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District
Melinda Marsalis Presenter*

Federal Programs and the South Tippah School District

The purpose of federal funds is to meet the educational needs of low-achieving children in our nation's highest poverty schools. The funds are meant to be used to assist a variety of sub-groups (ELL, Homeless, Special Education, Neglected and Delinquent, migratory) as a supplement to the general education with the intent of closing the achievement gap between these various disadvantaged sub-groups and their more advantaged peers. All Federal fund expenses must be for things that are "above and beyond" what the district would normally do in the absence of such funds.

A school must have at least 40% of the student body reported as living in poverty in order to operate a School Wide Federal Program. Schools in the South Tippah School District range from 63% to 93% of the student body reported as living in poverty.

Title I

The South Tippah School District will receive approximately \$844,000 in Title I funds. With those funds the district employs seven intervention tutors, three intervention teachers, four class size reduction teachers, and an ELL translator. Title I funds also are used to purchase supplies, and parental involvement activities. Ripley Elementary, Pine Grove Elementary and Blue Mountain Elementary are the three schools in the district that receive Title I funding.

Title II

The South Tippah School District will receive approximately \$126,000 in Title II funds. With those funds the district employs two classroom size reduction teachers and pays for some professional development.

Title III

The South Tippah School District will receive approximately \$21,000 in Title III funds. With those funds the district employs two intervention tutors.

Title IV

The South Tippah School District will receive \$52,000 in Title IV funds. This is a new funding source and can be used for technology, advanced placement, dual enrollment, college and career readiness, well rounded school programs, or school safety or transferred to Title I. This year the funds have been transferred to Title I to cover pay raises.

Title V

The South Tippah School District will receive approximately \$47,000 in Title V funds. With those funds the district purchases needed technology and supplies that support the programs funded by Title I, Title II, and Title III.

21st Century Learning Center Grant

The South Tippah School District will receive approximately \$199,000 for the K-12th grade after school and summer remediation programs. This is year 3 of a three-year competitive grant. If you are interested in giving me your opinion about applying for another 3 year grant, please email me at marsalism@stippah.k12.ms.us

Homeless Students



Chapter Five: Enrolling Homeless Students

Enrolling homeless students is a core concept in the McKinney-Vento Act as the law’s purpose is to ensure that every homeless child or youth has equal access to a free, appropriate, public education. The term *enrollment* is a critical part of the law and is defined as, “attending classes and participating fully in school activities” [42 U.S.C. § 11434(a)(1)]. Schools are required to enroll homeless students immediately, even if they have missed application or enrollment deadlines while experiencing homelessness and regardless of what point in the school year in which a homeless student presents for enrollment.

In addition to enrolling students in the general education program, local liaisons are to ensure that homeless students receive educational and related services for which the families and students are eligible. As a result, homeless students should be enrolled in any program operated by the school that is appropriate for the student’s needs, such as the school meals program, services through Title I, Part A, school transportation, and preschool programs administered by the local educational agency. It is important to note that homeless students are eligible for Title I Part A services even if they are not attending a Title I school [20 U.S.C. § 6315(c)(2)(E)]. Local liaisons also must ensure access to community-based programs such as Head Start (including Early Head Start), other public preschool programs, early intervention services under part C of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1431 et seq.), and healthcare, dental, mental health and substance abuse services, and housing services that facilitate school attendance or success. It is appropriate to provide these referrals at the time of enrollment. (See Chapter 7 Transportation for more information and Chapter 16 Related Legislation and Guidance for more information on other school services.) Also, students must be enrolled immediately.

Section 5.1 Documents Required for Enrollment

Students experiencing homelessness often do not have documents or records that are typically required for school enrollment. The McKinney-Vento Act recognizes that students often do not have the usual documentation at the time of enrollment and requires schools to enroll homeless students even if they do not have paperwork normally required. Liaisons or other appointed staff should follow up with the family and assist them with obtaining school, immunization, or health records needed by the school.

Districts should review and revise enrollment policies to allow for reasonable flexibility regarding enrollment documentation. For example, districts often require “reasonable proof of date of birth” at the time of enrollment. While a birth certificate would obviously meet this need, other options could include medical records that include a date of birth, baptismal records, passports, or other government issued documentation. Additionally, the limited resources of homeless families can make it especially difficult for parents or guardians to make unplanned visits to the school, especially if it requires them to miss work. As a result, to the extent possible, schools should gather all necessary documents, complete required forms, and make appropriate referrals at the time of the initial visit to the school for enrollment.

