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Chapter 1 : No Child Left Behind Act - Wikipedia

*The Military Parents' Guide to No Child Left Behind [Peggie Watson, Amanda Akers] on www.nxgvision.com *FREE* shipping on qualifying offers. The No Child Left Behind Act (NCLB) was signed into law by President Bush on January 8,*

It affects what students are taught, the tests they take, the training of their teachers and the way money is spent on education. Debate rages over whether the law is an effective way to improve academic achievement. Congress was scheduled to decide whether to renew it in But efforts stalled amid criticism of the law from both Democrats and Republicans, and arguments over how to change it. The latest estimates, according to U. In the meantime, in October , the U. Advertisement As stricter testing requirements and penalties have taken effect, several states have rebelled, challenging the law in legislatures and the courts. In response, the U. For parents trying to figure out how NCLB affects their children, it can be tough to keep up with the fast-moving developments. NCLB, your child and your school The law may help your child in two ways: Your child may be eligible to move to a better school or could receive free tutoring. Your school could qualify for grants to use toward attracting top-notch teachers or other school programs. Education officials have said from the start that the key to enforcement would be parents who pressure schools to give their children the options provided by the federal law. The law, which was passed with bipartisan support, was designed to introduce national standards to a system in which students in some demographic groups were more likely to succeed and others likely to be left behind. But it allows states to determine how success is measured. States are required to set targets for overall achievement and for specific categories of students, such as English language learners or economically disadvantaged students. A school can fail “ even if it is making substantial progress for most of its students “ if one category of students cannot meet the standards. The goal is for every student in public school to be proficient in reading and math by Students must be tested annually in reading and math in grades 3 through 8 and at least once in grades 10 through Students must be tested in science in at least one grade in elementary, middle and high school. The law applies to schools that receive Title I money from the federal government. More than half of all public schools are Title I schools. Research, including a study of three states by the think tank Education Trust, shows that students in schools with a large percentage of minority and low-income students are more likely to be taught by teachers who are inexperienced and lack a major or minor in the subjects they teach. The teacher qualification provisions of NCLB are aimed at insuring that schools where students tend to need the most help employ teachers who are qualified to provide it. States have struggled to meet this goal. The law covers other teaching staff, too. Although this program has shown initial signs of effectiveness in helping to boost reading instruction, it came under scrutiny in September when a scathing report PDF by the Office of Inspector General of the U. Department of Education revealed that several members of the panel who award Reading First grants may have had conflicts of interest because they had ties to publishing companies which promoted specific reading materials with a specific philosophy. However, NLCB requires that priority in providing school choice be given to low-achieving children from low-income families. School districts may not use lack of space as a reason to deny a transfer, but they have some flexibility in meeting this requirement. School districts may restrict which schools are available for transfer and when transfers may occur. They may sign contracts with neighboring districts to accept students from failing schools, contract with online schools, create schools within schools, offer supplemental services a year early, hire more teachers, add portables or build new classrooms at more successful schools. If a school continues to fail to meet AYP, these sanctions take effect: Those services can include tutoring, remedial classes, after-school services and summer school programs. The federal government has allowed some districts to switch the order of sanctions. Students would be eligible for free tutoring if these schools fail to meet their goals for two years in a row and would then get the option to transfer if the school misses its goals a third time. After four consecutive years of failing to meet annual goals, the district must take action to improve

