



TECHNICAL ASSISTANCE PAPER

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TITLE I PARENTAL INVOLVEMENT

**Commissioner
of Education**

Purpose

The purpose of this technical assistance paper (TAP) is to provide schools and school districts, and other eligible entities receiving federal funding, information, guidance, and clarification on parents' rights, responsibilities and opportunities under Title I of No Child Left Behind (NCLB), as it relates to parent involvement.

This TAP focuses on the parental involvement requirements set forth in Title I: Improving the Academic Achievement of the Disadvantaged. Other technical assistance papers will be issued in the future focusing on the parental involvement requirements of the other titles in NCLB.

BACKGROUND

Thirty years of research confirms that parent/family involvement is a powerful influence on children's achievement in school. As embodied in No Child Left Behind Act of 2001 and historically within The Elementary and Secondary Education Act, when schools work together with parents/families to support learning, children are inclined to succeed not just in school, but throughout life. Such participation of parents and families is critical not only in the very beginning of the educational process, but throughout a child's entire academic career. When families are involved in their children's education, children tend to earn higher grades, receive higher scores on tests, attend school more regularly, complete homework, demonstrate positive attitudes and behaviors, graduate from high school at higher rates, impart positive student achievement, and are more likely to enroll in higher education than students with less involved parents/families. Partnerships among parents/families, schools and communities help students reach high standards by addressing the range of barriers that can impede a student's academic progress. By reaching out to involve parents in education, schools send a message that education is important and builds critical support for students as they learn.

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FLORIDA DEPARTMENT OF EDUCATION, K12 STUDENT ACHIEVEMENT
BUREAU OF FAMILY AND COMMUNITY OUTREACH
AND
BUREAU OF STUDENT ASSISTANCE

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THE ROLE OF PARENTAL INVOLVEMENT

NCLB emphasizes principles of (1) accountability for results, (2) local control and flexibility, (3) expanded parental choice, and (4) effective and successful programs that reflect scientifically based research. The parental involvement provisions in Section 1118 of Title I, Part A, of the ESEA reflect these principles, specifically, (1) shared accountability between schools and parents for high student achievement by providing families with access to information, (2) data on student achievement, (3) information on qualifications of teachers and paraprofessionals, and (4) providing them with genuine choice options. The law also requires that a significant portion of Title I funds be expended on fostering and encouraging effective parental involvement.

In order for parental involvement to have a positive effect, it must be designed to improve student learning. Activities, workshops, and communication to parents should:

- Help parents know what their children are learning.
- Promote high standards for student work.
- Give parents tools and information to assist children at home.
- Promote discussion about improving student progress.
- Help families understand effective approaches to teaching.

KEY PROVISIONS OF THE PARENTAL INVOLVEMENT REQUIREMENTS

Section 1118, Title I: Parental Involvement

Schools and school districts shall ensure that:

- Parents provide input in developing the parent involvement policies.
- Parents provide input in developing the school-family compact describing ways in which parents can support their children's learning and the importance of communication between teachers and parents on a continuous basis.
- Parents provide input on how Title I funds are to be expended.
- Parents are afforded the opportunity to participate in capacity building activities including training, information, and coordination activities so that parents are better able to work with their children's teachers and school.
- Parents have "the right to know" about their children's progress in reaching high academic achievement standards and the qualifications of their children's teachers.
- Parents are involved in an organized, ongoing and timely way in the planning, review and improvement of the school parental involvement policy and the joint development of the schoolwide program plan.

Notices and Information to Parents of English Language Learners (ELLs).

Schools and school districts shall ensure that:

- Parents of ELLs receive information about their child's school program and progress in a format and language they understand.
- Parents of ELLs are provided with family literacy, outreach, and training.

Set-aside of Title I, Part A Funds for Parental Involvement

School districts must reserve at least one percent (1%) of its total Title I, Part A, allocation to carry out the parental involvement requirements of Section 1118, including promoting family literacy and parenting skills. At least ninety-five percent (95%) of the set aside must be distributed to schools participating in Title I programs. In addition, parents of children participating in Title I, Part A, programs must be involved in decisions about how these funds are to be allocated. School districts are required to maintain documentation supporting the implementation of these requirements.

