



HOLLY SPRINGS SCHOOL DISTRICT

840 Highway 178 East
Holly Springs, MS 38635
662.252.2183
www.hssd.k12.ms.us

FEDERAL PROGRAMS

PARENT HANDBOOK

2018 - 2019

Dr. Irene Walton Turnage
Superintendent

Eileen Dowsing
*Assistant Superintendent/
Federal Programs Director*

ADMINISTRATIVE PERSONNEL & SCHOOL CONTACT NUMBERS

HOLLY SPRINGS PRIMARY SCHOOL

Grades: Pre-K – 3rd

Demeka Norwood, Principal

Vikki Marion, Lead Teacher/Instructional Coach
Marcie Lester, Academic & Behavioral Interventionist
662.252.1768

HOLLY SPRINGS INTERMEDIATE SCHOOL

Grades: 4th – 6th

Taneshia Scott, Principal

Dorlean Gibson, Lead Teacher/Instructional Coach
Jacqueline Sledge, Academic & Behavioral Interventionist
662.252.2329

HOLLY SPRINGS JUNIOR HIGH SCHOOL

Grades: 7th – 8th

LeTashia White, Principal

Tannya Sanders, Lead Teacher/Instructional Coach
Sherna Jones, Academic Interventionist
662.252.7737

HOLLY SPRINGS HIGH SCHOOL

Grades: 9th – 12th

Marcus Autry, Principal

Tamara Onwuemenyi, Assistant Principal
662.252.4371

HOLLY SPRINGS CAREER & TECHNICAL CENTER

Grades: 11th – 12th

Cravin Turnage, Director

662.252.2071

OMBUDSMAN ALTERNATIVE PROGRAM

Norbert Wood, Director

662.252.2622

HOME SCHOOL/PARENT & FAMILY ENGAGEMENT LIAISONS

Kassandra Porter
Beverly Phillips

ENGLISH LEARNERS (EL) COORDINATOR

Patricia Waldrop

HOMELESS LIAISON

Debbie Jeffries

FEDERAL PROGRAMS

The purpose of federal programs is to provide opportunities that will enhance students' educational accomplishments beginning as early as pre-kindergarten. These programs are designed to promote student achievement as each student acquires the knowledge and skills as outlined in the Mississippi College and Career Ready Standards in the areas of language arts/reading, mathematics, science, and social studies, as well as enhance the character education and drug-free curriculums that are addressed in all schools to offer a well-rounded education to all students preparing them to compete in the global community.

These allocations, combined with state and local funds, supplement the programs that are currently in place within the district to improve student achievement. Schools with seventy-five percent (75%) or more children from low-income families qualify to provide schoolwide services to all students. Currently, all schools in the Holly Springs School District meet this criterion and operate schoolwide programs. The four federal programs utilized in the district are Title I, Part A; Title II, Part A; and Title IV, Part A, and Title V, Part B. Holly Springs School District's Federal Programs Office also provide equitable services to qualifying students at Holy Family Elementary School and other non-public/private schools where students from the Holly Springs School District attendance area attend school (Titles I, II, and IV).

TITLE I, PART A BASIC:

This program provides federal financial assistance through State Educational Agencies (SEAs) to Local Educational Agencies (LEAs) and public schools with the highest numbers or percentages of low income students to help ensure that all students meet challenging State academic content and student academic achievement standards. These special populations include, but are not limited to, minority students, students with disabilities, English Learners (EL), migrant students, immigrant students, and students who are homeless. Each of these previously mentioned populations has a separate program that is available under the Every Student Succeeds Act (ESSA).

Holly Springs School District's 2018–2019 district allocation is \$822,079.00.

Title II, Part A: Effective Instruction:

This program combines the former Eisenhower Professional Development Program and the former Class-Size Reduction Initiative (CSR) into one funding program.

Holly Springs School District's 2018–2019 district allocation is \$111,738.00.

