

PARAGON CHARTER ACADEMY

2007-2008 ANNUAL EDUCATION REPORT

3750 McCain Road
Jackson, MI 49201

MISSION STATEMENT:

As a team, we will inspire all students to be exemplary citizens by challenging each student with high academic and moral standards.

Telephone:

517-750-9500

Fax:

517-750-9501

Principal:

Kathy Watson

Assistant Principal:

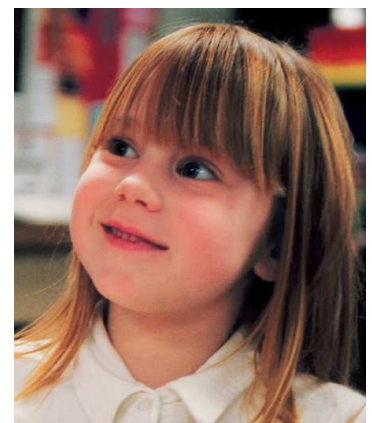
Sally Clark

VISION:

To better educate more children.

Board Members:

- **Joan Boldrey**
Treasurer
- **Bradley Funkhouser**
Vice President
- **Tony Jackson**
Director
- **Roger LaMothe**
President
- **Kevin Sykes**
Secretary



DESCRIPTION OF THE SCHOOL

Paragon Charter Academy was founded in 1998 and opened its doors to 338 students in grades Kindergarten through 5th grade. Paragon is authorized by Grand Valley State University and managed by National Heritage Academies in accordance with the school's five member Board of Directors. Being a public school academy (PSA), Paragon is its own district and operates independent of the local Intermediate School District. Paragon maintains an effective working relationship with the Jackson Intermediate School District, providing the Jackson ISD with Michigan Department of Education reporting information and utilizing various available resources.

With a strong focus on individualized instruction, Paragon teachers utilize differentiated instruction practices, learning style information, and backwards planning to develop lessons to challenge and meet the needs of the individual learners in each classroom. The school can be found at 3750 McCain Road approximately 5 miles from downtown Jackson, Michigan. Paragon, like all National Heritage Academies' schools, is committed to challenging children to achieve. This is accomplished through a solid back to basics curriculum, a strong moral focus, significant parent involvement, and a climate of high expectations.

At Paragon Charter Academy we believe in a structured academic environment that incorporates a traditional curriculum with inventive approaches to learning. Our faculty is committed not only to the educational development of the child, but in creating youngsters with character and a drive to contribute to their community. Through an active partnership with our parents, we are equipping students of Paragon for success in high school, college and beyond.



Paragon scored the highest MEAP score out of 15 school districts in Jackson County in 6th grade math and 8th grade science and placed 2nd in 2 other areas. Paragon surpassed Jackson Public Schools in all areas on the MEAP test.

ENROLLMENT PROCESS

Paragon Charter Academy is a state-funded, public charter school. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.

By law, Paragon Charter Academy cannot restrict enrollment based on selection criteria. Paragon Charter Academy can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of available openings, a random lottery will determine who attends the Academy.

Paragon Charter Academy's open enrollment period begins on the first day of the new school year and ends on the last business day of February. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If the number of applications is greater than the Academy's capacity, a lottery system will determine admissions.

As stated above, a lottery selection process is used when the applications in any grade exceeds the number of openings. Names are randomly drawn and students are admitted based on the order of selection. The lottery continues until all the names are drawn. Students not accepted for enrollment will be placed on a waiting list in the order their names are drawn.

In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given preference over students who have no such siblings. Siblings of currently enrolled students at the academy will be drawn first for available seats. In addition, if one child is selected during a lottery, that child's sibling will be offered the first available seat in his/her respective grade. Though siblings are afforded preference for available seats, they cannot be given preference over a child previously accepted.

Should seats remain available after the close of open enrollment; students will be accepted on a first-come, first-served basis until seats are no longer available. Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after classes are filled and will be placed on a waiting list in the order received.

Students who have been accepted must turn in two documents to receive a "registered" status: The Official Release of Records form, and the Admissions Form. If those documents are not received by the school within four weeks of the notice of acceptance, the student will be dropped and given a not attending status.

All students must be present on the first day of school or have an excused absence or he or she will lose his or her seat.

All students who are currently enrolled in the school are guaranteed a seat for the following year if they complete a "re-enrollment form" indicating that they want to enroll for the subsequent year. If they indicate on the form that they will not return next year, a seat will not be reserved for them. If the family changes their minds prior to the next school year, that student would have to reapply.

