

Dear Parent or Guardian:

Our district is required to inform you of certain information that you, according to The No Child Left Behind Act of 2001 (Public Law 107-110), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that parents may request, districts must provide to each individual parent –

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- 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.

School Parental Involvement Plan

In addition to the district parent involvement policy, each Title I building must jointly develop with and distribute to parents of participating children a written parent involvement plan. The plan must be updated periodically to meet the changing needs of parents and the school, and be in a format and language readily understood by parents and district personnel. If the building already has a plan for involving all parents, that plan may be revised to meet the federal requirements.

The written plan must address all of the following requirements.

Strategies for Involvement

Each building **must**:

- hold an annual meeting to inform parents of their school's participation in Title I, explain Title I requirements, and explain parents' right to be involved
- offer a number of meetings at various times and, if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement
- involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parental involvement plan and the development of the schoolwide plan
- provide parents of participating children:
 - ⌚ timely information about Title I programs
 - ⌚ an interpretation of the school's annual performance report
 - ⌚ an explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
 - ⌚ if requested by parents, regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children
 - ⌚ timely responses to the suggestions made by parents that have been offered in the meetings
- include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted to the school district.

Shared Responsibilities for High Student Academic Achievement

As a component of the school-level Title I parental involvement plan, each school participating in Title I must jointly develop with parents of participating children a school-parent compact. The compact will outline how parents, the entire school staff, and students will share the responsibility for improving student achievement and describe how the school and parents will build and develop a partnership to help children achieve the Show-Me Standards.

The school-parent compact **must**:

- describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment

- describe how parents will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and TV viewing; volunteering in their child's classroom; participating, as appropriate, in decisions relating to the education of their child; and positive use of extracurricular time
- describe opportunities for parents and teachers to communicate on an ongoing basis including, at a minimum:
 - ⌚ parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed in relation to their child's achievement
 - ⌚ frequent reports to parents on the progress of their child
 - ⌚ reasonable access to staff and opportunities to volunteer, participate, and observe in their child's classroom.

Expanding Opportunities for Involvement

To ensure effective involvement of parents and to support a partnership with the Title I school, parents, and the community to improve student academic achievement, each district and participating school **must**:

- provide assistance to participating parents with such topics as
 - ⌚ understanding the Show-Me Standards, the MAP test and local assessments
 - ⌚ understanding how to monitor a child's progress
 - ⌚ knowing how to work with teachers to improve the performance of their child
- provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology, as appropriate
- educate, with parental assistance, all school personnel in valuing parent contributions, communicating and working with parents as equal partners, implementing and coordinating parent programs, and building ties between home and school
- coordinate and integrate the Title I parent involvement program and activities with other existing parent involvement programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Practical Parenting Partnerships, public preschool programs
- ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of Title I children in a format and language they can understand
- to the extent appropriate and feasible, provide parent resource centers and opportunities for parents to learn about child development and child rearing issues
- provide other reasonable support for Title I parental involvement activities as requested by parents.

The district and participating school **may**:

- pay reasonable and necessary expenses, including transportation and child-care costs, to enable parents to participate in school-related meetings and trainings
- train parents to enhance the involvement of other parents

- provide necessary literacy training if all other available sources of funding have been exhausted
- arrange school meetings at a variety of times or other locations to maximize parental involvement and participation
- adopt and implement model parent involvement approaches
- establish a districtwide parent advisory council to advise on all Title I parent involvement matters
- develop appropriate roles for community organizations and businesses in parent involvement activities.

(From the Missouri *Consolidated Federal Programs Administrative Manual, January 2005*)

Parental Information and Resource Center (PIRC)

Local educational agencies (LEAs) or buildings that receive Title I.A funds **must** assist parents and parental organizations by informing them of the PIRCs and their purpose. The following is *a sample notification* that LEAs could put in a Parent Handbook, in their district newsletter, provide to their PTO/PTA, and that buildings could also send in a newsletter, provide to booster clubs/groups, etc. The LEA or building might want to use the link below to go to Missouri's PIRCs' website to include more specific information for their area. Documentation of notifications need to be kept on file.

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent program.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield. For service and contact information, go to their website at <http://www.nationalpirc.org/directory/MO-32.html>

Missouri Department of Elementary & Secondary Education

NCLB COMPLAINT PROCEDURES

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a)(3)(C) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the *Act*, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C.

Who May File a Complaint

Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

Definition of a Complaint

There are both formal and informal complaint procedures.

A formal complaint must be a written, signed statement that includes:

1. an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated,
2. facts, including documentary evidence that supports the allegation, and
3. the specific requirement, statute, or regulation being violated.

Alternatives for Filing Complaints

It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution. Informal complaints made to the SEA will be subject of an initial investigation by the SEA, but will be forwarded to the LEA if a formal complaint evolves. Precise processes in both instances are described below.

Informal and Formal Complaints Received by the Local Education Agency

Informal and formal complaints filed with the LEA concerning NCLB program operations in that LEA are to be investigated and resolved by the LEA according to locally developed procedures, when at all possible. Such procedures will provide for:

1. disseminating procedures to the LEA school board,
2. central filing of procedures within the district,
3. addressing informal complaints in a prompt and courteous manner,
4. notifying the SEA within 15 days of receipt of written complaints,
5. timely investigating and processing of complaints within 30 days, with an additional 30 days *if* exceptional conditions exist,
6. disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. *Such findings and resolutions also shall be available to parents, teachers and other members of the general public, provided by the LEA, free of charge, if requested, and*
7. appealing to the Missouri Department of Elementary & Secondary Education within 15 days

Appeals to the Missouri Department of Elementary & Secondary Education will be processed according to the procedures outlined in sections below.

