



# NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

## **2023-2024 Title I District Administration Report D10-D14**

**November 2023**

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## Submission D10 – Districtwide Activities, Services, and Evidence-Based Practices, if applicable

- Not applicable.
- Submit documentation that Title I funds are used to support evidence-based research strategies in teaching practices. For those programs not meeting the ESSA levels of evidence, the district has documented processes and systems to carefully consider students' and educators' needs. If applicable, include the completed *Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds* if Title I funds are being used to pay for additional districtwide services. **Label as Submission D10.**

### Requirement

Typically, Title I funds are used for student services during the regular school day to provide direct, remedial services to at-risk students.

However, some schools and districts choose to use their funds in other ways to provide services to students. These may include, but are not limited to:

- Title I summer school programming
- Title I preschool programming
- Title I Reading First look-a-like programming
- Title I before or after school programming
- Title I Saturday school programming
- Title I ELL programming
- Title I Homeless programming
- Title I N&D programming

When schools and districts use additional Title I funding to supplement their current Title I program, the NDDPI must monitor these initiatives.

### Documentation

See subsequent page.

### Resources

No additional resources are available for this submission.

# Sample Documentation – Submission D10 – Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds

## Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds

*(If applicable, Label Submission D10)*

This supplemental questionnaire is for those districts utilizing Title I funding to implement Title I services at the district level in addition to the regular Title I program. These services may include but are not limited to, those listed below. If you are implementing one or more of these types of programs, please answer all questions listed below and submit them with the district's monitoring documentation.

Please include one for the implementation of each additional program.

School District:

School:

Program Implemented:

- Title I Reading First Look-A-Like Program
- Title I Before or After School Program
- Title I Summer School Program
- Title I Saturday School Program
- Other

Total Number of Students in District:

Number of Students Served by Additional Title I Services:

Please describe the additional services offered with Title I funds (i.e., what does a typical day look like).

Targeted Assistance Program Only:

How often does this program serve students? (daily, three times per week, etc.)

How long do students receive services from this program? (20 minutes, 30 minutes, 1 hour, etc.)

Please describe your student selection process for these services and include information on the criteria used:

## Submission D10 – Evidence-Based Practices

### Requirement

ESSA supports evidenced-based strategies, practices, activities, instructional materials, and programs that have been evaluated and proven to improve student outcomes. Districts can be confident that implementing evidence-based strategies will likely produce positive results.

ESSA (Section 8002) and the U.S. Department of Education's Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments outline four levels of evidence. When you search for evidence-based strategies in the Evidence-Based Clearinghouse, the evidence-based strategies you see meet ESSA's definitions for Level 1 ("Strong"), Level 2 ("Moderate"), or Level 3 ("Promising").

When an instructional program or practice is evidence-based, there must be consistent and reliable evidence that the activity, strategy, or intervention demonstrates a statistically significant effect on improving student outcomes. This includes interventions that:

- Employ systematic, empirical methods;
- Involve rigorous data analyses;
- Rely on measurements that provide reliable and valid data;
- Use experimental or quasi-experimental designs;
- Ensure that studies are clear and detailed to allow for replication; and
- Reviewed or accepted by independent experts.

What does this mean for Title I?

- All Title I programs, both targeted assistance and schoolwide, must use instructional strategies and methods that are evidence-based.
- All schools that receive Title I funds must provide documentation on how the programs and strategies they employ are evidence-based.
- Title I paid staff who provide instruction in reading and/or math, and all staff teaching in a schoolwide program must use evidence-based instructional strategies and methods.

External research partners can be an excellent resource for learning about existing research on an activity, strategy, or intervention. If you have existing partnerships or are considering developing new research partnerships, ask them to share their insights and knowledge.

### Documentation

See subsequent page.

### Resources

There are many resources and websites districts can use outlining the four levels of evidence by using existing research and cataloging evidence-based practices. A list of resources is available on the [Evidence-Based Website](#).