IMPLEMENTATION ISSUES

The following strategies and suggestions are provided to assist district and school personnel in implementing the Title I parental involvement requirements.

Strategies for increasing school-level parental involvement

- Provide outreach materials and posters where there is a frequent influx of families, including churches, community centers, parks, libraries, etc.
- Provide awareness activities for school staff (registrars, secretaries, school counselors, school social workers, school nurses, teachers, bus drivers, administrators, etc.) on how to involve parents in all aspects of the academic/instructional process.
- Train all school enrollment staff, secretaries, school counselors, school social workers, and principals on the parental involvement requirements.
- Review school district parental involvement policies and revise them, as necessary.
- Provide parents with the opportunity to participate in the development of the Title I school parental involvement policies.
- Be sensitive about smoothly integrating parents into the classroom and school community.
- Coordinate and integrate parental involvement programs and activities with other programs.

Strategies to involve parents in improving the academic achievement of students

- Share information with parents on the alignment of local curriculum to the Sunshine State Standards and grade level benchmarks.
- Involve parents in the development of the school's instructional focus calendar.
- Invite parents to visit their child's classroom to observe the instructional process.
- Implement a process to share students' current progress.
- Share results of progress monitoring and mini-assessment with parents on a frequent basis.
- Provide a workshop for parents on data analysis and "how to understand" the academic assessment results of their children.
- Provide a workshop for parents on how to benefit from the data and information provided in the annual school report card.
- Share information with parents on the qualifications of the teachers and paraprofessionals working with their children.
- Assist parents in accessing tools on how they can help their child(ren) in reading, mathematics and other core subject areas at home.

- Organize Families Building Better Readers or Mysteries in the Middle workshops for parents at school or a community center or local church.
- Provide training for parents on how they can specifically become more active and involved in the education process.

Questions & Answers

Definitions and Eligibility

Q1: What is the definition of “parent” for the purposes of Title I, Part A?

A1: The term “parent” includes, in addition to a natural parent, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

Q2: Which parents are eligible to participate in parent involvement activities in a schoolwide program school?

A2: All parents of students in a schoolwide program school are eligible to participate in parent involvement activities. One of the components of a schoolwide program requires the school to employ strategies to increase parental involvement. [Section 1114(b)(1)(F), ESEA.] Parent involvement is very important in a schoolwide program. Given that the focus of a schoolwide program is to raise the achievement of the lowest-achieving students, a schoolwide program school should ensure that its parent involvement activities include the parents of the lowest-achieving students in order that they may better assist in the education of their child.

Q3: What is meant by providing information to parents with limited English proficiency, “to the extent practicable,” in a language parents can understand?

A3: This means that, whenever practicable, written translations of printed information must be provided to parents with limited English proficiency in a language they understand. However, if written translations are not practicable, the information may be provided to limited English proficient parents orally in a language they understand. School districts have the flexibility in determining what mix of oral and written translation services may be necessary and reasonable for communicating the required information to parents with limited English proficiency.

Schools and School Districts

Q1: How may the school district build capacity for parental involvement?

A1: School districts and schools build capacity for parental involvement by:

- *Assisting parents, as appropriate, to understand the state’s academic achievement standards and assessments, and the requirements of Section 1118. (See attachment A, 1118 (e))*
- *Providing materials and training to help parents to work with their children to improve their children’s achievement and English speaking via means such as literacy training and using technology.*

- *Educating teachers, principals and other staff on the value and methods to reach out to parents as equal partners.*
- *Coordinating and integrating parental involvement programs and activities with other programs (e.g., Title III, Title V, preschool) to support parents in more fully participating in their children's education.*
- *Ensuring that every parent, regardless of the language proficiency, can receive information about school and parent activities and is in a format and language that they can understand.*
- *Providing reasonable support for parental involvement activities as parents may request.*

Q2: What written parental involvement policies must Title I, Part A, schools develop?

A2: Each school must develop, jointly with parents of children participating in Title I, Part A, programs, a written school parental involvement policy that describes how the school will carry out the parental involvement requirements in section 1118(c) – (f), including the development of a school-parent compact. If the school already has a parental involvement policy that applies to all parents, the school may amend that existing policy, if necessary, to meet the requirements of section 1118(b). Schools must update these policies annually to meet the changing needs of parents and the school.

