

**The North Carolina Department of Public Instruction
Office of Federal Programs**

Every Student Succeeds Act (ESSA) PFE and Parent Rights to Know Toolkit

Sec. 1116. Parent and Family Engagement (PFE)

1112(e) Parents Right-To-Know

This toolkit provides examples, links, and abbreviated content from the Every Student Succeeds Act (ESSA), which is for technical assistance purposes only and does not constitute interpretation or recommendations as users shall access the U.S. Department of Education for the [Every Student Succeeds Act \(ESSA\)](#) law for comprehensive information and utilize legal resources within its organization for interpretation and customization of tools.

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Sec. 1116(a)(1-2)	Parent and Family Engagement (PFE) Policy District-level, Local Education Agency (LEA)
Each district-LEA that receives Title I funds must develop a written family engagement policy. The parent and family engagement (PFE) policy must include the following:	
1116(a)(1)	Conduct outreach to all parents and family members.
1116(a)(1)	Implements the affiliated Title programs, activities, and procedures with meaningful consultation with parents and family members of participating children. <i>See the District-LEA PFE Requirements Related to Titles II, III, and IV section further in this toolkit.</i>
1116(a)(2)	Shall be developed jointly with, agreed upon with, and distributed to parents and family members of Title I Schools.
1116(a)(2)	The policy shall be incorporated into the district/LEA’s plan developed under section 1112 and expectations and objectives for meaningful parent and family involvement.
1116(a)(2)(A)	Involve parents and family members in jointly developing the local educational agency plan under section 1112 and developing improvement plans per 1111(d).
1116(a)(2)(B)	Provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district.
1116(a)(2)(C)	Coordinates and integrates PFE strategies with other relevant Federal, State, and local laws and programs, including Head Start and preschool programs
1116(a)(2)(D)	Conducts an annual evaluation of the content and effectiveness of the PFE policy with the meaningful involvement of parents and family members, which includes: <ul style="list-style-type: none"> • strategies for improving the academic quality of Title I schools served, • identify and address barriers to greater participation by parents and families (ensure particular attention to subgroups who are economically disadvantaged, limited English proficiency or limited literacy, individuals with disabilities, race, or ethnic minority backgrounds), • identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and • incorporating effective strategies to support successful school and family interactions.
1116(a)(2)(E)	Use the findings from the evaluation, 1116(a)(2)(D), to design evidence-based strategies for more effective PFE programming and policy revisions, as necessary.
1116(a)(2)(F)	May establish a parent advisory board comprised of a sufficient number and representative group of family members from the Title I schools to adequately represent the population’s needs for developing, revising, and reviewing the parent and family engagement policy.

Resources:

- A sample template for DISTRICT-LEA PFE Policy can be accessed from the U.S. Department of Education’s non-regulatory guidance on pages 45-50, [Parental Involvement: Title I, Part A Non-Regulatory Guidance](#). Note the NCLB-era guidance areas on developing this policy-relevant under ESSA.
- Resources to assist with evaluating the content and effectiveness of the policy and designing evidence-based strategies.
 - [A Sample of Evaluation Resources](#)
 - [U.S. Department of Education, Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)

Sec. 1116(3)	Reservation of Funds District-level, Local Education Agency (LEA)
1116(3)(a)(c)	Each LEA with an allocation of \$500,000 or more shall reserve at least 1% to assist schools in carrying out the activities described in 1116. Not less than 90 percent of the funds reserved shall be distributed to Title I schools served under this part, with priority given to high-need schools. LEAs may reserve more than 1%.
1116(3)(b)	Parents and family members of children receiving services at Title I Schools shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities.
1116(3)(D)(i-v)	<p>The entire 1% reservation of funds must be used to carry out activities and strategies consistent with PFE policy and including at least one of the following activities:</p> <ul style="list-style-type: none"> • professional development regarding parent and family engagement strategies and capacity building, • programs that reach parents and family members at home, in the community, and at school, • disseminating information on best practices for increasing PFE engagement, especially for those families from economically disadvantaged backgrounds, • collaborate or provide subgrants to schools, enabling schools to collaborate with community organizations, employers, and partners with a record of success in improving and increasing parent and family engagement, and • engaging in any other activities and strategies that the LEA determines are appropriate and consistent with meeting the objectives of PFE policy.

