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HARRISON COUNTY SCHOOLS

LEA Procedures for Ensuring Highly Qualified Teachers and Increasing the Percentage for Core Classes Taught by Highly Qualified Teachers

2016 - 2017

The following plan will guide the efforts of Harrison County Schools to identify and to address needs in meeting the NCLB requirements for highly qualified teachers.

Purpose

The No Child Left Behind Act of 2001, Title I, Section 1119(a) requires that each local education agency ensures that all teachers hired to teach core subjects are highly qualified.

The West Virginia Department of Education and the West Virginia Board of Education have established the goal that 100% of teachers in core subjects in West Virginia are highly qualified.

Harrison County Schools affirms that goal and has adopted and approved the following strategies to achieve that goal.

Definitions of a Highly Qualified Teacher

Highly Qualified Teachers in compliance with WV Board of Education Policy 5202, §126-136-8.

8.1. Effective with the 2002-2003 school year, all persons newly hired in Title I schools must meet the definition of highly qualified as defined in NCLB. By the end of the 2005-2006 school year, all teachers delivering instruction in the core academic subject areas must meet the NCLB definition of highly qualified teacher.

8.2. Definitions.

8.2.1. Core Academic Subjects. - The core academic subjects include the arts, reading/language arts, English, foreign language, mathematics, science, civics and government, economics, geography, and history. West Virginia defines the arts as dance, music, theatre, and visual art.

8.2.2. Highly Qualified Teacher.

a. Highly Qualified Teacher-State Definition. – A West Virginia public school teacher is considered highly qualified if s/he:

A. has a bachelor's degree or higher; AND

B. meets state certification requirements, including those certified through a WVBE-approved alternative route to certification program, with an endorsement(s) in the core academic subject(s) being taught; AND

C. demonstrates subject matter competency by:

(a) passing the state competency test for which a state minimum score was established by the WVBE in the content area(s); OR

(b) having an academic major or advanced credential(s) in the subject taught as defined in §126-136-4.4 and §126-136-4.6, respectively; OR

(c) satisfying West Virginia's Housse definition as defined in §126-136-4.35, provided the individual previously held the appropriate license to deliver instruction in the core academic subject, but was not assigned to do so prior to the year in which the evaluation was conducted.

b. Title I Teacher. - According to the NCLB guidelines, a Title I teacher is considered highly qualified if s/he holds certification in elementary education or multi-subjects. For state certification as a Title I teacher, the WVBE requires a master's degree in reading specialist, completion of a graduate level reading specialist program, a reading authorization, or completion of a reading endorsement program (See WVBOE Policy 5202 for certification details.)

A. The reading endorsement can be granted only to individuals who hold a professional teaching certificate.

B. The reading endorsement shall reflect those grade levels that appear on the individual's professional teaching certificate.

c. Special Education Teacher. - A special education teacher who is responsible for providing instruction and course credit for any course included in the NCLB defined core academic subject areas for students with exceptionalities must hold a minimum of a bachelor's degree, meet state certification requirements with the appropriate endorsement in special education, and demonstrate subject matter competency in order to be considered highly qualified. A special education teacher can demonstrate subject matter competency in one of the following ways:

A. A special education teacher providing instruction to students with significant cognitive disabilities who take the West Virginia Alternate Assessment can demonstrate subject matter competence by successfully completing the Praxis II test required for Elementary Education OR by using the state's HOUSSE option defined in §126-136-4.35.

B. A special education teacher providing instruction at the elementary level can demonstrate subject matter competence by successfully completing the Praxis II test required for Elementary Education OR by using the state's HOUSSE option defined in §126-136-4.35.

C. A consultative special education teacher working in a collaborative role with a highly qualified general education teacher is considered highly qualified as long as he/she is endorsed in the exceptionality assigned to the class. Refer to the definition of consultative teacher in §126-136-19.2.

D. A secondary special education teacher who is highly qualified to teach mathematics, English, or science may use the subject matter test required for any other specialization they may be assigned to teach to demonstrate subject matter competence or use state's HOUSSE option defined in §126-136-4.35

d. Paraprofessionals (includes persons classified as Aide I, II, III, IV, and paraprofessional). - The NCLB requires all paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) providing instructional support in a program or school receiving Title I funds to be qualified by the end of the 2005-2006 school year.

