



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

2017-2018

School On-Site Monitoring Document

Title I, A; Title II, A; and Title III, A

Every Student Succeeds Act

The Indiana Department of Education (IDOE) Review Team will complete this document as a record of the On-Site Review of Title I, Part A; Title II, Part A; and Title III, Part A. It details the findings of the Review Team regarding the key focus areas identified in this protocol. If any areas are found to be in partial compliance or out of compliance, a finding will be listed on the report generated by the team from the IDOE. This report will be completed within 30 business days of the visit to the Local Educational Agency (LEA).

LEA Name: _____ **Corporation Number:** _____

Date of Visit: _____ **School(s) Monitored: AM:** _____ **PM:** _____

Superintendent: _____ **Principal(s): AM:** _____ **PM:** _____

Program Administrators: Title I, A _____ **Title II, A** _____ **Title III, A** _____

IDOE Team Members: _____

Other Staff Members: _____

Revised 4/18

Compliance Standard Indicator	Applicable to:	Acceptable Evidence	Rating	School- Comments
		Rating Scale: M=Meets Requirements R=Recommendation F=Finding N/A=Not Applicable		
Title I, A; Title II, A; Title III, A Monitoring Indicators				
Monitoring Topic 1: Compliance with ESSA professional qualification requirements for teachers, paraprofessionals and comparability. Title I, A; Sections:1112, 1118				
1	Provide evidence that all Title I, A instructional paraprofessionals meet the statutory requirements for being highly qualified.	Title I, A	Acceptable Evidence: <input type="checkbox"/> HR Records	
Monitoring Topic 2: Compliance with compensation for personnel services requirements. Uniform Grants Guidance				
<i>Not applicable at the school level. LEA monitoring level only.</i>				
Monitoring Topic 3: Compliance with complaint procedures. Title I, A Subpart F-Complaint Procedure (CFR, Title 34)				
1	Provide evidence that the LEA has a written complaint procedure policy.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Copy of policy; and <input type="checkbox"/> Copy of any complaints filed	
2	Provide evidence that any complaints filed have been addressed.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Letters, documentation of meetings; and <input type="checkbox"/> If applicable, complaint resolution; or <input type="checkbox"/> Not applicable	
Monitoring Topic 4-A: Compliance with ESSA LEA Parental Involvement Policy and notification requirements. Title I, A, Sections: 1116; Title III, A, Section 3121:				
<i>Not applicable at the school level. LEA monitoring level only.</i>				
Monitoring Topic 4-B: Compliance with ESSA parental involvement requirements. Title I, A, Sections:1116; (See Attachment A for required components.); Title III, A, Sections 3115 and 3116				
Title I, A School Parental Involvement Policy Requirements				
1	Provide evidence that the school has a school parental involvement policy that contains the required components. See Attachment A for required components.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Copy of school parental involvement policy	
2	Provide evidence demonstrating how the school ensures parent participation in the development of policies and the use of parental involvement funds.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Invitation; or <input type="checkbox"/> E-mail; or <input type="checkbox"/> Bulletin; or <input type="checkbox"/> Newsletter	

Compliance Standard Indicator		Applicable to:	Acceptable Evidence	Rating	School- Comments
			Rating Scale: M=Meets Requirements R=Recommendation F=Finding N/A=Not Applicable		
3	Provide evidence that the school parental involvement policy, including the compact, was developed with meaningful consultation with parents, and updated annually.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Agendas; or <input type="checkbox"/> Sign-in sheets; or <input type="checkbox"/> Meeting minutes that record parents' involvement		
4	Provide evidence that the annual meeting to inform participating parents about Title I, A programs was announced and conducted early in the school year.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Newsletters, bulletins, letters; or <input type="checkbox"/> Sign-in sheets, agendas		
5	Provide evidence that the school has reached out to parents of limited English proficient students in a language that they can understand about how they can be involved in their child's education.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Copies of translated letters, notices, bulletins; or <input type="checkbox"/> Agendas		
6	Provide evidence that school parental involvement policies, including the compacts, were distributed to all parents of Title I, A served children.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Mailing records that include a mailing receipt; and/or <input type="checkbox"/> Parent signatures		
7	Provide evidence that the LEA/school reviews the effectiveness of school parental involvement activities.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Record of meetings held to discuss, agendas, sign-in sheets; or <input type="checkbox"/> Policy revisions; or <input type="checkbox"/> Surveys; or <input type="checkbox"/> Interviews with parents		

