

# Student Services Plan

for

James R. Tate Elementary



Updated March 27, 2018

# James R. Tate Elementary Student Services Program

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Updated March 27, 2018

# **RESPONSE TO ARKANSAS SCHOOL LAWS**

## **ANNOTATED CODES 6-18-1001 THRU 6-18-1009**

JAMES R. TATE ELEMENTARY  
Student Services Program  
Revised March 27, 2018

The development of this student services plan reflects input from parents, teachers, principal and other agencies. It is derived from a needs survey developed and administered by the counselor of James R. Tate Elementary School.

James R. Tate Elementary School has developed and implemented a plan which ensures that individual student services are coordinated using different techniques to make maximum use of the contribution of each service. The plan reflects the use of alternative methods of classroom management, which include but are not limited to the following:

1. Behavior contracting
2. Dispute resolution
3. Classroom meetings
4. Logical consequences
5. Assertive discipline

Identified alternative student services personnel who do not meet traditional graduate requirements shall be limited to performing those services for which they are licensed, certified, or trained. This may include paraprofessionals, teachers, parents and representatives of business and industry.

A “student services program” is defined as a coordinated effort which shall include, but is not limited to:

### **I. Guidance services**

- A. **Individual and group counseling** is available to all students on a referral basis. The students may be referred by parents, teachers, principal, or may refer themselves.
- B. **Orientation programs** for new students and for transferring students
  1. James R. Tate has an Ambassador Program where students are selected and trained from each classroom. The Ambassador Program has one of its objectives, the orientation of new students to our school.
  2. We do not have a formal “**exit interview**” with elementary students. If we know the child is leaving our school, we always wish them happiness and success in their new school.
- C. At the elementary level, all the **scheduling** is done by the principal.
- D. **Consultation** with parents, faculty, and out-of-school agencies concerning student problems and needs
  1. Time is allotted in the counselor’s schedule specifically for consultation with parents, teachers and other agencies.

**E. Utilization of student records and files**

1. Standardized test scores are available for teachers to integrate with other factors in determining student grouping for optimum learning.
2. Standardized test scores are used in conjunction with other factors to determine placement in the Gifted and Talented Program. Students receive a screening evaluation in the Second Grade. Other grade level teachers may recommend screening for the program.
3. Student records and files are used to alert teachers and other school personnel to medical conditions of students.
4. Student records and files are used to inform teachers and other school personnel of legal guardianship and access to student mandates.

**F. Supervision of standardized testing and interpretation of results**

1. The counselor is the school test coordinator and as such supervises all standardized testing and Special Services testing.

**G. The follow-up of early school dropouts and graduates** does not apply to the elementary level except with preventative measures related to the enhancement of self-esteem and drug awareness, etc.

**H. A school initiated system of parent involvement**

1. Parent Teacher Association (PTA) membership drives
2. School Volunteer Program in which parents volunteer time to help at school as tutors or aides in some area that helps the school function and involves parents
3. Room parents are used by the teacher to facilitate special activities or field trips for students in that room.
4. Parents and grandparents are encouraged to eat lunch here at school with their child.
5. A Parent Involvement Coordinator has been assigned to facilitate parent involvement.
6. Parent Literacy Night offers parents an opportunity to see and learn how the school is teaching literacy and how their student is involved in their learning.
7. Parent Math Night offers parents an opportunity to see and learn how the school is teaching math and how their student is involved in their understanding and learning of math.
8. Parent Science Night offers parents an opportunity to see and learn how the school is teaching science and how their student is involved.
9. Clubs allow parents to be involved in teaching their children the value of community service.

**I. An organizational system of informational resources** on which to base educational and vocational decision making

1. Career awareness units are taught by the counselor and the classroom teachers.
2. Visits are made by local community helpers such as the police, Fire department, dentist, local bank employees, etc.
3. Educational co-op materials and Career Grant materials corresponding with career guidance lessons
4. Utilization of materials available in our school library and our Parent Resource Center
5. Fifth grade students attend a district-wide Career Day..

**J. At the elementary level, educational and job placement**, including advising students on the availability of vocational and alternative programs that could provide successful high school

completing opportunities for students at risk of dropping out of school is addressed in a preventative manner.

