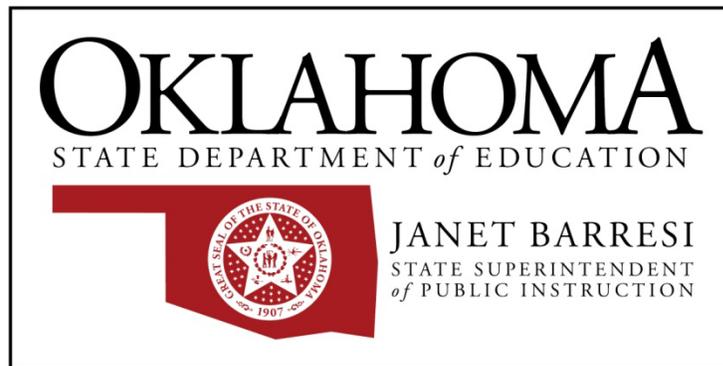


Annual Title I Parent Meeting

Toolkit



Office of Standards and Curriculum
July 2010

How to Use this Toolkit

According to Section 1118 of the Elementary and Secondary Education Act (ESEA) and the Title I, Part A Parental Involvement Non-Regulatory Guidance,

“Each school served under Title I, Part A must convene an annual meeting, at a time convenient for parents to inform them of their school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements and right of parents to be involved in those programs.”

To ensure that your school meets these requirements and provides the necessary documentation to all parents, the Oklahoma State Department of Education (OSDE) has developed the Title I Annual Parent Meeting Toolkit. This toolkit is designed to assist principals, Title I Directors, Title I Planning Team Members, and other responsible parties in the planning and presentation of the Title I Annual Parent Meeting.

The following resources are included in this toolkit:

- A synopsis of Title I Annual Parent Meeting Requirements and Responsibilities.
- A Title I Annual Parent Meeting multimedia presentation that can be individualized for each Title I school in the district.
- A table containing key parent notification requirements.
- A sample Title I Annual parent Meeting Agenda.

To use the toolkit effectively, the person(s) responsible for the planning and presentation of the meeting should follow all four steps: Step 1: Review the Requirements, Step 2: Create the Presentation, Step 3: Update Parent Notifications, and Step 4: Document the Meeting. For each step, important information regarding the Title I Annual Parent Meeting Requirements, directions on how to use provided resources, and sample documents are included.

It is important to note that this toolkit is designed to assist schools in meeting the requirement of the Title I Annual Parent Meeting **only**. All Parental Involvement Requirements for schools receiving Title I funds can be found in Section 1118 of the Elementary and Secondary Education Act (ESEA). The requirements are further clarified in the Title I, Part A Parental Involvement Non-Regulatory Guidance. It is recommended that all districts and schools receiving Title I funds review and refer to these documents to ensure all requirements under this part have been met.

Step 1: Review the Requirements

One requirement of the Elementary and Secondary Education Act (ESEA) is the Title I Annual Parent Meeting. Each year, schools receiving Title I, Part A funds are required to host a meeting for parents to explain the Title I program and how parents can be involved. At this meeting, the following issues must be addressed:

- Explain whether the school participates in a schoolwide or targeted assistance program.
- Explain the requirements of a schoolwide or targeted assistance program.
- Explain what participation in Title I means for the school and include-
 - A description and explanation of the school’s curriculum.
 - Information on the forms of academic assessment used to measure student progress.
 - Information on the proficiency levels students are expected to meet.
- Explain the district Parental Involvement Policy, the school Parental Involvement Policy, and the school School-Parent Compact. (Note that each Title I school must have a **site specific** Parental Involvement Policy and School-Parent Compact. This is not the same as the district Parental Involvement Policy.)
- Explain the rights of parents to be involved in the school’s programs and provide ways to do so.
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

In order to keep parents informed, schools must invite to this meeting all parents of children participating in Title I, Part A programs. In a schoolwide school, all parents would be invited to attend, and in a targeted assistance school, parents of children receiving Title I services would be invited. Schools must also offer a flexible number of additional meetings, such as in the morning or evening so that as many parents as possible can attend.

Additional information about the requirements of the Annual Parent Meeting can be found in section D of the Title I, Parental Involvement Non-Regulatory Guidance.

