



Parent Engagement Package

Issue Date: July 27, 2004 **Revised:** April 28, 2014
Sources: No Child Left Behind (NCLB) Act
Key Words: Parent
Summary: The No Child Left Behind (NCLB) Act of 2001 requires that districts and schools provide parents with information and notices in a uniform and understandable format, and to the extent practicable, in a language that parents can understand.

The term “parent” includes 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 welfare of the child).

This package includes a number of hyperlinks intended to assist districts and schools with the implementation of NCLB. The following documents can also be found in the Comprehensive Continuous Improvement Plan (CCIP) Doc Library.

- [US Department of Education Parental Involvement: Title I, Part A Non-Regulatory Guidance](#)
- [SAMPLE Notice of Teacher and/or Substitute Highly Qualified Status](#)
- [SAMPLE Notice of Right to Know Teacher Qualifications](#)
- [SAMPLE Parent Survey Questions - Title I Targeted Assistance](#)

The following hyperlinks lead to sections inside this document.

- [Parent Engagement Quick Reference Checklist](#)
- [Building Capacity for Involvement \[Sec. 1118 \(e\)\(1\)-\(14\)\]](#)
- [Written Parent Involvement Policy, Plan, and Compact Requirements](#)

References to sections of the No Child Left Behind (NCLB) Act have been hyperlinked to the Department of Education’s Web site at <http://www.ed.gov>.

Student Privacy, Parental Access to Information and Administration of Certain Physical Examinations to Minors Section 1061

1. Development and adoption of local policies.

The district must develop and adopt policies in consultation with parents regarding the following:

- Right to inspect third-party surveys before they are distributed to students
- Protect student privacy in the administration or distribution of a survey containing one or more of the following:
 - Political affiliations or beliefs of the student or the student’s parent
 - Mental or psychological problems of the student or the student’s family
 - Sex behavior or attitudes

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- Illegal, anti-social, self-incriminating, or demeaning behavior
 - Critical appraisals of other individuals with whom respondents have close family relationships
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
 - Religious practices, affiliations, or beliefs of the student or the student's parent
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)
 - Right to inspect any instructional material
 - The administration of physical examinations or screenings that the school or agency may administer to a student
 - The collections, disclosure, or use of personal information from students for the purpose of marketing or selling that information, with the following exceptions:
 - College or military recruitment
 - Postsecondary education recruitment, or military recruitment
 - Book clubs, magazines and programs providing access to literary products
 - Curriculum and instructional materials used by elementary and secondary schools
 - Tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students to generate statistically useful data and the subsequent analysis and public release of the aggregate data from such tests and assessments
 - The sale by students of products or services to raise funds for school related or educationally related activities
 - Student recognition programs
 - The right of a parent to inspect any instrument used in the collection of personal information
2. Parental notification
- At least annually notify parents of policies and changes, and the opportunity to opt the student out of participation in surveys and examinations
 - At least annually notify the parent of the schedule of these activities
 - Activities involving the collection, disclosure, or use of personal information collected from students or the purpose of marketing or selling that information.
 - Administration of any survey listed above
 - Any non-emergency, invasive physical examination or screening that is
 - Required as a condition of attendance
 - Administered by the school and scheduled in advance
 - Not necessary to protect the immediate health and safety of the student or of other students
3. Existing Policies – Many of these topics would be addressed by existing district policies required by FERPA (The Family Educational Rights and Privacy Act) and PPRA (The Protection of Pupil Rights Act).

- A district does not need to develop and adopt new policies if the above policies were in place prior to NCLB, as long as they are consistent with NCLB. The agency shall provide reasonable notice of such existing policies to parents, and guardians of students in accordance with the above parental notification requirements.

[Family Educational Rights and Privacy Act Notice](#)
[Protection of Pupil Rights Amendment Notice](#)

State Plans Section 1111

The district must provide information to parents annually on the level of achievement of their child in each of the state's academic assessments.

Upon the occurrence in Title I buildings, the school must provide parents timely notice that their child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not "highly qualified."

[Notice of Teacher and/or Substitute Highly Qualified Status](#)

At the beginning of the year, the district will notify the parents that they may request information regarding the professional qualifications of the student's classroom teachers, including:

- Whether the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
- Whether the teacher is teaching under emergency or provisional status
- Baccalaureate degree major, graduation certification and field of discipline
- Whether the student is provided services by paraprofessional and if so, their qualifications.
- [Notice of Right to Know Teacher Qualifications](#)

Local Educational Agency (LEA) Plans Section 1112

The district must develop a district plan in consultation with teachers, principals, administrators of title programs and the parents of children in the Title I funded schools. This plan is part of the [Comprehensive Continuous Improvement Plan](#) (CCIP) and is to be reviewed each spring.

