

**ESEA “NO CHILD LEFT BEHIND”**

**THINGS TO KNOW AND DO NOW!**

**During 2002-2003 Districts Should:**

**HIRING**

- ▶ Make certain that newly hired paraprofessionals who work in programs that are supported with Title I, Part A funds are “highly qualified.” They must have a high school degree and must have completed two years in a post secondary institution; or hold an associates degree; or pass a rigorous state or local test demonstrating their knowledge and ability to aid in the instruction of reading and math. **Criteria for the development of such a test is currently being reviewed at the state level, and more information should be forthcoming.**
- ▶ Make certain that newly hired teachers who work in a program supported with Title I, Part A funds are “highly qualified.” Understand that by the end of the 2005-2006 school year, all teachers teaching in core subject areas must also be highly qualified. Districts will be required to provide annual reports to their SEA regarding the progress teachers are making to meet this requirement. **Visit the MSBA website ([www.mnmsba.org](http://www.mnmsba.org)) and the link to the Summer Seminar presentation of Associate Director of Management Services, Bob Lowe, for a definition of a “highly qualified” teacher.**

**PARENTAL NOTIFICATION**

- ▶ Determine a way of notifying parents if a teacher who is not “highly qualified” has taught their children for a period of four or more consecutive weeks. Teachers who are teaching under a variance or waiver or substitutes who are teaching in an area for which they are not licensed cannot be deemed to be “highly qualified.” **MSBA and other education organizations have developed “sample letters” that can be used to comply with this requirement. These letters are enclosed for your use.**

SAMPLE LETTER

Regarding a Licensed Teacher but Teaching Out of Field (Variance)

Dear Parent:

Under a new federal law, we must provide parents notice when your child's teacher is fully licensed in one area but teaching in another.

Your child is being taught by Ms. Johnson for Chemistry. Ms. Johnson is a fully licensed Minnesota teacher. However, the District was unable to hire a licensed Chemistry teacher. The Minnesota Department of Children, Families & Learning has reviewed Ms. Johnson's training and qualifications and issued a variance for her to teach Chemistry. Please understand, therefore, that the Department of Children, Families & Learning has approved Ms. Johnson to teach Chemistry during this year. The District continues to search for a fully licensed teacher to fill this position in the future.

If you have any questions, please contact me.

Sincerely,

Principal

SAMPLE LETTER

Regarding a Licensed Teacher Teaching on a Waiver

Dear Parent:

Under a new federal law, we must provide parents notice when your child's teacher is fully licensed in one area but teaching in another.

Your child is being taught by Ms. Johnson at the ALC. Ms. Johnson is a fully licensed Minnesota teacher. However, due to the District's desire to implement an experimental program, the Minnesota Board of Teaching has reviewed Ms. Johnson's training and qualifications and has issued a waiver for her to teach both English and Social Studies at the ALC. Please understand, therefore, that the Board of Teaching has approved Ms. Johnson to teach both English and Social Studies during this year.

If you have any questions, please contact me.

Sincerely,

Principal

SAMPLE LETTER  
Regarding Temporary Limited License

Dear Parent:

Under a new federal law, we must provide parents notice when your child's teacher is not fully licensed by the State.

Your child's Spanish class is being taught by Ms. Johnson. Unfortunately, the District was unable to hire a fully licensed teacher for this position. The State has reviewed Ms. Johnson's training and qualifications and issued a temporary limited license for her to teach Spanish. Please understand, therefore, that the State has approved the use of Ms. Johnson to teach Spanish. The District continues the search for a fully licensed teacher to fill this position in the future.

If you have any questions, please contact me.

Sincerely,

Principal

SAMPLE LETTER  
Regarding Non-Licensed Community Experts

Dear Parent:

Under a new federal law, we must provide parents notice when your child's teacher is not licensed by the State.

Your child is being taught German by Mr. Schmidt. The District was unable to hire a licensed teacher for this position. After reviewing Mr. Schmidt's background, the Minnesota Board of Teaching has given the District permission for Mr. Schmidt to provide German instruction as a Non-Licensed Community Expert. Please understand, therefore, that the Board of Teaching has approved Mr. Schmidt as a Non-Licensed Community Expert for German instruction this year. As required by law, we will continue our efforts to find a fully qualified teacher for this position next year.

If you have any questions, please contact me.

