



# Parental Involvement Informational Packet





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# WMHS Parental Involvement Information Packet

**2012-2013**

The parental involvement plan includes information and guidelines provided for parents to help their children have the best educational experience at the West Memphis High School. All information contained in this packet is also available on the website for easy access.

The parental involvement plan has been developed and reviewed by the West Memphis School District in order to reflect the specific academic improvement needs of our school. In addition, all parents who are interested in participating in Parents Involved (PI)—a program involving both parents and teachers--will find additional details in this packet.



## West Memphis High School

### Regular Bell Schedule:

8:09	Warning bell/Students enter the building
8:15-9:05	First Period
9:10-10:00	Second Period
10:05-11:00	Third Period
11:05-12:00	Fourth Period (for B Lunch Students)
11:00-11:50	A Lunch
11:45-12:40	Fourth Period (for A Lunch Students)
12:00-12:40	B Lunch
12:45-1:35	Fifth Period
1:40-2:30	Sixth Period
2:35-3:25	Seventh Period
3:30	Building Cleared of ALL STUDENTS



WEST MEMPHIS HIGH SCHOOL  
501 WEST BROADWAY  
WEST MEMPHIS, ARKANSAS 72301  
OFFICE: 870-735-3660  
FAX: 870-732-8510  
GUIDANCE OFFICE FAX: 870-732-8525

---

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

Registrar School: \_\_\_\_\_

To Whom It May Concern:

This letter is to give permission for you to transmit or give information relating to the school record (or copy thereof) of the following student:

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

**ACT 574 of 1995** requires parents, guardians, or other responsible persons registering a child to indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding.

Does the above **ACT 574** pertain to your child? \_\_\_\_\_

Has your child ever been expelled from school in any other school district? \_\_\_\_yes \_\_\_\_no

Is your child currently under an expulsion in his/her former school district? \_\_\_\_yes \_\_\_\_no

If so, when may your child return to his/her former school district? \_\_\_\_\_

Are expulsion proceedings currently pending against your child or have you been informed that such proceedings will be initiated against your child? \_\_\_\_yes \_\_\_\_no

---

Parents Signature

---

Date

**WEST MEMPHIS SCHOOL DISTRICT**  
**WEST MEMPHIS HIGH SCHOOL ENROLLMENT FORM**

**GENERAL STUDENT INFORMATION**

**First Name:** \_\_\_\_\_ **Middle Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

**SSN:** \_\_\_\_\_ **Grade:** \_\_\_\_ **Birthdate:** \_\_\_\_\_ **Age:** \_\_\_\_ **Gender:** M or F (circle one)

**Ethnicity (check one)**

\_\_\_\_ Hispanic  
\_\_\_\_ Non-Hispanic

**Primary Race (check one)**

\_\_\_\_ American Indian/Alaska Native  
\_\_\_\_ Asian  
\_\_\_\_ Black  
\_\_\_\_ Native Hawaiian/Other Pacific  
\_\_\_\_ White

**Additional Race (check all that apply):**

\_\_\_\_ American Indian/Alaska Native  
\_\_\_\_ Asian  
\_\_\_\_ Black  
\_\_\_\_ Native Hawaiian/Other Pacific  
\_\_\_\_ White

**Method of Transportation (check all that apply):**

\_\_\_\_ Bus  
\_\_\_\_ Drives Self  
\_\_\_\_ Parent/Guardian (includes walkers, child care vans, etc.)  
\_\_\_\_ District Paid Transportation

**Bus # To School:** \_\_\_\_\_ **Bus # From School:** \_\_\_\_\_ **Distance/Miles One Way:** \_\_\_\_\_

**Birth Certificate #:** \_\_\_\_\_ **City of Birth:** \_\_\_\_\_

**Birth Country:** \_\_\_\_\_ **State of Birth:** \_\_\_\_\_

**Last School Attended:** \_\_\_\_\_  
**Address:** \_\_\_\_\_ **City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Pre-School Participation:**

**A-ARKANSAS BETTER CHANCE**  
**E-EVEN START**  
**EC-EARLY CHILDHOOD**

**H-HEADSTART**  
**NA-NOT APPLICABLE**  
**C-21ST CENTURY COMMUNITY LEARNING CENTER**

**O-OTHER**  
**P-PRIVATE PRE-SCHOOL**  
**PS-PUBLIC PRE-SCHOOL**

**PARENT/GUARDIAN INFORMATION**

**Living With:**

**A-ALONE**                      **F- FATHER ONLY**                      **I-INSTITUTION**                      **P-BOTH PARENTS**  
**D-FATHER & STEPMOTHER**                      **G-GRANDPARENTS**                      **L-LEGAL GUARDIAN**                      **S-SPOUSE**  
**E- MOTHER & STEPFATHER**                      **H-HOMELESS**                      **M-MOTHER ONLY**                      **T-FOSTER PARENTS**

**Parent/Guardian Name:** \_\_\_\_\_ **Language Spoken at Home:** \_\_\_\_\_

**Parent/Guardian Address Information:**

Mailing Address:

911 Address:

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

**City:** \_\_\_\_\_ **City:** \_\_\_\_\_

**State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **Cell Phone:** \_\_\_\_\_

**Parent/Guardian Workplace 1:**

**Parent/Guardian Workplace 2:**

**Employer:** \_\_\_\_\_ **Employer:** \_\_\_\_\_

**Work Phone:** \_\_\_\_\_ **Work Phone:** \_\_\_\_\_

**Parent/Guardian E-mail Address 1:** \_\_\_\_\_

**Parent/Guardian E-mail Address 2:** \_\_\_\_\_

**EMERGENCY CONTACT INFORMATION**

**Contact 1 Name:** \_\_\_\_\_ **Contact 2 Name:** \_\_\_\_\_

**Contact 1 Phone:** \_\_\_\_\_ **Contact 2 Phone:** \_\_\_\_\_

**Physician:** \_\_\_\_\_ **Physician:** \_\_\_\_\_

**Physician Phone:** \_\_\_\_\_ **Physician Phone:** \_\_\_\_\_

Please list any other concerns for this child: \_\_\_\_\_

\_\_\_\_\_

Parent/Guardian Signature

Date

**SMART CORE INFORMED CONSENT FORM  
(GRADUATING CLASS OF 2010, 2011, 2012, AND 2013)**

**Name of Student:** \_\_\_\_\_  
**Name of Parent/Guardian:** \_\_\_\_\_  
**Name of District:** \_\_\_\_\_  
**Name of School:** \_\_\_\_\_

Smart Core is Arkansas’s college- and career-ready curriculum for high school students.

