

APPENDIX II

Visitors

As specified in Arkansas State School Law 6-21-697 all visitors first go to the office, whether we are familiar with the visitor or not. Visitors are welcome at our school and every effort will be made to satisfy their needs. However, it is essential that visitations do not interrupt the educational process. Parents picking up their child early must wait at the elementary or high school office for their child to be sent.

CLASSROOM TEACHERS WILL ONLY RELEASE STUDENTS WHEN NOTIFIED BY THE OFFICE TO DO SO.

Custody

If a family dispute exists, the school must have written legal basis for refusing to release a child to a parent or guardian. This documentation must be reconfirmed at the beginning of each school year or when the child's custodial parent/guardian is legally changed. A child will not be released to a person who is not on the emergency form. Please write who is allowed to checkout your child on the emergency form

Phone Calls

The office will allow students to call only in EMERGENCY situations. Emergency situations DO NOT include notes to go home with friends, forgotten homework, books, ballgames, practice etc. We respectfully request that parents/guardians ask us to give students emergency messages only. This will keep down the interruptions in our classrooms. If you call with a route change after 2:30, we cannot assure you that your child will get to where you want them to go. Please send a note or call before 2:00.

Lost and Found

Shirley School is not responsible for lost personal items. If an item is lost the student should immediately report it to the teacher or office. A holding area is designated for items found and should be checked periodically. All personal items should be marked for identification. Personal items such as toys, cards, hand video games, CD players, Ipods, MP3 players or any item not needed at school that are a distraction in the classroom should be left at home or may be taken away until such time that the parents can pick them up.

Textbooks and Library Books:

Students are responsible for the proper care and treatment of ALL library books. Books that are lost, damaged, or destroyed must be paid for.

Students Going Home Other Than Their Usual Way

For a student to go home any way other than the usual, the student must have a note signed by his/her parent or guardian. If a student does not have a signed note, he/she will be sent home the regular way.

School Closing

In the event of severe inclement weather or mechanical breakdown, the school may be closed or the starting time delayed. The same conditions may also necessitate early dismissal. School closing, delayed starting time or early dismissal will be announced over television stations and local radio. Please do not call the school. We cannot receive new information when phone lines are jammed. Announcements will be made on radio stations 92.1, 106.1 and television channels 4,7,11, and 16.

Adults Smoking on Campus Code 6-21-609

It is against Arkansas law for anyone, including adults, to smoke on any school campus. This includes any areas of the school campus, inside or outside of any school building, on playgrounds, in school buses, in parking lots, or any area where a student may pass while attending classes. The district forbids the use of any tobacco products on school campus.

After School Activities

If you have an after school activity such as a basketball, softball game, etc. and you are absent from school that day you may not participate in the activity unless you have prior permission from the school.

Daily Operation Procedures

The teaching staff arrives at 7:40. School begins at 8:00. **Students may enter the building when the bell rings at 7:40 and should go directly to class.** School is dismissed at 3:05. There will be no bus changes made after 2:30. **Students are to be dropped off and picked up at the cafeteria.** They should not be dropped off in the faculty parking lot. Students cannot be picked up once they have left for the bus.

STUDENTS SHOULD NOT ARRIVE PRIOR TO 7:40. STUDENTS WILL NOT BE ALLOWED TO BE CHECKED OUT AFTER 2:30 unless there is a medical appointment or medical emergency. Students who leave early will have the same penalties assessed as with students who are tardy.

Tardies

Any student arriving after 8:00 is tardy and **must be signed in by a parent or guardian** at the office. Excessive tardiness tends to have a negative impact upon a student's progress and performances. Every effort should be made to be on time. Students arriving after 8:30 or leaving before 2:30 will be considered absent one half day.

Students will be picked up or checked out from the elementary office.

Gifts

Parents may have local florists deliver flowers and gifts to the elementary office for delivery to their child. The office will deliver them after 2:00. **Balloons are not allowed on the school bus.**

Coke and candy Machines

Act 1220

Students at elementary will not be allowed to buy candy or soft drinks on campus.

No food or drinks will be permitted at school during school hours. Students bringing their own lunch are asked to bring a nutritious lunch and beverage. Students eating school provided lunch will not be allowed to bring in other foods or drinks unless under health care. Soft drinks, energy drinks, or caffeine drinks are not allowed on the school campus.

Elementary students who are eating breakfast must be at the cafeteria before 7:50 a.m.

The Family Center

The Family Center is located at the Elementary School and the SALC. It is designed to help families or children with school supplies, food, and other needs that the family may have. The Family Center

provides food baskets at Thanksgiving for families who may need them and it works with local organizations at Christmas to make sure everyone has a Merry Christmas. If you have any questions, please contact Jennifer Lewis at the elementary office at 501-723-8193 or Angie Williams at SALC 723-4907.

