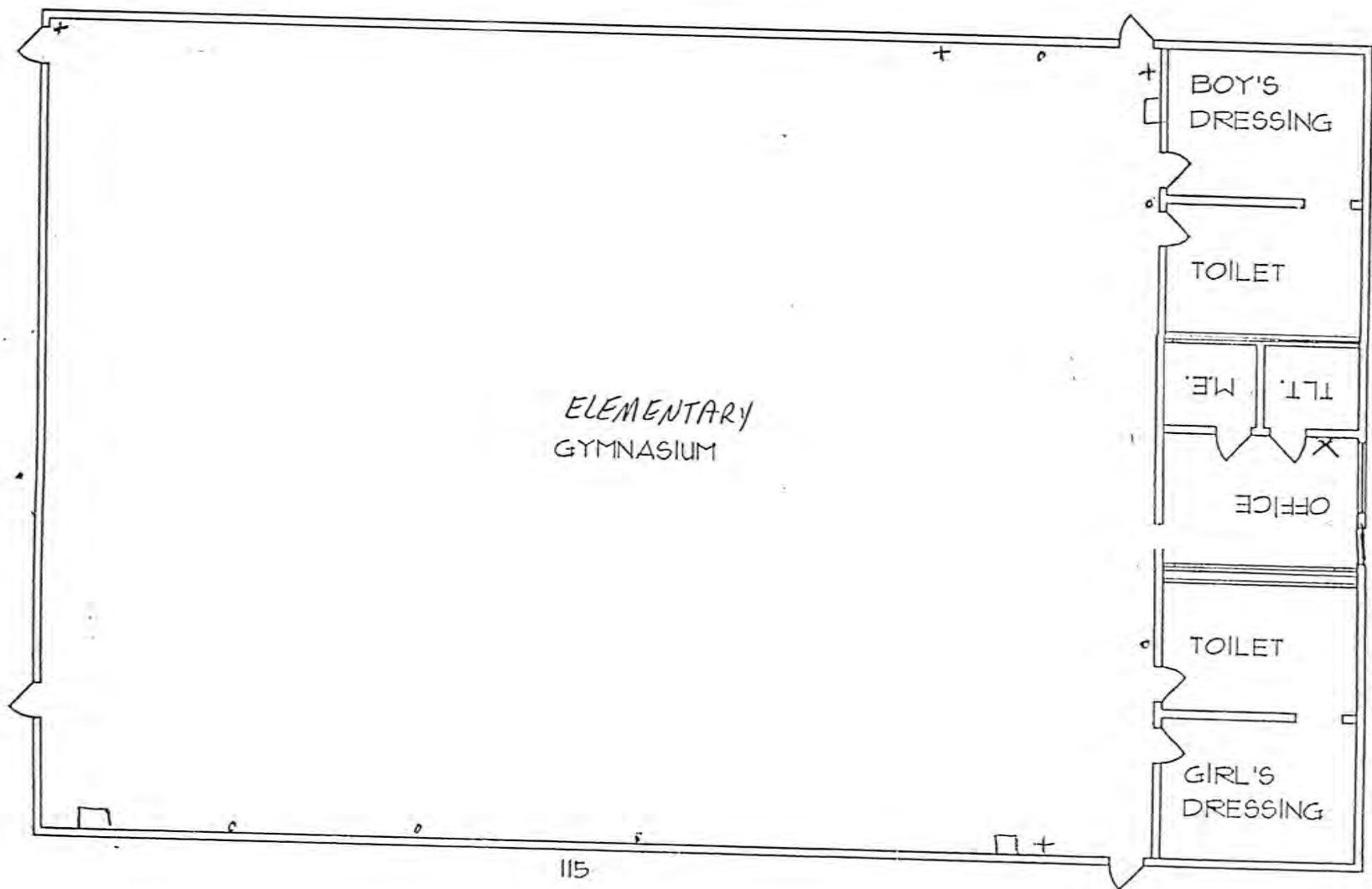
SCHOOL LIBRARY



HWY 22

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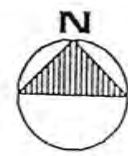


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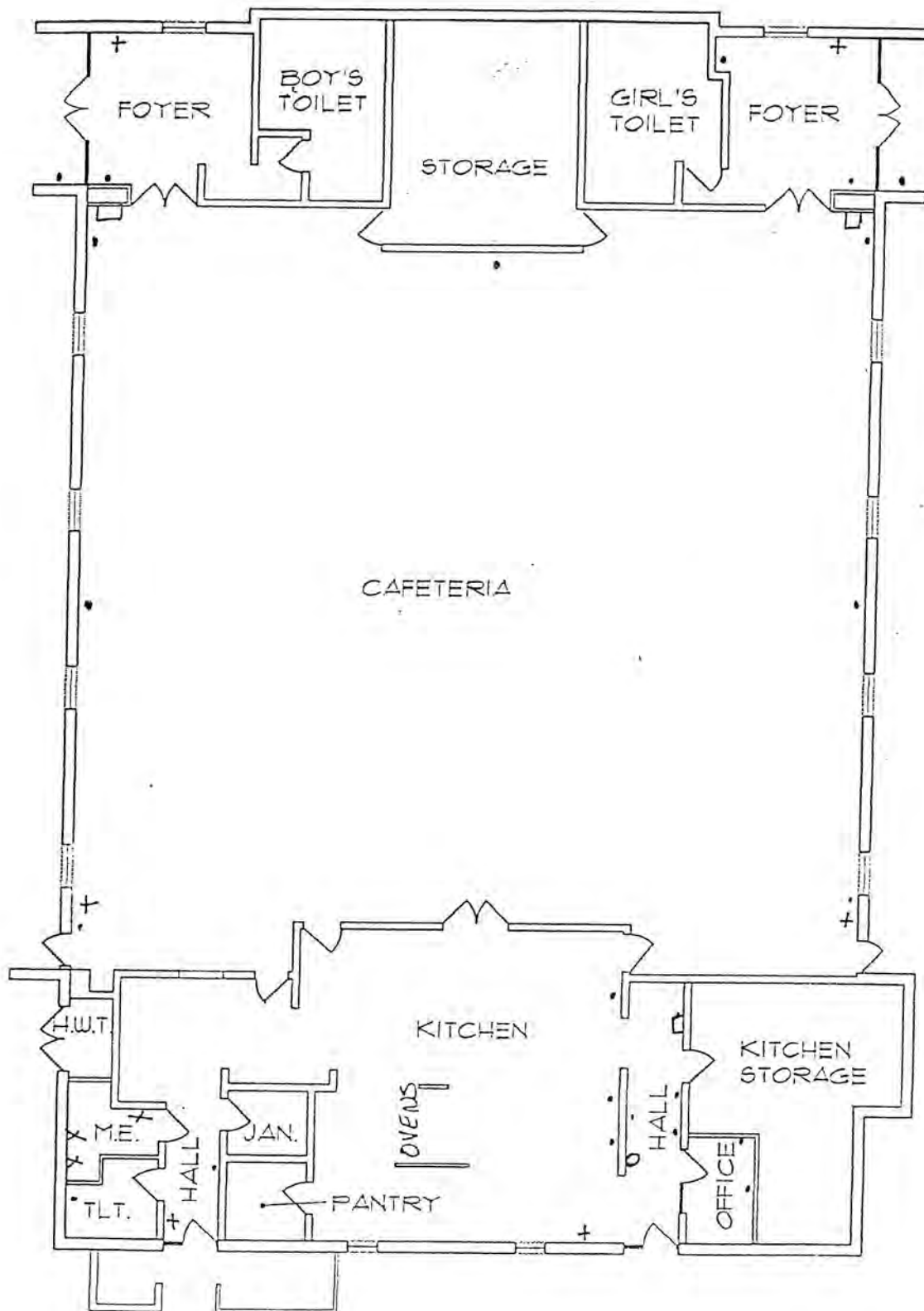
- + Fire Alarms
-] Fire Extinguishers
- X Electrical Box
- outlets

① FLOOR PLAN



LONG RANGE PLAN
Elementary Phy. Ed. Bldg.
Charleston School District
Charleston, Arkansas

N



- + Fire Alarms
- Fire Extinguish
- Outlets
- Shutoff
- x Electrical Boxes

Sprinkler system
over ovens

① FLOOR PLAN

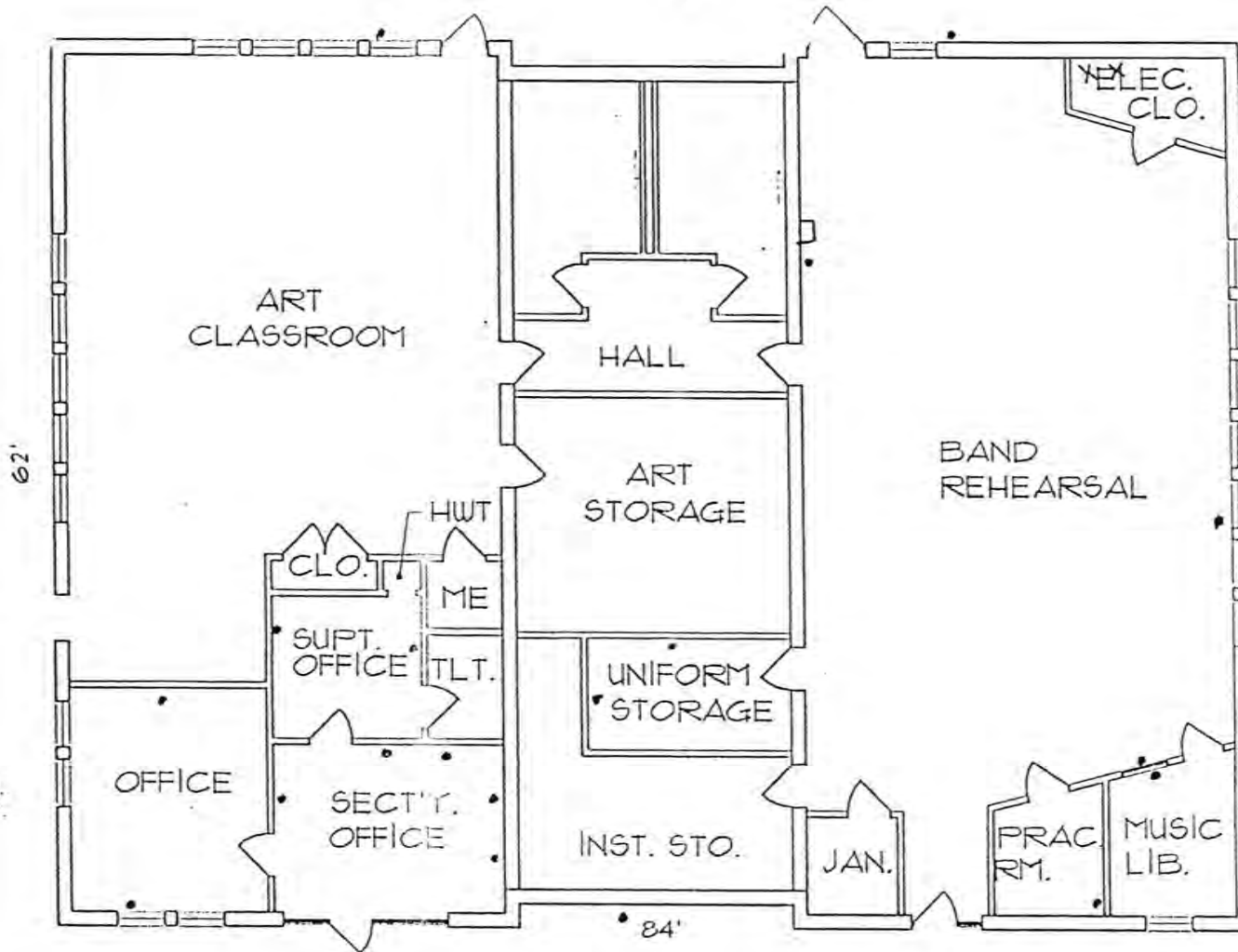
1992
02-25-92 (7)



LONG RANGE PLAN
Cafeteria Bldg.
Charleston School District
Charleston, Arkansas

DATE : 11/12/01

S



- + Fire Alarms
- Fire Extinguishers
- x Electrical Boxes
- Outlets
- o Shut offs

FINE ART BUILDING - BAND - SUPERINTENDENT

① FLOOR PLAN

1986
3/10 DA. FT.



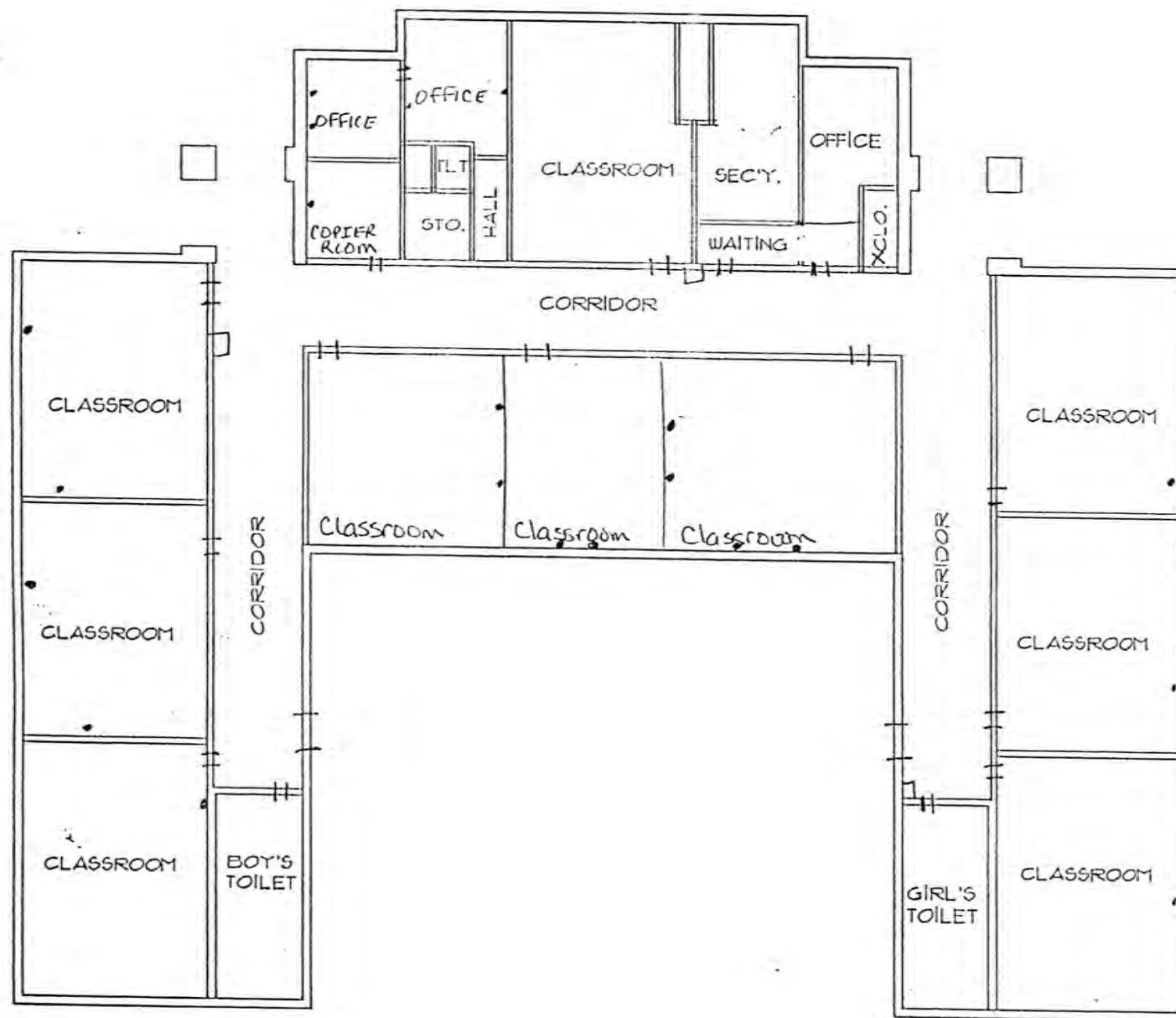
LONG RANGE PLAN
 Fine Arts Bldg.
 Charleston School District
 Charleston, Arkansas