MEAP data presented above represents the results for students enrolled for the full academic year.

Grade Level	SCHOOL YEAR	SCHOOL % OF STUDENTS PROFICIENT & ADVANCED	% (NOT) TESTED IN SCHOOL	PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for ELA				PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for Math			
				ADVANCED LEVEL 1	PROFICIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4	ADVANCED LEVEL 1	PROFICIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4
3rd Grade	2006-07	89.2%	0.0%	23.3%	58.3%	18.3%	0.0%	60.0%	36.7%	3.3%	0.0%
	2007-08	95.0%	0.8%	25.0%	66.7%	6.7%	1.7%	54.1%	44.3%	1.6%	0.0%
4th Grade	2006-07	88.6%	0.0%	14.0%	68.4%	14.0%	3.5%	33.3%	61.4%	5.3%	0.0%
	2007-08	89.8%	0.0%	21.9%	60.9%	15.6%	1.6%	39.1%	57.8%	3.1%	0.0%
5th Grade	2006-07	85.6%	0.0%	15.4%	71.2%	13.5%	0.0%	26.9%	57.7%	13.5%	1.9%
	2007-08	89.6%	2.1%	16.7%	66.7%	12.5%	4.2%	39.6%	56.3%	4.2%	0.0%
6th Grade	2006-07	80.6%	0.0%	16.7%	74.1%	7.4%	1.9%	27.8%	42.6%	25.9%	3.7%
	2007-08	82.1%	0.0%	15.4%	66.7%	17.9%	0.0%	48.7%	33.3%	15.4%	2.6%
7th Grade	2006-07	71.7%	0.0%	3.3%	73.3%	16.7%	6.7%	16.7%	50.0%	26.7%	6.7%
	2007-08	88.8%	0.0%	10.0%	75.0%	12.5%	2.5%	55.0%	37.5%	7.5%	0.0%
8th Grade	2006-07	81.3%	0.0%	6.3%	81.3%	9.4%	3.1%	31.3%	43.8%	25.0%	0.0%
	2007-08	81.1%	0.0%	8.1%	75.7%	13.5%	2.7%	51.4%	27.0%	16.2%	5.4%

Grade Level	SCHOOL YEAR	SCHOOL % OF STUDENTS PROFICIENT & ADVANCED	% (NOT) TESTED IN SCHOOL	PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for Science				PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for Social Studies			
				ADVANCED LEVEL 1	PROFICIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4	ADVANCED LEVEL 1	PROFICIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4
5th Grade	2006-07	92.3%	0.0%	46.2%	46.2%	5.8%	1.9%				
	2007-08	91.8%	0.0%	51.0%	40.8%	2.0%	6.1%				
6th Grade	2006-07	74.1%	0.0%					31.5%	42.6%	18.5%	7.4%
	2007-08	89.7%	0.0%					53.8%	35.9%	7.7%	2.6%
8th Grade	2006-07	84.4%	0.0%	31.3%	53.1%	15.6%	0.0%				
	2007-08	94.6%	0.0%	43.2%	51.4%	5.4%	0.0%				

MEAP data presented above represents the results for students enrolled for the full academic year.

