

Stevenson Elementary

Title I

Parent Handbook

For
Heath City School District
Heath, Ohio

TABLE OF CONTENTS

- Title 1
 - Personnel
 - District Philosophy and Mission
 - District Vision
 - District goals for Title 1
 - Title 1 Parent Handbook Information
- What is Title 1?
- Title 1 Programs in the Heath City Schools
- Parent Involvement in the Heath City School's Title 1 Program
 - Parent Involvement at School
 - Parent Involvement Policy
 - School-Parent Compact Information
 - School-Parent Compact Document
- District Title I Surveys
 - End of the year parent survey
 - End of the year teacher survey
- Federal program information
- Parent's right-to-know letter
- District calendar

TITLE I DISTRICT ADVISORY COMMITTEE MEMBERS

District Administrative Personnel

Heath City Schools Coordinator of Federal Programs:
Kelly Holbrook, Assistant Superintendent
(740) 238-7150

Heath City Schools Title I Teaching Personnel

Garfield Elementary

Debbie Booth, Title I Teacher
Kate Boland, Reading Remediation

Stevenson Elementary School

Tara O'Reilly, Title I Teacher
Ellen Carter, Reading Remediation

Heath Middle School

Tom Warren, Title I Teacher
Jessie Thomas, Reading Remediation

DISTRICT PHILOSOPHY and MISSION

Ensuring all students learn and grow is our collective responsibility.

DISTRICT VISION

STUDENT LEARNING: We will prepare all students to be confident, active citizens who are independent lifelong learners.

SAFETY: We will promote a safe and nurturing environment where all students can grow emotionally, intellectually, and physically.

CULTURE: We will create a district-wide culture in which every student is actively engaged in multiple learning experiences including the arts, service, and extracurricular activities.

COMMUNITY: We will build pride in Heath City Schools through an active partnership involving students, parents, community members and business organizations.

DISTRICT GOALS

District Goals have been established for Heath City Schools to be in compliance with state and federal guidelines along with strategies and programs to assist in obtaining those goals. The following goals have been identified for all students and staff in our district CCIP (Consolidated Continuous Improvement Plan):

Goal 1:

By the conclusion of the 25-26 school year, Heath City Schools will earn a PI score of 96 or better and demonstrate expected growth for all subgroups as measured on the local report card.

Goal 2:

By the conclusion of the 24-25 school year, Heath City Schools will support student social and emotional well-being as measured by student and staff surveys, attendance and behavior.

TITLE I PARENT HANDBOOK

This parent handbook is provided to acquaint parents with the Title I programs in the Heath City Schools. The Title I programs at Garfield, Stevenson and Heath Middle Schools are developed through the efforts of parents, teachers, administrators, and Title I staff. Programs are planned through a series of steps. First, a needs assessment is conducted through input from parents, teachers, and staff using the Ohio Improvement Process Framework.. The needs assessment determines what is needed for all students to meet education standards and a years growth. Second, teachers, staff and parents plan how to best meet the individual student needs by examining assessment data. Next, teachers receive training on how to best serve these needs and implement the plan developed. Resources are gathered that are needed to implement the plan and finally a yearly review is conducted to examine results and evaluate needs again.

WHAT IS TITLE I?

How Can It Help My Child?

Title I is a federally funded education program that works to give all children a chance to learn at higher academic standards. Its purpose is to prevent failure by ensuring that more children experience success in school. Sometimes children need assistance to meet the standards Ohio has set for all children. This includes children who:

- Have trouble reading words
- Read below their grade level
- Have trouble understanding what they read
- Have trouble with reading fluency which impacts the student's comprehension
- Have trouble understanding Math concepts

What help does Title I provide?

Title I provides assistance in the academic areas of Reading and Math. Extra help includes:

- Additional teachers to work with very small groups, one-on-one or within the classroom setting.
- Additional training for staff
- A variety of instructional strategies and research based materials and evidence based instruction.

WHAT IS A TITLE I SCHOOLWIDE PROGRAM?

A school wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement.

This schoolwide reform strategy requires that a school--

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the school wide program and revise the plan as necessary.