College- and career-readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college- and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations. Smart Core *is the foundation* for college- and career-readiness. All students should supplement with additional rigorous coursework within their career focus.

Successful completion of the Smart Core curriculum is one of the eligibility requirements for the Arkansas Academic Challenge Scholarship. Failure to complete the Smart Core curriculum for graduation *may* result in negative consequences such as conditional admission to college and ineligibility for scholarship programs.

Parents or guardians may waive the right for a student to participate in Smart Core and to instead participate in the Core curriculum. The parent must sign the separate Smart Core Waiver Form to do so.

**SMART CORE CURRICULUM**

**English – 4 units**

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

**Mathematics – 4 units**

- Algebra I or Algebra A & B (Grades 7-8 or 8-9)
- Geometry or Investigating Geometry or Geometry A & B (Grades 8-9 or 9-10)
- Algebra II
- Fourth Math--Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III or an Advanced Placement mathematics  
(Comparable concurrent credit college courses may be substituted where applicable.)

**Natural Science – 3 units with lab experience chosen from:**

- Physical Science
- Biology or Applied Biology/Chemistry
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

**Social Studies – 3 units**

- Civics or Civics/American Government – 1 unit
- World History – 1 unit
- U.S. History – 1 unit

**Oral Communications – ½ unit**

**Physical Education – ½ unit**

**Health and Safety – ½ unit**

**Fine Arts – ½ unit**

**Career Focus – 6 units**

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core curriculum and am choosing the Smart Core curriculum for my child.

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School Official Signature**

\_\_\_\_\_  
**Date**

**SMART CORE INFORMED CONSENT FORM  
(GRADUATING CLASS OF 2014 AND AFTER)**

**Name of Student:** \_\_\_\_\_  
**Name of Parent/Guardian:** \_\_\_\_\_  
**Name of District:** \_\_\_\_\_  
**Name of School:** \_\_\_\_\_

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**Natural Science – 3 units with lab experience chosen from:**

- Physical Science
- Biology or Applied Biology/Chemistry
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

**Social Studies – 3 units**

- Civics – ½ unit
- World History – 1 unit
- U.S. History – 1 unit

**Oral Communications – ½ unit**

**Physical Education – ½ unit**

**Health and Safety – ½ unit**

**Economics – ½ unit** (may be counted toward Social Studies or Career Focus)

**Fine Arts – ½ unit**

**Career Focus – 6 units**

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\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School Official Signature**

\_\_\_\_\_  
**Date**



**SMART CORE WAIVER FORM  
(GRADUATING CLASS OF 2010, 2011, 2012, AND 2013)**

**Name of Student:** \_\_\_\_\_  
**Name of Parent/Guardian:** \_\_\_\_\_  
**Name of District:** \_\_\_\_\_  
**Name of School:** \_\_\_\_\_

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Parents or guardians may waive the right for a student to participate in Smart Core. By signing this Smart Core Waiver Form, you are waiving your student's right to Smart Core and are placing him or her in the Core Curriculum.

**CORE CURRICULUM**

**English – 4 units**

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

**Mathematics – 4 units**

- Algebra I or its equivalent
- Geometry or its equivalent
- All math units must build on the base of algebra and geometry knowledge and skills.

\*\* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

**Science – 3 units**

- At least one unit of Biology
- At least one unit of a physical science

**Social Studies – 3 units**

- Civics – ½ unit
- World History – 1 unit
- U.S. History – 1 unit

**Oral Communications – ½ unit**

**Physical Education – ½ unit**

**Health and Safety – ½ unit**

**Fine Arts – ½ unit**

**Career Focus – 6 units**

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core curriculum and am choosing to waive the Smart Core curriculum for my child. I understand the potential negative consequences of this action as outlined on this form.

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School Official Signature**

\_\_\_\_\_  
**Date**

**SMART CORE WAIVER FORM  
(GRADUATING CLASS OF 2014 AND AFTER)**

**Name of Student:** \_\_\_\_\_  
**Name of Parent/Guardian:** \_\_\_\_\_  
**Name of District:** \_\_\_\_\_  
**Name of School:** \_\_\_\_\_

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**Career Focus – 6 units**

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\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School Official Signature**

\_\_\_\_\_  
**Date**

# TRANSCRIPT REQUEST FORM

*Please write CLEARLY, as request can NOT be processed if writing is not legible.*

**Faxed Transcript (cost is \$5.00)**

**Unofficial Transcript (cost is \$3.00)**

**Official Transcript (cost is \$5.00)**

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

**Name (AT TIME OF ATTENDANCE AT WMHS):** \_\_\_\_\_

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

Contact Phone Number: \_\_\_\_\_

<p>Please check <b>ONLY ONE</b> of the following:</p> <p>1. <input type="checkbox"/> Current Student/ Grade _____</p> <p>2. <input type="checkbox"/> Graduate/Year _____</p> <p>3. <input type="checkbox"/> Did not graduate Last year attended _____</p>	<p>Request for: (Please check each one you are requesting)</p> <p><input type="checkbox"/> Transcript</p> <p><input type="checkbox"/> Shot Record</p> <p><input type="checkbox"/> ACT scores</p> <p><input type="checkbox"/> Other _____</p>
---	--

Will Pick Up (Transcripts to be picked up will be ready the **FOLLOWING DAY**)

Please FAX

Fax #: \_\_\_\_\_

Attn: \_\_\_\_\_

Please Mail to: \_\_\_\_\_

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

**ARE YOU INTERESTED IN BECOMING A  
PARTNER IN YOUR SON/DAUGHTER'S EDUCATION?**

**JOIN PARENTS INVOLVED (PI)**

**PARENT'S NAME** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

**HOME PH. #** \_\_\_\_\_

**WORK PH. #** \_\_\_\_\_

**E-MAIL ADDRESS** \_\_\_\_\_

**NAME AND GRADE  
OF CHILD(REN)  
AT WMHS** \_\_\_\_\_  
\_\_\_\_\_

Parents Involved (PI) is an organization that works closely with and supports teachers as they provide for needs of students. Please check the areas you would like to help

- \_\_\_ Help with club activities
- \_\_\_ Prepare food for special occasions
- \_\_\_ Help serve dinner at parent/teacher conferences
- \_\_\_ Coordinate activities to acknowledge achievements
- \_\_\_ Sunshine Committee (birthday cake, cards, etc)
- \_\_\_ Coordinate incentives for positive behavior of students
- \_\_\_ Other (Please be specific) \_\_\_\_\_

**West Memphis School District  
Parent Survey  
2012-2013**

School Name: West Memphis High School  
Please circle yes or no to the following questions.