DATE : 11/12/01

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OLD 1. IN

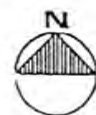
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- Fire Extinguishers
- x Electrical Boxes
- outlets

E

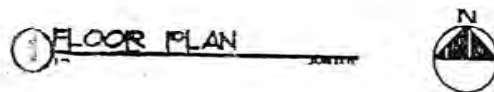
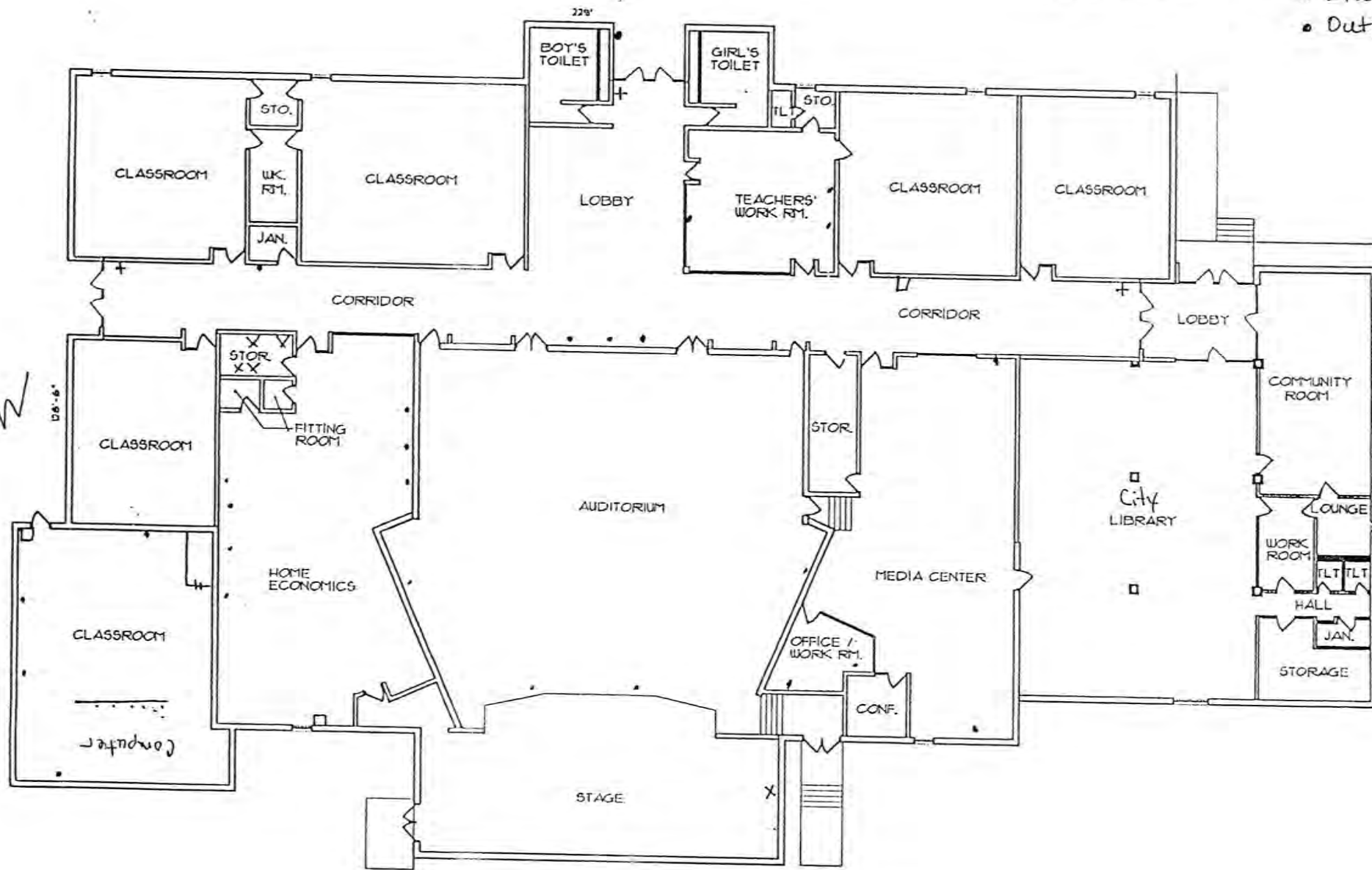
① FLOOR PLAN 1322



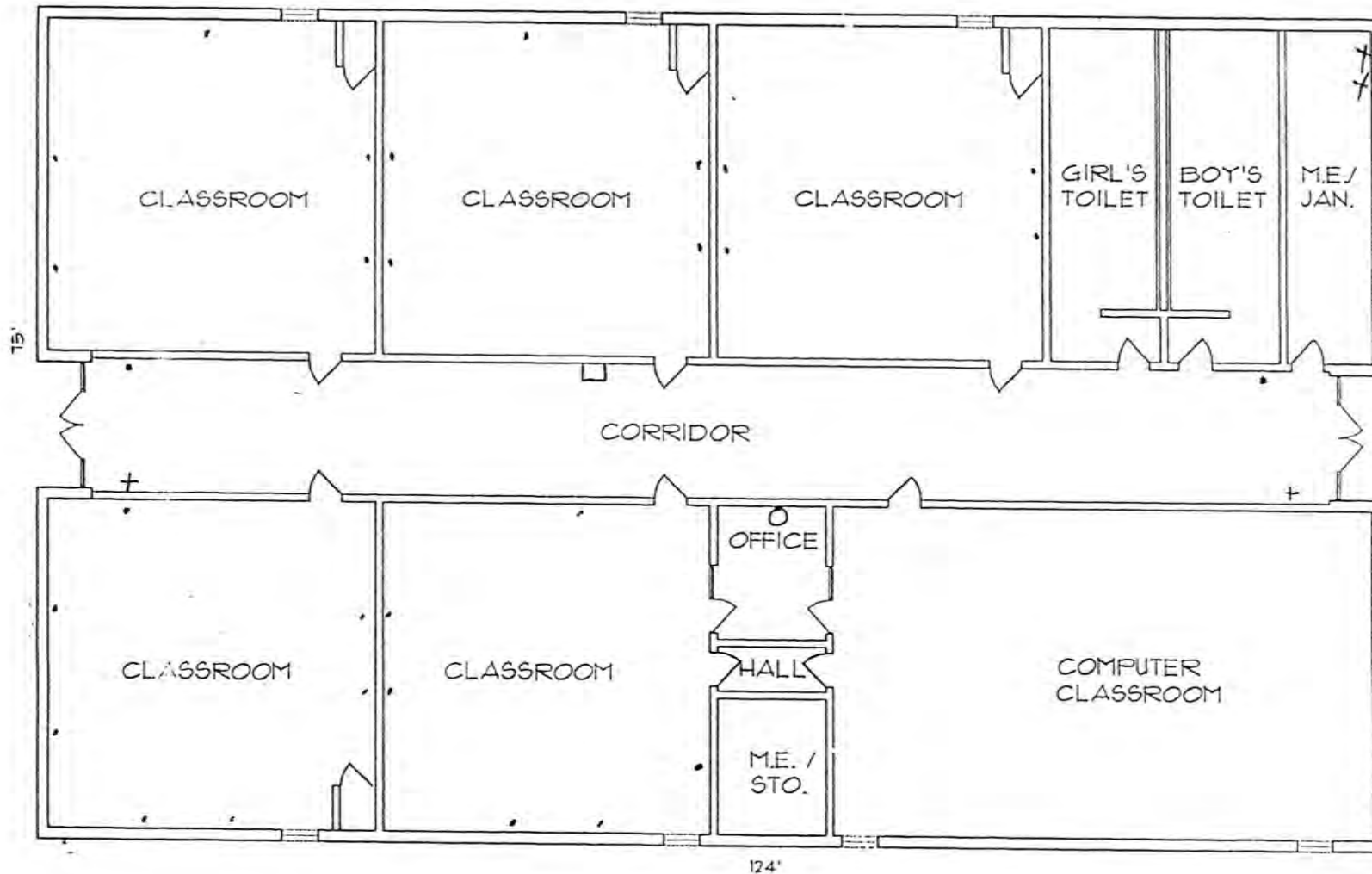
LONG RANGE PLAN
 High School Bldg.
 Charleston School District
 Charleston, Arkansas

ANNEX BUILDING

- + Alarms
-] Fire Extinguishers
- x Electrical Boxes
- Outlets



LONG RANGE PL
Annex Bldg.
Charleston School District



TECHNICAL BUILDING

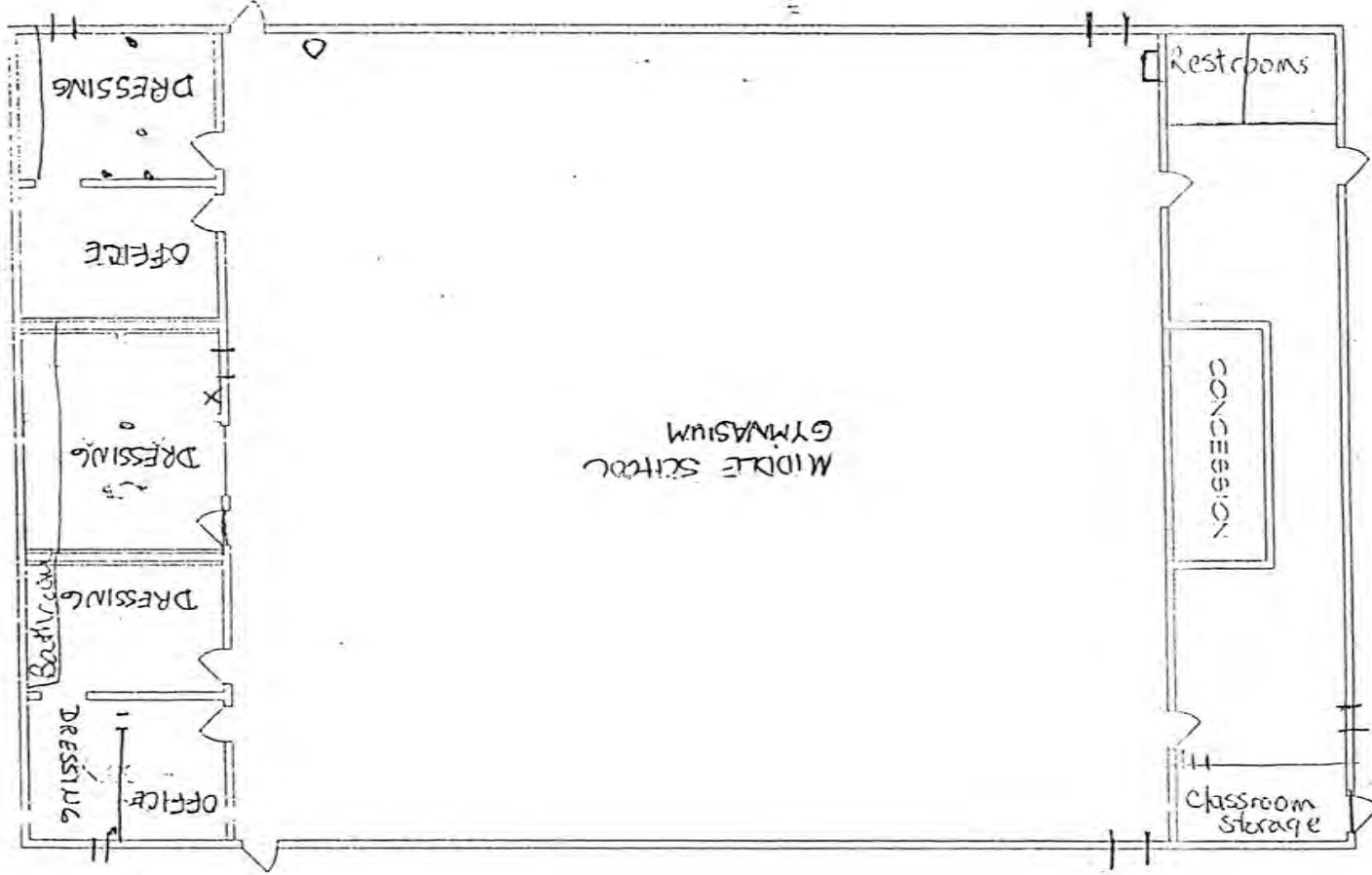
- + Fire Alarms
- ☐ Fire Extinguishers
- x Electrical Boxes
- Outlets
- Shutoff