Identifying and Serving Homeless Students

1. The McKinney-Vento definition of homeless children
 - a. The McKinney-Vento Homeless Education Assistance Improvements Act of 2001 seeks to ensure that homeless students have access to the same public education they would receive if they were not homeless
 - b. Districts are charged with ensuring that a child's homelessness causes no interruption in his education, that he be provided with whatever services or supplies he needs to fully participate in his school's academic program
 - c. Homeless children and unaccompanied youth are those who "lack a fixed, regular, and adequate nighttime residence."
 - i. Families Sharing Housing (doubled up) with relatives or other families due to economic hardship.
 - ii. Families living in motels, hotels, trailer parks, campgrounds, or shelters.
 - iii. Children abandoned in hospitals, or awaiting foster care placement.
 - iv. Children living in places not designated for housing, such as cars, public spaces, abandoned buildings, substandard housing, or bus or train stations
 - v. Children designated as "migratory" who meet one of the above criteria
 - d. All school districts must designate a liaison for homeless children and unaccompanied youth who will
 - i. assist homeless students and families in enrolling in school and obtaining required immunizations or other medical records
 - ii. make sure parents and school personnel are aware of the rights of homeless children and unaccompanied youth
 - iii. ensure that students are immediately enrolled pending resolution of enrollment disputes
 - iv. coordinate transportation
 - v. coordinate all stakeholders responsible for providing education and related support services
2. Enrollment Requirements
 - a. McKinney-Vento requires immediate enrollment even if a student lacks documentation normally required for enrollment, such as records from his previous school, vaccination or other medical records, or proof of residency
 - b. The school is required to contact the student's previous school to obtain school records
 - c. The school is required to refer the student's parents for assistance in obtaining needed medical records or services
 - d. In the case of a dispute, the student must be enrolled until the dispute is resolved
 - e. The student's parents must be notified, in writing of their right to appeal an enrollment decision
 - f. Unaccompanied homeless youth must be enrolled immediately and referred to the homeless liaison for assistance
 - g. If it is determined that it is in a child's best interest, and it is feasible, to continue his education at the school of origin, a district must provide a homeless students transportation to and from his school of origin.
3. Students experiencing homelessness are automatically eligible to receive Title I services
4. Students experiencing homelessness are to have access to all school programs
5. District are prohibited from segregating and / or stigmatizing students who are experiencing homelessness

Steps toward identification of Homeless Students

1. Know the signs:
 - a. Attendance at many schools
 - b. Lack of continuity in education
 - c. Lack of immunization records
 - d. Chronic hunger or fatigue
 - e. Erratic attendance and tardiness
 - f. Inability to contact parents
 - g. Poor Hygiene
 - h. Lack of basic school supplies or ability to complete after school projects
 - i. A marked change in behavior
 - j. Poor self-esteem or extreme shyness
 - k. Aggression
 - l. "Old" beyond years
 - m. Protective of parents
 - n. Anxiety late in the school day
 - o. Parents
 - i. May exhibit anger or embarrassment when asked about current address
 - ii. Mention of staying with grandparents, or other relatives, friends, or in a motel
 - iii. Comments like "We are staying with relatives until we get settled"
2. Common reasons for homelessness in Tippah County:
 - a. Fire
 - b. Eviction due to loss of job
 - c. Parent(s) in jail
 - d. Teen moves out because of disagreements with parents or abuse
3. If you suspect that a child in your care has become or may soon become homeless, email the school counselor, the school nurse (Rosemary Reed) and the district homeless liaison (Melinda Marsalis). In the email, give the child's name, grade and why you feel that they child may be homeless.
4. Counselors: Talk to the child first and as soon as possible talk to the parent. Use the homeless identification worksheet. Try to be discreet in your questioning to avoid embarrassment.
5. Counselors: If you determine that a child is experiencing homelessness:
 - a. Ask your MSIS contact to mark the "At Risk" tab labeled homeless
 - b. Contact the school nurse
 - c. Contact the Homeless Liaison
6. The homeless liaison will:
 - a. Ensure that the student is enrolled
 - b. Ensure that the student's education is not interrupted by district policy
 - c. Ensure that the student is enrolled in tutoring services and after school programs as needed
 - d. Supply the parents with a list of community services that may be helpful
 - e. Supply the students with any basic school and hygiene supplies that are needed
7. Title I funds are allowable if the expenditure is directly related to assistance needed for a student to participate fully in the ACADEMIC (not extracurricular) life of his school.
8. Prohibited: Homeless student's living expenses, driver's licensing fee, extracurricular fees, sports equipment, etc.