Q3: What specific information must a school district's written parental involvement policy contain?

A3: A school district's written parental involvement policy must establish the expectations for parental involvement and describe how the school district will:

- *Involve parents in jointly developing the school district's local plan under section 1112 and in the process of school review and improvement under section 1116;*
- *Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A, schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;*
- *Build the schools' and parents' capacity for strong parental involvement;*
- *Coordinate and integrate parental involvement strategies under Title I, Part A, with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), State-run preschool programs, and Title III language instructional programs;*
- *Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A, funds, including: (1) identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; (2) using the findings of the evaluation to design strategies for more effective parental involvement; and (3) revising, if necessary, the school district's parental involvement policies; and*

- *Involve parents in the activities of schools served under Title I, Part A.*

Q4: What must a “school-parent compact” include?

A4: The school-parent compact must describe (1) the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A, to meet the state’s student academic achievement standards; (2) ways in which parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; 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 (3) 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 will be discussed as it relates to the individual child’s achievement;*
- *Frequent reports to parents on their child’s progress; and*
- *Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (See Attachment B and Attachment B(1).)*

Q5: How does the school district determine the amount of funds to be used for parental involvement activities for parents of private school children participating in Title I, Part A activities?

A5: A school district must reserve funds for parental involvement activities for parents of private school children who participate in Title I, Part A, activities from the amount the school district has reserved for parental involvement. These funds must be reserved by the school district before any allocation of funds to its respective school attendance areas and schools. The amount of funds reserved for these activities must be proportionate to the number of private school children from low-income families residing in participating public school attendance areas.

Parental Involvement

Q1: What input do parents have in how a school district allocates funds reserved for parental involvement to schools?

A1: The school district must involve parents of Title I, Part A, participating children in decisions about how it allots to schools the funds reserved for parental involvement activities. The involvement of parents should be in a manner consistent with the definition of parental involvement. In terms of process and representation, a school district may choose to use its districtwide parent advisory council (if it has chosen to establish one) to provide advice on this and other matters relating to Title I, Part A, programs.

Q2: When programs are offered for parents, can Title I dollars pay for childcare?

A2: Schools may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions. Schools and school districts should also arrange school meetings at a variety of times. In addition, for parents who are unable to attend conferences at school, schools may arrange for and conduct in-home conferences between teachers or other educators who work directly with participating children and the children's parents. Schools may also provide training to parents in how to enhance the involvement of other parents.

Q3: What information do the parents' "right-to-know" provisions require schools to provide about the qualifications of teachers?

A3: Title I, Part A, schools must inform parents in a timely manner that they have a right to request information about the professional qualifications of their children's teachers. (See Attachment C)

Q4: Do parents of private school children in Title I, Part A, programs have the right to equitable participation in parental involvement activities?

A4: Yes. Under the equitable participation provisions of Title I, Part A, school districts must provide eligible children enrolled in private elementary and secondary schools, on an equitable basis, special education services and other benefits under Title I, Part A, including parental involvement services and activities that are comparable to the services and benefits provided to their public school counterparts. The amount of funds available to provide equitable services from the applicable reserved funds must be proportionate to the number of private school children from low-income families residing in the participating public school attendance areas. As part of complying with this requirement, school districts must provide equitable services to parents of private school participants from the funds set aside for this purpose. Activities for the parents of private school participants must be planned and implemented after meaningful consultation with private school officials and parents and conducted either in conjunction with the school district's parental involvement activities or independently. Activities that school districts can provide parents that will assist private school students in achieving high academic standards include a written agreement between the school district and parents of private school participants regarding the responsibilities of the school district and parents in the Title I program, parent meetings, communication between the Title I teachers and parents on students' academic progress, parent-teacher conferences, and parent education.

INTERNET LINKS TO OTHER RESOURCES AND INFORMATION

The **No Child Left Behind Act** [www.ed.gov/about/offices/list/oese/legislation.html]

This website offers "one-stop-shopping" for links to legislation, Federal Register Notices, Policy Guidance, and Grant Applications for the *No Child Left Behind Act of 2001*. Links to Legislation, Regulations, and Policy Guidance for programs still being implemented under the *Improving America's Schools Act* are also on this site.