① FLOOR PLAN



LONG RANGE PLA
Technology Bldg.
Charleston School District

- + fire alarms
-] fire extinguishers
- outlets
- x Electrical Boxes

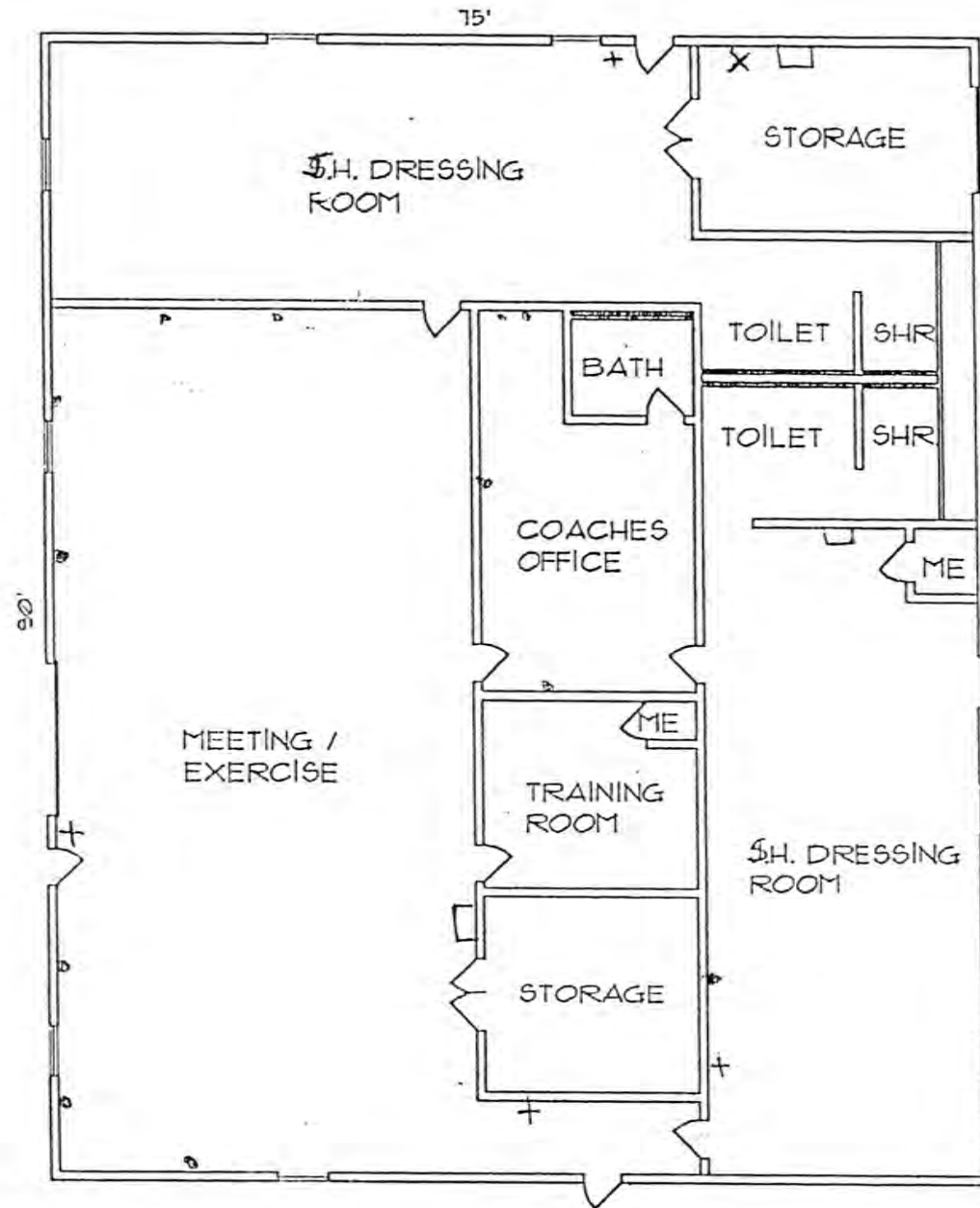


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5

N.W
FIELDHOUSE

- + fire alarms
-] fire extinguishers
- x Electrical Boxes
- o outlets



IX. At-Risk Students and the School Dropout Program

1. The Charleston Public School district provides a tracking system for school dropouts. Each school also tracks those students who fail to reach proficiency on state-mandated assessments.
2. The tracking system provides for the high school counselor to conduct an exit Interview with students who are dropping out of school. After each conference, the counselor will brief the high school principal. When contact can be established, the high school counselor will conduct a follow-up interview.
3. The superintendent of the Charleston Public School system has full understanding that he may be requested to appear before the Senate and House Interim Committees on Education if the school district is not in substantial compliance with the terms of this plan.

X. Alternative Student Services Personnel

A. Types of Personnel

Mental health professional, ALE instructors

B. Limitations

Only licensed, certified or trained employees will perform services.

C. Training

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

XI. Classroom Management Services

The Charleston Public School district encourages the use of alternative methods of classroom management. The following methods are available to all faculty members in the district.

1. Behavioral contracting
2. Dispute resolution
3. Classroom meetings
4. Logical consequences
5. Assertive discipline- (Lee Canter)
6. Behavior modification
7. Positive classroom discipline- (Fred Jones)
8. Great Expectations
9. Career and academic counseling
10. Love and Logic- (Jim Fay)

Additional Resources:

Franklin County DHS 1-479-667-2379
800 West Commercial
Ozark, AR 72949

Franklin County Health Department 1-479-667-2555
2nd and Spring Street
Ozark, AR 72949

Juvenile Intake Officer (Fred Nichols) 1-479-667-4731 or
(cell) 1-479-462-8461

Charleston Police Department 1-479-965-7600

Franklin County Sheriff 1-479-965-2333

AR State Police (Fort Smith) 1-479-783-5195

FBI (Fort Smith) 1-479-782-0385

Sebastian County DHS 1-479-782-4555
616 Garrison Avenue, Room 231
Fort Smith, AR 72901

Sebastian County Health Department 1-479-452-8600
3112 South 70th Street
Fort Smith, AR 72903

SCAN- Fort Smith 1-479-785-4046
523 Garrison Avenue, Suite 400G
Fort Smith, AR 72901

Office of Emergency Management (Fred Mullens) 1-479-970-0368

Social Security 1-800-772-1213

Child Abuse Hotline 1-800-482-5964

if there's a problem with the hotline...

Major Doug Williams 1-501-618-8900 or

Carol Hum 1-501-618-8922

Logan County DHS 1-479-675-3091

307 East 2nd Street

Booneville, AR 72927

or

1-479-963-2783

124 East Main Street

Paris, AR 72855

Logan County Health Department 1-501-963-6126

100 East Academy

Paris, AR 72855

5th Judicial Drug Task Force 1-800-231-3784

H Troop- State Police 1-479-783-5195

Children's Medical Services 1-800-482-5850 Ext. 22277

P.O. Box 1437-Slot 526

Little Rock, AR 72203

Office of the Governor 1-501-682-2345

Arkansas State Capitol

Little Rock, AR 72201

Office of the President 1-202-456-1414

The White House

Washington, DC 20500

U.S. Dept of Education 1-800-USA-LEARN

400 Maryland Avenue, SW

Washington, D.C. 20202-0498

www.ed.gov

Nuturing Network 1-800-TNN-4MOM

Pregnancy Hotline 1-800-848-LOVE

Bethany Christians Services 1-800-238-4269

Committee For Children 1-800-634-4449

2203 Airport Way South, Suite 500
Seattle, WA 98134-2035
www.cfchildren.org

Several Sources Foundation 1-800-NO-ABORT

America's Crisis Pregnancy Helpline 1-800-67-BABY-6

Birthright 1-800-550-4900

Priests For Life 1-888-PFL-3448

www.priestsforlife.org

Center for the Prevention of School Violence 1-800-299-6054

20 Enterprise Street, Suite 2
Raleigh, NC 27607-7375
www.ncsu.edu

National Criminal Justice Reference Service 1-800-851-3420

P.O. Box 6000
Rockville, MD 20849-6000
www.ncjrs.org

AIDS National Hotline 1-800-342-AIDS

Venereal Disease Hotline 1-800-227-8922

Alcoholics Anonymous 1-501-783-0123

Battered Women Hotline 1-800-332-4443

Battered Women Service 1-501-782-4956

National Institute on Drug Abuse Hotline 1-800-662-HELP

Alcohol and Drug Helpline 1-800-821-4357

Al-Anon/Ala-teen Family Group 1-800-356-9996

Cocaine Hotline 1-800-COCAINE

Arkansans for Drug Free Youth 1-501-375-1338
2020 West Third, Suite 1C
Little Rock, AR 72205
www.adfy.com

National Runaway Switchboard 1-800-621-4000

RAINN (Rape, Abuse, Incest National Network) 1-800-656-4673

Trevor Helpline (Gay/Lesbian Youth) 1-800-850-8078

Teenline National Hotline 1-800-522-8336

Helpful Numbers

| | |
|---|--------------------------|
| Adult Protective Services | 800-482-8049 |
| American Red Cross - 24 Hour Service | 501-614-1021 |
| Arkansas Crime Information Center | 501-682-2222 |
| Better Business Bureau | 501-664-7274 |
| Bureau of Justice Statistics | 800-732-3277 |
| Bureau of Justice Assistance | 800-688-4252 |
| Center for Arkansas Legal Services | 501-376-3423 |
| Child Abuse Hotline (State) | 800-482-5964 |
| Child Abuse Hotline (National) | 800-4-A-CHILD (422-4453) |
| Child Support Enforcement Office | 501-682-8398 |
| Commission on Child Abuse, Rape, and Violence | 501-661-7975 |
| Department of Health | 501-661-2000 |
| Division of Children & Family Services | 501-682-8772 |
| FBI (Federal Bureau of Investigation) | 501-221-9100 |
| National Center for Missing and Exploited Children | 800-843-5678 |
| National Clearinghouse for Alcohol and Drug Information | 800-729-6686 |
| National Coalition Against Sexual Assault | 717-728-9764 |
| National Domestic Violence Hotline | 800-799-7233 |
| National Institute of Justice | 800-851-3420 |
| National Organization for Victim Assistance | 800-TRY-NOVA (879-6682) |
| National Victim Center | 800-FYI-CALL (394-2255) |
| Office of Emergency Services | 501-730-9750 |
| Office of National Drug Control Police | 800-666-3332 |
| Office of Juvenile Justice and Delinquency Prevention | 800-638-8736 |
| Office for Victims of Crime | 800-627-6872 |
| Poison Control & Information | 501-686-6161 |
| Social Security Administration | 800-772-1213 |
| State Police | 501-618-8000 |
| VINE Hotline (Victim Information and Notification Everyday) | 800-510-0415 |

The following excerpts from the Charleston School District Personnel Policy handbook are pertinent to the successful implementation of the Student Services Plan:

Staff Development

Job Description- Teacher
Elementary Counselor
Guidance Counselor

Principals to Report Possible Students Who May Have Committed Felonies To Local Law Enforcement

Sexual Harassment

Drug Free Workplace

Certified Personnel- Assignment

Contagious Disease Policy

Staff Development

GAD

The Charleston Board of Education recognizes the need for all school employees to be provided adequate opportunity for the development of increased teaching competencies. The upgrading of these competencies should be on a regular basis and include those skills of each teaching discipline in keeping with the goals, philosophy and objectives of the district.

The board defines staff development as the various activities performed by the school district, which ultimately leads to producing better students and teachers. The development procedure will be well planned and directed toward need. Staff development will consist of a broad range of techniques, such as conferences, workshops, college classes, travel, classroom visitations, independent study and peer consultation.

Teachers may substitute college hours for inservice hours according to the following guidelines. College classes may substitute at an equal, straight-time rate for inservice hours provided that the classes are in the teacher's teaching area or will enhance the teacher's classroom instruction skills. The principal of the school will make this determination prior to enrollment in the class. (This would mean all the time spent in the classroom receiving instruction would count as inservice hours for the attending teacher.)

The board will make available sufficient funds to establish a staff development program. It will also provide an adequate number of days in the school calendar as required by the State Department of Education. The distribution of funds and overall organization of the program will be under the direct supervision of the superintendent or his designee(s). All planning will be on a cooperative basis and will include teachers, administrators, and board members.

The staff development program will be under a close monitoring process to ensure a suitable system which will be of benefit to the school district and its students.

Amended June 19, 1995

JOB DESCRIPTION

TEACHER:

The main objective of a teacher is to lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.

The teacher's responsibilities are:

1. Meet and instruct assigned classes in the locations and at the times designated.
2. Develop and maintain a classroom environment conducive to effective learning within the limits of the resources provided by the district.
3. Prepare for classes assigned and show written evidence of preparation upon request of immediate superior.
4. Encourage students to set and maintain standards of classroom behavior.
5. Employ a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
6. Strive to implement by instruction and action the district's philosophy of education and instructional goals and objectives.
7. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
8. Evaluate students progress on regular basis.
9. Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulation.
10. Assist in upholding and enforcing schools rules, administrative regulations, and board policy.
11. Make provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
12. Attend and participate in faculty meetings.
13. Cooperate with other members of the staff in planning instructional goals, objectives, and methods.
14. Assist in the selection of books, equipment, and other instructional material.

15. Accept a share of responsibility for co-curricular activities as assigned.

16. Work to establish and maintain open lines of communication with students and their parents concerning both the academic and behavioral progress of all assigned students.

17. Provide for his or her own professional growth through an on going program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.

18. Performs other reasonable duties assigned by the principal.

ROLE OF THE ELEMENTARY COUNSELOR

POSITION: Elementary Counselor

REQUIREMENTS: A Master's degree in Counseling
A valid Arkansas Elementary Teaching Certificate
At least three years teaching experience

JOB DESCRIPTION:

The Elementary Counselor will be concerned with the affective development of children, providing assistance to them through the processes of counseling, consultation, and coordination. The Counselor will be responsible for administering a needs assessment, organizing an advisory committee, and the planning, implementation, and evaluation of the counseling program.

COUNSELING:

1. Provide individual counseling and crisis counseling as needed or requested.
2. Offer small group counseling to provide peer support on appropriate developmental issues.
3. Provide preventive and developmental guidance activities for all students.
4. Implement a career awareness program.

CONSULTING:

5. Consult with parents, teachers, and administrators concerning the needs of students.
6. Meet with other school counselors and administrators to discuss the counseling program.
7. Serve as school test coordinator and assist in interpretation of test scores.
8. Assist in collecting, interpreting, and utilizing school data.
9. Participate in referral, placement, and evaluation conferences.
10. Identify and refer students to other specialists or community agencies.
11. Serve as a consultant and member of IEP and academic skills planning committees.
12. Serve as a committee member on retention conferences.

COORDINATING:

13. Provide community with information on the counseling program.
14. Coordinate plans for Parent-Teacher Conference days.
15. Assist in orientation of kindergarten and new students.
16. Maintain an information and record keeping system for counseling records.
17. Implement an annual evaluation of the counseling program.

JOB DESCRIPTION

GUIDANCE COUNSELOR

The main objective of the guidance counselor is to help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans.

The Guidance counselor's responsibilities are:

1. Assist students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and work with students in evolving education and occupation plans in terms of such evaluation.
2. Remain readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.
3. Take an active role in interpreting the school's objectives to students, parents, and the community at large.
4. Work with teachers and other staff members to familiarize them with the general range of services offered by the student personnel services department, and to improve the educational prospects of individual students being counseled.
5. Supervise the preparation and processing of various applications dealing with education and/or employment.
6. Assist in the maintaining and interpreting of uniform transcript records of students.

GAEA

PRINCIPALS TO REPORT POSSIBLE STUDENTS WHO MAY HAVE
COMMITTED FELONIES TO LOCAL LAW ENFORCEMENT

All principals of the Charleston School District shall report incidents that may constitute felonies to local law enforcement agencies for investigation and to this board for adjudication. A principal shall make such a report when he/she has direct knowledge or has received information leading to a reasonable belief that a student has committed a felony on school property, a felony while under school supervision or a violent criminal act against a teacher, principal, employee or student.

Board Approval October 16, 1995

SEXUAL HARASSMENT

1. Purpose

It is the policy of the Charleston School District to maintain a learning and working environment that is free from sexual harassment.

