



To: All Parents/Legal Guardians in Title I Schools

From: Beth Marshall

Date: October 4, 2024

Subject: "Right to Know" Notification to Parents of Teacher and Teacher Assistant Qualifications

The federal Every Student Succeeds Act requires school districts to notify parents of children attending a Title I school of their **right to know** the professional qualifications of the classroom teachers who instruct their child.

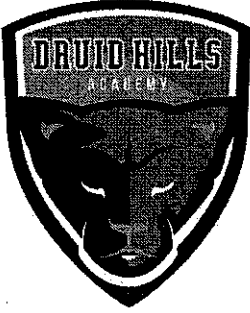
As a recipient of these funds, Charlotte-Mecklenburg Schools will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and core academic subjects he or she teaches.
- Whether the teacher is teaching under emergency status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field or discipline of the certification or degree.
- Whether teacher assistants provide services to your child and, if so, their qualifications.

In addition, the law requires that all schools that receive Title I funds must provide notification to every parent in the school whose child is being taught for four or more weeks by a teacher who is not Highly Qualified.

Charlotte-Mecklenburg Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher please complete the enclosed form and send in as directed.

Encl.: Teacher/Teacher Assistant Information Request Form



Para: Todos los Padres de las Escuelas de Título I

De: *Beth Marshall*

Título I Fecha: October 4, 2024

Asunto: "**El Derecho a Saber**", notificación para los Padres acerca de las Cualificaciones de Maestro y Asistente de Maestro.

La Every Student Succeeds Act requiere que los distritos escolares notifiquen a los padres de los niños, que asisten a una escuela del Título I, de su **derecho a saber** acerca de las cualificaciones profesionales de los maestros que enseñan a sus hijos.

Como esta escuela recibe estos fondos, Charlotte-Mecklenburg Schools le proporcionará a usted esta información en el tiempo oportuno si usted lo solicita. Específicamente, usted tiene el derecho de solicitar la siguiente información acerca de cada uno de los maestros de su hijo:

- Si el maestro cumple con los cualificaciones estatales y los criterios de licencia de enseñanza para los grados y las materias académicas básicas que él o ella enseña.
- Si el maestro está enseñando, en estado de emergencia, por circunstancias especiales.
- El grado universitario del maestro; ya sea que el maestro tenga títulos de posgrado, la certificación en el área de estudio o título.
- Si los asistentes de maestros proveen servicios a su hijo y, de ser así, sus cualificaciones.

Igualmente, la ley requiere que todas las escuelas, que reciben fondos de Título I, notifiquen a cada uno de los padres cuando su hijo está siendo enseñado por cuatro semanas o más por un maestro de la escuela que no está Altamente Cualificado.

Charlotte-Mecklenburg Schools se compromete a proporcionar una enseñanza de calidad para todos los estudiantes, empleando a las personas más cualificadas para enseñar y apoyando a cada estudiante en el salón de clase. Si desea recibir la información mencionada anteriormente acerca del maestro de su hijo, por favor complete el formulario adjunto y envíelo como se le indica.

Adjunto: Formulario de Solicitud de Información de Maestro/Asistente de Maestro,

TEACHER/TEACHER ASSISTANT INFORMATION REQUEST FORM

Charlotte-Mecklenburg Schools

Request for Information About Teacher/Teacher Assistant Qualifications

Instructions to Parents: Please complete this form. Use a separate form for each teacher or teacher assistant. Return the completed form to your school's office or mail to: *[School Address.]* Information will be sent to you within 30 days.

School Name: _____

Name of Teacher: Mr. Mrs. Ms. _____

or

Name of Teacher Assistant: Mr. Mrs. Ms. _____

Grade Level: _____ Subject (if applicable):

Name of Parent(s) Requesting Information:

Name of Student:

Mailing Address (where information is to be sent or faxed):

City

State

Zip code

Fax number: _____

Daytime telephone number in case of questions: _____

FORMULARIO DE SOLICITUD DE INFORMACIÓN DEL MAESTRO/ASISTENTE DE MAESTRO

Charlotte-Mecklenburg Schools

Solicitud de información acerca de las Cualificaciones de Maestro/ Asistente de Maestro

Instrucciones para los padres: Por favor, complete este formulario. Utilice un formulario individual para cada maestro o asistente de maestro. Envíe el formulario completo a la oficina de su escuela o por correo a: [Dirección de la escuela.] La información será enviada a usted dentro de 30 días.

Nombre de la Escuela: _____

Nombre del Maestro: Sr. Sra. Srta. _____ o

Nombre de la Asistente del Maestro: Sr. Sra. Srta. _____

Nivel de Grado: _____ Materia de Enseñanza (si es aplicable): _____

Nombre del Padre(s) solicitando esta información:

Nombre del Estudiante:

Dirección de Domicilio (a donde la información será enviada por correo o fax):

Domicilio

Ciudad

Estado

Código Postal

Número de fax: _____

Número de teléfono en caso de preguntas: _____

TEACHER/TEACHER ASSISTANT INFORMATION RESPONSE FORM

NAME OF TEACHER: _____

This teacher has a (bachelor's, master's) degree in _____ (subject).

This teacher (does, does not) meet the state qualifications and licensing criteria for the grades and subjects he or she teaches. _____ (List grades/subjects.)

This teacher (is, is not) licensed in the State of North Carolina.

(If applicable) This teacher is licensed in another state: _____

This teacher (is, is not) teaching under emergency status because of special circumstances.