The emphasis in schoolwide program campuses is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

The schoolwide approach to achieving these ambitious goals is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented schoolwide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

Source: Designing Schoolwide Programs/USDE/Non-Regulatory Guidance, March 2006

TITLE I PROGRAMS IN THE HEATH CITY SCHOOLS

To meet the goals established in the District's Continuous Improvement Plan several programs have been established at Garfield and Stevenson Elementary as well as Heath Middle School.

Elementary Buildings Grades K-5

Intervention is provided to students that are at-risk in reading in grades K-5. The staff continues to evaluate student performance on state and district assessments (STAR) to ensure that the needs of all students are met. The classroom teachers and Title I teachers work together to provide the needed assistance so that all students can reach high academic standards. Title I staff works with students based on need and grade level by using one or more of the following approaches: in the inclusion classroom, small group, and/or in a one-to-one intensive instructional approach.

All students will be exposed to grade level content standards. Classroom teachers, the intervention specialist, and Title I teachers will work together to help all children succeed in the regular curriculum. Additional assistance and supplemental materials will be given to students having difficulty mastering state academic content standards.

Reading Mastery (K-2), Guided Reading, Leveled Literacy, FUNdations, Just Words, Corrective Reading (3-5), and I-Ready in fifth grade are used to individualize instruction for at-risk students. Students are given a diagnostic evaluation to determine their current levels and skills in reading. They work at their current independent level in those subjects to achieve individual growth. Some of these programs are computer generated and will provide additional learning opportunities for our students and also are available at home for parent and student access.

The district will provide high quality and continuous professional development for teachers and staff through cooperation with local colleges and universities.

On-going evaluations will be conducted to monitor student progress. These evaluations will be diagnostic, short-cycle quarterly assessments, formative assessments, progress monitoring and state tests. Teachers will work together to analyze data and plan for optimal student learning.

Classroom Teacher and Title I Teacher Coordination

The following activities represent classroom teacher and Title I teacher coordination activities:

1. Individual student's reading strengths and weaknesses are shared with the classroom teacher and an instructional level is noted.
2. Classroom teachers are consulted regarding schedules.
3. Informal meetings are held to discuss specific children's progress.
4. Teachers fill out a formal evaluation discussing the benefit of Title I services at the end of the year. Input as to suggestions for improvement is solicited.
5. Suggestions for working effectively with parents are shared with classroom teachers and principals at the Title I schools. Our goal is to build a partnership between home and school. Classroom teachers and Title I teachers share information about student progress based on quarterly assessment and instruction. Quarterly written reports at report card periods are given to the classroom teacher regarding individual children's progress.

6. Classroom teachers and Title I teachers share information about student progress based on quarterly assessments and instruction. Quarterly written reports at report card periods are given to the classroom teacher regarding individual children's progress.

PARENT INVOLVEMENT AT SCHOOL

Garfield and Stevenson Elementaries shall support and encourage parental involvement opportunities, as identified in the school parent involvement policy. The policy will be developed in cooperation with parents and will include the following:

1. A plan for effective two-way communication between parents and the school regarding the school's policies and rules, and an individual child's progress.
2. A commitment from the school that information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.
3. A description of the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment.
4. A description of the parents' responsibilities for supporting their children's learning such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating in decisions relating to the education of their children and positive use of extracurricular time.
5. A description of how the school will promote to teachers and other personnel the value and utility of the contributions and involvement by parents.
6. The availability of assistance to parents in understanding the State's academic achievement and assessment standards.
7. The availability of materials and training to help parents work with their children to improve their children's achievement.
8. The importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - a. Frequent reports to the parents on their children's progress.
 - b. Parent-teacher conferences to discuss the child's progress and placement and to describe the methods used to complement the student's instruction.
 - c. Reasonable access to teachers and other educators, including the opportunity to observe program activities.
 - d. An annual meeting, at a time convenient for parent attendance, where all parents shall be invited and encouraged to attend, to discuss and review the content and effectiveness of the school parent involvement policy.
9. The timely notice to parents of information about parent involvement programs.
10. Whenever possible, the coordination, cooperation and integration of parent involvement activities with community and other school groups such as PTO, Scouts, and extra-curricular activities being held in the community throughout the year.

In facilitating effective parental involvement, the Principal may:

- a. Provide at least one annual meeting and other additional meetings at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children.
- b. Ensure, as much as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English.
- c. Whenever practical, parental involvement materials and information shall be provided in a language and format that parents understand.

TITLE I PARENT INVOLVEMENT POLICY

HEATH CITY SCHOOLS

In recognition that the parent is the child's first and most important teacher, and that the parents' continued involvement is essential for the success of the child, Heath City Schools is committed to building a strong parent-school partnership.

School Requirements for Parent Involvement

A School-Parent Involvement Policy, developed jointly and agreed upon by parents of Title I students, is in effect and serves to promote parent involvement.

The parent involvement policy is distributed to parents prior to November 30.

In compliance with federal regulations each school will:

- Hold an annual meeting by November 30, to inform parents of the school's participation in Title I and what this means for them

- Schedule a minimum of 4 parent meetings to be held at times most convenient for parents (morning, evening, afternoon) where child care, transportation, or home visits are provided as needed

- Provide opportunities for parents to assist in planning, reviewing, and offering suggestions on school programs, the parent involvement program, school compact and school wide programs

Information to be shared with parents includes a description of:

- Title I program and purposes explained

- State Academic Content Standards and coordination of instruction

- Student achievement—Literacy Benchmarks, Achievement tests, KRA, Diagnostic tests, Response to Intervention (RTI)

- School progress in meeting local and state standards (brief summary)

- On-going communication opportunities available:

- Parent conferences

- Two written progress reports

- Informal contacts by phone and notes

- Progress book

- Opportunities for parents to observe Title I instruction

- Opportunities for parents to become a school volunteer

- Opportunities for parents to make suggestions and participate in decision making regarding:

- Parent involvement activities and the parent involvement policy

- Use of parent involvement funds

- Ways to strengthen the effectiveness of the Title I program

- Ways to build capacity to increase parent involvement

- The Parent Involvement Policy shared with parents

- The School-Parent Compact requirements are shared with parents (Parents have the opportunity to provide input.)

Survey conducted to determine when to hold meetings

What activities parents want for meetings

Materials provided to parents are in a format parents can understand

Materials were provided on the existence of the Ohio Parent Information and Resource Center

Parents were informed to their right to know teacher and instructional paraprofessional qualifications

Parents are informed of their right to be notified when their child has been taught for four or more consecutive weeks by a teacher or a paraprofessional who is not highly qualified

An evaluation of the effectiveness of the parent involvement policy and parent activities is conducted annually to:

Provide parents with an opportunity to express comments, concerns, and suggestions regarding parent activities and the parent involvement policy

Identify successful activities and to modify parent activities and policies to better meet the needs of parents and increase parent participation

The School-Parent Compact clearly outlines the responsibility of the family, the school, and the student for academic success. By pledging to share the responsibility, the family, the school, and the student enter into a partnership for the purpose of promoting academic excellence. The Compact will be discussed during the first parent conference of the school year.

The Compact will be developed with input from parents and it will describe specific responsibilities for the parents, school, and student for student achievement.

The Compact will serve as a way to build and develop a strong partnership between home and school for the purpose of increasing student achievement.

The Title I Programs in Heath City Schools support partnerships among schools, parents and the community by:

Assisting parents in their understanding of the importance of literacy benchmarks and achievement tests and how to monitor and support student achievement

Providing training for school staff in effective ways to reach out and to work with parents as equal partners in building ties between home and school

Coordinating and integrating Title I parent involvement strategies with those of Heath, State and state-run preschools

Providing opportunities for parent training to help parents become a full partner in their child's education

Providing information in the language used at home

Assisting parents in accessing literacy-training opportunities in the community

The school provides opportunities for the participation of parents with limited English proficiency or with disabilities.

