

Distribution



This section provides resources for parent notifications required by Title I, Part A in the ESSA. Included in this section are templates for conducting the Annual Title I Parent Meeting to disseminate information and a checklist for distribution of required documents.

Checklist for Distribution

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school served under Title I, Part A, distribute to parents and family members of participating children a written district-level and school-level parent and family engagement policy and school-parent compacts. All documents must be distributed to parents in a timely manner. The district-level and school-level Parent and Family Engagement policies should have a reference to the chosen methods of distributing the information. As the school and district representatives are reviewing the documentation of multiple distribution methods, they may use the following checklist to record the evidence.

School Name: _____

Which Document Are You Reviewing?

Check only one. Use this template for each document review.

- District Parent and Family Engagement Policy/Plan distributed by November 1st
- School Parent and Family Engagement Policy/Plan distributed by November 1st
- School-Parent Compact distributed by November 1st
- Other _____

What Types of Documentation Shows Evidence of Distributing in Multiple Ways?

Method of Distribution (must use two or more methods)	Date of Distribution
<input type="checkbox"/> Screenshot of school website with a link to documents and date of screenshot taken	
<input type="checkbox"/> Screenshot of school social media with a link to documents and date of screenshot taken	
<input type="checkbox"/> Annual Title I meeting documentation to include invitations, agenda, sign-in sheets, and minutes/notes, or presentation slides indicating distribution of documents	
<input type="checkbox"/> Signed and dated teacher dissemination statement indicating that the documents were sent home with each student	
<input type="checkbox"/> Signed and dated signature sheet or section for the School-Parent Compact	
<input type="checkbox"/> Parent-Teacher Conference(s) with a sign-in sheet of parents' signatures, dates, and names of documents discussed	
<input type="checkbox"/> Email or text message with attachments or links to documents posted online	
<input type="checkbox"/> Included in student registration packets with signed acknowledgements of receipt	
<input type="checkbox"/> Included in the Student Handbook with signed and dated acknowledgements of receipt	
<input type="checkbox"/> Mailed letter with a dated postage receipt and list of mailing addresses	

<input type="checkbox"/> Picture of documents in the Parent Resource Center or the front office and date of picture taken	
<input type="checkbox"/> Other _____	
ACCESSIBILITY	
<input type="checkbox"/> The document is in a language or languages parents can understand. <input type="checkbox"/> The document is in a format that parents can understand.	
<i>To the extent practicable, the district and schools must provide opportunities for the informed participation of parents and family members, including those who have limited English proficiency, with disabilities, and of migratory children. Excerpt from Section 1116(f) and Section 1116(e)(5)</i>	
SCHOOL-PARENT COMPACT Signatures and Dates	
<input type="checkbox"/> Signed and dated by the child’s teacher or school representative (Recommended for the homeroom teacher to be the school representative) <input type="checkbox"/> Signed and dated by parent <input type="checkbox"/> Signed and dated by student	
<i>Signatures and dates may be on a separate signature sheet or a section of the School-Parent Compact. A sampling of signed compacts including all required signatures prior to November 1st may be used as documentation to evidence one of the requirements for multiple methods of distribution. School signatures do not have to be original.</i>	

This checklist was reviewed by the following school and district representatives:

School Representative’s Name: _____

Title/Role: _____

Signature: _____

Date: _____

District Representative’s Name: _____

Title/Role: _____

Signature: _____

Date: _____



ANNUAL TITLE I PARENT MEETING

Each school that receives Title I funds must convene an annual parent meeting to inform participating parents about the school's Title I program and their rights to be involved. This meeting should be held in a timely manner at the beginning of the school year, prior to November 1st, and should be a meeting to inform only and not seek formal input for the current year's parent and family engagement policies, school-parent compacts, or parent and family engagement budget.