STUDENT GROUP	SCHOOL YEAR	SCHOOL % OF STUDENTS PROFICIENT & ADVANCED	STATE % OF STUDENTS PROFICIENT & ADVANCED	% TESTED IN SCHOOL	PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for ELA				PERCENT OF STUDENTS IN SCHOOL AT EACH ACHIEVEMENT LEVEL for Math			
					ADVANCED LEVEL 1	PROFICIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4	ADVANCED LEVEL 1	PROFICIENT LEVEL 2	BASIC LEVEL 3	BELOW BASIC LEVEL 4
ALL STUDENTS	2006-07	84.0%	75.3%	>95%	14.7%	69.8%	13.3%	2.1%	34.7%	48.8%	14.7%	1.8%
	2007-08	88.6%	77.5%	>95%	17.4%	67.7%	12.8%	2.1%	47.4%	44.6%	6.9%	1.0%
AFRICAN AMERICAN	2006-07	76.9%	54.6%	>95%	7.4%	75.9%	13.0%	3.7%	24.1%	46.3%	22.2%	7.4%
	2007-08	80.7%	56.7%	>95%	4.5%	72.7%	20.5%	2.3%	43.2%	40.9%	11.4%	4.5%
AMERICAN INDIAN / NATIVE ALASKAN	2006-07		71.1%	>95%								
	2007-08		74.1%	>95%								
ASIAN / PACIFIC ISLANDER	2006-07	100.0%	88.2%	>95%	30.8%	69.2%	0.0%	0.0%	69.2%	30.8%	0.0%	0.0%
	2007-08	100.0%	89.4%	>95%								
WHITE	2006-07	86.0%	82.0%	>95%	16.2%	69.0%	13.3%	1.4%	36.7%	50.0%	12.9%	0.5%
	2007-08	89.8%	83.7%	>95%	18.2%	68.4%	11.1%	2.2%	47.8%	45.1%	6.6%	0.4%
HISPANIC	2006-07	50.0%	63.8%	>95%								
	2007-08	83.3%	67.0%	>95%								
STUDENTS WITH DISABILITIES	2006-07	61.6%	41.9%	>95%	7.0%	53.5%	30.2%	9.3%	18.6%	44.2%	30.2%	7.0%
	2007-08	67.2%	43.9%	>95%	6.7%	46.7%	36.7%	10.0%	32.3%	48.4%	19.4%	0.0%
LIMITED ENGLISH PROFICIENT	2006-07		56.0%									
	2007-08		56.8%									
ECONOMICALLY DISADVANTAGED	2006-07	78.6%	62.4%	>95%	14.3%	64.7%	18.0%	3.0%	29.3%	48.9%	18.8%	3.0%
	2007-08	84.6%	65.2%	>95%	12.2%	66.9%	18.0%	2.9%	47.9%	42.1%	7.9%	2.1%
MIGRANT	2006-07											
	2007-08											
MALE	2006-07	82.0%	73.4%	>95%	9.9%	70.4%	16.9%	2.8%	39.4%	44.4%	14.1%	2.1%
	2007-08	85.8%	75.5%	>95%	17.7%	64.6%	15.0%	2.7%	48.0%	41.2%	9.5%	1.4%
FEMALE	2006-07	86.0%	78.0%	>95%	19.6%	69.2%	9.8%	1.4%	30.1%	53.1%	15.4%	1.4%
	2007-08	91.5%	79.6%	>95%	17.0%	70.9%	10.6%	1.4%	46.8%	48.2%	4.3%	0.7%

MEAP data presented above represents the results for students enrolled for the full academic year.

STUDENT GROUP	READING / LANGUAGE ARTS				MATHEMATICS				ADDITIONAL ACADEMIC INDICATORS	
	% TESTED		% PROFICIENT & ADVANCED <u>GOAL: 60%</u>		% TESTED		% PROFICIENT & ADVANCED <u>GOAL: 60%</u>		ATTENDANCE RATE <u>GOAL: 92%</u>	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE 2006-07
ALL STUDENTS	>95%	>95%	85%	77%	>95%	>95%	92%	78%	93.75%	95%
AFRICAN AMERICAN	>95%	>95%	77%	57%	>95%	>95%	84%	56%		
AMERICAN INDIAN / NATIVE ALASKAN	>95%	>95%	100%	74%	>95%	>95%	100%	74%		
ASIAN / PACIFIC ISLANDER	>95%	>95%	100%	87%	>95%	>95%	100%	92%		
HISPANIC	>95%	>95%	67%	66%	>95%	>95%	100%	69%		
WHITE	>95%	>95%	87%	83%	>95%	>95%	93%	84%		
STUDENTS WITH DISABILITIES	>95%	>95%	53%	41%	>95%	>95%	81%	47%		
LIMITED ENGLISH PROFICIENT		>95%		50%		>95%		63%		
ECONOMICALLY DISADVANTAGED	>95%	>95%	79%	65%	>95%	>95%	90%	66%		

ADEQUATE YEARLY PROGRESS (AYP)

NWEA ASSESSMENT DATA-PERCENT OF STUDENTS MEETING GROWTH TARGET (FALL TO SPRING)