NAME OF TEACHER

ASSISTANT: _____

This teacher assistant works under the direct supervision of a Highly Qualified teacher, has a high school diploma or its equivalent, and has obtained/completed or is in the process of obtaining/completing: (check one and circle appropriately)

___ obtained / is obtaining required coursework at an institution of higher education; **or**

___ obtained / is obtaining an associate's degree from an accredited community college, technical school or other institution of higher education; **or**

___ completed / is completing the North Carolina Department of Labor Teacher Assistant Apprenticeship Program; **or**

___ completed / is completing Level I competencies of the North Carolina Association of Teacher Assistants Professional Development Program; **or**

___ completed / is completing the community college placement tests in reading, mathematics and writing, and 96 hours of staff development in reading, writing, mathematics, working with special populations of students, technology, or classroom management; **or**

___ completed / is completing the WorkKeys Occupational Profile for Teacher Assistants in the areas of reading, writing and mathematics, and completed 96 hours of staff development in reading, writing mathematics, working with special populations of students, technology or classroom management.

RESPUESTA A LA SOLICITUD DE INFORMACIÓN DEL MAESTRO/ASISTENTE DE MAESTRO

NOMBRE DEL MAESTRO: _____

Este maestro tiene un grado de (licenciatura, maestría) en la siguiente materia:

Este maestro (sí, no) reúne las cualificaciones del estado y criterio de licenciatura para los grados y materias que él o ella enseñan. _____ (Lista de grados/materias)

Este maestro (está, no está) licenciado en el Estado de Carolina del Norte.

Este maestro tiene su licenciatura en otro estado (Si es aplicable): _____

Este maestro (está, no está) enseñando, en un caso de emergencia, debido a circunstancias especiales.

NOMBRE DEL ASISTENTE DE MAESTRO:

Este asistente de maestro trabaja bajo la supervisión directa de un maestro Altamente Cualificado, tiene un diploma de la escuela superior o su equivalente y ha recibido/completado o está en el proceso de recibir/completar:
(check one and circle appropriately)

___ recibió/está recibiendo los cursos requeridos en una institución de educación superior; **o**

___ recibió /está por recibir su grado de asociado de un Centro de Formacion Profesional acreditado de la comunidad (*college*), escuela técnica u otra institución de educación superior; **o**

___ completó/está completando el Programa de Aprendizaje de Asistente de Maestro del Departamento Laboral de Carolina del Norte; **o**

___ completó/ está completando los estudios del Nivel I del Programa de Capacitación Profesional de Asistente de Maestro de la Asociación de Carolina del Norte; **o**

___ completó/está completando los exámenes de ubicación en lectura, matemática y escritura en un colegio comunitario y 96 horas de capacitación personal en lectura, escritura y matemática; trabajó/está trabajando con estudiantes de un grupo especial, manejo de salón de clase **o** tecnología; **o**

___ completó/está completando el Perfil Ocupacional de "WorkKeys" para Asistentes de Maestros en lectura, escritura y matemática y 96 horas de capacitación personal en lectura, escritura y matemática; trabajó/está trabajando con un grupo especial de estudiantes, manejo de salón de clase **o** tecnología.

PRINCIPAL ASSURANCES: SCHOOLWIDE PROGRAM SCHOOLS 2024-2025

All activities in schoolwide programs should reflect the statutory requirement that schools address the needs of low-achieving students and those at risk of not meeting the state academic achievement standards as determined by the comprehensive needs assessment of the school. Additionally, each school must address the 10 required Title I schoolwide components in accordance with SEC 1008 of ESSA:

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM

(1) IN GENERAL-A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school that also addresses the needs of migratory children as defined in section 1301(2) predicated upon information that addresses the achievement of children in relation to both State academic content standards and student academic achievement standards described in sections 1005 (b)(1).

(B) School Reform Strategies that:

(i) provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement described in section 1005 (b)(1)(D)

(ii) use effective methods and instructional strategies established from scientifically based research that:

(I) strengthen the core academic program of the school

(II) increase the amount and quality of learning time (examples include an extended school year, before and/or after school programs, and summer programs which help provide an enriched and accelerated curriculum)

(III) include strategies for meeting the educational needs of underserved populations

(iii) include strategies to address the needs of all students specifically addressing the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards with a focus on members of the targeted population of programs within the schoolwide program that may include:

(I) counseling, pupil services, and mentoring services

(II) college and career awareness and preparation strategies such as: providing college and career guidance, personal finance education, employing innovative teaching methods, applied learning and team-teaching strategies, and the integration of vocational and technical education programs

(iv) address how the school will determine if such needs have been met

(v) are consistent with, and are designed to implement the State and local improvement plans if applicable

(C) Instruction by highly qualified teachers

(D) In accordance with section 1013 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students in the school to meet the State's student academic achievement standards

(E) Strategies to attract high-quality qualified teachers to high-need schools

(F) Strategies to increase parent and family engagement in accordance with section 1010, such as family literary services

(G) Plans for assisting preschool children in transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool programs to local elementary school programs.

(H) Measures to include teachers in decisions regarding the use of academic assessments described in section 1005(b)(3) in order to provide information and to improve the achievement of individual students and the overall instructional program

(I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1005(b)(1) shall be provided with effective and timely additional assistance which shall include measures to ensure that students' difficulties are identified in a timely manner and sufficient information is provided to offer effective assistance.

(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

An assurance is hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will assist each participating school in addressing the required ten (10) components of the schoolwide model in accordance with Section 1008 of the Every Student Succeeds Act (ESSA)

Beth Marshal
Principal Name (print)

Principal Signature

10/4/24

Date