To assist schools in their planning and facilitation of the annual Title I parent meeting, the Georgia Department of Education offers examples of two different meeting formats that schools can utilize. Schools are encouraged to use these sample agendas and meeting handouts to review the required components of the annual Title I parent meeting.

Annual Title I Parent Meeting: Traditional Format

Annual Title I Parent Meeting: Traditional Meeting Sample

Annual Title I Parent Meeting: Facilitated Discussion Format

Annual Title I Parent Meeting: Facilitated Discussion Meeting Sample

Annual Title I Parent Meeting: Traditional Format

Length of the workshop: 1.5 hours*

WHAT YOU WILL NEED:

- Chart paper
- Chart markers
- 1 large group facilitator
- Time keeper
- Other key staff as needed
- Screen/projector/computer for presentation slides or visuals
- Evaluation
- Light refreshments/child care/transportation (optional)

GUIDE

Follow the suggested agenda on the back of this page allowing time for welcoming comments as well as questions, and sharing of contact information at the end. It is suggested to spend about 20 minutes on agenda items 1–6, about 10 minutes on agenda item 7, about 10 minutes on agenda items 8–9, about 15 minutes on agenda item 9, about 5 minutes on agenda 10–11, and about 15 minutes on agenda items 12–13.

Facilitator Tip: To make the delivery of information more interesting, include parents and students as speakers or facilitators. Also, look for ways to provide opportunities for two-way communication, so the meeting does not appear just as a school lecture. Utilize technology resources such as video and audio to engage attendees, as appropriate. Hold the meeting in a central location within the school attendance zone to help with parent attendance.

Final Note: You may want to do more than the law requires for this meeting to increase parent attendance at the meeting. Some schools do this by making the focus of the meeting more fun for students and parents (by showing off a school project, incorporating student entertainment or a student-parent activity, highlighting community partners, etc.) However, it is crucial that this meeting have as its central focus and be advertised as the Annual Title I Parent Meeting. Furthermore, the Annual Title I Parent Meeting may be conducted before or after a school event, but not embedded within the event in which parents were not aware that the purpose of the Annual Parent Meeting was to learn about the Title I program.

****1.5 hours allows time on the front and back end of the meeting for parents to mingle, ask questions and feel comfortable in the meeting environment. It should only take about 1–1.25 hours to deliver the content, but it is crucial for parents to feel a part of the school so do not rush the information or fail to take questions.***

Annual Title I Parent Meeting: Traditional Meeting Sample

(Insert School Name)
(Insert Principal Name)
(Insert School Address)
(Insert City, State and Zip Code)
(Insert School Phone Number)

Title I Annual Parent Meeting

(Insert Meeting Location)
(Insert Date of Meeting)
(Insert Time of Meeting)

Welcome parents and community members!

We are glad to welcome you to our school's Title I Annual Parent Meeting. There are a few light refreshments in the back of the room, please help yourself. Also, if needed, childcare is available in room #. Please get your child signed in before the meeting begins.

This morning/evening we will be reviewing and discussing our school's Title I program. We will cover the following items that are important to you as parents:

1. What is a Title I school?
2. How does our school spend Title I money?
3. How does our school participate in the Title I Program?
4. What are our school's Title I (schoolwide or targeted assistance) requirements?
5. (Insert school's name) Schoolwide Program – Past and Present
 - What are our schoolwide goals?
 - What programs/supports are in place to help my child?
 - List school programs and supports to discuss
6. What curriculum does our school use?
7. What tests will my child be taking?
 - How do these tests measure my child's progress?
 - What proficiency levels is my child expected to meet?
8. What is required by law for Parent and Family Engagement?
 - What is the district's Parent and Family Engagement Policy?
 - What is the school's Parent and Family Engagement Policy?
 - What is a School-Parent Compact?
9. Does my child's teacher meet professional qualifications?
 - What is a parent's right to know?
10. How is Title I Parent and Family Engagement money spent?
11. What opportunities does the school provide for parent engagement?
 - List parent engagement opportunities offered for school or home
 - List volunteer opportunities
 - List parent decision making opportunities/meetings/councils
12. How responsive will the school be to my questions when staff is contacted?
 - Provide staff contact information
13. Closing and evaluations



We welcome parent questions/input throughout the presentation! We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get involved.