2. Authority

It shall be a violation of this policy for any member of the District staff to harass a student or another member of the District staff through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students or a member of the District staff through conduct or communications of a sexual nature as defined below.

3. Definitions

Unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or to another member of the District staff or when made by any student to another student or a member of the District staff constitute sexual harassment when:

- a. submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
- b. submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
- c. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Sexual harassment, as defined above, may include but is not limited to the following:

verbal harassment or abuse;

pressure for sexual activity;

repeated remarks to a person, with sexual or demeaning implications;

unwelcome touching;

suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.

4. procedures

Any person who alleges sexual harassment by any staff member or student in the District may use the District's complaint procedure or may complain directly to the building principal, guidance counselor or other individual designated to receive such complaints. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades or work assignments.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

A substantiated charge against a staff member in the District shall subject such staff member to disciplinary action, including discharge. A substantiated charge against a student in the School District shall subject that student to disciplinary action including suspension or expulsion, consistent with the Student Discipline Code.

Board Approval March 17, 1997

DRUG FREE WORKPLACE

The following statement and procedure complies with section 5145 of the Drug Free Schools and Communities Act.

The Charleston Public Schools is dedicated to providing a drug-free workplace for all employees. Charleston Public School employees are advised that the following activities are prohibited on Charleston Public Schools property or at any Charleston Public Schools functions.

1. Use of a controlled substance and/or alcohol, which includes being under the influence of a controlled substance and or alcohol;
2. Possession of a controlled substance and/or alcohol;
3. Distribution (in any manner) of a controlled substance and/or alcohol to any person;
4. Manufacture of a controlled substance.

Compliance with the standards of conduct stated in this policy is mandatory of all employees. Violations of any part of this policy may result in disciplinary action, including suspension and termination. If the situation warrants the superintendent shall communicate all available information promptly to the proper law enforcement agency(ies) and offer full cooperation of the Charleston School District in an investigation.

As a condition of employment an employee must:

1. Abide by the terms of this statement; and
2. Notify the employer within five (5) days of any criminal drug status conviction for a violation occurring in the workplace.

Agencies in the Charleston Public School area available for drug counseling or drug rehabilitation programs include:

| | |
|---|----------------|
| Alcoholics Anonymous Intergroup Office | 783-0123 |
| Gateway House, Inc. | 783-8849 |
| Harbor House, Inc. | 785-4083 |
| Harbor View Mercy Hospital | 484-5550 |
| Sparks Care Unit | 441-5500 |
| Western Arkansas Counseling & Guidance Center | 1-800-542-1031 |

page 2

Employees of the Charleston Public Schools will be provided a copy of this statement and a copy of appropriate drug-free workplace awareness information.

New employees will be required to sign a drug-free workplace certificate before being issued a contract and will be provided a copy of this statement and awareness information.

Board Approval 9-10-90

GBE

Certified Personnel -- Assignment

In so far as possible, teachers will be assigned to positions for which they are best qualified. Also, reasonable effort will be made to honor teacher preference in assignments. All assignments will be made by the superintendent, upon consideration of recommendations made by the principal. Employees may be assigned, re-assigned, or transferred by decision of the superintendent.

CONTAGIOUS DISEASE POLICY

The acquired immunodeficiency syndrome (AIDS) is caused by the human immunodeficiency virus (HIV). Transmission of the virus occurs by TRANSFER of blood, semen, or vaginal fluids from person to person. The four modes of transmission are:

1. Sexual intercourse (oral, vaginal, anal)
2. Sharing needles
 - A. drug use (including steroids)
 - B. tattooing
3. Mother to child
 - A. pre-natal and post-partum (pregnancy and delivery)
 - B. lactation (breast feeding)
4. Transfusion of blood/blood products

The majority of infected children acquire the virus from the infected mothers in the prenatal period. None of the pediatric AIDS cases in the U.S. have demonstrated transmission in the school, daycare or foster care setting; and indeed, casual person-to-person contact is believed to pose no risk for viral transmission.

EVALUATION

Students who are medically ill should be evaluated on a case-by-case basis by a team comprised of the student's principal, personal physician, a school board appointed physician and public health personnel. The decision to admit should be based on the medical condition of the child including evaluation of higher immune status and performance status. The most current medical information concerning contagiousness and transmittal will be used.

CONFIDENTIALITY

Confidentiality is of extreme importance and therefore the identity of infected students, if not already public knowledge, should be known only to the superintendent and that student's principal and teachers. Neither confirmation nor denial of suspicion or positive testing will be given by school officials, even if public knowledge is alleged.

RESTRICTION: STUDENT

There are no medical or legal reasons to restrict a child of an HIV infected parent from attending school. Children with HIV infection should not receive live virus vaccines and should be excused from regulations requiring them. Of course, any student, including an HIV infected child, who has contracted a contagious disease will not be allowed to attend school without clearance from the public health department.

RESTRICTIONS: EMPLOYEE

Employees who are known to be infected with HIV should be allowed to continue in their capacity unless medically unable as judged on a case-by-case basis by a team comprised of the employee's personal physician, a physician appointed by the Board of Education, public health personnel and school system administrators. As in the case of students, the most current medical information concerning contagiousness and transmittal will be used. Confidentiality for employees must be maintained. Employee failure to notify the administration of infection could possibly result in dismissal.

SCREENING

Routine serology screening of students or employees is not necessary.

PRECAUTIONS & PROCEDURES

The following standard procedures shall be implemented in order to insure that persons responsible for cleaning facilities and equipment are protected from all communicable diseases.

These include:

1. Students and teachers should be encouraged to wash hands as a routine practice. A ten to fifteen second washing with soap after handling body fluids is essential.
2. Blood and/or body fluid spills should routinely be handled using a barrier such as paper towels, plastic garbage receptacles and disposable gloves. Soiled surfaces should be cleaned promptly with disinfectants, such as household bleach, diluted 1:10, one-part bleach to ten-parts water. Persons involved in such cleaning should avoid exposure to open skin lesions or mucous membranes by the blood or body fluids. Cleaning implements such as mopheads should be cleaned thoroughly after clearing a blood and/or body fluid spill. Implements should be cleaned with detergent in hot water of 160 degrees Fahrenheit, rinsed, soaked in a one-part bleach to ten-parts water solution and rinsed again.
3. Any garbage containing blood or body fluids (i.e. sanitary napkins) should be placed in a plastic bag, securely fastened and disposed of properly.
4. Persons involved in the cleaning of facilities in which blood and/or body fluid spills (i.e. feces, urine) occur should wear disposable gloves and follow routine handwashing procedures.
5. Persons responsible for the cleaning and maintenance of CPR manikins and CPR instruction should follow the guidelines established by the American Heart Association, the American Red Cross and the Center of Disease Control (CDC).

CHARLESTON HIGH SCHOOL CRISIS PLAN 2013-14

On occasion, factors beyond the control of the school create a "crisis" on the school campus. When these occur, it is important that the appropriate care of the students continue. Staff members of the school must be prepared to take positive action for the care of all the students involved.

The intent of this document is to provide a BASIC GUIDE for the school personnel in the event of a crisis. While it is impossible to prevent certain crisis, the school must be prepared to deal with these effectively.

The Charleston Public School Crisis Team feels there are two types of Crisis.

- a. High School Crisis – (on the High School campus)
- b. District Crisis (Crisis on all three campuses at one time – tornado, etc.)

IN THE EVENT OF A CRISIS THE FOLLOWING WILL OCCUR:

SCHOOL SECURITY:

The Campus is closed. The Charleston Fire Department is responsible for securing the school area. Fire Department First Responders will administer first aid, while other department personnel will set up parameters around the campus. Parameters should be set at a maximum distance. Only authorized personnel will be allowed into effected areas. Parents will be directed to the principal's office or an assigned area. Any information about the innocent should only be given by authorized personnel designed by the superintendent.

IMMEDIATE RESPONSE:

1. Faculty members will remove all students from the immediate area. Notify the office where students have been relocated.
2. Amy Keener or Rita Gramlich will notify ambulance, police and fire department, superintendent, middle and the elementary schools. Hospitals will be notified with possible number of injuries anticipated.
(Mercy 484-6000) (Sparks 441-4000)
3. Sammie Brown will also accompany the first transported to the hospital. Tom Abbott will accompany if more than one hospital is required to ensure that each hospital is represented by a faculty member.
4. Amy Keener or Milinda Wisdom will be in the Principal's office. Bells will be turned off.
5. Amy Keener or Milinda Wisdom will send a person to all classrooms to notify faculty members of impending plans.
6. Greg Kendrick will assist Shane Storey.
7. Milinda Wisdom will get the names of all victims. She and Amy Keener will get all telephone numbers where parents may be reached. This information is to be given to Shane Storey for parent notification.
8. Karrie Efurd will locate siblings of victims in the middle & elementary school and take them to the elementary school counselor's office.
9. Milinda Wisdom, Ryan Rachuy, and Jamie Smith will set up a crisis trauma area for students who have witnessed or who are showing signs of traumatic shock. They will meet in the library.
10. Shane Storey and Greg Kendrick will notify the parents of the witnesses.

11. Amy Keener will obtain all medical records of victims from the Principal's office to be given to emergency medical personnel upon arrival.
12. Jim Crabtree and Lee Brittain will be in charge of insuring a clear traffic flow for all emergency vehicles and personnel.
13. Julie Hearn, Tahnee Bowen, Marilyn Moore, and Susan Brown will be in the area where parents will be directed to pick up their children.
14. All faculty members are to have grade books and will need up to the minute records as to the locations of all students from their classroom. If students are picked up, notification should be documented as to who picked up each student.

AFTER CRISIS RESPONSE:

Students must be checked out through the principal's office by a parent or guardian. Students will not be allowed to leave without direct parent contact with the principal's office. Students who have checked out will not be allowed to return for the remainder of the day.

The administration will have an official statement that will be sent home with each student following a crisis situation. This statement will contain facts about the incident and what steps the district will be taking to deal with the crisis. Mr. Jeff Stubblefield will give an official statement to all news agencies.

A faculty meeting will be conducted at the end of the day regardless of where the crisis occurred. All staff will meet prior to school (7:30 a.m.) the following day in the library.

DURING A HIGH SCHOOL CRISIS THESE TEACHER SHOULD COVER THE FOLLOWING CLASSES:

| | |
|----------------|---------------|
| Julie Rachuy | Ryan Rachuy |
| Jordyn Edwards | Greg Kendrick |
| Josh Underwood | Jamie Smith |
| Susie Potts | Julia Hearn |

DISTRICT CRISIS PLAN PERSONNEL

IF A DISTRICT WIDE CRISIS OCCURS THE FOLLOWING TEACHERS SHOULD BE COVERED:

Julie Rachuy
Jordyn Edwards
Josh Underwood
Susie Potts

Ryan Rachuy
Greg Kendrick
Jamie Smith
Julia Hearn

All media are to be referred to the Masonic Lodge parking lot. No information will be given out except at that area.

In the event of a crisis, you are sure to receive numerous requests for information from parents and the news media. Handle the emergency first. Refer all questions from the news media to the Superintendent. Be prepared about questions from the community and persistent reporters.

Refer reporters' questions to the Superintendent as quickly as possible. A crisis is news, and the media will stay on top of it. Information will not be given out except at the news area. Make it a point to get information out as fast as possible, but make sure the information is accurate. Inaccessibility creates information vacuum that will certain be filled – if not with facts, then with rumors. Perception can cause more damage than reality in a crisis. Our job is to present the undisputed facts.

DO NOT DEBATE THE SUBJECT WITH ANYONE: Your priority should be to resolve the situation.

DO NOT PLACE BLAME WHEN COMMUNICATING INFORMATION: NASA did a terrible job of crisis communication when the Challenger exploded. They tried to place blame on someone else. The result was conflicting voices that made NASA look suspicious rather than concerned.

REMEMBER THAT THE SCHOOL'S FIRST RESPONSIBILITY IS TO THE STUDENTS AND THE FAMILIES, ESPECIALLY TO THOSE DIRECTLY INVOLVED.

When the skywalk collapsed, the Hyatt took care of the victims and families first and corporate interests afterwards. You should also take care of the victim and the family first. The district will contact the family to discuss how they want to handle the release of information.

PROTECT THE STUDENTS IDENTITIES WHEN NECESSARY. Remember that students are minors, and identification of students involved in a crisis is not necessarily public information. If a student has been arrested, refer questions about the student's identity to law enforcement officials. If a student has been hospitalized you may refer questions about the student's identity to the hospital. You can always refer the question to the Superintendent.

WHEN REPORTERS ARE ALLOWED ON THE SCENE, tell school employees that they do not have to make a statement to the media unless they wish to do so. This applies to questions from reporters after working hours, as well.

REPORTERS SHALL NOT BE ALLOWED TO INTERVIEW PUPILS on school property about a serious incident, particularly when the pupils are very young. However, neither should you attempt to interfere with news media attempts to interview anyone (pupil, parent, staff member) once he or she has left the control and responsibility of the school.

CHARLESTON MIDDLE SCHOOL CRISIS PLAN 2013-14

On occasion, factors beyond the control of the school create a "crisis" on the school campus. When these occur, it is important that the appropriate care of the students continue. Staff members of the school must be prepared to take positive action for the care of all the students involved.

The intent of this document is to provide a BASIC GUIDE for the school personnel in the event of a crisis. While it is impossible to prevent certain crisis, the school must be prepared to deal with these effectively.

The Charleston Public School Crisis Team feels there are two types of Crisis.

Middle School Crisis – (on the Middle School campus)
District Crisis (Crisis on all three campuses at one time – tornado, etc.)

MIDDLE SCHOOL CRISIS PLAN

IN THE EVENT OF A CRISIS THE FOLLOWING WILL OCCUR:

SCHOOL SECURITY:

The Campus is closed. The Charleston Fire Department is responsible for securing the school area. Fire Department First Responders will administer first aid, while other department personnel will set up parameters around the campus. Parameters should be set at a maximum distance. Only authorized personnel will be allowed into effected areas. Parents will be directed to the principal's office or an assigned area. Any information about the incident should only be given by authorized personnel designed by the superintendent.

IMMEDIATE RESPONSE:

Faculty members will remove all students from the immediate area. Notify the office where students have been relocated.

Pam Rankin or **Rita Gramlich** will notify ambulance, police and fire department, superintendent, middle and the elementary schools. Hospitals will be notified with possible number of injuries anticipated. (St. Edwards 484-6000) (Sparks 441-4000)

Chad Haynes will also accompany the first transported to the hospital. **Tom Abbott** will accompany if more than one hospital is required to ensure that each hospital is represented by a faculty member.

Pam Rankin, Tahnee Bowen will be in the Principal's office. Bells will be turned off.

Pam Rankin, Tahnee Bowen will send a person to all classrooms to notify faculty members of impending plans.

Danny Hudson will assist **Missy Moore**.

Tahnee Bowen will get the names of all victims. She and **Pam Rankin** will get all telephone numbers where parents may be reached. This information is to be given to **Missy Moore** for parent notification.