The purpose of Title II is to:

- Increase academic achievement by improving teacher and principal quality and effectiveness;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in the schools; and
- Provide low-income and minority students greater access to highly effective teachers, principals, and other school leaders

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Program:

This program provides federal financial assistance to public schools to improve student achievement by providing all students with access to a well-rounded education; improving school conditions for student learning; and improving the use of technology in order to improve the academic achievement and digital literacy of all students.

Holly Springs School District's 2018–2019 district allocation is \$58,990.00.

Services are provided for eligible students and staffs at Holy Family Elementary School and other non-public schools/private schools through federal funds (Title I, Title II, & Title IV) allocated to the Holly Springs School District.

Title V, Part B: Rural Education Achievement Program (REAP):

This program is designed to address the unique needs of small, rural local education agencies (LEAs) that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants and receive formula grant allocation under other programs in amounts too small to be effective in meeting their intended purposes.

Holly Springs School District's 2018–2019 district allocation is \$24,559.00.

PARENT AND FAMILY ENGAGEMENT

The purpose of Parent and Family Engagement under Title I, Part A is to provide support to schools, family, and the community in the development of partnerships and building relationships. Parent and Family Engagement focuses on increasing active participation, communication, and collaboration between all stakeholders, reaching beyond barriers of culture, language, disabilities, and poverty to improve education and other important outcomes for children, youth, and adults.

In addition to participating in their child's education, Title I envisions parent participation in each of the three levels of decision making: state, district, and school.

The Holly Springs School District believes that there is a direct link between parent and family engagement and student achievement. We also believe that every effort must be made to provide opportunities whereby parents and family members can expand and enhance their roles in student achievement.

In order to facilitate these beliefs, we submit the following Title I Parent and Family Engagement Plan:

- Each school's Federal Programs Committee will review and adjust the school's written parent

and family engagement plan.

- The written district parent and family engagement policy will be distributed to parents and families, and will be incorporated into the district's education plan.
- Federal Programs Parent and Family Information Seminars will be held annually to which all parents and families will be invited. The purpose of these seminars will be to inform parents and families of the activities carried out with Title I funds, to inform parents of their right to consult in the design and implementation of the Title I program/plan, to solicit parents and families' input, to assist parents and families with helping their children to be successful on the challenging district and state assessments, and to provide parents and families an opportunity to establish mechanisms for maintaining on-going communication among parents, families, teachers, and school officials.
- An evaluation of the effectiveness of parent and family engagement will be done through surveys, activity evaluations, and questionnaires to solicit parent and family input on Title I Program status and needs for improvement. Responses will be made to parents and family members' recommendations in a timely manner, if possible. Revision will be made when feasible.
- Meetings will be held with parents and families at each school to solicit suggestions to increase parent and family engagement and to design strategies for school improvement and techniques that can be implemented at home to increase student achievement.
- The schools will support parents and families with materials and training on how to monitor a child's progress and work with educators to improve the performance of their children as well as information on how parents and families can participate in decisions relating to the education of their children. The district will educate teachers, pupil services personnel, principals and other staff, with the assistance of parents and families; in the value and utility of parent and family contributions; and in how to reach out to, communicate with, and work with parents and families as equal partners; implement and coordinate parent and family programs; and build ties between home and school.
- When appropriate, the schools shall coordinate and integrate parent and family engagement programs and activities with ICS Headstart, private preschool programs, and other programs; and to the extent feasible and appropriate, shall develop appropriate roles for community-based organizations and businesses in parent and family engagement activities. The Holly Springs School District provides parent and family resource centers and other opportunities for parents and families that are designed to help parents and families become full partners in the education of their children.

****Parental and family input is solicited to determine how at least 95% of the district's 1% obligation for parent and family engagement activities will be utilized.**

POLICY CODE: IDDAA

TITLE: PARENT AND FAMILY ENGAGEMENT TITLE I

The Holly Springs School District shall be in full compliance with the regulations of the U.S. Department of Education under current Title I regulations relating to parent and family engagement and participation.