# Sample Documentation – Submission D10 – Evidence-Based Practices

XYZ Public School District  
XYZ School  
How to Document Evidence-Based Research

Title I Teacher: \_\_\_\_\_  
\_\_\_\_\_

School Year:

Title I teachers are required to supplement instruction that is occurring in the regular classroom. Therefore, documenting that the general education curriculum is research-based will demonstrate that Title I teachers meet the evidence-based requirement.

### Core Curriculum (i.e., District Reading Series, District Math Series used by general education teachers)

District Reading Series: \_\_\_\_\_

District English Series: \_\_\_\_\_

District Math Series: \_\_\_\_\_

District Assessments: \_\_\_\_\_

Evidence-Based Research Activities, Strategies, and Interventions	Level of Evidence (Strong, Moderate, Promising)
▪ ▪	▪ ▪

### Websites and resources cataloging evidence-based practices

- [Evidence for ESSA](#) developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [SRCL Evidence-Based Literacy Resources](#) (categorized in ESSA evidence tiers)
- [What Works Clearinghouse](#) developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only the most rigorous evidence criteria)

### Outlined below are research articles supporting the above curriculums, activities, etc.

*[School must reference or include supporting documentation, research articles, websites, etc., supporting the practices and curriculums listed above.]*

## Submission D11 – Parent and Family Engagement Policy

- Submit a copy (or copies), including the date and method of distribution, of your district and/or school parent and family engagement policy (or policies) aligned to the requirements outlined in ESSA. **Label as Submission D11.**
- Indicate the category (or categories) of the policy (or policies) submitted:
  - District Policy
  - School Policy
  - District/School Policy

## Requirement

To support and strengthen student academic achievement, each district and school that receives Title I, Part A funds must develop jointly with, agree on, and distribute to parents of participating children written parent and family engagement policies that contain the information required by the ESEA. These policies establish the district and school expectations for parent and family engagement, describe how the district and school will implement specific parent and family engagement activities, and incorporate such policies into the district's plan submitted to the NDDPI.

Personnel can write a separate District Parent and Family Engagement Policy and a separate School Parent and Family Engagement Policy or combine the two into one District-School Parent and Family Engagement Policy. Each of these policies is outlined below.

**In consultation with parents, the District Parent and Family Engagement Policy – School districts** should use the sample template provided by the Office of Educational Equity & Support as a framework for the information to be included in their parent and family engagement policy. School districts must follow this sample template or framework to establish the district's parent and family engagement expectations and ensure all components have been incorporated. In consultation with parents, school districts are encouraged to include other relevant and agreed-upon activities and actions that support effective parent and family engagement and strengthen academic achievement.

**The School Parent and Family Engagement Policy – Schools**, in consultation with parents, should use the sample template as a framework for the information to be included in their parent and family engagement policy. Schools must follow this sample template or framework to establish the school's expectation for parental involvement and ensure all of the components have been incorporated. In consultation with parents, schools are encouraged to include other relevant and agreed-upon activities and actions to support effective parent and family engagement and strengthen student academic achievement. The school policy must include the school-parent compact, annual parent meeting, the annual assessment of parent and family engagement, etc.

**The District-School Parent and Family Engagement Policy – The School Parent and Family Engagement Policy and the District Parental and Family Engagement Policy** are generally two separate documents. However, small districts may address the components of the district and school policies in either one policy (school/district policy) or two policies (school policy and district policy). If your district/school plans to combine all the requirements of both the district policy and school policy into one policy, make sure to include all required components of both the school policy and the district policy.

In consultation with parents, districts/schools that plan to combine the policies into one policy should use the sample template as a framework for the information to be included in their parent and family engagement policy. Districts/schools must follow this sample template, or framework, to establish the district's/school's expectations for parent and family engagement and ensure all of the components have been incorporated. Districts/schools, in consultation with parents, are encouraged to include other relevant and agreed-upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement.