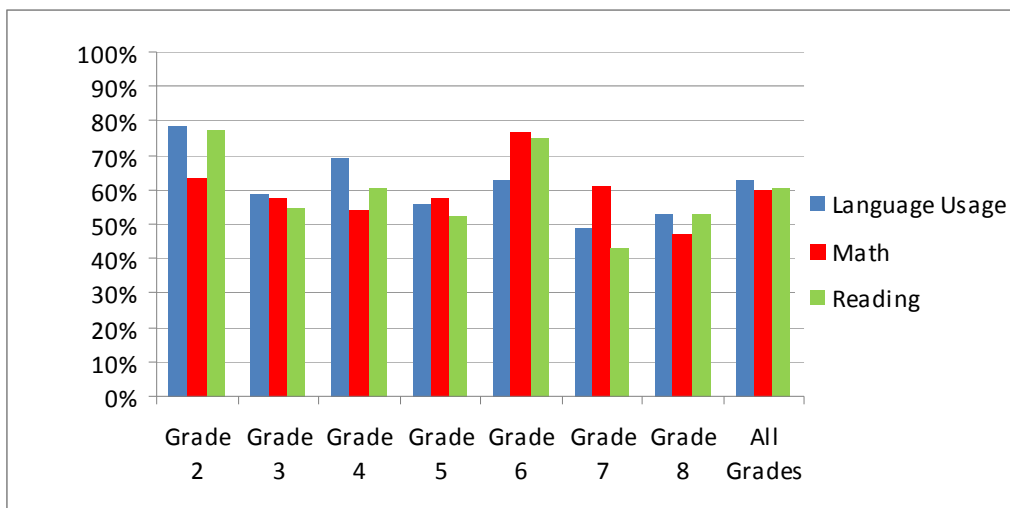
Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) is administered three times per year: in the fall, winter, and spring. This assessment serves many purposes; however, one purpose of the NWEA MAP assessment is to measure the academic growth of each student over the course of the school year, as well as over multiple years.

At the beginning of the school year, each student takes the NWEA MAP assessment. The student is then given an individual growth target based on the student's score on the fall assessment. The individual growth target is determined based on the "normal" growth of other students over the course of one school year who begin at the same level on the fall assessment.

We believe this assessment is extremely useful as it allows us to measure growth of students. By measuring growth we are able to continue challenging students who are already proficient, as well as measure growth of students who may not be proficient and determine specific areas to address.

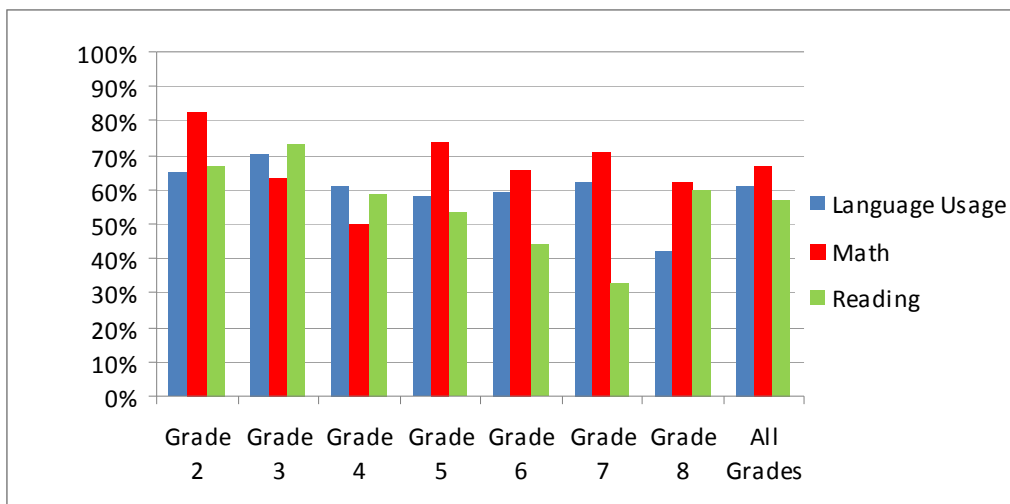
Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2007 to spring 2008.

2007-08 SCHOOL YEAR



Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2006 to spring 2007.

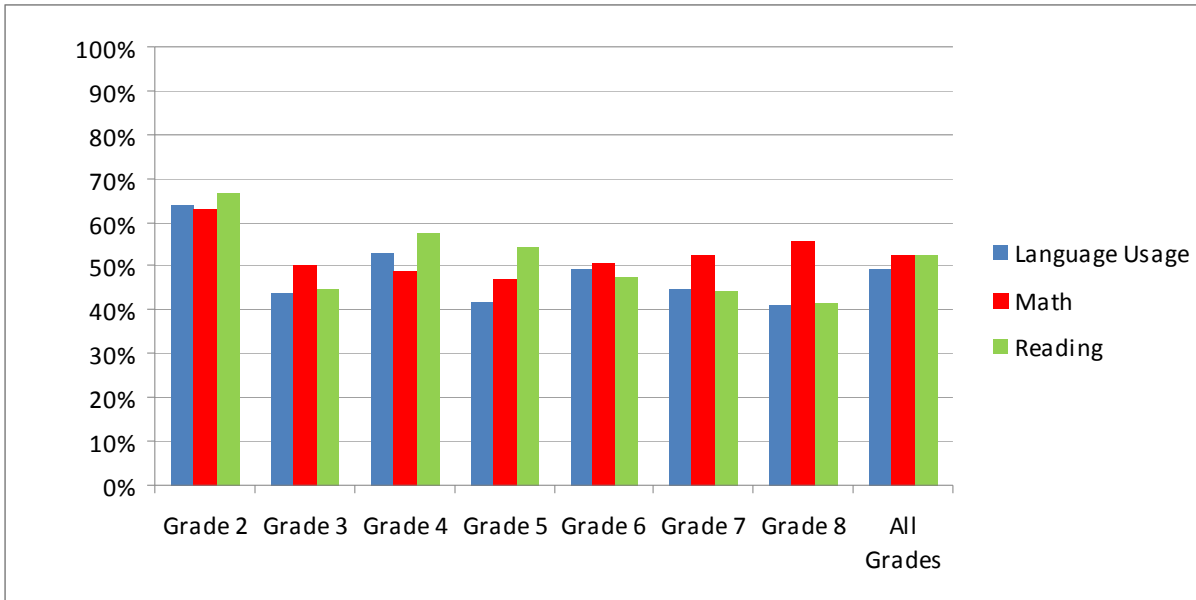
2006-07 SCHOOL YEAR



NWEA ASSESSMENT DATA-PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE (GRADE LEVEL) AT SPRING ADMINISTRATION

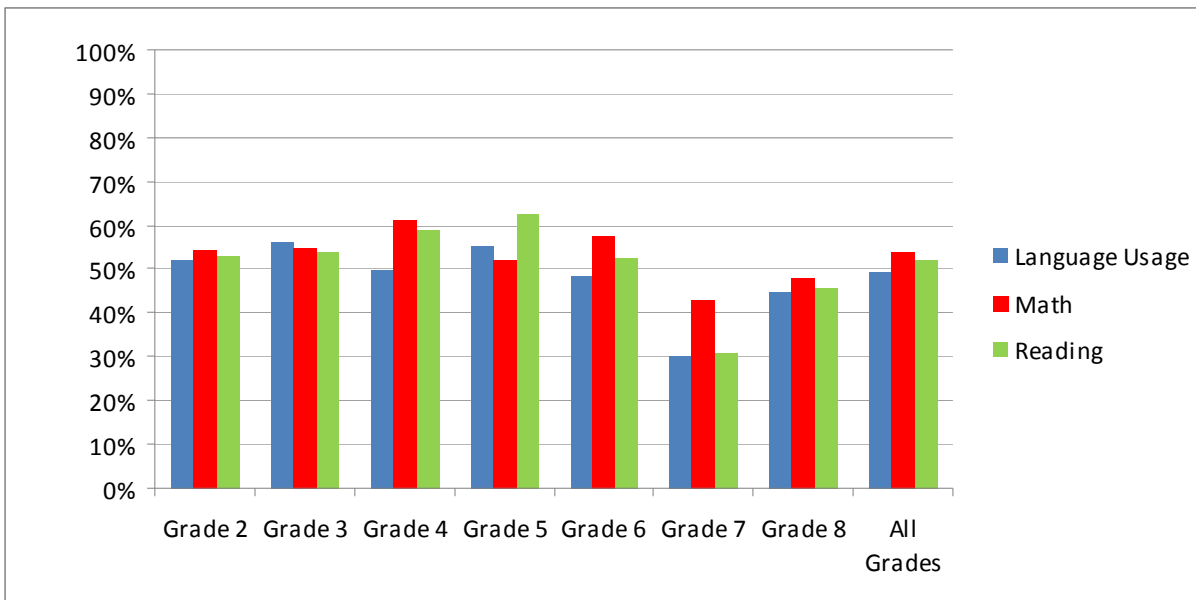
Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) also measures levels of proficiency. Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2008 administration of the NWEA MAP assessment.