The district shall provide full opportunities for parents and families of children being served by Title I for participation in the design and implementation of the Title I project. Encouragement of parent and family participation and involvement shall also include, but not be limited to, the provision of timely information about program plans and evaluation, the solicitation of suggestions for operations of the program, consultation with parents and families, informing parents and families of their children's needs and of program objectives, and an annual public meeting for parents, families, and school personnel.

Developed jointly with parents and families of participating children served by the Title I program, the parent and family engagement policy for the Holly Springs School District includes the following:

Section 1: Parent and Family Engagement in the joint development of the plan

- Parents and family members will be involved in the joint development of the Holly Springs School District's Title I plan under pertinent sections of the Title I laws under Every Student Succeeds Act (ESSA) section 1112. If the district is identified for comprehensive or targeted support and improvement, parents and family members will be involved in the development of the required support and improvement plans under ESSA Section 1111(d).
- No less than one percent (1%) of the local allocation shall be used to carry out this mandate regarding parent and family engagement, including family literacy and parenting skills.
- Parents and family members of children receiving services shall be involved in the decisions as to how funds reserved, as noted above, shall be utilized for parent and family engagement activities.
- A meeting of the parents and family members of participating Title I students will be held annually to explain the goals and purposes of the Title I program.
- Parents and family members will be given the opportunity to participate in the design, development, operation, and evaluation of the parent and family engagement policy/program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents and family members will be encouraged to attend the meeting and to become involved. The HSSD will utilize the data gathered from the evaluation of the program to design "evidence-based strategies" for more effective parent and family involvement.
- In addition to the required annual meeting, parent and family meetings shall be held, at various times of the day and/or evenings, for the parents and families of children participating in the Title I program.
- This written policy shall be distributed to parents and family members of participating students, together with distribution to other staff members.
- Information will be shared in a language parents and family members can understand.

Section 2: Coordination, Technical Assistance, and Other Support Necessary to Assist Participating Schools in Planning and Implementing Effective Parent and Family Engagement

- Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent and family engagement shall be provided.

Section 3: Capacity Building for Strong Parent and Family Engagement

- Parent-teacher conferences relating to individual students, frequent progress reports, and reasonable access to staff for volunteer activities and observation of their children's classroom shall be provided.

- Each elementary school in the district receiving Title I funds shall jointly develop with parents and families 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 School–Parent Compact shall:
 - 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 challenging state academic achievement standards;
 - Indicate the ways in which each parent or family member will be responsible for supporting their children’s learning, including, but not limited to, monitoring attendance, homework completion, encouraging reading at home, volunteering in the classroom, and participating, as appropriate, in decisions related to their child’s education and positive use of extracurricular time; and
 - Address the importance of parent–teacher communication on an on–going basis, with at a minimum, parent–teacher conference, frequent reports to parents, and reasonable access to staff.
- Parent and Family Resource Centers have been established and will be maintained to provide places and means to help ensure the effective involvement of parents and families in student achievement and the school district. The centers provide a variety of services, activities, and resources to assist parents and families in helping their children to be successful and in understanding the goals, standards, and assessments that impact their children’s success.
- Home School/Parent and Family Resource Center Liaisons will coordinate with the district and individual schools to provide training, materials, and resources to assist parents and families in helping their children at home.
- Parent and Family Resource Centers will maintain a variety of materials, equipment, and resources geared to different learning styles that parents and families may checkout to use with their children.

Section 4: Coordination and Integration of Parent and Family Engagement Strategies with Other Programs

- Coordination and integration of Title I parent and family engagement strategies with parent and family engagement strategies under other programs such as Head Start, state pre–school programs, Even Start, etc., shall be carried out.
- Coordination and integration of Title I parent and family engagement strategies with parent and family engagement strategies under other local pre-school programs shall be carried out.

Section 5: Annual Evaluation of the effectiveness of Parent and Family Engagement

- An annual evaluation of the content and effectiveness of the parent and family engagement policy of the district shall be conducted to determine the effectiveness of the policy in increasing parent and family participation and identifying barriers to greater participation by parents and families in Title I activities, including parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or of any racial or ethnic minority background; assess the needs of the parents and family members to assist with the learning of their children, including engaging with school personnel, and will review the strategies to support successful school and family interactions. Findings shall be used to design “evidence based strategies” for school improvement in this area.

