

Parents Right-to-Know

Each LEA at the beginning of each school year that receives Title I, Part A funds shall notify the parents of each student attending any school receiving Title I, Part A funds (ESSA Section 1112[e]) that the parents may request, and the LEA will provide on request (and in a timely manner) information regarding the professional qualifications of the student's classroom teachers, including the at a minimum, the following (ESSA Section 1112[e][1][A]):

- i. Whether the student's teacher:
 - I. has met the State qualification and licensing criteria for the grade level and subject areas that the teacher provides instruction,
 - II. is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived, and
 - III. is teaching in the field of discipline of the certification of the teacher.
- ii. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request under ESSA Section 1112(e)(1)(A), a school that receives Title I, Part A funds shall provide to each individual parent of a child who is a student in such school, with respect to such student (ESSA Section 1112[e][1][B]):

- i. 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 Title I, Part A, and
- ii. Timely notice that the student has been assigned or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet the applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

At the beginning of each school year, an LEA that receives Title I, Part A funds shall notify the parents of each student attending any school receiving Title I, Part A funds that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding any State or LEA policy regarding student participation in any assessments mandated by ESSA Section 1111(b)(2) and by the State or LEA, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable (ESSA Section 1112[e][2][A]).

Subject to the requirements of ESSA Section 1112(e)(2)(C), each LEA that receives Title I, Part A shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State to comply with ESSA Section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the LEA, including (ESSA Section 1112[e][2][B]):

- i. The subject matter assessed;
- ii. The purpose for which the assessment is designed and used;
- iii. The source of the requirement for the assessment; and
- iv. Where such information is available:
 - I. The amount of time students will spend taking the assessment, and the schedule for the assessment; and

II. The time and format for disseminating results.

In the event that an LEA does not operate a website, the LEA shall determine how to make the information described as widely available, such as through distribution of that information to the media, through public agencies, or directly to the parents (ESSA Section 1112[e][2][C]).

Each LEA using Title I, Part A or Title III funds to provide a language instruction educational program as determined under Title III, shall not later than 30 days after the beginning of the school year, inform parents of an English learner (EL) identified for participation or participating in such a program, of (ESSA Section 1112[e][3][A]):

- i. The reasons for the identification of their child as an EL and in need of placement in a language instruction educational program,
- ii. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement,
- iii. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and native language instruction,
- iv. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child,
- v. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- vi. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for EL, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program), if Title I, Part A are used for children in high schools,
- vii. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414[d]), and
- viii. Information pertaining to parental rights that includes written guidance:
 - I. Detailing the right that the parents have to have their child immediately removed from such program upon their request,
 - II. Detailing the options that parents have to decline to enroll their child in such program, or to choose another program or method of instruction, if available, and
 - III. Assisting parents in selection among various programs and methods of instruction, if more than one (1) program or method is offered by the eligible entity.

For those children who have not been identified as ELs prior to the beginning of the school year but are identified as ELs during such school year, the LEA shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with ESSA Section 1112(e)(3)(A) (ESSA Section 1112[e][3][B]).

Each LEA that receives Title I, Part A Funds shall implement an effective means of outreach to parents of ELs to inform regarding how the parents can (ESSA Section 1112[e][3][C][i]):

- I. Be involved in the education of their children; and
- II. Be active participants in assisting their children to:

- a. Attain English proficiency;
- b. Achieve at high levels within a well-rounded education; and
- c. Meet the challenging State academic standards expected of all students.

Holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III (ESSA Section 1112[e][3][C][ii]).

Students shall not be admitted to or excluded from any federally assisted education program on the basis of a surname or language-minority status (ESSA Section 1112[e][3][D]).

The notice and information provided to parents under ESSA Section 1112(e), Parents Right-to-Know, shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1112[e][4]).