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the school, such as replacing certain staff or implementing a new curriculum. After five years, the school is identified for restructuring and arrangements must be made to run it differently. These can include a state takeover, the hiring of a private management contractor, conversion to a charter school or significant staff restructuring. How schools can benefit There are rewards for schools that close achievement gaps between groups of students or exceed academic achievement goals. Grants for teacher training. Parents should be aware that districts have flexibility in how they can spend federal funds designed to find and retain quality teachers, including alternative certification, merit pay and bonuses for teachers of high-need subjects such as math and science. Grants for reading instruction. States may apply for these grants for their reading programs. Flexibility in spending federal funds. New regulations issued in October make it easier for schools to use Title I funds for outreach to parents to make them aware of their school choice and free tutoring options. What schools must tell parents All schools and districts are required to make annual report cards available to the public. The report cards must include details on: Department of Education also requires states to participate in National Assessment of Educational Progress NAEP reading and math assessments of fourth- and eighth-grade students every two years. These tests allow parents to compare how students are performing in different states. The NAEP results must also be included on school and district report cards. What parents can do The No Child Left Behind law was designed to hold schools more accountable and empower parents. Here are some steps you can take to make the law work for your child: Find out how your school is performing. If you suspect your school may be a failing school, ask your principal or superintendent to clarify its status. If it is a failing school, thoroughly investigate your options for tutoring help or transfer. Ask your school principal what the school is doing to help close any achievement gaps between different groups of students. For example, if the test results of English language learners significantly lag other groups in the school, your school should have a plan designed to give those students extra help. Your school will be judged on the performance of students in all groups, not just schoolwide results. Ask what your school is doing to attract, train and keep well-qualified teachers. Secretary of Education that your state is in compliance with this provision as a condition of receiving funds under No Child Left Behind. The organization, which advocates for public schools, surveyed education officials in 50 states and gave the law a mixed report card in The center concluded that as a result of the law: Districts are better aligning classroom teaching with state academic standards. Principals and teachers are making better use of test results to improve teaching. Scores on states tests are higher in a large majority of states and school districts. Teachers report high stress levels and poor staff morale because of the pressure to improve scores. Most school districts are cutting back on social studies, science, art or other subjects to make more time for reading and math, the subjects that are tested. The effect on achievement gaps between groups of students of different races or ethnicities is unclear. Federal education officials dispute these conclusions. Few students take advantage of school choice, tutoring Only about 1. But others have accused school districts of failing to notify parents of their option to transfer. School choice advocates took legal action on these complaints and sued the Los Angeles and Compton, California, school districts in School districts and for-profit tutoring companies are sparring over the reasons why. Some tutoring companies say districts have failed to inform families in a clear and timely way that students are eligible for tutoring. Some school officials have pointed to the lack of oversight of tutoring companies and say the quality of services has been wildly uneven. In an attempt to increase the number of students getting tutoring, the federal government changed the rules in for 23 school districts in Alaska, Delaware, Indiana, North Carolina and Virginia. The single biggest criticism is that the federal government has not fully funded the law, a charge the Bush administration counters by saying that the law is a partnership between the U. Others argue that the law imposes a rigid solution to problems historically better solved at the state and local levels. Utah decided in to forfeit federal money rather than follow the law. Other districts and states have filed legal challenges or are contemplating them. In response to the criticisms, the federal government has loosened some of the rules for some states. But critics, on the left and right, say the law creates a number of other problems: States can make tests easier so that more students can meet proficiency

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standards. Critics argue that this is exactly what has happened in some cases. The law jeopardizes privacy rights. This law entitles students with learning disabilities to an education that meets their needs. The federal government has given states more leeway in measuring student progress in response to protests from parents of children with special needs.

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Chapter 2 : The military children left behind: Decrepit schools, broken promises | Center for Public Integrity

The No Child Left Behind Act of (No Child Left Behind) is a landmark in education reform designed to improve student achievement and change the culture of America's schools.

