Guilford
COUNTY SCHOOLS

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| **TO:** | **All Parents** |
| **FROM:** | **Guilford County Schools (GCS)** |
| **DATE:** | **August 1, 2025** |
| **SUBJECT:** | **Parents Right-to-Know Letter and Notification** |

As a parent of a student in a Title I school in Guilford County Schools (GCS) 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. Guilford County Schools (GCS) 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 with 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. Guilford County Schools (GCS) 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 with 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 Guilford County Schools (GCS) 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 Guilford County Schools (GCS) 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 Guilford County Schools (GCS) 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. Guilford County Schools (GCS) is committed to implementing an effective means of Appendix C 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 **the Title I office at 336-370-2368** with requests or questions or more information. Thank you.

# Policy Code: 1320/3560 Title I Parent and Family Engagement

The Guilford County Board of Education recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. District officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The Board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the District's Title I program in helping students meet state and local achievement standards.

## A. Definition of Parent and Family Engagement

For the purposes of this policy, the term "parent and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child's learning;

2. that parents and family members are encouraged to be actively involved in their child's education at school;

3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and

4. that the District utilizes activities to support parent and family engagement in the Title I programs.

## B. Purpose and Operation of Title I Program

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well- rounded education and meet the District's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the District's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.

## C. Annual Meeting and Program Evaluation

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

## D. Parent and Family Engagement Efforts

The Board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all District personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The Superintendent shall ensure that this District-level parent and family engagement plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the District-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

School officials shall invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The Superintendent or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, District officials and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;

2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;

3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;

4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the District parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the Districts academic standards;

5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;

6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;

7. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;

8. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;

9. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;

10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

11. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;

12. ensure that parents are involved in the school's Title I activities; and

13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

## E. Notice Requirements

District officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. Program for English Learners
Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language- instruction educational program:

a. the reasons for the child's identification;

b. the child's level of English proficiency and how such level was assessed;

c. methods of instruction;

d. how the program will help the child;

e. the exit requirements for the program;

f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);

g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English

learners; and

a. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. District Report Card

Each year, District officials shall disseminate to all parents, schools, and the public a District report card containing information about the District and each school, including, but not limited to:

a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;

b. the performance of the District on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and District as a whole;

c. the percentage and number of students who are:

i. assessed,

ii. assessed using alternate assessments,

iii. involved in preschool and accelerated coursework programs, and

iv. English learners achieving proficiency;

d. the per pupil expenditures of federal, state, and local funds; and

e. teacher qualifications.

3. Teacher Qualifications

At the beginning of each year, District officials shall notify parents of students who are participating in Title I programs of (1) the right to request public information regarding the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner (see policy 7820, Personnel Files).

a. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

4. Student's Academic Growth and Achievement

School officials shall provide to each parent of a student who is participating in a Title I program information on the level of achievement and academic growth, if applicable and available, of the student on each of the state's academic assessments.

5. Parental Rights and Opportunities for Involvement

a. Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.

b. At the beginning of each school year, the principal or designee of a Title I school shall provide notice to parents of (1) their right to request information regarding student participation in state-required assessments and (2) that such information will be provided in a timely manner.

**F. Website Distribution of Information**

Each year, District officials shall publicize on the District website and, where practicable, on the website of each school:

1. the report card described in subsection E.2, above; and

2. information on each assessment required by the state and, where feasible, by the District, organized by grade level. The information must include:

a. the subject matter assessed;

b. the purpose for which the assessment is designed and used;

c. the source of the requirement for the assessment;

d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and

e. if available, the time and format for distributing results.

The Superintendent shall develop any administrative procedures necessary to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational

Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820) Adopted: March 6,

2018

Revised: December 14, 2021

**Guilford County Board of Education**