Regarding the District, School, and District-School Parent and Family Engagement Policies, please remember that all policies must be updated in consultation with parents and document the distribution method to parents each year.

## **Documentation**

See subsequent pages

## **Resources**

- [Title I Parent and Family Engagement](#)

# Sample Documentation – Submission D11 – Parent and Family Engagement Policy

XYZ Public School District has updated its Title I District Parent and Family Engagement Policy for the \_\_\_\_\_ school year.

## **XYZ Public School District agrees to implement the following requirements as outlined by Section 1116 of the Every Student Succeeds Act (ESSA):**

- The district will implement programs, activities, and procedures for engaging parents and family members in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- The district will ensure that the required parent and family engagement policy meets the Title I, Part A requirements and includes a school-parent compact as a component.
- The district will incorporate this districtwide parent and family engagement policy into its district plan.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the district plan for Title I, Part A is not satisfactory to the parents of participating children, the school district will submit any parent comments when the school district submits the plan to the Department of Public Instruction.
- The district will be governed by the following statutory definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures following this definition:

*Parental involvement means the participation in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*

- *Parents play an integral role in assisting their child's learning,*
- *Parents are encouraged to be actively involved in their child's education at school,*
- *Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, and*
- *Other activities, such as those described in Section 1116 of ESSA, are carried out.*

## **Required District Parent and Family Engagement Policy Components**

### **Jointly Developed**

**XYZ Public School District** will take the following actions to involve parents and family members in jointly developing its district plan and in the development and review of support and improvement plans:

- *Parents will have the opportunity to be involved in developing this policy in various ways, including the annual parent meeting in the fall of the school year.*
- *Parent comments/suggestions are encouraged during parent-teacher conferences and on the annual assessment of parent involvement.*
- *Individualized parent meetings will be scheduled.*
- *Parent comments are welcome year-round.*
- *Parent survey mailed out in the spring of the school year.*

### **Technical Assistance**

**XYZ Public School District** will provide the following coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school



performance. This technical assistance may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

- *Staff meetings.*
- *Teacher in-services, workshops, and conferences.*
- *The schoolwide coordinator will stay informed through training offered by the NDDPI.*
- *Teacher in-services will be held before the start of the school year to review parent and family engagement policy requirements.*

### **Annual Evaluation**

**XYZ Public School District** will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The review will include identifying barriers to greater participation by parents in activities (with particular attention to economically disadvantaged, disabled, limited English proficiency, limited literacy, or any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the evaluation findings of its parent and family engagement policy to design evidence-based strategies for more effective parental involvement and to revise, if necessary, its parent and family engagement policies.

- *Annual parent meeting conducted in the fall of the school year. Parents will be responsible for aiding in developing this policy and other pertinent information regarding schoolwide programming.*
- *Parent surveys mailed out in the spring of the school year. Parents will be responsible for helping develop the schoolwide program through questions and concerns addressed in the survey.*
- *During the annual parent meeting conducted in the fall of the school year, the school will inform parents of the previous school year's annual review meeting with teachers and administration.*

### **Reservation of Funds (only applicable to districts with Title I allocations of \$500,000 or more)**

If applicable, **[name of district]** will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

- *Parent surveys mailed out in the spring of the school year will include questions about the set-aside for parent and family engagement so parents can provide their input into how the funds are budgeted for the upcoming school year.*
- *At the annual parent meeting in the fall, parents and family members will receive information on the activities and programs included in the set-aside budget.*

### **Coordination of Services**

**XYZ Public School District** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement strategies, programs, and activities with other relevant Federal, State, and local laws and with Head Start or other public preschool programs, parent resource centers, and other programs that encourage and support parents in more fully participating in the education of their children by:

- *The school district will work with Head Start and preschool programs (as available) to make a smooth and easy transition into the school district.*
- *The school district will work with our local special education unit to make an easier transition for those students with handicaps or disabilities or those on an individual education plan (IEP).*
- *Title I staff will meet with Head Start and preschool programs staff to share information and strategies to serve students better.*

