

TITLE I – PARENTS’ RIGHT TO KNOW

In accordance with the requirement of Federal law, for each school receiving Title 1 funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request and the Board will provide the following information on the student’s classroom teachers:

1. whether the teacher(s) have met the state qualifications and licensing criteria for the grade levels and subject areas they are teaching;
2. whether the teacher(s) is teaching under any emergency or provisional status in which the state requirements have been waived;
3. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned and
4. the qualifications of any paraprofessionals providing services to their child(ren).

In addition, parents are provided:

1. information on the level of achievement of their child(ren) on the required state academic assessments and
2. timely notice if the student is assigned to a teacher who is not “highly qualified” as required, or if the student is taught for more than four weeks by a teacher who is not highly qualified.

The notices and information are provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s) understand.

[Adoption date: October 8, 2008]

LEGAL REF.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.

CROSS REFS.: IGBI, Limited English Proficiency
IGBJ, Title I Programs
IGBL, Parental Involvement in Education

PARENTAL INVOLVEMENT IN EDUCATION

The Board believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a collaboration on the means for accomplishing those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goals.

The Superintendent implements administrative guidelines by which a school-parent partnership can be established and maintained throughout the student's career in the District. Such guidelines should encompass parental participation, through meetings and other forms of communication, in:

1. establishing the learning outcomes for their child with the goal of developing a responsible, adult member of society;
2. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
3. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
4. establishing and supporting a consistent and shared approach to child guidance and discipline and
5. providing for the proper health, safety and well-being for their child.

Relations with Parents

The Board feels that it is the parents who have the ultimate responsibility for their children's behavior, including the behaviors of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the student, the Board believes that parents have a responsibility to encourage their child's career in school by:

1. supporting the schools in requiring their child to observe all school rules and regulations, and by accepting their own responsibility for their child's willful in-school behavior;
2. sending their children to school with proper attention to his/her health, personal cleanliness and dress;
3. maintaining an active interest in their child's daily work and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
4. reading all communications from the school, signing and returning them promptly when required and
5. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

[Adoption date: October 8, 2008]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.472; 3313.48
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: IGBI, Limited English Proficiency
IGBJ, Title I Programs
Student Handbooks