

Harrisburg School District	NEPN Code: ABAA-R
Policy Manual	

PARENT INVOLVEMENT GUIDELINES - TITLE I (Regulation)

The Board believes that activities to increase parental involvement are a vital part of the Title I Program. Parents will have an opportunity to design, implement, evaluate and suggest changes to improve the program.

GUIDELINES

1. **Parental Notification.** Parents of Title I students will be notified within two weeks of a child's selection for the program, and for what academic skills and instructional objectives the student has been selected.
2. **Parental In-service.** Specific materials and suggestions will be provided to parents to assist in the education of their children at home. Suggestions for promoting educational activities at home will also be provided.
3. **Student Program Report.** Parents will be provided with student program reports at the end of each reporting period. If necessary, periodic written reports will be sent to parents.
4. **Parent-Teacher Conferences.** Regular scheduled conferences will be held each year to keep parents informed on the progress of their child. Other conferences may be held on request of the parent or teacher.
5. **Parent Visitation.** Parents are permitted to observe classes at any time after checking in at the administrative office.
6. **Parent Advisory Committees.** Parent Advisory Committees may be established at each school to review the overall program and to suggest changes.
7. **Meeting.** At least one public meeting will be held annually where administrators, staff members, parents of participants, parent advisory committees and other interested parents may be present. Agenda items at this meeting will include:
 - a) Information concerning the views of parents and students about educational needs of Title I students and the priorities of student needs;
 - b) Review Title I applications and make recommendations for improving program activities for ensuing projects;
 - c) Review annual funding allocations and carry-over funds;
 - d) Represent and express ideas and opinions of the parents and students of each school attendance area;
 - e) Assist the school district in the dissemination of Title I information to parents and the general public through the local media and a school newsletter; and
 - f) Emphasis on supplemental instructional activities appropriate for achieving program goals and objectives.

8. **In-service for Teachers.** Materials and information will be provided to teachers and other instructional staff involved in the program to assist them to work more effectively with the parents of participating students.
9. **Announcements.** All parents and students are invited by newsletter or through the local media to the annual meetings or other scheduled meetings. Information will be disseminated at these meetings advising involvement requirements. Reasonable support for parental activities will be handled in a timely manner.
10. **Policy Dissemination.** Policies, regulations, and other Title I information will be distributed to parents at the beginning of each school year, at each of the scheduled meetings, and at parents' request anytime during the school year. Parents will be given an opportunity to be involved in the policy development process.

Adopted: March 24, 2014

Revised:

Harrisburg School District	NEPN Code: ABAA
Policy Manual	

PARENT INVOLVEMENT IN TITLE I

The Board recognizes the importance of parental involvement with the Title I program and operations of the public school. By working together, the quality of the educational programs will improve.

To foster mutual respect and confidence between parents and the board, an atmosphere of openness and honesty will prevail. The Board will encourage parents and representatives to express ideas, concerns and judgments about the schools to the school administration, to staff appointed advisory bodies and to the Board. It will be the Board's responsibility to provide the public with accurate and complete information on the schools and the Board's activities.

PARENTS' ADVISORY COMMITTEES

The Board recognizes that one of the best methods to maintain good communication with the community, and to establish sound public relations, is through temporary parents' advisory committees.

These committees will be appointed when needed for a specific time and purpose, and will be under the supervisory control of the Superintendent. The Superintendent will report to the Board on its membership, function, progress and final report.

Legal References:

Public Law 100-297 (Education prog for disadvantaged children amended)
34 CFR part 75 (Direct Grant Programs)
Chapter 1 Program in Local Educational Agencies, Final Regulations

Cross References: BCF: Advisory Committees to the Board

Adopted: March 24, 2014

Revised:

Harrisburg School District	NEPN Code: KMB
Policy Manual	

TITLE I PARENT INVOLVEMENT

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's education.