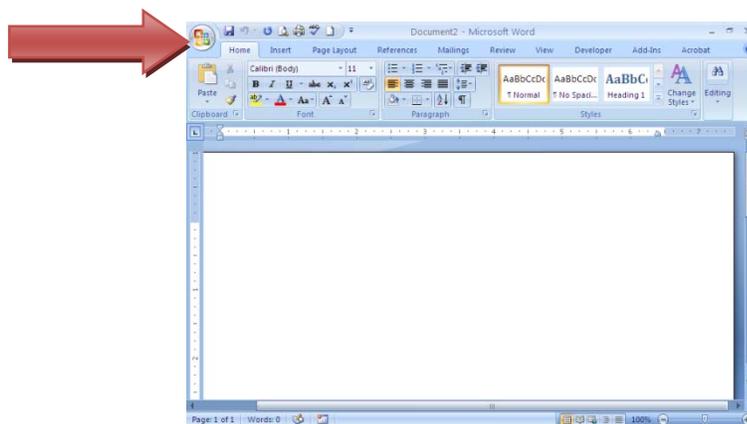
Step 2: Create the Presentation

This toolkit includes a template that may be used during the Title I Annual Parent Meeting. Using the following process, the template may be individualized for each Title I school:

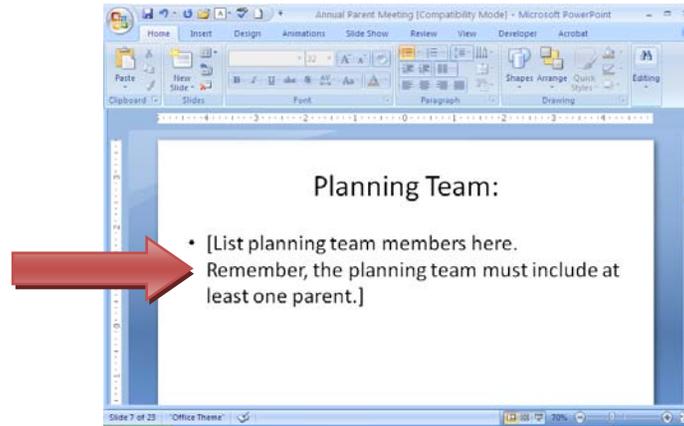
1. Open the “Annual Parent Meeting” link provided on the OSDE Web site at <http://sde.state.ok.us/NCLB/ParentI.html>.



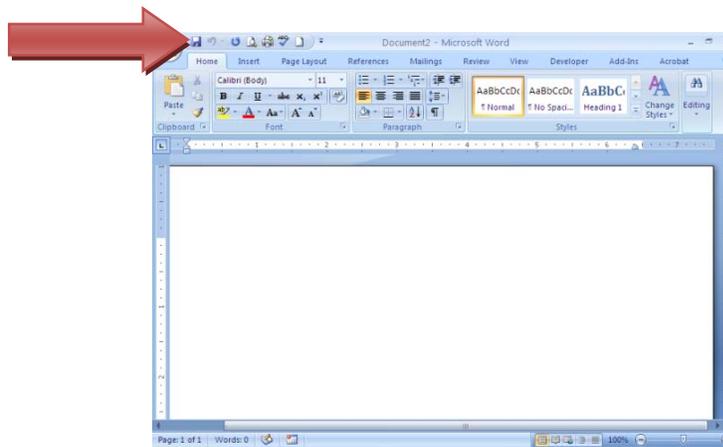
2. Save the template on the computer’s desktop or in the My Documents folder using the “Save As” option in the Windows menu. Rename the template using the individual school name. For example, “Annual Parent Presentation ABC Elementary.” One template should be saved for each Title I school.



3. For each template saved, insert school specific information on all applicable slides. Areas where school specific information is needed are identified by parentheses. For example (School's Name) or (List planning team members here. Remember, the planning team must include at least one parent.) An example is shown below.



4. After all school specific information is entered, remember to "Save" the presentation by clicking on the floppy disk icon or choosing "Save" in the Windows menu.



