



NO CHILD LEFT BEHIND
HANDBOOK FOR PARENTS
2015-2016

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INTRODUCTION

The No Child Left Behind Act of 2001 (NCLB) redesigned the Elementary and Secondary Education Act (ESEA) programs to emphasize four pillars of reform:

- Accountability for results
- Doing what works based on scientific research
- Local control and flexibility
- Expanded parental options

The overarching goal of NCLB is for every child to meet state academic achievement standards. Title I provides the programs and resources for disadvantaged students to meet this goal. It also requires states and Local Education Agencies (LEAs) to close the achievement gap, to place a highly qualified teacher in every classroom and to improve the qualifications of paraprofessionals who work with disadvantaged students.

GOALS FOR NCLB PARENTAL INVOLVEMENT PROGRAM

To the greatest extent possible, programs, workshops, and materials provided for parents through the Parental Involvement Program, will meet the highest professional and technical standards on effective parental involvement that foster achievement to high standards for all children. Any identified barriers to greater participation by parents in school planning, review, and improvement will be lowered.

SECTION I

TITLES WITHIN THE NO CHILD LEFT BEHIND ACT OF 2001

Title I, Improving the Academic Achievement of the Disadvantaged

The purpose of the NCLB Title I Program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II, Teachers and Principal Training and Recruiting Fund (Teacher Quality)

Title II provides the funding for states and LEAs to meet the requirements of Section 1119, which includes state and local plans for all teachers to be highly qualified no later than the end of the 2005-2006 school year. LEAs are required to report annually on their progress toward meeting measurable objectives that:

Annually increase the percent of highly qualified teachers at each LEA and school.

Annually increase the percent of teachers receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers.

The purpose of the NCLB Title II Program is to provide grants to state educational agencies, local educational agencies, state agencies for higher education, and eligible partnerships in order to:

1. Increase student academic achievement through strategies such as improving teachers and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.
2. Holds LEAs and school accountable for improvements in student academic achievement.

Title III, Language Instruction for Limited English Proficient and Immigrant Students

The purpose of the NCLB Title III Program is to help ensure that limited English proficient (LEP) children attain English proficiency, develop high levels of academic competence in English and meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

Title IV, 21st Century Schools

Part A, Safe and Drug-Free Schools and Communities

The purpose of this part is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related Federal, State, school and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement. Beginning in the 2010-2011 school year, Title IV, Part A, will no longer be funded.

Title V, Innovative Programs

The purpose of the NCLB Title V Program is:

1. To support local education reform efforts that are consistent with and support state education reform efforts.
2. To provide funding to enable state educational agencies and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research. To provide a continuing source on innovation and educational improvement, including support programs to provide library services, and instructional and media materials.
3. To meet the educational needs of all students, including at-risk youth. Beginning in the 2008-2009 school year, Title V, Innovative Programs was not funded.

Title X, McKinney-Vento Education for Homeless Children and Youth Program

The McKinney-Vento Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment, states and districts are required to review and undertake steps to revise laws, regulations, practices or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

Title I, Part C – Migrant Education

The Migrant Education Program is designed to improve educational opportunities for migrant children to help them succeed on the regular school program, meet the challenging state academic content and student achievement standards that all children are expected to meet, and graduate from high school. Troy ISD is in a shared services arrangement with Education Service Center Region 12 for Title I, Part C Migrant Education.

SECTION II

SCHOOL WIDE TITLE I PROGRAMS

A school wide program permits a school to use funds under Part A of Title I and other federal education program funds and resources to upgrade the entire educational program of the school and to raise academic achievement for all students. School wide programs do not have to identify children as eligible for services. This contrasts with a Title I targeted assistance program, a different approach through which Part A funds are used only for supplementary educational services for eligible children who are failing or at risk of failing to meet state academic achievement standards. School wide programs have great latitude in determining how to spend their Title I, Part A and other programs funds as long as they engage in school wide reform strategies that increase the amount of quality learning time and help provide a high-quality curriculum for all children, according to a comprehensive plan to help children meet the state academic achievement standards.

Needs Assessment: Although all students are served by Title I in school wide programs, the needs of the children continue to be assessed. Therefore, a comprehensive needs assessment will be completed annually, which indicates the academic, behavioral, and environmental need/needs of each child. Each campus will attempt, where practical, to meet these needs during the school year.

Copies of each Campus Improvement Plan (CIP) are available for review by parents and the public in the office of each campus, or online at the district's website (www.troyisd.org). Suggestions and comments are welcomed and should be addressed to the campus principal.

Title I, Part A funds are allocated and distributed to Title I campuses for the purpose of carrying out Parental Involvement Plans, high-quality staff development, and supplemental educational services. Mays Elementary, Troy Elementary, and Raymond Mays Middle School are each school wide Title I campuses within Troy ISD.

SECTION III

TROY ISD NCLB PARENTAL INVOLVEMENT POLICY

Troy ISD recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the School District to educate all students effectively, the school and parents must work as knowledgeable partners.

Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. Troy ISD and each campus, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

To this end, Troy ISD supports the development, implementation and regular evaluation of a parent involvement program on each campus, which will involve parents at all grade levels in a variety of roles. The parent involvement programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent involvement programs:

- Communication between home and school is regular, two-way, and meaningful.
- Responsible parenting is promoted and supported.
- Parents play an integral role in assisting student learning.
- Parents are welcome in the schools, and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices and student learning.

