

Parental Notification Letter Templates



This section provides letter templates for parent notifications required by Title I, Part A in the ESEA. Included in this section are letter templates for the ESEA Flexibility Waiver school designations, Flexible Learning Program, the Intradistrict Transfer Option for ESEA, parents' right to know, and highly-qualified teacher notifications.

ESEA FLEXIBILITY WAIVER SCHOOL DESIGNATION STATUS

At the start of the school year, Priority, Focus, and Title I Alert Schools are required to notify all parents of eligible Title I students of their school's designation status under the ESEA Flexibility Waiver. These schools must send dated letters to parents as well as provide the notification in multiple other ways. The letters for Title I All School Designation, No School Designation, and Reward School Designation parent notification are optional; however, all Title I schools, regardless of their designation, must notify all parents that their child attends a Title I school.

Priority School Parent Notification Template

Focus School Parent Notification Template

Title I Alert School Parent Notification Template

Reward School Parent Notification Template

No School Designation Parent Notification Template

All School Designation Parent Notification Template

Priority School Parent Notification Template

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school's designation status under Georgia's ESEA Flexibility Waiver.

Under Georgia's ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

(Provide the school's CCRPI score and how/where they can find more information about the details of the score).

Despite the progress made by our students, *[Insert School Name]* has been designated as a Priority School under Georgia's ESEA Flexibility Waiver for the *[Insert School Year]* school year. This designation is based on our school's performance in 2011 and we keep this designation for three years, having begun in 2012.

A Priority School receives its designation in one of two ways: 1) It is in the lowest performing 5 percent of Title I schools in the state based on student test scores, and there has been a lack of growth in these test scores over a number of consecutive years, or 2) It is a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of consecutive years.

(Provide an explanation of where the school has struggled in achievement in the All Students group and on what assessments there has been a lack of progress).

As a Priority School, we will work together with parents/guardians, our community, and the *[Insert School District Name]* to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success.

(Describe interventions the school is providing to address low achievement of students).

An important part of *[Insert School Name]*'s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being a part of our family engagement team or have questions about how you can better help your child in school, please contact *[Insert Contact Name]*, *[Insert Position]* at *[Insert Phone Number]* or *[Email Address]*.

Thank you for all that you do to support your child's education.

Sincerely,

[Insert Name]
Principal

Focus School Parent Notification Template

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school's designation status under Georgia's ESEA Flexibility Waiver.

Under Georgia's ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

(Provide the school's CCRPI score and how/where they can find more information about the details of the score).

Despite the progress made by our students, **[Insert School Name]** has been designated as a Focus School under Georgia's ESEA Flexibility Waiver for the **[Insert School Year]** school year. This designation is based on our school's performance in 2011 and we keep this designation for three years, having begun in 2012.

A Focus School receives its designation in one of three ways: 1) It is a Title I school with some of the largest gaps in student achievement between subgroups of students, 2) It is a Title I school with some of the largest gaps in graduation rates between subgroups of students, or 3) It is a Title I-participating high school with a graduation rate less than 60 percent over a number of consecutive years that is not identified as a Priority School.

(Provide an explanation of where the school has gaps between subgroups for achievement or graduation rates or what the high school's graduation rate is and why).

As a Focus School, we will work together with parents/guardians, our community, and the **[Insert School District Name]** to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success.

(Describe interventions the school is providing to address low achievement of students).

An important part of **[Insert School Name]**'s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being a part of our family engagement team or have questions about how you can better help your child in school, please contact **[Insert Contact Name]**, **[Insert Position]** at **[Insert Phone Number]** or **[Email Address]**.

Thank you for all that you do to support your child's education.

Sincerely,

[Insert Name]
Principal

Title I Alert School Parent Notification Template

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school's designation status under Georgia's ESEA Flexibility Waiver.

Under Georgia's ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

(Provide the school's CCRPI score and how/where they can find more information about the details of the score).

Despite the progress made by our students, *[Insert School Name]* has been designated as a Title I Alert School under Georgia's ESEA Flexibility Waiver for the *[Insert School Year]* school year. This designation is based on our school's performance in *[Insert Year]*.

Alert Schools may be Title I or Non-Title I schools and are identified each year. An Alert School receives its designation when it is performing significantly below the state average in its graduation rate or in test scores for a particular group of students, or its test scores are significantly below the state average for a particular subject area.

(Provide an explanation of why the school was named as an Alert School).

As a Title I Alert School, we will work together with parents/guardians, our community, and the *[Insert School District Name]* to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success.

(Describe interventions the school is providing to address low achievement of students).

An important part of *[Insert School Name]*'s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being a part of our family engagement team or have questions about how you can better help your child in school, please contact *[Insert Contact Name]*, *[Insert Position]* at *[Insert Phone Number]* or *[Email Address]*.

Thank you for all that you do to support your child's education.

Sincerely,

[Insert Name]
Principal

Reward School Parent Notification Template

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school’s designation status under Georgia’s ESEA Flexibility Waiver.

Under Georgia’s ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

(Provide the school’s CCRPI score and how/where they can find more information about the details of the score).

I am very proud to tell you that *[Insert School Name]* has been designated as a Reward School based on our performance this past school year! This is a very big recognition and we are excited for our school.

Reward Schools are Title I schools that are either among the State's highest-performing schools or schools with significantly high-progress. They are identified annually. Highest-performing Reward Schools are in the top 5% of all Title I schools or they have among the highest graduation rates over a number of consecutive years. High-progress Reward Schools are in the top 10 percent of all Title I schools and they have the highest growth in student academic performance or the highest growth in graduation rates over a number of consecutive years.

(Provide an explanation of why the school was named as an Reward School).

At *[Insert School Name]*, we take pride in the teaching we provide for our children. Our teachers and staff members work very hard to meet the needs of all students to ensure they achieve at their highest potential. This recognition shows that students are learning and making good progress.

An important part of *[Insert School Name]*’s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being a part of our family engagement team or have questions about how you can better help your child in school, please contact *[Insert Contact Name]*, *[Insert Position]* at *[Insert Phone Number]* or *[Email Address]*.

Thank you for all that you do to support your child’s education.

Sincerely,

[Insert Name]
Principal



No School Designation Parent Notification Template

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school’s designation status under Georgia’s ESEA Flexibility Waiver.

Under Georgia’s ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

(Provide the school’s CCRPI score and how/where they can find more information about the details of the score).

I am very proud to tell you that *[Insert School Name]* has not been given a school designation this year, which means we are continuing to provide a quality education to all of our students.

(Provide an explanation of student academic achievement data, stressing where your students/school are doing well).

At *[Insert School Name]*, we take pride in the teaching we provide for our children. Our teachers and staff members work very hard to meet the needs of all students to ensure they achieve at their highest potential.

An important part of *[Insert School Name]*’s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being a part of our family engagement team or have questions about how you can better help your child in school, please contact *[Insert Contact Name]*, *[Insert Position]* at *[Insert Phone Number]* or *[Email Address]*.

Thank you for all that you do to support your child’s education.

Sincerely,

[Insert Name]
Principal

All School Designation Parent Notification Template

[XX-XX-XXXX]

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their child's school is preparing its students for college and/or a career, as well as the school's designation status under Georgia's ESEA Flexibility Waiver.

Under Georgia's ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school and each school system, and that score measures how well the school and the school system is doing in preparing its students to be successful in college and/or a career.

(Provide the school system's CCRPI score and how/where they can find more information about the details of the score, including their child's individual school CCRPI score).

Priority Schools and Focus Schools received their designation based on their school's performance in 2011 and they keep their designation for three years, having begun in 2012.

Alert and Reward Schools are identified annually.

- **Reward Schools** are Title I schools that are either among the State's highest-performing schools or schools with significantly high-progress. They are identified annually. Highest-performing Reward Schools are in the top 5 percent of all Title I schools or they have among the highest graduation rates over a number of consecutive years. High-progress Reward Schools are in the top 10% of all Title I schools and they have the highest growth in student academic performance or the highest growth in graduation rates over a number of consecutive years.
- **Priority Schools** receive their designation in one of two ways: 1) They are in the lowest performing 5 percent of Title I schools in the state based on student test scores, and there has been a lack of growth in these test scores over a number of consecutive years, or 2) They are Title I-participating or Title I-eligible high schools with graduation rates less than 60 percent over a number of consecutive years.
- **Focus Schools** receive their designation in one of three ways: 1) They are Title I schools with some of the largest gaps in student achievement between subgroups of students, 2) They are Title I schools with some of the largest gaps in graduation rates between subgroups of students, or 3) They are Title I-participating high schools with graduation rates less than 60 percent over a number of consecutive years that are not identified as Priority Schools.
- **Alert Schools** may be Title I or Non-Title I schools and are identified each year. An Alert School receives its designation when a school shows it is performing significantly below the state average in its graduation rate or in test scores for a particular group of students, or its test scores are significantly below the state average for a particular subject area.

(Provide a list and explanation of schools within the school district that have been given a designation).

You will be receiving more information from your child’s school regarding the school’s academic performance and what academic supports will be taking place throughout the year if your child’s school has been named as a Priority, Focus, or Title I Alert School.

If you have additional questions or concerns, please contact *[Insert District Contact Name]*, *[Insert Position]* at *[Insert Phone Number]* or *[Email Address]*.

Sincerely,

[Insert Name]

District Name/Representative



ESEA FLEXIBILITY WAIVER FLEXIBLE LEARNING PROGRAM (FLP)

Priority and Focus Schools, as well as Title I Alert Schools opting to offer an FLP, are required to notify all parents of eligible Title I students of their child's opportunity to participate in a FLP. Notifications must be made twice annually (at the beginning of the school year and again prior to beginning of services in the second semester) by a letter mailed to parents and in multiple other ways. Schools may choose to combine their initial FLP notification with the school designation status notification letter that was discussed in the prior section.

FLP Priority School Sample

FLP Priority School Sample with School Designation Status

FLP Focus School Sample

FLP Focus School Sample with School Designation Status

FLP Title I Alert School Sample

FLP Title I Alert School Sample with School Designation Status

Parent Response Form: Enrollment in FLP Sample

FLP Priority School Sample

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

Your child attends *[Insert School Name]*, which receives federal Title I funds, under the Elementary and Secondary Education Act (ESEA) of 1965, to help its students achieve at higher levels. Despite the progress made by our students, *[Insert School Name]* has been designated as a Priority School under Georgia's ESEA Flexibility Waiver for the *[Insert School Year]* school year. This designation is based on our school's performance in 2011 and we keep this designation for three years, having begun in 2012.

A Priority School receives its designation in one of two ways: 1) It is in the lowest performing 5 percent of all Title I schools in the state based on student test scores, and there has been a lack of growth in these test scores over a number of consecutive years, or 2) It is a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of consecutive years.

(Provide an explanation of where the school has struggled in achievement in the All Students group and on what assessments there has been a lack of progress).

As a Priority School, we will work together with parents/guardians, our community, and the *[Insert School District Name]* to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success. One of the main interventions we will provide is a Flexible Learning Program (FLP).

Priority Schools are required to develop and offer FLPs. The FLP offers extra academic help to students through tutoring, remediation and/or other educational supports. The goal of the FLP is to increase student learning, grades, and test scores. Your child is eligible to receive FLP services. FLP services will begin at our school on *[Insert Date]*.

(Provide an explanation of your school's FLP inclusive of the benefits the FLP will offer their child if they participate).

To enroll your child in our school's FLP, please complete the enclosed form and either mail it to *[Insert Address]*, fax it to *[Insert Number]*, or hand deliver it to *[Insert Address]* by *[Insert Date]*. Please be advised that even if this form is not returned, your child will be served by the school's FLP until written notice from you is received by *[Insert Contact Name]* at *[Insert Contact Address]*.

[Insert Number of Meetings] parent meetings will be held to provide more information on the FLP services being offered at our school. These meetings will provide you the opportunity to understand the FLP services being provided to your child, as well as provide you with a copy of our school's written FLP plan. Please plan to attend one of these meetings; they will take place on *[Insert Date, Time, and Location of Meetings]*.

An important part of *[Insert School Name]*'s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being part of our family engagement team or have questions

regarding the FLP, please contact *[Insert Contact Name]*, *[Insert Position]* at *[Insert Phone Number]* or *[Email Address]*.

Thank you for all that you do to support your child's education.

Sincerely,

[Insert Name]
Principal



FLP Priority School Sample with Designation Status

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school's designation status under Georgia's ESEA Flexibility Waiver.

Under Georgia's ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0–100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

(Provide the school's CCRPI score and how/where they can find more information about the details of the score).

Despite the progress made by our students, *[Insert School Name]* has been designated as a Priority School under Georgia's ESEA Flexibility Waiver for the *[Insert School Year]* school year. This designation is based on our school's performance in 2011 and we keep this designation for three years, having begun in 2012.

A Priority School receives its designation in one of two ways: 1) It is in the lowest performing 5 percent of all Title I schools in the state based on student test scores, and there has been a lack of growth in these test scores over a number of consecutive years, or 2) It is a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of consecutive years.

(Provide an explanation of where the school has struggled in achievement in the All Students group and on what assessments there has been a lack of progress).

As a Priority School, we will work together with parents/guardians, our community, and the *[Insert School District Name]* to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success.

(Describe interventions the school is providing to address low achievement of students).

One of the main interventions we will provide is a Flexible Learning Program (FLP). Priority Schools are required to develop and offer FLPs. These programs offer extra academic help to students such as tutoring, remediation and/or other educational supports. The goal of the FLP is to increase student learning, grades, and test scores. Your child is eligible to receive FLP services. FLP services will begin at our school on *[Insert Date]*.

(Provide an explanation of your school's FLP inclusive of the benefits the FLP will offer their child if they participate).

To enroll your child in our school's FLP, please complete the enclosed form and either mail it to *[Insert Address]*, fax it to *[Insert Number]*, or hand deliver it to *[Insert Address]* by *[Insert Date]*. Please be advised that even if this form is not returned, your child will be served by the school's FLP until written notice from you is received by *[Insert Contact Name]* at *[Insert Contact Address]*.

[Insert Number of Meetings] parent meetings will be held to provide more information on the FLP services being offered at our school. These meetings will provide you the opportunity to understand the FLP services being provided to your child, as well as provide you with a copy of our school's written FLP plan. Please plan to attend one of these meetings; they will take place on *[Insert Date, Time, and Location of Meetings]*.

An important part of *[Insert School Name]*'s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being part of our family engagement team or have questions regarding the FLP, please contact *[Insert Contact Name]*, *[Insert Position]* at *[Insert Phone Number]* or *[Email Address]*.

Thank you for all that you do to support your child's education.

Sincerely,

[Insert Name]
Principal





ESEA Flexibility Waiver Flexible Learning Program (FLP)

FLP Focus School Sample

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

Your child attends *[Insert School Name]*, which receives federal Title I funds, under the Elementary and Secondary Education Act (ESEA) of 1965, to help its students achieve at higher levels. Despite the progress made by our students, *[Insert School Name]* has been designated as a Focus School under Georgia's ESEA Flexibility Waiver for the *[Insert School Year]* school year. This designation is based on our school's performance in 2011 and we keep this designation for three years, having begun in 2012.

A Focus School receives its designation in one of three ways: 1) It is a Title I school with some of the largest gaps in student achievement between subgroups of students, 2) It is a Title I school with some of the largest gaps in graduation rates between subgroups of students, or 3) It is a Title I-participating high school with a graduation rate less than 60 percent over a number of consecutive years that is not identified as a Priority School.

(Provide an explanation of where the school has gaps between subgroups for achievement or graduation rates or what the high school's graduation rate is and why).

As a Focus School, we will work together with parents/guardians, our community, and the *[Insert School District Name]* to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success. One of the main interventions we are providing is a Flexible Learning Program (FLP).

Focus Schools are required to develop and offer FLPs. The FLP offers extra academic help to students through tutoring, remediation and/or other educational supports. The goal of the FLP is to increase student learning, grades, and test scores. Your child is eligible to receive FLP services. FLP services will begin at our school on *[Insert Date]*.

(Provide an explanation of your school's FLP inclusive of the benefits the FLP will offer their child if they participate).

To enroll your child in our school's FLP, please complete the enclosed form and either mail it to [Insert Address], fax it to *[Insert Number]*, or hand deliver it to *[Insert Address]* by *[Insert Date]*. Please be advised that even if this form is not returned, your child will be served by the school's FLP until written notice from you is received by *[Insert Contact Name]* at *[Insert Contact Address]*.

[Insert Number of Meetings] parent meetings will be held to provide more information on the FLP services being offered at our school. These meetings will provide you the opportunity to understand the FLP services being provided to your child, as well as provide you with a copy of our school's written FLP plan. Please plan to attend one of these meetings; they will take place on *[Insert Date, Time, and Location of Meetings]*.

An important part of *[Insert School Name]*'s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being part of our family engagement team or have questions regarding the FLP, please contact *[Insert Contact Name]*, *[Insert Position]* at *[Insert Phone Number]* or *[Email Address]*.

Thank you for all that you do to support your child's education.

Sincerely,

[Insert Name]
Principal



FLP Focus School Sample with Designation Status

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school's designation status under Georgia's ESEA Flexibility Waiver.

Under Georgia's ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0–100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

(Provide the school's CCRPI score and how/where they can find more information about the details of the score).

Despite the progress made by our students, *[Insert School Name]* has been designated as a Focus School under Georgia's ESEA Flexibility Waiver for the *[Insert School Year]* school year. This designation is based on our school's performance in 2011 and we keep this designation for three years, having begun in 2012.

A Focus School receives its designation in one of three ways: 1) It is a Title I school with some of the largest gaps in student achievement between subgroups of students, 2) It is a Title I school with some of the largest gaps in graduation rates between subgroups of students, or 3) It is a Title I-participating high school with a graduation rate less than 60 percent over a number of consecutive years that is not identified as a Priority School.

(Provide an explanation of where the school has gaps between subgroups for achievement or graduation rates or what the high school's graduation rate is and why).

As a Focus School, we will work together with parents/guardians, our community, and the *[Insert School District Name]* to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success.

(Describe interventions the school is providing to address low achievement of students).

One of the main interventions we will provide is a Flexible Learning Program (FLP). Focus Schools are required to develop and offer Flexible Learning Programs (FLP). These programs offer extra academic help to students such as tutoring, remediation and/or other educational supports. The goal of the FLP is to increase student learning, grades, and test scores. Your child is eligible to receive FLP services. FLP services will begin at our school on *[Insert Date]*.

(Provide an explanation of your school's FLP inclusive of the benefits the FLP will offer their child if they participate).

To enroll your child in our school's FLP, please complete the enclosed form and either mail it to *[Insert Address]*, fax it to *[Insert Number]*, or hand deliver it to *[Insert Address]* by *[Insert Date]*. Please be advised that even if this form is not returned, your child will be served by the school's FLP until written notice from you is received by *[Insert Contact Name]* at *[Insert Contact Address]*.

[Insert Number of Meetings] parent meetings will be held to provide more information on the FLP services being offered at our school. These meetings will provide you the opportunity to understand the FLP services being provided to your child, as well as provide you with a copy of our school's written FLP plan. Please plan to attend one of these meetings; they will take place on *[Insert Date, Time, and Location of Meetings]*.

An important part of *[Insert School Name]*'s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being part of our family engagement team or have questions regarding the FLP, please contact *[Insert Contact Name]*, *[Insert Position]* at *[Insert Phone Number]* or *[Email Address]*.

Thank you for all that you do to support your child's education.

Sincerely,

[Insert Name]
Principal



FLP Title I Alert School Sample

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

Your child attends *[Insert School Name]*, which receives federal Title I funds, under the Elementary and Secondary Education Act (ESEA) of 1965, to help its students achieve at higher levels. Despite the progress made by our students, *[Insert School Name]* has been designated as a Title I Alert School under Georgia's ESEA Flexibility Waiver for the *[Insert School Year]* school year. This designation is based on our school's performance in *[Insert Year]*.

Alert Schools may be Title I or Non-Title I schools and are identified each year. An Alert School receives its designation when it is performing significantly below the state average in its graduation rate or in test scores for a particular group of students, or its test scores are significantly below the state average for a particular subject area.

(Provide an explanation of why the school was named as an Alert School).

As a Title I Alert School, we will work together with parents/guardians, our community, and the *[Insert School District Name]* to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success. One of the interventions we will provide throughout this year is a Flexible Learning Program (FLP).

The FLP offers extra academic help to students through tutoring, remediation and/or other educational supports. The goal of the FLP is to increase student learning, grades, and test scores. Your child is eligible to receive FLP services. FLP services will begin at our school on *[Insert Date]*.

(Provide an explanation of your school's FLP inclusive of the benefits the FLP will offer their child if they participate).

To enroll your child in our school's FLP, please complete the enclosed form and either mail it to *[Insert Address]*, fax it to *[Insert Number]*, or hand deliver it to *[Insert Address]* by *[Insert Date]*. Please be advised that even if this form is not returned, your child will be served by the school's FLP until written notice from you is received by *[Insert Contact Name]* at *[Insert Contact Address]*.

[Insert Number of Meetings] parent meetings will be held to provide more information on the FLP services being offered at our school. These meetings will provide you the opportunity to understand the FLP services being provided to your child, as well as provide you with a copy of our school's written FLP plan. Please plan to attend one of these meetings; they will take place on *[Insert Date, Time, and Location of Meetings]*.

An important part of *[Insert School Name]*'s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being part of our family engagement team or have questions regarding the FLP, please contact *[Insert Contact Name]*, *[Insert Position]* at *[Insert Phone Number]* or *[Email Address]*.

Thank you for all that you do to support your child's education.

Sincerely,

[Insert Name]
Principal



FLP Title I Alert School Sample with School Designation Status

[XX-XX-XXXX]

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school's designation status under Georgia's ESEA Flexibility Waiver.

Under Georgia's ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

(Provide the school's CCRPI score and how/where they can find more information about the details of the score).

Despite the progress made by our students, *[Insert School Name]* has been designated as a Title I Alert School under Georgia's ESEA Flexibility Waiver for the *[Insert School Year]* school year. This designation is based on our school's performance in *[Insert Year]*.

Alert Schools may be Title I or Non-Title I schools and are identified each year. An Alert School receives its designation when it is performing significantly below the state average in its graduation rate or in test scores for a particular group of students, or its test scores are significantly below the state average for a particular subject area.

(Provide an explanation of why the school was named as an Alert School).

As a Title I Alert School, we will work together with parents/guardians, our community, and the *[Insert School District Name]* to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success.

(Describe interventions the school is providing to address low achievement of students).

One of the main interventions we will provide is a Flexible Learning Program (FLP). Our FLP offers extra academic help to students such as tutoring, remediation and/or other educational supports. The goal of the FLP is to increase student learning, grades, and test scores. Your child is eligible to receive FLP services. FLP services will begin at our school on *[Insert Date]*.

(Provide an explanation of your school's FLP inclusive of the benefits the FLP will offer their child if they participate).

To enroll your child in our school's FLP, please complete the enclosed form and either mail it to *[Insert Address]*, fax it to *[Insert Number]*, or hand deliver it to *[Insert Address]* by *[Insert Date]*. Please be advised

FLP Parent Response Form: Enrollment in FLP Sample

This form should be included with any letter regarding parent notification of the Flexible Learning Program (FLP) letter for Priority, Focus, or Title I Alert Schools.

School Year: _____

[NAME OF SCHOOL/SCHOOL DISTRICT]

- Yes, I would like for my child to participate in the Flexible Learning Program.
- No, I do not wish for my child to participate in the Flexible Learning Program.

Please Print

Student's Name: _____

Address: _____

Phone Number: Daytime (____) _____ Evening (____) _____

Student's School: _____

Student's Grade: Gender: Male Female

Parent/Guardian's Name _____

(Please Print)

Parent/Guardian's Signature: _____ Date: _____

ESEA Flexibility Waiver Flexible Learning Program (FLP)





HIGHLY QUALIFIED TEACHER

All Title I 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 and be communicated in multiple ways. All Title I schools must also provide notification to all parents when their child has been assigned to or taught by a non-highly qualified teacher for four or more consecutive weeks. This notification must be made in a timely manner in a letter mailed to parents.

Annual Parent Right to Know Sample

Highly Qualified Teacher Response to Parents Sample

Non-Highly Qualified Teacher Response to Parents Sample

Non-Highly Qualified Paraprofessional Response to Parents Sample

Notice of Teacher Status: Assigned to a Non-Highly Qualified Teacher for Four Consecutive Weeks or More

Annual Parent Right to Know Sample

[xx-xx-xxxx]

Dear Parent(s)/Guardian(s):

At *[Insert school name]*, we are very proud of our teachers. We feel they are ready for the coming school year and are prepared to help your child do their best in school. As a Title I school, we are required by federal law, the Elementary and Secondary Education Act of 1965 (ESEA), to let you know about your child's teachers' qualifications. It is your right to request the following information about your child's teachers' training and credentials:

- Whether the teacher met the state requirements from the Georgia Professional Standards Commission for certification for the grade level and subject area which they teach;
- Whether the teacher is teaching under an emergency or other temporary status through which Georgia qualifications or certification criteria have been waived;
- What undergraduate or graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration; and
- Whether your child is provided services by paraprofessionals, and if so, their qualifications.

Please know that our staff is committed to helping your child reach his or her highest academic potential throughout their school career. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled and are providing quality instruction to your child.

If you wish to request information concerning your child's teachers' qualifications, please contact me, *[Insert principal's name]*, your child's principal, by phone at *[Insert phone number]* or by email at *[Insert email address]*.

Thank you for your interest and involvement in your child's education.

Sincerely,

[Insert principal's name]

Principal

Highly Qualified Teacher Response to Parents Sample

[xx-xx-xxxx]

Dear Parent(s)/Guardian(s):

Thank you for your recent request regarding for information on your child's teachers' training and credentials. We are very proud of our teachers and feel they are highly skilled and well prepared to deliver quality instruction to your child.

According to our current records, your child's regular *[Insert grade level or subject taught]* teacher, *[Insert teacher's name]*, has met the state's requirements from the Georgia Professional Standards Commission for certification in the grade level or subject area currently taught.

In addition, *[Insert teacher's name]* has a *[Insert type and name of degree]* from *[Insert college/university and state]* as well as holds *[Insert other grades/subject areas the teacher is considered highly qualified to teach, additional degrees, certificates, or training]*.

Therefore, given this information, your child's teacher, *[Insert teacher's name]*, is considered highly qualified according to the federal definition stated in law under the Elementary and Secondary Education Act (ESEA) of 1965.

Thank you for your interest in the quality of your child's education. If you wish to request additional information or have any other questions about your child's progress or current teacher, please contact me immediately by phone at *[Insert telephone number]* or by email at *[Insert email address]*.

We look forward to your continued engagement throughout the school year.

Sincerely,

[Insert principal's name]
Principal

Non-Highly Qualified Teacher Response to Parents Sample

[xx-xx-xxxx]

Dear Parent(s)/Guardian(s):

Thank you for your recent request for information on your child's teachers' training and credentials. We are very proud of our teachers and feel they are highly skilled and well prepared to deliver quality instruction to your child.

According to our current records, your child's regular *[Insert grade level or subject taught]* teacher, *[Insert teacher's name]*, does not meet the state's requirements from the Georgia Professional Standards Commission for certification in the grade level or subject area currently taught.

OR

According to our current records, your child's regular *[Insert grade level or subject taught]* teacher, *[Insert teacher's name]*, is teaching under an emergency or temporary status certificate through which Georgia qualifications or certification criteria have been waived.

However, while *[Insert teacher's name]* does not meet the definition of a highly qualified teacher under the Elementary and Secondary Education Act (ESEA) of 1965, he/she has a *[Insert Type and Name of Degree]* from *[Insert College/University and State]* and is *[Insert other grades/subject areas the teacher is considered highly qualified to teach or training and coursework the teacher is currently working to attain]*. Additionally, *[Insert Teacher's Name]* has *[Insert teacher's experience, including length of time as a regular or substitute teacher in local or other school districts]*, attended new staff orientation, understands the school's policies and procedures and gets along well with students, teachers and staff.

All classrooms staffed with teachers who do not meet the qualifications for a highly qualified teacher in the grade or subject matter being taught are observed closely to ensure the quality of the education provided to your child. In addition, we are sure that *[Insert teacher's name]* has the professional experience needed to develop appropriate lesson plans and deliver quality teaching for your child's class.

If you wish to request additional information or have any other questions about your child's progress or current teacher, please contact me immediately by phone at *[Insert telephone number]* or by email at *[Insert email address]*.

We look forward to your continued engagement throughout the school year.

Sincerely,

[Insert principal's name]
Principal



Highly
Qualified Teacher

Non-Highly Qualified Paraprofessional Response to Parents Sample

[xx-xx-xxxx]

Dear Parent(s)/Legal Guardian(s):

Thank you for your recent request for information on the qualifications of the paraprofessional working with your child under the direct supervision of a teacher. We are very proud of our paraprofessionals and feel they are highly skilled and well prepared to deliver quality learning support to your child.

According to our current records, your child receives support from a paraprofessional in *[Insert grade level or subject area taught]*. *[Insert paraprofessional's name]* has *[Insert highest level of education received, number of years completed in higher education, competency tests passed, and/or additional skill sets which qualify them for the position]*. Additionally, *[Insert paraprofessional's Name]* has *[Insert paraprofessional's experience, including length of time as a regular or substitute teacher in local or other school districts]*, attended staff training, understands the school's policies and procedures and gets along well with students, teachers and staff.

Therefore, given this information, *[Insert paraprofessional's name]* is considered highly qualified according to the federal definition stated in law under the Elementary and Secondary Education Act of 1965 (ESEA).

OR

Therefore, given this information, *[Insert paraprofessional's name]* is not considered highly qualified according to the federal definition stated in law under the Elementary and Secondary Education Act of 1965 (ESEA). However, we are sure that *[Insert paraprofessional's name]* has the professional experience needed to be capable of providing quality learning support to your child.

If you wish to request additional information or have any other questions about your child's progress or the paraprofessional providing support to your child, please contact me immediately by phone at *[Insert telephone number]* or by email at *[Insert email address]*.

We look forward to your continued engagement throughout the school year.

Sincerely,

[Insert principal's name]
Principal

Notice of Teacher Status: Assigned to a Non-Highly Qualified Teacher for Four Consecutive Weeks or More

.....

[xx-xx-xxxx]

Dear Parent(s)/Legal Guardian(s):

The Elementary and Secondary Education Act of 1965 (ESEA) requires schools to notify parents if either of the following circumstances occur in your child’s classroom:

- Your child has been assigned to a teacher who does not meet the requirements of a highly qualified teacher, or
- Your child has been taught four consecutive weeks or more by a teacher who does not meet the highly qualified requirements.

We are notifying you that your child has been assigned to a teacher who does not meet the requirements of a highly qualified teacher. However, while *[Insert teacher’s name]* does not meet the definition of a highly qualified teacher under the ESEA, he/she has a *[Insert Type and Name of Degree]* from *[Insert College/ University and State]* and is *[Insert other grades/subject areas the teacher is considered highly qualified to teach or training and coursework the teacher is currently working to attain]*. Additionally, *[Insert Teacher’s Name]* has *[Insert teacher’s experience, including length of time as a regular or substitute teacher in local or other school districts]*, attended new staff orientation, understands the school’s policies and procedures and gets along well with students, teachers and staff.

OR

We are notifying you that your child’s regular *[Insert grade level or subject taught]* teacher, *[Insert teacher’s name]*, will be on a temporary leave beginning *[Insert date]* and will be away for *[Insert time teacher will be away]*. In his/her absence, we have hired *[Insert teacher’s name]* to teach his/her class. *[Insert teacher’s name]* does not meet the definition of a highly qualified teacher under the ESEA, but he/she has a *[Insert type and name of degree]* from *[Insert college/university and state]* and is *[Insert other grades/subject areas the teacher is considered highly qualified to teach or training and coursework the teacher is currently working to attain]*. Additionally, *[Insert teacher’s name]* has *[Insert teacher’s experience, including length of time as a regular or substitute teacher in local or other school districts]*, attended new staff orientation, understands the school’s policies and procedures and gets along well with students, teachers and staff.

All classrooms staffed with substitute teachers or teachers who do not meet the requirements of a highly qualified teacher in the grade or subject matter being taught are observed closely to ensure the quality of the education provided to your child. In addition, we are sure that *[Insert teacher’s name]* has the professional experience needed to be capable of developing lesson plans and delivering quality teaching for your child’s class.

If you wish to request additional information or have any other questions about your child’s school progress or current teacher, please contact me immediately by phone at *[Insert telephone number]* or by email at *[Insert email address]*.

Sincerely,

[Insert principal’s name]
Principal





Highly
Qualified Teacher

INTRADISTRICT TRANSFER OPTION FOR ESEA

Priority, Focus, and Title I Alert schools must inform parents of their public school choice options in multiple ways including a letter and by electronic means or by other reasonable means. Title I All Designations, No School Designation, and Reward School Designation schools must notify parents of their public school choice options by letter, electronic means, or by other reasonable means. All notifications must be made prior to July 1st of the upcoming school year. Please also note that all Title I schools must notify parents of their intradistrict transfer rights even where no Intradistrict Transfer Option is available.

Intradistrict Transfer Option for ESEA with Paid Transportation Sample

Intradistrict Transfer Option for ESEA with No Paid Transportation Sample

Parent Request for School Transfer Sample

School District Decision Regarding Request for School Transfer Public School Choice Framework

Public School Choice Framework FAQ

Intradistrict Transfer Option for ESEA with Paid Transportation Sample

[xx-xx-xxxx]

Dear Parent(s)/Legal Guardian(s):

This letter is to inform you that _____ (school) has been identified as a:

Priority School

Focus School

Alert Title I School

Under Georgia's Elementary and Secondary Education Act (ESEA) of 1965 Flexibility Waiver that was approved in 2012, Priority, Focus and Title I Alert Schools no longer have to provide Public School Choice under ESEA, but rather have reverted to Georgia's Intradistrict Transfer Option.

The Intradistrict Transfer Option allows a parent/guardian the option to request a transfer from their child's assigned school to a school of the parent's choice within the school zone/district that their child resides. However, the intradistrict transfer may be granted to your child only if the school to which the request for transfer has classroom space available after all the assigned students have been enrolled.

The Intradistrict Transfer Option does not require the district to pay for transportation to the transfer school; however, Georgia's ESEA Flexibility Waiver does allow the school district to continue to pay for transportation and/or provide parent reimbursement as was previously provided under the ESEA Public School Choice option. Therefore, the school district has opted to pay for transportation and/or provide parent reimbursement.

For your convenience, the district's list of schools with available classroom space for the upcoming school year is attached. In order to process your request, you will need to complete and submit the attached "Transfer Request Form." Requests for transfers will not be accepted after the close of business on _____ (date).

Transfer requests will be reviewed and approved or denied on the basis of a lottery in the event a particular school has available space and the number of transfer requests exceeds the remaining available capacity. Once available classroom space is reached at a school, no more transfers will be accepted at that school. Since it is possible that you may not receive your first choice, you may indicate more than one choice on the enclosed Transfer Request Form.

You will be notified by _____ (type of notification) of the final decision regarding your transfer request. If the request is granted, notification will include the school your child will attend.

If you have additional questions or concerns, please contact the person listed below:

Name: _____ Title: _____

Email: _____ Phone: _____

Thank you,

Sincerely,

District/School Administrator's Signature

_____ *(school district)*
List of Schools with Space for Public School Choice

Elementary School(s) with capacity (by grade):

Grade	Name of School
K	
1	
2	
3	
4	
5	

Grade	Name of School
K	
1	
2	
3	
4	
5	

Grade	Name of School
K	
1	
2	
3	
4	
5	

Middle and High School(s) with capacity (by grade):

Grade	Name of School
6	
7	
8	
9	
10	
11	
12	

Intradistrict Transfer Option for ESEA with No Paid Transportation Sample

[xx-xx-xxxx]

Dear Parent(s)/Legal Guardian(s):

This letter is to inform you that _____ (school) has been identified as a:

Priority School

Focus School

Alert Title I School

Under Georgia’s Elementary and Secondary Education Act (ESEA) of 1965 Flexibility Waiver that was approved in 2012, Priority, Focus and Title I Alert Schools no longer have to provide Public School Choice under ESEA, but rather have reverted to Georgia’s Intradistrict Transfer Option.

The Intradistrict Transfer Option allows a parent/guardian to request a transfer from their child’s assigned school to a school of the parent’s choice within the school zone/district that their child resides. However, the intradistrict transfer may be granted to your child only if the school to which the request for transfer has classroom space available after all the assigned students have been enrolled.

The Intradistrict Transfer Option does not require the district to pay for transportation to the transfer school; therefore, the school district will not pay for transportation for your child if the intradistrict transfer option is granted.

For your convenience, the district’s list of schools with available classroom space for the upcoming school year is attached. In order to process your request, you will need to complete and submit the attached “Transfer Request Form.” Requests for transfers will not be accepted after the close of business on _____ (date).

Transfer requests will be reviewed and approved or denied on the basis of a lottery in the event a particular school has available space and the number of transfer requests exceeds the remaining available capacity. Once available classroom space is reached at a school, no more transfers will be accepted at that school. Since it is possible that you may not receive your first choice, you may indicate more than one choice on the enclosed Transfer Request Form.

You will be notified by _____ (type of notification) of the final decision regarding your transfer request. If the request is granted, notification will include the school your child will attend.

If you have additional questions or concerns, please contact the person listed below:

Name: _____ Title: _____

Email: _____ Phone: _____

Thank you,

Sincerely,

District/School Administrator’s Signature

_____ *(school district)*
List of Schools with Space for Public School Choice

Elementary School(s) with capacity (by grade):

Grade	Name of School
K	
1	
2	
3	
4	
5	

Grade	Name of School
K	
1	
2	
3	
4	
5	

Grade	Name of School
K	
1	
2	
3	
4	
5	

Middle and High School(s) with capacity (by grade):

Grade	Name of School
6	
7	
8	
9	
10	
11	
12	

Intradistrict Transfer Option: Parent Request for School Transfer Sample

Under a 2009 state law (O.C.G.A. § 20-2-2131), parents may request a transfer to another public school within their local school district. If you want to request a transfer, please complete the information below.

Parents: please complete this form and mail it to:

Name: _____ Title: _____

Address: _____

Parent Transfer Request Form (Parents Must Complete)

Student Information

Date: _____ Student's Name: _____

Grade: _____ Birthdate: _____ Age: _____

Name of Custodial Parent or Guardian requesting transfer: _____

Home Address: _____

Street

City

State

Zip

Email (if available): _____ Phone: _____

The student is currently zoned to attend _____ (school) in the _____ school year.

Parent Request for School Transfer

I _____ (*parent/guardian*) am requesting a transfer for _____ (*student's legal name*) to attend one of the following other schools in the district. I fully understand that my child may only receive my first choice of schools if space is available at the time this request is approved by the local school district.

Parent/Guardian Ranked List of Schools for Transfer (where more than one school is available).

1) _____

2) _____

3) _____

Parent/Guardian Signature: _____ Date: _____



Intradistrict Transfer Option: School District Decision Regarding Request for School Transfer

.....

The _____ (school district) received the attached request from the parent/guardian/other on the following date: _____ (Time and Date Stamp) for _____ (student's legal name), _____ (GTID), to be transferred to _____ (school)

District Decision

- After consideration, **this transfer request was approved on _____ (date).**
- After consideration, **the transfer request is denied based on:**

(Insert information on why the transfer was denied)

Name of School System
(Please Print)

Official Job

Representative's Signature

Date

Please make three copies of this form:

- » One for the parent
- » One for the school
- » One for the district to keep on file

Intradistrict Transfer Option: Public School Choice Framework

Parents of K-12 public school students in Georgia have the option to enroll their child in any school within the local school district in which they now reside. This state law requires, among other things, that each school district establish a universal, streamlined process to manage such transfers by July 1, 2009.

This framework and the attached documents are provided to districts to help implement this process and to assist districts in determining whether current permissive school choice policies may satisfy the statutory requirements.

A. House Bill 251

The law itself has three distinct features:

1. A parent/guardian can elect to send a child to another public school in the same school district as long as there is classroom space available at the school after its assigned students have been enrolled;
2. If a parent elects to exercise this choice option, the parent assumes all costs associated with transporting the child to and from the selected school; and
3. A student who transfers to another school pursuant to this law may, at his or her election, continue to attend such school until the student completes all grades of the school.

Note:

- » Local school districts should create a prioritized list for student transfers consistent with Federal and State laws.
- » Students eligible for transfer under the unsafe school choice option (USCO) must get first priority for available seats at those schools in the district that are not in needs improvement.
- » If a parent requests a transfer to a school that does not have the services required by the current Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP), nothing in this framework requires the school to develop those services as long as they are available within the local school district.
- » Existing Georgia law already creates certain enrollment preferences. For instance, twins are given a statutory right to be enrolled in schools with their siblings, consistent with local policies. HB 251 should be construed in light of this and other existing law. As a result, districts may determine enrollment priorities, provided they do so in accordance with the provision of the HB 251.
- » Any student transferring under this law shall be subject to the eligibility requirements of the Georgia High School Association.

- » Some local school districts may have court-approved desegregation orders that address transfers. Depending upon the terms of the agreement, the desegregation order may take precedent over this law. Therefore, if there is a conflict between the Federal desegregation order and State law, the Federal desegregation order applies.

B. LEA Responsibilities

- » By July 1, 2009, a district must establish a universal, streamlined process available to all students to implement the new transfer requirements.
 - * Such local process shall include an explicit deadline for parents who want to submit transfer requests.
 - * The deadlines set forth pursuant to this local process should give parents at least fourteen (14) days to apply for a school choice transfer.
- » Annual notification – By July 1 of each year, districts shall notify parents regarding which schools have available space and which of these schools parents may choose to request a transfer for their children. Notification may be by letter, electronic means, or by other reasonable means.
 - * A district may have a single enrollment period each year, provided it complies with the July 1 notification period. At its election, a district may also decide to accept students throughout the school year as additional space becomes available.
- » This process does not apply to certain categories of schools:
 - * Does not apply to charter schools, including all schools within charter systems that meet the definition of a charter school.
 - * Does not apply to newly opened schools for a period of four years from the date a school opens. (e.g., those schools with available classroom space that opened in 2006-2007 would not have to offer or be available for public school transfers under
 - * this law until the 2010-2011 school year.)
 - * Does not apply to schools with existing Investing in Educational Excellence (IE2) partnership contracts, provided the contracts grant a waiver of this law or is amended to allow such waiver.
 - * Does not apply to districts with only one school at each level (i.e., one, primary school, one elementary school, one middle school, one high school, or one combination school).

C. Defining Capacity at the School Level

- The term “available classroom space” is not defined in the statute. In defining available classroom space, the Department recommends using the same definition of capacity already established with the implementation of the Georgia Special Needs Scholarship (GSNS) program two years ago. Under those terms, a school district is allowed to deny a parental request for transfer based on a lack of capacity for the following reasons:
 1. Capacity of the school building based on established health and safety provisions and
 2. Class-size capacity by grade and subject, based on State law and rule.
- » In addition, a local school district may deny a transfer based on a lack of capacity in order to ensure students for whom Federal law provides a selected space (e.g., for students transferring from needs improvement school or unsafe schools under No Child Left Behind; for students with disabilities whose Individualized Educational Plan (IEP) or Individualized Accommodation Plan (IAP) calls for placement at a particular school).

- » A local school district should define available classroom space in its local process. It may define such space as permanent classroom space or it may include portable classroom space. Nothing contained in this framework, however, shall require a school to create space by using existing portable classrooms or locating additional portable classrooms on the school's property.

D. Apportioning Available Seats

- » In the event a particular school has available space and the number of transfer requests exceeds the remaining available capacity, it is recommended that the school conduct a random lottery that provides each interested student with an equal chance to be admitted.
- » The law allows a student who transfers to continue to attend that school until the student completes all grades of the receiving school. A transferring student who completes all grades available at the receiving school does not automatically receive enrollment preference to the feeder school. The local school district has discretion to determine the appropriate school for enrollment.



Intradistrict Transfer Option: Public School Choice Framework FAQ

Q. What are a school district's responsibilities under HB-251?

- A. By July 1, 2009, a district must establish and adopt a universal, streamlined process available to all students to implement the new transfer requirements. A district must annual notify parents by July 1 of each year regarding which schools have available space and which of these schools parents may choose to request a transfer for their children. A district may notify parents by letter, electronic means (e-mail or Web site), or by other reasonable means (e.g., local newspaper). A local process shall include an explicit deadline for parents who want to submit transfer requests. Parents should be provided at least fourteen (14) days in which to apply. A district may have a single enrollment period each year, provided it complies with the July 1 notification period. At its election, a district may also decide to accept students throughout the school year as additional space becomes available.
- » The district notification may be in the form of a letter, electronic means, or by other reasonable means.

Q. How is available classroom space defined?

- A. A local school district is tasked with defining available classroom space. A local school district may define available classroom space as permanent classroom space and may determine if portable classroom space is or is not included in its definition. Districts will want to consider factors such as projected enrollment, maximum class size, available teachers, etc.

Q. Are districts required to develop greater available classroom space at specific schools due to demands for transfers under HB-251.

- A. Nothing in the Georgia Department of Education model framework requires local school districts to secure additional space.

Q. Do districts need to prioritize available classroom space?

- A. Yes. Local school districts must prioritize student transfers consistent with Federal and state laws. Students eligible for transfer under the unsafe school choice option (USCO) or Public School Choice under No Child Left Behind must get first priority for available seats at those schools in the district that are not in needs improvement.

Q. How should a district apportion a limited number of available seats?

- A. In the event a particular school has available space and the district determines that the number of transfer requests exceeds the remaining available classroom space, a district should conduct a random lottery that provides each interested student with an equal chance to have their transfer request met.

Q. Can a district deny a transfer request under HB-251?

A. Yes. A district can deny a transfer request for any of the following reasons:

- » Available classroom space of the school building based on established health and safety provisions;
- » Class-size by grade and subject, based on state law and rule;
- » For students with disabilities (SWD) whose Individualized Educational Plan (IEP) or Individualized Accommodation Plan (IAP) specifies services only offered at a specific school(s) in the district;
- » To ensure students eligible for public school choice or unsafe school choice under federal law receives first priority for available seats.

Q. Are there exemptions to the provisions in HB-251?

A. Yes. The exemptions are listed below.

- » The law does not apply to charter schools, including all schools within charter systems that meet the definition of a charter school.
- » The law does not apply to newly opened schools for a period of four years from the school's opening date. For example, schools that opened in 2006-2007 school year would not be available for public school transfers under this law until the 2010-2011 school year.
- » The law does not apply to schools with existing Investing in Educational Excellence (IE2) partnership contracts as long as the contract grants a waiver of this law.
- » The law does not apply to districts with only one school at each level (i.e., one, primary, one elementary school, one middle school, and one high school or one combination school).

Q. Are magnet schools included in the charter exemption? These magnets use a selective enrollment processes that encourage attendance, good behavior and parental involvement.

A. HB 251 does not address transfers and magnet schools. There are no requirements to change enrollment criteria. However, enrollment criteria based on attendance, good behavior, and parental involvement does not appear to be common enrollment criteria. Enrollment criteria for magnet schools are typically based on prerequisites such as student achievement (e.g., math and science magnets) and/or students' talents (e.g., music, performing arts magnets). Please consult with your local school board attorney on how to best implement HB 251 in magnet schools.

Q. What must be implemented if the district is under court-approved desegregation order?

A. You should review your desegregation orders to determine if the orders address intra-district school transfers. If there is a conflict between the transfer provision(s) of the desegregation orders and the new state law, then the federal desegregation orders apply. You are encouraged to consult your local school board attorney if you have further questions about these issues.

Q. How does this new choice law interact with existing state laws?

A. Existing Georgia law already creates certain enrollment preferences. For instance, twins are given a statutory right to be enrolled in schools with their siblings, consistent with local policies. HB 251 should be construed in light of this and other existing law. As a result, districts may determine enrollment priorities, provided they do so in accordance with the provision of the HB 251.

Q. How are student athletes treated if they transfer under HB-251?

A. Any student transferring under this law shall be subject to the eligibility requirements of the Georgia High School Association. School districts should clearly communicate with parents regarding student athletic eligibility before transfer decisions are finalized.

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