The template is designed to be a guide for schools in the planning and presenting of the annual meeting. If all provided slides are included in the presentation and adequate school specific information is entered into applicable slides, the template will help to ensure that all requirements of the Title I Annual Parent Meeting are met. Schools that delete slides or do not provide adequate school specific information should ensure the requirements are met through other means during the Title I Annual Parent Meeting.

Step 3: Update Parent Notifications

A table that includes key Title I, Part A statutory and regulatory parent notification requirements can be found in Appendix A of this toolkit. Samples of the notifications can also be found in the OSDE Title I Resource Toolkit. It is recommended schools review the table and the Title I Resource Toolkit to ensure all parent notifications have been developed and disseminated in accordance with regulations.

During the Title I Annual Parent Meeting it is required that schools explain three of these notifications: the district Parental Involvement Policy, the school Parental Involvement Policy and the School-Parent Compact.

District Parental Involvement Policy – Each Local Education Agency (LEA) that receives Title I, Part A funds must develop a written parental involvement policy that establishes the LEA’s expectations for parental involvement. The policy must be developed jointly with, and agreed upon with, the parents of children participating in the Title I, Part A programs and distributed to parents of all children participating in Title I, Part A programs. An LEA’s written policy must establish the expectations and describe how the LEA will involve parents in jointly developing the LEA’s local plan; provide support to assist Title I schools in planning and implementing parental involvement activities; build the schools’ and parents’ capacity for strong parental involvement; coordinate and integrate strategies across programs; conduct, with the involvement of parents, an annual evaluation of the Parental Involvement Policy to identify barriers, use findings to design more effective strategies, and revise the policy; and involve parents in the activities of the school.

School Parental Involvement Policy – Each school must develop, jointly with the parents of children participating in Title I, a written school Parental Involvement Policy that describes how the school will carry out the parental involvement requirements in Section 1118 of the ESEA. Each school must notify parents of this policy in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand. In addition, the school must make its written policy available to the local community.

School-Parent Compact – Each school must develop, jointly with the parents of children participating in Title I, a school-parent compact as a component of its written parental involvement policy. The compact is an agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, school staff, and students will undertake to share the responsibility for improved student academic achievement and to build and develop a partnership to help the students to achieve to the State’s academic standards.

For the purposes of the Title I Annual Parent Meeting, these documents should be updated according to regulations and explained to those parents in attendance. Although you may provide a copy of the policy to parents in attendance at this time, explanation at the meeting should not take the place of the dissemination requirements. Additionally, parents should also be provided an explanation of the “Parents Right-to-Know” provisions about student achievement and non-highly qualified teachers.

Step 4: Document the Meeting

The Title I Annual Parent Meeting should be documented by the school with agendas, minutes, and sign-in sheets. A sample agenda is included in Appendix B of this document. When creating these documents, schools should ensure:

- Each document is clearly labeled with the school name and address.
- Each document is clearly labeled as “Title I Annual Parent Meeting.”
- Each document includes the location, date and time of the meeting.

Schools may also wish to keep on file copies or records of communications used to encourage parent attendance. Examples of communications include:

- Emails sent to listservs or parent email lists.
- Announcements in school newsletters or community newspapers.
- Flyers or other print advertisements.
- Call logs for telephone correspondence.
- Record of automated calls made by the school or district.
- Screen shots of information posted on the district or school Web site.

Schools should maintain these records in a file for at least five (5) years for monitoring purposes. Although schools should provide a flexible number of meetings at different times to ensure all parents have the opportunity to attend a meeting, agendas, minutes, and other information shared at the meeting should be made available in a public file to all parents who could not attend during the designated times.

Additional Resources

The United States Department of Education (USDE) provides information on USDE programs, resources, research, and events related to Parental Involvement. Specific resources include:

- Education News Parents Can Use
<http://www2.ed.gov/news/av/video/edtv/index.html>
- Ed.gov Parents Page
<http://www2.ed.gov/parents/landing.jhtml?src=ln>
- My Child's Academic Success
<http://www2.ed.gov/parents/academic/involve/edpicks.jhtml?src=ln>
- What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc/>

The Oklahoma State Department of Education has also provided a number of resources on its Web site. These resources are available to all districts and schools and provide additional support in meeting the Title I, Part A Parental Involvement requirements. Specific resources include:

- Parental Involvement Non-Regulatory Guidance
<http://sde.state.ok.us/NCLB/pdf/Title1/ParentInvol.pdf>
- Title I, Part A Resource Toolkit
<http://sde.state.ok.us/NCLB/pdf/Title1/Toolkit.pdf>
- Oklahoma State Department of Education Parent Involvement Web page
<http://sde.state.ok.us/NCLB/ParentI.html>
- Parents Guide to *Priority Academic Student Skills (PASS)*
<http://sde.state.ok.us/Curriculum/PASS/Parents.html>
- Parent Involvement Analysis Tool
Will be available to all districts on the WISE Planning Tool

Appendix A: Key Parental Notification Requirements

SEA – State Education Agency
LEA – Local Education Agency

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEA	LEA	School
Annual report cards (SEAs and LEAs disseminate to parents, schools, and the public, an annual report card with aggregate information, including student achievement [disaggregated by category], graduation rates, performance of LEAs, teacher qualifications, and other required information). <i>[Section 1111(h)(1) and (2), ESEA.]</i> Guidance, B-5 (SEA) and C-7 (LEA).	Annually	✓	✓	
Individual student assessment reports (SEAs, in consultation with LEAs, provide to parents, teachers, and principals of students in <u>all</u> schools individual student interpretive, descriptive, and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student’s achievement on academic assessments aligned with State academic achievement standards). <i>[Section 1111(b)(3)(C)(xii), ESEA.]</i>	As soon as practicable after the assessment is given	✓		
Progress review (SEAs disseminate to parents, LEAs, teachers and other staff, students, and the community the results of the SEA’s yearly progress review of each LEA [including progress in carrying out parental involvement responsibilities]; LEAs disseminate to parents, teachers, principals, schools, and the community the results of the LEA’s yearly progress review of each school). <i>[Section 1116(a)(1)(C), (c)(1)(B) and (c)(6), ESEA.]</i> Guidance, B-7 (SEA) and C-20 (LEA)	Annually	✓	✓	

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEA	LEA	School
LEAs identified for improvement (SEAs notify parents of children enrolled in schools in the LEA that the LEA has been identified for improvement and other information). [Section 1116(c)(1) and (6), ESEA.] Guidance, B-8.	Promptly upon identification	✓		
LEAs identified for corrective action (SEAs disseminate to parents and public information on corrective actions taken by SEA). [Section 1116(c)(10)(E), ESEA.] Guidance, B-9.		✓		
Schools identified for school improvement, corrective action, or restructuring (LEAs provide to parents of each student an explanation of what the identification means, how the schools compare to others, reasons for the identification, the LEA's and school's response, how parents can become involved, any corrective action taken, the parental choice and supplemental services options as applicable, restructuring, and other information). [Section 1116(b)(6), 7(E), and 8(C), ESEA, and 34 CFR 200.37(5).] Guidance, C-21, C-22, and C-23.	Promptly following identification		✓	
Schools identified for corrective action – supplemental services notice (LEAs serving schools that fail to make adequate yearly progress (AYP) by the end of the first full school year after being identified for improvement provide notice to parents of the availability of supplemental services, the identity of the providers, a description of the services, and other information). [Section 1116(e)(2), ESEA.]	Annually (at a minimum)		✓	
Schools identified for restructuring (LEAs serving schools that fail to make AYP after 1 full school year of corrective action provide prompt notice to teachers and parents and provide opportunity to comment and participate in preparing a restructuring plan). [Section 1116(b)(8)(C), ESEA.] Guidance, C-27.	Promptly after school misses AYP following 1 full school year of being in corrective action		✓	