Karrie Efurd will locate siblings of victims in the middle & elementary school and take them to the elementary school counselor's office.

Tahnee Bowen and **Tammy Savage** will set up a crisis trauma area for students who have witnessed or who are showing signs of traumatic shock. They will meet in the library.

Missy Moore will notify the parents of the witnesses.

Pam Rankin will obtain all medical records of victims from the Principal's office to be given to emergency medical personnel upon arrival.

Jim Crabtree and **Lee Britain** will be in charge of insuring a clear traffic flow for all emergency vehicles and personnel.

Dana Rainwater, Marilyn Moore, and Susan Brown will be in the area where parents will be directed to pick up their children.

All faculty members are to have grade books and will need up to the minute records as to the locations of all students from their classroom. If students are picked up, notification should be documented as to who picked up each student.

AFTER CRISIS RESPONSE:

Students must be checked out through the principal's office by a parent or guardian. Students will not be allowed to leave without direct parent contact with the principal's office. Students who have checked out will not be allowed to return for the remainder of the day.

The administration will have an official statement that will be sent home with each student following a crisis situation. This statement will contain facts about the incident and what steps the district will be taking to deal with the crisis. Mr. Jeff Stubblefield will give an official statement to all news agencies.

A faculty meeting will be conducted at the end of the day regardless of where the crisis occurred. All staff will meet prior to school (7:30 a.m.) the following day in the library.

DURING A MIDDLE SCHOOL CRISIS THESE TEACHER SHOULD COVER THE FOLLOWING CLASSES:

Brenda Hewett will cover for Chad Haynes

Pat Crosby will cover for Dana Rainwater

LOCK DOWN PROCEDURES:

Should we need to put the campus in a **lock down mode** the following steps will take place.

1. An announcement will be made and that announcement will be "**WE ARE IN LOCKED DOWN AT THIS TIME**".
2. You will then make sure your classroom doors are locked and close the blinds.
3. Students will remain in that classroom until further notice. Students will not change classes during a lock down.
4. Mrs. Moore, Mrs. Bowen, another Administrator, or a Police Officer will come to your door to notify that we are out of lock down.

CRISIS PLAN

2013-14

On occasion, factors beyond the control of the school create a "crisis" on the school campus. When these occur, it is important that the appropriate care of the students continue. Staff members of the school must be prepared to take positive action for the care of all students involved.

The intent of this document is to provide a BASIC GUIDE for the school personnel in the event of a crisis. The school must be prepared to deal with each crisis effectively.

The Charleston Public School Crisis Team feels there are two types of Crises.

A. **Campus Crisis** (Elementary, Middle School or High School campus)

B. **District Crisis** (crisis occurring on more than one campus)

Each type of crisis has the same components with different people carrying out a plan of action.

ELEMENTARY CAMPUS CRISIS PLAN

IN THE EVENT OF A CRISIS THE FOLLOWING WILL OCCUR:

SCHOOL SECURITY:

The Campus is closed. The Charleston Fire Department is responsible for securing the school area. Dusty Smith, school nurse, and the Fire Department First Responders will administer first aid, while other department personnel will set up perimeters around the campus. Perimeters will be set at a maximum distance from the buildings. Only authorized personnel will be allowed into affected areas. Parents will be directed to the Principal's office or an assigned area. Any information about the incident will only be given by authorized personnel designated by the Superintendent of Schools.

IMMEDIATE RESPONSE:

1. Faculty members will remove all students from the immediate area and then notify the office where students have been relocated.
2. Dusty Smith, school nurse, will go to the area and be in charge of triage.
3. Debbie Rainwater or Rita Gramlich will notify ambulance, police, fire department, Superintendent, Pre-school, Middle School and the High School. Hospitals will be notified with possible number of injuries anticipated. (St. Edward's – 479-484-6000) – (Sparks – 479-441-4000).
4. Misty Gage (Jared Smith will cover Gage's room) will accompany the first transported to the hospital. Terri Dooly (Marcella Shelby will cover Dooly's room) will also accompany the injured, if more than one hospital is required, to ensure that each hospital is represented by a faculty member.
5. Debbie Rainwater and Sharon Sharpe (Gail Miesner will cover Sharpe's room) will be in the Principal's office. Bells will be turned off. All special classes/activities will be cancelled. Students will remain in their classrooms, with doors locked.

6. Teachers will take their grade books and cell phones and join their students if they are in art, music, library, PE, etc.
7. Exit doors will be locked. The doors will be locked by:
 - Carl Underwood–Front door
 - Terry Crowley – South door
 - Tom Abbott – North door
 - Stacy Mitchum – Northwest door
 - Carolyn Law – Southwest door
8. Debbie Rainwater and Sharon Sharpe will send a person to all classrooms to notify faculty members of impending plans.
9. Tom Abbott will assist Carl Underwood, Elementary Principal.
10. Shari Armstrong will get the names of all injured or victims. She will also go to the Principal's office and get all telephone numbers, where parents may be reached, from the emergency card box on Mrs. Rainwater's desk. A copy of this information is to be given to Carl Underwood (Tom Abbott) for parent notification of transported injured and/or victims and also to Misty Gage or Terri Dooly (see # 4). She will then help at the parent designation point.
11. Terry Crowley, Susan Abbott and Karrie Efurd will set up a crisis trauma area for students who have witnessed or who are showing signs of traumatic shock. They will meet in Terry Crowley's classroom.
12. Carl Underwood (Tom Abbott) will notify the parents of the witnesses.
13. Ashley West (Gail Miesner will cover West's room) will obtain all medical records of injured and/or victims from the Principal's office, to be given to emergency medical personnel upon arrival. She will also be at the parent designation point.
14. Jim Crabtree and Lee Brittain will be in charge of ensuring a clear traffic flow for all emergency vehicles and personnel.
15. Belinda Brown (Betty Eckart will cover Brown's room), Jay Crowley (965-5059), Shane Storey and Missy Moore will be in the area where parents will be directed to pick up their children.
16. Paul Efurd (965-5535), Macy Burnett and Pat Shelby (965-4348) will assist Belinda Brown and Jay Crowley in the parent designation area. (Belinda will call Paul and Pat)
17. All faculty members are to have grade books and cell phones and will need accurate records as to the location of all students from their classroom. No students are to be picked up without being checked out through the Principal's office, or the designated checkout area.

AFTER CRISIS RESPONSE:

Students must be checked out through the Principal's office or designated checkout area by a parent or guardian. Students will not be allowed to leave without direct parent contact with the Principal's office. There will be no release of students by phone contact. Students who have checked out will not be allowed to return for the remainder of the day.

The Administration will have an official statement that will be sent home with each student following a crisis situation. This statement will contain facts about the incident and what steps the district will be taking to deal with the crisis. Mr. Stubblefield will give an official statement to all news agencies.

A faculty meeting will be conducted at the end of the day, regardless of where the crisis occurred. All staff will meet prior to school (7:00 AM) the following day in the library.

WHEN DEALING WITH A CRISIS SITUATION:

All media are to be referred to the Masonic Lodge parking lot. No information will be given out except at that area.

In the event of a crisis, there will be numerous requests for information from parents and the news media. Handle the emergency first. Refer all questions from the news media to the Superintendent of Schools. Be prepared for questions from the community and persistent reporters.

Refer reporters' questions to the Superintendent of Schools as quickly as possible. A crisis is news, and the media will stay on top of it. Information will not be given out except at the designated media area. Make it a point to get information out as fast as possible, but make sure the information is accurate. Inaccessibility creates an information vacuum that will certainly be filled – if not with facts, then with rumors. Perception can cause more damage than reality in a crisis. Our job is to present the undisputed facts.

DO NOT DEBATE THE SUBJECT WITH ANYONE. Your priority should be to resolve the situation.

DO NOT PLACE BLAME WHEN COMMUNICATING INFORMATION.

During the crisis, it is important to communicate only relevant, accurate information. The appropriate authorities will determine if someone or something is to blame for the crisis. The Superintendent of Schools will determine if that information will be made available to the public.

REMEMBER THAT THE SCHOOL'S FIRST RESPONSIBILITY IS TO THE STUDENTS AND THEIR FAMILIES.

Those children who are directly involved with the crisis (and their families) are the prime responsibility of the school. Address their needs and concerns as quickly and completely as possible. The district will make every effort to contact the families of injured and/or victims to discuss how they wish to handle the release of information.

PROTECT THE IDENTITY OF STUDENTS WHEN NECESSARY.

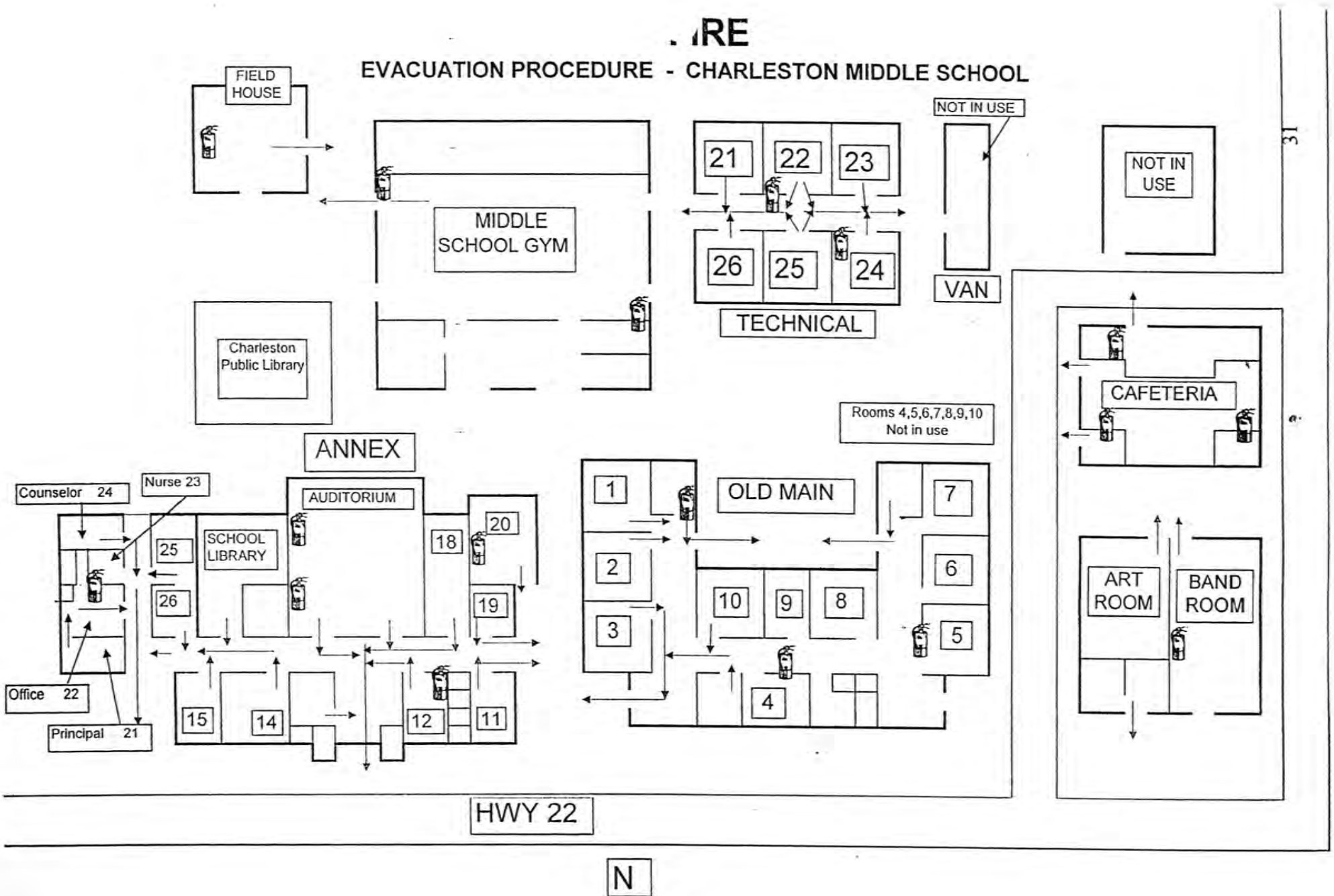
Remember that students are minors, and identification of students involved in a crisis is not necessarily public information. If a student has been arrested, refer questions about the student's identity to law enforcement officials. If a student has been hospitalized you may refer questions about the student's identity to the hospital. You can always refer the question to the Superintendent of Schools.

WHEN REPORTERS ARE ALLOWED ON THE SCENE, school employees do not have to make a statement to the media unless they wish to do so. This applies to questions from reporters after working hours as well.

REPORTERS SHALL NOT BE ALLOWED TO INTERVIEW PUPILS on school property about a serious incident, particularly when the pupils are very young. However, neither should you attempt to interfere with news media attempts to interview anyone (pupil, parent, staff member) once he or she has left the control and responsibility of the school.