Documentation of parent involvement will include: Agendas from parent meetings or training sessions, signatures of those attending the meetings, comments from parents and survey results.

Parent Involvement Opportunities

Parent Teacher Organization (PTO) Meetings
Quarterly

Heath Board of Education Meetings
Held 3rd Monday of every month, 6pm HMS lecture hall

Open House
Stevenson
August 18, 2021, 5-6 pm

Title 1 Parent Meeting
November 9, 2021 at 5:30pm

Fall Parent-Teacher Conferences (Zoom or Phone)
October 27 and November 4th, 2021 from (3:45-7pm),
And also all day November 5th from (8:15-3:40pm)

Winter Parent Teacher Conferences
February 17th and 23rd, 2021 from 3:45-7:00 pm

Title 1 Parent Advisory Committee -May 2022 TBA

School-Parent Compact
Stevenson Elementary School
2021-2022
Revised 10-18-22

Dear Parent/Guardian,

Stevenson Elementary School students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff and students will share the responsibility for improved student academic achievement, as well as describes how the school and parents will build and develop a partnership that will help children achieve the state's high standards.

The parents, students and staff of Stevenson Elementary School worked together to develop this School-Parent Compact for achievement. Teachers provided home learning strategies for test prep, reading and math homework. Parents gave suggestions about the types of support they needed. Students told us what would help them learn and be successful at school. Parents are invited to attend annual revision meetings at the beginning of October to review the compact and make suggestions based on student needs and school improvement goals. Parents also are encouraged to participate in the annual Title I survey that is used as a tool to collect parent feedback regarding the current Title I programs and policies.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

HEATH CITY SCHOOLS' PROPOSED GOALS

Goal 1:

By the conclusion of the 24-25 school year, Heath City Schools will earn a Performance Index score of 96 or better and demonstrate expected growth for all subgroups as measured on the Local Report Card.

Goal 2:

By the conclusion of the 24-25 school year, Heath City Schools will support student social and emotional well-being as measured by student and staff surveys, attendance and behavior.

SEVENSON ELEMENTARY SCHOOLS' PROPOSED GOALS WILL ALIGN WITH HEATH CITY SCHOOLS' GOALS

For the end of the 2021-2022 school year, each teacher has written an instructional goal supporting district goals.

SCHOOL/TEACHER RESPONSIBILITIES

The entire school staff agree to be responsible in the following ways:

- By providing high quality curriculum that aligns to the state standards that allows the child to perform at or above grade level.
- By reporting students' academic progress through progress reports, quarterly report cards, parent-teacher conferences and other communications (Progress Book, DoJo, texting, email, written notes or phone calls).
- By notifying parents of changes affecting attendance, achievement, grades, or behavior. (via emails, written notes, interim reports, phone calls, or Class DoJo.)
- By providing written improvement plans (RIMPs) for students "Not on Track" (3rd grade)

PARENT RESPONSIBILITIES

We, the families, will be responsible in the following ways:

- Families will help students complete nightly reading, discuss the reading, and ask comprehension questions suggested by classroom teachers.
- Families will read the Home Support resources and help students complete nightly FUNdations homework (trick words and skill practice pages). (3rd Grade)
- Families will help students learn the grade level rote words by using multisensory activities shared by classroom teachers. (3rd grade & 4th graders)
- Families will help students complete nightly Envision homework.
- Families will help students complete 20 minutes of nightly reading
- Families will help students complete 10 minutes of math fact practice every night
- Families will sign up for ProgressBook to keep up to date on classroom grades and assignments
- Families will sign up for RenLearn to track student's AR reading goals and progress

STUDENT RESPONSIBILITIES

All students will be responsible in the following ways:

- By taking home all communications from school including homework folders and completing assigned homework, and returning it to school the next day.
- By applying FUNdations tapping and syllable strategies to complete assigned nightly reading homework. (3rd grade)
- By using the multisensory learning strategies taught by classroom teachers in order to learn grade level rote words. (3rd grade & 4th graders)
- By completing all Envision homework and using the computation strategies taught by the classroom teachers to complete all math homework.