English Learners

MISSISSIPPI

Guidelines for English Language Learners

Enrollment of English Language Learners

English Language Learners (ELLs) must be identified at the point of enrollment. A consistent enrollment procedure for language-minority students, which includes the use of a Home Language Survey (HLS), facilitates their entry into the new school environment. A language-minority student is one whose home language is other than English. It is vital to have trained school personnel who are dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

All ELLs must be allowed to attend school, regardless of their ability to present a birth certificate, social security number, or immigration documentation. Children may not be excluded from school because they do not have a social security number (see Section 2: Rights of English Language Learners- *Plyler v. Doe*). The school should use procedures described in *Cumulative Folders and Permanent Records Manual of Directions*.

http://www.mde.k12.ms.us/acad/id/curriculum/Cummulative_Folders_and_Permanent_Records.pdf

The Local Educational Agency (LEA) may need to contact the former school system; if parents do not have student immunization records available, the dates of immunization may be obtained by calling the previous school that the child attended. If necessary, students can begin the immunization series at the local public health department. If appropriate immunization documentation cannot be obtained within 90 days, the student's case should be handled in accordance with approved state and local board of education procedures.

The LEA should work collaboratively with community and area agencies to **facilitate** the school enrollment process. These efforts should be documented for future reference as needed. (See Appendix B for additional information on Welcoming and Registering New ELLs.)

LEAs may require only two kinds of information for enrollment: proof of residency in the district and proof of required vaccinations.

(State Board Policy 6600-Enrollment, MS Code § 41-23-37-Immunizations)

MISSISSIPPI

Guidelines for English Language Learners

Retention of English Language Learners

Federal requirements mandate that districts take affirmative steps to open their educational programs to national origin-minority group students. This means that while ELLs must meet the same educational requirements as other students, these requirements must be presented in a manner appropriate to ELLs' cultural and linguistic needs and in a period, that facilitates their learning.

Legally, the LEA is required to accommodate the ELL in a way that allows the student to benefit from the educational experience. The student cannot be penalized for his/her lack of the English language. A valid interpretation would mean that **a student should never be given the grade of "F" when the student's lack of success can be attributed to limited English proficiency.** Experts in the field say that the average amount of time for attaining oral fluency is 1 to 2 years. However, English skills in reading and writing take an average of 5 to 7 years; during this time the student may still be limited English proficient (LEP).

The experts in the field of ESL suggest that classroom teachers hold students accountable for material that is appropriate for their English language levels and educational background. **Modifications of instructional methods and assessments are recommended** for grade-level content material. (Possibilities include shorter tests, read aloud, oral responses, and pictorial responses, etc.) However, for statewide assessments to be in compliance with NCLB, lower grade-level testing is not permitted.

Retention is generally not recommended for ELLs. Though the decision to promote or retain must be made on a case-by-case basis, any decision to retain an ELL must be accompanied by documentation demonstrating that appropriate accommodations and modifications were employed throughout the year to assure compliance with Federal requirements (May 25, 1970 Memorandum).

ELLs should be carefully evaluated before retention is recommended to ensure that lack of English skills is not being mistaken for poor achievement. Considerations that reduce the need to retain ELL students include

- remedial programs,
- tutoring,
- summer enrichment programs,

English Learners

The South Tippah School District is home to approximately 250 students who have indicated that English is not the primary language spoken in their home. A vast majority of those students speak Spanish at home. There are also a few students who speak Arabic.