Sec. 1116(b)(1-4)	PFE Policy School-level
1116(b)(1)	Shall be developed jointly with, agreed upon with, and distributed to parents and family members of the Title I School.
1116(b)(1)	The school-level PFE Policy shall describe the means for carrying out the requirements of subsections 1116 (c) through 1116(f). <i>See subsections (c)-(f) in the tables below.</i>
1116(b)(1)	The school-level PFE Policy shall be made available to the local community, updated periodically, and provided in an understandable format and language.
1116(b)(2-3)	May amend an existing school or LEA PFE policy that applies to all parents and families.
1116(b)(4)	Submit parent comments on the LEA Title I plan if the plan needs to be more satisfactory to parents of the Title I school. The LEA must submit such comments when the LEA plan is submitted to the state.

Sec. 1116(c)(1-4)	Annual Meeting School-level *describe in the school PFE Policy and the Title I School shall:
1116(c)(1-2)	Convene an annual meeting at a convenient time (offer a flexible number of meetings) to which all parents and family members shall be invited and encouraged to attend. <ul style="list-style-type: none"> • At the meeting, inform parents and family members about the purpose of Title I and fund-related requirements and their right to involvement. • The school may provide transportation, childcare, or home visits as such services relate to parental involvement.
1116(c)(3)	Involve parents in planning and reviewing PFE activities, the policy, and developing Title I schoolwide plan.
1116(c)(4)(A-C) -	Provide the following information to parents and family members: <ul style="list-style-type: none"> • description and explanation of the curriculum in use at the school, • the different forms of academic assessment used to measure student progress, • information and achievement levels of the challenging state academic standards, and, • if parents request, provide opportunities for regular meetings to formulate suggestions and decisions relating to their children’s education, and respond to any such suggestions as soon as practicably possible.

Sec. 1116(d)(1-2)	School-Parent Compact School-level *describe in the school PFE Policy and the Title I School shall:
1116(d)	As part of the shared responsibilities for high student academic achievement and a component of the school-level PFE policy, Title I schools shall jointly develop with parents and family members for all children a School-Parent Compact that outlines how these stakeholders, the entire school staff, and students will share the responsibility for improved student academic achievement, building and developing a partnership to help children achieve the State’s high standards.
1116(d)(1)	The school’s responsibility includes providing a high-quality curriculum and instruction in a supportive and effective learning environment for children to meet State standards.
1116(d)(1)	The shared responsibilities of the school, parents, and family members include parents and family members 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.
1116(d)(2)(A-D)	The shared responsibilities of the school, parents, and family members address the importance of communication between teachers, parents, and family members on an ongoing basis through, at a minimum— <ul style="list-style-type: none"> • The school shall facilitate parent-teacher conferences, at least annually, in elementary schools, during which the compact must be discussed. • The school shall provide frequent reports to parents on their children’s progress. • The school shall facilitate reasonable parent and family member access to staff and opportunities to participate or observe in their child’s class. • The school shall ensure regular two-way, meaningful communication between family members and staff in a language that family members can understand.

Resources:

- A sample template for School-Parent Compact can be accessed from the U.S. Department of Education’s non-regulatory guidance on pages 51-55, [Parental Involvement: Title I, Part A Non-Regulatory Guidance](#). Note the NCLB-era guidance areas on developing this policy-relevant under ESSA.

Sec. 1116(e)	Building Capacity for Involvement District-LEA and Title I School levels *describe in the LEA and school PFE Policy
Ensure the effective involvement of parents and family members. Support a partnership among the school involved, parents, family members, and the community to improve student academic achievement.	
1116(e)(1-5)	Each school and LEA shall: <ul style="list-style-type: none"> • assist parents and family members in understanding academic standards, state and local assessments, requirements of Title I, and how to monitor a child's progress and work with educators, • provide training and material to parents to help them work with their children to improve their academic achievement, such as literacy training and using technology, • train and educate teachers, other teaching personnel, principals, and school leaders, with the assistance of parents as partners in effective PFE practices, and • coordinate PFE strategies with other programs to the extent feasible and appropriate while ensuring information related to school and parent programs, meetings, and other activities, is in an understandable format and language.
1116(e)(6-14)	Each school and LEA may: <ul style="list-style-type: none"> • involve parents in the development of training for teachers, principals, and other educators, • provide literacy training to parents and family members using Title I funds if the LEA has exhausted all other funding, • pay reasonable expenses for transportation and childcare to increase participation, • may train parents and family members to enhance the involvement of other parents and family members, • arrange school meetings at a variety of times or conduct in-home conferences, • adopt and implement model approaches to improve PFE and increase involvement, • establish an LEA-wide parent advisory council to advise on all matters related to PFE and involvement, • develop roles for community-based organizations and businesses in PFE activities, and, • provide other reasonable support for PFE and involvement activities, as requested.