Efforts to Achieve 100% Highly Qualified Goal

Ensure Data Accuracy

- West Virginia Education Information System (WVEIS) certification data will be entered and updated regularly for all teachers by the Assistant Superintendent of Human Resources and Policies or designee.
- The principal will review the credentials of any teachers new to the building and a new position within their building to identify potential problems and to address them by notifying teachers who are not highly qualified.
- Communicate the necessity for accurate data to all staff who enter data in the West Virginia Education Information System (WVEIS)
- Verify course codes entered for classes
- Verify teacher certification codes
- Verify each teacher's WVEIS ID number
- Verify each teacher's grade level assignments
- Verify that certification codes match with course codes
- Ensure that all of each teacher's certification codes are included
- Provide training to principals concerning data accuracy
- Provide technical assistance in the scheduling of teachers and students to ensure teachers and students are scheduled appropriately
- The Assistant Superintendent of Human Resources and Policies or designee will complete the highly qualified data management for reports on WVEIS
- The Assistant Superintendent of Human Resources and Policies or designee will, in a timely manner, notify teachers whose certificates, permits, or authorizations will expire at the end of the school year.
- Hiring procedures to ensure highly qualified teachers in core academic classes

Analysis of Data and Identification of Deficiencies

County staff will analyze data and report the data to principals

- Review data for the County as well as the individual schools
- Review data for particular subjects and programmatic levels
- Review data for future retirements and subject areas
- Review data for potential transfers, reduction in force, and deleted positions
- Review teaching assignments of special education teachers
- Review teaching assignments of K-8 certified teachers employed at the middle school level
- Review the teaching assignments of teachers of English Language Learners
 - Title III requires such teachers to have English proficiency
 - A teacher who does not teach a core subject must still meet this Title III requirement if s/he teaches English language learners
 - In WV, English language fluency is measured by holding a teacher licensure

Review Additional Data

- Identify gaps in data and collect any additional relevant information
The Assistant Superintendent of Human Resources and Policies or his/her designee will review the Office of Professional Preparation websites as needed to verify any gaps in the data and collect any additional relevant information that has satisfied the state requirements for “highly qualified”.
- Draw specific conclusions from the data analysis

Report Qualification Needs to Teachers Who Are Identified as Not Meeting the Highly Qualified Status

- The principal will review the credentials of any teachers new to the building and a new position within their building to identify potential problems and to address them by notifying teachers who are not highly qualified.
- Possible solutions may include encouraging the teacher to take more course work or to take the appropriate Praxis 2 Test and submit application for additional endorsement through OPP of WVDE.

Examine recruiting, retaining, and retraining options to increase highly qualified teachers in core academic classes and identify appropriate solutions

A. Recruiting-

- Harrison County Schools will post current publications of job postings on the county web page.
- Implement a tuition reimbursement procedure utilizing Title I and Title II funds to assist teachers in completing required coursework
- Require “permit” teachers to become “highly qualified” as soon as possible or within a specific amount of time when Title I is identified as an area of critical need. Title I will require Title I teachers on permit to enter a tuition reimbursement contract and reimburse tuition for a reading msters as outlined in the contract when Title I is identified as an area of critical need.
- Target institutions of higher education that specialize in the category of teacher which data indicates a need and systematically develop professional and personal relationships within those institutions
- West Virginia University Collaborative Schools Connection provides professional development for Harrison County teachers involved with Benedum Collaborative

B. Retaining-

- Develop mentoring programs for teachers changing subjects or programmatic levels
- Harrison County Schools provides teacher support and classroom modeling through the Harrison County Support for Improving Professional Practice (SIPP Plan).
- Provide incentives and networks for teachers interested in pursuing National Board Certification
- Develop and implement professional development plans that progress through the stages of awareness, development, transfer, and institutionalization over a period of three to four years. All Title I schools are required to submit professional development plans to the LEA. The LEA keeps these plans on file and monitors progress.

C. Retraining-

- Encourage the unqualified teacher to enter into a contracted agreement with Harrison County Schools to take courses or the PRAXIS exam that lead to certification or endorsement in the identified areas of need; Title I prefers a reading masters; tuition reimbursement contracts are required for Title I
- Collaborate with local universities to provide programs of professional development for teachers
- Provide opportunities for teachers to take instructional courses specific to district needs such as mathematics, science, and technology
- Professional Learning Communities - Teachers have the opportunity to meet with colleagues to enhance classroom practices through the use of book studies and sharing student work.

West Virginia Tuition Reimbursement Program

Under W.Va. Code §18A-3-3a, reimbursement is provided to teachers for courses completed toward an additional endorsement in a shortage area. An eligible applicant must hold a professional teaching, service or administrative certificate or its equivalent and be seeking an additional endorsement in a verified shortage area. Reimbursement for shortage area coursework is available currently for an unlimited number of semester hours completed. (See W. Va. Code §18A-3-3a and/or WVBE Policy 5202, Section 23.1)