Awards Assemblies

An Awards Assembly will be held at the end of the year to recognize students for their achievement for the following categories:

- a. Honor Roll—All A's (Grades 2-6)
- b. Merit Roll—All A's and B's (Grades 2-6)
- c. Citizenship—Grades 2-6 teachers will recognize those students who earn 90% and above at the end of each quarter.
- d. Any special awards will be given during the nine weeks they were earned.

Gifted/Talented Program

Screening for Talent Pool: Screening Procedures will begin during the spring semester of the school year. Nominations by teachers, parents, peers, and self will be noted.

Identification: The Torrance Test of creativity, the Naglieri Nonverbal Ability Test, scores from the Otis-Lenon Mental Ability Test, ACCTAP (Benchmark) and or IOWA test scores, and teacher observations will be used in the identification process. The identification Committee will meet and review all data gathered. The selection process will be a blind selection is that student names will not be used during the selection process. Should there be a person who is talented in areas like music, art, drama, which are not measured by standard ability tests, a person qualified to determine the extent of the student's abilities may be asked to give an opinion as to whether or not that student needs special services. The Identification Committee, after reviewing available data, will make one of four decisions. 91) The student should be placed in the G/T program, (2) The student should not be placed in the G/T program, (3) Further evaluation and review is necessary, (4) The student should exit the G/T program.

Placement: Parents will be notified of the placement decision. If the decision is to place a student in the G/T program, written parental permission will be obtained. Students will not be placed without parental consent. If the decision of the committee is to not place a student in the G/T program, the parent of the student has the right to appeal the decision in writing stating their reasons for disagreement with the committee's decision. At this point, the committee along with the building principal and/or superintendent will review the data and issue a final decision within 21 days.

Accelerated Reading Program

The Accelerated Reading Program is designed to encourage and improve student reading. The program is used with grades K-6.

Students check out accelerated reading books from the Elementary Library Media Center. Many of the faculty members have Accelerated Reading books in their classroom libraries as well. After students have read their books, they may take a computerized test on the book. The test asks comprehension questions about the book in a multiple-choice format. Students will receive rewards based on points accumulated.

DUE PROCESS

The following procedures will be used when handling a behavior problem.

1. Notice of the charge.
2. Opportunity for denial.
3. Evidence.
4. Opportunity to tell his/her story.
5. Decision and opportunity for a fair hearing.

CONDUCT

All K-6 teachers will develop their own grade level discipline plan and give to parents at the beginning of school. Their plan will also be on file in the principal's office.

Physical education:

All elementary students will participate in P.E. unless they have provided a doctor's note or health plan. Students must have appropriate footwear.

Resource Officer:

A resource officer is located on Shirley Campus. He may be asked to sit in on any disciplinary action. He may interview students without parental permission as our school resource officer.

DHS: Department of Human Services

When a representative comes to the Shirley Elementary to interview a student, parental permission is not required by law.

Office Phone

No student will be allowed to call home unless it is an emergency and then a staff member will call.

GRADES K-12

Miscellaneous Information (Parent Kit , Athletic Requirements, General Info.)

a. Academic and Athletic Awards. Teachers and coaches of the students or athletic team will determine academic and athletic awards including lettering in a specific sport.

b. Alternative Learning Center. The goal of the Shirley Alternative Center (SALC) is to establish an alternative education program for students grades nine through twelve who have dropped out of school or whom the professional and administrative staff has identified as educationally at risk.

The SALC program will allow students to experience academic and social success by providing individualized instruction, flexible classroom organization, diagnostic testing, and counseling services. Students will work to earn either a general equivalency diploma or credits towards a high school diploma. Under some circumstances, SALC students may be allowed to attend regular classes. If applicable, they will be allowed to be employed part time or attend vocational training. Certain privileges may be rescinded if behavior in the SALC is inappropriate.

All referrals to SALC will be made in writing to the counselor and may come from the student, his or her parents, the faculty, or the administration. A committee that will include the Principal, Counselor, SALC staff, and one member of the COE Monitoring and Assessment Committee will make placement

decisions. Once eligibility is determined, the student and his or her parents must meet with the high school counselor and/or SALC staff to complete the enrollment process. Students will enter the program at the beginning of a grading period. If an opening is not available, eligible students will be placed on a waiting list for future SALC placement. At the end of each grading period, SALC staff and the high school counselor will evaluate progress to determine each student's readiness to return to a regular classroom setting. See Ark. Code Ann. 6-18-508

c. Complaint and Grievance Policy (Board Policy JCE). The primary purpose of this procedure is to provide for prompt and equitable resolution of student' complaints and grievances.

Level One – The resolution of a grievance through free and informal communications as close as possible to the time of origin is encouraged. A student with a grievance may first take it to his/her immediate teacher or principal. Both shall be consulted prior to further resolution procedures.