Sincerely,

Principal

- ▶ Annually notify the parents of each student attending a school that receives Title I funds of their right to information on the qualifications of their student's classroom teacher. This must include: whether the teacher has met state qualifications and licensing criteria for the grades and subjects taught; whether the teacher is teaching under an emergency or provisional license; information on the teacher's degree major and the field discipline of the certification or degree; whether the child receives services from paraprofessionals and, if so, their qualifications. **A sample letter which may be used to accommodate this requirement is enclosed for your use.**

## NOTICE TO PARENTS

To: All Parents

From: [Insert name] School District

Date: [Insert date]

As a parent of a student in the [insert name] School District, under the No Child Left Behind Act of 2001, you have a right to know the professional qualifications of the teachers who instruct your child. The No Child Left Behind Act gives you the right to ask for the following information about each of your child's classroom teachers:

\$ Whether the State of Minnesota has licensed or qualified the teacher for the grades and subjects he or she teaches.

\$ Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.

\$ The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.

\$ Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact [insert name] at [insert telephone number].

## **REPORT CARD**

- ▶ Prepare and disseminate an annual report card to parents. Section 1111(h)(2) requires each local education agency to develop an annual report card beginning with the 2002-2003 school year. This report will include information on how students achieved on the state academic assessment tests that have now been made available to Minnesota districts. Following receipt of this information, the report must be completed. Districts may use reporting procedures already in place, but must include in any process used the specific requirements of the ESEA. **For further information on the makeup of that report, please visit the MSBA website and the program developed by Associate Director of Management Services, Bob Lowe.**

## **TITLE I PARENTS**

- ▶ Implement programs, activities, and procedures to involve parents of Title I students in the education of their children. This must include a policy or plan for parental participation and at least one meeting at which the school and parents will build and develop a partnership to help students achieve the state's high academic standards. **Information on achieving this goal will be forwarded to districts by the Title I office of the Department of Children, Families & Learning.**

## **LEP STUDENTS**

- ▶ Inform parents of limited English proficient (LEP) students who are in a language program which is funded with Title I funds of: the reason for the identification of their child; their child's level of English proficiency; the method of instruction used in the program; how the program will help their child learn English and meet their individual needs; requirements for exiting the program; if disabled, how the program meets the child's IEP; and information regarding parental rights. This information should be provided within 30 days of school's starting. Schools must annually test all limited English proficient (LEP) students on their English oral language, reading, and writing skills. Information should be provided to parents in the language they are most likely to understand whenever possible.

## **NAEP TESTS**

- ▶ Prepare to include NAEP reading and mathematics assessments for grades 4 and 8 in this year's testing schedule. School districts that have been chosen to participate in this testing during the 2002-2003 school year have been contacted by the Department of Children, Families & Learning.

## **SCHOOL PRAYER**

- ▶ Public school districts must certify each year that none of their policies prevent or deny participation in constitutionally protected prayer. We are currently waiting for the United States Department of Education to come out with a definition of what constitutes "constitutionally protected prayer." In addition, as of this writing, no procedure for reporting this ESEA requirement has been set up by the Department of Children, Families & Learning.

## **AVERAGE YEARLY PROGRESS (AYP)**

- ▶ States must determine a baseline and timeline for adequate yearly progress using 2001-2002 data. The criteria which will be used to determine AYP in Minnesota is being discussed by a stakeholders committee which is meeting to help implement the ESEA in Minnesota. An initial report to the USDOE is not required until January of 2003. A list of individuals serving on the stakeholders committee can be found on the Department of Children, Families & Learning website ([www.educ.state.mn.us](http://www.educ.state.mn.us)).

## **SUPPLEMENTAL SERVICES**

- ▶ Schools who are found to be in need of school improvement status for two or more years will be required to provide students with an opportunity to transfer to another public school in the district or receive supplemental services. Both options must be provided at the expense of the school district. If necessary, a district may spend a total of 20% of its Title I, Part A funds to satisfy the requirements of choice-related transportation costs and supplemental education services (5% supplemental services, 10% transportation, and 5% divided between the two as necessary). The ESEA requires that state departments of education will determine which supplemental service providers will be allowed to provide services under the ESEA. **The criteria that will be used to judge applications from supplemental service providers is currently being discussed at the state level. At present, consideration is being given to developing a committee of practitioners to review applications and provide recommendations to the Department of Children, Families & Learning prior to final approval.**