1. At-risk student identification
2. Positive self concept programs and self-esteem guidance lessons

II. **Psychological services**, which shall include but not be limited to the following:

- A. Evaluation of students with learning or adjustment problems
  1. Observation of students in the classroom
  2. Behavior specialists are available from the educational cooperative
  3. Individual counseling with students and/or parents of students who are being referred for special services
  4. The Guidance Center (formerly Western Arkansas Counseling and Guidance), Valley Behavioral (for acute care or on-site evaluation), Bost, and Preferred Family Healthcare (formerly DaySprings) provides in-school counseling programs with case management provided when necessary.
  5. A Therapeutic Day Treatment program is available for the district, involving a teacher, aide, counselor and social worker.
- B. Evaluation of students in exceptional-child education programs
  1. Counselor conducts required observation for Special Education referral
  2. Testing is conducted by a psychological examiner employed by the Van Buren School District
  3. Gifted and Talented program coordinator tests and evaluates data for placement in program
  4. An ESL program is provided for identified students.
- C. The counselor holds conferences with parents and school personnel regarding Psychological testing, placement options, and adjustments to the program.
- D. A system for the early identification of learning potential and factors which affect the child's educational performance
  1. Student Intervention Team (SIT) for Response to Intervention (RTI)
  2. Special Education referral system
  3. Testing and evaluation for Gifted and Talented
  4. Special Education speech screening
  5. Testing for ELL
  6. School nurse conducts yearly vision and hearing screenings
  7. LLI (Before or after school academic program)
  8. Reading Recovery – reading specialist
  9. Interventionist – dyslexia
  10. The computer lab provides a network curriculum that offers an individualized program designed to increase mastery in all subject areas.
- E. A system of liaison and referrals with resources are available outside the school. Counselors and Special Education personnel consult and make referrals to the following agencies:
  1. Comprehensive Juvenile Services
  2. The Guidance Center (Western Arkansas Counseling and Guidance)
  3. Valley Behavioral Health
  4. Bost CARES
  5. Preferred Family Healthcare (DaySprings Counseling Services)
  6. Department of Human Services

7. Police and Sheriff's Department – on staff resource officer
  8. Harbor House and other private helping agencies
- F. The school district has written policies which follow federal, state and local guidelines which assure ethical procedures in psychological activities.

III. **Visiting teacher and school social work services** which shall include but not be limited to:

- A. Providing casework to assist in the prevention and remediation of problems of attendance, behavior adjustment, and learning
  1. Classroom teachers and counselors work with the Indirect Services Provider in conjunction with the Special Education Department.
  2. The Emotional/Behavioral Specialist from the Co-op provides screening and consultation on specific cases.
  3. Comprehensive Juvenile Services works with the school in filing Family In Need Of Services petitions for the purpose of dealing with absenteeism.
- 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
  1. Department of Human Services—Child and Family Services Division
  2. Comprehensive Juvenile Services works with the school in filing petitions for Family In Needs Of Services (FINS).

IV. **Occupational and placement services**, which shall include but are not limited to the dissemination of career education information, placement services, and follow-up studies and not appropriate at the elementary level.

V. **Group conflict resolution services**

- A. Educational and social programs which help students develop skills which enable them to resolve conflicts between groups
  1. Classroom guidance lessons regarding these issues
  2. Small group counseling with conflict resolution
  3. Individual counseling
- B. Programs designed to promote understanding, positive communication, and a greater use of a race relations specialist or human relations specialist to assist in the development of inter-group skills
  1. The school counselor serves the school as a race relations specialist and works in the areas of human relations with the students in classroom guidance and with others as need arises.
  2. Classroom lessons are conducted by the counselor on all grade levels to promote understanding and acceptance of self and others.
  3. Character Education Program
  4. The Great Kindness Challenge
  5. Clubs are provided to children to build leadership and community awareness
- C. Anti-Bullying

Van Buren School District has an obligation to and is committed to providing a safe learning environment for each of its students. Student achievement is best attained in an atmosphere that is free from the fear of emotional and physical intimidations and threats. Bullying is a destructive behavior that

will erode the foundational principles on which a school is built. This school will not tolerate any behavior that is classified under the definition of bullying and will take steps needed to eliminate such behavior.

Believing that prevention is the strongest means available in eliminating bullying, this school will offer programs or educational material regarding the nature of bullying, its consequences should a child choose to engage in this type of behavior, and the procedures for reporting an incident which involves bullying. The information will emphasize that this district will not tolerate bullying, and that school employees, volunteers, and students are encouraged to report any instances of bullying without fear of consequences. Any reports will take into account the age of the offending student, the level of seriousness of the behavior, and whether or not the offending student has developed a habit of engaging in bullying behavior. Appropriate measures will be taken in dealing with such students.

It will be considered a violation of this policy for any student to inflict bullying behavior upon another student(s) as defined in this policy. After completing an investigation of the reported incident, a student who was found to have participated in bullying behavior will be subject to disciplinary action that is appropriate to the degree of seriousness of the bullying behavior.

For the purposes of this policy, bullying is defined as any written or verbal expression or physical act or gesture, or a pattern thereof, that is intended to cause distress or fear upon one or more students. A student will be found violating this policy if their conduct has been found to have the effect of humiliation or embarrassment on a student, and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

Bullying behavior will generally be established when an individual has endured a pattern of offensive behavior or when a single serious act is committed. What is or isn't bullying will depend on the surrounding circumstances.

