

Parents Right-To-Know

LEA Requirements

Testing Information

LEAs required to make widely available on the LEA website and on the website of each school (not only Title I) for each grade level served, information on State, federal, and LEA required assessments, including –

- The subject matter assessed;
- The purpose for which the assessment is designed and used;
- The source of the requirement for the assessment; and
- Where such information is available –
 - The amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - The time and format for disseminating results.

If the LEA does not operate a website, the LEA is still required to widely distribute the above information through such means as the media, public agencies, or directly to parents.

Parents Right to Know

Available upon request —At the beginning of each school year, a LEA that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), the following:

- Whether the student’s teacher—
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- State or LEA policy regarding student participation in any mandated assessment (federal, state, local). Information must include the actual policy, any procedures, and parental right to opt the child out of such assessment(s) if applicable.

Parent and Family Engagement Policies

LEA

Each LEA is required to develop, plan, and implement a written Policy, which shall describe how the LEA will –

- A. Involve parents and family members in developing the LEA plan under 1112 and school improvement plans;

- B. Provide coordination, technical assistance, and other support to build capacity of all Title I schools in planning and implementing effective engagement activities to improve student performance;
- C. Coordinate and integrate engagement strategies under Title I with other relevant federal, state, and local laws and programs;
- D. Conduct, with meaningful involvement from parents and families, an annual evaluation of the content and effectiveness of the policy in improving the academic quality of all Title I schools, including identifying –
 - a. Barriers to greater participation;
 - b. The needs of parents and families to assist with the learning of their children;
 - c. Strategies to support successful school and family interactions;
- E. Use the findings of the evaluation to design evidence-based strategies for more effective involvement and revise, if necessary, the policies (LEA and School);
- F. Involve parents in the activities of Title I schools.

School

Each Title I school shall jointly develop with and distribute to parents and family members, a written engagement policy that shall describe how the school will carryout sections C, D, E, and F above. Parents shall be notified (annually?) of the policy in an understandable and uniform format and in a language the parents can understand, to the extent practicable. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Additional School Requirements

Each Title I school shall –

- Convene an annual meeting to inform parents of their school’s participation in Title I, explain Title I requirements, and the right of the parents to be involved;
- Offer a flexible number of meetings;
- Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of –
 - Title I programs;
 - The parent and family engagement policy;
 - The Title I Schoolwide Plan development and review.
- Provide parents of children in Title I schools –
 - Timely information about Title I programs;
 - A description and explanation of the curriculum in use at the school, the forms of assessment, and the achievement levels of State standards (OCCT results);
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children;

- If the Schoolwide plan is found by parents to not be satisfactory, submit any parent comments on the plan when the school makes the plan available to the LEA.
- In the case of the Parents of ELL children, perform effective outreach to parents of ELL children to inform the parents regarding how they can –
 - Be involved in the education of their children; and
 - Be active participants in assisting their children to -
 - Attain English proficiency;
 - Achieve at high levels within a well-rounded education; and
 - Meet the State academic standards expected of all students.

*Effective outreach shall include holding and sending notice of regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted through Title I and Title III.

Required information

In addition to the information that parents may request above, a school that receives Title I funds shall provide to each individual parent of a child who is a student in such school, with respect to such student—

- Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
- Timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

School-Parent Compact

Each Title I schools shall jointly, with parents, develop a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children perform well on State standards. Such compact shall –

- Describe the school's responsibility to provide high-quality curriculum and instruction that enables the children to meet State standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

- Frequent reports to parents on their children's progress;
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

ELL Program Participation Notification

LEAs using funds through Title I or Title III to provide a language education instruction program must notify parents of identified students no later than 30 days after the beginning of the school year of –

- The reason for identification;
- The child's level of English proficiency, how it was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program and other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program will meet the educational strengths and needs of their child;
- How such program will help their child learning English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including expected rate of transition from the program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including 4-year adjusted cohort grad rates and extended-year adjusted cohort grad rates for the program) if funds are used for children in high schools;
- In the case of a child with a disability, how such program meets the objectives of the child's IEP; and
- Information pertaining to parental rights that includes written guidance –
 - Detailing the right that parents have regarding immediate removal from the program;
 - Detailing options for parents who choose not to enroll their child in the program or to choose another program or method of instruction, if available; and
 - Assisting parents in selecting among various programs and methods of instruction if more than one program or method is offered by the LEA.

For children not identified at the start of the school year, LEAs must notify parents during the first 2 weeks of the child being placed in a program.