COMMUNICATION ABOUT STUDENT LEARNING

Stevenson Elementary School is committed to frequent, two-way communication with families about children's learning. Some of the ways you can expect us to reach you include:

- District staff website
- Building website
- Teacher websites
- Teacher newsletters to parents
- Parent-teacher conferences (November & February, via Zoom, Phone and/or in-person)
- Progress Book
- Nightly homework folders
- Written notes/signing in agenda books (5th grade independently)
- Emails, text messaging, written notes, texts through class DoJo
- Phone calls

ACTIVITIES TO BUILD PARTNERSHIPS

Stevenson Elementary School offers ongoing events and programs to build partnerships with families. Due to Covid-19, some events are subject to change

- Beginning of the year Open House
- Parent-Teacher Conferences (Zoom, Phone and/or in-person)
- Title I Parent Meeting
- 5th Grade Resident Outdoor Education Parent Meeting (tentative)
- Stevenson Elementary website
- Heath City Schools Facebook page

Please sign and date below to acknowledge that you have received, read and agreed to this School-Parent Compact. Once signed, please return the form to your child's teacher. We look forward to our school-parent partnership!

School Representative Signature:

Date: _____

Parent/Guardian Signature:

Date: _____

Student Signature:

Date: _____

PARENT END OF YEAR SURVEY

Dear Title I Parent:

Your child has been enrolled in the Title I Reading and/or Math Program this school year. In an effort to make our program better and more effective for students, we conduct an annual needs assessment which is sent to parents and teachers. In this particular survey we are asking each parent to help by answering a few questions and returning this form to school as early as possible after receiving it.

Thank you in advance for helping make Title I more responsive to individual needs by taking the time to complete this survey. Your input will be used when we write our district Continuous Improvement Plan and apply for Title I funding for our building.

Note: Please complete one survey for each child that you have in Title I in our school.

1. My child is in _____ grade
2. Do you feel that Title I services have helped your child? _____ very helpful
_____ somewhat helpful _____ not very helpful.
3. What did your child like most about the Title I program? _____

4. What did your child like least about the Title I program? _____

5. In your opinion, what are the strongest features of the Title I program? _____

6. In your opinion, what are the weakest features of the Title I program? _____

7. Have you been adequately informed about Title I services? _____ Yes _____ No
8. If your answer is "no," what suggestions would you make? _____

9. Please number (1=highest) the following subject areas in which you believe students need supplemental instruction. _____ Math _____ Reading
10. Please number (1=highest) the following grade levels in the district which you believe students need supplemental instruction _____ Kindergarten _____ 1-2 _____ 3-5
_____ 6-8 _____ 9-12.

****Please return this survey to your child's Title I teacher on/before May __, 202 __.****

DISTRICT TITLE I
TEACHER END OF YEAR SURVEY

Dear Classroom Teacher:

Some of the students in your classroom have been enrolled in the Title I Program at Heath Middle School this school year. In an effort to make our program better and more effective for students, we conduct an annual needs assessment which is sent to parents and teachers. In this particular survey we are asking the classroom teachers to help by answering a few questions and returning this form to the Title I teacher working with your particular students this school year.

Thank you in advance for helping make Title I more responsive to individual needs by taking the time to complete this survey. Your input will be used when we write our district Continuous Improvement Plan and apply for Title I funding for our building.

1. I teach _____ Grade.
2. Do you feel that Title I services have been helpful for students in your classroom this year?
_____ very helpful _____ somewhat helpful _____ not very helpful.
3. What did your children like most about the Title I program? _____

4. What did your children like least about the Title I program? _____

5. In your opinion, what are the strongest features of the Title I program? _____

6. In your opinion, what are the weakest features of the Title I program? _____

7. Have you been adequately informed about Title I services at H.M.S.? ___ Yes ___ No
8. If your answer is "no," what suggestions would you make? _____

9. Please number (1=highest) the following subject areas in which you believe students need supplemental instruction at H.M.S. _____ Math _____ Reading
10. Please number (1=highest) the following grade levels in the district which you believe students need supplemental instruction _____ Kindergarten _____ 1-2 _____ 3-5 _____ 6-8 _____ 9-12.