Students who believe they have been victimized by a bully or parents who believe their child has been victimized by a bully, should file a complaint by contacting a school counselor, teacher, principal, or superintendent who will assist in getting help for the child and take the appropriate steps to ensure that such behavior is stopped. To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students, parents, or teachers who file a complaint against a student who is guilty of being a bully, will not be subject to retaliation or reprisal in any form.

Students or adults, who knowingly fabricate allegations and falsely accuse a student of being a bully, will be subject to disciplinary action.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of a student for the purposes of bullying, shall be subject to disciplinary action.

**VI. The school nurse provides health services** to the school

A. A vision and hearing screening is conducted by the nurse.

B. The nurse is on call to respond to any emergency situation.

**VII. School suicide/ crisis team**

A. The distribution of suicide-prevention materials are developed and distributed

- by the Lieutenant Governor's Teen-age Suicide Prevention Task Force.
- B. Suicide is not addressed at the elementary level. However, individual students may be referred to the counselor if a teacher or other school personnel feel that the child is experiencing suicidal ideology.
  - C. The school has a crisis team

**VIII. School counselors shall spend at least seventy five percent (75%) of work time providing direct counseling related to students.** They shall devote no more than twenty five percent (25%) of work time to administrative activities, provided that such activities relate to the provision of guidance services.

**X. Preparing for Terrorism-**We used to think of schools as safe havens. Then we began to worry about strangers or estranged family members who might come to schools to look for children. Next we began to worry about violence from students in our schools, especially after the 1999 Columbine High School shootings in Colorado. School districts throughout the nation responded with heightened safety procedures -- procedures that were put into use during the September 11, 2001 terrorist attacks on Americans. Then came the terrorist attack against a school in Beslan, Russia in September 2004.

James R. Tate has a current crisis planning policy to address terrorism.

1. Staff Expectations

Teachers and support staff are trained on updated procedures and practice lock-down drills

Adult supervision is provided inside and outside the school before, after, and during school

2. Facilities Management

Measures to take include: Clearly defining the perimeter with fences, gates, signage, etc.

Using security technology for monitoring purposes, including: hallways, parking areas, and areas around the school. James R. Tate has 16 security cameras installed in and around campus to help monitor the grounds. The SRO can view the cameras at anytime.

James R. Tate Elementary has monitored entry access in two locations: Front entry (anyone) and a back entry (for students, faculty, and staff). To gain access into the school: Press the button, wait for door to be unlocked by office personnel, go directly to office and sign in.

**XI. Development of Institution-specific pandemic influenza preparedness & response**

1. The development of this document is based on the following assumptions:

A. In the event of an influenza pandemic the State will have minimal resources available for on-site local assistance, and therefore local authorities and institutions will be responsible for community-specific pandemic response plans, including the modification of this document so that it is institution-specific.

B. Local communities may have emergency preparedness plans and/or pandemic influenza plans in place. Local community leaders and institutions will communicate so that each is aware of the others' plans.



C. The federal government has limited resources allocated for State and local plan implementation, and therefore the State will provide supplementary resources in the event of a pandemic, which may include the redirection of personnel and monetary resources from other programs.

D. The federal government has assumed the responsibility for developing materials and guidelines, including basic communication materials for the general public on influenza, influenza vaccine, antiviral agents, and other relevant topics in various languages; information and guidelines for health care providers; and training modules. Until these materials are developed, the State has the responsibility to develop such materials for its citizens.

E. The supply of antiviral medications used for prevention and treatment of influenza will be limited.

**World Health Organization (WHO) Phases**

The pandemic phases described in this document are those that have been established by the World Health Organization. The most recent publication of the phases is summarized in Table 1 below. The State’s response to a pandemic will be guided by the WHO phase declaration (see *State of New Hampshire Influenza Pandemic Public Health Preparedness and Response Plan* [currently in draft form and available at <http://www.dhhs.state.nh.us/DHHS/CDCS/flu-provider.htm>]). This response will include specific considerations during each phase of the pandemic regarding surveillance, vaccine delivery, administration of antivirals, and communications. In addition, there must be actions taken on the local level in each phase, particularly with respect to community-based containment measures. This plan for educational institutions provides recommendations for activities in response to WHO phases and also notes the corresponding alert matrix system being used in the hospital-developed Epidemic Respiratory Infection (ERI) plan (see Table 2 and process below for further explanation of the ERI plan). It should be noted that at the time of writing this document (January 2006), we are in WHO Phase