1. Up-to-date instructional tools (books, computers, videos, etc.) are used effectively in the school.	Yes	No
2. The school provides programs that challenge my child.	Yes	No
3. The school educates the staff in the importance of effective communication, and the value and utility of the contributions of parents.	Yes	No
4. Administrators in this school are available for conferences when needed.	Yes	No
5. Information related to school and parent programs is sent to the extent practical in a language I can understand.	Yes	No
6. The school quickly informs me about problems and needs of my child.	Yes	No
7. Students and parents are respected and treated fairly.	Yes	No
8. The school coordinates and integrates parent involvement programs and activities.	Yes	No
9. The school provides materials and training to help me work with my child to improve academic achievement.	Yes	No
10. The school provides opportunities for volunteers to be involved in the school and provides other reasonable support for parental involvement activities.	Yes	No
11. The school provides assistance to me in understanding the content of standards and assessments and how to monitor my child's academic progress.	Yes	No

## West Memphis Senior High School Parent/Student Updated Demographic Form

This form must be completed by the parent, guardian, or person in loco parentis. This information will be used when a student accumulated ten *(3-10) days* of absences per semester. When a student has accumulated excessive absences the parent, guardian or person in loco parentis will be contacted *by phone, home visit, and/or a letter* will be sent by mail with a return address on the envelope. All letters will be sent to the address listed on the student's enrollment card or this updated form. This will insure that all persons involved are aware of the district's attendance policy and the actual number of days the student has missed to date. It is imperative for each student to have correct parental contact information.

**SECTION I – STUDENT/PARENT INFORMATION:** (To be completed by Parent or Legal Guardian Only)

Student's Name: _____	Gender: _____	Grade: _____
Parent Information: Name: _____ Phone #: _____ Alternative contact: _____ Address: _____ _____	Parent Information: Name: _____ Phone #: _____ Alternative contact: _____ Address: _____ _____	

***This form must be completed by Parent or Legal Guardian Only and returned back to WMHS***

# CLASS of 2013 SCHOLARSHIPS

**All applications are available from the guidance office unless otherwise noted.**

Name of Scholarship	Description of Scholarship Requirements	Application deadline
Horatio Alger Scholarship	Must intend to pursue a four-year degree, have financial need, be involved in extracurricular activities and community and have at least a 2.0 GPA. Apply at <a href="http://www.horatioalger.org/scholarships">www.horatioalger.org/scholarships</a>	October 25
Coca-Cola Scholars	Plan to pursue a degree at an accredited post-secondary institution and have a 3.0 GPA. Apply online at <a href="http://www.coca-colascholars.org">www.coca-colascholars.org</a>	October 31
Voice of Democracy	A script-writing contest open to all 9-12th grade students. You must submit a 3-5 minute essay written then recorded on tape or CD. The first place state winner will receive \$3,000 and an all-expense paid trip to Washington, DC to compete for the national title. *See Mrs. Johnson for more information.	November 1
Ron Brown Scholarship	Must be a highly motivated African-American student who demonstrates academic excellence and leadership ability, participates in community service and has financial need. Apply online at <a href="http://www.ronbrown.org">www.ronbrown.org</a> .	November 1
Prudential Spirit of Community Award	Performed volunteer work over the past year. Apply online at <a href="http://www.prudential.com/community/spirit">www.http://www.prudential.com/community/spirit</a> .	November 6
Hagan Scholarship Foundation	Must have at least a 3.5 GPA, 23 ACT, and plan to enroll in college in the Fall 2013. Go to <a href="http://www.hsfmo.org">www.hsfmo.org</a> to download an application.	November 15
Elks Most Valuable Student Scholarship	Available for on-line application after September 1. Criteria for awarding a total of 500 scholarship is based on scholarship, leadership and financial need. A completed application, including test scores, transcript, recommendation, signatures and parental financial information must be submitted. Visit <a href="http://www.elks.org/enf/scholars">www.elks.org/enf/scholars</a> for more information	December 7
NFIB Young Entrepreneur Award	Graduating seniors who operate their own small business are eligible. Apply online at <a href="http://www.NFIB.com/YEA">www.NFIB.com/YEA</a>	December 17
Thea Foundation Scholarship Program	For students who excel in creative writing, film, performing arts, poetry and visual arts. Audition/submission of work is required. You can only apply for one category. GPA and test scores do not factor into scholarship consideration. Go to <a href="http://theafoundation.org/scholarship">http://theafoundation.org/scholarship</a> for more info.	January 15
Gates Millennium Scholars	Must be African-American, American Indian, Asian Pacific Islander, or Hispanic; have an overall GPA of at least 3.3; have demonstrated leadership abilities through participation in community service, extracurricular activities or other activities; meet Pell grant eligibility criteria. Apply online at <a href="http://www.gmsp.org">www.gmsp.org</a>	January 16

**Looking for more scholarships?**

Be sure to visit scholarship search websites, like [www.fastweb.com](http://www.fastweb.com).

Also, colleges award scholarships. Most colleges have a separate application for scholarships, so be sure to apply for those as well!

# CLASS OF 2013

Issue II

October 4, 2012

## NEWSLETTER

### NOW IS THE TIME TO.....

**Plan to attend an ACT Prep Session!** If you are registered for the October ACT, check with Mrs. J. Smith, Mrs. McDugle or Mrs. Johnson regarding prep sessions.

