

Notice of Right to Know Teacher Qualifications

9/07/2020

Dear Parent/ Guardian:

You have the right to know about the teaching qualifications of your child's classroom teacher in a school receiving Title 1 funds. The federal No Child Left Behind (NCLB) Act requires that any local school district receiving Title 1 funds must notify parents that they may ask about the professional qualifications of their child's classroom teacher.

These qualifications include:

1. Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides your child instruction. (The Wayne Trace Title 1 teacher and the Wayne Trace classroom teachers have met this licensing criteria.)
2. Whether the teacher is teaching under emergency or temporary status that waives state licensing requirements.
3. The undergraduate degree major of the teacher and any other graduate degree or certification (such as National Board Certifications) held by the teacher and the field of discipline of certification or degree.
4. Whether your child is provided services by instructional paraprofessionals and, if so, their qualifications.

You may ask for the information by returning this letter to the address listed above. Or you may email your request to jonesp@waynetrace.org. Be sure to give the following information with your request.

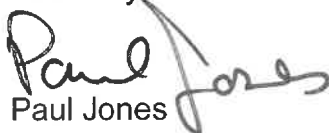
Child's full name: _____

Parent/guardian's full name _____

Address _____

City, State, Zip code _____

Sincerely,


Paul Jones

Title 1
School Parent Involvement Policy
Wayne Trace Payne Elementary School

PART I. GENERAL EXPECTATIONS

Wayne Trace Payne School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies/plans meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy/plan in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy/plan will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title 1, Part A, parent involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent possible, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the Title 1 Coordinator.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
 - (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY / PLAN COMPONENTS

1. **Wayne Trace Payne School** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- Provide copies on request as noted in newsletters
- Post on school website
- Ask parents for suggestions for revision via email, phone, written notes, and/or conference with Title 1 teacher.

2. **Wayne Trace Payne School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Ask parents for suggestions for revision via email, phone, written notes, and/or conference with Title 1 teacher.
- Information on website asking for suggestions

3. **Wayne Trace Payne School** will hold an annual meeting with Wayne Trace Grover Hill School to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will inform parents of all information by:

- Posting all information in regards to this meeting on the school website under the TITLE 1 link.

4. **Wayne Trace Payne School** will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- Annual state assessment scores shared with parents at annual conferences
- Locally given formative assessment results shared with parents at annual parent conferences and quarterly with report cards
- Progress reports sent home quarterly
- Curriculum maps available upon request

5. **Wayne Trace Payne School** will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- Regular communication available for parents via emails, phone and in person conferences
- Newsletter and website has information posted on how to contact a teacher for a conference
- Teacher emails distributed to parents in newsletters

6. **Wayne Trace Payne School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

- Sending home state assessment results when released
- Quarterly report cards including assessment results

7. **Wayne Trace Payne School** will take the following actions to provide each parent timely notice: when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

- Right to know notice will be sent home to students when indicated

8. **Wayne Trace Payne School** will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph: the state's academic content standards, the state's student academic achievement standards, the state and

local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

- District website includes "Progress Book" where parents can check student progress/grades
- Parent Literacy Night held annually is collaboration with the building PTO
- Teacher webpages include apps and websites that can be accessed for use at home

9. **Wayne Trace Payne School** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- Parent Literacy Night held annually is collaboration with the building PTO
- Teacher webpages include apps and websites that can be accessed for use at home
- Parents given hand-outs at annual parent conferences with information on helping students

10. **Wayne Trace Payne School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Collaboration with PTO for Family Literacy nights
- Volunteer Program established to allow parents to help in classrooms thus providing a model for how to work with their student at home
- Professional Development provided for all staff on literacy
- RTI process used to assist students/parents with program for improvement

11. **Wayne Trace Payne School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Paulding County Early Childhood Collaborative holds quarterly meetings to coordinate services across the county for families
- Child Find assessments held monthly by Early Childhood Collaborative
- Parent Resource Center and resources available through Western Buckeye Educational Service Center which is accessible for all districts to use

12. **Wayne Trace Payne School** will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Information concerning Title 1 services are provided in written form, online on the school website, and explained in person at parent conferences by the teacher
- Resource center available in the county at Western Buckeye Educational Service Center.

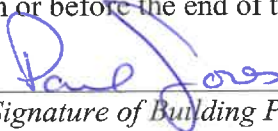
PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY/PLAN COMPONENTS

Components of the School Parent Involvement Plan is outlined in the above PART II and supervised by the Title 1 teacher in each building in collaboration with the building principal, the PTO, and other district personnel.


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PART IV. ADOPTION

This School Parental Involvement Policy/Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the building principal, the Title 1 teacher, and the district director of instruction. This policy/plan was adopted by the **Wayne Trace Payne Elementary School** on **9/7/2020** and will be in effect for the period of one year. The school will distribute this policy/plan to all parents of participating Title I, Part A children on or before the end of the first nine-weeks of each school year.



(Signature of Building Principal)



(Date)

The Title 1 Reading program is a school-wide, federally funded program to provide additional assistance in reaching reading proficiency. The following criteria is used to select students to participate in the Title 1 program:

1. Reading Diagnostic score of “not on track “for grade level
2. Standardized reading score of limited or basic in any given reading area
3. DIBELS reading assessment indicating “at risk” in any given reading area
4. Star Reading test indicating below grade level reading placement
5. Teacher criteria checklist indicating classroom performance below expected level
6. Kindergarten fall testing indicating “at risk” students

Students must qualify in at least two criteria areas to receive additional reading instruction by the Title 1 teacher. Students receive an additional 20-30 minutes of reading instruction three or five days a week from highly-qualified teachers. Please check out our School-Parent Compact and Parent Involvement Policy in the Title I folder under Quick Links on our school’s website. Should you have any questions, please feel free to contact Mrs. April Krouse, the Title 1 teacher, or Mr. Jones.