*The Holly Springs School District will provide “full opportunities” for participation of parents and families who are disabled, economically disadvantaged, have limited literacy, are or any racial or ethnic background, or who have limited English proficiency. Schools will provide information and school profiles in a language and format appropriate to the parents and families’ communication needs.

No Child Left Behind

Every Child Succeeds Act (ESSA)

NOTICE TO PARENTS

As the parent of a student at Holly Springs School District, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers;

- Whether the teacher has met Mississippi Department of Education's qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which Mississippi Department of Education's qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- Whether your child is provided services by paraprofessionals and, if so, the paraprofessionals' qualifications.

If you would like to request this information, please contact your child's school.

HOLLY SPRINGS SCHOOL DISTRICT

*Elementary Schools Required
Secondary Schools Recommended*

TITLE I SCHOOL – PARENT COMPACT SCHOOL YEAR 2018–2019

The purpose of the School–Parent Compact is to build and foster the development of a school–parent partnership to help all children reach the highest level of achievement on state and national standards. Responsibility for improving student achievement will be shared by parents, students, teachers and administrators.

Directions: Parents, significant adults, as well as students are asked to abide by the school–parent compact as they are involved with assisting the school in ensuring a productive school experience for all children.

<p><u>Principal's Role</u> I shall:</p> <ul style="list-style-type: none">√ have high expectations for myself, my staff and the students√ facilitate positive communication among teachers, parents and students√ provide an environment that fosters positive communication among teachers, parents, and students√ respect the cultural differences of students and their families√ promote peaceful conflict resolution <hr/> <p>Principal's signature</p>	<p><u>Teacher's Role</u> I shall:</p> <ul style="list-style-type: none">√ believe that all children will learn√ provide high quality instruction that will enable the child to meet high state√ report student's progress to the family√ have high expectations of myself, students and others√ respect the cultural differences of students and their families√ promote peaceful conflict resolution√ be available for conferences√ provide relevant homework activities <hr/> <p>Teacher's Signature</p>
<p><u>Student's Role</u> I shall:</p> <ul style="list-style-type: none">√ believe that I can learn√ show respect for myself, my school, and other people√ always try to do my best in my work and my behavior√ work cooperatively with students and staff√ obey the rules in the classroom√ come to school prepared to learn√ attend school and be on time√ resolve conflicts peacefully <hr/> <p>Student's signature</p>	<p><u>Parent's Role</u> I shall:</p> <ul style="list-style-type: none">√ believe my child can learn√ show respect and support for my child, the staff, and the school√ see that my child attends school daily and is on time√ attend parent–teacher conferences√ support the school in working with my child√ encourage my child to read at home and apply all learning to daily life√ help my child learn to resolve conflicts peacefully <hr/> <p>Parent's signature</p>



HOLLY SPRINGS SCHOOL DISTRICT

Home Language Survey

School Year 2018–2019

STUDENT INFORMATION

Student Name _____ Grade _____
First Middle Last

Date of Birth _____ Gender _____ School _____

1. What is the dominant language **most often** spoken by the student? _____
2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student? _____
3. What language was **first** learned by the student? _____
4. Does the parent/guardian need **interpretation** services? Yes No
If so, what language? _____
5. Does the parent/guardian need **translated** materials? Yes No
If so, what language? _____
6. What was the date the student first enrolled in a school in the United States? _____
MM/YYYY
7. In what country was the student born? _____

Parent / Guardian Signature

Date (MM/DD/YYYY)

DISTRICT USE ONLY

Designated English Learner on the LAS Links Screener

DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT					
<i>Date</i>	<i>Speaking Score</i>	<i>Listening Score</i>	<i>Reading Score</i>	<i>Writing Score</i>	<i>Composite Score</i>

TITLE X, PART C – HOMELESS CHILDREN AND YOUTH

The McKinney–Vento Act provides certain rights for homeless children and youth. These rights include waiving certain requirements such as proof of residency, when students are enrolling and allowing categorical eligibility for certain services, such as free lunch. The Act also states:

- Students who are homeless may attend their school of origin or the school where they are temporarily residing.
- Parents or guardians of homeless students must be informed of educational and related opportunities.
- Students who are homeless may enroll without school, medical, or similar records.
- Students who are homeless and their families receive referrals to health, dental, mental health, substance abuse, housing, and other needed services.
- Students who are homeless have a right to transportation to school.
- Students must be provided a statement explaining why they are denied any service or enrollment.
- Students must receive services, such as transportation, while disputes are being settled.
- Students are automatically eligible for Title I services.
- School districts must reserve a portion of Title IA funds to serve students who are homeless.
- School districts must review and revise policies that provide barriers to students who are homeless.
- School districts must post information in the community regarding the rights of homeless students and unaccompanied youth in schools and other places where homeless families may frequent and written in a language they can understand.
- School districts must identify a McKinney–Vento liaison to assist students and their families.

Holly Springs School District's **Homeless Liaison:** Debbie Jeffries
662.252.2183

Holly Springs School District 2018 – 2019 Funding

The chart below shows how Federal and District Funds are used for the same programs at different schools:

SCHOOL	ENROLLMENT	STUDENTS ASSESSED (EST.)	PROGRAMS	FUND(S) USED
Primary	445	445	Nurse Character Ed Computer Lab Material Center Clerk America Reads Tutors Paraprofessionals/Teacher Assistants Safe and Drug Free School Material and Activities Academic & Instructional Interventionist Instructional Coach/Lead Teacher Motivational Speakers Parent and Family Resource Center (Grades PreK-3) Professional Development After School Tutorial Extended School Year	Title I District & Title IV Title I Title I District & Title I District & Title I Titles I & IV District & Title I Title I Titles I & IV Title I District & Titles I & II Title I Title I
Intermediate	320	320	Nurse Character Ed Computer Lab Paraprofessionals/Teacher Assistants Safe and Drug Free School Material and Activities Instructional Coach/Lead Teacher Motivational Speakers Parent and Family Resource Center (Grades 3-12) Professional Development After School Tutorial Extended School Year	District District & Title IV District & Title I District & Titles I & IV Titles I & IV Title I Titles I & IV Title I District & Titles I, II & 1003(a) Title I Title I
Junior High	185	185	Nurse Computer Lab Safe and Drug Free School Material and Activities Instructional Coach/Lead Teacher Academic Interventionist Mentor Teachers Motivational Speakers Parent and Family Resource Center (located at Intermediate) Professional Development After School Tutorial Extended School Year	Title I District Titles I & II District District Title I Title I Title I District & Titles I & II Title I Outside Grant/District & Title I
High School	365	275	Nurse Computer Lab Home School Liaison/Graduation Coach Academic Interventionist Motivational Speakers Safe and Drug Free School Material and Activities Parent and Family Resource Center (located at Intermediate) Professional Development After School Tutorial Extended School Year	Title I District Title I District Title I Titles I & II Title I District & Titles I & II Title I Outside Grant/District & Title I

Note: Title I funds have been utilized to purchase Promethean boards, classroom computers, and laptops for academic teachers, laptops and chromebooks for students. Also, Title I funds are utilized to purchase digital cameras, digital recorders, iPads (for District Leadership Team), supplemental textbooks and other supplies for the schools.

HOLLY SPRINGS SCHOOL DISTRICT

MOTTOS

“One District - One Vision - One Mission”

“Teamwork Makes the Dream Work”

MISSION STATEMENT

The mission of the Holly Springs School District is to educate students who can compete in the global community.

VISION

The vision of the Holly Springs School District is to be an A+ district with all A+ schools.