Level Two – In the event the aggrieved person is not satisfied with the disposition of his grievance at level one, he/she may file the grievance in writing with the superintendent or his/her designee. Within ten (10) days from receipt of the grievance, he/she will request a conference with the aggrieved or render a written decision as to the resolution.

Level Three – In the event the aggrieved person is not satisfied with the disposition of his/her grievance at level two, he/she may request the superintendent or his/her designee to schedule a hearing before the Shirley School Board of Education at its next regular meeting.

The aggrieved person may select a representative to accompany him/her at each level. Ask such representative to set the facts down in a written form, and may request a written decision at levels outlined above.

The grievance procedure must be initiated at the level at which the grievance occurred, and the students and school officials must observe all requirements specified above.

For discussion and consideration of a grievance, any student or group of students should request a meeting time and place which will not interfere with regular scheduled classes or school related activities. The faculty and administration shall make an honest effort to resolve student grievances as quickly as possible and at the most immediate level of supervision.

4. *Discipline for Students with Disabilities* – Discipline for Eligible Students with Disabilities under the Individuals with Disabilities Act (IDEA), Public Law 94-142. Students with disabilities who engage in misconduct are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to a free appropriate public education (F APE).

Where in-school discipline or short-term suspension (ten school days or less) is involved, a school may remove a student with disabilities for a disciplinary infraction without it being considered a change of placement, and IDEA's parent-notification provisions would not apply. Also, there is no requirement for a prior determination of whether the student's misconduct was a manifestation of the student's disability. Schools may remove any student with disabilities for a disciplinary infraction for up to 10 school days per year. During a period of short-term exclusion, schools are not required to provide any educational services to the student.

For a student with disabilities, an exclusion from school for more than 10 consecutive school days (long-term exclusion) constitutes a change in placement and is subject to procedural safeguards. IDEA requires, among other things, that parents be given written notice before a change in placement can be implemented.

For a student with disabilities, a suspension or other disciplinary removal for more than 10 consecutive school days may not be considered without the school district determining whether the student's misconduct was a manifestation of the student's disability or due to an inappropriate placement.

A. If the student's misconduct WAS NOT a manifestation of his /her disability or an inappropriate placement, the school district may expel or suspend the student from school for more than ten school days, subject to conditions set forth in the procedural safeguards of IDEA.

B. If the student's misconduct WAS a manifestation of his/her disability; other procedures may be used to address the student's misconduct. A change in placement, if determined appropriate, could be implemented subject to applicable procedural safeguards. The school district would also have the option of suspending the student from school for ten days or less, or seeking a court order at any time to remove the student from school or to change the student's placement if it believes that maintaining the student in the current placement is substantially likely to result in injury and/or presents a substantial disruption of the educational process of the student or others. If the suspension or other disciplinary removal of the student is for more than 10 school days, within the first 10 days of suspension the district should convene the student's IEP committee to review (1) the relationship between the student's misconduct and his/her disability; (2) the relationship between the student's educational placement and the misconduct; (3) the student's IEP and determine whether implementation of a behavioral management plan and/or a change in the educational placement of the student is appropriate. The district should seek parental agreement to a change in the student's IEP and/or educational placement. The student's parents must be provided with written prior notice a reasonable time before the school implements any change in the student's IEP and corresponding placement, including their right to a due process hearing.

If the student's parents request a due process hearing on the proposal to change the student's IEP or placement, the school district may seek to persuade the parents to agree to an interim placement for the student while due process proceedings are pending. If the school district and parents cannot agree on an interim placement for the student while the due process hearing is pending, and the school district believes that maintaining the student in the current educational

placement is substantially likely to result in injury and/or presents a substantial disruption of the educational process, the school district could seek a court order to remove the student from school.

If a student's parents initiate an impartial due process hearing in connection with a proposed disciplinary exclusion or other change in placement, and the misconduct does not involve the bringing of a firearm to school, the "dependency" or "stay put" provision of IDEA requires that the student must remain in his or her current educational placement until the completion of all proceedings. If the parents and the school district can agree on an interim placement, the student would be entitled to remain in that placement until the completion of all proceedings.

For a student not previously identified by the school district as a student potentially in need of special education, a parental request for evaluation or a request for a due process hearing or other appeal AFTER a disciplinary suspension or expulsion has commenced DOES NOT obligate the school district to reinstate the student's prior in-school status. This is because in accordance with the "stay put" provision of IDEA, the student's "then current placement" is-out-of school placement. After the disciplinary sanction is completed, if the resolution of the due process hearing is still pending, the student must be returned to school as would a non-disabled student in similar circumstances. COMMENTARY: It should be noted that, pending the resolution of due process hearing or other appeal, a court could enjoin the suspension or expulsion and direct the school district to reinstate the student if the court determines that the school district knew or reasonably should have known that the student is a student in need of special education. A school district may seek a court order at any time to remove any student with disabilities from school or to change the student's current educational placement if the school district believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others. See the commentary that follows for an additional requirement for Arkansas schools as a result of case law.