The United States House of Representatives passed the bill on December 13, voting 411-11, [8] and the United States Senate passed it on December 18, voting 87-13. Provisions of the act [edit] No Child Left Behind requires all public schools receiving federal funding to administer a statewide standardized test annually to all students. Students have the option to transfer to a better school within the school district, if any exists. Missing AYP in the third year forces the school to offer free tutoring and other supplemental education services to students who are struggling. If a school misses its AYP target for a fourth consecutive year, the school is labelled as requiring "corrective action," which might involve wholesale replacement of staff, introduction of a new curriculum, or extending the amount of time students spend in class. A fifth year of failure results in planning to restructure the entire school; the plan is implemented if the school unsuccessfully hits its AYP targets for the sixth consecutive year. Common options include closing the school, turning the school into a charter school, hiring a private company to run the school, or asking the state office of education to run the school directly. States must create AYP objectives consistent with the following requirements of the law: The objectives must be set with the goal of having all students at the proficient level or above within 12 years i. AYP must be primarily based on state assessments, but must also include one additional academic indicator. The AYP objectives must be assessed at the school level. Schools that failed to meet their AYP objective for two consecutive years are identified for improvement. School AYP results must be reported separately for each group of students identified above so that it can be determined whether each student group met the AYP objective. States may aggregate up to three years of data in making AYP determinations. The act requires states to provide "highly qualified" teachers to all students. Each state sets its own standards for what counts as "highly qualified. Each state decides for itself what counts as "one high, challenging standard," but the curriculum standards must be applied to all students, rather than having different standards for students in different cities or other parts of the state. This portion of the law has drawn lots of criticism and has even led to political resistance. For instance, in Santa Cruz, California, student-led efforts forced school districts to create an "opt-in" policy that required students affirm they wanted the military to have their information. This successful student organizing effort was copied in various other cities throughout the United States. According to the legislation, schools must pass yearly tests that judge student improvement over the fiscal year. These yearly standardized tests are the main means of determining whether schools live up to required standards. If required improvements are not made, the schools face decreased funding and other punishments that contribute to the increased accountability. According to supporters, these goals help teachers and schools realize the significance and importance of the educational system and how it affects the nation. Opponents of this law say that the punishments only hurt the schools and do not contribute to the improvement of student education. In addition to and in support of the above points, proponents claim that No Child Left Behind: Links state academic content standards with student outcomes Measures student performance: School choice [edit] Gives options to students enrolled in schools failing to meet AYP. If a school fails to meet AYP targets two or more years running, the school must offer eligible children the chance to transfer to higher-performing local schools, receive free tutoring, or attend after-school programs. Gives school districts the opportunity to demonstrate proficiency, even for subgroups that do not meet State Minimum Achievement standards, through a process called "safe harbor," a precursor to growth-based or value-added assessments. Narrow definition of research [edit] The act requires schools to rely on scientifically based research for programs and teaching methods. The act defines this as "research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. It is widely accepted [14] that teacher knowledge has two components: Both types of knowledge, as well as experience in