Upon occurrence the district must notify parents of Limited English Proficient (LEP) students within 30 days when their child fails to progress on measurable objectives under Section 3122 (English Language Acquisition).

At the beginning of the school year the district must implement an effective means of outreach to parents of LEP students to inform them how they can be involved in the education of their children. This information must be provided to LEP parents in an understandable and uniform format, and, to the extent possible, in a language the parents can understand.

After informing parents of LEP placement, the district must give parents the following options:

- To remove the child from the program;
- To decline enrollment in the program or other program options available;
- Assistance in selecting from among available programs.

**Local Educational Agency Plans Section 1112
And Parental Notification Section 3302**

The district must within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents that their children have been identified as Limited English Proficient (LEP) students who will participate in Title I funded LEP programs as determined in Part C of Title III Parents will be informed of:

- Reasons for child's identification and placement;
- Child's level of English proficiency, how assessed, and status of child's academic achievement;
- Method of instruction used in child's academic achievement;
Method of instruction used in child's program;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Program exit requirements, expected rate of transition and expected rate of graduation (if Title III funds are in the secondary school);
- If applicable, how the program meets the child's individual education plan (IEP).

Parental Involvement Section 1118

Local Educational Agencies (LEAs) receiving Title I funds are encouraged to offer parental involvement opportunities.

- Plan and implement programs, activities, and procedures with meaningful consultation with parents of participating children.
- Request parent/community comments on improvement plans involving parent engagement, the district written policy, and school building written policy.
- Plan effective two-way communication between parents and the school regarding the policies and rules, and an individual child's progress.
- Send information related to school and parent programs, meetings, and other activities to parents in a timely manner.
- Provide parent involvement materials and information in a language and format that parents understand.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Coordinate and integrate, insofar as possible, parental involvement activities with community groups.

- Reserve one percent of the LEAs Title I allocation (if over \$500,000) for parent involvement, which includes promoting family literacy and parenting skills.
- Distribute to schools not less than 95 percent of these reserved funds for parent involvement.
- Provide regular meetings, at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children.
- Ensure, insofar as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English.

Districts receiving Title I funds must implement parental involvement activities. NCLB describes 14 activities under BUILDING CAPACITY FOR INVOLVEMENT [Sec. 1118 (e)(1)-(14)]. Six activities are required, indicated with the word **SHALL**, and eight are optional.

Title I, Section 1118:

- (e) BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective involvement of parents and to support 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 standard state and local academic assessments, the requirements of this part, and how to monitor 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 district-wide 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.

Parental Involvement Section 1118 Parent Involvement, Title I Part A, USDE Guidance

The district/school must provide assistance to parents annually in understanding the state's academic content and achievement standards, academic assessments, requirements of Title I, how to monitor a child's progress and how to work with educators.

The district/school must provide materials and training annually to help parents work with their children to improve achievement.

The district/school must educate teachers, pupil personnel, principals and other staff in their value and utility of contributions of parents and how to work with parents to build ties between parents and the school.

The district/school must, as feasible and appropriate, coordinate parent involvement programs with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool and other programs.

The district/school must ensure that information related to school and parent activities is sent to the parents of participating children in a format and language parents can understand.

The district/school must provide reasonable support for parental involvement activities as parents may request.

The district/school may also choose to:

- Involve parents in the development of training for teachers, principals, and other educators;
- Provide literacy training to parents;
- Pay reasonable expenses for parent activities including transportation and child care costs;
- Provide training to parents to enhance the involvement of other parents;
- Maximize parent participation by scheduling meetings at various times or conduct in-home conferences with parents not able to attend meetings;
- Adopt model approaches to improving parental involvement;
- Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement;
- Develop appropriate roles for community-based organizations and businesses in parent activities.

Parental Involvement Policies and Compact

As per the Elementary and Secondary Education Act, a written parental involvement policy shall be developed jointly with, agreed upon with, and distributed to parents of participating children.

Local Educational Agency (LEA)/School District Parental Involvement Policy

SHALL:

- incorporate the policy into their plan
- establish the agency's expectations for active parental involvement
- design the policy to build consistent and effective communication between the families and the school
- share information about the importance of the involvement of parents and how it directly affects the success of their children's educational efforts

The policy describes how the LEA will:

- Involve parents in the
 - joint development of the plan
 - process of school review
 - process of improvement
- Provide coordination, technical assistance, and other support necessary to assist participating schools in
 - planning and implementing effective parent involvement activities to improve student academic achievement
 - improving school performance by helping the families learn

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- how and when to assist their children in classroom learning activities
- Techniques, strategies, and skills to use at home
- building the school's and parent's capacity for strong involvement
- coordinating and integrating strategies with other programs
- conducting an **annual** evaluation of content and effectiveness of the policy
- identifying barriers to participation (e.g. parents who are economically Disadvantaged, disabled, LEP, limited literacy, or are of any racial or ethnic minority background)
- using findings to redesign strategies
- involving parents in school activities

If parents are dissatisfied with the policy, the LEA *SHALL* submit any parent comments with their plan to the state educational agency (SEA)/State Department of Education.

School Building Parental Involvement Policy/Plan

SHALL:

- describe the means for carrying out the requirements
- notify parents and community of the policy/plan and its availability
- update **periodically**

Each school *SHALL:*

- convene an annual meeting
- explain the requirements and the rights of the parents to be involved
- offer a flexible schedule of meetings (e.g. mornings and evenings)
- involve parents in an organized, ongoing, and timely way to plan, review, and improve programs, such as the
 - parental involvement policy/plan
 - schoolwide plan
- provide the parents of participating children with
 - timely information
 - description and explanation of the curriculum to be used
 - the forms of academic assessment used to measure student progress
 - proficiency levels that students are expected to meet
 - opportunities for decision-making related to the education of their children
- respond to any parent suggestions as soon as practicably possible
- include a School- Parent Compact, which is a written agreement of what schools and parents are each supposed to do to help students achieve
- A School-Parent Compact is
 - a component of the school-level parental involvement policy/plan
 - a plan of action

Each served school

SHALL:

- develop the compact jointly with parents of served children

- The compact outlines how parents, teachers, other school staff, and students will share the responsibilities 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 standards.

A School-Parent Compact *SHALL*:

(1) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. Curriculum and instruction should enable the student to meet the state standards.

Additionally, a description should be included of ways in which each parent will be responsible for supporting their children's learning, such as;

- monitoring attendance
 - homework completion
 - television watching
 - school volunteering
 - education decision making
 - positive use of extracurricular time
- (2) Describe communication between teachers and parents
- annual parent-teacher conferences where the compact is discussed
 - frequent progress reports to parents
 - reasonable access to staff
 - classroom volunteering, participation, and observation opportunities

If parents are dissatisfied with the schoolwide plan, the school can submit any parent comments on the plan when the school makes the plan available to the LEA.

Neglected and Delinquent Section 1423-1432

The district must provide services to neglected and delinquent children that include evidence of:

- Annual needs assessment
- Parental involvement
- Highly qualified teachers
- Assessment of student progress; program evaluation; and
- Coordination with appropriate local, state, and federal programs.

Districts should evaluate their programs, disaggregating data, to determine the program's impact on a student's ability to:

- Maintain and improve educational achievement; Accrue school credits;
- Make the transition to a regular education program;
- Complete high school and obtain employment; and,



- Participate in postsecondary education and job training programs.

State and Local Technology Grants Section 2414

A local educational agency shall submit an application containing a strategic educational technology plan that includes a description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

Parental Notification Section 3302

Districts receiving Title III funding must notify parents of a child who failed to make progress on LEP measurable objectives under Section 3122 within 30 days after the failure occurs.

In districts receiving Title III funding: After informing parents of LEP placement, the district must give parents the following options:

- To remove their child from the program;
- To decline enrollment in the program or other program options available;
- Assistance available in selecting from among available programs.

Voluntary Public School Choice Programs Section 5245

An eligible entity for public school choice shall develop the voluntary public school choice program with program staff (e.g., administrators, principals, teachers, and other staff), including the involvement of parents and other community members. The entity will provide parents notice of the existence and availability of the program and a clear explanation of how the program will operate.

Armed Forces Recruiter Access to Student and Student Recruiting Information Section 9528

The district must provide, as requested, the Armed Forces recruiters access to names, addresses and telephone listings of students unless the student or parent requests a prior written consent to the release.

Unsafe School Choice Option Section 9532

Before the beginning of each school year, ODE will notify school districts about schools that meet the Persistently Dangerous designation. Local districts, in turn will notify parents of the designation and the options available to students regarding transfers to another building.