COMMENTARY: The U.S. Court of Appeals for the Eighth Circuit, which includes Arkansas, held in the case of Light v. Parkway C-2 School District, 41 F. 3d 1223 (8th Cir. 1994) that in addition to showing that a student is substantially likely to cause injury, the school district must show that it has made reasonable efforts to accommodate the student's disabilities so as to minimize the likelihood that the student will injure himself/herself or others.

Under IDEA, school districts must ensure that FAPE is made available when a student is suspended for more than 10 school days or expelled for misconduct that was not a manifestation of his/her disability. Therefore, educational services must continue for these students during periods of disciplinary removal that exceeds 10 school days.

COMMENTARY: IDEA does not specify that particular setting in which continued educational services must be provided to these students. During the period of disciplinary exclusion from school, each disabled student must continue to be offered a program of appropriate educational services that is individually designed to meet his/her unique learning needs. Such services may be provided at home, in an alternative school, or in another setting. Special provisions of IDEA applicable to students with disabilities who bring a "weapon" to school as defined in federal and state statutes [The Gun-Free Schools Act (GFSA), enacted as Title XIV (Part F) of Title I of the Improving America's Schools Act, and Arkansas Act 567 of 1995].

COMMENTARY: The Gun-Free Schools Act applies to students with disabilities. However, this Act must be implemented consistent with IDEA and Section 504 of the Rehabilitation Act of 1973. Federal statutes define "weapon" to mean "firearm." State statute addresses possession by students of any "firearm or other weapon" prohibited upon the school campus by law or by policies adopted by the school board. Consistent with the requirements of the GFSA, Arkansas Act 567 of 1995 requires that local educational agencies (school districts) expel from school for not less than one year a student who brings a weapon to school, except that the local educational agency's chief administering officer may modify the expulsion requirement for a student on a case-by-case basis. Compliance with the GFSA can be achieved consistent with the requirements that apply to students with disabilities as long as the discipline of such students is determined on a case-by-case basis in accordance with IDEA and Section 504.

1. Under IDEA', a student with a disability who has brought a weapon to school may be immediately removed from school or subjected to in-school-discipline that removes the student from the current placement for 10 school days or less. The appropriately authorized school administrator may take this action.
2. The student's educational placement cannot be changed beyond the 10 school days until the IEP committee has been convened. As with any meeting of the IEP committee, the parent must be an invited participant. Even before determining whether the behavior of bringing a weapon to school was a manifestation of the student's disability, the school district may place the student in an interim alternative educational placement that the committee believes would be appropriate for the student. Such an alternative educational placement could then be implemented for up to 45 calendar days. If the student's parents initiate a due process hearing, and if the parties cannot agree on another placement, the student must remain in the interim alternative educational placement during authorized review proceedings. In this situation, the student could remain in the interim alternative educational setting for more than 45 calendar days.
3. IDEA and Section 504 require a determination by a group of persons knowledgeable about the student, (the IEP committee in the case of an IDEA student), on whether the bringing of the

weapon to school was a manifestation of the student's disability. Under IDEA and Section 504, a student with a disability may be expelled only if this group of persons determines that the bringing of a weapon to school was not a manifestation of the student's disability, and after applicable procedural safeguards have been followed.

4. All the procedural safeguards and other protections of IDEA and Section 504 must be followed. Once it is determined by an appropriate group of persons that the student's bringing of a weapon to school was not a manifestation of the student's disability, the school district's chief administering officer may exercise his/her decision-making authority under the GFSA in the same manner as with non-disabled students in similar circumstances. However, for students with disabilities identified under IDEA who are expelled in accordance with the expulsion provision of the GFSA, educational services must continue during the expulsion period. Nothing in the GFSA may be construed to prevent a State from allowing a school district that has expelled a student with disabilities from the regular educational program/setting from providing educational services to that student in an alternative educational setting.

5. If it is determined by the IEP committee (or other knowledgeable group of individuals in the case of a Section 504 review) that the student's behavior of bringing a weapon to school was a manifestation of the student's disability, the chief administering officer must exercise his/her authority under the GFSA to determine that the student may not be expelled for the behavior. This is when other immediate steps may be taken, including temporary removal.

6. For students with disabilities who are not eligible for services under, IDEA, but who are covered by Section 504 and are expelled in accordance with the above conditions, educational services may be discontinued during the expulsion period if non-disabled students in similar circumstances do not receive continued educational services.

COMMENTARY: In summary, a student with a disability who brings a weapon to school may be removed from school for 10 school days or less and placed in an interim alternative educational setting by the IEP committee for up to 45 calendar days.

However, if the parents initiate due process proceedings, the student must remain in the interim alternative placement during these authorized review proceedings-which may exceed 45 calendar days-unless the parents and school district can agree on a different placement. In addition, school districts may initiate change in placement procedures for such a student, subject to the parents' right to due process. A school district also could seek a court order if the school district believes that the student's continued presence in the classroom is substantially likely to result in injury to the student or to others.