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guided student teaching, help form the qualities needed by effective teachers. Under NCLB, existing teachers—including those with tenure—were also supposed to meet standards. They could meet the same requirements set for new teachers or could meet a state-determined "Downfall of the quality requirements of the NCLB legislation have received little research attention, in part because state rules require few changes from pre-existing practice. There is also little evidence that the rules have altered trends in observable teacher traits. Unfortunately, there is no consensus on what traits are most important and most education policy experts agree that further research is required. Effects on student assessment[edit] Several analyses of state accountability systems that were in place before NCLB indicate that outcomes accountability led to faster growth in achievement for the states that introduced such systems. Reading and math scores for black and Hispanic nine-year-olds reached an all-time high. Achievement gaps in reading and math between white and black nine-year-olds and between white and Hispanic nine-year-olds are at an all-time low. Forty-three states and the District of Columbia either improved academically or held steady in all categories fourth- and eighth-grade reading and fourth- and eighth-grade math. These statistics compare with though No Child Left Behind did not even take effect until Critics point out that the increase in scores between and was roughly the same as the increase between and , which calls into question how any increase can be attributed to No Child Left Behind. They also argue that some of the subgroups are cherry-picked—that in other subgroups scores remained the same or fell. This is colloquially referred to as "teaching to the test. On two state tests, New York and Michigan , and the National Assessment of Educational Progress NAEP almost two-thirds of eighth graders missed math word problems that required an application of the Pythagorean theorem to calculate the distance between two points. Another problem is that outside influences often affect student performance. Students who struggle to take tests may perform well using another method of learning such as project-based learning. Sometimes, factors such as home life can affect test performance. Basing performance on one test inaccurately measures student success overall. No Child Left behind has failed to account for all these factors. But that meant that even schools that were making great strides with students were still labeled as "failing" just because the students had not yet made it all the way to a "proficient" level of achievement. Since , the U. Department of Education has approved 15 states to implement growth model pilots. Each state adopted one of four distinct growth models: Because each state can produce its own standardized tests, a state can make its statewide tests easier to increase scores. For example, Wisconsin ranks first of all fifty states plus the District of Columbia, with ninety-eight percent of its schools achieving No Child Left Behind standards. Supports early literacy through the Early Reading First initiative. Emphasizes reading, language arts, mathematics and science achievement as "core academic subjects. According to Paul Reville, the author of "Stop Narrowing of the Curriculum By Right-Sizing School Time," teachers are learning that students need more time to excel in the "needed" subjects. The students need more time to achieve the basic goals that should come by somewhat relevant to a student. Hillman of The University of Illinois at Urbana-Champaign that concludes that fitness is globally related to academic achievement. Adding science assessments to the NCLB requirements may ultimately result in science being taught in more elementary schools and by more teachers than ever before. Libertarians further argue that the federal government has no constitutional authority in education, which is why participation in NCLB is technically optional. They believe that states need not comply with NCLB so long as they forgo the federal funding that comes with it. It provides no incentives to improve student achievement beyond the bare minimum. In the budget, President George W. Bush zeroed this out. Research tells us an IQ of is needed. According to the No Child Left Behind Act, by , every child is supposed to test on grade level in reading and math. Gaming the system The system of incentives and penalties sets up a strong motivation for schools, districts, and states to manipulate test results. For example, schools have been shown to employ "creative reclassification" of high school dropouts to reduce unfavorable statistics. However, none of these "missing" students from Sharpstown High were reported as dropouts. Particularly in states with high standards, schools can be punished for not being able to dramatically raise the achievement of students that may have below-average capabilities[citation needed]. Simply being classified as having special education

needs does not automatically exempt students from assessment. Most students with mild disabilities or physical disabilities take the same test as non-disabled students. For example, a school may accept an Advanced Placement test for English in lieu of the English test written by the state, and simplified tests for students with significant cognitive disabilities. Opponents say that testing students with disabilities violates the Individuals with Disabilities Education Act IDEA by making students with disabilities learn the same material as non-disabled students. The IDEA authorized formula grants to states and discretionary grants for research, technology, and training. It also required schools to use research-based interventions to assist students with disabilities. The amount of funding each school would receive from its "Local Education Agency" for each year would be divided by the number of children with disabilities and multiplied by the number of students with disabilities participating in the schoolwide programs. In , George Bush signed provisions that would define for both of these acts what was considered a "highly qualified teacher. The effects they investigate include reducing the number of students who drop out, increasing graduation rates, and effective strategies to transition students to post-secondary education. They are pleased that students are finally included in state assessment and accountability systems. NCLB made assessments be taken "seriously," they found, as now assessments and accommodations are under review by administrators. First, the legislation makes schools responsible for how students with disabilities scoreâ€”emphasizing " For example, NCLB requirements have made researchers begin to study the effects of read aloud or interpreters on both reading and mathematics assessments, and on having students sign responses that are then recorded by a scribe. It has been aimed at young students in an attempt to find strategies to help them learn to read. Evaluations also have included a limited number of students, which make it very difficult to draw conclusions to a broader group. Evaluations also focus only on one type of disabilities. One concern is how schools can effectively intervene and develop strategies when NCLB calls for group accountability rather than individual student attention. An IEP is designed to give students with disabilities individual goals that are often not on their grade level. An IEP is intended for "developing goals and objectives that correspond to the needs of the student, and ultimately choosing a placement in the least restrictive environment possible for the student. This was in effect pushing schools to cancel the inclusion model and keep special education students separate. NCLB, in contrast, measures all students by the same markers, which are based not on individual improvement but by proficiency in math and reading," the study states. We need a system that values learning and growth over time, in addition to helping students reach high standards. In addition, Indiana administrators who responded to the survey indicated that NCLB testing has led to higher numbers of students with disabilities dropping out of school.