## **Building Capacity of Parents**

**XYZ Public School District** will build the schools' and parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- *The state's academic content standards and student academic achievement standards will be reviewed at each scheduled parent-teacher conference during the school year. Parents are given a copy of their child's grade levels and guidance in understanding the information.*
- *The state and local academic assessments, including alternate assessments, will be reviewed at the annual parent meeting in the fall. School staff will assist in understanding these assessments.*
- *The requirements of the schoolwide plan will be reviewed at the annual parent meeting in the fall.*
- *School staff will show parents how to monitor their child's progress at the annual parent meeting in the fall and through scheduled parent-teacher conferences and quarterly progress reports. Staff will assist in understanding these reports.*
- *Staff will show parents how to work with other educators at the annual parent meeting in the fall and parent-teacher conferences.*
- *Letters and/or newsletters are mailed out and sent home.*
- *Brochures/research articles are distributed at the annual parent meeting (fall).*
- *Resource links are listed on the school website.*
- *Parents can email teachers with questions or concerns.*
- *The interactive dashboard, [Insights](#), will be accessible in the school, and a link will be placed on the district's website.*
- *Information regarding the school website is provided.*

**XYZ Public School District** will provide parents of participating children, if requested, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to their children's education and respond to any such request as soon as practically possible.

## **Building Capacity of Staff**

**XYZ Public School District**, with the assistance of its schools and parents, will educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff on the value and utility of contributions of parents and 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 schools by:

- *Teacher in-services and/or workshops.*
- *Staff newsletters (email).*
- *State and regional conferences, in-services, and meetings.*
- *Use of the Internet and website.*
- *Email correspondence between parents and teachers.*

**XYZ Public School District** will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

*XYZ Public School District personnel will provide other reasonable support requests for parent and family engagement activities to the feasible and appropriate.*

## **Building Capacity for Involvement**

The District Parent and Family Engagement Policy may include additional listings and descriptions of other discretionary activities to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of ESSA. There must be meaningful consultation between the district, school, and parents when choosing which

activities to undertake. Indicate which of the following discretionary (optional) parent and family engagement policy components the district will implement to improve family-school partnerships:

- Involve parents in developing training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available funding sources for that training.
- Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the engagement of other parents.
- Maximize parent and family engagement and participation in their child's education, arrange school meetings at various times, or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who cannot attend conferences at school.
- Adopt and implement model approaches to improving parent and family engagement
- Establish a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.
  - *Parents will be given the opportunity to have input in this process at the annual parent meeting in the fall, parent-teacher conferences, and any time parents feel necessary.*

**Adoption**

This district parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by **school board meeting minutes**.

The XYZ Public School District adopted this policy on \_\_\_\_\_ and will be in effect for the period of the \_\_\_\_\_ school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_.

\_\_\_\_\_  
*(Signature of Authorized Representative)*

\_\_\_\_\_  
*(Date)*

## Submission D12 – Parent and Family Engagement Set-aside (Districts with allocations over \$500,000)

- Not applicable.
- Submit a copy of the business manager's report demonstrating that the parent and family engagement set-aside is expended/tracked accordingly.
- Submit documentation of parent and family engagement funds being used to carry out activities and strategies consistent with the district's consolidated application and parent and family engagement policy.
- Submit documentation to evidence that parents and families are involved in the decisions about the use of the funds for parent and family engagement.

**Label as Submission D12.**

### Requirement

Districts with a Title I allocation of \$500,000 or more must set aside 1% of their district's Title I allocation for parent and family engagement. Only 10% of these funds may be used at the district level; 90% must be given to the participating Title I schools.

Districts must document on the consolidated application that they have reserved, at a minimum, the 1% for parent and family engagement and specifically outline how these funds will be spent. Districts must track the parent and family engagement expenditures at each building level.