Thank you for coming! We hope to see you again very soon!

Annual Title I Parent Meeting: Facilitated Discussion Format

Length of the workshop: 2 hours*

What you will need:

- 5 round tables and chairs spread out across the room
- Chart paper or 3' sections of butcher paper
- Chart markers
- Screen/Projector/Computer for PowerPoint
- 1 large group facilitator/time keeper
- 5 facilitators (staff members or parent leaders)
- Printed out copies of questions for the 5 different Table Topics
- Bell or other alarm (optional)
- Evaluation
- Light Refreshments/Childcare/Transportation (optional)

Facilitator Tip: If you have more than 50 parents at your meeting, you may want to split up the topics and add more tables, or duplicate topics so there are two sets of tables for each topic. You want your parents to feel comfortable to ask questions and you may not want more than 10 parents in each group

Guide:

Welcome & Explanation of the Event (20 minutes)

Greet your parents and introduce yourself and staff members.

Suggested language, “Good Evening (Morning), we’d like to welcome you to our Annual Title I Parent Meeting and thank you for coming. We have childcare in Room #, if you haven’t taken your children there yet, you can do so after I finish explaining what we’re going to talk about tonight/this morning. There are a few refreshments in the back of the room, please help yourself. We want tonight/today to be casual and for you to leave with some great information about Title I as well as information parents should know about our school. Before we begin our small group discussion, I’d like to give you a little background information regarding Title I.”

(With the large group discuss: 1) Definition of Title I; 2) Title I school funds; 3) School's participation in Title I; and 4) Title I requirements.

“We have a lot of information about Title I that we would like you to know, but we also want to give you a chance to ask questions and have small group conversations with our staff and parent leaders. As you can see, we have split the room into five sections. At each section you will discuss a different part of Title I.”

Introduce your facilitators and point to them:

Table #1 – “(Name) will discuss the Title I Schoolwide Plan and School-Parent Compacts”

Table #2 – “(Name) will discuss Curriculum, Standards, Assessments, and Report Cards”

Table #3 – “(Name) will discuss Parent and Family Engagement Policies”

Table #4 – “(Name) will discuss Teacher Professional Qualifications” (Not all items may be applicable to your school)

Table #5 – “(Name) will discuss Title I Parent and Family Engagement Funding and Parent and Family Engagement Opportunities”

Facilitator Tip: Feel free to rearrange, change, add, or delete table topics as needed to fit your group's needs as long as you still cover all the necessary Annual Title I Parent Meeting requirements.

“You will have 14 minutes at every table. The staff person or parent leader I just pointed to will talk to you briefly about the topic at that table. We then want you to discuss the topic and ask questions. There are markers and paper at every table. Please feel free to write notes or questions on the paper. Be as creative as possible as we want this to be fun and interactive meeting. I will ring the bell after 14 minutes and then you will have 1 minute switch to the next table with your entire group. We'll keep doing this until you get to all of the tables. Let's number off.”

(Start with the first person and point, “You are #1,” next person and point, “You are #2”, repeat for 3,4,5 and then start at 1 again. All of the #1's can you please go to that table, all of the #2's can you please go to that table, etc.)

Small Group Discussions (90 minutes)*

Time each section for 14 minutes, and give participants approximately 1 minute to switch tables. A lead facilitator, such as the Principal, with background knowledge on Title I should roam the room, listen to the feedback from parents and answer any questions that table facilitators cannot answer.

