

Annual Education Report

2008 – 2009 School Year

Jennings Elementary School

Quincy Community School District



October 15, 2009

The Annual Education Report

Introduction

The Annual Education Report is a requirement of the Revised School Code of Michigan, MCL 380.1204a. Michigan's new accreditation system Education YES! and the federal No Child Left Behind (NCLB) legislation also have reporting requirements. This template helps you meet the existing reporting requirements as well as the NCLB Report Card requirements. Unless denoted as "optional," all of the components in this template are required for ALL school buildings.

It is the responsibility of the district to pull together the information from each building into a comprehensive district report. The template is a tool used by a district to collect all of the components from each building in a uniform way; it is a suggested tool for the format of the content, not the presentation of the final Report.

Your Annual Education Report should communicate to parents and community members the type of district you are, the distinctiveness of each of your schools and the great job you are doing of educating their children. So keep the language easy to understand, the format easy to read, and focus on the wonderful things going on for the children in your district.

The publication of an Annual Education Report is as unique as each district. Some districts turn this report into a

calendar, some into a glossy magazine, others into a web-based publication. If your district chooses to publish to the web, your community must be notified how to access the electronic Report. You must also have some printed copies available for those who request a hard copy.

Although the Annual Education Report is compiled and published by the school district, each school building in the district must distribute its part of the Annual Education Report and the district report to the public at an open meeting no later than October 15 of each year.

Reports must be widely available through public means. Districts are allowed to use the Internet as a primary vehicle for distribution, but must make hard copies available to the public upon request. Schools should evaluate Internet availability and use in the community and make appropriate judgments regarding dissemination of the report. In addition, PA 25 requires that the report be made available to the Department of Education. This is done by submitting a copy of the report to the Intermediate School District.

This report should be constructed when all data is available to school districts and be made available to the public on a timely basis. The federal requirement is to make the report card available before the beginning of the school year. The PA 25 requirement is that the report be available no later than October 15.

This template and other additional information will be available on the MDE website at <http://www.michigan.gov/mde>. Guidance may be available from your local ISD or from Paul Bielawski at bielawp@michigan.gov or (517) 335-5784.

A special thanks goes to Karen Ruple and the Kent Intermediate School District that worked on the following template. Their willingness to share their work is greatly appreciated.

School Information		District Information	
School Name	Jennings Elementary School	District Name	Quincy Community School District
Principal	Ronald E. Olmsted / Penny J. Brockway	Superintendent	Joseph Lopez
Street	44 Liberty Street	Street	1 Educational Parkway
City,State,Zip	Quincy MI,49082	City,State,Zip	Quincy MI,49082
Phone Number	(517)639-9885 / (517)639-4719	Phone Number	(517)639-7141
Fax Number	(517)639-3461 / (517)639-3205	Fax Number	(517)639-4273
Web Site	www.quincyschools.org	Web Site	www.quincyschools.org
Email Address	olmstedr@quincyschools.org / brockwayp@quincyschools.org	Email Address	lopezj@quincyschools.org
School Type	Elementary School	Contact	

Mission

Jennings Elementary staff, students, parents, and community are committed to excellence in education for all students. In preparation for the future, we will promote responsible citizenship, talent development, and foster life-long learning with emphasis on Math, Language Arts, Science, and Social Studies.

Vision

Quincy Community Schools upholds an expectation of excellence and a commitment to continual improvement to develop outstanding educated and productive citizens. (Shared vision)

School Description

Jennings Elementary School serves students in Developmental Kindergarten (DK) through Fifth Grade. Ronald Olmsted serves as DK-2 Principal, while Penny Brockway serves as the 3-5 Principal. Jan Schoenherr is our School Counselor, Janie Caldwell is our Literacy Coach and Larry Todak serves as the district's Social Worker. There are 35 members of the professional teaching staff.

Jennings students have access to many special services, including those of resource room teachers, speech/language therapist, and a cognitively impaired (CI) teacher. Support services from Branch Intermediate School District include School Psychologists, Social Workers, Physical and Occupational Therapists and administrative support for special programs. Members of our support staff keep the building clean and organized, provide nutritious meals, and assist teachers. Over 130 volunteers devote time to Jennings students on a regular basis.