Districts are required to ensure parent and family engagement funds are being used to carry out activities and strategies consistent with the district's parent and family engagement policy and at least one of the following, as indicated in the district's consolidated application:

- Supporting schools and nonprofit organizations in providing professional development for district and school personnel and parents and family members regarding parent and family engagement strategies.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating best practices information on parent and family engagement, focusing on increasing the engagement of economically disadvantaged parents and family members.
- Collaborating (or providing subgrants to schools to enable them to collaborate) with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in other activities and strategies the district determines are appropriate and consistent with its parent and family engagement policy.

Districts are required to document parent input and approval if they plan to use any parent and family engagement reservation funds on a parent and family engagement staff member.

### Documentation

- Detailed ledger reflecting the parent and family engagement expenditures.
- Schedule or calendar of parent and family engagement activities consistent with the activities and funds set aside within the consolidated application, newsletters advertising parent and family engagement activities, or other notices of such events.
- Surveys, parent meeting agendas, minutes, meeting notes, or other documentation where parent and family input was received.

### Resources

- [Parent and Family Engagement Set-Aside](#)

## Submission D13 – Neglected & Delinquent (N&D), if applicable

- Not applicable.
- Submit documentation of the services the district provides to all N&D children of N&D facilities within the district. **Label as Submission D13.**

### Requirement

Under Title I regulations, districts are required to assist neglected and delinquent children within their district boundaries.

*“An LEA shall reserve such funds as are necessary under this subpart to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.”* Section 1113(c)(3)

Districts must collaborate with the local N&D facilities to determine services that best meet the needs of neglected and/or delinquent students.

### Documentation

Districts must maintain documentation regarding the services provided to neglected and/or delinquent students. This documentation could include the following:

- Consolidated application budgeting and activity proposals
- Communications with local N&D facilities (memos, meeting agendas, meeting minutes)
- N&D student needs assessment

### Resources

There are no additional resources available for this submission.

## Submission D14 – LEA Coordination with Head Start and Other Early Childhood Programs

- Submit the procedure for receiving records of preschool children.
- Submit documentation of communication between the school staff and local Head Start and/or other Early Childhood programs, including documents to illustrate the local partnerships and collaboration and link the educational services provided by the LEA with those provided by Head Start agencies.
- Submit documentation such as agenda, minutes, handouts, etc., of meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss children's developmental and other needs.
- Submit documentation of organization and participation in joint transition-related training of school, Head Start, and, where appropriate, other early childhood education program staff.

**Label as Submission D14.**

### Requirement

Each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program, must develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs (Title I Part A Section 1119(a) and (b)):

- Developing and implementing a systematic procedure for receiving records of preschool children;
- Establishing channels of communication between school staff and their counterparts to facilitate coordination;
- Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of children;
- Organizing and participating in joint transition-related training of school, Head Start, and, where appropriate, other early childhood education program staff; and
- Linking the educational services provided by the LEA with those provided by Head Start agencies.

An LEA must include on their report cards the number and percentage of students enrolled in preschool programs (Title I Part A Section 1111 (h)(1)(C)(vii)(II)(aa), (h)(2)(C)).

Preschool Enrollment and Documentation (if using Title I funds for preschool): An LEA's Title I plan must ensure that programs comply with the Head Start education performance standards if it uses funds to provide early childhood education. If using Title I funds for a preschool program, the number and percentage of students enrolled in the preschool program must be entered in STARS.

### Documentation

Documentation includes:

- Narrative or summary of a systematic procedure for receiving records of preschool children;
- Correspondence, telephone logs, or emails between school staff and their counterparts to facilitate coordination, as well as agenda, minutes, handouts, and other evidence linking the educational services provided by the LEA with those provided by Head Start agencies;
- Correspondence, agenda, minutes, handouts, etc., of meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of children;
- Correspondence, agenda, sign-in sheets, minutes, handouts, etc., of organization and participation in joint transition-related training for school, Head Start, and other early childhood education program staff.