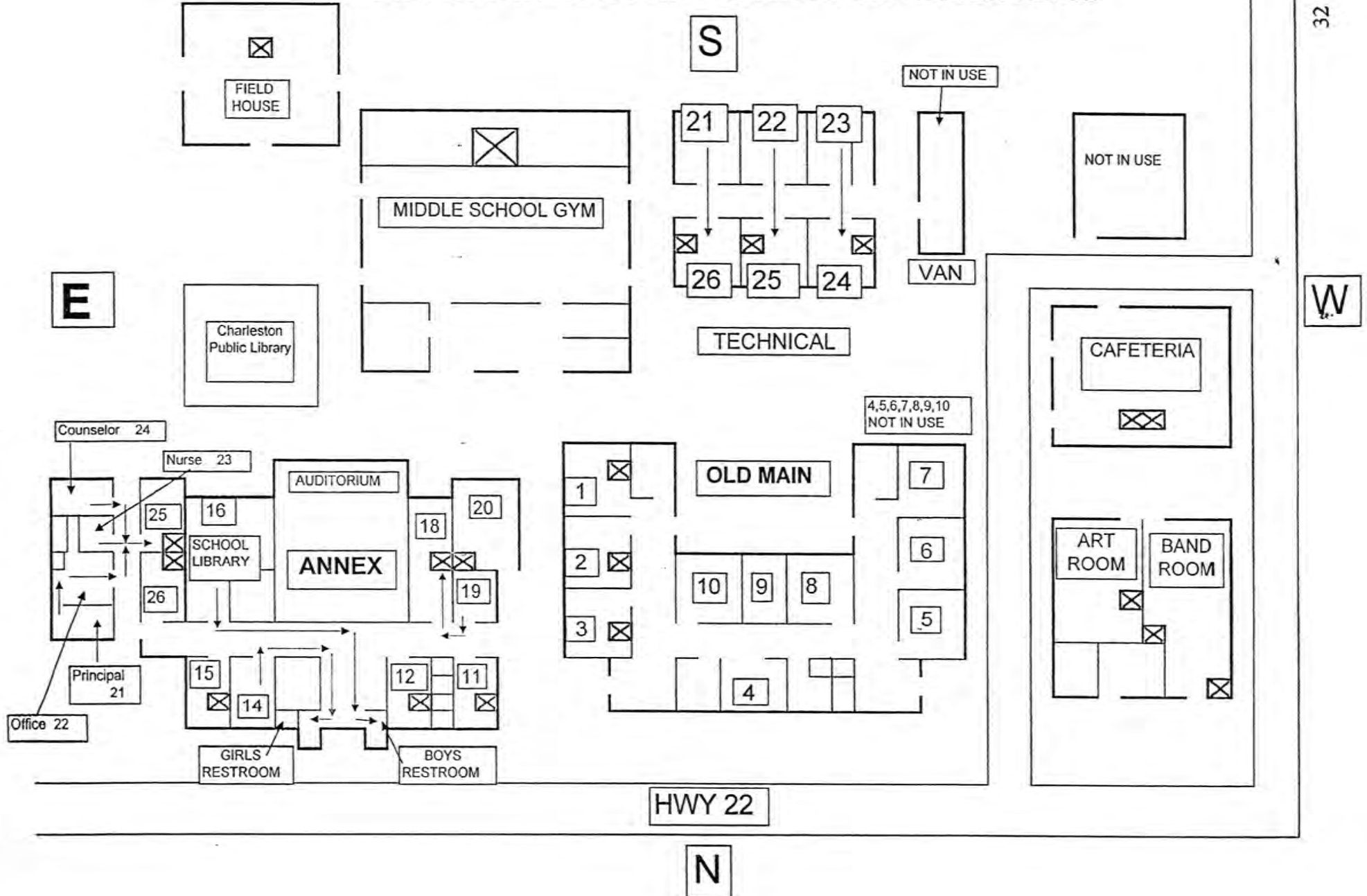
MAP

EVACUATION PROCEDURE - CHARLESTON MIDDLE SCHOOL



TORNADO

EVACUATION PROCEDURE - CHARLESTON MIDDLE SCHOOL



Procedure for Tornado Alert

A tornado warning sound will be the signal that a tornado is approaching. No tornado drills will be held without advance notification; therefore, if the warning sounds and no drill has been announced, a tornado has been spotted.

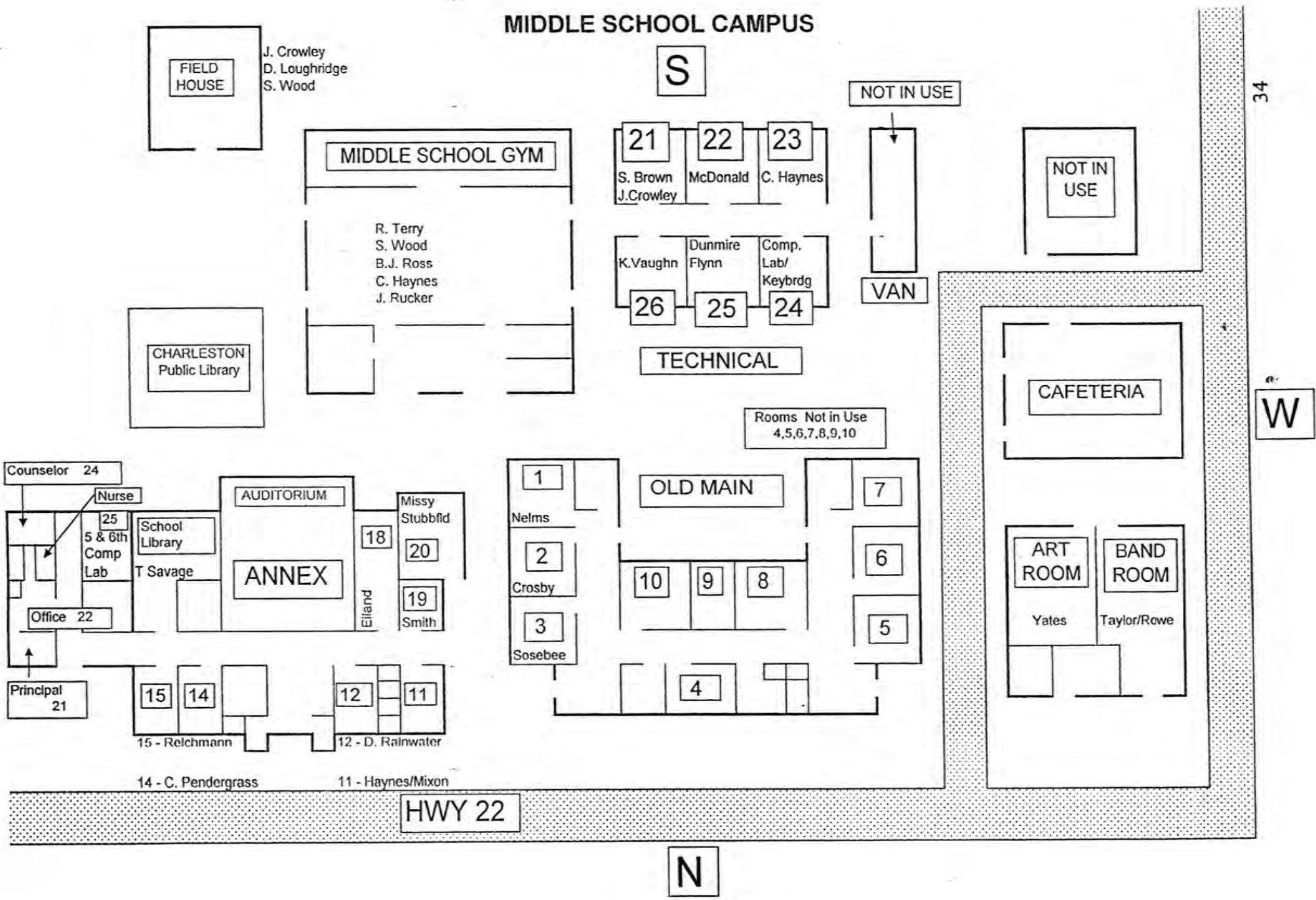
Carrying out the following directions quietly and orderly is imperative.

STUDENTS ARE TO FACE THE WALL, KNEEL, PUT THEIR HEADS DOWN, AND COVER THEIR HEADS WITH A LARGE BOOK IF POSSIBLE. STAY AWAY FROM ALL GLASS, WINDOWS AND DOORS IF POSSIBLE.

| ANNEX: | | MAIN: | TECHNICAL: |
|---------------|--|--|--|
| A-11 | Go to west wall in your room | M-1, 2 & 3 Go to west wall of your rooms | T-21 Go to T-26 Southeast wall |
| A-12 | Go to west wall in your room | | T-22 Go to T-25 Southeast wall |
| A-14 | Go to girls restroom | | T-23 Go to T-24 Southwest wall |
| A-15 | Go to the west corner of your room | | |
| A-16 | (Library) Go to the boys restroom | | FIELD HOUSE Go to Weight Room |
| A-18 | Go to west wall in your room | | GYM Go to center dressing room |
| A-19 | Go to A-18 west wall | | ART Go to restroom dividing rooms |
| A-20 | Go to closet in NE corner of your room | | BAND. Go to storage areas |
| A-21 - 24 | Go to NW corner of A25 | | |
| A-25 | Go to NW corner of your room | | |
| A-26 | Go to SW corner of your room | | |

****TEACHERS SHOULD CLOSE CURTAINS IF POSSIBLE AND HAVE GRADE BOOKS FOR STUDENTS ACCOUNTABILITY**

MIDDLE SCHOOL CAMPUS



Charleston Public Schools Campus

BUS
GARAGE/
Vocational

SOFTBALL
FIELDS

35

GUY FENTER DRIVE

COACH/REF.
PARKING

BUS PARKING

HIGH SCHOOL

High
School
Gym

PARKING

Principal

PARKING

PARKING

PARKING

DALE BUMPERS DRIVE

FOOTBALL FIELD

VAN

NOT IN
USE

ELEM.
P.E./
GYM

SCHOOL ST.

Parking

CMS
Gymnasium

Technical Bldg

CHARLESTON MIDDLE
SCHOOL CAMPUS

CHARLESTON
PUBLIC LIBRARY

ANNEX

Principal

OLD MAIN

CAFETERIA

ART/
MUSIC

Supt. Office

PARKING

DALE BUMPERS DRIVE

CRESTVIEW

CHARLESTON
PUBLIC
SCHOOLS
CAMPUS
GUIDE



HOME OF
THE
TIGERS

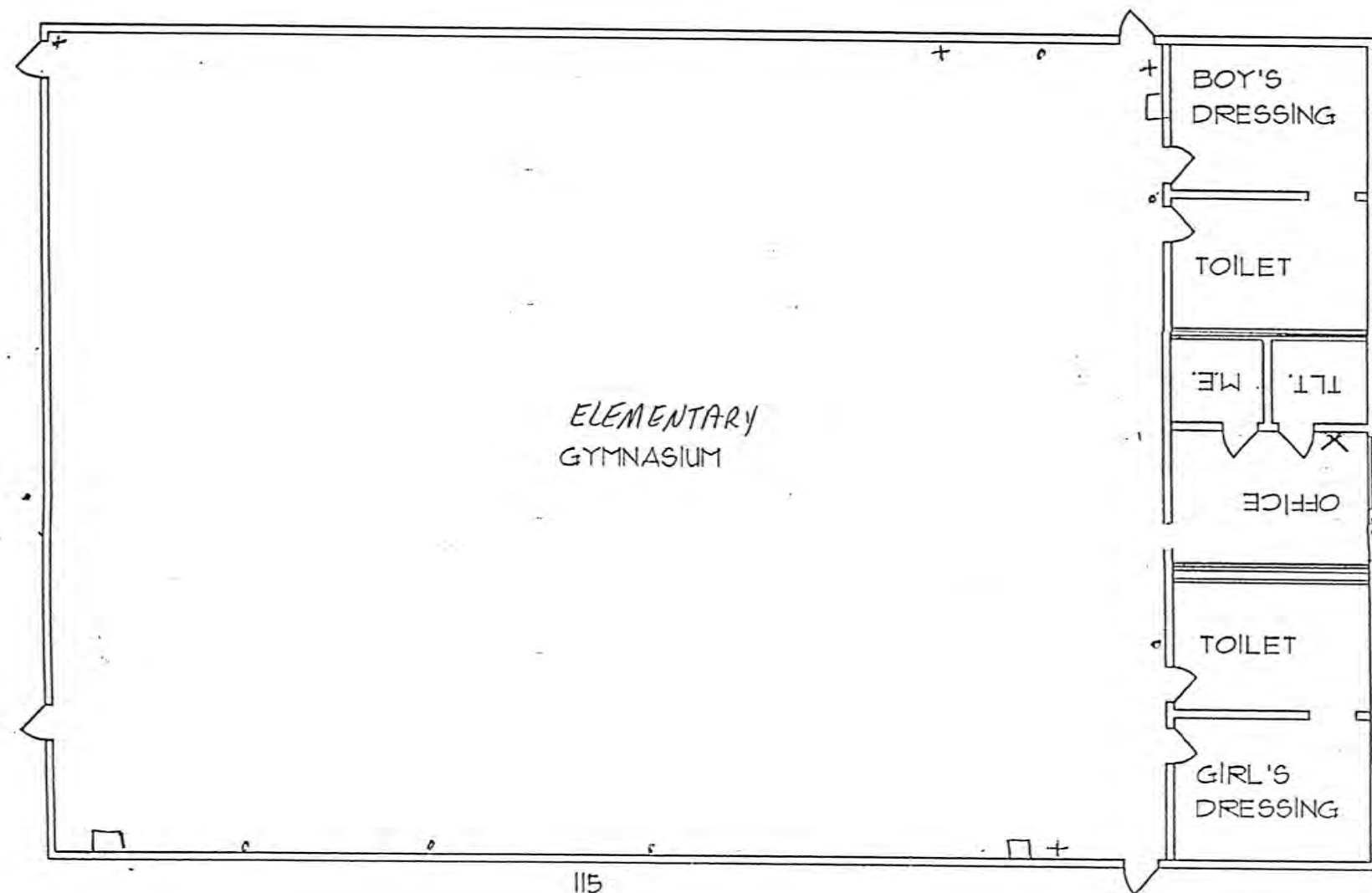
SONIC
DRIVE-IN

PARKING

EAST

HIGHWAY 22

WEST



ELEMENTARY
GYMNASIUM

115

BOY'S
DRESSING

TOILET

M.E. T.L.

OFFICE

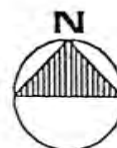
TOILET

GIRL'S
DRESSING

- + Fire Alarms
- I Fire Extinguishers
- X Electrical Box
- outlets

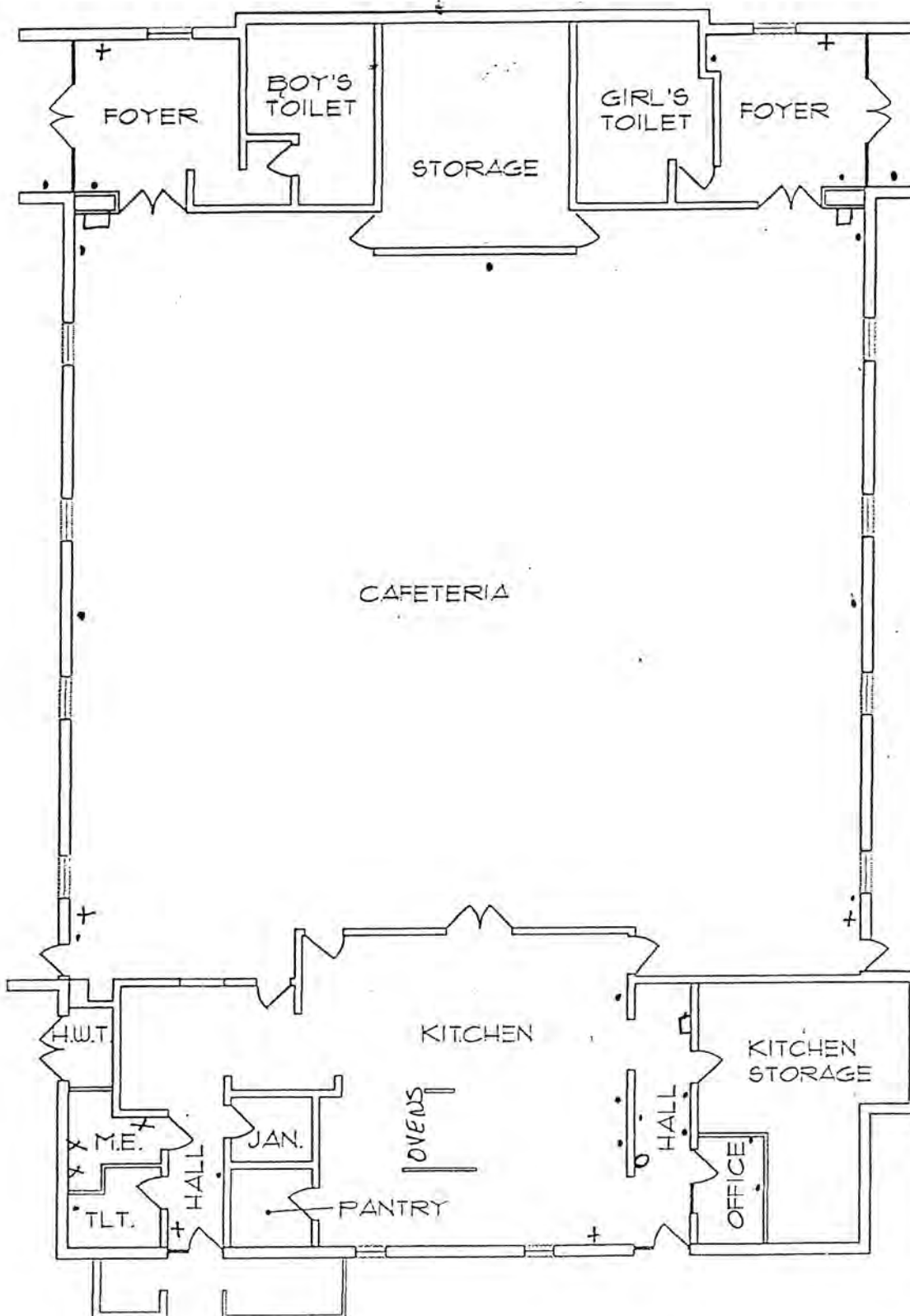
1 FLOOR PLAN

0-20' 0" SCALE



LONG RANGE PLAN
Elementary Phy. Ed. Bldg.
Charleston School District
Charleston, Arkansas
DATE: 11/17/01