Pursuant to federal law, the District will develop jointly with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

An open house for the parents of participating Title I students will be held in the fall to explain the goals and purposes of the Title I program. Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

The District will coordinate and integrate parental involvement strategies under Title I with programs, such as Head Start

The District will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served the Title I funds, including:

- • Identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
- • Using the findings of the evaluation to design strategies for more effective parental involvement; and
- • Revising, if necessary, the District's parental involvement program.
The District will involve parents in the Family Night activities of the schools served under the Title I program.

The parents of children identified to participate in Title I programs shall receive from the Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children's progress on a regular basis. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their children's progress.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Harrisburg School District	NEPN Code: GCB
Policy Manual	

QUALIFICATIONS OF TEACHERS

The School Board shall employ teachers on a professional basis without regard to age, race, color, sex, or national origin.

Every teacher employed in this school system must possess a valid license or certificate and shall execute a written contract with the Board of Education. Teacher contracts shall be considered for renewal on or before April 15 each year.

The Principal, Assistant Principal, and/or the Superintendent shall consider applications. Selected applicants shall be interviewed by the administration and a recommendation shall be made to the Board of Education who shall make the final employment determination.

Starting with the 2017-2018 school year, school districts receiving Title I funds must ensure that teachers hired after the first day of school in a program supported by such funds are “state-certified in their area of instruction.” The Every Student Succeeds Act describes “state-certified in their area of instruction” as an elementary or secondary school teacher who has obtained full state certification and has not had certification requirements waived on an emergency, temporary, or provisional basis.

Elementary teachers who are new to the profession must hold at least a bachelor's degree and have demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary curriculum. Middle and secondary school teachers, new to the profession, must hold at least a bachelor's degree and have demonstrated a high level of competency in each of the academic subjects in which the individual teaches by passing a rigorous state academic subject test in each such academic subject; or has successfully completed a graduate degree with coursework that is equivalent to an undergraduate major, or advanced certification or credentialing for each academic subject that the individual teaches.

Veteran teachers currently employed by the District must:

1. Hold at least a bachelor's degree; and
2. Have met the applicable standard for a state-certified teacher in their area of instruction who is new to the profession, which includes an option for a test; or
3. Demonstrate competence in all the academic subjects in which the teachers teach, based upon a high objective uniform state standard of evaluation.

Additional qualifications and terms of employment for teachers may be found in the standard teacher contract. Specific duties may be found in the teacher job description found elsewhere in this manual. Nothing in this policy manual shall be construed as limiting or expanding the terms of the employment contract.

Adopted:

Revised:

Harrisburg School District	NEPN Code: GBL
Policy Manual	

PERSONNEL RECORDS

A file of personnel records shall be maintained in the Human Resource office for each employee of the School District. A file shall be kept for all resigned or retired employees, including such essential information as shall seem appropriate to the administration as specified by state and federal laws. Such files will be retained in accordance with records retention and destruction schedules provided by the South Dakota Bureau of Administration.

CONFIDENTIALITY

Personnel information concerning District employees is generally confidential and may be reviewed only on a "need to know" basis under conditions which guarantee management's right of access to information necessary to make judgments and the protection of the employees of the District against unnecessary invasion of privacy. Some personnel information is "public record" and must be released to any person upon request.

The Superintendent shall notify an employee and a collective bargaining representative, if any, in writing when a request is made for disclosure of the employee's personnel, medical, or similar files, if the Superintendent reasonably believes disclosure would invade the employee's privacy. The records will be disclosed unless written objection is received from the employee or the employee's collective bargaining representative, within seven business days from the receipt by the employee or the collective bargaining representative.

Records of an employee's evaluation shall not be released without the written consent of the employee.

Files containing medical information regarding an employee are kept separate from other personnel files.