.Table 1. WHO Pandemic Phases

<b>WHO PANDEMIC PHASES</b>
<i><b>Interpandemic period</b></i>
<b>Phase 1.</b> No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk <sup>a</sup> of human infection or disease is considered to be low.
<b>Phase 2.</b> No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk <sup>a</sup> of human disease.
<i><b>Pandemic alert period</b></i>
<b>Phase 3.</b> Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.
<b>Phase 4.</b> Small cluster(s) with limited human- to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans. <sup>b</sup>
<b>Phase 5.</b> Larger cluster(s) but human-to- human spread still localized, suggesting the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk). <sup>b</sup>
<i><b>Pandemic period</b></i>
<b>Phase 6.</b> Pandemic phase: increased and sustained transmission in general population. <sup>b</sup>

## XII. ADE RECOMMENDATIONS FOR DOCUMENTING THE THREE SCHOOL COUNSELING DOMAINS BY INDICATING SPECIFIC ACTIVITIES

Establish Academic Goals - Section 2. 6-18-1005 (a) (1) (C)

### 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 the 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.

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 healthy 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.

Van Buren Public Schools  
Van Buren, Arkansas 72956

James R. Tate Elementary

**Child Abuse Hotline**  
**Fax: 1-501-618-8952**  
**Phone: 1-800-482-5964**

**Suspected Child Abuse & Referral Report:**

Date:

Child's Name: \_\_\_\_\_ SS# \_\_\_\_\_

Age: \_\_\_\_\_ DOB: \_\_\_\_\_ Sex: \_\_\_\_\_ Grade: K 1 2 3 4 5

Name of Parent of Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ County: \_\_\_\_\_

Type of Abuse: (Please check)

Burns                                       Neglect                                       Educational Neglect  
 Bruises                                         Sexual Abuse                                 Medical Neglect

\_\_\_\_ Fractures  
\_\_\_\_ Knots or Swelling  
\_\_\_\_ Lacerations

\_\_\_\_ Abandonment  
\_\_\_\_ Malnutrition  
\_\_\_\_ Drug Abuse

**Description of the above:**

**Statement of time, place and conditions prompting report:**

**Child's account of injury or situation:**

**Other pertinent information:**  
(E.g. relevant health information, knowledge of family situation, etc.)

**Agency or Agencies referred to:**

\_\_\_\_ Arkansas State Police Crimes Against Children Division (1-800-482-5964)

\_\_\_\_ Van Buren Police Department (479-474-1234)

\_\_\_\_ Crawford County Sheriff (911 or 479-474-2261)

\_\_\_\_ Area 05

**Teri Ward**

Troop H Headquarters

P.O. Box 4109

Fort Smith, AR 72914

**479-783-5194**

**Counties Served**

Crawford, Franklin, Johnson, Logan, Pope, Sebastian, Yell

Person to who report was made: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

**Agency follow-through:**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Personnel:

Written notification:

School Principal notified: Dr. Robert Childers

\_\_\_\_\_ date

Brian Summerhill with Office of the Superintendent notified: \_\_\_\_\_

\_\_\_\_\_ date

**Person making report:**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

James R. Tate Elementary  
406 Catcher Road  
Van Buren, Arkansas 72956  
Phone: 479-471-3130  
Fax: 479-471-3158

Social Groups  
James R. Tate Elementary

The Counseling and Guidance program at James R. Tate Elementary offers many groups for our Kindergarten through 5<sup>th</sup> Grade Students.

- (1) K-Club: A group of children whose focus is service projects. Children are in grades 4 & 5. They are sponsored by the Kiwanis of Van Buren.
- (2) Green & Clean Club: Recycling and litter control K-5

- (3) Ambassadors: Selected by the classroom teacher: 1 boy and 1 girl from each classroom. Their main function and responsibility is to meet and greet new students, make introductions, give school tours, help new students to adjust to their new surroundings, and help new students to make friends with those of similar interests to the student.
- (4) Leadership Team: A leadership Team of twelve Fifth Grade Students who provide leadership role models to the rest of the school. They attend and participate in a 1 day workshop on leadership.
- (5) Friendship Groups: Small groups of children who meet once a week with the counselor to learn how to be a better friend. (Groups last 4 to 6 weeks. Referrals usually by teacher)
- (6) Study Skills groups: Small groups of children meeting once a week with the counselor to learn better ways to study, to listen, and to participate in learning activities.
- (7) Fellowship of Christian Athletes: open to all students
- (8) 4-H Club: open to all students in grades 4 & 5
- (9) Food Corp: open to all students, faculty, and staff
- (10) Yearbook staff: Open to students in 5<sup>th</sup> grade under the direction of Rebecca Champion
- (11) Project Lead the Way

\*In all groups, students get together and help each other cope and deal with their problems.