Due Process

Every student is entitled to due process in every instance *of* disciplinary action for which the student may be subjected to penalties of suspension or expulsion.

1. Due process is afforded to students in disciplinary cases of some magnitude such as suspension, expulsion, and student records.
2. The U.S. Supreme Court ruled in 1975 that, for every suspension not exceeding ten days, the student has the right to be accorded the minimum requirements of the due process clause of the Fourteenth Amendment of the Constitution of the United States.
3. Due process procedures must be known to all students and must comply with all state and federal laws.
4. Each school should establish procedures for notice to students and parents of charges, hearings and other due process proceedings.
5. Each school district shall develop a grievance procedure including steps to be followed by students to resolve a grievance.
6. The due process rights of students and parents areas follows:
 - A. Prior to any suspension, the school principal or his/her designee shall advise the pupil in question of the particular misconduct of which he or she is accused, as well as the basis for such accusation.
 - B. The student shall be given an opportunity at that time to explain his/her version of .the facts to the school principal or his/her designee.
 - C. Written notice of suspension and the reason(s) for the suspension shall be given to the parents of the student.
 - D. Any parent or legal guardian of a suspended student shall have the right to appeal to the superintendent of schools.

Lockers

The district makes available lockers for the purpose of providing students with a convenient receptacle for the storage of books and other articles necessary for the student's use during the school day. Due to limited space, students may have to share their locker space. There is no charge for lockers. If a lock is put on a locker, a key or combination must be provided the office. The student has no property interests in any locker. All lockers are subject to inspection by school officials to protect the health and welfare of the students. The school reserves the right to inspect lockers at any time.

Personal property

The student alone is responsible for his/her property. Students must take care of it themselves, keep up with their belongings, and not leave personal belongings lying around. Students should see that his/her name is on all personal property.

School Closings

In the event of severe inclement weather or mechanical breakdown, school may be closed or the starting time delayed. The same conditions may also necessitate early dismissal. School closings, delay starting time, or early dismissal will be announced over television stations and local radio..

Eligibility for Interscholastic Activities

Arkansas Department of Education Rules and Regulations Establishing the Academic Standards for Student Participation in Competitive Interscholastic Activities

1.00 Regulatory Authority

1.01 These regulations shall be known as Arkansas Department of Education Regulations Governing School District Academic Requirement for Student Participation in Competitive Interscholastic Activities.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Arkansas Code Ann. 6-11-105 and 6-15-202 (1993 Repl.).

2.00 Purpose

2.01 The purpose of these regulations is to set forth for school districts the Standard for Academic Requirements for Competitive Interscholastic Activity Participation, which schools must meet in order to be accredited.

2.02 The future purpose of these regulations is to establish the academic standards for public school competitive interscholastic activities.

3.00 Definitions

3.01 "Competitive Interscholastic Activities" as used in these regulations mean those school-sponsored activities in which students from two or more schools are competing for the purpose of receiving an award, rating, recognition, criticism, or qualification for additional competition. These regulations apply to competitive interscholastic activities only.

3.02 "Supplemental Instruction Program" as used in these regulations means an additional instructional opportunity for identified students outside of their time in the regular classroom and is further defined in State Department Regulations.

3.03 "Academic courses" as used in these regulations means those courses that are identified in the Arkansas Department of Education's Standards for Accreditation of Arkansas Public Schools as one of the 38 course offerings or is a definable course for which class time is scheduled and which can be credited to meet the minimum requirements for graduation and is taught by a teacher required to have State certification in the course, and has been approved by the Arkansas Department of Education. Any of these courses for which concurrent high school credit is earned may be from an institution of higher education recognized by the Arkansas Department of Education.

3.03.1 Physical education may be considered an academic course for one full credit within the 22 minimum credits required for graduation by the Arkansas Department of Education's Standards for Accreditation of Arkansas Public Schools, and for eligibility purposes. The first time the PE grade appears on the transcript in grades 9-12 is when it will be considered an academic course.

3.03.2 A student may satisfy an academic requirement by successfully completing academic course(s) failed which must be repeated and passed; or academic course(s) needed; or an equivalent course(s) in summer term(s); or correspondence course(s) approved by the local school board for granting credit for graduation requirements. If the identical course(s) is/are taken in summer school or by correspondence, the better grade(s) may be substituted for computing the Grade Point Average of the student for the previous semester.

"Bona Fide Student" as used in these regulations means a student who has not been graduated from a high school and who is enrolled in and attending regularly at least four (4) academic courses identified in the Arkansas Department of Education's Standards for Accreditation of Arkansas Public Schools.

4.00 Standard: Competitive Interscholastic Activities Policy

Each school district shall adopt and operate by a written policy specifying the requirements for competitive interscholastic activity participation, which shall include, but shall not be limited to, the requirements set forth herein in Section 5.00.