Compliance Standard Indicator		Applicable to:	Acceptable Evidence	Rating	School- Comments
			Rating Scale: M=Meets Requirements R=Recommendation F=Finding N/A=Not Applicable		
8	Discuss how the LEA and schools have carried out the six requirements to build parents' capacity to be involved in school:	Title I, A	<p>Acceptable Evidence: Required components:</p> <ul style="list-style-type: none"> ▪ Program information to parents: <i>(How do you provide Title I, A program information, including the State's academic content and achievement standards to parents); and</i> ▪ Materials and training: <i>(What kind of training and parent materials do you provide so that parents can become more involved with student achievement?); and</i> ▪ Educate educators: <i>(How do you ensure that educators understand the importance of communicating and working with parents to build ties with the school?); and</i> ▪ Head Start, Preschool coordination: <i>(How do you coordinate with Even Start, Head Start, or other preschool parent involvement programs to increase participation in the education of their children and ensure a smooth transition from the preschool community to the elementary school?); and</i> ▪ Understandable communication: <i>(How do you ensure that all communication to parents is in a format and language that parents can understand?); and</i> ▪ Other reasonable support: <i>(How do you support parent requests for involvement?)</i> 		
Monitoring Topic 5: Compliance with Targeted Assistance program requirements. Title I, A, Sections: 1115					
1	Provide evidence that the LEA has established targeted assistance schools (TAS) that address statutory purposes and meet requirements.	Title I, A	<p>Acceptable Evidence: Required components of a TAS:</p> <ul style="list-style-type: none"> ▪ Use Title I, A program resources to help all participating children meet the State's academic achievement standards; and ▪ Ensure that planning for students served under Title I, A is incorporated into school planning; and ▪ Use methods and instructional strategies based on scientifically based research; and ▪ Coordinate and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs; and ▪ Provide instruction by licensed teachers; and ▪ Provide opportunities for professional development for teachers, principals, and paraprofessionals; and ▪ Provide strategies to increase parental involvement, such as family literacy Services; and ▪ Coordinate and integrate Federal, State, and local services and programs 		

Compliance Standard Indicator		Applicable to:	Acceptable Evidence	Rating	School- Comments
			Rating Scale: M=Meets Requirements R=Recommendation F=Finding N/A=Not Applicable		
2	Provide evidence that the LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Title I, A funded personnel have a schedule of fixed daily responsibilities; and <input type="checkbox"/> Selection of individuals was based on multiple educationally related, objective, uniformly applied criteria given to all students at each grade level targeted (without consideration of income status); and <input type="checkbox"/> A rank-order listing for each grade served with all students identified; and <input type="checkbox"/> A letter is on file for any student whose parent refused service		
3	Provide evidence that the LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Observations and interviews with staff; or <input type="checkbox"/> Minutes, agendas, sign-in sheets for any meetings held		
4	Provide evidence that the progress of participating students is reviewed on an ongoing basis; and if necessary, revisions made to the TAS program.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Discussion of the process; and <input type="checkbox"/> Record of review		
5	Provide evidence Title I, A services are being provided to eligible students, teachers, and families only.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Personnel; and <input type="checkbox"/> Supplies; and <input type="checkbox"/> Technology/Equipment		
Monitoring Topic 6: Compliance with Schoolwide program requirements. Title I, A, Sections: 1114 and 34CFR Sections 200.26-28 (See Attachment B for required components)					
1	Provide evidence that the LEA has established schoolwide programs (SWP) that address statutory purposes and meet requirements.	Title I, A	Acceptable Evidence: Required components of a SWP: <input type="checkbox"/> Complete a comprehensive needs assessment and; <input type="checkbox"/> Create a plan based on the results of the comprehensive needs assessment which includes the following components: <ul style="list-style-type: none"> ▪ Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State’s proficient or advanced levels of academic achievement; ▪ Provide instruction by highly qualified teachers; ▪ Offer high-quality, ongoing professional development; ▪ Create strategies to attract qualified teachers; ▪ Create strategies to increase parental involvement; ▪ Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs; 		