Referral to:  
Kathy Smith, Counselor  
Tate Elementary



**Referral for Counseling**

Date of referral:

Teacher: \_\_\_\_\_ grade: PreK K 1 2 3 4 5

Student referred: \_\_\_\_\_

Requested by: \_\_\_ classroom teacher \_\_\_ parent \_\_\_ student \_\_\_ other

Reason(s) for referral:

- \_\_\_ lack of acceptable social skills
- \_\_\_ does not play well with others
- \_\_\_ disruptive behavior in class
- \_\_\_ lack of self-control
- \_\_\_ lack of anger management
- \_\_\_ shy
- \_\_\_ does not participate in group activities
- \_\_\_ poor study skills

**Priority**

- \_\_\_ **Emergency**
- \_\_\_ **ASAP**
- \_\_\_ **before this date:**

Areas of Concern:

- \_\_\_ scholastic ability
- \_\_\_ work habits
- \_\_\_ school adjustment
- \_\_\_ social adjustment
- \_\_\_ personal
- \_\_\_ unknown
- \_\_\_ personal safety

**Date received:**

**Initial action:**

Action being requested:

- \_\_\_ evaluation/data gathering
- \_\_\_ counseling – individual
- \_\_\_ counseling – group
- \_\_\_ observation
- \_\_\_ consultation with teacher
- \_\_\_ consultation with parent

Have you discussed this with the parents and/or guardian?

- \_\_\_ Yes
- \_\_\_ No

**Additional comments:** (anything that might help to explain the situation, also how is their behavior or situation affecting their class work and/or getting along with others)

# **James R. Tate Elementary**

**2017-2018**

## **Parent and Family Engagement School Policy (Plan)**

**Challenging and Preparing Our Students**— We believe that a partnership must exist between our parents and our school. We promote positive communication between the school and our students' homes. The school provides a variety of opportunities for parents to be involved in activities supporting our school. We believe teachers have a responsibility to provide the needed framework for parents to nurture their child's formal instruction at home. We will provide materials that can successfully be used at home to reinforce the academic success of children. The district will reserve a minimum of 1% of the Title I, Part A allocation for parental involvement (\$24,058.00). It is our goal to provide an atmosphere where parents are able to express their views and to assist in problem solving. We want parents to understand that we view them as joint policy and decision makers and plan to emphasize their roles as advocates.

James R. Tate Elementary's Parent and Family Engagement Committee is comprised of administrators, teachers, counselors, parents and community members. Listed below are the members for the 2017-2018 school year: Robert Childers, principal; Kathy Smith, Parent and Family Engagement Coordinator/counselor; Michele Shipman, assistant principal, Amanda Snow, Reading Specialist/parent, Leslie Wagner, physical education instructor; Rachel Bond, R.N./parent; Kim Tursky, PTA officer/parent; Britney Coleman, PTA officer/parent.

**Gathering Information to Support the Parent and Family Engagement Plan**—The Parent and Family Engagement Committee, consisting of school parent coordinator, teachers, administrators, parents, and community members, met to analyze data from surveys and discussions with teachers, administrators, parents, and community members.

### **Dates of School Parent and Family Engagement Meetings:**

- September 29, 2017
- December 2, 2017
- January 26, 2018
- May 4, 2018

Using this data, the committee led a process to develop the following list of services and activities to promote parental involvement and provide additional support for student learning. The VBSD Parent and Family Engagement Facilitator, Karen Allen, will disseminate the following Parent and Family Engagement Plan by ensuring its access on the district website ([www.vbsd.us](http://www.vbsd.us)) and ensuring individual school plans' access on school websites.

1. **School staff will use a variety of communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction. Additionally, the school district will ensure, to the extent possible, that information sent home is available in a language and form parents can understand (Karen Allen, VBSD Parent and Family Engagement Facilitator).**
  - The District/school will post on its website information for parent access including:
    - a) Arkansas Comprehensive School Improvement Plan (ACSIP);
    - b) Description of how the school will use National School Lunch Funds and state categorical funds for the current and previous school year (ACSIP);
    - c) The school's annual report card;
    - d) Teacher qualifications.
    - e) A parent-friendly explanation of the school's improvement status and an explanation for why the school is identified and what the school is doing to be removed from school improvement;
    - f) The identification of any supplemental educational services available;
    - g) The school's Parent and Family Engagement policy (plan) along with informational packets as required by AR State Law;
    - h) The school shall prepare an informational packet to be distributed annually to the parent of each child in the school, appropriate for the age and grade of the child, describing:
      - i) The school's Parent and Family Engagement policy (plan);
      - ii) The recommended role of the parent, student, teacher, and school;
      - iii) Ways for the parent to become involved in the school and his or her child's education;
      - iv) A survey for the parent regarding his or her interests concerning volunteering at the school;
      - v) Activities planned throughout the school year to encourage parental involvement; and
      - vi) A system to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and the school principal.
  - The school will use the student handbook, school website, signage at the school entrance, and parent orientation meetings to explain how to get a copy of the school parent involvement plan.
  - The school will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings.
  - The school will offer parents a workshop each year on the school's approach to school improvement.
  - The school will send parents their child's test results and standardized test scores.

- The school will provide to parents reports/report cards every quarter with information regarding their child's academic progress and upcoming classroom and school events.
- The school will distribute a newsletter to parents that is developed with participation of the parent-school organization, principal, staff, and parent volunteers. It includes school news, a calendar of school activities, and parenting tips relating to school achievement such as homework tips, organizational skills, and study skills.
- The school instructional facilitator and parent volunteers will purchase/create a pamphlet explaining the school's involvement with the state's reading initiative and how parents can be involved in supporting the goals of this initiative. It will be distributed at parent orientation night and other public meetings.
- Each teacher will periodically send to parents, student papers and work samples.
- Teachers will contact parents on an individual basis to communicate about their child's progress. Teachers will conduct at least two (2) parent/teacher conferences each year.

**2. The school will hold parent meetings, conferences, and activities regularly throughout the year to increase parent and family engagement and build staff and parent capacity to engage in these types of efforts. Kathy Smith, School Parent and Family Engagement Facilitator, will ensure the school's parent and family engagement committee meets at least quarterly to establish, discuss and evaluate committee goals, to plan trainings and provide materials to help parents work with their children, and to develop and use the School-Parent compact (Title I schools). Karen Allen, VBSD Parent and Family Engagement Facilitator, will conduct ongoing site visits to observe parent and family engagement practices.**

- The school will hold regular meetings to explain:
  - a) What students will be learning;
  - b) How students will be assessed;
  - c) What parents should expect for their child's education; and
  - d) How a parent can assist and make a difference in his or her child's education.
- Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:
  - a) Role play and demonstration by trained volunteers;
  - b) The use of and access to Department of Education website tools for parents;
  - c) Assistance with nutritional meal planning and preparation; and
  - d) Engage in other activities determined by the school to help a parent assist in his or her child's learning.
- The school will provide annually two (2) hours for teachers and three (3) hours for administrators professional development in addition to the minimum number of hours of professional development required by the State designed to enhance understanding of:
  - a) Effective parent and family engagement strategies; and

- b) The importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.
- The school shall provide annual training when there are volunteers assisting in an instructional program for parents.
- These meetings will include parent–training sessions to help parents understand how to enhance their child’s education.
- These meetings will include a series of family reading, math, or science nights that provide an opportunity for parents and their child to experience the school situation in a positive and helpful manner while school staff may provide any needed assistance or encouragement.
- The meetings will be held at various times during the day or evening to better accommodate parents.
- The school will hold an orientation for parents to inform them about the school’s activities and to encourage parents to be involved with reviewing and revising of the Parent and Family Engagement Policy (Plan) and ACSIP.
- Teachers will annually hold two (2) conferences with parents of children in their classrooms. Parents will be given a summary of the student’s test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.
- The school will offer parents a workshop each year to provide an explanation of the statewide assessment systems, standards, and other accountability measures.
- The school will develop and disseminate an annual parent activity evaluation report to share with parents, staff and the community. Individual school parent facilitators will collect data concerning parent activity throughout the year. All data will be forwarded to VBSD Parent Facilitator, Karen Allen.

### **3. The school will provide information to parents about volunteer opportunities.**

- The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.
- The school will work with preschools/daycares, and middle, schools to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The school will host special orientation programs for parents and students to help with the transition. Parents will have the opportunity to meet the new teachers at the end of the school year. Karen Allen, VBSD Parent and Family Engagement Facilitator, will coordinate parent and family engagement activities with the ABC preschool programs at King Elementary and James R. Tate Elementary.

**4. The school will provide an opportunity for parents to engage in decision-making processes in regarding the school's program.**

- The school will involve parents on school improvement planning committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.
- The school will ask parents to serve on curricular and instructional review committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.

**5. The school will provide a parent resource center for parents.**

- Parents may check out materials, use the computer to visit educational websites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. A suggestion sheet will also be available for parental input. The school will open the resource center at hours that are convenient to parents.

**6. The school will engage parents in an evaluation of Parent and Family Engagement efforts.**

- The school will engage parents in the annual evaluation of the Parent and Family Engagement Policy (Plan). The school will conduct a comprehensive needs assessment. The Parent and Family Engagement Committee, made up of teachers, parents, and school staff, will determine the effectiveness of the Parent and Family Engagement Policy (Plan) and make changes if warranted. Karen Allen, VBSD Parent and Family Engagement Facilitator, along with school administrators will ensure the distribution and collection of the annual survey. District and individual school survey data will be analyzed during district and school parent and family engagement committee meetings in order to make recommendations for revisions of individual school and district parent and family engagement policies/plans.

**Opportunities for Parent and Family Engagement:**

- Open House (August 10, 2017)
- Science Night (December 7, 2017)
- Report to the Public (September 13, 2017 at 1:30)
- Grandparent's Day (September 19 & 21 7:00 – 8:00 a.m.)
- Scholastic Book Fair (September 18 - 22, 2017 and February 26- March 3, 2018)
- Fall Festival – (To be announced)
- Fall Fundraiser – August 21 – September 5, 2017
- Parent/Teacher Conferences (October 17 & 19, 2017 and March 27 & 29, 2018)
- PTA Council Luncheon (quarterly – various locations – to be announced)
- PTA Reflections, Mother's Day Store, Valentine's Delivery Shop
- Monthly PTA board meetings
- Tiger Pride store (October 16, December 18, March 10, and May 25)
- Holiday Market (December), Clothes Closet, Birthday desserts/treats for faculty & staff
- Dojo (Parent-Teacher communication), Remind (Parent-School communication)
- Fourth grade camp, Stay & Play
- Tailgate night – PTA (Sept. 15, 2017) Family Night (TBA) Fun in the Sun (May 21, 2018)
- Class parties, Teacher recognition
- Grade level performances (TBA)
- Rise & Shine (Fridays)
- Student of the Month (first Friday of the month – September through May)

# Parent & Family Engagement Information Packet

## James R. Tate Elementary

At James R. Tate Elementary we believe that a partnership must exist between our parents and our school to help our students reach their full academic potential. We promote positive communication between the school, the students, and the students' homes. Parental involvement and support are needed to help our students be successful.

Parents need accurate and up-to-date information concerning their child's progress in the classroom. Teachers will keep accurate records on assessments, monitor student progress, and contact parents through the use of take-home folders, agendas, newsletters, notes, emails, Class Dojo, phone calls, scheduled conferences, and personal contact.

Teachers will provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

### **1<sup>st</sup> Quarter**

Progress Reports- **Sept. 14<sup>th</sup>**  
End of 1<sup>st</sup> Quarter- **Oct. 13<sup>th</sup>**  
Report Card Distribution- **Oct. 17<sup>th</sup>**

### **3<sup>rd</sup> Quarter**

Progress Reports- **Feb. 1<sup>st</sup>**  
End of 3<sup>rd</sup> Quarter- **March 9<sup>th</sup>**  
Report Card Distribution- **March 27<sup>th</sup>**

### **2<sup>nd</sup> Quarter**

Progress Reports- **Nov. 16<sup>th</sup>**  
End of 2<sup>nd</sup> Quarter- **Dec. 20<sup>th</sup>**  
Report Card Distribution- **Jan. 10<sup>th</sup>**

### **4<sup>th</sup> Quarter**

Progress Reports- **April 24<sup>th</sup>**  
End of 4<sup>th</sup> Quarter- **May 29<sup>th</sup>**  
Report Card Distribution- **Last Day of school**

Teachers will annually hold two (2) conferences with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.

Students are to take an active role in their learning by completing assignments in a timely manner, being respectful to teachers, classmates, and staff, and participating in class discussions and activities. In order to have a safe learning environment, students are expected to follow all district, school, and classroom rules.

Should a parent need to contact a teacher or administrator they can do so through email, Class Dojo, or telephone. The parent may call the office at 479-471-3130 and request to speak to a teacher or administrator. If the teacher or administrator is not available at that time, the parent can leave a message either with the secretary, send an email, or use the voice mail option.

How can you become involved? Contact the school office or Kathy Smith, the Parent and Family Engagement Coordinator for Tate Elementary (479-471-3130) for additional information or how to sign up for the following opportunities/activities.

## Opportunities for Parent and Family Engagement:

- Open House (August 10, 2017)
- Science Night (December 7, 2017)
- Report to the Public (September 13, 2017 at 1:30)
- Grandparent's Day (September 19 & 21 7:00 – 8:00 a.m.)
- Scholastic Book Fair (September 18 - 22, 2017 and February 26- March 3, 2018)
- Fall Festival – (To be announced)
- Fall Fundraiser – August 21 – September 5, 2017
- Parent/Teacher Conferences (October 17 & 19, 2017 and March 27 & 29, 2018)
- PTA Council Luncheon (quarterly – various locations – to be announced)
- PTA Reflections, Mother's Day Store, Valentine's Delivery Shop
- Monthly PTA board meetings
- Tiger Pride store (October 16, December 18, March 10, and May 25)
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- Dojo (Parent-Teacher communication), Remind (Parent-School communication)
- Fourth grade camp, Stay & Play
- Tailgate night – PTA (Sept. 15, 2017) Family Night (TBA) Fun in the Sun (May 21, 2018)
- Class parties, Teacher recognition
- Grade level performances (TBA)
- Rise & Shine (Fridays)
- Student of the Month (first Friday of the month – September through May)