N



- + Fire Alarms
-] Fire Extinguishers
- Outlets
- o Shutoff
- x Electrical Boxes

Sprinkler system
over ovens

① FLOOR PLAN

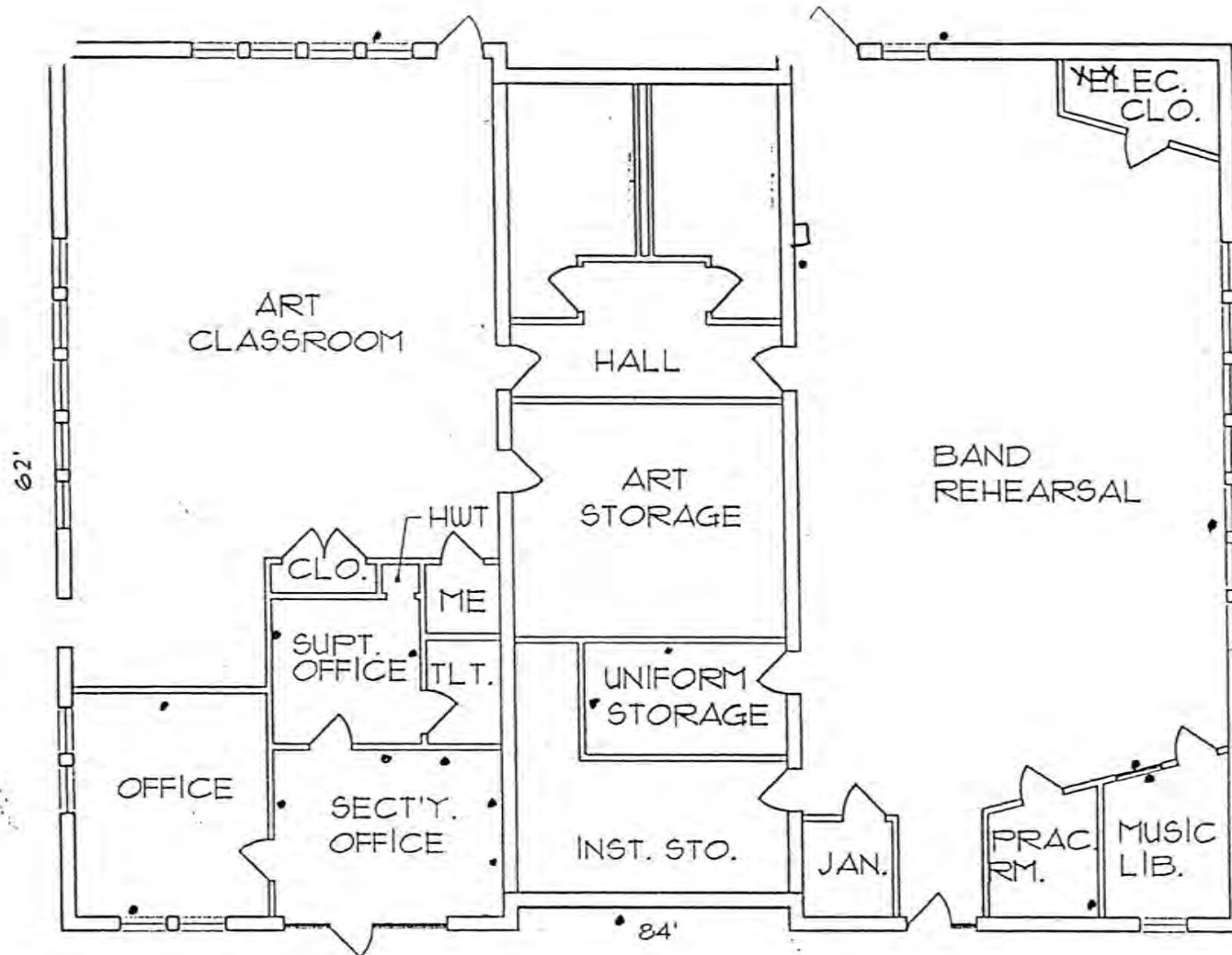
1992
8430 S.L. FT.



LONG RANGE PLAN
Cafeteria Bldg.
Charleston School District
Charleston, Arkansas

DATE : 11/12/01

S



FINE ART BUILDING - BAND - SUPERINTENDENT

① FLOOR PLAN

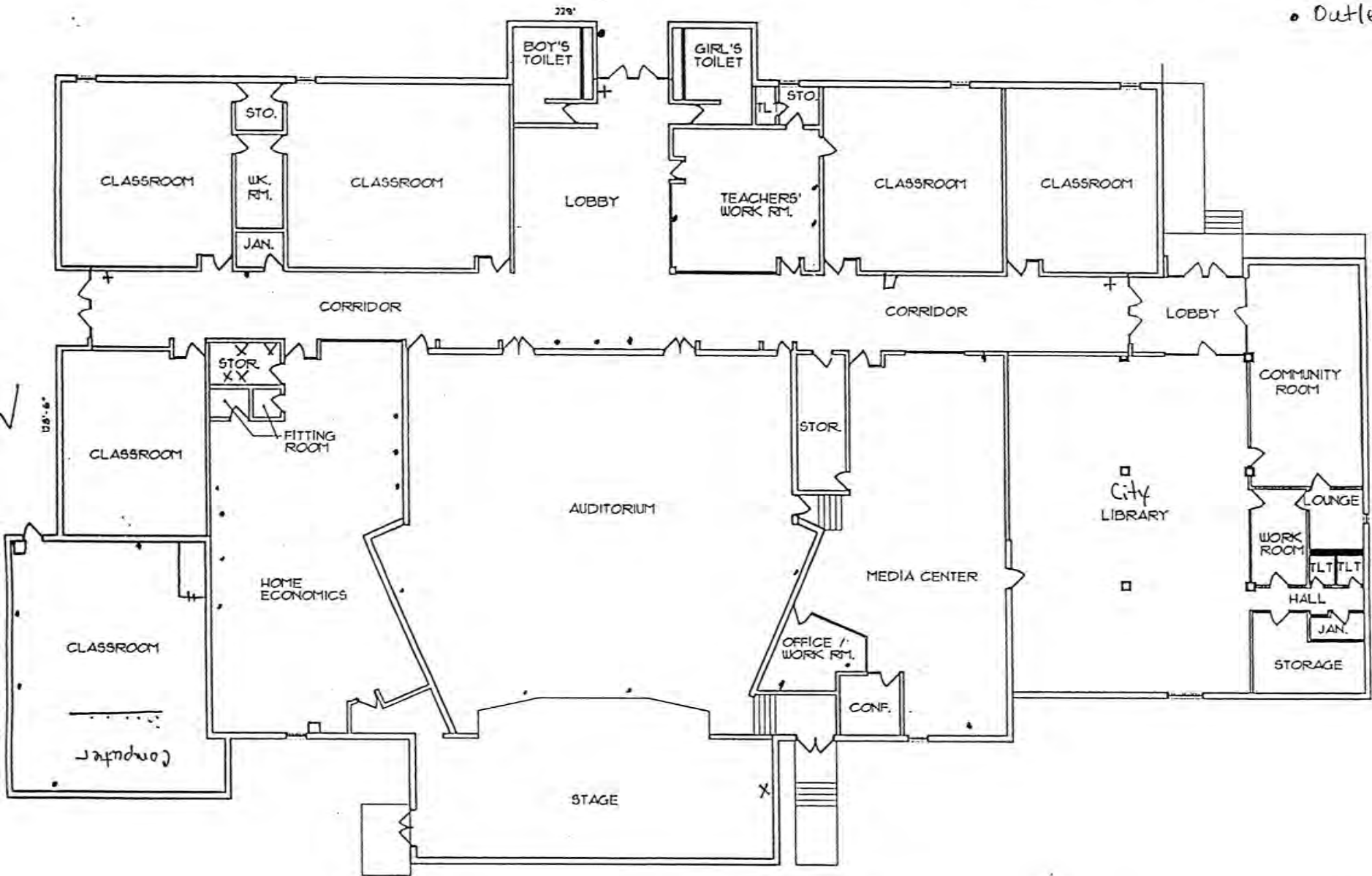
1386
340 CA. FT.



LONG RANGE PLAN
 Fine Arts Bldg.
 Charleston School District
 Charleston, Arkansas
 DATE : 11/12/01

ANNEX X BUILDING

- + Alarms
-] Fire Extinguishers
- x Electrical Boxes
- Outlets

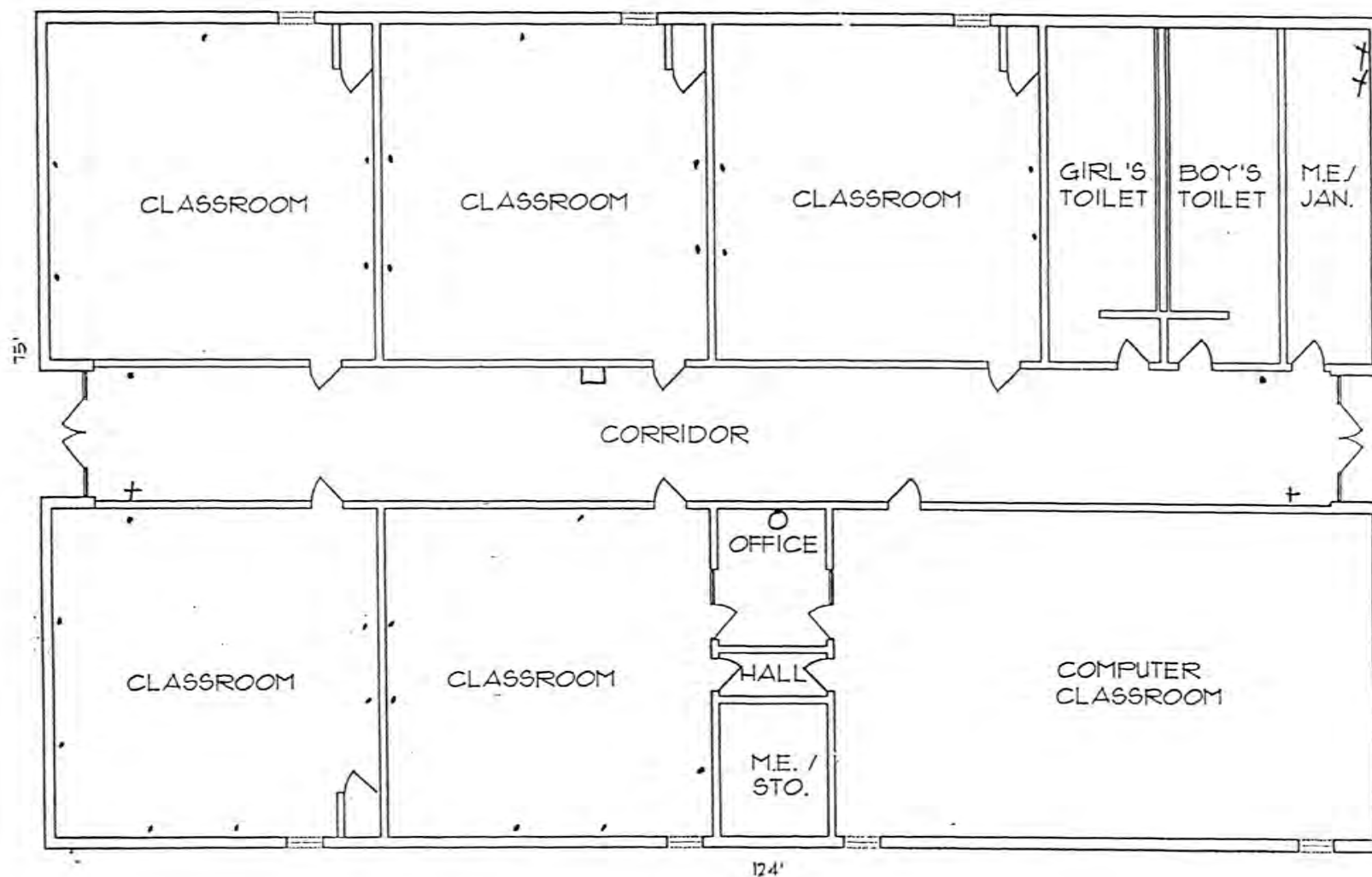


① FLOOR PLAN



S

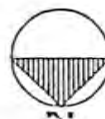
LONG RANGE PL
Annex Bldg.
Charleston School District