1. Identification and Assessment:
 - a. When a student enrolls in the South Tippah School District, he or she is asked to complete a home language survey
 - b. If the student or parent indicates that English is not the primary language spoken in the home, the school counselor completes an initial EL form
 - c. Within two weeks, the student will be given a language placement test
2. Parents will be informed of the assessment results. They may request not to participate in the program.
3. Student Evaluation Team
 - a. The Student Evaluation Team includes the general education teacher, the interventionist, and a parent or guardian of the child.
 - b. The team meets as needed. If a student performs poorly during a grading period, or is noted by the tutor not to be making progress toward fluency, a meeting will be conducted.
4. Program Components
 - a. The students receive primary instruction in the regular classroom
 - b. The students are pulled for thirty minutes per day for tutoring during a study period or other time deemed appropriate by the regular classroom teacher.
 - c. Some students also participate in the Reading To Read program
 - d. Tutors meet weekly with regular education teachers to learn what units of study the students will encounter and to learn in what areas the student is struggling.
 - e. Tutors may help students to complete regular classroom assignments or remediate or teach students learning techniques
5. Transitioning / Exiting procedure
 - a. Student must score a 4 or a 5 on the reading, writing and overall components on the state ELPT.
 - b. Once the student exits the program, they are monitored for four years before they are considered mainstream students
 - c. Students who begin to struggle can re-enter the program if necessary

SOUTH TIPPAH SCHOOLS
Initial ELL and Migrant Form

Upon entering our school district, each student must have a Home Language Survey completed and placed in his/her cumulative file. In the event that the results of the HLS indicate that English is NOT the child's first language, this form must be completed by school personnel and returned to the District Office within five (5) days of enrollment. This form is to be completed by school personnel only.

Student's Full Name: _____

MSIS # _____ **DOB:** _____

Gender: M F **Date of Enrollment:** _____

Primary Language: _____

School: _____ **Grade:** _____

Has the student ever been retained? YES NO If so, please explain:

Number of Years Student has received ELL services: _____

(If unknown, list all previous schools attended with as much contact information as possible.)

An immigrant child is an individual who:

(A) is aged 3-21;

(B) was not born in any State; and

(C) has not been attending one or more schools in any one or more States for more than three (3) full academic years.

Is this student an immigrant? YES NO

A Migrant Child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker or migratory fisher and who in the preceding thirty-six months, has moved from one school district to another to obtain or accompany such parent, spouse or guardian in order to obtain temporary or seasonal employment in agricultural or fishing industry as a principal means of livelihood.

Is this student a migrant? YES NO

Signature/Title of personnel completing form (School personnel ONLY)

Date

Foster Care Students

Foster Care Students

South Tippah School District in collaboration with Tippah County Division of Child Protective Services ensures that children placed in foster care have stability with regards to their education.

Definitions

District Point of Contact (DPC) – the person designated by the South Tippah School District Superintendent to represent the District with regards to foster children being enrolled or withdrawn from the district. The District Point of Contact will communicate directly with the Regional Director of Child Protective Services.

School Point of Contact (SPC) – the person designated by the building level Principal to represent the school with regards to foster children being enrolled or withdrawn from the school. The School Point of Contact will communicate directly with the District Point of Contact. The School Point of Contact will ensure that any and all student records are obtained when a foster child enrolls in the local school and that any and all student records are provided to the Child Protective Service Case Work when a foster child withdraws from the local school.

Regional Director of Child Protective Services (CPS) – the person from Child Protective Services that will communicate directly with the District Point of Contact and with the Child Protective Service Case Worker in charge of the case for a particular foster child.

Case Worker – the person from Child Protective Services that has been assigned the case of a child in foster care.

Foster Child – a child to whom the custody has been appointed to Child Protective Services by a sitting judicial authority.

Foster Parent – the parent(s) to whom a foster child is currently residing.

Enrollment of a Foster Child

Resident Foster Children

Foster children residing within the district boundaries shall be enrolled as any other student that resides within the boundaries of the district. The SPC shall obtain any and all records pertaining to the student's current education. A list of these records is found in Appendix A of this document.

Following the enrollment of the student the SPC will complete the enrollment document placing a copy on file in the office of the SPC while forwarding the original to the DPC. The DPC will keep on file the original until the student withdraws, graduates from the South Tippah School District, or the child is no longer in the care of Child Protective Services.

Non-Resident Foster Children

Foster children not residing within the district boundaries shall be enrolled once a determination has been made that it is in the best interest of the child to attend a school within the South Tippah School District. The DPC in collaboration of CPS will meet with the SPC, Principal, Parents (if allowed), Foster Parents, and other interested parties. The meeting shall take place within 3 business days after CPS has sought to enroll the child in the South Tippah School District or prior to CPS seeking enrollment in the South Tippah School District.