Facilitator Tip: Instruct your table facilitators to provide the information on the Table Topics succinctly, leaving time for discussion at each table. Each topic should not take more than 5 minutes to explain. Families will learn more if they can ask for clarification on topics they do not understand. Also, ask facilitators to keep their comments neutral, refraining from opinions. Provide facts and information, and explain challenges the school may have, but let parents conclude their own opinions.

Closing (10 minutes)

“We’d like to thank you for coming tonight. We hope you found the information helpful and that you had a chance to meet our staff and other parents from the school. We have some flyers at the back of the room that will provide you with more information on some of the topics you discussed. Please feel free to ask us questions about Title I throughout the school year and know that staff is always available to help and support you and your children.

(Provide parents with a contact information sheet for the school/district that provides them with who to contact when they have questions about particular topics. Also, provide contact information on the closing PowerPoint slide).

We also have an evaluation (copy on bright paper) that we’d like you to fill out to help us improve this event for parents in the future.

(Provide parents with a copy of the evaluation and make that their ticket out the door).

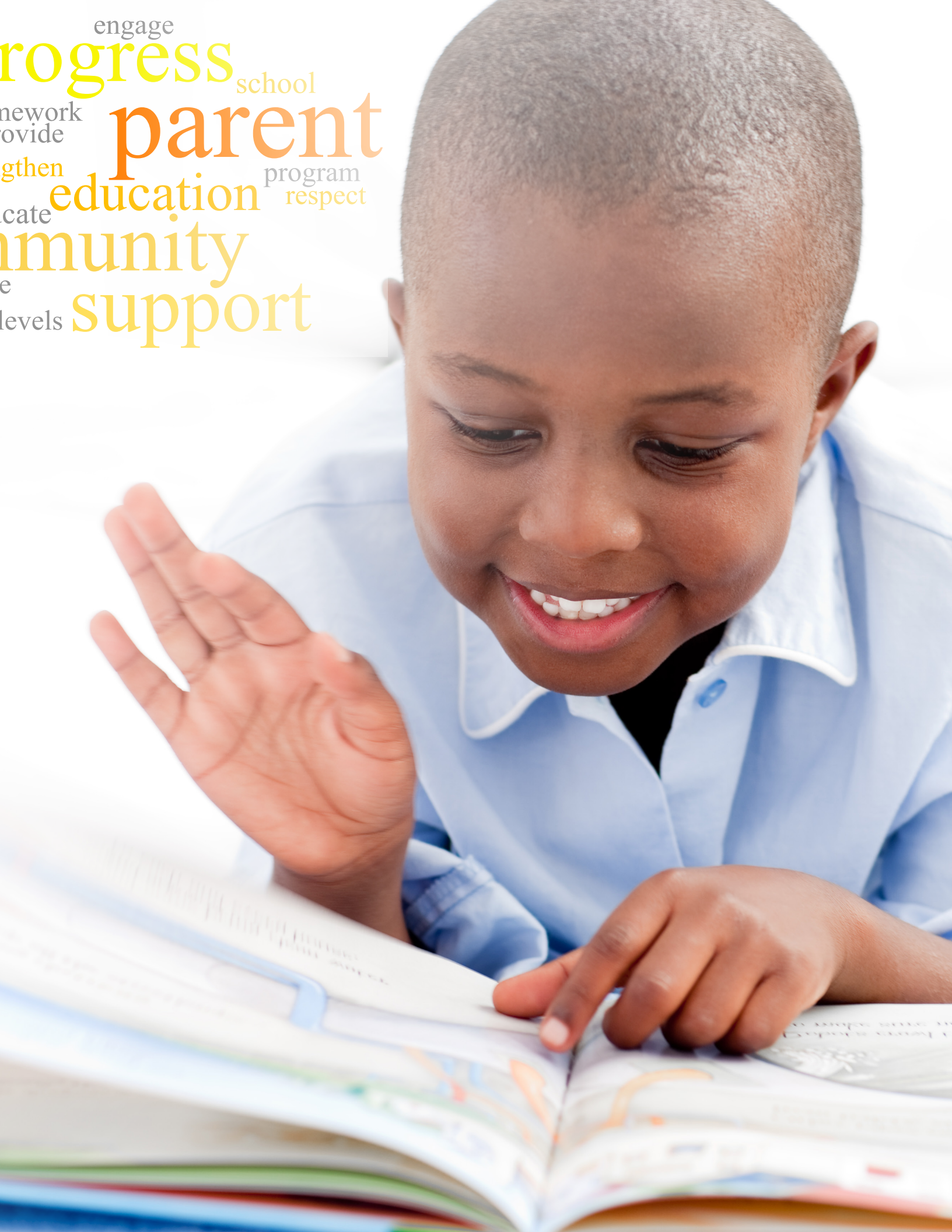
We hope that you feel welcomed to be a part of this school throughout the year and thanks again for coming.”