Completion Status	Responsibility	Date	Issue	Section
	District		Develop and adopt policies in consultation with parents regarding the following: <ul style="list-style-type: none"> • Right to inspect third party surveys before they are administered or distributed to students Protect student privacy in the administration or distribution of a survey Right to inspect any instructional material • The administration of physical examinations or screenings that the school or agency may administer to a student • The collections, disclosure, or use of personal information from students for the purpose of marketing or selling that information • The right of a parent to inspect any instrument used in the collection of personal information 	1061
	District	Annually	Notify parents of the above privacy policies, and changes and the opportunity to opt the student out of participation <ul style="list-style-type: none"> • At least annually notify the parent of the schedule of the following activities Activities involving the collection, disclosure, or use of personal information collected from students or the purpose of marketing or selling that information, with the following exceptions: <ul style="list-style-type: none"> ○ College or military recruitment ○ Postsecondary education recruitment, or military recruitment ○ Book clubs, magazines and programs providing access to literary products ○ Curriculum and instructional materials used by elementary and secondary schools ○ Tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students to generate statistically useful data and the subsequent analysis and public release of the aggregate data from such tests and assessments ○ The sale by students of products or services to raise funds for school related or educationally related activities ○ Student recognition programs • Administration of any survey listed above 	1061

Completion Status	Responsibility	Date	Issue	Section
			Any non-emergency, invasive physical examination or screening	
	District	Exception	A district does not need to develop and adopt new policies if the above policies were in place prior to NCLB. The agency shall provide reasonable notice of such existing policies to parents, and guardians of students in accordance with the above parental notification requirements.	1061
	District	Annually	Provide information to parents on the level of achievement of their child in each of the state's academic assessments.	1111
	School	As it occurs	In Title I buildings, the school must provide parents timely notice that their child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not "highly qualified."	1111
	District	Aug/ Sept	District Title I Buildings: At the beginning of the year, parents will be notified that they may request information regarding the professional qualifications of the student's classroom teachers, including: <ul style="list-style-type: none"> • If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; • If the teacher is teaching under emergency or provisional status; Baccalaureate degree major, graduation certification, and field of discipline; • Whether the student is provided services by paraprofessional and if so, their qualifications. 	1111
	District	To be reviewed each spring	Must develop a district plan in consultation with teachers, principals, administrators of title programs and parents of children in Title I schools – this is the plan used as part of the CCIP .	1112
	Districts	As it occurs	Districts must notify parents of LEP students within 30 days when their child fails to progress on measurable objectives under Section 3122 (English Language Acquisition).	1112
	District	Beginning of the school year	Districts must implement an effective means of outreach to parents of LEP students to inform them how they can be involved in the education of their children. This information must be provided to LEP parents in an understandable and uniform format, and, to the extent possible, in a language the parents can understand.	1112
	District	30 days from start of school or	After informing parents of LEP placement, the district must give parents the following options: <ul style="list-style-type: none"> To remove the child from the program; To decline enrollment in the program or other program options available; 	1112

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Completion Status	Responsibility	Date	Issue	Section
		within two weeks of placement	<p>Assistance in selecting from among available programs.</p> <ul style="list-style-type: none"> • 	
	District	30 days from start of school or within two weeks of LEP placement	<p>Must within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of limited English proficiency (LEP) students participating in Title I funded LEP programs as determined in Part C of Title III. Parents will be informed of:</p> <ul style="list-style-type: none"> • Reasons for child's identification and placement; • Child's level of English proficiency, how assessed, and status of child's academic achievement; • Method of instruction used in child's academic achievement; • Method of instruction used in child's program; • How the program will meet the educational strengths and needs of the child; • How the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; • Program exit requirements, expected rate of transition and expected rate of graduation (if Title III funds are in the secondary school); • If applicable, how the program meets the child's individual education plan (IEP). 	1112 3302
	District	July/Aug	<p>Before the beginning of the school year, the district must identify the schools that do not make adequate yearly progress for two consecutive years or more. If identified, the school must:</p> <ul style="list-style-type: none"> • Offer public school choice to all (giving the priority to the lowest achieving/low-income children); • Develop a school improvement plan to cover a two-year period; • Spend not less than 10 percent of Title I funds on professional development; • Promptly notify parents and explain: <ul style="list-style-type: none"> ○ What the identification means; ○ How the school compares in terms of academic achievement to other schools in the district and the state; ○ Reason for the identification and what the school and the district are doing to address the problem of low achievement; ○ How the parents can become involved; 	1116