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			Rating Scale: M=Meets Requirements R=Recommendation F=Finding N/A=Not Applicable		
			<ul style="list-style-type: none"> ▪ Identify measures to include teachers in decisions regarding the use of academic assessments; ▪ Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and ▪ Coordinate and integrate Federal, State and local services and programs. <input type="checkbox"/> Evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.		
2	Provide evidence that the LEA provides technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning and implementation.	Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Meeting agendas, minutes, sign-in sheets; or <input type="checkbox"/> Copies of written documentation <input type="checkbox"/> Evidence of the Title I Program Administrator's participation in the SWP process; <input type="checkbox"/> Records of attendance at school meetings to implement schoolwide programs 		
3	Provide evidence that the LEA provides guidance about the evaluation of the schoolwide programs.	Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of guidance; and <input type="checkbox"/> Copy of evaluation used 		
4	Provide evidence that schoolwide programs are comprehensively developed, reviewed and revised with parents annually.	Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of the process; and <input type="checkbox"/> Copies of plans and revisions; and <input type="checkbox"/> Sign-in sheets of participation 		
6	Provide evidence that Title I program is supplementary to instructional services required to be provided by the school.	Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Discuss program implementation (individual services do not need to be identified as supplemental). 		
7	Provide evidence that the schoolwide plan is being implemented in the school.	Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Teacher interviews and classroom observation; or <input type="checkbox"/> Schedules of extended-time activities 		
Monitoring Topic 7: Compliance with equitable services to nonpublic school student's requirements. Title I, A; Title II, A; Title III, A ESSA, 8501; Title XIII					
<i>Not applicable at the school level. LEA monitoring level only.</i>					
Monitoring Topic 8: Compliance with statutory set-aside requirements. Title I, A, Sections: 1113, 1116, 1118					

Compliance Standard Indicator		Applicable to:	Acceptable Evidence	Rating	School- Comments
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1	Explain how services for extended time programs are carried out as stated in the application.	Title I, A	Program/s: <input type="checkbox"/> Preschool Programs <input type="checkbox"/> EDK Programs <input type="checkbox"/> Before /After School Programs <input type="checkbox"/> Summer School <input type="checkbox"/> Intersession/Other <input type="checkbox"/> Not applicable Acceptable Evidence: <input type="checkbox"/> Description in application; and <input type="checkbox"/> Teacher rosters; and <input type="checkbox"/> Teacher schedules		
2	Explain how services are provided to homeless students in non-Title I schools that are comparable to those provided to children in Title I served schools.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Description in application; and <input type="checkbox"/> Explain how homeless students are identified; and <input type="checkbox"/> Describe the services that are provided; or <input type="checkbox"/> Not applicable		
Monitoring Topic 9: Compliance with supplement, not supplant requirements. 1118, 2103, 3116					
1	Provide written guidance that the LEA has provided the school on the supplement, not supplant rule.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Emails; or <input type="checkbox"/> Memos; or <input type="checkbox"/> Agendas		
Monitoring Topic 10: Compliance with financial management/procurement requirements. UG 2 CFR§200.320					
<i>Not applicable at the school level. LEA monitoring level only.</i>					
Monitoring Topic 11: Compliance with equipment and technology requirements –UG 2 CFR§200.33; 200.94; 200.313(a)(c)(d)(e)					
1	Provide evidence that your inventory list contains all components required from Uniform Grants Guidance. See Attachment C for required components.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> LEA Equipment and Technology Inventory Required Components: <input type="checkbox"/> Description of the item; and <input type="checkbox"/> Serial number or other identification number; and <input type="checkbox"/> Source (where item purchased); and <input type="checkbox"/> Who holds the title; and <input type="checkbox"/> Acquisition date (date item purchased); and <input type="checkbox"/> Cost; and <input type="checkbox"/> Percentage of Federal participation of the property; and <input type="checkbox"/> Location (including building and room number); and <input type="checkbox"/> Use and condition (daily use, new/good/fair condition, etc.); and		

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			<input type="checkbox"/> Disposition data: including the date of disposal and sales price or the method used to determine current fair market value (for any items that were disposed of and paid for with respective federal fund)		
2	Provide evidence that equipment is properly tagged and located where indicated on the inventory list.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Label with serial number and marked "Title I, A", "Title II, A" or "Title III, A"		
3	Provide evidence that books and educational games purchased with Federal funds are properly stamped or marked.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Label with the Federal fund that was used to purchased the item.		
Monitoring Topic 12: Compliance with the migrant work survey <i>ESSA Section 1304</i>					
1	Provide evidence that the LEA administers the migrant work survey annually to all students	Title I, C	Acceptable Evidence: <input type="checkbox"/> Review of the Migrant Work survey; and <input type="checkbox"/> Interviews with registrars, secretaries or intake coordinators to provide a description of the process; and <input type="checkbox"/> Review a sampling of LEA's student cumulative folders to demonstrate completed Migrant Work Surveys		
Title I and Title III, A English Learner Monitoring Indicators					
Title I and Title III, Part A Monitoring Topic 1: English Language Proficiency (ELP) Assessment: WIDA ACCESS. <i>Title I, Section 1111, Title III, A, Sections: 3113 and 3116 ,3115, 3121</i>					
1	Provide evidence to demonstrate appropriate usage of the state adopted Home Language Survey as an instrument to identify potential students for the Placement Test administration and subsequent English language development services.	Title I, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Review of Home Language Survey; and <input type="checkbox"/> Interviews with registrars, secretaries or intake coordinators to provide a description of the process; and <input type="checkbox"/> Review a sampling of LEA's student cumulative folders to demonstrate completed Home Language Surveys		
2	Provide evidence of the WIDA Screener administered to students.	Title I, A Title III, A	Acceptable Evidence: <input type="checkbox"/> School policy or the description of the process for identification and placement of EL students; and <input type="checkbox"/> Interviews with registrars, secretaries, or intake coordinators to provide a description of the process; and <input type="checkbox"/> Review a sampling of the school's student cumulative files at each grade cluster for evidence of WIDA Screener		

Compliance Standard Indicator		Applicable to:	Acceptable Evidence	Rating	School- Comments
			Rating Scale: M=Meets Requirements R=Recommendation F=Finding N/A=Not Applicable		
3	Provide evidence that the LEA annually assesses all EL students for English language proficiency.	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> School policy or description of the process for ensuring that <u>all</u> EL students participated in the annual English proficiency assessment; and <input type="checkbox"/> Actual data on the <u>percentage of students tested against the EL students' list</u>; and <input type="checkbox"/> Explanation of how the LEA ensures that all instances of those “not tested as required” are addressed appropriately 		
4	Provide evidence that the LEA has WIDA certification process in place for licensed staff who administer WIDA Screener .	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Certifications and log and list of LEA’s WIDA Screener administrators 		
5	Provide evidence that licensed staff certified in WIDA ACCESS administers annual ACCESS test .	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> LEA’s list of ACCESS test administrators <input type="checkbox"/> Printout of LEA’s ACCESS test administrators’ log for completion of ACCESS training courses 		
6	Provide evidence of the process utilized by individual school buildings to accurately submit EL students’ data to district level administrators for reporting on the state DOE-LM collection . Include a description of the defined roles of each person involved in the DOE-LM reporting process.	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> LEA level DOE-LM data reporting process documents; and <input type="checkbox"/> Building level data policies and process description; and <input type="checkbox"/> Interviews with building level teachers, administrators and district data steward 		
Title III, Part A Monitoring Topic 2: Activities by LEAs with a Significant Influx of Immigrant Children and Youth. <i>Title III, A, Sections: 3115</i>					
1	For school corporations receiving additional Title III, A funds based on a significant influx of immigrant students , provide evidence of the approved activities that have been implemented with immigrant influx funds to provide enhanced instructional opportunities for immigrant children and youth.	Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Interview with Title III Program Administrator; and <input type="checkbox"/> School staff interviews <input type="checkbox"/> School evidence of implementation of approved activities for Immigrant students 		
Title I and Title III, Part A Monitoring Topic 3: Program Design and Implementation. <i>Title I, A Section 1111, Title III, A, Section: 3115.</i>					
1	Provide evidence that the LEA provides the Lau required language development services for all EL students, , levels 1.0-4.9, at each grade cluster (ES, MS, HS) <u>in all schools</u> as outlined in their EL (Lau) Plan.	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Title I and III Program Administrators interview; and <input type="checkbox"/> Teachers’ interviews; and <input type="checkbox"/> Classroom observations 		