#### Plan to attend College Night!

Monday, October 15 5:30-7:30pm

Lehr Arena

Here is a list of recruiters who will be present so far:

Arkansas State University	Southwest TN Comm. College
ASU J-ROTC Department	Univ of AR- Fayetteville
Baptist College of Health Sciences	Univ of AR- Fayetteville College of Engineering
Bethel University	Univ of AR- Fayetteville Office of Diversity Affairs
Christian Brothers University	University of AR- Monticello
Crowley's Ridge College	University of AR- Pine Bluff
Henderson State University	University of Memphis
Hendrix College	University of the Ozarks
Lyon College	Williams Baptist College
Memphis Electrical JATC	
Mid-South Community College	Military:
Ouachita Baptist University	Air Force
Philander Smith College	Marines

### 2012-2013 ACT TEST DATES

Test date: December 8  
Register by Nov. 2

Cost of registration: \$35

You may qualify to take the ACT for free if

\*Your family receives public assistance

\*You are a foster child

\*You participate in Upward Bound

\*Your family income meets certain guidelines

-Fee waiver applications are available in the guidance office

**IF YOU PLAN TO GO TO COLLEGE, YOU NEED TO TAKE THE ACT AS MANY TIMES AS POSSIBLE. THE HIGHER THE SCORE, THE MORE COLLEGE CHOICES YOU HAVE AND THE BETTER SCHOLARSHIP PACKAGE YOU WILL GET!!!!**

### IMPORTANT DATES TO REMEMBER

Thursday, October 4	Senior College/ ASVAB Testing Day
Tuesday, October 9 During your lunch	NCAA Clearing-house meeting for all athletes
Wednesday, October 10 3:30 pm	ACT workshop sponsored by U of A- Fayetteville
Monday, October 15 5:30-7:30 pm	College Night Lehr Arena
Tuesday, October 23 2nd and 3rd period	Grandparents' Day Breakfast *Sign up by October 17 in the guidance office
Thursday, October 25 Both lunches	Arkansas State University Rep in the open theater
Saturday, October 27	ACT Exam *Be sure to bring:  Admission ticket Picture ID Pencils Calculator



## FOR PARENTS

Common standards are good for parents because:

- They help parents understand what students need to know and be able to do at each step in their education.
- They help facilitate conversation between teachers and parents about how to help their children reach those education goals.
- They assure parents that their children have access to the same high-quality education other students receive in other parts of the country.

While most parents think their children are receiving a quality education, the majority of American students are falling behind their international counterparts. By the end of 8<sup>th</sup> grade, U.S. students are two years behind in the math being studied in other countries. Even our top math students rank 25<sup>th</sup> out of 30 when compared with the best students across the globe. The U.S. is currently ranked 17<sup>th</sup> among nations in high school graduation and 14<sup>th</sup> in college graduation. In today's economy, all students must compete with not only American peers in other states, but with students from around the world. The Common Core State Standards are designed to prepare students to succeed in this environment. The standards are evidence- and research-based, aligned with college and work expectations, include rigorous content and skills, and are informed by other top performing countries. They were developed in consultation with teachers and parents from across the country, so they are also realistic and practical for the classroom.

The new standards focus on core conceptual understandings and processes, thus enabling teachers to take the time needed to teach concepts and processes well and to give students the opportunity to really master them. With students, parents and teachers all on the same page and working together for shared goals, we can help ensure students make progress each year and graduate from school prepared to succeed and build a strong future for themselves and the country.

Common Core will facilitate conversations among parents, teachers, and children about high-level academic learning goals. Because common standards define exactly what students should know and be able to do at each grade level, they will help parents hold their schools accountable for teaching students critical content and skills needed for success.

In an increasingly mobile society, families with children transferring to new schools will not have to adjust to new learning expectations. Standards will be the same for all students in states adopting Common Core, making transitions smoother for students. The standards will provide more clarity about and consistency in what is expected of student learning across the country.

## FOR STUDENTS

Common standards are good for students because:

- They help prepare students with the knowledge and skills they need to succeed in college and careers.
- They give students more time to focus on depth of understanding topics being covered.
- Clear standards help students realize what is expected of them and allow them to engage in self-directed learning.

## *Common Core State Standards Implementation Timeline for Arkansas Public Schools*

2010-2011 School Year	Districts Develop Transition Plan	ADE Shares Resources and Provides PD	State Assessments Reflect AR Curriculum Frameworks
2011-2012 School Year	Common Core State Standards Grades K-2	ADE Shares Resources and Provides PD	State Assessments Reflect AR Curriculum Frameworks
2012-2013 School Year	Common Core State Standards Grades 3-8	ADE Shares Resources and Provides PD	State Assessments Reflect AR Curriculum Frameworks
2013-2014 School Year	Common Core State Standards Grades 9-12	ADE Shares Resources and Provides PD	Pilot New Assessment System
2014-2015 School Year	Common Core State Standards Grades K-12	Full Implementation of Common Core Standards	Full Implementation of New Assessment System

### **2010-2011 School Year**

- ◆ Districts develop and begin implementing a District Transition Plan, updating as needed.
- ◆ Arkansas Department of Education shares available resources and provides professional development opportunities for teachers and administrators.
- ◆ State assessments reflect the Arkansas Curriculum Frameworks.

### **2011-2012 School Year**

#### IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS IN GRADES K-2

- ◆ Arkansas Department of Education continues to share available resources and provide professional development opportunities for teachers and administrators.
- ◆ State assessments reflect the Arkansas Curriculum Frameworks.

### **2012-2013 School Year**

#### IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS IN GRADES 3-8

- ◆ Arkansas Department of Education continues to share available resources and provide professional development opportunities for teachers and administrators.
- ◆ State assessments reflect the Arkansas Curriculum Frameworks.

### **2013-2014 School Year**

#### IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS IN GRADES 9-12

- ◆ Arkansas Department of Education continues to share available resources and provide professional development opportunities for teachers and administrators.
- ◆ Pilot new assessment system aligned to the Common Core State Standards.

### **2014-2015 School Year**

#### FULL IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS AND NEW ASSESSMENT SYSTEM IN GRADES K-12

# Resources for Schools: 2012-2013

*The Arkansas Department of Education is pleased to offer the following resources as free options for Arkansas educators. Use of these resources is completely optional.*

1. Arkansas Traveler portal is available to any Arkansas teacher at: [www.library.arkansas.gov/traveler](http://www.library.arkansas.gov/traveler)

## Arkansas Traveler Student Resources –Elementary & Middle School

[Early World of Learning](#) (World Book)

[Kids Search](#) (EBSCO) searches of Middle Search Plus, Primary Search, Newspaper Source, TOPICSearch, EBSCO Animals, & Funk & Wagnall’s New World Encyclopedia together

[Middle Search](#) (EBSCO)

[Primary Search](#) (EBSCO)

[Searchasaurus](#) (EBSCO) access to Middle Search Plus, Primary Search, Encyclopedia of Animals, a general dictionary and encyclopedia in a single search

[TOPICsearch](#) (EBSCO)

[World Book Kids](#)

[World Book Student](#)