Sec. 1116(f)	Accessibility District-LEA and Title I School levels *describe in the LEA and school PFE Policy
In carrying out the PFE requirements, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members 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.	

District-LEA PFE Requirements Related to Titles II, III, and IV

The stakeholder engagement and consultation processes may be combined to meet the required components of the applicable Titles.

	Annual Activities	Annual Stakeholder Consultation	Notes
Title II, Part A, PRC 103		✓	<ul style="list-style-type: none"> ✓ Meaningful consultation with stakeholders in the development of the Title II application. ✓ Shall meet the grant's purposes. ✓ Engage stakeholders to improve Title II activities. ✓ Coordinate activities with other related strategies, programs, and partners in the community.
Title III, Part A, PRC 104	✓		<ul style="list-style-type: none"> ✓ Shall use funds to implement PFE engagement activities that enhance or support language instruction for English Learners and families.
Title IV, Part A, PRC 108		✓	<ul style="list-style-type: none"> ✓ Meaningful consultation with stakeholders in the development of the Title IV application. ✓ Shall meet the grant's purposes. ✓ Engage stakeholders to improve Title IV activities. ✓ Coordinate implementation with other related strategies, programs, and partners in the community.

Sec. 1112(e)(1-4)	Parents Right-To-Know District-level, Local Education Agency (LEA), Title I Schools
<p>At the beginning of each school year, and not later than 30 days after the beginning of the school year per 1112(e)(3), each public school unit (PSU) receiving such funds shall inform the parents and family members that the parents and family members may request information specific to the content in 1112(e)(1-4), and the PSU will provide a response in a timely manner. The PSU shall inform and provide updates, interpretations, and responses to inquiries specific to the content in 1112(a)(1-4), including, at a minimum, the following:</p>	
1112(e)(1)(A-B)	<p>QUALIFICATIONS AND LICENSING CRITERIA OF TEACHERS: Information regarding the professional qualifications of the classroom teachers, <i>specifically, whether the student’s teacher—</i></p> <ul style="list-style-type: none"> • 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 another provisional status through which State qualification or licensing criteria have been waived (note, residency status meets the requirement in NC); and • is teaching in the field of discipline of the teacher’s certification; • whether the child is provided services by paraprofessionals and, if so, their qualifications. <p>Also, in 1112(e)(1), each parent and family member shall be informed and provided with the following:</p> <ul style="list-style-type: none"> • information on the level of achievement and academic growth of the student on each of the State academic assessments required under this part; and • timely notice if their child 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.
1112(e)(2)(A-C)	<p>TESTING TRANSPARENCY Shall include information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable. In addition, each PSU shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency’s website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including—</p> <ul style="list-style-type: none"> • 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— <ul style="list-style-type: none"> ○ the amount of time students will spend taking the assessment and the schedule for the assessment; and ○ the time and format for disseminating results.

1112(e)(3)(A-D)

LANGUAGE INSTRUCTION: ENGLISH LEARNER IDENTIFICATION AND SERVICES

- the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement.
- 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 a native language in instruction;
- how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- how such a program will specifically help their child learn English and meet academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the program, including the expected rate of transition into classrooms that are not tailored for English learners and the expected rate of graduation from high school; if funds under this part are used for children in high schools;
- in the case of a child with a disability, how such a 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; and
- information pertaining to parental rights that include written guidance
 - detailing the right that parents have to have their child immediately removed from such program upon their request;
 - detailing the options that parents have to decline to enroll their child in such program or choose other programs/instruction, if available; and
 - assist parents and family members in selecting various programs and instruction methods (if more than 1 program or method is offered).

SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR

- For those children who have not been identified at the beginning of the school year but are identified as English learners during such school year, the PSU shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction program consistent with subparagraph (A).

PARENT and FAMILY MEMBER PARTICIPATION

Each PSU shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents 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 challenging State academic standards expected of all students.

REGULAR MEETINGS

Implementing an effective means of outreach to parents and family members shall include holding and sending notice of opportunities for regular meetings (for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III).

BASIS FOR ADMISSION OR EXCLUSION

A student shall not be admitted to or excluded from any federally assisted education program based on a surname or language-minority status.

1112(e)(3)(A-D)	NOTICE AND FORMAT— The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
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Appendices

School-Parent Compact Checklist

Each Title I school must jointly develop a school-parent compact with the parents and family members as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school, parents, and family members to undertake shared responsibility for improved student academic achievement.

	Requirement	Y or N	Documentation/Evidence of Practice
1.	<p>1116(d): Was the school-parent compact jointly developed with parents, families, and the school staff for the current school year?</p> <ul style="list-style-type: none"> • <i>ensure an invitation to parents/families to attend the meeting and an effective agenda/meeting template</i> 		<input type="checkbox"/> Invitation to attend the meeting <input type="checkbox"/> Meeting agenda <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Minutes that capture activities and decisions <input type="checkbox"/> Supporting materials/accessible format <input type="checkbox"/> Other:
2.	<p>1116(b)(1), 1116(f): Has the school-parent compact been distributed to all parents and family members in a timely and accessible fashion?</p> <ul style="list-style-type: none"> • <i>the effectiveness of the compact is evaluated on an annual basis</i> 		<input type="checkbox"/> How was the compact distributed to all in a timely and accessible fashion? Explain:
3.	<p>1116(d): Does the school-parent compact outline how parents and families, school staff, and students shared responsibility for improved student academic achievement?</p>		<input type="checkbox"/> Highlight in the compact or explain – where it addresses parents, families, and school staff sharing responsibility for improved academic achievement:
4.	<p>1116(d): Does the school-parent compact outline how parents, families, and school staff build and develop partnerships to help children achieve the State's high standards?</p>		<input type="checkbox"/> Highlight in the compact or explain – where it addresses how parents, families, and school staff build and develop partnerships to help children achieve the State's high standards:
5.	<p>1116(d)(1) - Does the compact describes the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's academic achievement standards?</p>		<input type="checkbox"/> Highlight in the compact or explain – where it addresses 1.) high-quality curriculum and instruction and 2.) a supportive and effective learning environment:
6.	<p>1116(d)(1) - Does the compact describe how parents and family members will be responsible for supporting their child's learning, including volunteering in the classroom, participating in decision-making, and using extracurricular time?</p>		<input type="checkbox"/> Highlight in the compact or explain – ways in which parents will be responsible for supporting their child's learning: <input type="checkbox"/> volunteering in the classroom <input type="checkbox"/> using extracurricular time <input type="checkbox"/> participating in decision-making <input type="checkbox"/> other:

Sample School-Parent Compact Checklist (continued)

	Requirement	Y or N	Documentation/Evidence of Practice
7.	<p>1116(d)(2)(D): Does the compact address how the school ensures regular two-way, meaningful communication between parents, family members, and school staff?</p> <ul style="list-style-type: none"> • <i>ensure such communication occurs in a language and format that parents and family members can access and understand.</i> 		<input type="checkbox"/> Highlight in the compact or explain – where it addresses meaningful communication: <input type="checkbox"/> In what languages was the compact provided: <input type="checkbox"/> List communication methods:
8.	<p>1116 (d)(2)(A) - Does the school ensure annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement?</p> <ul style="list-style-type: none"> • <i>Ensure teachers are supported and prepared to discuss or review the compact during the parent-teacher conferences.</i> 		<input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Agenda where compact is addressed <input type="checkbox"/> Were parents and family members notified about the parent-teacher conference and the compact part of the event? How? Explain:
9.	<p>1116 (d)(2)(B) - Does the school provide frequent reports to families on their child's progress?</p> <ul style="list-style-type: none"> • <i>Address the types of reports that are provided, methods for distributing and receiving, and frequency or timetable.</i> 		<input type="checkbox"/> Highlight in the compact or explain what types of reports are provided to parents about their child's progress? Explain: <input type="checkbox"/> How are the reports given to parents? (<i>mailed, telephone system, emails, home visits, take-home folders, face-to-face, platform, other</i>): <input type="checkbox"/> The frequency of when the reports are provided has been included (<i>every six weeks, two times a semester, quarterly, other</i>)