TECHNICAL BUILDING

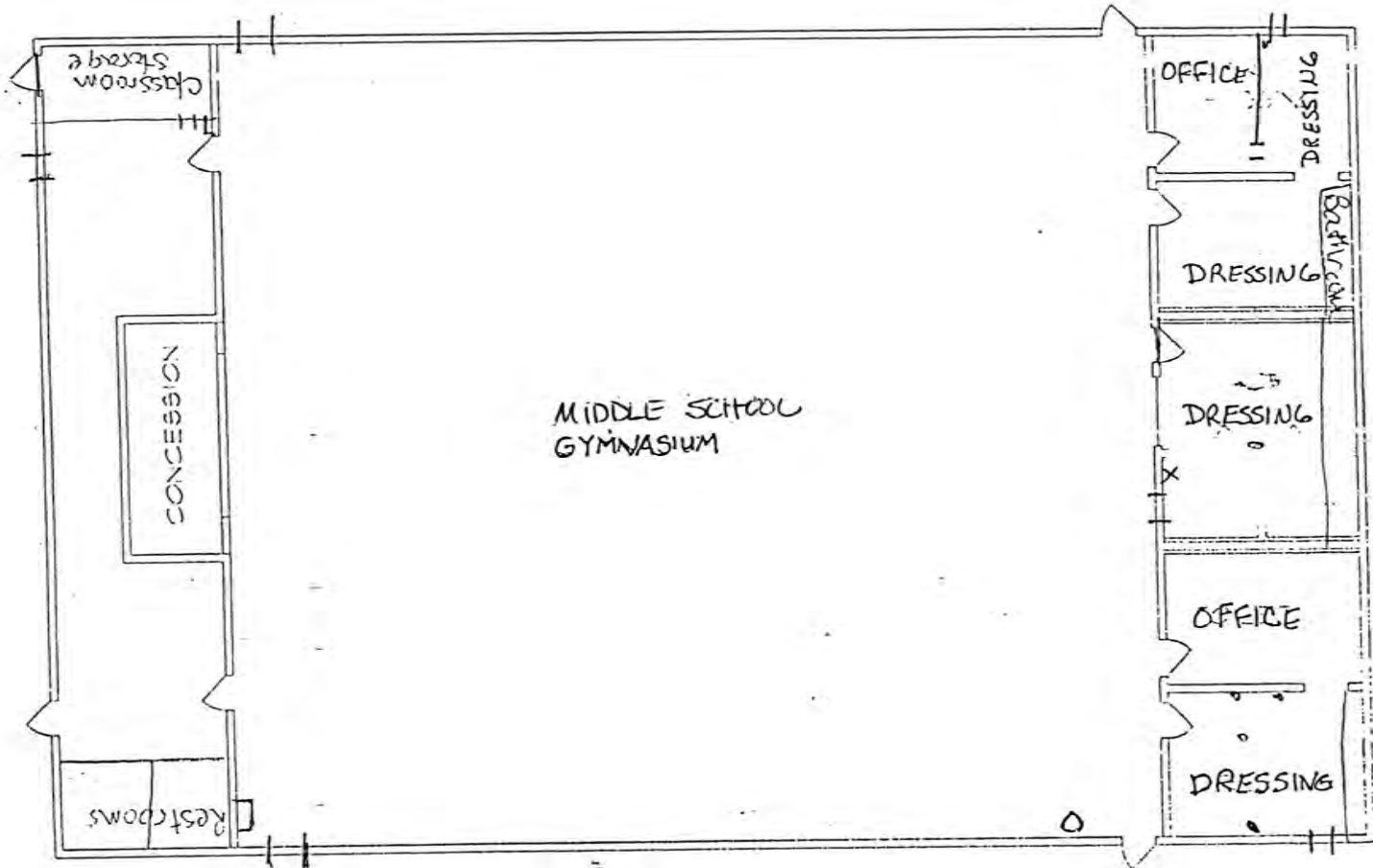
- + Fire Alarms
-] Fire Extinguishers
- x Electrical Boxes
- Outlets
- o Shutoff

① FLOOR PLAN



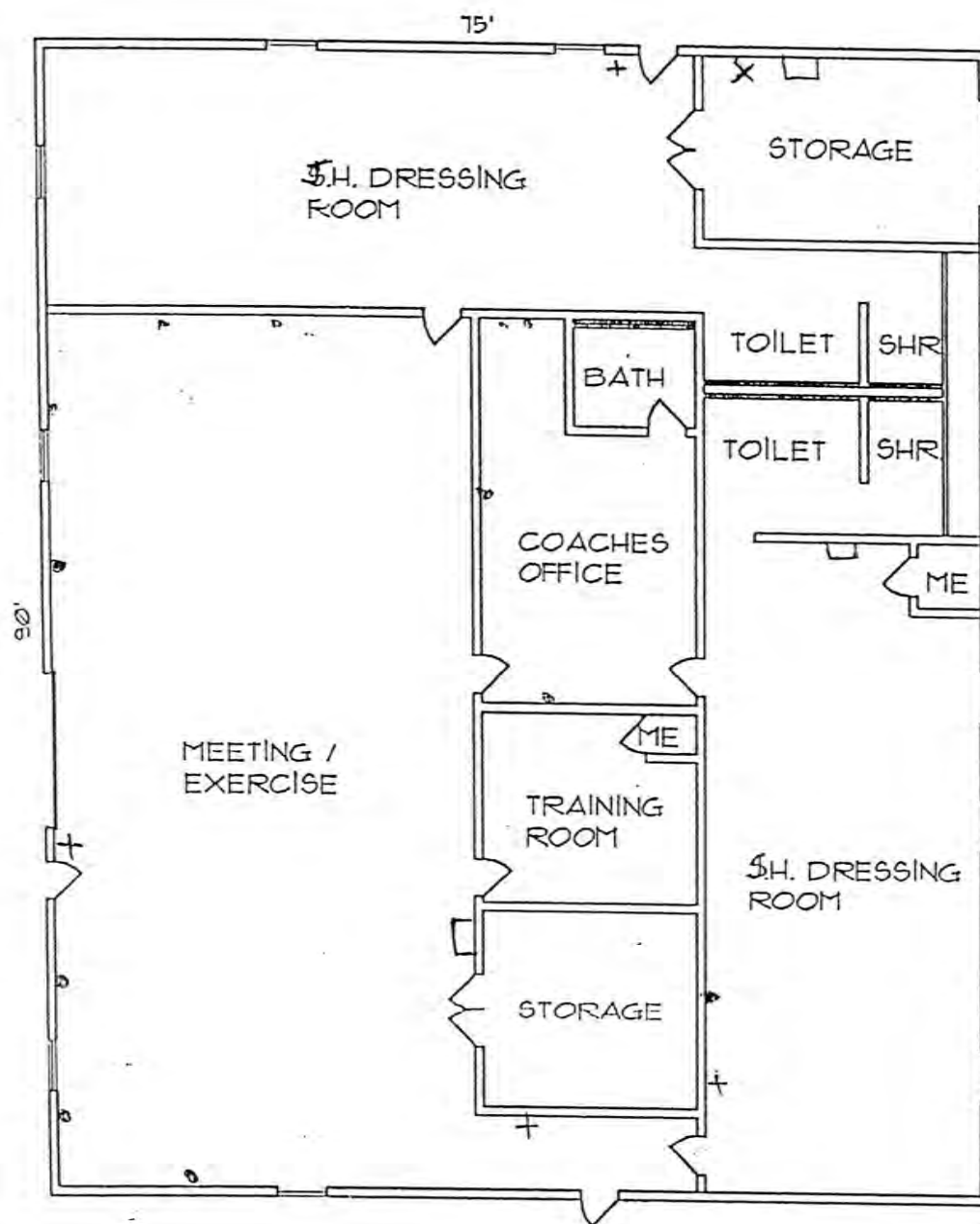
LONG RANGE PLAN
 Technology Bldg.
 Charleston School District
 Charleston, WV

- + Fire alarms
-] Fire extinguishers
- o outlets
- x Electrical Boxes



NEW FIELDHOUSE

- + fire alarms
- ⌈ fire extinguishers
- x Electrical Boxes
- o outlets



In Case of an...Abduction

If an unfamiliar person is at the classroom door-

1. Direct the person to go to the office, before acknowledging any person in the room.
2. Call Office for assistance.

If there is an actual abduction from the classroom-

1. Call Office and say "Code Blue _____'s room.

If there is an actual abduction from the playground-

1. Report incident to the office immediately.

In Case of a...Biological Threat

If there is a biological threat-

1. The administration will monitor the situation through emergency radio, TV broadcast, and the Internet.
2. The administration will determine-
 - a) are we in a group or area authorities consider in danger?
 - b) what are the signs and symptoms of the disease?
 - c) are medications or vaccines being distributed?
if so, where?
who should get them?
 - d) where should we seek emergency medical care if we become sick?

If there is an unusual and suspicious release of an unknown substance-

1. Quickly get away from the area.
2. Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing.
3. Contact Office immediately.

In Case of...Bird Flu

If there is an outbreak of bird flu-

1. The administration will monitor the situation through emergency radio, TV broadcast, and the Internet.
2. The administration will determine-
 - a) are our students at risk for this disease if they attend classes?
 - b) how many students/district employees are currently infected?
 - c) are medications or vaccines being distributed?
 - d) should the school act as a distribution center?
3. If a lengthy quarantine is required, cancellation of classes will be decided by the administration in consultation with the school board members.

In Case of a...Bomb Threat or Explosion

If a bomb threat has been called in to the school-

1. Evacuate the building via the fire evacuation routes and then go to the football field or announced area.
2. Remain outside until told to return.
3. Reminder- Always take your record book with you in an emergency.

If there is an explosion-

1. Evacuate the building via the fire evacuation routes and go to the football field.
2. Take an alternate route if damage has occurred in your area.
3. Once outside the area, check for injuries.
4. Remain outside the building.
5. Reminder- Always take your record book with you in an emergency.

If trapped in the debris-

1. Avoid unnecessary movement so that you don't stir up dust.
2. Cover your nose and mouth with layers of fabric that can filter the air but still allow breathing.
3. Tap on a pipe or wall, or use a whistle so that rescuers can hear you.

(Shout only as a last resort. Shouting can cause a person to inhale dangerous amounts of dust.)

In Case of a...Chemical Treat

If there has been release of toxic gas, liquid or solid-

1. Quickly try to define the impacted area or where the chemical is coming from.
2. Contact the Office.
3. Take immediate action to evacuate the area.
 - a) if the chemical release is inside the building, get out of the building without passing through the contaminated area.
 - b) if the chemical release is outside the building, consider if we can shelter in place or evacuate to a different area, upwind of the chemical.
4. Reminder- Always take your record book with you in an emergency.

If exposed to the chemical threat-

(Eyes are watering, skin is stinging, or having trouble breathing.)

1. Contact Office immediately.
2. Look for a source of water and soap, quickly begin washing until emergency medical help arrives.

In Case of a...Fallen Aircraft

If an aircraft falls near the school-

1. Students and staff must be kept at a safe distance from the aircraft because the aircraft may explode.
2. Teachers will take immediate action to ensure the safety of students.
3. Contact the principal or Office. They will notify the fire and police departments.

In Case of...Fire

If there is a fire in the building-

1. Quickly exit the building via the fire evacuation routes posted in your room.
2. Remain outside until you are told to return to your classroom or an announced area.
3. Reminder- Always take your record book with you in an emergency.

In Case of...Food Borne Illness

If there is an outbreak of food borne illness-

1. The cafeteria supervisor will call the Franklin County Health Department (667-2555) to report the incident.
2. A sample tray of food will be kept in the cafeteria refrigerator for testing purposes.
3. The students and faculty effected by the illness will be separated from the general school population.
4. The principal(s) from the non-involved building(s) will send personnel to assist with:
 - a) classroom management
 - b) transportation to hospital
 - c) notification of parents
5. The superintendent, in consultation with the Health Department and school nurse, will determine if students will be transported by bus or private vehicle based on severity of symptoms and the number of students involved.

In Case of a...Gas Leak

If there is a gas leak inside the school building-
(Identified by an odor similar to rotten eggs.)

1. Immediately evacuate area. If possible, allow fresh air ventilation.
2. Contact the Office.
3. Reminder- Always take your record book with you in an emergency.

If there is a gas leak outside the school building-

1. Move upwind from the rotten egg odor.
2. Contact the Office.

In Case of a...Hazardous Material Spill

If there is a hazardous material spill-

(The spill would most likely occur along Highway 22 and the main threat is toxic fumes.)

If you are outside the building at the time of the spill-

1. Move upwind from the spilled material.
2. Contact building principal or Office.

If you are inside the building at the time of the spill-

1. Follow directions for upwind evacuation to alternative site.
2. Reminder- Always take your record book with you in an emergency.

In Case of a...Hostage Incident

If a person has a weapon or has taken a hostage-

1. Lock your door.
2. Place students on the floor away from doors and windows.
3. Remain in your room until instructed to evacuate.
4. Reminder- Always take your record book with you in an emergency.

In Case of an...Intruder in the Building With a Weapon

Staff member first in contact with intruder should direct the intruder away from the students and signal the nearest staff member to alert the office of the situation.

ANNOUNCEMENT: "We have a visitor inside the building. I repeat, we have a visitor inside the building."

Teachers-

1. Bring any children in from the hall, then close and lock your doors immediately.
2. Keep students in the room and away from the doors and windows.

If the intruder has a gun and begins shooting, EVERYONE should lie down on the floor immediately.

Nurse-

1. If there are no injuries, remain in the office or a safe area.
2. If there are injuries, report to the injured person(s) when it is safe to approach the area.

Secretary-

1. Call 911 immediately.

In Case of a...Nuclear Blast

If a nuclear blast should occur-

1. Bring any students in from the hall and close the door.
2. Close all windows, window blinds or curtains.
3. The administration will monitor the situation through emergency radio, TV broadcast, and the Internet.
4. Remain indoors until emergency personnel gives permission for evacuation.

In Case of a...Nuclear Evacuation

If a nuclear power plant disaster has occurred-

1. School will be dismissed and students will be taken home.

In Case of...Suicide Attempt or Suicide

If a student or staff member has attempted suicide-

1. A designated crisis team member should remove the identified person from the classroom to a quiet and secure office to conduct an assessment interview.
2. Contact emergency medical personnel if needed.
3. Contact parents of student or appropriate family member for staff member.

If a student has committed suicide-

1. A designated crisis team member should remove all students who witnessed the suicide to a quiet and secure area.
2. An announcement to notify teachers of the situation will be made from the Office.
3. All students are to remain in their classrooms and ignore all bells until further notice by intercom.
4. Refer to crisis intervention plan for more information.

In Case of ... Terrorist Attack

If there is a terrorist attack-

1. Quickly assess the type of attack.
2. Notify the Office as soon as possible.
3. Take immediate action to protect the children.
 - Evacuate.
 - Take shelter.
 - Lock down.
4. Reminder- Always take your record book with you in an emergency.

In Case of a...Threatening Person Outside

ANNOUNCEMENT: "We have a visitor outside the building. I repeat, we have a visitor outside the building."

Teachers-

1. Bring any children in from the hall, then close and lock your doors immediately.
2. Keep students in the room and away from the doors and windows.
3. Turn off all lights in the instructional areas.

If gun shots are heard, EVERYONE should lie down on the floor.

Secretary-

1. Call 911 immediately.

Custodian/ Day Housekeeper-

1. Lock all outside doors.
2. Report to the office.

Nurse-

1. If there are any injuries, assist when it is safe to approach the area.

In case of a...Tornado

If a tornado warning has been issued for this area-

1. Move all students to their designated area.
2. Once in the designated area, students should sit on the floor and cover their faces.
3. Students should remain in the designated area until told to return to their classroom.
4. Reminder- Always take your record book with you in an emergency.