[Novelist K-8](#)--A fiction database that contains enhanced subject access for over 70,000 fiction titles aimed at the elementary and middle school students with full-text reviews

## Arkansas Traveler Student Resources - Junior High and Up

[African-American Experience](#) (ABC-Clio)

[American Indian Experience](#) (ABC-Clio)

[Latino-American Experience](#) (ABC-Clio)

[Discovering Collection](#) (Gale)

[MAS Ultra School Edition](#) (EBSCO) magazines and reference materials

[Middle Search](#) (EBSCO)

[Student Research Center](#) (EBSCO) simultaneous searching of Middle Search Plus, MAS Ultra School Edition, Newspaper Source, TOPICSearch and Health Source – Consumer Edition

[TOPICsearch](#) (EBSCO)

[World Book Advanced](#)

[Novelist K-8](#)--A fiction database that contains enhanced subject access for over 70,000 fiction titles aimed at the elementary and middle school students with full-text reviews

[English Language Learning Reference Center](#) multi-purpose information resource for middle/high school students new to the English language, covers Science, History, Civics, Life Skills and Literature – and is written in an age appropriate interest level, using vocabulary and simplified structure helpful to non-native speakers

[eBook Collections – 159 titles plus an additional 21 sets of multi-volume reference books](#)

2. [Encyclopedia of Arkansas History and Culture](#), a free, authoritative source of information about the rich history, geography, and culture of Arkansas.
3. [Arkansas History Hub](#), lesson plans and tools for teaching Arkansas History.

## Britannica Resources for Implementing CCSS

*(These are not on the Traveler Portal and must be accessed directly from their Web sites.)*

<p>This set of resources may require a password for home use. Most school librarians have this information. If your school does not, please email <a href="mailto:Edsupport@eb.com">Edsupport@eb.com</a> to get it.</p>	<ol style="list-style-type: none"> <li>4. <a href="#">Image Quest</a>: Over 2 million rights-cleared images, downloadable and automatically cited.</li> <li>5. <a href="#">SmartMath</a>: Adaptive Math Practice for grades K-8 with 81 math topics to choose from in an engaging game-like interface with a built in rewards system.</li> <li>6. <a href="#">Pathways Science</a>: 100 Online Lessons, each covering a commonly held misconception, interactive approach to the Scientific Method, supports NGSS, valuable STEM resource, printable teacher materials.</li> <li>7. <a href="#">21st Century Explorer</a>: Differentiated instruction for middle and high school students reading below grade level using age appropriate materials.</li> <li>8. <a href="#">Britannica Online Encyclopedia</a>: Thousands of articles, downloadable videos, online lessons correlated to CCSS, STEM resources, journal and magazine articles.</li> </ol>
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9. [SAS Curriculum Pathways](#): Multimedia online lessons for grades 6-12 in math, science, social studies, Spanish and English language arts, aligned to CCSS and Arkansas Frameworks.
10. [Arkansas Digital Sandbox](#) connects technology and curriculum in a safe and secure social networking environment. It is a way to collaborate, store, and share multi-media in a closed, social learning network. All students and educators in Arkansas have an Arkansas Digital Sandbox Account.
11. [Arkansas Moodle](#), professional development targeted to the big shifts in Common Core, asynchronous online courses with virtual learning groups. Specific courses to be announced.
12. [Arkansas IDEAS](#), equitable access to high-quality, online professional development for all licensed educators in Arkansas
  - a. [Catalog](#) of over 800 free online PD courses for 2012-13
  - b. [Common Core Arkansas](#), Common Core Institutes and sessions, including videos and supporting materials.
  - c. [PBS Teacherline](#), a wide array of professional development online courses for PreK-12 educators

13. [Arkansas iTunes U](#), a library of educational content for educators and students
14. [PENDA](#), an engaging way to learn science and math for grades 4-10. It will be set up in a similar way as Arkansas Digital Sandbox. Email [jbazano@pendalearning.com](mailto:jbazano@pendalearning.com) to get a free training account and directions on how to set up your class to use it.
15. [ExploreLearning Gizmos](#) – highly, interactive online simulations that help students develop a true understanding of mathematical topics and the “how” and “whys” behind them. With Gizmos, students don’t just read or listen and watch, they learn by manipulating key variables and working with multiple visual representations. Gizmos, designed to supplement your existing curriculum, are correlated to state curriculum standards, the Common Core standards, and over 300 textbooks, making them easy to integrate into your instructional program. **They are now available free to all Algebra I teachers in Arkansas.** To receive your account, send your name, school and district to [Arkansas@explorellearning.com](mailto:Arkansas@explorellearning.com).



## West Memphis School Cafeterias

P. O. Box 1426

West Memphis, AR 72303

870-735-8220

*Carol Gean*  
Director

### **Healthy Changes in Our School Cafeterias!**

Dear West Memphis School District families,

This fall, School Nutrition Programs nationwide are meeting tough new federal nutrition standards for school meals, ensuring that meals are healthy and well-balanced and provide students all the nutrition they need to succeed at school. Now is a great time to encourage your kids to choose school lunch!

School meals offer students milk, fruits and vegetables, proteins and grains, and they must meet strict limits on saturated fat and portion size. Starting in School Year 2012-2013, school lunches will meet additional standards requiring:

- Age-appropriate calorie limits
- Larger servings of vegetables and fruits (students must take at least one serving of produce)
- A wider variety of vegetables, including dark green and red/orange vegetables and legumes
- Fat-free or 1% milk (flavored milk must be fat-free)
- More whole grains
- And less sodium

We are always working to offer West Memphis students healthier and tastier choices. We had already begun incorporating healthier options by reducing fat and offering more fruits and vegetables in preparation for the new nutrition standards. The principal objective of the child nutrition program is to serve an attractive, nutritious meal to the greatest number of students. It is hoped that in doing so we will contribute to the education of the students by making them aware of well-balanced menus and aiding in the establishment of good eating habits. School meals are a great value and a huge convenience for busy families too! We look forward to welcoming your children to the cafeteria this fall.