Additional Practices:

- Students understand the purpose and content of the compact and give input as appropriate.
- The compact reflects a collaborative school community with partnerships and shared decision-making.
- As appropriate, the compact is integrated with positive supports and a Multi-Tiered System of Support.

Creating an Effective and Jointly Developed School-Parent Compact

<p>Prioritize</p> 	<p>Determine student achievement goals for the compact.</p> <ul style="list-style-type: none"> • Decide which school improvement goals students, parents, and teachers can work on collaboratively. • Revise identified school improvement goals so that language is family-friendly. • Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation). <p><i>*Consider creating a School-Parent Compact for each grade level for the greatest impact.</i></p>
<p>Jointly Develop</p> 	<p>Collaborate with Teachers</p> <ul style="list-style-type: none"> • Utilize data to determine what skills students need to strengthen. • Draft activities/strategies parents can use at home to strengthen these skills. • Draft corresponding activities/ strategies teachers can use to help parents be successful. • Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation). <p>Collaborate with Parents & Families</p> <ul style="list-style-type: none"> • Share the school improvement goals the compact will reinforce using family-friendly language. • Describe the draft activities/strategies parents can use at home to strengthen skills necessary to achieve the goals. • Model the activities. Explain how the strategies support student learning. • Describe the corresponding activities/ strategies teachers can use to help parents be successful. • Ask for input and feedback. Record responses. • Ask parents and families what other activities/ strategies may be helpful. • Record responses. • Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation). <p>Collaborate with Students</p> <ul style="list-style-type: none"> • Share the school improvement goals that the compact will reinforce using student-friendly language. • Describe the draft activities/ strategies that teachers and parents can use to support student learning. • Collect student input and feedback by asking the following: <ul style="list-style-type: none"> <i>What can you do this year to make sure you learn ____?</i> <i>Where do you need help?</i> <i>What do you need to practice?</i> <i>How can your teacher help you?</i> <i>How can your family help you?</i> • Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation).

<p>Publish</p> 	<p>Finalize revision to the compact.</p> <ul style="list-style-type: none"> • Utilize teacher, parent, and student input/ feedback to finalize the compact. • Include activities that correspond with each other for the compact's teacher, parent, and student sections. • Include activities that are directly tied to school improvement goals. • Ensure that language is family-friendly. • Ensure that the compact is accessible in a language and format understandable to all parents, including parents and family members with limited English proficiency, disabilities, and/or parents of migrant children. • Document these efforts.
<p>Distribute</p> 	<p>Share the published compact with all families of students in Title I schools.</p> <ul style="list-style-type: none"> • Review the completed compact with teachers, parents, and students. • Explain the compact, where it comes from, and who decided its contents. • Discuss how the compact relates to student progress during parent-teacher conferences. • Obtain signatures and dates from teachers, parents, and students. • Publish the compact using a variety of methods and platforms. • Document these efforts.
<p>Utilize</p> 	<p>Use the compact as a learning tool.</p> <ul style="list-style-type: none"> • Track the success of the activities/ strategies included in the compact. • Continue conversations with teachers, families, and students about the effectiveness of the activities/ strategies in the compact. • Ensure the compact is posted and highly visible in the school/ classroom. • Reference the compact throughout the school year (conferences, lessons, newsletters, meetings, etc.). • Document these efforts.

NC DPI OFP SAMPLE LETTER: PARENTS RIGHT-TO-KNOW
Public School Unit Logo

To: All Parents
From: **[Public School Unit Name]**
Date: Date
Re: Parents Right-to-Know Letter and Notification

As a parent of a student at **[school name]** and part of our beginning of each school year notification, you have the right to know about the (1) professional qualifications and licensing criteria of the teachers who instruct your child, (2) information regarding student participation in mandatory State or local testing and affiliated policies, (3) language instruction and English learner identification protocols and services, and our assurance, that such information will occur in an understandable language and accessible format. This is a requirement for all public school units (PSUs) that receive Title I funds and allows you to request such information and receive a response in a timely manner. Below are additional details about the Parents Right-To Know information.

