

Parents/Guardians Right to Know Title I

Title 1 makes it possible to expand the basic educational programs schools and districts offer with services and interventions that support struggling learners. Title 1 is one of many programs governed by the Elementary and Secondary Education Act or ESEA. There are two kinds of programs that schools can fund through Title 1 — schoolwide and targeted assistance. All McDowell County elementary schools operate through schoolwide Title 1 programs.

- Schoolwide means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.

Your Right to Know

ESEA directs schools and districts to notify parents about the following key requirements of a Title 1 program.

Your Right to Know —Professional Qualifications of Teachers

Parents of children, who attend schools that receive Title I funding, have the right to request and receive information about the qualifications of the educators who teach their children core subjects—reading, english language arts and mathematics. The same applies to paraprofessionals who instruct. At a minimum, the information you receive must explain these 3 essential components of an educator's qualifications.

1. Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching,
2. Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
3. What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

Your Right to Know—Qualifications of Paraprofessionals Who Instruct

Districts employ paraprofessionals to provide instructional support— consistent with the instruction provided by the classroom teacher or teachers. In schools that operate a schoolwide program, all paraprofessionals who instruct must have special qualifications.

1. Completed at least two years of study at an institution of higher education, or
2. Obtained an associate's or higher degree, or
3. Meet a high standard of quality and be able to demonstrate, through a formal State or local assessment, knowledge of and the ability to assist in the instruction of reading, writing, and mathematics.

Notification If Your Child's Teacher Is Not Highly Qualified. ESEA directs schools to send timely notice to parents and guardians **IF** their child has been assigned to, or taught for more than four consecutive weeks by—a teacher of a core academic subject—who is not highly qualified.

Report Card for Every Student You have a right to know how well your child is progressing. Schools that operate Title I programs must generate a report card for every student that explains how well that student scored on the state assessment in, at least, reading and mathematics.

State Report Card

North Carolina Department of Public Instruction publishes a State Report Card online, <http://www.ncpublicschools.org/src/>. Use this website to find important information about your school and district, such as the results of state testing, enrollment numbers, facts and figures about the teachers in your school and much more.

Notification—Mandatory Throughout School Improvement

Federal law—ESEA—sets a standard for state, district and school accountability, and directs public schools that receive Title I funds. Low performing schools are defined by the NC General Assembly and are based on School Performance Grades. Low performing schools are those that receive a school performance grade of D or lower for two consecutive years. Under ESEA, schools whose students have taken the state assessments and have not met these standards—two years in a row—begin a process of improvement in the next school year. There are five Steps to school improvement. At each Step, schools and districts must make sure parents and guardians receive a detailed explanation of the causes and consequences of the school's performance and how to get involved in their student's education.

These notifications must be clear and concise. You should be able to distinguish notifications related to school improvement from other information the school or district sends home. Here are the basics you should expect from your school district.

- What it means to enter a program of school improvement
- Reason this school was identified for improvement
- How the school compares—academically—to other schools in the district and state
- What the school is doing to address the problem.
- What the school district or state is doing to help this school
- How you can get involved, and how you can help to address the academic issues that led to the need for school improvement
- Public School Choice—the option to transfer your student to another public school not in a Step of improvement
- Supplemental Educational Services—the option to access remedial instruction for your student