Section I. Overview of School

A. Our school's accreditation status and grades as determined by Education YES!

Currently the building has adopted the Michigan Framework of School Improvement as its guiding document. Target goal committees continue to work closely to improve student achievement in specified areas. We have a full time curriculum coordinator and a building school improvement team who are guiding our school in the process of aligning our curriculum to the state benchmarks.

Education YES! grades for the 2008-2009 school year are as follows: Student Achievement Status (ELA B , Math A) , Indicators of School Performance (A). Our composite score for Education YES! was an A.

B. Comparison of the current year's status to last year's status.

Education YES! grades for the 2007-2008 school year are as follows: Student Achievement Status (ELA – B, Math – A) , Indicators of School Performance (A). Our composite score for Education YES! was an A.

C. Special characteristics of our school. (included in school introduction - removed from here)

Our school district has an Outdoor Education Area that is very unique. We have a complete pond/forest ecosystem that is available at all times for teachers to utilize as a teaching tool. We have an Outdoor Education Day each year that allows students to experience all the outdoor opportunities Quincy Schools has to offer.

We also offer a character education program. Our program employs a full time teacher dedicated to teaching character education curriculum (*adopted from the Michigan Model*) 50 minutes per week to every child (*kindergarten, 1st – 5th*) and 25 minutes per week for developmental kindergarten. The program instructs students in seven components of good character; honesty, respect, responsibility, citizenship, fairness and justice, trustworthiness and caring. The character education teacher brings the community into the classrooms as role models and mentors for students.

In the core academic areas, we have employed consistent curriculum materials to support academic standards (GLECs). Jennings offers social studies Alive, Battle Creek Area Math/Science kits, Everyday Math and the Writers' Workshop by Lucy Calkins.

D. Student retention rates

1. Student retention rates for this current year.

Retention rate is defined in the State School Aid Act as the proportion of pupils who have not dropped out of school in the immediately preceding school year and is equal to one (1) minus the quotient of the number of pupils unaccounted for in the immediately preceding school year, as determined by the District Pupil Retention Report, divided by the pupils of the immediately preceding school year. The State of Michigan calculates this rate. In the future, the state will use the Single Record Student Database (SRSD) for this purpose.

Not applicable.

2. Comparison of current retention rates to the previous year's retention

rates.

Not applicable

E. Average Class Size (Optional)

We have an average: *Numbers based on Fourth Friday Count*

K – 21

1st – 27

2nd – 29

3rd – 26

4th – 30

5th – 27

F. Other information that the community might be interested in knowing about your school, (ie., partnerships, community service projects, Blue Ribbon status, etc.).

Jennings Elementary participates in the Junior Achievement Program in the 5th grade. We have a full-time social worker that is shared throughout the district. We have a full-time counselor at the elementary level. Staff members are active in professional organizations. They regularly attend conferences and workshops. Teachers are continually updating and enhancing knowledge and skills through post-graduate studies and professional seminars. Jennings Elementary has a very active parent organization that makes a great effort to connect the school with the community.

Section II. Student Improvement Plan

A. Current year goals and objectives.

1. How data led our SIP team to select the current improvement goals and objectives in the core academic curriculum.

Our School Improvement Team adopted improvement objectives for the core academic curriculum based on our MEAP test results. The results helped us to decide how much student improvement must take place this school year.

2. Implementation plan for the core academic improvement objectives identified in your school improvement process.

a. Overall Curricular Implementation Plan

Our staff worked in vertical teams and departments for each content area to develop strategies that will help teachers and students meet the improvement goals for those content areas. The grade level also began the curriculum mapping process in the area of math.

b. English/Language Arts Implementation Plan

Goal: To increase the number of students scoring in the proficient category on the ELA MEAP test by at least 3.98%.

Strategy: Jennings Elementary will use the Harcourt Reading Series to improve reading skills through increased vocabulary exposure and specific strategies for completing comprehension tests. A building-wide writing program, Writer's Workshop by Lucy Calkins, was implemented.

c. Mathematics Implementation Plan

Goal: To increase the number of students scoring in the proficient category of the Math MEAP by at least 6.14%.

Strategy: Through the use of Math Written Expression, Jennings Elementary will incorporate graphing analysis and word problems on a daily basis in each math block. An emphasis will be given to data analysis on various assessments.

d. Science Implementation Plan

Goal: To increase the number of students scoring in the proficient category of the 5th grade Science MEAP by at least 2.66%.

Strategy: Jennings Elementary will continue the use of Battle Creek Math and Science kits while incorporating specified graphs and vocabulary at each grade level. The end-of-unit test will include analysis of the students' graph and vocabulary work.

e. Social Studies Implementation Plan

Goal: Social Studies is now tested in Quincy Middle School.

3. Progress of the School Improvement Plan in doing what it set out to do, including the evaluation process that led to this conclusion.

Our school improvement plan has done what it was set out to do. After many discussions, vertical team meetings, core area meetings, grade level meetings and department meetings, the staff has agreed that the areas above need to show improvement. By choosing these particular goals, we were able to brainstorm effective strategies to help us meet these goals. After receiving results, we completed an item analysis of MEAP, DIBELS, and NWEA related items to see which areas our students needed further instruction or strategies. As a result of this, our staff has aligned our curriculum with our state benchmarks and grade level expectations.

4. How the evaluation of data and the current year's school improvement process led the School Improvement Team to select the school's improvement goals and objectives in the core academic curriculum for the next school year.

Based on MEAP, DIBELS, and NWEA data analysis our school improvement team set the goals of improving writing, vocabulary knowledge and usage, problem solving and graphing analysis skills.

B. This year's school improvement process compared to last year's process

This year's school improvement process is the same as last year's process in that our goals are based specifically on data we have collected regarding student achievement. The process has changed this year in that we have taken first steps in implementing the use of the Michigan School Improvement Framework as a guiding document. This year's process has been systematic and has provided teachers with more specific strategies that can be used in the classroom to meet our goals. Our school improvement team continues to be lead by a set of chairpersons. Our school improvement team aligns itself with the district school improvement team that serves as a clearinghouse for ideas throughout the district. The DSIT committee is aiming to align the goals of the elementary, middle and high school; making the school improvement process a team effort.

C. Other information about the school's School Improvement Plan or process. (Optional)

During the 2008 – 2009 school year, we used data to help create our school improvement profile. We continued using a Student/Teacher/Parent Compact, and keep these on file for future reference.

ELA percent proficient	79	78
Reading percent proficient	80	82
Writing percent proficient	58	59

D. Compared to Last Year

3 rd grade	2007-2008	2008-2009
ELA percent proficient	76	85
Reading percent proficient	82	87
Writing percent proficient	55	54

4 th grade	2007-2008	2008-2009
ELA percent proficient	68	70
Reading percent proficient	85	76
Writing percent proficient	32	28

5 th grade	2007-2008	2008-2009
ELA percent proficient	79	78
Reading percent proficient	80	85
Writing percent proficient	58	57

E. Percentage of Students Not Tested-Less than 1% of the all students were not tested.

2. Mathematics

Overall Achievement Scores

3 rd grade	level 1	level 2	level 3	level 4	# tested
Math %	57	36	8	0	102

4 th grade	level 1	level 2	level 3	level 4	# tested
Math %	37	49	14	0	118

5 th grade	level 1	level 2	level 3	level 4	# tested
Math %	38	38	16	8	104

B. Compared to other schools in the district-Jennings Elementary is the only elementary school in the Quincy Community School District, therefore we have no scores to compare our results with.

C. Compared with the State

3 rd grade	Quincy	State
Math percent proficient	92	91

4 th grade	Quincy	State
Math percent proficient	86	88

5 th grade	Quincy	State
Math percent proficient	74	77

D. Compared to Last Year

3 rd grade	2007-2008	2008-2009
Math percent proficient	91	92

4 th grade	2007-2008	2008-2009
Math percent proficient	82	86

5 th grade	2007-2008	2008-2009
Math percent proficient	73	74

E. Percentage of Students Not Tested-Less than 1 percent of our students were not tested in this area.

3. Science

A. Overall Achievement Scores

5 th grade	level 1	level 2	level 3	level 4	# tested
Science %	41	42	12	5	104

B. Compared to other schools in the district-Jennings Elementary is the only elementary school in the Quincy Community School District, therefore we have no scores to compare our results with.

C. Compared with the State

5 th grade	Quincy	State
Science percent proficient	83	83

D. Compared to Last Year

5 th grade	2007-2008	2008-2009
Science percent proficient	81	83

E. Percentage of Students Not Tested-Less than 1% of our 5th grade students were not tested in this area.

4. Social Studies

The MEAP social studies test was not offered in the 3rd – 5th grades this year.

B. Disaggregated school analysis of MEAP data in the four core academic curriculum areas for.

Description should include: achievement by performance level (Level 1, Level 2, Level 3 and Level 4); comparison of performance of the school with the district and the state; comparison of school performance this year to performance last year; and percentage of students not tested.

1. English/Language Arts

No Sub Groups to Report

2. Mathematics

No Sub Groups to Report

3. Science

No Sub Groups to Report

2. Social Studies

No Sub Groups to Report

**B. Academic achievement and gains in English proficiency of Limited English Proficient students for this year and the previous year.
(Optional)**

Not applicable.

C. Performance on local achievement tests.

The K-12 staff is integrating MEAP-like assessments developed from MEAP released items. CISD developed assessments, and teacher generated items into their courses. MLPP is used in grades K-2. The Northwest Evaluation Assessment (NWEA) for reading, language and math is given up to four times in grades 2-8. Vertical teams have identified, and departments have developed additional common quarterly assessments. Battle Creek Area Math/Science Center (BCAMSC) Kit assessments were administered and data examined.

D. Performance on national achievement tests.

Our district employs the Northwest Evaluation Association (NWEA) testing in math, reading and language usage. The following represents Mean RIT scores for the 2007-2008 school year.

Mathematics

Grade 3 – Fall 2008=191, Spring 2009=202

Grade 4 – Fall 2008=201, Spring 2009 = 208

Grade 5 – Fall 2008 =206, Spring 2009=214

Language Usage

Grade 3 – Fall 2008=189, Spring 2009=196

Grade 4 – Fall 2008=194, Spring 2009=205

Grade 5 – Fall 2008=204, Spring 2009 = 214

Reading

Grade 3 – Fall 2008=186, Spring 2009=198

Grade 4 – Fall 2008=194, Spring 2009=202

Grade 5 – Fall 2008=201, Spring 2009=207

E. Other achievement information (Optional)

Section IV. Adequate Yearly Progress Data

A. Adequate Yearly Progress (AYP) status in each of the core academic areas.

Must Include whether school is identified for Improvement based on this data and how long it has been identified.

1. English/Language Arts

(Required for elementary, middle school, and high school)

Adequate Yearly Progress was achieved in ELA for the 2008-09 school year.

2. Mathematics

(Required for elementary, middle school, and high school)

Adequate Yearly Progress was achieved in Math for the 2008-09 school year.

3. Science

(Required for middle school and high school; elementary beginning no later than 2007/08)

Adequate Yearly Progress was achieved in Science for the 2008-09 school year.

4. Social Studies

(Required for middle school and high school)

B. Aggregated attendance rate (elementary and middle school) or graduation rate (high school).

A. Overall Building Rate of Attendance: Jennings Elementary has an overall attendance rate of 95%.

B. Compared to other schools in the district: Since Jennings is the only elementary school in the Quincy Community School District, we have no other attendance data with which to compare ours.

C. Compared to the State: We do not have any information regarding the state attendance level.

D. Compared to Last Year: Our attendance is somewhat consistent, and tends to run near the 95% mark each year.

C. Disaggregated attendance rate (elementary and middle school) or graduation rate (high school).

This does not apply to Jennings Elementary, as we do not disaggregate our attendance according to subgroups.

Section V. Parent Involvement

A. Number and percent of parents/guardians attending parent/teacher conferences.

A high rate of parental involvement at Jennings is evidenced by an excellent attendance at the August Open House, Parent-Teacher Conferences, and our annual Writers' Night. The following represents the percent of parents that attended fall conferences of the 2008/2009 school year:

DK/K- 94%

1st Grade – 87%

2nd Grade – 89%

3rd grade through 5th grade – No Data Available

Typically, attendance at fall conferences is higher than spring conferences.

B. School's parent involvement policy.

Starting with the 2004-2005 school year all parents are expected to sign a Parent/Teacher/Student contract that shows that parents are willing to be involved in their child's education by helping them with school work and making school a priority. In addition to this, our school board has a policy regarding parent involvement. The policy is as follows:

9250 - RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board policies and administrative guidelines 2240 (Opt-Out), 2413/14 (Health/Sex Education), and 9150 (School Visitors), the District shall provide the opportunity for parents to review curriculum and instructional materials and to visit the school to observe the instructional process.

With regard to student behavior, during school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first hand basis

Each school in the District shall hold an open house at least annually.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences set up for the exchange of information of the child's progress in school.

M.C.L.A. 380.10, 380.1137

**C. Types of parental involvement opportunities in the school.
(Optional)**

Parents have been actively involved in various school activities. The Jennings Parent Organization (J.P.O.) provided financial support for special classroom supplies and projects. The JPO provided monetary support for the Accelerated Reader Program. March is Reading Month books and projects are also supplied by the JPO. Fifth grade students also received gifts such as calculators or dictionaries from the JPO to give them a useful tool to start middle school with. Our JPO runs major school wide events such as; SAFE Trick-or-Treat, Teacher Appreciation, Star and Extra Effort Student recognition, and an annual spring family social.

Parent volunteers provide instruction through the Junior Achievement program. Parents provide support for Walk for Diabetes, Character Education Days, and Field Days. Many parents volunteer to assist teachers regularly in classrooms and help with special projects (popcorn project).

Section VI. Safe Schools (optional)

A. State the incidence of school violence

N/A

B. State the incidence of student drug and alcohol abuse.

N/A

c. Describe the number, percentage and types of suspensions.

We did not have any out-of-school suspensions in the 2008-2009 school year that extended beyond a snap-suspension (1 day out).

D. Describe the number, percentage and types of expulsions.

N/A

Section VII. Advanced Placement-Applies to High School Only

A. Percentage of students completing Advanced Placement or International Baccalaureate courses.

(See VIII.D)

B. Advanced Placement or International Baccalaureate courses available.

C. Passing rate for students taking Advanced Placement or International Baccalaureate tests.

(See VIII.E)

Section IX. Core Curriculum

A. How the Michigan Curriculum Framework in English/Language Arts, Math, Science and Social Studies is implemented.

1. The process for development.

The district is using the Michigan Curriculum Framework. Standards and Benchmarks are incorporated in K-12 course syllabi, along with units of instruction, pacing, instructional strategies, key terms, resources and assessments. Departments and school improvement teams update course syllabi and review curriculum annually to update curriculum maps to ensure horizontal and vertical alignment.

2. The process for curriculum alignment.

At the building level: K-12 curricula is reviewed and revised annually by horizontal and vertical grade/department level teams facilitated by the department chair(s). Principals meet regularly with building department chairs. All curriculum instruction and assessment grade/department level recommendations go to the building school improvement team for review before being presented to the district school improvement committee. Vertical teams have been working on taking materials and programs that are already in use in the building and aligning each lesson with a benchmark. This gives teachers a way to keep track of the benchmarks they have taught, and plan for further instruction to ensure that nothing is being inadvertently left out.

At the district level, approved building level curricula recommendations are reviewed by the district school improvement team that acts as a recommending body for curriculum, instruction and assessment to the superintendent. The superintendent takes curricula recommendations to the Board of Education for approval. The district curriculum coordinator annually updates and posts the K-12 course syllabi and curriculum maps. This is done through word-processed documents that are placed on a shared network drive for all staff to access.

3. How pupils are ensured equitable access to appropriate instruction and how ALL pupils have the same opportunities to learn the core curriculum.

Identification

Economically Disadvantaged--Students eligible for Free/Reduced lunch automatically qualify as economically disadvantaged.

Special Education--Students identified via the BISD referral program through the RTI and Discrepancy models, and as a result of an Individual Educational Plan, or possess a physical handicap defined under section 504, qualify for special education services.

Title I--Students in grades 1-5 who meet eligibility as economically disadvantaged and score below the district established cut scores on assessments in reading and mathematics qualify for Title I services.

At-Risk--Students in grades Pre-K through 12 who have not achieved level 1 or 2 on the MEAP test, or minimum cut scores on district assessments, or meet two of the following requirements qualify for At-Risk programming. Victims of child abuse or neglect, students that are below grade level in English language/communication or math skills, pregnant teenagers or teenage parents, those eligible for free/reduced lunch price, students that have atypical behavior or attendance patterns, students who have a family history of school failure, those who are incarcerated or suffer from substance abuse.

School Readiness--Four year-old pre-school students who may be at risk of becoming economically disadvantaged and who may have extraordinary need of special assistance and who meet at least two of the 20 state qualifiers may be eligible for pre-school services.

Homeless students--Students who qualify as homeless by state guidelines are eligible for immediate enrollment and educational services, with or without required entry documents.

Programs

Special Education Programs--Programs for emotionally impaired, learning disabled, educationally mentally impaired, speech and hearing impaired are offered in the regular program by Quincy Community Schools and Branch Intermediate School District.

Title I Programs--Services to Title I students are provided by teachers and paraprofessionals in the classroom in grades K - 5.

Summer School-Students who are at-risk at the close of each grade level are provided summer school opportunities to address difficulties.

School Readiness Program--Jennings Elementary offers a Developmental Kindergarten program for students who qualify. Placement in the DK program is determined by readiness skills assessed at our annual round-up.

After-School Program--An after-school program is conducted at Jennings Elementary for those students who are at-risk of failure.

Social Workers--Students at-risk for failure and their parents are provided special social work assistance K-12.

B. The variances, if any, from the Michigan Curriculum Framework.

No variances from the Michigan Curriculum Framework have been recommended.

Section X. Teacher Qualification

Under No Child Left Behind (NCLB), districts are required to publish the professional qualifications of its teachers. Names of individual teachers do not need to be shared in the Annual Education Report.

A. Percentages of teachers in the school who hold the different types of teaching certificates and advanced degrees.

In the upper elementary (3-5) at Jennings Elementary, there are 8 teachers that hold Permanent Michigan Teaching Certificates, 3 that hold Provisional Certificates, and 7 teachers that hold Professional Certificates.

In the lower elementary (DK-2) at Jennings Elementary, there are 4 teachers that hold a Continuing Michigan Teaching Certificate, 6 that hold Provisional Certificates, 7 that hold Professional Certificates, and 2 that hold Permanent Certificates.

B. Percentage of teachers teaching with emergency or provisional credentials.

At Jennings Elementary, 22 percent of our teachers are teaching with provisional credentials.

C. Percentage of classes NOT taught by highly qualified teachers.

There are no classes at Jennings that are being taught by a teacher that is not highly qualified.

D. Percent of teachers who are not considered highly qualified under NCLB that plan to become highly qualified by 2005/06. (Optional)

100% of our teachers have been deemed highly qualified in the 2008/2009 school year.

E. Each district must have a plan to ensure that all of its teachers are highly qualified by 2005/06.

State how your building is making annual progress towards Michigan's objective.

All teachers at Jennings meet the highly qualified status.

The following is from our School Board Policy for hiring professional staff:

No candidate for employment to the professional staff as a non-administrator shall receive recommendation for such employment without having proffered visual evidence of proper certification or that application for such certification is in process, except under the following circumstances:

A. The Superintendent may employ non-certificated, non-endorsed teachers to teach, in grades 9-12, a course in computer science, foreign language, mathematics, biology, chemistry, engineering, physics, robotics, or any other course approved by the State Board, providing they meet all of the conditions established by law and by the Superintendent.

B. The Superintendent may also employ a teacher without a valid teaching certificate if the person has at least ninety (90) semester hours of college credit from a college or university.

C. The Superintendent may hire an individual who does not hold a valid teaching certificate to serve in counseling or speech pathologist role provided s/he meets all the requirements established by law. Policy 3120 and Policy 3121 shall apply with respect to that individual in the same manner required for employing a person with a teaching certificate.

Prior to hiring an applicant, the Superintendent shall obtain from the applicant a signed Consent to Obtain Records (Form 3120 F2) and shall obtain from the applicant's current or immediately-previous employer any records, including the applicant's personnel file relating to unprofessional conduct in which the applicant engaged. Any such records are to be reviewed prior to a recommendation for employment and may be disclosed to those individuals directly involved in evaluating the applicant's qualifications.

F. Parent notification of 'parents right to know' provision of NCLB and the district's point of contact.

All teacher qualifications and certifications are kept on record in our administrative building. Any parent wishing to check a teacher's records may do so at this location.