Informal Complaints Received by the SEA Office

Informal complaints (i.e., verbal and/or anonymous) to the SEA by individuals (who may ask not to be identified to the LEA) concerning program operations in an LEA will be investigated by the SEA, according to procedures deemed most appropriate by the SEA, within 10 days of receipt of the complaint. Findings of this investigation shall be reported to the complainant within 10 additional days. In the event that the complainant requests further investigation or a hearing, the complainant must file a signed written complaint. This formal complaint will be processed according to procedures outlined in sections below.

Formal Complaints Initially Received by the SEA Office

1. *Record.* Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. *Notification of LEA.* Within 15 days of receipt of the complaint, a written communication will notify the district superintendent and the district NCLB coordinator of the complaint filed with the SEA. Upon receipt of the communication, the LEA will initiate its complaint procedures as set forth above. If the complaint is that an LEA is not providing equitable services to private school children, it also will be filed with the U.S. Secretary of Education.
3. *Report by LEA.* Within 20 days of receipt of the complaint, the LEA will advise the SEA of the status of the complaint resolution proceedings and, at the end of 30 days, will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public. A copy of this procedure also will be filed with the U.S. Secretary of Education, if it involves equity of services to private school children.
4. *Verification.* Within ten days of receipt of the written summary of a complaint resolution, the DESE office will verify the resolution of the complaint through an on-site visit, letter or telephone call(s). Verification will include direct contact with the complainant. If the complaint is about equity of services to private school children, the U.S. Secretary of Education shall also be given copies of all related communications.

Appeals

Appeal to the SEA

1. *Record.* Upon receipt of a written appeal to a complaint unresolved at the LEA level, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. *Investigation.* The SEA will initiate an investigation within 10 days, which will be concluded within 30 days from receipt of the appeal. Such investigation may include a site visit if the SEA determines that an on-site investigation is necessary. By stipulation of all concerned, this investigation may be continued beyond the 30-day limit.
3. *Hearing.* If required by the SEA, or formally requested by parties to the complaint, this investigation will include an evidentiary hearing(s) before an SEA Division Director acting as chairperson and designated staff personnel. Conduct of such hearings will follow the procedures outlined in state rules. The hearing proceedings shall be tape recorded and the recording preserved for preparation of any transcript required on appeal.

Decision

Within 10 days of conclusion of the investigation and/or evidentiary hearing(s), the SEA will render a decision detailing the reasons for its decision and transmitting this decision to the LEA, the complainant, and the district school board. Recommendations and details of the decision are to be implemented within 15 days of the decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complainant or the LEA may appeal the decision of the SEA.

Formal LEA Complaints Against SEA

1. *Record.* The SEA will record the source, and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based.
2. *Decision.* The SEA decision will be rendered within 15 days of the complaint receipt. The LEA will be promptly notified of the SEA's decision.
3. *Appeal.* The LEA may appeal the decision of the SEA to the SEA review board within 30 days of receipt of the decision. Procedures under the "Appeal to the State Agency Review Board" section will be followed.
4. *Second Appeal.* An applicant has the right to appeal the decision of the SEA Review Board to the U.S. Secretary of Education. The applicant shall file written notice of the appeal with the Secretary within 20 days after the applicant has been notified by the SEA of its decision.

Complaints Against LEAs Received from the United States Department of Education

1. Complaints against LEAs received from the U.S. Department of Education will be processed as though they had been received initially at the SEA.
2. A report of final disposition of the complaint will be filed with the U.S. Department of Education.
3. These procedures shall not prevent the SEA from partially or wholly interrupting funding of any LEA IASA program or taking any other action it deems appropriate.

Procedure Dissemination

1. This procedure will be disseminated to all interested parties through the agency webpage at <http://dese.mo.gov> and to subscribers to the Federal Programs listserv.
2. This guidance will be distributed through regional and statewide meetings with Federal Programs Coordinators. LEAs are asked to incorporate the elements of the complaint procedure into their own policies and procedures.
3. DESE will also keep records of any complaints filed through this policy.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

(updated 5/2010)

Federal Programs Parent/Guardian Notification

No Child Left Behind (NCLB) requires notification to parents/guardians when any of the following situations exist in a district/LEA (local educational agency) receiving Federal funds.

1. Districts/LEAs must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives.
2. At the beginning of each school year, a participating school district/LEA must notify the parents/guardians of each student attending a building that receives Title I funds that they may request, and the district/LEA will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
3. A building that receives Title I funds must provide all parents/guardians notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
4. When a school is identified for School Improvement, the district/LEA must notify the parents/guardians of all children in the identified Title I building of its School Improvement status. Yearly updates are provided to parents with available options until the building is no longer identified for improvement.
5. Within thirty days after the beginning of the school year, a district/LEA must inform parents/guardians that their limited English proficient (LEP) child has been identified for participation in a language instruction educational program.
6. Parents/guardians of students enrolled in a persistently dangerous school, or students who are victims of violent criminal offense while on school property, must be notified of their option to transfer their student to a school that is not designated persistently dangerous.

(From the Missouri *Consolidated Federal Programs Administrative Manual, January 2005*)

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.