Troy ISD supports professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. Troy ISD also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

In addition to programs at the school level, Troy ISD supports the development, implementation, and regular evaluation of a program to involve parents in the decisions and practices of the district, using to the degree possible, the components listed above.

Engaging parents is essential to improve student achievement. Troy ISD shall foster and support parent involvement.

SECTION IV SCHOOL-PARENT COMPACTS

As a component of the parental involvement policy, each campus served by Title I shall develop, with parents, a School-Parent Compact. These compacts must outline how parents, staff, and students will share responsibility for promoting high student achievement. Parents will receive the compact from their child's school with a list of responsibilities that teachers, administrators, parents, and students will each have for helping students achieve their goals. Although signatures are not required, Troy ISD requests that parents discuss the compact with their children, sign it, and return it to school.

SECTION V PARENT/TEACHER CONFERENCE

Parents of all students attending Troy ISD schools are encouraged to schedule Parent/Teacher conferences during each academic year, during which the School-Parent Compact can be signed. If the compact has been completed prior to the conference, it will be discussed as it relates to the child's achievement.

SECTION VI TROY ISD CURRICULUM AND THE TEKS

Troy ISD follows the state mandated curriculum, the Texas Essential Knowledge and Skills. To support vertical and horizontal alignment, Troy ISD is a member of the TEKS Resource System, supported by the Education Service Center Region 12. Questions in regard to curriculum may be directed to the Assistant Superintendent of Curriculum and Accountability, 254-938-2561.

SECTION VII GUIDELINES FOR PARENT NOTIFICATION

I. TITLE I – Parent’s Right-to-Know

A. Qualifications – At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and the subject areas in which the teachers provide instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.

Information may be requested by contacting the Troy ISD Administration office.

B. Additional Information – In addition a campus that receives funds under this part shall provide to each individual parent:

1. Information on the level of achievement of the parent’s child in each of the state academic assessments as required under this part; and
2. Timely notice that the parent’s child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

C. Format – The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Troy ISD met the requirement of 100% High Qualified teachers on each campus for the 2014-2015 school year. Highly Qualified reports for 2015-2016 will be submitted in November of 2015.

NOTICE TO PARENTS

A local educational agency shall promptly provide to parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in a school identified for school improvement:

- A. an explanation of what the identification means, and how the school compares in terms of academic achievement to other school served by the local educational agency and the state educational agency involved;
- B. the reasons for the identification;
- C. an explanation of what the school identified for school improvement is doing to address the problem of low achievement;
- D. an explanation of what the local educational agency or state educational agency is doing to help the school address the achievement problem;
- E. an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;
- F. an explanation of the parents' option to transfer their child to another public school or to obtain supplemental educational services for the child, in accordance to the NCLB Act of 2001.

Public School Choice – In the case of a school identified for school improvement the local educational agency shall, not later than the first day of the school year following such identification, provide all students enrolled in the school with the option to transfer to another public school served the local education agency, that has not been identified for school improvement, unless such option is prohibited by state law.

School Improvement defined: A local educational agency shall be identified for school improvement when a campus served by Title I fails for two consecutive years to make adequate yearly progress as defined in the state's plan.

II. TITLE III

A. Parent Notification -

Each eligible entity funded under this title is to provide a language instruction educational program, not later than 30 days after the beginning of the school year, inform parents of limited English proficient children that their child identified for participation in such program of:

1. the reasons for the identification of their child as limited English proficient and in the need of placement in a language instruction educational program.
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement:
3. the method of instruction used in the program in which their child is or will be, participation, and the methods of instruction goals, and use of English and a native language in instruction;
4. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
5. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
 - a. Detailing
 - i) Parents have the right to have their child immediately removed from such program upon their request; and
 - ii) Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

B. Separation Notification – In addition to providing the information noted above, each eligible entity that is using funds provided under this title to provide a language instruction educational program, and that has failed to make a progress on the annual measurable achievement objectives for any fiscal year, shall separately inform a parent or the parents of a identified for participation in such program, of such failure not later than 30 days after such failure occurs.

All notifications mentioned above shall be provided in an understandable and uniform format and to the extent practicable, in a language the parent can understand.

If a child meets eligibility for a program funded under this title during the school year, parents of the child will be notified within 2 weeks of his or her placement.

C. Parental Participation

1. An effective means of outreach to parents of limited proficient children will be implemented to inform such parents of how they can be

- a) involved in the education of their children; and
- b) be active participants in assisting their children
 - i) to learn English
 - ii) to achieve at high levels in core academic subjects; and
 - iii) to meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

2. The outreach mentioned above shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents.

BASIS FOR ADMISSION OR EXCLUSION

A child shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

TITLE I SCHOOLWIDE CAMPUSES

Mays Elementary (PPCD, Pre-K through 1st)
Troy Elementary (Grades 2nd through 5th)
Raymond Mays Middle School (Grades 6th through 8th)

District and Campus Contacts

Neil Jeter, Superintendent	254-938-2595
Dr. Darrell Becker, Assistant Superintendent of Curriculum & Accountability	254-938-2561
Kelli Frisch, Principal Mays Elementary	254-938-0304
Andrea Durbin, Principal Troy Elementary	254-938-2503
Michelle Jolliff, Principal Raymond Mays Middle School	254-938-2543

District Web Site: www.troyisd.org