Thank you,

*Carol Gean*

Carol Gean, Child Nutrition Director  
West Memphis School District

# Tardy System

## Consequences for Excessive Tardies

6 tardies--Saturday School  
7 tardies--Saturday School  
8 tardies--Saturday School

9 tardies--ISS for 1 day  
10 tardies--ISS for 2 days  
11 tardies--ISS for 3 days  
12 tardies--ISS for 4 days

**13 tardies or more  
(See Administrator)**

## Saturday School Assigned for No ID

# West Memphis High School

2012-2013

## *Attendance Project*

1. Send out a attendance survey to all faculty and staff members on campus
2. Set-up **Blackboard Connect** call system to make daily calls to parents daily
  - ❖ Call at **12:00 PM**
  - ❖ Call at **6:30 PM**

**Note:** Send out practice run 1<sup>st</sup> week of school.

- ❖ Provide updated parental demographic forms to be attach to parent viewer forms in office.
- ❖ Have all parents fill out updated demographic form for all students
  - 10<sup>th</sup> grade Orientation
  - Send forms home with all other students, followed by Blackboard Connect contact.
  - Check with Mr. Collins about incentives for student correct updated information – **\$\$\$\$ FUNDING \$\$\$\$**
  - Incentives:
    1. Student receives 50 points for correctly filling out free/reduce lunch form.
    2. Student receives 50 points for correctly filling out updated demographic form.
    3. Movie/Snack day for whole class 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> each nine week.

**Note:** Check with Sergeant Sims for food & drinks for movie day

4. Season ticket for last part of football and beginning of basketball season.

**Note:** Do a drawing for season tickets each nine weeks



3. Involve Juvenile Department to get parent/student in front of judge for violation of the Compulsory Attendance Act.
4. Placing strong emphasis on teachers taking roll the first 5 minutes of class daily.
5. Revised procedure for homebound students for secretaries
  - ❖ Secretary complete Medical Homebound Instruction Form
  - ❖ Secretary complete Medical Homebound Assignment Form
    - Provide copy for grade level counselor
    - Provide copy for Mr. Blair, Attendance Officer
    - Provide copy for Dr. Quarrels
    - Provide copy for Dr. Quarrels & Mr. Rooks for special service students.
    - Provide copy of Homebound Student and/or Parent with copies of Work Information and Medical Homebound Instruction Form
  - ❖ Monitor attendance by completing a Homebound Monthly Report
  - ❖ Turn in a Bi-Weekly Attendance Report
    - Provide copy for Mr. Blair
    - Provide copy for Dr. Quarrels
6. Mr. Blair's procedure for students attendance
  - ❖ Look over the list of students on the Medical Homebound Instruction Form provided by secretaries.
  - ❖ Check weekly for students with return attendance letter in the office
  - ❖ Do a follow up on student return attendance letters
    - Parent contact by phone
    - Parent contact by home visits
    - Follow-up with utilities office for correct address

- Set-up parent conference with both parent and student to fill out an updated Demographic Attendance Form.
  - ❖ Meet weekly with Dr. Quarrels about at risk that has accumulated excessive absences.
  - ❖ Turn in Bi-Weekly Attendance Report Form to Dr. Quarrels
7. Administrator's procedure for student suspended and/or arrested.
- ❖ Fill our School Police Report Form for all students arrested
8. Mr. Rooks sign-off on Medical Homebound Assignment Form for special service students.

# West Memphis High School

2012-2013

## *Attendance Overview*

1. Attendance survey to all faculty and staff members on campus
2. Set-up **Blackboard Connect** call system to make daily calls to parents daily
  - a. Call at **12:00 PM**
  - b. Call at **6:30 PM**

**Note:** Send out practice run 1<sup>st</sup> week of school.

3. Have all parents fill out updated demographic form for all students
  - a. 10<sup>th</sup> grade Orientation
  - b. Send forms home with all other students, followed by Blackboard Connect contact.
  - c. Incentives:
    - Student receives 50 points for correctly filling out free/reduce lunch form.
    - Student receives 50 points for correctly filling out updated demographic form.
    - Movie/Snack day for whole class 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> each nine week.
    - Season ticket for last part of football and beginning of basketball season.

**Note:** Drawing for athlete season tickets each nine weeks

4. Placing strong emphasis on teachers taking roll the first 5 minutes of class daily.
5. Revised procedure for homebound students for secretaries
  - ❖ Secretary will provide teacher with assignment form for students to begin the homebound process. (***Please send work every week regardless of work not turn-in back to you.***)

**Note:** Teacher must return assignment form back to grade level secretary

- ❖ 10<sup>th</sup> grade Mrs. Bornemeier
- ❖ 11<sup>th</sup> grade Ms. Hazley
- ❖ 12<sup>th</sup> grade Ms. Warford

6. Provide school business list to grade level secretary (**10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup>**)

# The Importance of School Attendance

- ◆ Efforts to improve school attendance are an integral part of the larger school reform picture.
- ◆ Safe and healthy schools – ones that employ a challenging curriculum and reinforce high expectations for academics, behavior, and social responsibility – are schools that motivate students to attend.
- ◆ There is a vital link between effective educational strategies and student attendance rates.
- ◆ The No Child Left Behind Act of 2001 requires the development and implementation of a Uniform Information and Reporting System in every state.
- ◆ Truancy rates are a key performance indicator required to be reported at the state level and on a school-by-school basis.

## What Is Truancy?

At its most basic, truancy means unexcused absence from school. However, there is an important distinction between *truants* and *chronic truants*. A student displays truant behavior with a single unexcused absence from school, but a student needs to reach or surpass a certain number of unexcused absences to be considered a chronic truant. It is this latter category that most people typically think of when considering the issue of truancy.

Yet there is no standard level of absenteeism that constitutes truancy (or chronic truancy). Instead, the definition varies from state to state, and even from division to division and school to school. However, the federal government is currently taking strides to rectify this situation.

The law does not define a truant specifically but does define a child who is habitually and without justification absent from school as a "child in need of supervision" when certain other conditions are met. In the absence of a legal definition, the Department of Education is using a proxy measure to report truancy: the number of students with whom a conference was scheduled after the student had accumulated six absences during the school year, in accordance.

## Dimensions of Absenteeism

It is important to look at two dimensions of absenteeism: missing full days of school and missing some classes, but not others.