Compliance Standard Indicator	Applicable to:	Acceptable Evidence	Rating	School- Comments
		Rating Scale: M=Meets Requirements R=Recommendation F=Finding N/A=Not Applicable		
2	Provide evidence that Title I and III services are supplemental to the Lau Requirements.			
2	Provide evidence that the LEA increases English proficiency of English learners by providing high-quality language instruction educational programs that are based on scientifically based research and linked to the state WIDA Standards .	Title I, A Title III, A Acceptable Evidence: <input type="checkbox"/> District’s plan for implementation of WIDA Standards; process, and approach for developing <u>English language development (ELD) and content curriculum</u> that integrates components of WIDA; and Appropriate district’s personnel that ensures WIDA plan is in full implementation; and <input type="checkbox"/> WIDA training provided to all EL and general education teachers of English learners at the elementary, middle school, and high school level; and <input type="checkbox"/> Teacher interviews; and <input type="checkbox"/> ELD instruction observations <input type="checkbox"/> General education classrooms’ observations		
3	Provide evidence that Individual Learning Plans (ILPs) have been created for all EL students, levels 1.0-4.9, and that all teachers serving EL students have received a copy of the student(s) ILP and it is being implemented on a daily basis.	Title I, A Title III, A Acceptable Evidence: <input type="checkbox"/> Title III Program Administrators’ interview; and <input type="checkbox"/> Teachers’ interviews; and <input type="checkbox"/> Classroom observation <input type="checkbox"/> Random check of students’ files		
4	Provide evidence that the federally required academic monitoring process has been implemented for students who achieved a “proficient” score on annual proficiency test, and this process is rigorous: multiple forms of data on a student’s performance are used and, if necessary, effective interventions are implemented to remedy a content or language deficit or identify a separate barrier to learning that is preventing the student from participating fully in the core curriculum.	Title I, A Title III, A Acceptable Evidence: <input type="checkbox"/> List of school EL students currently in monitoring; and <input type="checkbox"/> Monitoring forms/documentation of students in monitoring indicating <u>frequency</u> of monitoring; and <input type="checkbox"/> Review a sampling of the school’s student cumulative files at each grade cluster for evidence of Monitoring forms/documentation of students in monitoring <input type="checkbox"/> Evidence of an existence of a Monitoring Committee with a <u>number of experts</u> from multiple fields represented (e.g. current and past teachers, a professional trained in language acquisition, special education, and/or social emotional needs) that will help rule out a <u>content or language deficit or other learning need the student may have</u>		
5	Provide evidence that the process used to make grade retention determinations for EL students ensures that appropriate services and instructional supports have been provided prior to considering retention. Provide evidence that the	Title I, A Title III, A Acceptable Evidence: <input type="checkbox"/> LEA retention policy documents or explanation of LEA’s retention policy; and <input type="checkbox"/> School staff Interview; and <input type="checkbox"/> Random selection of EL students’ files by grade cluster; and <input type="checkbox"/> Classroom observations		

Compliance Standard Indicator	Applicable to:	Acceptable Evidence	Rating	School- Comments
		Rating Scale: M=Meets Requirements R=Recommendation F=Finding N/A=Not Applicable		
		retention decision was not based on language proficiency.		
6	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Title I and III Program Administrator interview; and <input type="checkbox"/> Staff interviews; and/or <input type="checkbox"/> Special Education staff interview; and/or <input type="checkbox"/> LEA referral policy for EL students <input type="checkbox"/> List of EL students referred to Special Education program <input type="checkbox"/> Review of EL students' files with documentation for referral 		
7	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Title I and III Program Administrator interviews; and <input type="checkbox"/> Evidence of EL-specific professional development events; and <input type="checkbox"/> Sign-in sheets; and <input type="checkbox"/> Staff interview 		
Title I and Title III, Part A Monitoring Topic 4: Parental Participation. Title III, A, Section: 3302 (e)(1).				
1	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Copies of any materials that have been translated for parents of EL students; documentation may include evidence of readability level of communications and identify what languages, other than English, are being used for parental information purposes; or <input type="checkbox"/> Documentation (e.g., announcements, parent letters, brochures, meeting agendas) that the LEA's parental outreach programs have specifically targeted parents of EL students; or <input type="checkbox"/> Parent meeting sign-in sheets; or <input type="checkbox"/> Parent classes; or <input type="checkbox"/> Parent liaison interview 		

Questions	
1	Do you have any questions?

2	How can the IDOE support your school?	

Attachment A

Title I, A School Parental Involvement Policy and Compact Requirements

School Parental Involvement Policy Requirements – Checklist (Topic 4: Parental Involvement)		
1	Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirement of such and the right of the parents to be involved	
2	Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits as such services relate to parental involvement	
3	Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy	
4	Provide parents with: <ul style="list-style-type: none"> ▫ Timely information about Title I, A programs ▫ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet ▫ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible 	
5	Build the schools' and parents' capacity for strong parental involvement by: <ul style="list-style-type: none"> ▫ Providing assistance to parents of children served as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children ▫ Providing materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parental involvement ▫ Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children 	

	<ul style="list-style-type: none"> ▫ Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school ▫ Ensure that information related to school and parent programs, meetings, and other activities, are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand ▫ Other reasonable support for parental involvement activities under section 1116, as parents may request 	
6	Includes a School-Parent Compact (See below for requirements)	
7	(SWP schools) If the school wide program plan under section 1114 is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.	
Title I, A School – Parent Compact Requirements – Checklist (Topic 4: Parental Involvement)		
1	Describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards	
2	Describes the ways in which each parent will be responsible for: <ul style="list-style-type: none"> a. Supporting their children's learning, such as monitoring attendance, homework completion, and television watching b. Volunteering in their child's classroom; and participating as appropriate c. Decisions relating to the education of their children and positive use of extracurricular time 	
3	Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: <ul style="list-style-type: none"> a. Parent-teacher conferences in elementary school, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement b. Frequent reports to parents on their children's progress c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities 	

Attachment B
Required Components of a Title I, A Schoolwide Plan

Schoolwide Plan Components – Checklist (Topic 6: Schoolwide Programs)		
1	A comprehensive needs assessment of the whole school	
2	Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> ▫ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement ▫ Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program ▫ Increases the amount of learning time ▫ Includes strategies for serving underserved populations ▫ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards ▫ Address how the school will determine if those needs of the children have been met ▫ Are consistent with and are designed to implement state and local improvement plans, if any 	
3	Highly qualified teachers in all core content area classes	
4	High quality and on-going professional development for teachers, principals, and paraprofessionals	
5	Strategies to attract high-quality teachers to this school	
6	Strategies to increase parental involvement, such as literacy services 6a. Description how the school will provide individual academic assessment results to parents 6b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	
7	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	
8	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	
9	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	
10	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components	
10a.	List programs that will be consolidated under the schoolwide plan (if applicable)	

Attachment C
Federal Equipment and Technology Inventory
Title I, A; Title II, A; and Title III, A

Directions: In reviewing the inventory list, please ensure that each of the ten components listed below are included.

The inventory will include a list of all equipment and technology purchased with Title I, Title II and/or Title III funds. Books are considered supplies and would not be included on the inventory. A comprehensive Federal inventory for all Title schools should be kept at central office. All equipment, technology and books must be marked or stamped or labeled with the name of the Federal fund with which the item was purchased.

All Property Records (inventories) must include:	Compliance
1. A description of the property	
2. A serial number or other identification number`	
3. The source of the property (where the property was purchased)	
4. Who holds title - (Title I, Title II, Title III)	
5. The acquisition date	
6. The cost of the property	
7. The percentage of Federal participation in the cost of the property	
8. Where the property is located - (school/room number)	
9. The use and condition of the property – (new, good, fair, etc.)	
10. The ultimate disposition data including the date of disposal and sale price of the property	