TYPES OF INFORMATION

It shall be the responsibility of each certificated employee to see that there is filed with the District any record of prior teaching experience. In addition, if the teacher has rendered military service, the proof of discharge from the service must be furnished. It is the obligation of the employee to see that information, which will maintain the employee's personnel file on a complete and up-to-date basis, is sent to the Human Resource office. In addition, the records shall contain the following information for all employees:

1. The correct name, the current address, and telephone number of the employee;

2. An accurate record of the work experience of the employee;
3. Current data on education completed, including the transcripts of all academic work;
4. Proof of requirements fulfilled in order to be eligible for salary;

5. Current data on credentials;
6. Any current data requested concerning the health of the employee, or medical examinations which the employee may have undergone;
7. Records of assignment;
8. Evaluations of performance;
9. Letters of commendation, reprimand, or omission of duty;
10. Other materials mutually agreed upon between the principal, teacher or supervisor, and employee.

USE OF PERSONNEL RECORDS

All the contents of the personnel records file, with the exception of evaluations, comments, or recommendations provided to the district on a confidential basis by universities, colleges, or persons not connected with the District, shall be available for inspection by the employee concerned. The district reserves the right to have a member of the Superintendent's office staff present at the time the employee inspects his or her personnel file for the purpose of explaining and interpreting the information therein. Similarly, at the time the record is reviewed, the employee shall have the right to have present a representative of his or her own choosing, if desired.

The employee shall have the right to respond to all materials contained in the personnel file and to any materials to be placed in the file in the future. Responses shall become part of the file.

Any complaints directed towards an employee, which are placed in the personnel file, are to be promptly called to the employee's attention in writing.

PARENTAL NOTICE

If the school district receives Title I funds, the Every Student Succeeds Act requires the District to provide parents with notice that they may request information about the professional qualifications of classroom teachers. The notice to parents must include the following:

1. Whether the teacher has met state qualifications for the grade levels and subject areas taught;
2. Whether the teacher is teaching under emergency or other provisional status;
3. The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, and the subject area(s) of the certification or degree;
4. Whether the child is provided services by paraprofessionals, and, if so, their qualifications.

NEPN Code: GBL

Page 2 of 3

If a parent requests the above-listed information, the district is required to provide the information in a timely manner. If the district has hired a teacher who is not state certified in their area of instruction and the teacher has taught a child for four or more weeks, the district is required to provide the parents notice that their child has been taught by a teacher who is not state certified in their area of instruction.

THIS POLICY REQUIRED BY THE EVERY STUDENT SUCCEEDS ACT

Adopted: Revised:

Harrisburg School District	NEPN Code: GCF
Policy Manual	

HIRING RETIRED EMPLOYEES

The School Board believes employing high quality personnel is the most effective way to provide students with a high quality education. As part of the District's efforts to employ personnel who are state certified in their area of instruction, the District may employ retired individuals who receive benefits from the South Dakota Retirement System (SDRS).

If any retired individual seeking employment was most recently employed by the District, the following conditions shall be applied to the hiring process:

1. No formal or informal reemployment agreement of any kind shall exist between the district and any employee;
2. The District shall follow all retiree return-to-work procedures and time lines required by state and federal law; and
3. The District shall follow all policies and procedures governing the hiring of new employees.

Adopted: Revised:

Harrisburg School District	NEPN Code: IGBC
Policy Manual	

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The School Board will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency:

A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant.
2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency.
3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant.
4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to team successfully in classrooms where the language of instruction is English or to participate fully in our society.

EVERY STUDENT SUCCEEDS ACT OF 2015

If this district receives federal funding for English Language Learners (ELL) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as ELL and the reasons for placing the child in the specified program. Notification must be made within 30 days of the beginning of the school year or within two weeks of child's placement into the program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for ELL students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub-grants).

4. Evaluation of the program and the academic success and language achievement of the students in the program.

Parents will be notified of:

1. Their child's level of English proficiency and how such a level was assessed.
2. The status of their child's academic achievement.
3. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
4. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
5. Exit requirements for the program.
6. If the child has a disability, a statement as to how the ELL will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds.

For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

Adopted: November 24, 2014 Revised: