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# TITLE I ANNUAL MEETING TOOL KIT

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## TITLE I ANNUAL MEETING REQUIREMENTS

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### Q: WHAT MEETINGS MUST SCHOOLS HOLD TO INFORM PARENTS ABOUT TITLE I, PART A PROGRAMS AND PARENTAL INVOLVEMENT?

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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 the right of parents to be involved in those programs. In order to keep parents informed, schools must invite all parents of children participating in Title I, Part A programs and encourage them to attend. Schools must also offer a flexible number of these and other parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend [Section 1116(c)(1) and (2), ESEA].

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### Q: WHAT IS THE PURPOSE OF THE TITLE I ANNUAL MEETING?

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The purpose of the Title I annual parent meeting is to provide information to parents of participating children about the Title I program and their right to be involved in their child's education. See the next question for the specific information on the required content of the meeting [Section 1116(c)(1), ESEA].

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### Q: WHAT INFORMATION SHOULD BE INCLUDED IN THE DISCUSSION AT THE TITLE I ANNUAL MEETING?

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The purpose of the annual Title I meeting is to explain the Title I requirements, the school's participation in the program (schoolwide or targeted, whichever is applicable), and the rights for parents to be involved. In addition, you may use this opportunity to:

- Explain what participation in Title I programs means, including:
  - A description and explanation of the school's curriculum,
  - Information on the forms of academic assessment used to measure student progress, and
  - Information on the proficiency levels students are expected to meet;
  - Explain the district parental involvement policy (plan),

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- Discuss the school parental involvement policy (plan), and school-parent compact;
- Explain the right of parents to become involved in the school's programs and 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. [Section 1116(c)(4), ESEA].

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### WHEN SHOULD THE TITLE I ANNUAL MEETING BE HELD?

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The Annual Title I meeting should be held early enough in the school year that parents are provided with information they can use to help their child. It is recommended that the meeting be held no later than the last week of October [Section 1116(c)(4)(A), ESEA and SPPS Title I procedures].

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### CAN THE ANNUAL MEETING BE COMBINED WITH ANOTHER FUNCTION?

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Maybe; it depends on how the annual Title I meeting is structured. The annual meeting is for the sole purpose of informing parents. The meeting must be advertised and conducted as the annual meeting of Title I parents. Parents should leave the meeting with a clear understanding about the Title I Program and their rights as Title I parents. Based on recent monitoring findings from the United States Education Department (USED), the following meeting configurations may not meet compliance if they are not provided in a way that provides a separate, unique time for Parents to receive this information in a direct way:

- Combining the annual meeting with another meeting, unless there is a separate time and agenda for the annual Title I portion of the meeting.
- Combining the annual meeting of more than one Title I school at one location and time;
- Only including Title I as an agenda item during another meeting [must have a specific agenda for the Title I annual meeting portion]; or
- Conducting a PTA as the required annual meeting if parents are expected to pay for membership in the organization, or if the PTA is not representative of the Title I school population. Parents have to know they are free to attend and do not have to join the organization in order to attend.

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### CAN THE SCHOOL USE AN OPEN HOUSE AS THE ANNUAL MEETING IF PARENTS ARE PROVIDED A HANDOUT ABOUT THE TITLE I PROGRAM?

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Maybe; it depends on how the annual Title I meeting is structured during Open House. Simply hosting an open house does not meet compliance requirements for the required annual meeting; unless there is a specific scheduled time during the open house and a specific agenda for the Annual Title I meeting time. If schools hold the annual Title I meeting prior to parents meeting teachers during open house, parents could be provided an opportunity to meet their child's teacher as part of the annual meeting to follow-up with specific questions and information. The teachers could build upon the information provided during the annual meeting by providing grade level-specific information on the standards, expectations, assessments, and

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curriculum. The Title I annual meeting must be advertised for the purpose of informing parents about the Title I, Part A program.

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## MAY THE TITLE I ANNUAL MEETING BE A PART OF A PARENT TEACHER ASSOCIATION/ORGANIZATION (PTA/PTO) MEETING?

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Maybe; depending on how the Title I annual meeting is structured and the parameters for participation in the PTA/PTO organization. During recent monitoring visits, USDE found State Education Agencies (SEAs) out of compliance when schools used the PTA meeting as the only method for distributing information about the Title I program. Some, PTA organizations require a fee to join; therefore, the meeting would not be open to all parents. Parents may not feel as though they can attend if they are not members of the PTA.

If the PTA is a fee-based organization (donation or actual dues), Title I funds may not be used to support the activities of the PTA since the activities must be open and available to all Title I parents at no cost. Title I meetings must stand alone. This guidance does not prevent Title I parents from being a part of PTA/PTO. Schools are also encouraged to provide information on the implementation of the Title I programs to PTAs/PTOs and other community-based organizations. However, if no fee is charged and the PTA/PTO is a large representation of the school body, it could be possible that the PTA/PTO meeting would be appropriate.

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## WHO SHOULD CONDUCT THE MEETING?

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Individuals conducting Title I annual meetings must be knowledgeable about Title I, Part A and how the program is implemented at the school. Persons such as the following may be able to provide appropriate information to parents:

- Principals;
- Assistant Principals;
- Title I teachers, facilitators, or federal programs staff
- Family engagement coordinators/facilitators (in partnership with an administrator)

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## IS THE SCHOOL REQUIRED TO HAVE INTERPRETERS AVAILABLE AT THE MEETING?

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Possibly; if a significant proportion of the school's parents speak another language other than English. Schools are required to take reasonable steps to provide information to parents in a language and format they can understand, including parents with limited English proficiency, disabilities, or parents of migratory children. This may include providing interpreters, translated documents and/or assistive devices during the annual parent meetings if needed [Section 1116(f), ESEA].

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## THE ANNUAL TITLE I MEETING POWER POINT

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The Annual Title I Meeting [Power Point presentation](#) is located on the Title I website.

## SAMPLE AGENDA TITLE I ANNUAL MEETING

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### SAMPLE AGENDA

Name of Your School  
Title I Annual Meeting  
Date of Annual Meeting

Q: What is a Title I school?

A: **Title I**, Part A (**Title I**) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and **schools** with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards

**Schoolwide Title I Model** – A Title I school is eligible to become a Title I schoolwide model when the poverty level, (determined by free and reduced meal counts, is at or above 40%. The Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and **advanced** levels of achievement on State academic achievement standards.

- SPPS currently has 53 Title I eligible schools.

Q: How does our school spend Title I money?

A: Discuss how **your school** uses Title I funds to ensure all children meet challenging state academic content and student academic achievement standards and improve the overall education of students in a schoolwide Title I school. Possibly discuss how supports are coordinated across the school.

Q: What are our school's Title I requirements?

A: The purpose of a schoolwide program is to upgrade the entire educational program in the school in order to raise the achievement of the lowest-achieving students.

Title I funds may be used for activities and strategies designed to raise the achievement of low-achieving students identified by a school's needs assessment and articulated in the school's comprehensive schoolwide plan or in SPPS the School Continuous Improvement Plan (SCIP).

Q: How does your school address these three components?

A: A comprehensive schoolwide plan must include strategies for —

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- Meeting the educational needs of historically underserved populations; and
- Addressing the needs of all students but particularly the needs of low-achieving students and those at risk of not meeting the State's standards who are members of the target population of any program included in the schoolwide plan.
- A schoolwide program must **provide effective, timely additional assistance to** students who experience difficulty mastering the State's academic achievement standards.

**Q:** What is our school's improvement designation (if applicable)?

A: Every three years MDE identifies schools in need of improvement. Schools can be designated as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or No Designation. To find out more about the reporting system visit the [Identification Process](#) page on the Minnesota Department of Education website.

## **Example: Our School's Schoolwide Program – Past and Present**

- What are our schoolwide goals? (SCIP GOALS)
- What programs/supports are in place to help my child?
  - Discuss strategies implemented in the school improvement plan (designed to improve education for all students) as well as additional supports for students at risk of failing such as (additional tutoring, tier two supports, etc).
  - Could also discuss behavior supports (PBIS plan).

**Q: What curriculum does our school use?**

A: Discuss the state standards students are expected to know at each grade.

- What is the curriculum in use especially for English/Language Arts and Mathematics?
- The Title I PowerPoint has links to district information about our curriculum and standards.

**Q: What assessments are my children expected to take?**

A: Discuss the types of assessments given at the school, both summative and formative.

- Give information about the date and the expectations for students
- Access the SPPS Data Center for a current list of assessments

**Q: What is the process for schools in communicating with Parents?**

A: Communication is a two-way process. The school should share the ways they systematically share information and opportunities with families.

**Q: What is in the school's parent engagement plan?**

- How and when can parents be involved in the development, monitoring and evaluation of the SCIP, Family Engagement Plan, and Compact?
- How and when can parents participate in determining how family engagement funds are used?

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## Notices

- Parent’s Right to Know: Teacher and Paraprofessional Qualifications
- Notice teacher is not appropriately licensed
- Reporting on student’s progress

## Ending

End with ways you can partner with parents. Provide tips on things parents can do right away to help their children learn.

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## SAMPLE SIGN IN SHEET

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The [sign in sheet](#) proves that parents attended the Annual meeting. It also provides data for your evaluation. Which parents attended, which parents didn’t attend. How can you provide this information to parents who may not have the ability to come to a Title I annual meeting?

The format includes:

- The date of the meeting which must match the date on the agenda.
- The name of the school
- Name of the event “Annual Title I Meeting”

ANNUAL TITLE I MEETING	
DATE: 8/24/2021 SCHOOL NAME: Battle Creek Elementary	
FIRST AND LAST NAME	ROLE (PARENT, TEACHER, ADMINISTRATOR)

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## ADDITIONAL INFORMATION

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### REMOVING BARRIERS MEETING NEEDS OF PARENTS AND FAMILIES

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Title I Funds may be used to remove barriers to parents participating in their children’s education. Title I schools must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

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- barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions;

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## PARENT RIGHT TO KNOW

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### Q: ARE SCHOOLS REQUIRED TO SEND THE NOTICE HOME REGARDING PARENT QUALIFICATIONS

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**A:** Yes, parent notification regarding the professional qualifications of a student’s teacher and paraprofessional are required by the Every Student Succeeds Act (ESSA). The ESSA requirements are similar to those of the No Child Left Behind Act (NCLB). They also required that a letter is sent home if a class is taught for 4 or more consecutive weeks by a person who does not meet the state’s licensure requirements.

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## ESSA REQUIREMENTS

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#1 In schools receiving Title I funds, the district is required by the ESSA to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child’s teacher.

#2 The ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

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## YOUR RIGHT TO KNOW

ESEA directs schools and districts to notify parents about four key requirements of a Title I, Part A program.

1. Professional qualifications of teachers and paraprofessionals who instruct
2. Notification if your child’s teacher is not certified under Minnesota licensing system.
3. Individual report card that lets you know how your child is progressing
4. Notification that the school has entered school improvement status.

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## YOUR RIGHT TO KNOW — PROFESSIONAL QUALIFICATIONS OF TEACHERS

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Parents of children who attend schools that receive Title I, Part A funding, have the right to request and receive information about the qualifications of the educators who teach their children in the core subjects. The same applies to paraprofessionals who instruct.

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At a minimum, the information you receive must provide information on these 3 essential components of an educator's qualifications.

1. Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching,
2. Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
3. What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

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## YOUR RIGHT TO KNOW—QUALIFICATIONS OF PARAPROFESSIONALS WHO INSTRUCT

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You have the right to know and request information about Paraprofessionals who instruct in a Targeted Assistance Title I school who are paid all or in part with Title I funds and all paraprofessionals in a Schoolwide Title 1 school including paraprofessionals supporting students receiving special education services.

Paraprofessionals who work in a Title I program must meet federal qualification requirements.

1. All paraprofessionals who work in the Title I program must have a high school diploma or its equivalent.
2. Paraprofessionals who assist with instruction must meet additional requirements in one of three ways:
  - **Option A:** Completed at least two years of study at an institution of higher education (a minimum of 60 semester credits or the amount required to complete two years of full-time enrollment as defined by the institution attended); or
  - **Option B:** Obtained an associate's (or higher) degree; or
  - **Option C:** Demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, readiness for each of these subject areas). This third option is usually accomplished by obtaining a minimum score of 460 on the ParaPro test.

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## NOTIFICATION IF YOUR CHILD'S TEACHER IS NOT LICENSED

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ESEA directs schools to send timely notice to parents and guardians IF their child has been assigned to, or taught for more than four consecutive weeks by—a teacher of a core academic subject—who is not appropriately licensed to teach the grade and/or subject area.

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## PARENTS/GUARDIANS RIGHT TO KNOW TITLE I, PART A PROGRAMS

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### REPORT CARD FOR EVERY STUDENT

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You have a right to know how well your child is progressing. Schools that operate Title I, Part A programs must provide a report card for every student and a report for every student that explains how well that student scored on the state assessment in, at least, reading, English language arts and

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mathematics. *Saint Paul Public Schools mails the Minnesota Comprehensive Assessment information directly from the test company to families.*

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## STATE REPORT CARD

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The Minnesota Department of Education—publishes a State Report Card online. Saint Paul Public Schools also provides a link to the report card from our district website.

<http://rc.education.state.mn.us/>

Use this website to find important information about your school and district, such as the results of state testing, enrollment numbers, facts and figures about the teachers in your school and much more.

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## NOTIFICATION—SCHOOL IMPROVEMENT STATUS

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ESEA sets a standard for state, district and school accountability, and directs public schools that receive Title I, Part funds that they must reach the State’s interim and long-term goals in reading, mathematics and graduation.

Under ESEA, schools, whose students have taken the state assessments and have not met these standards, must make sure parents and guardians receive a detailed explanation of the causes of not meeting those standards and school improvement status of the school.

The identification must include:

- What it means to enter a program of school improvement
- Reason this school was identified for improvement
- How the school compares—academically
- —to other schools in the district and state
- What the school is doing to address the problem.
- What the school district or state is doing to help this school
- How you can get involved, and how you can help to address the academic issues that led to the need for school improvement