Harrison County Tuition Reimbursement Program

- **Title I** may set aside with restrictions-teachers working within a Title I school-wide program and those paid with Title I funding in a Title I targeted assistance program are eligible for tuition reimbursement. To receive tuition reimbursement, teachers in eligible Title I schools must be seeking reimbursement for coursework leading to highly qualified status in either a core academic area or completing coursework for Reading Specialist Certificate (Reading Masters) when Title I is identified as an area of critical need.
- **Title II** may pay tuition reimbursement in any school with restrictions - Title II funds used for tuition reimbursement must first target the respective county's need for highly qualified teachers. Teachers who are not eligible for tuition reimbursement from the state, and are not eligible for Title I funding, may be eligible for funding from Title II. Title II funds may be utilized to reimburse teachers for course work leading to highly qualified status in either a core academic area, special education certificate, or advanced certificates.
- **Special Education** may pay tuition reimbursement in any school. Teachers who are not eligible for tuition reimbursement from the state may be eligible for Special Education funding. Special Education funds may be utilized to reimburse teachers for course work leading to highly qualified status in either a core academic area or special education certification based on assigned duties and highly qualified requirements.
- **Tuition Reimbursement Request:** (See page 12) The applicant must submit all the required documentation to the state, and if the application is considered as approved by the state, but no state funds remain for reimbursement, the applicant will be granted an "Out-of-Funds letter." This letter will list the amount of the reimbursement that would have been paid by the state. The applicant will then take the letter to Harrison County Title I, Title II, or Special Education program office for possible reimbursement.

Budgeting for the Highly Qualified Plan

- To meet the legislative requirements of Title I and Title II (having 100% of core academic classes taught by highly qualified teachers) Harrison County Schools will utilize federal funds, when available, to assist personnel in their efforts to become highly qualified. The most recent regulatory guidance will be used when determining eligibility for receipt of funds.
- Title I and Title II funds will be set-aside to assist in tuition reimbursement for those teachers who do not meet the "highly qualified" requirements.
- Teachers of the core academic subjects who are not "highly qualified" will be notified by the LEA of their status. Additional courses will be required for correct certification of their job assignment.

Communicating the Highly Qualified Plan

- Explain new administrative procedures and timelines to all affected personnel
- Communicate to parents at parent advisory meetings
- Post the plan on the Harrison County website
- Explanation to administration through Principal Meetings and Faculty Senate Meetings
- Provide each school with a copy of the plan
- Verification of compliance for all requirements pertaining to teacher or paraprofessional qualifications will be documented through the Principal's Attestation statement at each Title I school.
- Copies of the attestation will be maintained at each school and the LEA. Parents of students being taught by teachers who are not "highly qualified" shall be notified in a timely manner of the qualifications of their child's teacher. Notification letters go home to parents of students receiving instruction from a teacher who is not highly qualified. Documentation is kept at the Title I school as well as the LEA.
- Parents Right to Know-All Title I schools have added the following statement to their school's Parent Involvement Policy: "In accordance with Section 118 of the No Child Left Behind Act of 2001, parents of children in a Title I school have the right to request information about the qualifications of their children's teachers. This information will be made available to you upon request from the school Principal." Documentation of parent requests for teacher certification is kept at the LEA.

HARRISON COUNTY SCHOOLS
INDIVIDUAL HIGHLY QUALIFIED PLAN

Section A – Plan Development

(Please complete prior to beginning of 2nd school month or within 30 days of new teaching assignment)

Teacher Name _____ Current School Year _____

School Name _____ Teaching Assignment _____

Certification _____

Current Status (Out of Field, Permit, Other) _____

Reason Not Highly Qualified _____

Plan to Become Highly Qualified _____

Institution(s) of Higher Learning Associated with Plan _____

_____/_____/_____
Teacher Signature / Date Principal Signature/Date Title I/II Director Signature/Date

Section B – Plan Update

(Please complete on or before June 1 of the current school year)

Progress / Modification of Plan to Become Highly Qualified _____

(Please attach any supporting documentation relating to this plan, progress, and/or modifications.)

_____/_____/_____
Teacher Signature / Date Principal Signature/Date Title I/II Director Signature/Date

Harrison County Schools Tuition Reimbursement Request Form

Applicant's Checklist

(Check items below to ensure your application is processed. You will be reimbursed only the amount approved by the West Virginia Department of Education. Reimbursement is subject to appropriation and distributed on a first come, first served basis.)

- Read all criteria to ensure you meet the reimbursement requirements
- Complete the form below
- Sign and date the application
- Attach your **Tuition reimbursement Out-of-Funds Letter** from The Office of Professional Preparation, West Virginia Department of Education, (This indicates you completed all state requirements for tuition reimbursement.)
- Submit to Director of Title I, Title II, or Special Education (indicated on Harrison County Schools Individual Highly Qualified Plan submitted prior to 2nd school month) of Harrison County Schools, Clarksburg, WV

Name:

School:

Date:

College or University where coursework was completed:

Certification Area:

I certify that I have read the criteria for tuition reimbursement and that I meet the eligibility criteria as described in **WVDE Form 36: Request for Tuition Reimbursement**. I further certify that all information I have provided on the application is accurate and that I have completed the course(s) as indicated on the West Virginia State Tuition Reimbursement Application. *I agree to repay monies gained through the submission of inaccurate information.*

Date

Signature of Applicant