



**HOLLY SPRINGS SCHOOL DISTRICT**

**FEDERAL PROGRAMS**

**PARENT & FAMILY HANDBOOK**

**2021 - 2022**

*Dr. Irene Walton Turnage*  
*Superintendent*

*Eileen Dowsing*  
*Assistant Superintendent/  
Federal Programs Director*

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# 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 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**tttract 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 2021 – 2022

BOARD APPROVED: 3.16.2021

**JULY 28–30, 2021**  
**AUGUST 3, 2021**  
**AUGUST 3–4, 2021**  
**AUGUST 5, 2021**

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

**SEPTEMBER 6, 2021**  
**SEPTEMBER 15, 2021**

**LABOR DAY HOLIDAY**  
**PROGRESS REPORTS**

**OCTOBER 6–8, 2021**  
**OCTOBER 11, 2021**  
**OCTOBER 12, 2021**  
**OCTOBER 20, 2021**

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

**NOVEMBER 10, 2021**  
**NOVEMBER 22–26, 2021**

**PROGRESS REPORTS**  
**THANKSGIVING HOLIDAYS**

**DECEMBER 15–17, 2021**  
**DECEMBER 17, 2021**  
**DECEMBER 20–31, 2021**

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

**JANUARY 3-4, 2022**  
**JANUARY 5, 2022**  
**JANUARY 17, 2022**  
**JANUARY 19, 2022**

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

**FEBRUARY 9, 2022**  
**FEBRUARY 21, 2022**

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

**MARCH 9–11, 2022**  
**MARCH 14–18, 2022**  
**MARCH 21, 2022**  
**MARCH 22, 2022**  
**MARCH 30, 2022**

**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 15, 2022**  
**APRIL 18, 2022**  
**APRIL 20, 2022**

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

**MAY 19–25, 2022**  
**MAY 21, 2022**  
**MAY 25, 2022**  
**MAY 26, 2022**  
**MAY 30, 2022**

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

**FIRST SEMESTER:**  
**STUDENT DAYS – 89**  
**FACULTY DAYS – 92**

**SECOND SEMESTER:**  
**STUDENT DAYS – 91**  
**FACULTY DAYS – 95**

\*\*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 21, 2022 (PRESIDENT'S DAY HOLIDAY)**  
**MARCH 21, 2022 (PROFESSIONAL DEVELOPMENT DAY/STUDENT HOLIDAY)**  
**APRIL 18, 2022 (GOOD MONDAY HOLIDAY)**  
**MAY 26–27, 2022 (TEACHER WORK DAY + ONE)**

# ADMINISTRATIVE PERSONNEL & SCHOOL CONTACT INFORMATION

## HOLLY SPRINGS PRIMARY SCHOOL

Grades: Pre-K – 3<sup>rd</sup>

*Sherna Jones, Principal*

Casshaunda Davis, Academic & Behavioral Interventionist  
662.252.1768

## HOLLY SPRINGS INTERMEDIATE SCHOOL

Grades: 4<sup>th</sup> – 6<sup>th</sup>

*Vikki Marion, Principal*

Tywana Hunt, Lead Teacher/Instructional Coach  
662.252.2329

## HOLLY SPRINGS JUNIOR HIGH SCHOOL

Grades: 7<sup>th</sup> – 8<sup>th</sup>

*LeTashia White, Principal*

Tannya Sanders, Lead Teacher/Instructional Coach  
662.252.7737

## HOLLY SPRINGS HIGH SCHOOL

Grades: 9<sup>th</sup> – 12<sup>th</sup>

*Cravin Turnage, Principal*

Tamera Onwuemenyi, Assistant Principal  
Benita Fluker, GED/Interventionist  
662.252.4371

## HOLLY SPRINGS CAREER & TECHNICAL CENTER

Grades: 11<sup>th</sup> – 12<sup>th</sup>

*Susie Brown, Director*

662.252.2071

## OMBUDSMAN ALTERNATIVE PROGRAM

*Norbert Wood, Director*

662.252.2622

## HOME SCHOOL/PARENT & FAMILY ENGAGEMENT

Erica Avent, Coordinator  
Retha Kimbrough, Liaison  
Beverly Phillips, Liaison

## ENGLISH LEARNERS (EL) COORDINATOR

Patricia Waldrop

## HOMELESS LIAISON

Erica Avent

## 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. The Elementary and Secondary School Emergency Relief (ESSER) funds are available this school year because of the pandemic. Holly Springs School District's Federal Programs Office also provide equitable services to qualifying students at Holy Family Elementary School and Marshall Academy where students from the Holly Springs School District attendance area attend school (Titles I, II, IV and ESSER funds).

### 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 standards. These special populations include, but are not limited to, minority students, students with disabilities, English Learners (EL), migrant 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 2021 - 2022 district allocation is \$1,026.063.00**

### Title II, Part A: Effective Instruction:

This program provides federal financial assistance 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

**Holly Springs School District's 2021 – 2022 district allocation is \$50,000.00.**

## 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 2021 – 2022 district allocation is \$29,950.00.

*Services are provided for eligible students and staff at Holy Family Elementary School and Marshall Academy through federal funds (Title I, Title II, & Title IV) allocated to the Holly Springs School District.*

## TITLE V, PART B: RURAL AND LOW-INCOME SCHOOL PROGRAM (RLIS):

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 allocations under other programs in amounts too small to be effective in meeting their intended purposes.

Holly Springs School District's 2021 – 2022 district allocation is \$24,449.00.

## ELEMENTARY & SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FUNDS

The ESSER funds provides State Education Agencies (SEAs), and their local education agencies (LEAs), with emergency relief funds to address the impact that COVID-19 has had and continues to have – on elementary and secondary schools across the country.

*Services are provided for eligible students and staff at Holy Family Elementary School through federal Elementary & Secondary School Emergency Relief I (ESSER I) funds allocated to the Holly Springs School District.*

### **ESSER I**

ESSER I Funds focused on facilitating new instructional delivery methods – focusing on investment in the technology infrastructure and professional development and training that will help all students continue to learn through some form of remote learning (equipment and educational technology) and making schools safe (personal protection equipment and supplies) for students and staffs.

(Allocation: \$671,444.00)

ESSER I funds have been used to purchase personal protective equipment (PPE), thermometers (handheld, walk-up and walk-through scanners, sanitizing machines & solution, hand sanitizing wall units, water fountain lock-outs, bottle filler water fountains, Learning Management System, online intervention programs, virtual educational licenses, summer school, chromebooks for students, laptops for teachers and equitable share for Holy Family Elementary School.

## **ESSER II**

The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA) provides an additional funding for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund). ESSER II Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020. These funds as with ESSER I funds are designated to help school districts with impact that COVID-19 has had and continues to have on elementary and secondary schools across the nation. The funds must be used to prevent, protect or respond to the impact of COVID-19 on the schools.

ESSER II Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020.  
**(Allocation: \$3,040,109.00)**

ESSER II funds will be used to replace the HVAC units and renovate restrooms to touchless throughout the district, replace windows at the HS High School and HS Junior High School, and replace tables with student desks at HS Primary School.

## **ARP ESSER (ESSER III)**

On Thursday, March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. It is an unprecedented \$1.9 trillion package of assistance measures, including \$122 billion for the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. Funds are provided to State educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students. These funds as with ESSER I and ESSER II funds are designated to help school districts with impact that COVID-19 has had and continues to have on elementary and secondary schools across the nation. The funds must also be used to prevent, protect or respond to the impact of COVID-19 on the schools in addition to safely reopening and sustaining the safe operation of schools.