****Please return this survey to your classroom's Title I teacher on/before May____, 202__ ****

Annual Evaluation of Federal Programs

Comments/Suggestions from parents of participating Title I children are solicited annually on the following proposed programs and budgets for the expenditure of Federal funds including:

Title I: Improving of Academic Achievement of the Disadvantaged,
Title II-A: Improving Teacher Quality,
Title II-D: Technology,
IDEA-B: Special Education.

These Federal dollars are used to provide services, staffing, equipment and materials. This public input is solicited on an annual basis and used in the development of the district Consolidated Continuous Improvement Plan. (CCIP). Contact Ms. Kelly Holbrook, Assistant Superintendent at (740) 522-4810 for more information.

Annual Review of Parent Involvement Policy/Handbook

Annually the district's Parent Involvement Policy and Parent Title I Handbook will be reviewed by the district's advisory committee consisting of administrators, teachers and parents and then disseminated during our fall building meetings with Title I parents.

Parents Right-to-Know

Parents of students in all Title I served buildings may request information regarding the professional qualifications of the student's classroom teacher. (as defined by NCLB)

Notice will be given to parents of students in Title I served buildings when their child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not Highly Qualified (as defined by NCLB) and provided information on the level of achievement of their child in each of the state academic assessments.

Notification to parents of Limited English Proficient (LEP) students participating in Title I funded LEP programs that supplement locally funded LEP programs, to the extent practicable, in a language the parents can understand will be provided. (as defined by NCLB)

Questions or comments may be directed to Mrs. Kelly Holbrook, District Coordinator at (740) 238-7150

Homelessness

WHO IS HOMELESS?

A-1. What is meant by the term "homeless children and youths"?

Section 725(2) of the McKinney-Vento Act¹⁰ defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes—

- Children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters; or
- abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and Migratory children who qualify as homeless because they are living in circumstances described above.

A-2. Are children who are awaiting foster care placement still eligible for services under the McKinney-Vento Act?

The McKinney-Vento Act no longer includes children and youths who are awaiting foster care placement in the definition of “homeless children and youths.” For all non-“covered” States, this change is effective on December 10, 2016.¹¹ This means that after the effective date, children who are awaiting foster care placement will no longer be considered homeless and will therefore not be eligible for McKinney-Vento services unless they meet the revised definition of “homeless children and youths.”

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA,¹² includes new provisions for ensuring the educational stability of children in foster care under Title I, Part A. Joint U.S. Department of Education and Department of Health and Human Services (HHS) guidance on those provisions.¹³

Policy of Non-Discrimination

The Heath City School District does not discriminate on the basis of race, color, national origin, sex, handicap/disability, or religion in the educational programs and/or activities operated by the district. As for employment opportunities, the district considers applicants for all positions without regard to race, color, religion, sex, national origin, age, marital status, the presence of a non-job related medical condition or handicap/disability, or any other legally protected status.

“The district is an equal opportunity employer/provider.”

NOTICE OF RIGHT TO KNOW QUALIFICATIONS

Issue Date: March 14, 2007

Revised: June 26, 2009

Source: Office of Federal Programs

Key Words: Parent, Teacher Qualification

Date: August 15, 2017

RE: No Child Left Behind (NCLB) Act, Section 1111 (h)(6)(A)

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.
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 Certification) 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 fax (740-238-7066) or email your request to Mrs. Andra Kisner, Stevenson Elementary Principal at akisner@heath.k12.oh.us or Mrs. Kelly Holbrook, Assistant Superintendent of Heath City Schools at kholbrook@heath.k12.oh.us. Be sure to give the following information with your request:

Child's full name _____

Parent/guardian full name _____

Address _____

City, State, Zip _____

Teacher's Name _____

Sincerely,

Andra J. Kisner

Stevenson Elementary School

Principal

Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Heath Middle School receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal or assistant principal, a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

1. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write to the school principal or assistant principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

1. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant,

or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

1. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

[Optional] See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for

purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))