### Three Levels of Attendance Intervention

<p style="text-align: center;"><b><i>Legal Intervention:</i></b></p> <p>Enforcing laws.</p>
<p style="text-align: center;"><b><i>Early Intervention:</i></b></p> <p>Reducing barriers to attendance.</p>
<p style="text-align: center;"><b><i>Prevention:</i></b></p> <p>Establishing expectations and positive school climate.</p>
<p style="text-align: center;"><i>"Truancy is not the problem -- it's an indicator of other problems. When students aren't in school, we need to understand why they stay away before we can effect solutions."</i></p> <p><small>- Safe Schools and Violence Prevention Office, California Department of Education</small></p>

### Risk and Protective Factors

Truancy is a multifaceted problem; while there are some clear school-related variables that contribute to truant behavior among students, such behavior has also been linked with problems in other domains. According to the Office of Juvenile Justice and Delinquency Prevention, correlates of truancy fall into the following categories:

- ◆ **School factors** include issues related to the overall climate, such as a school's size and the attitudes of administrators, teachers, and other students, as well as the degree to which a school is flexible in meeting the diverse cultural and learning styles of students.

Another important factor is the manner in which a school deals with truancy among

students: Are clear procedures in place and consistently enforced? Do such procedures have meaningful consequences for students?

- ◆ **Family factors** include lack of parent supervision and/or guidance, poverty, substance abuse in the home, domestic violence, lack of familiarity with school attendance laws, and varied education priorities.
- ◆ **Economic factors** include employment among students as well as students who live in single parent households, have parents with multiple jobs, and whose families lack affordable transportation and/or childcare.
- ◆ **Student factors** include substance use, limited social and emotional competence, mental health problems, poor physical health, and lack of familiarity with school attendance laws. Rather than comprising a fifth category, **community variables** -- which are clearly important when looking at the problem of truancy among youth -- are reflected throughout the four categories above.

*For example*, economic conditions and culturally-based attitudes toward education (mentioned under family factors) could easily be considered community-related variables.

*"Young people with strong, supportive relationships with families, friends, school, and community are invested in or committed to achieving the goals held by these groups. They are bonded to these groups. Young people who are bonded are less likely to do things that threaten that bond -- such as use drugs, become violent, or commit crimes."*

- National Council on Crime and Delinquency and Developmental Research and Programs, Inc., *Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders*

## **Barriers to School Attendance**

The following are known barriers to student attendance:

- Associating with the wrong kinds of friends
- Feeling resentment toward authority
- Putting time into a job to earn money for themselves or for their families
- Using drugs or alcohol

- Having problems relating to people
- Being the victim of bullying
- Feeling little support or experiencing conflict at home
- Believing the school doesn't offer interesting, challenging, or rewarding classes or activities
- Falling behind others in math or reading skills and skipping classes when not doing well, thereby perpetuating a lack of skills and a tendency to avoid school
- Experiencing personal barriers, such as language problems, racial or cultural conflicts, embarrassment because of a lack of suitable or clean clothing, or teen pregnancy
- Being held back a grade or more
- Being suspended or expelled
- Having transportation problems
- Fearing community violence

## **Causes of Truancy**

The literature consistently groups the causes of truancy into four categories with many contributing variables: 1) Student demographics; 2) Family characteristics; 3) Student's personal or psychological factors; 4) School climate including attachment to teachers, feelings of physical safety, as well as the effect of specific truancy policies.

Student demographics. Rates of truancy have been found to be higher among males, minorities, urban youth, low income families, children living with only one parent, children from large families, and children whose parents do not have high school degrees. Not surprisingly, rates of truancy increase as children get older (Baker, et al., 2001; Corville-Smith, Ryan, Adams, & Dalicandro, 1998; Jenkins, 1995).

Family characteristics. Demographic factors alone cannot adequately predict which children will attend school regularly and which will have poor attendance. Parental attention certainly has an effect on children's school attendance. Parent involvement with school and homework

correlates with students having better attendance records (Corville-Smith, et al., 1998; Jenkins, 1995).

Personal or psychological factors. Students' psychological traits have an enormous influence over their daily decisions regarding whether to attend or skip school (King & Bernstein, 2001). Corville-Smith, Ryan, Adams, and Dalicandro (1998) found that truant students were less likely to perceive school experiences favorably and less likely to feel competent in the classroom. These students were more likely to experience family conflict and to feel academically inferior.

School climate. How students feel about their relationships at school is represented by the concept of "school attachment". A school's learning atmosphere or climate and discipline policies have an effect on school attachment among students. When a student feels an attachment to school through a web of relationships with other students, teachers, or a caring adult, it can help overcome many of the causes of truancy (Jenkins, 1995).

## **Consequences of Truancy**

Many studies describe the consequences of truancy:

- A study conducted in Florida on predicting which students would eventually drop out of high school found that the combination of increased absences and low grades was a significant predictor of early school termination (Morris, Ehren, & Lenz, 1991).
- A small school district in Kentucky showed that graduation rates could be radically improved by addressing truancy effectively. They achieved a 100 percent graduation rate three years in a row, attributing the success to a truancy reduction program (Beem, 2002).
- One study among 10th graders in Michigan found that truancy was the only statistically significant predictor of all the negative behaviors studied: cigarette use, alcohol use, binge drinking, and marijuana use (Bryant & Zimmerman, 2002).



- Cross-sectional and longitudinal studies cited by Epstein & Sheldon (2002) show that students who are more often absent beginning as early as first grade are those students who eventually drop out of school. The pattern of absenteeism increases throughout a students' school attendance history.
- The Study Group on Serious and Violent Juvenile Offenders found that academic failure beginning in late elementary school and lack of commitment to school, for which school attendance was used as one measure, are risk factors for health and behavior problems (Catalano, Loeber, & McKinney, 1999).
- Larger studies confirm these finds. Data from a national adolescent health survey of thousands of seventh to twelfth graders attending 134 schools nationwide found that "frequent problems with school work," is a common trait among truant youth and is predictive of every health risk studied - cigarette, alcohol and drug use; weapon related violence; suicidal thoughts or attempts; and early intercourse (Blum, et al., 2000). The authors concluded, "school failure is a public health problem."

*"What goes on in the classroom is key to keeping kids from becoming disenchanted with school. It doesn't matter whether you have 20 or 30 kids in a class. It doesn't matter whether the teacher has a graduate degree. What matters is the environment that a student enters when he walks through the classroom door."*

- Robert Blum, M.D., Ph.D., professor and director of the University of Minnesota's Center for Adolescent Health and Development and the Add Health

## **Markers for Students' Connection to School**

In the same issue of the *Journal of School Health*, Heather Libbey (2004) examined the literature and found that researchers use a variety of methods to measure school attachment or connection, yet there were some consistent themes that seemed to be markers for students'

sense of connection at school:

- **Academic engagement.** The extent to which students are motivated to learn and do well in school.
- **Belonging.** This includes being proud of one's school, feeling respected, being able to talk to teachers, and feeling like school staff are interested in students.
- **Discipline/fairness.** The extent to which students perceive the rules of the school to be enforced fairly.
- **Liking for school.** Whether students looked forward to going to school.
- **Extracurricular activities.** Participation in out-of-school activities.
- **Student voice.** This includes, for example, opportunities for students to participate in decision making.
- **Peer relations.** This includes the presence of friends and students' feelings of loneliness.
- **Safety.** The extent to which students reported that they feel safe in school.
- **Teacher support.** The most common theme that emerged from the literature review, this includes whether students feel close to or valued by teachers and school staff.