ARP ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020.  
**(Allocation: \$6,827,652.00)**

ARP ESSER funds will be used to purchase playground equipment for the HS Primary and Intermediate Schools; renovate the auditorium at the HS High School; increase personnel for three years to help students cope with the effect of the pandemic; decrease learning loss (after school programs, intervention programs, summer school programs, science lab equipment, math manipulatives, etc.); purchase bleachers for the HS Primary activity building; purchase air conditioned buses; outside seating for outside classes, privacy screens for HS Junior High School; sanitizing worker to help sanitize, etc.



## 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 and family 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 100% of the district's 1% obligation for parent and family engagement activities will be utilized.**

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POLICY CODE: IDDA

TITLE: PARENT AND FAMILY ENGAGEMENT TITLE I

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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 1116. 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 and/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 check out 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 and family members 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 of 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' communications needs.

# No Child Left Behind



Every Student Succeeds Act (ESSA)

## NOTICE TO PARENTS

As the parent of a student in the Holly Springs School District, you may request the professional qualifications of the classroom teachers who instructs your child. In compliance with the requirements of the Every Student Succeeds Act (ESSA) (section 1112(e)) you may request information about your child's classroom teachers and/or paraprofessional. Specifically, the following information may be requested:

- Whether the Mississippi Department of Education has granted a teaching certificate to the teacher for the grades or subjects he or she is teaching,
- Whether the Mississippi Department of Education has decided that the teacher can teach in a classroom with a temporary certificate because of special circumstances,
- The teacher's college major; whether the teacher has any advance degrees, and if so, the subject of those degrees
- Whether any teachers' assistants provide services to your child and if they do, their qualifications.

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

# HOLLY SPRINGS SCHOOL DISTRICT

## TITLE I

### SCHOOL – PARENT COMPACT

SCHOOL YEAR 2021-2022

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. (1116(d))

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



# HOLLY SPRINGS SCHOOL DISTRICT

## Home Language Survey

School Year 2021 – 2022

### 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					
Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

## **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**: Erica Avent  
662.252.2183



**Complete and Return to School**

School Name:
Parent/Guardian Name(s):
Address:
Telephone Number(s):
Email:
<p>1. Have you moved to a new town to find work within the last 3 years?</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    (If you answered "No," <b>STOP HERE</b>. If you answered "Yes," continue.)</p>
<p>2. Did you or anyone in your household find work in <b>agriculture</b> or <b>fishing</b> (examples: planting or preparing fields for crops; harvesting crops; picking fruit or vegetables; processing fruit or vegetables; planting or cutting trees; greenhouse, cotton gin, poultry farm or dairy work; or farming/ harvesting/ processing chicken, catfish, beef, pork, shrimp, crab, crawfish, oysters, or other shellfish or fish)?</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    (If you answered "No," <b>STOP HERE</b>. If you answered "Yes," continue.)</p>
<p><b><i>If you answered "Yes" to both questions above, a state education representative may contact you to find out whether your child is eligible for additional educational services.</i></b></p>
<p>What is the best time to get in touch with you?    <input type="checkbox"/> During the day    <input type="checkbox"/> Evening/night</p>

<p><b><i>For School Use Only</i></b></p> <p><b>Do not email forms. Call 662-325-1815 and your MMESC Recruiter will pick up returned forms.</b></p> <p>Or convey by regular mail, or fax to:</p>	<p>Date received from family: _____</p>
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***For MMESC Use Only***