(1) Professional Qualifications and Licensing Criteria of Teachers

- a. **[School name / Our public school unit]** informs parents that they have the right to request information regarding the professional qualifications of their student’s classroom teachers, and our response will occur in a timely manner, including the following information and whether the student’s teacher—
 - i. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
 - ii. is teaching under 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.
- b. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- c. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required; and
- d. Timely notice that your child has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the assigned grade level and subject area.

(2) Testing Transparency and Information, Student Participation in Mandatory State or Local Testing, and Affiliated Policies

- a. Parents may request and receive a response in a timely manner, information regarding any State or local school policy regarding student participation in any assessments mandated and affiliated procedures, or parental right to opt the child out of such assessment, where applicable.
- b. **[School name / Our public school unit]** shall make widely available through public means and notice, including by posting in a clear and accessible manner on our website each grade served with information on each assessment as required by the State and locally, to comply where such information is available and feasible to report, including—
 - 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—
 - 1. the amount of time students will spend taking the assessment and the schedule for the assessment; and
 - 2. the time and format for disseminating results.

(3) Language Instruction and English Learner Identification Protocols and Services

- a. Not later than 30 days after the beginning of the school year, **[School name / our public school unit]** will inform parents of an English learner identified for participation in such a program with the following information—
 - i. the reasons for the identification of their child as an English learner 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 a native language in 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 a program will specifically help their child learn English and meet 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 English learners and the expected rate of graduation from high school,
 - vii. in the case of a child with a disability, how such programs and services meet the objectives of the individualized education program of the child, and
 - viii. information pertaining to parental rights that includes written guidance
 - 1. detailing the right that parents have to have their child immediately removed from such program upon their request,
 - 2. detailing the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and,
 - 3. assist parents in selecting various programs and methods of instruction if more than 1 program/method is offered.
- b. Special Rule During the School Year—For those children identified as English learners during the current school year, **[School name / our public school unit]** shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program.
- c. Parent Participation—**[School name / our public school unit]** shall implement an effective means of outreach to parents of English learners to inform such parents—
 - i. how they can be involved in the education of their children; and
 - ii. be active participants in assisting their children to—
 - 1. attain English proficiency,
 - 2. achieve high levels within a well-rounded education; and meet the challenging State academic standards expected of all students.

- iii. **[School name / Our public school unit]** is committed to implementing an effective means of outreach to parents, which includes holding and sending notice of opportunities for regular meetings to formulate and respond to recommendations from parents of English Learners.

Please contact **[name]** at **[phone number and email]** with requests or questions or more information. Thank you.

Signature/Title

**NC DPI OFP SAMPLE LETTER: PARENTS RIGHT-TO-KNOW
Teacher Not Meeting Professional Qualifications and Licensing Criteria**

School Logo

Date:

TO: Parents/Family Members/Guardians

FROM:

RE: QUALIFICATIONS AND LICENSING OF TEACHERS

In accordance with the Every Student Succeeds Act (ESSA) and in addition to our beginning of the year comprehensive Parents Right-To-Know notification, each parent and family member shall be provided timely notice if their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements per their designated grade level/subject/content area.

This notice is to inform you that the teacher(s) below has been assigned as your child’s teacher or has taught your child for four or more consecutive weeks while not meeting applicable qualifications or licensure requirements at the grade level/subject/content area per their assignment:

Name of Teacher	Does Not Satisfy ESSA Requirement (x)	Assigned Grade Level(s)	Subject/Content Area
Justin Example	x	4 th grade	Math, English Language Arts

(add content as applicable) Although your child’s teacher currently does not have the required teaching license and qualifications, we provide/believe.....

(Add content as applicable) In addition, there is a plan in place to..... (i.e., support the teacher's performance, ensure that your child receives quality instruction, etc.).

If you have any related questions, please contact me at your convenience at 919-513-5602.

Sincerely,

Name
Title
Signature