Final Note: You may want to do more than the law requires for this meeting to increase parent attendance at the meeting. Some schools do this by making the focus of the meeting more fun for students and parents (by showing off a school project, incorporating student entertainment or a student-parent activity, highlighting community partners, etc.) Such activities should be held before or after the Annual Title I Meeting presentation. It is crucial that this meeting have as its central focus and be advertised and conducted as the Title I Annual Parent Meeting.

****If necessary, meeting could be shortened to about 1.5 hours if the table topics were limited to 10 minutes each instead of 14 minutes, while still allowing for the 1 minute transition between tables.***

Adapted From: Nevada State PIRC, *Annual Title I Meeting Toolkit for Schools*. Retrieved from: <http://www.nvadapirc.org/programs-initiatives/eseaoutreachandworkshops/>

engage
progress school
network provide
parent
education program respect
community
support
levels



Annual Title I Parent Meeting: Facilitated Discussion Meeting Sample

(Insert School Name)
(Insert Principal Name)
(Insert School Address)
(Insert City, State and Zip Code)
(Insert School Phone Number)

Annual Title I Parent Meeting

(Insert Meeting Location)
(Insert Date of Meeting)
(Insert Time of Meeting)

Welcome parents and community members!

We are glad to welcome you to our school's Annual Title I Parent Meeting. There are a few light refreshments in the back of the room, please help yourself. Also, if needed, child care is available in room #. Please get your child signed in before the meeting begins.

This morning/evening we will be reviewing and discussing our school's Title I program. We will cover some topics together as a large group and others in smaller groups. This way you will have an opportunity to ask questions, offer suggestions, and participate in more detailed discussions.

As a large group we will discuss:

- ❖ What is a Title I school?
- ❖ How does our school spend Title I money?
- ❖ How does our school participate in the Title I Program?
- ❖ What are our school's Title I (schoolwide or targeted assistance) requirements?

Then we will break into small groups and discuss the following items in more detail. You will have the opportunity to visit each table.

- ❖ Table #1 - Title I Schoolwide Plan and Goals and School-Parent Compacts
- ❖ Table #2 - Curriculum, Standards, Assessments, and Report Cards
- ❖ Table #3 - School and District Parent and Family Engagement Policies
- ❖ Table #4 - Teacher Professional Qualifications
- ❖ Table #5 - Title I Parent and Family Engagement Funding and Parent and Family Engagement Opportunities

We will then end the meeting as a large group, once again, to address:

- ❖ How responsive will the school be to my questions when staff is contacted?
 - Provide staff contact information
- ❖ Closing and evaluations

We encourage you to ask questions throughout the large group presentations and at the small group table discussions. We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get engaged in your child's education.

Thank you for coming! We hope to see you again very soon!