No Child Left Behind: A Parents Guide

[www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html]

This guide is meant to provide parents with information about *No Child Left Behind*. It summarizes the main provisions of the law, answers common questions, and provides information on where parents can find additional resources.

Family Educational Rights and Privacy Act (FERPA)

[www.ed.gov/policy/gen/guid/fpco/ferpa/index.html]

This is a link to the Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Parent Involvement: Literature Review and Database of Promising Practices

[<http://www.ncrel.org/sdrs/pidata/pi0ltrev.htm>]

A resource provided by the North Central Regional Education Laboratory (NCREL) on information about successful parent involvement programs. This website provides a literature review of research in parent involvement strategies and identifies promising programs which were utilizing those strategies.

Parental Involvement From the Practitioner's Perspective Webcast

[www.ed.gov/admins/comm/parents/webcast/pntinvwebcast.html]

The purpose of this series of webcasts is to communicate directly with state and local school district staff—those who guide and support the work of schools—on issues related to the implementation of NCLB. The fourth production on August 26, 2004, focused on the Title I, Part A, requirements for meaningful parental involvement.

A [Toolkit](#) for Hispanic Families

[www.ed.gov/parents/academic/involve/toolkit/index.html]

This toolkit provides parents with information on what to expect from schools, teachers and their child(ren), at all ages and grade levels. It guides parents on how to help their child through school, what resources are available, and what parents, their family and their community can do to help children learn.

School Choice for Parents

[www.ed.gov/parents/schools/choice/definitions.html#ses]

This is a link to USDOE web page that provides guidance and information on the choices under *No Child Left Behind* and other federal legislation. These descriptions help to explain the range of choices available to parents.

Homework Tips for Parents

[www.ed.gov/parents/academic/involve/homework/index.html]

This is a link to a publication issued by USDE on homework tips for parents. This publication was designed to be user-friendly. Families can use the tips provided in this book at home, volunteering in school, or tutoring in their local churches or community groups.

Florida Department of Education: Resources for Parents

[www.fldoe.org/parent/#prc]

This is the link to the Florida Department of Education webpage that provides information and links to additional resources to assist parents in helping their child(ren) succeed.

Attachment A**NCLB SEC. 1118 (e). PARENTAL INVOLVEMENT.**

e) BUILDING CAPACITY FOR INVOLVEMENT.—To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—

- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY.—In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE

CENTERS.—In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) REVIEW.—The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

Attachment B**TITLE I SCHOOL-PARENT COMPACT**

Each school receiving funds under Title I, Part A, of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline 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 achieve the State's high standards.

Schools and parents may use the sample template provided, Attachment B(1), as a framework for the information to be included in their school-parent compact. The use of the template is not mandatory; however, by including all of the items listed under "Required School-Parent Compact Provisions", this template will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

SCHOOL-PARENT COMPACT TEMPLATE

The Name of school , and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during school year .

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The name of school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

[Describe when the parent-teacher conferences will be held.]

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Volunteering in our children's classroom.
- Participating, as appropriate, in decisions relating to our children's education.
- Promoting positive use of our children's extracurricular time.
- Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by our children or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A, parent representative on the school's School Advisory Council, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.]

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do our homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The _____ name of school _____ will:

Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.

Involve parents in the joint development of any schoolwide program plan in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, Part A, programs, and to explain the Title I, Part A, requirements, and the right of parents to be involved in Title I, Part A, programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A, programs (participating students) and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure a child's progress, and the proficiency levels students are expected to meet.

At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the name of school will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A, programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the state educational agency's (SEA) written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A, programs is provided to parents of students and to appropriate private school officials or representatives.

School	Parent(s)	Student
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED, BUT RECOMMENDED)

Attachment C

NCLB PARENTS RIGHT-TO-KNOW

Section 1111(h)(6), No Child Left Behind Act of 2001

(A) **QUALIFICATIONS-** At the beginning of each school year, a local educational agency 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), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) **ADDITIONAL INFORMATION-** In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

- (i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and
- (ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

(C) **FORMAT-** The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.