GREAT GOALS

GOAL 1: **G**raduate 80% of students annually and remain in top 10% of the state/Ensure students are college and career ready

GOAL 2: **R**evive and increase parent, family, and community engagement by receiving an 80% or above on impact activities

GOAL 3: **E**nsure a safe and orderly environment by decreasing discipline by 5%

GOAL 4: **A**tract and retain quality staff/Increase retention rate by 2% each year

GOAL 5: **T**ransform instructional practices and increase student achievement to ensure district and all schools are successful or above and continue to increase on the state accountability model



HOLLY SPRINGS SCHOOL DISTRICT

DISTRICT CALENDAR 2018 – 2019

BOARD APPROVED: APRIL 10, 2018

AUGUST 1–3, 2018
AUGUST 6, 2018
AUGUST 6–8, 2018
AUGUST 9, 2018

NEW TEACHER ACADEMY
TEACHERS' FIRST DAY
TEACHER ACADEMY
STUDENTS' FIRST DAY

SEPTEMBER 3, 2018
SEPTEMBER 5, 2018

LABOR DAY HOLIDAY
PROGRESS REPORTS

OCTOBER 3–5, 2018
OCTOBER 8, 2018
OCTOBER 9, 2018
OCTOBER 17, 2018

FIRST NINE WEEKS EXAMS
FALL BREAK
PROFESSIONAL DEVELOPMENT DAY/FALL BREAK STUDENTS
PARENT/TEACHER CONFERENCES (3:30 – 6:30 PM) REPORT CARDS

NOVEMBER 7, 2018
NOVEMBER 19–23, 2018

PROGRESS REPORTS
THANKSGIVING HOLIDAYS

DECEMBER 18–21, 2018
DECEMBER 21, 2018
DECEMBER 24, 2018 – JANUARY 4, 2019

SECOND NINE WEEKS/FIRST SEMESTER EXAMS
60% DAY
CHRISTMAS/NEW YEAR'S HOLIDAYS

JANUARY 7, 2019
JANUARY 8, 2019
JANUARY 16, 2019
JANUARY 21, 2019

PROFESSIONAL DEVELOPMENT DAY/STUDENT HOLIDAY
STUDENTS RETURN
PARENT/TEACHER CONFERENCES (3:30 – 6:30 PM) REPORT CARDS
DR. MARTIN LUTHER KING, JR. HOLIDAY

FEBRUARY 6, 2019
FEBRUARY 18, 2019

PROGRESS REPORTS
PRESIDENTS' DAY HOLIDAY (MAKE-UP DAY)

MARCH 6–8, 2019
MARCH 11–15, 2019
MARCH 18, 2019
MARCH 19, 2019
MARCH 27, 2019

THIRD NINE WEEKS EXAMS
SPRING BREAK
PROFESSIONAL DEVELOPMENT DAY/STUDENT HOLIDAY (MAKE-UP DAY)
STUDENTS RETURN
PARENT/TEACHER CONFERENCES (3:30 – 6:30 PM) REPORT CARDS

APRIL 17, 2019
APRIL 19, 2019
APRIL 22, 2019

PROGRESS REPORTS
GOOD FRIDAY HOLIDAY
GOOD MONDAY HOLIDAY (MAKE-UP DAY)

MAY 22–29, 2019
MAY 24, 2019
MAY 27, 2019
MAY 29, 2019
MAY 30, 2019

4TH NINE WEEKS/SECOND SEMESTER EXAMS
GRADUATION
MEMORIAL DAY HOLIDAY
STUDENTS' LAST DAY (60% DAY)
TEACHER WORK DAY (MAKE-UP DAY)

FIRST SEMESTER:
STUDENT DAYS – 89
FACULTY DAYS – 93

SECOND SEMESTER:
STUDENT DAYS – 91
FACULTY DAYS – 94

**The above calendar is subject to change for reasons of inclement weather conditions and/or state assessments. **

MAKE-UP DAYS due to inclement weather conditions and/or state assessments will be as follows:

FEBRUARY 18, 2019 (PRESIDENTS' DAY HOLIDAY)
MARCH 18, 2019 (PROFESSIONAL DEVELOPMENT DAY/STUDENT HOLIDAY)
APRIL 22, 2019 (GOOD MONDAY HOLIDAY)
MAY 30–31, 2019 (TEACHER WORK DAY + ONE)