Dear Parent/Guardian:

Our records indicate that your child, **Student** has been absent for 5 or more days from dates this school year. You should have been contacted *by phone, home visit, and/or a letter indicating that your child has missed \_\_\_days from school.* It is imperative that you make contact by phone or office to schedule a conference to discuss your child's attendance problem before returning back to school. All letters are mailed to the address listed on the student's demographic screen in *eschool*. This will insure that all persons involved are aware of the district's attendance policy and the actual number of days the student has missed to date. It is imperative for each student to have correct parental contact information.

We are requesting a parent conference concerning your child's days. Please contact Mr. Maurice Blair, Attendance Officer, at 901-503-4866 or Dr. Palmer Quarrels, Assistant Principal, at 870-735-3660.

Thank you for your cooperation.

Sincerely,

Dr. Palmer Quarrels  
Assistant Principal

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date Received

## WEST MEMPHIS SCHOOL DISTRICT MEDICAL HOMEBOUND INSTRUCTION FORM

The below named student and his/her parent, legal guardian, or surrogate parent has requested that the school district provide medical homebound instruction due to the student's inability to come to school as a result of an illness, accident, or pregnancy. The district superintendent or his/her designee must approve any student participating in a program for medical homebound instruction or hospitalized instruction. Please fully complete ALL Section as indicated.

**SECTION I – STUDENT INFORMATION:** (To be completed by school district personnel)

Student's Name: _____	Date: _____	Gender: _____	Grade: _____
Supervising Secretary: 12 <sup>th</sup>  Ms. Warford	Parent Information:  Name: _____  Phone: _____  Alternative contact: _____	Is this student classified as regular/special service?  Regular _____  Special Service _____	

**SECTION II – MEDICAL INFORMATION:** (To be completed by *Secretary*)

Medical condition that <u>prevents</u> school attendance: (Attach additional information if needed)	
Pregnancy: _____ - <b>Code (MD)</b>	Special Service Student: : _____ - <b>Code (HD)</b>
Other medical condition: _____ - <b>Code (MD)</b>	
Accident: _____ - <b>Code (MD)</b>	
Beginning date of nonattendance: ____/____/____	Projected return date: ____/____/____

**SECTION III – SPECIAL SERVICE AUTHORIZATION ONLY:** (To be signed and dated Administrator and Special Service Designee)

I certify that school officials will consider whether the student now qualifies under Section 504 of the Rehabilitation Act of 1973 or is eligible for entry into programs for children with disabilities. I further certify if this is a student with a disability in accordance with State Board of Education regulations and if the student's medical homebound placement constitutes a change of placement, an IEP committee with parental involvement will develop an individualized education program (IEP). Medical homebound services are authorized to begin on or after \_\_\_\_/\_\_\_\_/\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Special Services Designee's' Signature: \_\_\_\_\_

**WEST MEMPHIS HIGH SCHOOL  
MEDICAL HOMEBOUND ASSIGNMENT FORM**

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

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

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

Teacher's Name: \_\_\_\_\_

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1<sup>st</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

2<sup>nd</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

3<sup>rd</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

4<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

5<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

6<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

7<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

8<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

9<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

10<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

11<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

12<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

13<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

14<sup>th</sup> Assignment Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Return Date: \_\_\_\_\_

## Web sites:



West Memphis School District Web Site

<http://www.wmsd.net/>

West Memphis High School Web Site

<http://westmemphis.ar.wmh.schoolinsites.com/>



WMHS Student Handbook

<http://share.snacktools.com/A67FDC58B7A/fup86nkx>



*"Learning for Life"*

**For Parents:**

<http://www.wmsd.net/?DivisionID=4832&ToggleSideNav=>

**For Students:** <http://www.wmsd.net/?DivisionID=4836&ToggleSideNav=>



If you have any information you would like to see added to the website, please e-mail [dsmithwick@wmsd.net](mailto:dsmithwick@wmsd.net)

**WEST MEMPHIS SCHOOL DISTRICT  
SCHOOL CALENDAR  
2012-2013**



August 13,14,15,16,17	Staff Development
August 20	First Day of School
September 3	Labor Day Holiday
October 19	End First Quarter 44 Days
<b>October 29*</b>	<b>Parent/Teacher Conference</b>
November 8 & 9	Staff Development
November 22, 22, 23	Thanksgiving Holiday
December 21	End Second Quarter 40 Days
December 24-January 4	Christmas Holiday
January 7	Staff Development
January 8	Classes Resume
January 21	Martin Luther King Holiday
February 18	President's Day Holiday
March 14	End Third Quarter 46 Days
March 15	Staff Development
March 18-22	Spring Break
<b>March 28*</b>	<b>Parent/Teacher Conference</b>
March 29	Good Friday
May 27	Memorial Day Holiday
May 31	End Fourth Quarter 48 Days
May 31 -2 days for teachers or June 1	Staff Development

Total Teaching Days	178
Total Staff Development Days	10
Total Parent/Teacher Conference Days	2

\*October 29 and March 28 will count as both a full day of school and a parent/teacher conference day. There have been no days included in this calendar for inclement weather. Any days missed will be added at the end of the school year. If days are needed, we will use Presidents' Day and Good Friday Holidays as make-up days.

*\*\*This calendar is subject to any changes made by the Arkansas Department of Education.*

<b><u>PROGRESS REPORT DATES:</u></b>	<b><u>REPORT CARD DATES:</u></b>
<b>September 19, 2012</b>	<b>October 29, 2012</b>
<b>November 14, 2012</b>	<b>January 11, 2013</b>
<b>February 6, 2013</b>	<b>March 28, 2013</b>
<b>April 24, 2013</b>	<b>May 31, 2013</b>

WMHS Dates: <http://westmemphis.ar.wmh.schoolinsites.com/?PageName='Calendar'>