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Chapter 3 : NCLB - Are Schools Required to Provide Personal Information to Military Recruiters? Wrightsla

No Child Left Behind (NCLB) covers all states, school districts, and schools that accept Title 1 federal grants. Title 1 grants provide funding for remedial education programs for poor and disadvantaged children in public schools, and in some private programs.

Her father, an Army platoon sergeant, has spent five of those years away from her, serving his country in Korea, Iraq and Afghanistan. At her elementary school on an Oklahoma military post, ceiling tiles are removed so that when a Great Plains storm rumbles in, rain can cascade from the rotting roof into large trash cans underneath. Signs of disrepair abound: A bucket, strapped by a bungee cord, hangs over the gym door — another makeshift fix for leaks. Some schools have tainted water and fouled air; others are so overcrowded teachers improvise, holding class in hallways, supply closets, and in one instance, working in a boiler room. One school in Germany was built by the Nazis. The strains only add to the emotional pressures on the sons and daughters of U. The average military parent is deployed three times, each lasting 15 to 18 months. Other effects at the schools of military sons and daughters are less pronounced yet unmistakable: Modest declines in test scores; individual grades that falter; rising student absenteeism. Catie has been separated from her father four times since her birth. Such sacrifices, increasingly commonplace during the last decade, have gone unnoticed by many Americans. Those mothers and fathers might have expected schools with better conditions than these. But the fact is there are a lot of serious problems out there. It will care for those left behind. More than , children, the largest proportion, live off base, attending local schools in urban or suburban communities that often have significantly more resources. But families who live on military installations — either for economic, career or security reasons — send their children to one of base schools operated by the Pentagon around the world, or base schools in the U. These students — about , in all — are likely to attend schools with significant structural deficiencies. Many buildings are nearly a half-century old. A Defense Department task force is evaluating the military base schools operated by local public systems. When winter temperatures drop below 50 degrees, classroom heaters break down. The classroom for students with severe disabilities, meanwhile, has a small restroom dating back to , well before schools had to meet special education needs. Parents say teachers have to undress children nearby and carry them inside. Over the last decade alone, the local district has built 26 new schools, some with dazzling campuses that stretch across former cornfields and cow pastures. Primer, who uses a s-era trailer at the much-heralded Marine Corps Base Quantico to teach his German classes. Storms are noisy affairs that jostle the temporary classrooms. Younger students stay on the first of its four floors, and are consigned to trailers when classrooms fill up. Conditions at other schools border on hazardous. At Fort Stewart, in Hinesville, Georgia, two of the three elementary schools are beset by poor indoor air quality. Mold has grown on walls, sprouted through floors, and stained vents. Complaints have persisted for a decade despite inspections, tests and fixes involving a costly cast of architects, industrial hygienists, microbiologists and the U. Army Corps of Engineers. Last fall, administrators cordoned off a library for a month so they could engage in a major cleanup that involved steam-blasting its rafters and sanitizing its books. On April 8, a disintegrating gas line ruptured in a cafeteria, sparking a small fire. Staffing shortfalls have left her son without an assigned paraprofessional, as prescribed by his psychiatrist. Many exceed their planned lifespans. Pentagon officials contacted by iWatch News have recognized these substandard conditions for years. But the goal would require appropriations from a Congress increasingly wary of new spending. During an interview with iWatch News, Gordon, a former West Point political science professor and aide-de-camp to Colin Powell, pointed to an Obama administration focus on military families as proof of a commitment to improve education. Weapons, wars and other budget priorities tend to overshadow homefront necessities. Public school districts, which educate nine out of 10 military children, often on military installations, also have had trouble finding the dollars to replace and repair foundering schools. Now, with President Obama signaling the start of a drawdown in troops from Afghanistan coinciding with political

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clamoring in Washington for reduced spending, some advocates wonder just how meaningful all the promises will be. Joyce Raezer is director of the National Military Family Association, which for four decades has established itself as a respected voice advocating for families. Quality of teachers, for instance, or the availability of effective textbooks and technology can yield dramatic classroom results. But many educators say the mix of pressures unique to military children — crumbling schools, overcrowded classrooms, and absent parents who may not return — has a measurable effect on the feelings of students and on how well they do in school. Some studies have suggested such a link. Yet even with such shortcomings, the iWatch News analysis of data it was able to obtain from showed a slight yet statistically significant adverse effect from deployment on test scores, especially on scores from the middle schools. That means at least one parent of the typical nine-year-old has been absent for half her life. Her Army mechanic husband has done four stints in Iraq. Trenton LeForge, the three-year-old son of an Army sergeant stationed at Fort Riley, has suffered separation anxiety since his father left for Iraq in November — the third deployment. Grabrysiak, 11, son of an Army electrician, yearns to fly kites again with his father in the backyard. She remembers him attending only one birthday party, and trick-or-treating with him once. Bryan Hunter had decided to retire because of the many missed moments with his family. When Catie found out about his latest orders to deploy, she collapsed in tears. The family dressed in red, white and blue, wearing beads and waving flags as troops filed through the gate at Dallas International Airport. He had missed his flight. Catie hit the floor, sobbing. Multiple deployments can compound the impact of parental absences on academic achievement. And a study by the U. Military Academy at West Point found lengthy deployments had a modest negative effect on test scores of children enrolled in military schools, especially those in the lower grades. It also implied that children whose parents deploy for longer periods may fall permanently behind when they reach the higher grades, the researchers concluded in the study. Students have crawled under desks; come to class in pajamas; grabbed teachers in fits of rage. Data collected by some Defense Department schools support such anecdotes. The toll has manifested itself in greater absenteeism, too, with students typically missing class before and after deployments. By February, her district had recorded 1, students — 23 percent — absent at least 10 percent of school days. Educators at Defense Department schools say some students skip 50, 60, or even 70 days a year. At specific schools, principals said the impact on academic performance is unmistakable. He noted that as the proportion of students with a deployed parent rose over the last two years, from 23 percent to 41 percent, reading test proficiency rates plummeted 23 percentage points. Swelling numbers, crowded classrooms Deterioration and deployments are hardly the only afflictions at Jefferson, one of six schools on Fort Riley, a sprawling post in the Flint Hills, that majestic part of Kansas known for its tallgrass prairies. Military consolidation and war have led to an explosion in growth at the fort, with added Army units from shuttered bases — 18, soldiers in all. In six years, enrollment has grown 25 percent — packing 2, students into buildings designed to hold 2, And still they come: Administrators anticipate another by August. In September, students attended this school built for just Within nine months, the number topped At Fort Riley Middle School, teachers travel from one class to the next, hauling carts of textbooks and laptops. Administrators at Custer Hill Elementary School have converted the stage in an auditorium into a classroom. Among the most crowded schools, Fort Riley Elementary, with an average student-teacher ratio of to-one, sits atop a hill overlooking the historic main post. Inside, corridors are dotted with tiny desks and chairs, where students are tutored. Hallway vestibules, three-by-five feet, have become testing areas for students, like Paige Boland, now nine. Her mother, Tracy, remembers walking into school nearly three years ago, and spotting Paige, then a first grader, kneeling on the floor, reading aloud to her teacher in one of those vestibules. Her teacher, Boland learned, had nowhere else to go. One fifth grader recently broke down in tears in class because her mother was injured in Iraq. Boland spent an hour with the girl, leading her from room to room, seeking a private space to calm her down. For students, the overcrowding can feel overwhelming. They bump into classmates; they get distracted. Her class had as many as 35 kids. Songer complains of having to do busy work rather than lessons that challenge her. Overcrowding leads to other constraints in education, too. Teacher

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Megan Stucky has calculated that, during a six-hour school day, she devotes just 11 minutes, uninterrupted, to each of her 26 kindergarteners. Her colleague, Kimberly Dressman, cannot ask her first graders to read stories aloud now that her reading group consists of Schoolhouse strains have begun showing in some metrics of performance and not just at Jefferson. Already, she and fellow administrators are gearing up for hundreds more soldiers and their families next year. From the outside, they look tidy, clean and their ceiling tiles gleam. Buckets, some of them 55 gallons, routinely collect rain. Documents obtained by iWatchNews peg the roof leaks as the top culprit for vexing indoor air-quality problems, compounded by antiquated ventilation units. Teachers have complained about a host of health issues including sinus flare ups and allergic reactions. Connie McCurtis, a special education teacher, says she never suffered such severe respiratory woes until coming to Diamond five years ago. In December she left.

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Chapter 4 : What the No Child Left Behind law means for your child | Parenting

These requirements are contained in Â§ of the ESEA (20 U.S.C. Â§), as amended by the No Child Left Behind Act of (P.L. No.), the education bill Congress recently passed.

How should we handle this? Can you put something about this in The Special Ed Advocate newsletter? Under a provision in Title IX of the No Child Left Behind Act , schools are required to release the names, addresses, and phone numbers of high school juniors and seniors to "military recruiters," "post secondary educational institutions," and "prospective employers. According to this publication, the provision is intended to ensure that recruiters have the same access to high school students as colleges and universities. This provision is likely to elicit strong emotional responses from parents and educators. Some will object, others will support the provision. What should you do? If you do not want the school to release information about your child to military recruiters, you need to let the school know this - in writing. Some school districts are sending a form that parents can sign to "opt out" of this provision. Other districts have not taken steps to develop an "opt-out" procedure yet. If you have not received an opt-out form to sign, you can write a letter, advising the school that you do not want military recruiters to have access to personal information about your child. If you have our new book, Wrightslaw: No Child Left Behind , go to the sample letters chapter pages Two sample letters deal with the military recruiter issue. One is from a parent who was a conscientious objector during Vietnam who states his position that the school is not to release any information about his child to military recruiters. The other letter is from a parent who is a retired naval officer and former recruiter who supports the provision. No Child Left Behind NCLB includes requirements about parental involvement, highly-qualified teachers, scientifically based reading instruction, tutoring and supplemental educational services, research-based teaching methods, and school and school district report cards. If you are a parent, teacher, administrator, child advocate, or attorney, these articles will help you learn how No Child Left Behind will affect you. About the Authors Peter W. No Child Left Behind. The Wrights built the wrightslaw. Pete and Pam also do training programs about special education law and advocacy. To see if they are coming to your area soon, take a look at their schedule. The Special Ed Advocate:

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Chapter 6 : About the No Child Left Behind Act of

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Chapter 7 : No Child Left Behind: Parent's Guide by Suzanne Whitney - Wrightslaw

Military Children Left Behind The military children left behind: Decrepit schools, broken promises While parents make sacrifices, sons and daughters endure overcrowding, disrepair and budgetary neglect at school.

Chapter 8 : no child left behind a parents guide | Download eBook PDF/EPUB

But when Shea-Keneally insisted on an explanation, she was in for an even bigger surprise: The recruiters cited the No

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Child Left Behind Act, President Bush's sweeping new education law passed.

Chapter 9 : Adequate Yearly Progress (AYP) (CA Dept of Education)

The No Child Left Behind law was designed to hold schools more accountable and empower parents. Here are some steps you can take to make the law work for your child: Find out how your school is performing.