Parents can find additional information on our school's website: <http://www.vbsd.us/tate/>

Such as:

- Parent and Family Engagement- Letter to Parents
- Report to the Public – September 13, 2017
- Tate Elementary's Mission Statement
- Today's Menu (Breakfast and Lunch)
- Upcoming Events
- Home Access Center

Our School links:

- Twitter
- Quick Links
- Teacher's Corner
- News & Announcements
- Library
- Calendar
- Newsletter
- Parent and Family Engagement Program
- Parent and Family Engagement Packet
- ABC Program

En Espanol tab:

- Bievenida
- Nuestra Escuela
- Handbook En Esp

Contact us link:

- Email directory – email address for teachers and staff (names, email address, position, etc.)



# James R. Tate Elementary School School-Parent Compact

## **SCHOOL-PARENT COMPACT**

James R. Tate Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve Arkansas's high standards. *This school-parent compact is in effect during the 2017-2018 school year.*

## **SCHOOL RESPONSIBILITIES**

*James R. Tate Elementary School will:*

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Arkansas's student academic achievement standards as follows:

### **Van Buren Instructional Model**

- Content- Learners construct or build knowledge through processes that include conceptual engagement, organizing knowledge and metacognition.
- Process- Explicit Instruction Model: Explain, Model, Guided Practice, Independent Practice, Apply, Create and Share
- Content- Comprehensive Literacy, Standards-Based Math, Inquiry-Based Science

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

October 17<sup>th</sup> and October 19<sup>th</sup> 3:30-6:30 p.m. (school dismissed at 2:00 p.m.)

March 27<sup>th</sup> and March 29<sup>th</sup> 3:30-6:30 p.m. (school dismissed at 2:00 p.m.)

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

### **1<sup>st</sup> Quarter**

Progress Reports- *Sept. 14<sup>th</sup>*

End of 1<sup>st</sup> Quarter- *Oct. 13<sup>th</sup>*

Report Card Distribution- *Oct. 17<sup>th</sup>*

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Progress Reports- *Feb. 1<sup>st</sup>*

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Report Card Distribution- *March 27<sup>th</sup>*

### **2<sup>nd</sup> Quarter**

Progress Reports- *Nov. 16<sup>th</sup>*

End of 2<sup>nd</sup> Quarter- *Dec. 20<sup>th</sup>*

Report Card Distribution- *Jan. 10<sup>th</sup>*

### **4<sup>th</sup> Quarter**

Progress Reports – *April 24<sup>th</sup>*

End of 4<sup>th</sup> Quarter- *May 29<sup>th</sup>*

Report Card Distribution- *Last Day of school*

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

James R. Tate Elementary School believes a successful partnership with parents is the key to student success. Teachers will communicate regularly with parents concerning classroom goals and activities, as well as individual information on student progress. If a situation arises which requires the immediate attention of the student's teacher or

principal, parents may call the school to schedule a conference or contact the teacher via email.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows (but not limited to):

- Open House (August 10, 2017)
- Science Night (December 7, 2017)
- Report to the Public (September 13, 2017 at 1:30)
- Grandparent's Day (September 19 & 21 7:00 – 8:00 a.m.)
- Scholastic Book Fair (September 18 - 22, 2017 and February 26- March 3, 2018)
- Fall Festival – (To be announced)
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- Rise & Shine (Fridays)
- Student of the Month (first Friday of the month – September through May)

**PARENT RESPONSIBILITIES**

**We, as parents, will support our children's learning in the following ways:**

- Ensure our children attend school regularly by monitoring their attendance.
- Make sure our children are prepared for class by arriving on time and with the appropriate materials.
- Stay in contact with our children's teachers through regular communication- reading and responding to all notices.
- Support the goals of the school and participate as much as possible in the decision-making processes related to our children's education.
- Volunteer when needed.

**STUDENT RESPONSIBILITIES (Created by James R. Tate 5<sup>th</sup> grade K-Kids and Ambassadors)**

We, as students, will share the responsibility to improve our academic achievement and achieve Arkansas's high standards. Specifically, we will:

- **T**ake time to listen, to pay attention, and to participate in class
- **A**lways encourage, be patient, and show respect to others, self, and things.
- **T**ake the right materials, read more and be prepared for class by having assignments completed
- **E**very day try my very best.

*Please sign and return to your child's teacher*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature  
Parent Signature  
Teacher Signature