Completion Status	Responsibility	Date	Issue	Section
	District		<ul style="list-style-type: none"> ○ The parent's options to transfer the child. <p>Before the beginning of each school year the district must identify schools failing to make progress for three consecutive years. If identified, the school must:</p> <ul style="list-style-type: none"> • Offer public school choice to all (giving priority to the lowest achieving/low-income children); Make supplemental educational services available to eligible students; Continue to implement the school improvement plan; <p>And •</p> <ul style="list-style-type: none"> • Promptly notify parents and explain: <ul style="list-style-type: none"> ○ What the identification means; ○ How the school compares in terms of academic achievement to other schools in the district and the state; ○ Reasons for the identification and what the school and the district are doing to address the problem of low achievement; ○ How the parents can become involved; ○ Parent's options to transfer the child or obtain supplemental educational services. 	1116
	District		<p>Before the beginning of each school year, the district must identify corrective action schools failing to make adequately yearly progress for four consecutive years. If identified, the school must:</p> <ul style="list-style-type: none"> • Offer public school choice to all (giving the priority to the lowest achieving/low-income children); Make supplemental educational services available to eligible students; Promptly notify the parents and explain: <ul style="list-style-type: none"> • ○ What the identification means; • ○ How the school compares to other schools in the district and the state; • ○ Reason for the identification and what the school and the district are doing to address the problem of low achievement; • ○ How the parents can become involved; • ○ Parents' option to transfer their child or to obtain supplemental educational services. • Take corrective action by taking at least one of the following measures: 	1116

Completion Status	Responsibility	Date	Issue	Section
			<ul style="list-style-type: none"> ○ Replace school staff relevant to the failure; ○ Institute and implement a new research-based and professionally-developed curriculum; ○ Significantly decrease management authority at the school level; ○ Appoint an outside expert to advise the school in its progress; ○ Extend the school year or school day for the school; ○ Restructure the internal organizational structure of the school. 	
	District/School		Publish and disseminate information regarding any corrective action taken to the public and to parents of each student enrolled in the corrective action school.	1116
	District		Must request parent/community comments on the improvement plan in parent involvement, district written policy, and the school building written policy/plan.	1118
	District/School	Annually	Must provide assistance to parents annually in understanding the state's academic content and achievement standards, academic assessments, requirements of Title I, how to monitor a child's progress and how to work with educators.	1118
	District	Annually	Must provide materials and training annually to help parents work with their children to improve achievement.	1118
	District/School		Must educate teachers, pupil personnel, principals and other staff in their value and utility of contributions of parents and how to work with parents to build ties between parents and the school.	1118
	District/School		Must, as feasible and appropriate, coordinate parent involvement programs with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool and other programs.	1118
	District/School		Must ensure that information related to school and parent activities is sent to the parents of participating children in a format and language parents can understand.	1118
	District/School	As requested	Must provide reasonable support for parental involvement activities as parents may request.	1118
	District	Annually	A written parental involvement policy shall be developed jointly with, agreed upon with, and distributed to parents of participating children.	1118
	School	Periodically		
	School	Periodically	Must jointly develop with parents a school-parent compact.	1118
	District/School	Annually	Must inform parents annually of the availability of the <i>State Parent Information and Resource Center</i> . http://www.ohiopirc.org	1118

Completion Status	Responsibility	Date	Issue	Section
	District	Annually	The district must provide services to neglected and delinquent children and should evaluate their programs, disaggregating data to determine the program's impact on student ability.	1423-1432 N/D
	District		The educational technology plan includes a description of how the district will use of technology to promote parental involvement and communication with parents.	2414
	Districts	Within 30 days of occurrence	Districts receiving Title III funding must notify parents of a child who failed to make progress on LEP measurable objectives under Section 3122 within 30 days after the failure occurs.	3302
	District	Upon LEP Placement	In district receiving Title III funding: After informing parents of LEP placement, the district must give parents the following options: <ul style="list-style-type: none"> To remove their child from the program; To decline enrollment in the program or other program options available; • Notice of assistance available in selecting from among available programs. 	3302
	District	Upon notification	Upon receipt of written notification from the parents or legal guardians of a student, the district must release the student from participation in any program or activity funded under Title IV (Safe and Drug-Free Schools).	4153
			Include parents in the development of public school choice programs and provide notice of the existence and availability of the program.	5245
	District	As requested	Must provide the Armed Forces recruiters access to names, addresses and telephone listings of students unless the student or parent requests a prior written request.	9528
	District	July/Aug	Before the beginning of each school year, ODE will notify school districts about schools that meet the <i>Persistently Dangerous designation</i> . Local districts, in turn will notify parents of the designation and the options available to students regarding transfers to another school building.	9532