

Oldham-Ramona School District #39-5

Policies and Regulations Code: C – General School Administration

CCB LINES OF AUTHORITY AND STAFF RELATIONS

All personnel employed by the Board will be responsible to the Board through the Superintendent (administrator). The Board expects that the Superintendent (administrator) will establish clear understandings on the part of all personnel of the working relationships in the school district.

Personnel will be expected to refer matters requiring administrative action to the superintendent (administrator). The superintendent (administrator) will refer matters to the next higher authority when necessary. Additionally, all personnel are expected to keep the superintendent (administrator) informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decisions made by the superintendent (administrator) in accordance with the approved grievance procedures.

Additionally, lines of responsibility and authority do not restrict in any way the cooperative, sensible working together of all people on all professional levels in order to develop the best possible school program. The established lines of authority represent direction of authority and responsibility in the implementation of policy; when the staff is working together to improve the district's programs and operations, the lines represent avenues for a two-way flow of ideas.

LEGAL REFS.:

ADOPTED: 07-1990
AMENDED: 09-1997
AMENDED: 01-2007
AMENDED: 10-2015

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CGD STATE AND FEDERAL PROGRAM ADMINISTRATION

Title I

It is the policy of the Oldham-Ramona School District to annually apply for Title I federal funds to serve children in school attendance areas with high concentration of low income families including children in local agency programs. It is believed that all children who qualify for Title I services will improve in their performance when strategies and programs are designed to meet their educational needs.

Title I schools in the Oldham-Ramona School District are considered school-wide sites in order to provide services to a selected school or schools. Children will be placed in the Title I program through procedures involving professional educators, administrators and parents/guardians.

A parent/guardian, student, employee, or District resident who has a complaint regarding the use of federal Title I funds should adhere to District policies and regulations. If a complaint regarding use of federal Title I funds remains unresolved, it may be forwarded by the complainant to the South Dakota Department of Education for review.

LEGAL REFS.: The Elementary and Secondary Education Act (ESEA) (Pub. L. 89-10, 79 Stat. 27, 20 U.S.C. ch.70)

ADOPTED: 08-1990
AMENDED: 09-1997
AMENDED: 04-2005
REVIEWED: 09-2007
REVIEWED: 09-2013

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CGD-R STATE AND FEDERAL PROGRAM ADMINISTRATION

The Oldham-Ramona School District will comply with all federal laws, regulations, and non-regulatory guidance that govern the administration of state and federal programs. Within these laws and regulations, local districts must make decisions about how to best serve the needs of the local population. As the District develops its local plan for implementing the Title I program, the following guidelines will apply:

Identifying Schools for Title I Supplemental Services

Comprehensive Needs Assessment

To determine eligible attendance areas, an annual needs assessment will be conducted during the second semester of the school year. Eligible schools will be determined by the percent of students who qualify for free or reduced lunch as well as the school-wide guidelines. Schools with more than seventy-five percent of students in the attendance area receiving free or reduced lunch will receive Title I supplemental services, as required by Title I, Section 1113,(a)(3)(A). Schools will be placed in rank order of poverty as determined by free or reduced lunch status. Schools with more than forty percent of students receiving free or reduced lunch will be considered for Title I supplemental services.

Application for Funds

During May and June of each fiscal year the administrator in charge of coordinating the Title I program will prepare and submit a consolidated application using the State Department of Education eGrant process.

Parent Involvement

The term “parent involvement” refers to the involvement of parents and/or guardians of District students.

The Superintendent or designee shall ensure that the District’s parental involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parental involvement and describe how the District will carry out each activity listed in Section 1118 (a) of the No Child Left Behind Act of 2001 (NCLB).

The Superintendent or designee shall consult with parents/guardians of participating students in the planning, implementation and evaluation of parental involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the District’s Title I funds will be allotted for parental involvement activities.

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parental involvement policy in accordance with NCLB, Section 1118 (b).

District Support for Title I Parental Involvement

The District shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parental involvement to improve student academic achievement and school performance. This coordination, assistance and support may include:

- District personnel to facilitate development of District's parental involvement.
- Establishing strong communication between school personnel and the families of English Language Learners (ELL).
- Providing interpreters for parent teacher conferences and other parent/guardian meetings.
- Professional development to enhance the skills of teachers, administrators, and other staff, in building ties between parents/guardians and the school.
- Coordinating training with the South Dakota Parent Information and Resource Center.

Coordination of Title I Parental Involvement with Other District Programs

The District shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with blended preschool (Head Start, Early Childhood Special Education, and Title I), ELL, Migrant Education, and Special Education programs. This coordination shall be accomplished through regular communication between the District administrators and building administrators involved in these programs.

LEGAL REFS.: The Elementary and Secondary Education Act (ESEA) (Pub. L. 89-10, 79 Stat. 27, 20 U.S.C. ch.70)

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CHCA - APPROVAL OF HANDBOOKS AND DIRECTIVES

To make pertinent Board policies, district regulations and departmental and/or school rules and procedures known to all staff members and students, District Administrators and Principals are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform to district-wide policies and regulations; it is also important that all handbooks bearing the name of the district or one of its schools be of a quality that reflects credit on the district. Therefore, the Board expects all handbooks to be approved prior to publication by the Superintendent or other district administrator(s) as he or she directs.

The Superintendent will use his or her judgment as to whether a specific handbook needs approval by the Board. However, all handbooks published will be made available to the Board for informational purposes.

As in the case of regulations affecting staff members, handbooks published specifically for a particular group of employees will be distributed to all of the employees affected.

LEGAL REFS.:

ADOPTED: 4/2020

AMENDED: