

ATTACHMENT #3

SAMPLE

**PARENT NOTICE
FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

Dear Parent or Guardian,

The _____ School has been identified as a low performing school by the _____ School District and the state Department of Education. This means that, according to the state's _____ (grade level and content) MCAS, our school is below the target set for student performance. On a scale from 1 to 100, the state target for English language arts is 70.7, our district's score is _____ and our school's score is _____. The state target for mathematics is 53, our district's score is _____ and our school's score is _____.

The _____ School Department and the school are taking immediate actions to address the problems in the school and to make sure the students have the same educational opportunities as other students in the district and the state. The school is revising the school improvement plan to make sure we understand what we need to do to improve the student performance in mathematics and/or English language arts and then we will make critical changes in our school. We welcome parents' ideas about how we can improve student learning in the school. Parents can contact _____ to learn how to get involved in the school improvement activities over the next few months. In addition, the school department is providing technical assistance to the school in the following areas _____.

The school will keep you informed about additional changes that will be made at the school to improve learning.

Parent Options

1. Option to Request a Transfer to Another School

Because the school has been designated a School Identified for Improvement, parents in the school may request that their children be transferred to another school in the district that has better performance. It is possible that the school district will not be able to accommodate all requests to transfer students to other schools. In that case, the school district must give priority to students who meet certain income guidelines [the school district should insert its low income selection criteria] and have the lowest academic achievement.

The schools into which your child could transfer include the following:

- _____ School . On the proficiency index noted above, this school scored _____ in English language arts at _____ grade and scored _____ in mathematics at _____ grade. [The description may also include information on special programs in the school, before and after school programs, professional qualifications of the teachers in the core academic subjects and parental involvement opportunities.]

- _____ School . On the proficiency index noted above, this school scored _____ in English language arts at _____ grade and scored _____ in mathematics at _____ grade. [The description may also include information on special programs in the school, before and after school programs, professional qualifications of the teachers in the core academic subjects and parental involvement opportunities.]

If you are interested in requesting a transfer or learning more about the transfer options, please follow the steps outlined below. [District specifies process for parent to make request and describes the process and timelines for transferring students.]

2. Option to Request Supplemental Educational Services

“Supplemental educational services” are additional academic instruction that takes place outside of the regular school day. The services are designed to help students achieve state standards in reading, writing, and mathematics.

The district determines which children are eligible based on family income level and academic achievement level. In order to receive services, parents/guardians must request the services and select a provider from a state list of approved providers. (A copy of the first edition of the list is enclosed. Subsequent editions published at a later date may contain additional providers.) The district and provider are prohibited from disclosing to the public the identity of any student who is eligible for, or receiving, supplemental educational services through this program. The identity of the students must be kept confidential unless written permission is granted by the parents/guardians. The list of providers and additional information about the statewide program and federal requirements can be found on the Department of Education’s web site at www.doe.mass.edu/ose/ses.html.

If you are interested in requesting these services for your child(ren), please follow the steps listed below.

- Confirm whether or not your child is eligible for these services by contacting the person listed at the bottom of this letter. The federal government establishes a maximum per-pupil amount that a district must make available for supplemental services. If funding does not allow the district to fulfill all requests, priority will be given to students based on objective criteria that relates to academic achievement.

- If your child is eligible for services, view the enclosed list of providers approved to serve our district, and contact us with your first choice request. Note that if that provider's available spaces have already been filled, you may need to request another provider. Let us know if you would like help with your selection; if requested we can provide recommendations that keep in mind your child's specific academic needs as well as your own preferences.

- After an available approved provider is selected, the district and provider will enter into an agreement with you regarding the services. The agreement includes information such as specific achievement goals for your child, how progress will be measured, a timetable for improving achievement, the time and place of services, and how you will be regularly informed of your child's progress.

If you have any questions, please contact _____ .