School District: \_\_\_\_\_ Date received from school: \_\_\_\_\_

Complete y retorne a la escuela

Nombre de la Escuela:
Nombre del padre, madre o guardián:
Domicilio/Dirección:
Número de teléfono(s):
Correo electrónico (email):
<p>1. ¿Usted o alguien en su familia se ha mudado a un pueblo nuevo para encontrar trabajo en los últimos 3 años?</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> NO (Si contestó "NO," <b>PARE DE CONTESTAR AQUÍ</b>. Si contestó "Si", continúe.)</p>
<p>2. ¿Usted o alguien en su familia encontró trabajo en <b>agricultura</b> o la <b>pesca</b>? (Por ejemplo: preparando la tierra para plantar y cultivar frutas o verduras, tales como el camote, cortando o pizcando otras frutas o verduras; procesando la fruta o verdura; plantando pino; trabajando en un vivero; moliendo algodón; en una granja criando pollos/huevos o ganado, ordeñando vacas; o en la pollera procesando pollo, pescado, carne de res, puerco, camarón, langosta, ostión, o cualquier otro tipo de comida del mar).</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> NO (Si contestó "NO," <b>PARE DE CONTESTAR AQUÍ</b>. Si contestó "Si", continúe.)</p>
<p><b><i>Si usted contestó "Si" a las dos preguntas de arriba, un representante del departamento de educación lo contactará para saber si su hijo/a es elegible para servicios educacionales adicionales.</i></b></p>
<p>¿Cuál es el mejor tiempo para comunicarse con usted?</p> <p><input type="checkbox"/> Durante el día <input type="checkbox"/> En la tarde/Noche</p>

<p><b><i>For School Use Only</i></b> Date received from family: _____</p> <p><b>Do not email forms. Call 662-325-1815 and your MMESC Recruiter will pick up returned forms.</b></p> <p>Or convey by regular mail, or fax to:</p>
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***For MMESC Use Only:***

School District: \_\_\_\_\_ Date received from school: \_\_\_\_\_

## 2021 – 2022 Funding Sources

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	380	380	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 Mentor Teachers, Tech Secretary, & Curriculum Secretary Motivational Speakers Parent and Family Resource Center (Grades PreK-3) Professional Development After School Tutorial/Extended School Year Intervention Programs to address Learning Loss	District & Title I District & Title IV Title I Title I District & Title I District & Title I Titles I & IV District & Title I Title I District & Title I Titles I & IV Title I District, Titles I & II, & ESSER ARP ESSER ARP ESSER
Intermediate	275	275	Nurse Character Ed Computer Lab Paraprofessionals/Teacher Assistants Safe and Drug Free School Material and Activities Instructional Coach/Lead Teacher Mentor Teachers, Tech Secretary, & Curriculum Secretary Motivational Speakers Parent and Family Resource Center (Grades 3-12) Professional Development After School Tutorial/Extended School Year Intervention Programs to address Learning Loss	District & Title I District & Title IV District & Title I District & Titles I & IV Titles I & IV Title I District & Title I Titles I & IV Title I District, Titles I & II, and ESSER ARP ESSER ARP ESSER
Junior High	200	200	Nurse Computer Lab Safe and Drug Free School Material and Activities Instructional Coach/Lead Teacher Mentor Teachers, Tech Secretary, & Curriculum Secretary Motivational Speakers Parent and Family Resource Center (located at Intermediate) Professional Development After School Tutorial/Extended School Year Intervention Programs to address Learning Loss	Title I District Titles I & IV District District & Title I Titles I & IV Title I District, Titles I & II and ESSER Outside Grant & ARP ESSER ARP ESSER
High School	325	250	Nurse Computer Lab Academic Interventionist Mentor Teachers, Tech Secretary, & Curriculum Secretary Motivational Speakers Safe and Drug Free School Material and Activities Dual Enrollment/Dual Credit & Advance Placement Parent and Family Resource Center (located at Intermediate) Professional Development After School Tutorial/Extended School Year/Credit Recovery Intervention Programs to address Learning Loss	Title I District District Title I Titles I & IV Titles I & IV District, Titles I & IV, and ESSER Title I District, Titles I & II and ESSER ARP ESSER & Outside Grant ARP ESSER

Note: Titles I & V and ESSER funds have been utilized to purchase Active Panels, laptops for teachers, and Chromebooks for student use. Also, Titles I & V and ESSER funds are utilized to purchase educational technology, LCD projectors, iPads (for District Leadership Team), supplemental textbooks and other supplies for the schools. ESSER funds are utilized to purchase Personal Protection Equipment (PPE) for students and staff.