A determination as to whether or not it would be in the best interest of the child to attend the school in the South Tippah School District shall be made immediately following this meeting.

The South Tippah School District recognizes the right of a foster child to attend the child's school of origin provided that it is reasonable.

Withdrawal of a Student by CPS

CPS has the right to withdraw students assigned to them by a judicial authority. The SPC in this case is responsible for providing as many educational records as possible to make any transition from the school of origin to the new school a smooth transition. Records not on file in the school office shall be forwarded the new school within 24 hours following a request by the school or CPS.

The SPC shall contact the DPC if he/she thinks it would be in the best interest for the child being withdrawn to remain in the school of origin. The DPC will immediately contact the Regional Director of Child Protective Services to relay the concerns of the SPC as well as possibly scheduling a time to discuss the child's educational placement.

Free/Reduced Lunch Application

Foster Care Parents or Child Protective Services should complete a Free/Reduced Lunch Form for the South Tippah School District. The form along with verification of foster care shall be submitted to the School Point of Contact who in turn will forward the documents to the District Point of Contact. The District Point of Contact will forward the documents to the Food Service Director or Food Service Secretary.

21st Century After School Program

The South Tippah School District Federal Program includes the 21st Century Learning Center afterschool tutorial program. The program is held at Blue Mountain, Ripley Middle, Ripley High, Ripley Elementary and Pine Grove Schools. This Program offers free tutoring for students in grades 1 through 12.

The goal of the after school Program is to provide the students, the parents of the School District and the surrounding community with an organized, educational, and recreationally oriented after-school program for all grades. It is the intent of the program to ensure that the students are cared for in such a way that will be beneficial for both the parents and the child.

The After School Program offers:

- Instruction in the basic skills in the core curriculum for each grade.
- Assistance for students that are struggling with mastery of the basic skills with emphasis placed on math and language arts at each site as well as subject area testing in the high school.
- Assistance with homework as needed.
- Activities in STEM, physical education, the fine arts, character building, etc.
- A free snack provided through the South Tippah lunchrooms.

The 21st Century After School Program begins immediately after school and operates for two and one half hours per day each day of operation. All program activities are funded by a 21st CCLC competitive grant funded by the MS Department of Education through the U.S. Department of Education.

Students will be admitted using the following considerations and procedures:

1. Student must reside within the School District attendance area and/or have teacher and principal recommendation that meet grant requirements.
2. Students scoring Basic or Minimal on MAAP, will receive priority for admission to the program. Additionally, students academically at-risk as determined by report card grades, classroom performance, and teacher referral will receive priority consideration. All other available program admission slots are on a “first come –first serve” basis.
3. All required registration and admission paperwork is received by the program site. Space availability.
4. Consideration of sibling participation.
5. Student’s ability to cooperate and work in small group settings, display appropriate behavior, and adhere to staff expectations.

All tutoring sessions are conducted by certified teachers, or other program staff directly supervised by certified teachers. All Volunteers not regularly employed by a governmental agency or non-profit community organization are subject to background checks and screenings.

Parent Engagement

Federal Program Parental Involvement

School Districts that receive more than \$500,000 in Title I funding are required to reserve 1% of that funding for parental involvement activities. The activities should have a goal of helping parents improve the education of their children. This year Blue Mountain will receive about \$1,000, Pine Grove will receive \$1,000, and Ripley Elementary will receive \$2,000. A parental advisory committee under the direction of the Federal Programs Director will determine how this money is spent.

According to Federal Law, parents must receive the following annual notices:

1. The district Report Card
2. Review of state testing results
3. Program Eligibility
4. Parent Involvement Opportunities
5. Title I Parent Involvement and Program Information
6. Development, distribution and notice of Parent Involvement Policy
7. Notice of Participation in a Language Development Program
8. Notice of AMAO's (Annual Measureable Achievement Objectives)
9. Unsafe School Choice Option
10. Notice of Annual Title I Parent Meeting and Program Information
11. Schoolwide Plan Availability
12. Notice if any teacher is not highly qualified
13. Notice of Involvement opportunities in developing the
 - a. School-Parent Compact
 - b. School Wide Plan

Title I Parent Advisory Committee (PAC)

Name of Parent(s) _____

Name of child(ren) _____

School Represented: Pine Grove Ripley Elementary Blue Mountain Ripley Middle

Mailing Address _____

Primary Phone Number _____

Secondary Phone Number _____

E-Mail address _____

The South Tippah School District has three schools that receive Title I services. These three schools have federal money that is to be set aside to encourage and improve parent involvement. A parent advisory committee will be put in place at each school to decide how to enhance parent involvement and to implement their plans.