4.01 Students must meet the bona fide student definition for participation in competitive interscholastic activities.

STUDENTS WHO WISH TO PARTICIPATE IN ATHLETICS MUST HAVE INSURANCE OR SIGN A WAIVER RELEASING THE SCHOOL OF RESPONSIBILITY OF ATHLETIC INJURIES.

5.00 Academic Requirements for Competitive Interscholastic Activity Participation

5.01 The State Standard Requirements for Junior High Effective Spring Semester, 1997-98 School Year. A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth grade and the first semester ninth grade student meets the scholarship requirements for junior high if he has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by the Arkansas Department of Education's Standards for Accreditation of Arkansas Public Schools. Ninth grade students must meet the requirements of the senior high

5.02 scholarship rule as set forth herein in Sections 5.02 and 5.03, beginning with the second semester in the ninth grade. Student promotions at the seventh and eighth grades meet scholarship requirements for participation in competitive interscholastic activities.

5.03 The State Standard Requirements for Senior High Effective Spring Semester, 1997-98 School Year. In order to remain eligible for competitive interscholastic activity, a student must have passed four (4) academic courses the previous semester and:

5.03.1 Either have earned a minimum Grade Point Average of 2.0 from all academic courses the previous year, or have met the "proficiency standard" as defined by the State Board of Education on the state criterion-referenced test, or have achieved at or above the 50th percentile on the Basic Battery on the most recent norm-referenced test administered, or

5.03.2 Communities and local school districts may request a waiver from the State Standard by submitting a plan to the Department of Education to implement the procedures outlined in Section 5.03.

5.04 If the student has passed four (4) academic courses the previous semester but does not meet any of the requirements in Section 5.03.1, then the student must:

5.04.1 At the end of each grading period if it is determined by the classroom teacher(s) that the student is not meeting the 2.0 standard in the subject area(s) where inadequate performance has

occurred, the student will be declared ineligible for interscholastic competitions under Section 5.04.

5.05 Sanctions. A student declared ineligible for interscholastic competition due to a lack of compliance with any criteria under Sections 5.01, 5.02, or 5.03 will be immediately suspended from competition for a minimum of three (3) weeks from the date of ineligibility, though a more restrictive individual school district policy may be enforced.

5.05.1 If a student is declared ineligible at the end of the fall semester and only participates in interscholastic competitive activities during the fall semester, he must regain his eligibility in accordance with Sections 5.01, 5.02, or 5.03 during the spring semester in order to participate in the activity the following fall. The same requirement applies to a student who only participates in spring semester activities. He/she must regain his/her eligibility during the next fall semester in order to be eligible in the following spring.

5.05.2 For purposes of meeting the supplemental instruction requirement in Section 5.03.1, a "week" shall be considered to begin and end with the close of the official day on Friday.

5.05.3 A policy statement defining "school disciplinary action" for purposes of imposing a sanction under Section 5.03.1 shall be adopted by the local school board and distributed to the schools prior to enforcing a sanction.

5.06 Students with disabilities under IDEA function under conditions specified in their Individualized Education Program (IEP) in order to be considered eligible to participate in competitive interscholastic activities. In order to be considered eligible to participate in these activities, students with disabilities must pass at least four (4) courses required by the student's IEP.

5.07 The regulations as set forth herein in Sections 5.01, 5.02, or 5.03 establish the minimum academic requirements for participation.

5.08 Noncompetitive interscholastic activity and competitive intra-scholastic activity participation are not affected by these regulations.

6.00 Penalty

6.00 A school will be placed in probationary status for allowing a student who has not met the established academic requirements in Section 5.00 to participate in competitive interscholastic activities. Such probationary status will begin with the school year in which the violation occurs. If an eligibility violation occurs during either one of the next two following academic school

years, then the school will be placed in loss of accreditation status. In addition, a school will forfeit any event of competition in which an ineligible student was allowed to participate.

6.01 These regulations establish the minimum requirements a school district's policy on competitive interscholastic activity participation must meet in order for schools in the district to be accredited. Local school districts are not precluded from implementing higher standards in their efforts to improve student achievement.

7.00 Scheduling Competitive Interscholastic Activities

7.01 School districts shall not schedule competitive interscholastic activities during the week semester tests are being given. A test week is defined as Sunday through scheduled classes on Friday or the last day of instruction of the week. Class disruptions will be kept to a minimum. Activities shall not begin before three p.m. during a regular school day.

Shirley Public School Parental Involvement Plan

The Shirley School District recognizes the importance of involving parents in the educational process to build an educational community that fosters the collaboration of the school, teachers, parents and students for a common goal. It is the goal of the Shirley School District to educate students to become life long learners that will compete in an ever-changing world. Parents must be informed of the educational possibilities available of their children as well as give their input as to the strategies being used to teach their children. Parents are viewed as valuable resources that can help expand the students' exposure to real life experiences in the areas of vocation, personal life skills, etc.