2007-08 SCHOOL YEAR



Detailed below is a graph depicting the percentages of students performing at or above the 50th percentile on the spring 2007 administration of the NWEA MAP assessment.

2006-07 SCHOOL YEAR



SCHOOL PROGRAMS

Accreditation Status:

Michigan Public Act 25 requires, in part, that schools report on state accreditation status. Grades for state accreditation under Education Yes! Range from A to D. These grades are based on academic achievement, which is measured by averaging a school's MEAP scores for two to three years. Paragon received a "B" and met AYP on Michigan's Department of Education "Education YES!" Report Card for the 2006-07 and 2007-08 school years.

District Pupil Retention Rate:

Retention Rate is defined as the proportion of pupils who have not dropped out of school in the immediately preceding school year and is equal to one minus the quotient of the number of pupils unaccounted for in the immediately preceding school year, as determined by the District Pupil Retention Report, divided by the pupils of the immediately preceding school year.

- Paragon Charter Academy had a retention rate of 79% in 2006-07. For the 2007-08 school year, the retention rate was 83% (as of 8.15.08).



STATUS OF CORE CURRICULUM

Our goal of preparing students for college success has required us to take a unique view in the development process of our curriculum. Our goal is to graduate students who have not only had the opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be successful in high school and college. What makes our curriculum particularly unique is that it has been developed to support state standards with a college-bound approach.

We began developing our curriculum by examining the Michigan Curriculum Framework. The Grade Level Content Expectations (GLCE) were extracted, and we determined where the GLCE appeared in the various instructional programs utilized. We developed lesson plans, identified gaps in the instructional programs, and determined resources needed to fill the gaps.

Teachers created their daily lesson plans to reflect appropriate GLCE in order to maximize learning time and ensure alignment of instruction to MI framework. All students were expected to reach the GLCE goal; however, modifications/accommodations were sometimes necessary to ensure learning for all students. This support came through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school time opportunities—all of which were designed to accelerate student growth trajectory.

The only variance in our curriculum to the MI curriculum framework is that we have a Moral Focus component. We believe great schools develop both a student's heart and mind, so we created a Moral Focus program designed to support parents' efforts to teach character at home by reinforcing and modeling universal human virtues, such as compassion, respect, and integrity. A different virtue is featured each month of the school year. Additionally, teachers model behavior that exemplifies the virtue and recognize and praise students when they do the same.



1st grade
through 8th
grade partnered
together to write
and illustrate 67
books for needy
children in
Uganda through
the Books of
Hope program.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

A. Describe how data led your School Improvement Team to select your school's improvement objectives in the core academic curriculum.

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In Spring 2008, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress, criterion-referenced assessments (MEAP), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information

As a result of the School Improvement Team's review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year.

B. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area:

The Paragon School Improvement Plan is a living document. It is developed around student learning and documented student achievement. Professional Development activities are planned to support teacher instructional practice. The Professional Development Plan and the School Improvement Plan are woven together to form a comprehensive improvement plan.

C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion

Through ongoing observation and data collection it can be evidenced that the school-wide comprehensive plan for improving student test scores and teachers instructional practice is making a difference. This year out of 27 tested areas Paragon students outperformed Jackson Public Schools. In addition, in 7 tested areas Paragon scored in the top 3 school districts across the county. Not all areas of the improvement plan have been addressed, but efforts towards improving instructional practice are ongoing.

The School Improvement Team formally reviewed progress against its 2007-08 SIP goals and objectives in Spring 2008, as part of its preparation for the 2008-09 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

D. Describe how the evaluation of data and the current year's school improvement process led your school improvement team to select your school's improvement objectives in the core academic curriculum for the next school year

See responses for A and C above. Additionally, the School Improvement Team's evaluation of data, as part of its continuous school improvement process—revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science and social studies.

E. How was this year's school improvement process similar or different from last year's process?

On the whole, this year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year. This year's process was different, however, in that specific grade level goals were identified in support of the school's identified overall English language arts and mathematics goals, for the purpose of ensuring school-wide collaboration and awareness regarding its identified improvement goals.