I agree to serve on the 2019-2020 Parent Advisory Committee. I understand that I am expected to attend four planning meetings and help with the implementation of the plans made by the Parent Advisory Committee.

Parent Signature

Date

If there are two parents attending:

I agree to serve on the 2019-2020 Parent Advisory Committee. I understand that I am expected to attend two planning meetings and help with the implementation of the plans made by the Parent Advisory Committee.

Parent Signature

Date

Please list any nights or times that are inconvenient for you for meetings:

South Tippah School District

Parental Involvement Plan

1. Each Title I school in the South Tippah School District will convene an annual meeting within the first month of each school year inviting all parents of the school to inform parents that the school is a Title I school, Title I requirements, and their right to be involved in planning and activities of the Title I program.
2. For the parents' convenience, this annual meeting will be held at each school on an evening that coincides with other parent orientation activities. Two "make-up meetings" will be held by the Federal Program Director for parents who could not attend the school meeting. One of the make-up meetings will be held in the morning and one will be held in the evening
3. All parents will be invited to join a Parent Advisory Committee that will:
 - a. Plan, review and improve the Title I program and the School Parental Involvement Policy
 - b. Review and improve the Parent / School Compact
 - c. Plan parent involvement activities
4. The Parent Advisory Committees of each school will meet quarterly (once during each grading period).
5. Each school will convene at least one meeting for all parents each year to provide parents with information about:
 - a. The programs in Title I
 - b. Other subjects chosen by the individual Parent Advisory Committees and School Wide Planning Teams
6. Each school will submit comments and concerns that are voiced by parents at all of the above mentioned meetings to the Federal Programs Director at the District Office.
7. The Parent/Student/School Compact will be discussed with parents during initial Parent Orientation meetings at each. The compact will be part of the South Tippah School District Handbook. The compact will be revised by the Parent Advisory Committee throughout the year with all comments and concerns voiced by any parent at each school being considered.
8. Parental Involvement capacity will be built at each school through the implementation of annual meetings. These meetings will serve to give parents a forum to voice their opinion. It is the opinion of the South Tippah School District that these continued meetings will foster consensus with parents and will help them to grow into the education partners that the schools in the South Tippah School District need to be successful.
9. Parents of students in our schools who speak a language other than English will be made to feel welcome to participate by the presence of an interpreter at parent involvement activities and parent orientation meetings. As often as is practical, messages will be sent home in a language that ELL students will understand. Each school will ensure that parents with disabilities are encouraged to participate by holding meetings in facilities that are beneficial to those with disabilities and by actively seeking to know what disabilities might be hindering parent participation.

School-Parent Compact 2019-2020

South Tippah School District

Dear Parent / Guardian:

We value your role in working to help your child achieve high academic standards. The following is an outline of some of the ways you and school staff can build and maintain a partnership to share the responsibility for supporting your child's learning.

School's Responsibility:

- Provide high quality curriculum and learning materials
- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress
- Provide opportunities for ongoing communication between you and teachers through, at a minimum:
 - Annual parent-teacher conferences,
 - Frequent reports regarding your child's progress, and
 - Opportunities to talk with staff, volunteer in class, and observe classroom activities (with school permission).

Parent's Responsibility:

- Encourage your child to attend school regularly
- Encourage your child to show positive school behavior
- Review your child's homework
- Monitor television watching and encourage positive use of your child's extracurricular time
- Attend parent-teacher conferences and participate, when appropriate, in decisions relating to the education of your child.

Please review this School-Parent Compact with your child. This School-Parent compact may be discussed with you during a parent-teacher conference as it relates to your child's school progress.

Thank you for your support and involvement in your child's education. Please contact the person listed below for more information.

Name: Melinda Marsalis

Title: Federal Programs Director

Telephone Number: 662-837-7156

Email Address: marsalism@stippah.k12.ms.us

Contact Information

Special Education Director – Karen Churchill
662-837-7630
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