Purpose:

It is the purpose of Shirley School parental involvement policies handbook to promote a positive interaction between home and school, encourage parental involvement in our student's education and establish the policies and procedures that will govern parental involvement.

Goals:

1. To enhance and increase student achievement through parental involvement.
2. To increase the number of parents actively involved in their child's education.
3. Raise awareness of the school's curriculum and educational activities.
4. Develop a core volunteer group to aide with school activities.

SHIRLEY SCHOOL DISTRICT

WRITTEN PARENTAL INVOLVEMENT PLAN:

Shirley School District has developed jointly with our parents a written parental policy that is designed to encourage our parents to form strong partnerships with our schools and our schools to reach out to form strong relationships with our parents. We seek additional involvement of

parents in support of every phase of their children's education. Our policy includes the following components: We will make this policy available to our community by posting it to our web site and distributing it at every occasion where parents are present.

I. Effective Parent Involvement

A. Shirley School District involves our parents and community in the process of jointly working with school personnel in the creation/revision of our policy and providing input in the process of school review and improvement.

1. Handbook Committee
2. Review of ACSIP plan
3. Parent Involvement Committee
4. Safe and Drug Free Committee
5. Alumni Advisory Committee
6. Simmon's Bank—Red Ribbons for Drug Education
7. TEA Coalition—Materials for Red Ribbon Week
8. Fairfield Bay Library

B. Shirley School District is continuing to provide coordination, technical assistance and other support necessary to assist our Title One funded schools in planning and implementing effective parent involvement activities designed to improve student academic achievement and school performance.

1. Open House/Orientation annually
2. Career/College Planning Nights
3. College Goal Sunday
4. Financial Aid Nights and Sundays
5. Benchmark Nights
6. Practice Packets of Released Items for Parents
7. Two Parent Conferences
8. Quarterly conferences with parents of at risk students

C. We are helping the schools to build their capacity and the parent's capacity to form strong partnerships with each other.

1. FOSS Friends of Shirley School
2. Shirley Athletic Booster Club
3. Shirley FFA (Future Farmers of America) Booster Club

D. We are coordinating and integrating parental involvement strategies with parent involvement strategies included in other programs, such as:

1. Head Start,
2. Main Street Kids—ABC Program

E. We will, on an annual basis, conduct an evaluation of the content and effectiveness of the LEA's parental involvement policy. This evaluation will be in conjunction with our parents and community. We seek to confirm whether our policy is helping improve the academic quality of our schools, including identifying any barriers to greater participation by parents. We are determined to use the results of this evaluation to help us design better strategies for parental involvement and revise our policies, as needed.

II. Training

A. All volunteers and substitute teachers that work with children and parents in our district will be trained on an annual basis.

B. All certified staff members will receive two (2) hours of professional development every four years.

C. All administrative staff members will receive three (3) hours of professional development every four years.

The following parental engagement actions are present in the handbook and reflect all requirements of ACT 307 or 2007, ACT 397 of 2009, NCLB and any supplemental funded activities:

1. Information Packets:

- a. Informational packets are given to each family at the beginning of each school year. These packets are a part of the student handbook and contain various sources of information pertaining to school, health & wellness, internet safety, and homework tips.
- b. Each parent is asked to fill out a survey containing questions about parental involvement activities to provide feedback for the parental involvement committee. This information is used to evaluate current activities and plan future parental involvement activities.

2. Parental Involvement Meetings:

- a. The Parental Involvement Committee will schedule parent involvement meetings throughout the school year to introduce parents to services and programs. Supplies and materials for these programs will be purchased for both the High School and Elementary School to aid in promoting parental involvement.
- b. Shirley conducts a seventh grade orientation to help with the transition from middle school to junior high. Students and their parents will be able to find their classrooms, meet their teachers and become acquainted with the rules and daily routine.
- c. Shirley elementary faculty and parents work together to increase literacy skills through Family Literacy Night, Parents as Partners Nights, and Parent Center Activities.
- d. Shirley Elementary School hosts a Family Literacy and Math Night for parents and students.

3. Volunteer Resource Book:

- a. A volunteer resource book will be developed to aid the staff in planning for enrichment activities, tutoring, guest speakers and volunteer workers for school activities.

- b. A Parental Involvement table is set up in the lobby of the high school with a volunteer sheet, brochures, and pamphlets available for parents to pick up whenever different school events are held.
 - c. Volunteers will be used to improve literacy and math skills.
 - d. Provide a minimum of two hours in-service training for staff and three hours for administration in the area of parental involvement.
- 4. Shirley School's process for resolving parental concerns is posted in the student handbook.
- 5. Seminars to inform the parents of high School students about how to be involved in decisions.
 - a. Parent/teacher conferences will be held in October and March.
 - b. The counselor schedules one college night per year.
- 6. Two Parent/teacher conferences will be held each year.
 - a. Parent/teacher conferences will be held in October and March
- 7. Shirley will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment.
 - a. Sessions to help parents work with their children will be scheduled through the year and various times to allow maximum attendance.
 - b. A Benchmark Night is held each year in October. The English and math teachers will explain to the parents the importance of the test, tips for taking the test and other useful information.
 - c. Plan and conduct activities throughout the year that will allow parents to be involved in their child's education or provide them educational opportunities to help them in the parenting process.
- 8. Shirley School enables the formation of a FOSS (Friends of Shirley School):
 - a. Shirley School has an established Parent, Teacher, Student Organization.
 - b. This organization holds several meetings throughout the year and hosts the Fall Festival and other fund raisers.
 - c. FOSS provides support for school clubs, activities and helps make physical improvements to the campus.
- 9. Parent Facilitator:
 - a. Each year a staff member from each school (elementary and high school) will be designated as Parent Facilitator. This person will oversee all parental involvement activities.

10. Title I Parental Involvement:

a. Parent Compact:

- b. Shirley Elementary has a school wide Title I program. Title I Aides are provided to help all students achieve their very best. We also have two certified teacher that through the RTI process work with students one on one or in small groups to help students and close the achievement gap.

Our Teachers and Principal agree that it is important for a student to achieve.

Therefore, they will strive to do the following: 1.) Have high expectations for myself, students, and other staff. 2.) Provide necessary assistance to parents so that they can help with the assignments. 3.) Encourage students and parents by providing informative assignments and feedback on a student's progress. 4.) Use special activities to make learning enjoyable. 5.) Show "I" care about all students.

We ask that parents also help us encourage their student by doing the following:

1.) See that my child is punctual and attends school regularly. 2.) Have high expectations for my child as an individual. 3.) Support the school in its efforts to maintain proper discipline and challenge my child. 4.) Establish a time for homework and review it regularly. 5.) Encourage my child's efforts and be available for questions. 6.) Stay aware of what my child is learning. 7.) Read with my child and let my child see me read.

a. A report of Title-I services provided by the school is given each year in the fall at the school's public meeting and the Title-I coordinator and RTI teachers are available at parent teacher conferences to provide information about the program and discuss student progress. A sign-in sheet is kept to document attendance. An agenda is provided that includes: Goals for the program, rights of parents to be involved in the planning, review and revision of parent programs. School accreditation, coordination of federal programs, the schools academic performance report, overview of the curriculum along with an explanation of the kinds of assessments used. There is time for dialogue with our parents and they are encouraged to ask questions and offer suggestions as they relate to budgeting of all federal monies. Parents are encouraged to form a partnership with the school. Committee will be formed for the

purpose of annually revising our school parental involvement policy.

b. Parents are informed of the Title I services provided by the school each year at the public meeting. The RTI teachers are also available at open house and parent teacher conferences to discuss curriculum and assessments used in the in the pull out program. Parents are also provided with the School-Parent Compact in the Handbook.

c. Kindergarten testing for the next year is done at the beginning of the school year. Students are given an individual tour of the campus at that time to help provide orientation to school.

d. There will be an annual review and update of our Title I School/Parent Compact. The Compact will be distributed to each parent in the school handbook.. There will be a meeting, in the fall, to encourage parents to have input into the Title I program. The school will develop and distributed, at Open House, this compact as a component of its written parental involvement policy. The compact is a written agreement between the school and the parents of children served in the Title One School wide Program that identifies the activities that the parents, the entire school staff and the students will undertake to share the responsibility for improving achievement so that students can meet the state's high academic standards. Parents, teachers and students sign the contract and it is returned to school and kept in designated parent involvement student folders. For those parents who do not attend the Title One Open House Meeting, the Parent Compact is sent home during the first week of school and efforts are made to contact parents for the purpose of inviting them to the school and conferencing with our administration and staff.

11. Other Activities that engage parental involvement:

a. A computer technician is on staff to network school computers, aid teachers in technology inclusion in the classroom, instruct students on school account usage, conduct teacher professional development, and maintain the school website which provides access to school information for parents and community members.

b. To keep the community informed announcements of school events, concerts, plays, report cards and progress reports are put on the school's electronic sign, the school web sites as well as on the monthly activity calendar.

- c. Shirley School will utilize text messages and emails through the website to inform parents of upcoming events.
- d. The Parental Involvement Committee invites parents to programs honoring student achievement and to class orientations. An Honor Banquet is held every year in the spring.
- e. Provide regular updates to the parents concerning student, school, and teacher accomplishments.
- f. Encourage parents to visit the school with an appointment through the administrative offices.
- g. Establish a site that will allow parents to access needed information that will help them in the parenting process that shall include but not limited to publications, videos, internet links, etc...