NOTIFICATION TO PARENTS OF ENGLISH LEARNERS

Previously stated in both Title I and Title III under the Elementary and Secondary Education Act (ESEA), the overarching parent and family engagement law regarding notices to parents of English Learners (ELs) is now under Title I, Part A, Section 1112(e)(3) in the Every Student Succeeds Act (ESSA). The Georgia Department of Education recommends that district Title I and Title III staff collaborate to comply with federal requirements in preparation for the 2017-2018 school year. Templates are available in English and other languages for local educational agencies to use in notifying parents of ELs of their child's eligibility for federally-funded supplemental language support programs. To download the templates, please visit the Family-School Partnership Program website at <http://partnerships.gadoe.org>.



PROFESSIONAL QUALIFICATIONS

All schools must provide notification to all parents regarding their right to request teacher and paraprofessional qualifications. This parent right to know notification must be shared at the start of the school year. For a sample parent notification template, visit the Title II, Part A Resources webpage at [http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-\(PQ\).aspx](http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-(PQ).aspx).

Please note that this web address has been updated since the publication of this guide on June 1, 2017.





INTRADISTRICT TRANSFERS

The Georgia General Assembly passed a state law in 2009 (House Bill 251) called Intradistrict Transfers. As required by the Official Code of Georgia Annotated (O.C.G.A.) §20-2-2131, school systems must inform parents of their intradistrict transfer rights. All notification must be made prior to July 1st of the upcoming school year. Please refer to the Georgia Code at <http://www.legis.ga.gov/en-US/default.aspx> for additional information.

References

-
- California Department of Education.** (2011). Family Engagement Framework: A Tool for California School Districts. Retrieved from http://www.wested.org/online_pubs/cpei/family-engagement-framework.pdf
- Connecticut Department of Education.** (2012). Dust Off Your Old School Parent Compact. Retrieved from www.schoolparentcompact.org
- Connecticut Department of Education.** (2014). Reach Out to Families: Parent-Teacher Conversations About Learning. Retrieved from <http://ctschooleparentcompact.org/learning-conversation>
- Paredes, Maria.** (2011). Academic Parent-Teacher Teams (APTT) Training Manual. San Francisco, CA: WestEd.
- Mapp, K. L. & Kuttner, P. J.** (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
- Maryland Department of Education.** (2012). Enhanced Fiscal Monitoring Analysis: Title I Parent Involvement in Maryland School Systems. Retrieved from <http://www.marylandpublicschools.org/MSDE/programs/titleI/t/IX>
- National Parent Teacher Association (PTA).** (2009). PTA National Standards for Family-School Partnerships: An Implementation Guide. Retrieved from <http://www.pta.org/programs/contentcfm?ItemNumber=3126>
- Nevada State PIRC.** (2008). Annual Title I Meeting Toolkit for Schools. Retrieved from <http://www.nevadapirc.org/programs-initiatives/eseaoutreachandworkshops/>
- New Jersey PIRC.** (2010). Title I Parental Involvement A Self-Evaluation Tool for New Jersey Schools. Retrieved from http://www.njpirc.org/documents/parent_involvement_self_evaluation_toolkit.pdf
- Pell City School District.** (2009). Annual Evaluation of the Content and Effectiveness of LEA Parental Involvement Plan. Retrieved from <http://www.pellcityschoolsnet/?PN=Pages&SubP=Level1Page&L=1&DivisionID=755&PageID=6827&ToggleSideNav=ShowAll>
- Survey Monkey.** (2012). Harvard Graduate School of Education K-12 Survey. Retrieved from <http://www.surveymonkey.com/mp/harvard-education-surveys/>
- University of Wisconsin System Board of Regents.** (2010). Survey Fundamentals: A Guide to Designing and Implementing Surveys. Retrieved from http://oqi.wisc.edu/resource/library/uploads/resources/Survey_Guide.pdf
- U.S. Department of Education.** (2004). Parental Involvement: Title I, Part A; Non-Regulatory Guidance. Retrieved from <http://www2.ed.gov/programs/titleiparta/parentinvguid.pdf>
- U.S. Department of Education.** (2001). The Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001. Retrieved from <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>