

# What does no child left behind entail research paper

[Family](#), [Parents](#)



No Child Left Behind is a law that was enacted in 2003 by then American president George W. Bush. This law aimed at reducing academic achievement gaps and educational reforms between various subgroups, especially to the children with special needs (Paul, 2008). It enhances students' performance and support to children left behind.

School management is required to come up with a 2 year strategic plan to ensure the school performs well. If by any chance the plan fails for 5 consecutive years, district education officials are required to ensure that the school receives technical support to successfully develop and implement the plan for better overall performance of the school (Hayes, 2008).

Parents must also involve themselves in implementation of this law. They should motivate their children to attend school, do their homework diligently and give them a chance to study. They should also attend parents and teachers meetings which ensure academic issues are discussed and eventually sorted out. Teachers play a very important role as far as student performance is concerned, they should have a good relationship with the student for a smooth learning environment. No child left behind act requires that all teachers must be highly professional and well qualified to demonstrate their knowledge and skills in their respective fields of specialization.

No Child Left Behind law is based on four aspects namely; assessment and outcome responsibilities, fair distribution of education funds, improved education methods and empowering parents in determining career choices

for their education(Paul, 2008). Therefore, children's rights are catered for under this law.

Although this law has brought a big change in education, it has some drawbacks. Children with learning disabilities are disadvantaged because they are rated equally with those who are not disabled (Hayes, 2008). Since it takes time for a special child to make an improvement, teachers must handle each child individually. This calls for patience, commitment and diligence to the teachers. Therefore special education programs must be set to cater for the mentally and physically challenged needs. Well trained teachers are required to identify each child's abilities/ needs. This helps in determining teaching methods to be applied to each and every child. Teachers should not victimize children on the bases of challenges; instead they should create a friendly environment for conducive learning.

Unions like National Education Association in America only caters for school management officials but children are left behind and therefore challenges that they face during schooling are left unsolved. These unions have failed to discipline teachers who abuse their students; also they have been allegedly accused of supporting gay right agenda thereby altering public stand on homosexuality (Peterson & Martin, 2003).

On conclusion, all children should have equal rights to education and to express themselves no matter their needs. Since the overall performance of the school is dependent on school management, parents and children, each party must play its role appropriately for academic achievement. Law makers should also ensure that laws enacted do not favor one side but

should be beneficial to all. Parents with mentally and physically challenged children should ensure their children attend special schools where they are taken care of. They should also ensure that they are not victimized.

Therefore, society has a responsibility of appreciating special children; they should not be seen as outcasts but as an important part of the society.

Government should provide adequate training facilities and deploy professionals for better overall performance of the schools. Also, funds should be utilized effectively to ensure laws implemented become a reality.

## **References**

Paul, H. (2008). No Child Left Behind: Issues and developments. London, UK: Nova Publishers.

Hayes, W. (2008). No Child Left Behind: Past, present, and future. New York, NY: R&L Education.

Peterson, E. R., & Martin, R. (2003). No child left behind?: The politics and practice of school accountability. New Jersey, NJ: West Brookings Institution press.