STAFF

Professional Qualifications of Teachers		
	B.A.	M.A.
Professional Qualifications of all Public Elementary and Secondary School Teachers in the School	100%	8%
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Provisional Certification	0%	
Percentage of Core Academic Subject Elementary and Secondary Classes not Taught by Highly Qualified Teachers	0%	



PARENTS

Parent-teacher conferences are held twice per year: fall and spring. These conferences provide a wonderful opportunity for parents to review their child’s progress and work cooperatively with the teacher to develop strategies to strengthen the learning process. The figures below indicate the percentage of students whose parents participated in conferences:

Parent-Teacher Conferences		
	Grades	Percent Participated
Fall 2007	K-8	97.3%
Spring 2008	K-8	95.7%

82 at-risk students successfully went through the Second Step program launched in the 2007-08 school year.

PARENT INVOLVEMENT POLICY

PARENTAL RESPONSIBILITY: VOLUNTEER AND VISITOR GUIDELINES

Thank you for your willingness to help us provide your children with the best possible educational experience. The Academy places the utmost importance on parental involvement in both the formal and informal education of children.

The following guidelines have been established to provide a safe, secure environment for parents, students and staff. Parents are expected to review and honor these guidelines while on school grounds or volunteering for activities.

GENERAL

- All parents, volunteers and visitors must sign in at the school office immediately upon entering the building. Prior to leaving the building, they must sign out at the office. Parents may not walk directly to a student's classroom unless given permission by the office staff.
- Visitors must be escorted through the building by office personnel.
- All parents and visitors must conduct themselves in a manner conducive to a school environment. Respect and patience will be observed.
- Parents are expected to acknowledge and reinforce model virtues and character as described in the Moral Focus curriculum.
- All parents, volunteers and visitors must wear a nametag or other form of identification provided by the school.
- The distribution of literature, without prior approval from the classroom teacher or school principal, is not permitted.
- Volunteers may be required to submit to a criminal background check prior to beginning volunteer duties.
- When you volunteer, you are acting as a representative of the school. Always put the health and safety of students first. Please abide by all staff instructions and directions, and ask for clarification if you are unclear as to your responsibilities.
- Under no circumstances is corporal punishment allowed. If a situation requires more than verbal intervention, please bring the offending students to the office or the teacher in charge. The Student Code of Conduct and disciplinary procedures included in this Handbook are to be followed as an alternative to corporal punishment.
- Please remember that this is a public school. The Academy has a board policy of neutrality with respect to matters of religion. When you are acting as our volunteer representative, it is important that you show no preference for any one religion over any other religion. In addition you should not show a preference for religion over non-religion, or vice-versa. You need to respect the right of students to express themselves on matters of religion, but you must also respect the right of other students not to be harassed by such expression. You also need to be aware that it is inappropriate for you to volunteer your personal religious views to students when acting as a volunteer.
- Appropriate dress is required at all times.

PARENT INVOLVEMENT POLICY (CONTINUED)

CLASSROOM VOLUNTEERS AND VISITORS

- Remember that the teacher is ultimately responsible for the children and activities in his/her classroom.
- When you arrive to begin your volunteer shift, please be sensitive to the learning that is taking place in the classroom. Enter the room quietly and wait until there is a break in the activity before communicating with the teacher and students.
- Student infractions must be addressed by the classroom teacher.
- Please understand that classroom issues related to students are confidential matters. Children who need extra help are often sensitive as to how they are doing in school. As a volunteer, you may not talk with other parents about the specific learning or discipline needs of any child other than your own. Test scores and other grades should be kept in strict confidence. Children thrive on praise and encouragement. When working with children, please keep all comments positive. In that way, you are modeling respect for the students.

FIELD TRIPS

- If you are driving, you must complete the appropriate forms demonstrating a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport your assigned students and may be required to submit to a criminal background check. Forms are available at the office.
- If you are driving to a school-sponsored event, please follow all instructions provided by the teacher or the Academy.
- Smoking is prohibited in the presence of students.

PARENTS RIGHT TO KNOW PROVISIONS

PARENTAL PARTNERSHIP: NOTIFICATION OF RIGHT TO KNOW UNDER THE NO CHILD LEFT BEHIND ACT OF 2001

As a parent of a Paragon Charter Academy student, you have the right to know the professional qualifications of the classroom teachers who instruct your child. The No Child Left Behind Act of 2001 is the federal law that governs elementary and secondary education. This law allows you to ask for certain information about your child's classroom teachers, and requires us to give this information to you in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the state department of education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the state department of education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major.
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.