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEA	LEA	School
Written parental involvement policies (LEAs notify parents of Title I, Part A children of district-level written parental involvement policy; schools notify parents and community of school’s written parental involvement policy). [Section 1118(a)(2) and (b)(1), ESEA.] Guidance, C-3 and C-4 (LEA), and D-1 (school).	Determined by LEA		✓ (LEA policy)	✓ (school policy)
Written SEA complaint procedures (LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the SEA’s written complaint procedures for resolving issues of violation(s) of a federal statute or regulation that applies to Title I, Part A programs). [34 CFR Section 200.11(d).]	Determined by SEA		✓	
Parents’ right to know – teacher and paraprofessional qualifications (LEAs inform parents of Title I, Part A students that parents may request, and the LEA then will provide, certain information on the professional qualifications of the student’s classroom teachers and paraprofessionals providing services to the child). [Section 1111(h)(6)(A), ESEA.] Guidance, C-6.	Annually, at beginning of school year		✓	
Parents’ right to know – student achievement (schools provide to each individual parent information on the level of achievement of the parent’s child in each of the State academic assessments). [Section 1111(h)(6)(B)(i), ESEA.] Guidance, D-10. NOTE: This requirement may be covered by the SEA’s individual student assessment report indicated above.	Determined by LEA.			✓
Parents’ right to know- non-highly qualified teachers (schools provide to each individual parent timely notice that the parent’s child has been assigned, or taught for 4 or more consecutive weeks by, a teacher who is not highly qualified). [Section 1111(h)(6)(B)(ii), ESEA.] Guidance, D-3.	Timely			✓

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEA	LEA	School
Title I, Part A meeting (schools invite parents to an informational meeting to inform them about the school’s participation in Title I, Part A programs and explain the requirements and their right to be involved). [Section 1118(c)(1) and (2), ESEA.] Guidance, D-5.	Annual			✓
Title I, Part A information (schools provide to parents of participating children specific information about Title I, Part A programs, and opportunity to request regular meetings). [Section 1118(c)(4), ESEA.] Guidance, D-6.	Timely			✓
Limited English proficient students - general (LEAs implement effective outreach to inform parents of limited English proficient children of how those parents can be involved in their children’s education and active participants in helping their children attain English proficiency, high achievement levels in core academic subjects, and meet State standards, including notice of opportunities for and holding regular meetings). [Section 1112(g)(4), ESEA] Guidance, C-9.	Regular (meetings)		✓	
Limited English proficient students - language instruction educational programs (LEAs inform parents of limited English proficient children identified for participation or participating in a Title I, Part A-funded language instruction educational program under Title III of the ESEA, of: reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child, and other information; LEAs inform parents of a child with a disability how the language instruction educational program meets the objectives of the child’s individualized educational program [IEP]). [Section 1112(g)(1)(A) and (3), ESEA.] Guidance, C-9 and C-10.	Annually, not later than 30 days after the beginning of school year for children ID’d before beginning of year; otherwise within first 2 weeks of child being placed in language instruction program.		✓	

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEA	LEA	School
Limited English proficient students - insufficient language instruction educational programs (eligible entity using Title I, Part A funds for a language instruction educational program under Title III of the ESEA provides separate notice to parents of a child identified for participation in, or participating in, the program to inform them that the program has not made progress on the annual measurable achievement objectives). <i>[Section 1112(g)(1)(B), ESEA.]</i>	Not later than 30 days after the failure occurs		✓ (or other eligible entity)	
Students with the most significant cognitive disabilities (a State that measures the achievement of students with the most significant cognitive disabilities based on alternate achievement standards must ensure that parents are informed that their child's achievement will be based on these alternate standards. The SEA must also ensure that parents are informed of the actual achievement levels of these students, particularly in the case of an LEA that exceeds the 1% cap on counting proficient scores for AYP). <i>[Section 1111(b)(3), ESEA, and 34 CFR Section 200.6(a)(2)(iii)(A)(2), 200.13(c)(4)(v)]</i>	Determined by SEA	✓		

Appendix B: Sample Agenda

ABC Elementary
1234 Anystreet Avenue
Anytown, Oklahoma 12345

Title I Annual Parent Meeting Agenda

July 4, 2010
7:00 p.m.
ABC Elementary Cafeteria

Welcome

Meet the Staff

Title I Presentation: What is Title I and How Can I be Involved?

- Title I Schoolwide Program Requirements
- Description of ABC's Title I Program
- Parental Notification Requirements
- How can parents be involved?

Parental Involvement Activity Plan for 2010-2011

- Muffins with Moms/Donuts with Dads
- Parent Focus Groups
- Parent/Teacher Book Study
- NEW Parent Resource Room and Library
- Family Literacy Night
- Family Math Night

Questions and Answers

Please help yourself to coffee and snacks during the meeting donated by XYZ Organization.