### Resources

- [Title I and Early Childhood Requirements](#)

## Sample Documentation – Submission D14 – LEA Coordination with Head Start and other Early Childhood Programs

### Sample 1:

\_\_\_\_\_ Public Schools does not currently have a Head Start or Preschool program. The community of \_\_\_\_\_ currently has a private preschool that the elementary coordinates with to discuss children's skills as they transition into kindergarten. In the spring of each year, the preschool teacher, kindergarten teacher, principal, and special education staff hold a transition meeting to discuss incoming kindergarten students.

The school district actively communicates with the city childcare that provides care to many incoming students. This coordination allows the successful implementation of curriculum and skills to support smooth transitions into the school district and identify student needs early.

\_\_\_\_\_ Public Schools, along with the Special Education and Public Health, hosts an annual preschool screening. Initial records are developed and kept on file in preparation for their enrollment.

Our Gearing Up for Kindergarten program also allows us to start records for preschool children in preparation for enrollment. Gearing Up is held annually and is very beneficial for teachers to be involved with the parents to learn and discuss the development and needs of their children.

### Procedure for Obtaining Preschool Records:

- Parent(s)/Guardian(s) will complete and turn a new student packet into the office.
- Any IEPs or IFSPs will be requested and reviewed if the student is on one. A file will then be put together for that student.
- The Pre-K teacher will do an informal assessment/observation of each student to determine the student's strengths and needs.

### Communication Log:

- It is assured that Pre-K staff will attend the Professional Development every fall. This was not held in 2020 due to the pandemic.
- It is assured that paraprofessional staff will receive training through \_\_\_\_\_.

### ECE Collaboration Communication Log:

- **August 6, 2020**
  - Head Start will be starting the year Distance Learning.
  - \_\_\_\_\_ Pre-K will have afternoon classes so they do not interfere with Head Start enrollment.
  - The district will schedule a meeting with Head Start when they return to in-person learning.
- **September 2, 2020**
  - Virtual meeting with \_\_\_\_\_ Special Education Unit to discuss strategies and activities that have been working in the classroom or through distance learning.
- **November 4, 2020**
  - Specialty Area Meeting with \_\_\_\_\_ Spec Educ Unit
- **February 10, 2021**
  - Specialty Area Meeting with \_\_\_\_\_ Spec Educ Unit
- **April 7, 2021**
  - Specialty Area Meeting with \_\_\_\_\_ Spec Educ Unit

### Parent/Elementary/Head Start Collaboration Log:

- Parent(s)/Guardian(s) will receive an informative letter detailing classroom apps and supports.
- Due to Governor Burgum's school closing mandate on March 13, 2020, we could not hold the Kindergarten Transition Informational Event in the spring of 2020.
- Kindergarten teacher was given student profiles for every kindergarten-eligible child.
- Kindergarten Transition Informational Event will happen in the spring of 2021.

**Sample 2:**

**\_\_\_\_\_ Public Schools does not offer a general education preschool program. The district Early Childhood Special Education (ECSE) program provides services to children aged three through five with developmental delays or disabilities.**

- Procedure for Receiving Records for Preschool Children
  - If a child is referred through Infant Development or an outpatient provider (OT, PT, Vision, Speech, etc.), the records from those entities will be provided to the school district's Diagnostic Team.
  - If a child qualifies for ECSE through an independent referral, the district's Diagnostics Team will create the student record as part of the initial IEP process.
- Channels of Communication have been Established Between \_\_\_\_\_ Public Schools and \_\_\_\_\_ Head Start and other Early Childhood Programs
  - The Head Start Director is on the district leadership team (Program Directors) that meets weekly to share information. The Head Start Director gives a weekly report specific to the Head Start program. The Head Start Director also attends monthly administrative meetings. The Head Start Director can provide items to the Consent Agenda and has access to review the Consent Agenda each month. The Head Start Director attends meetings of the School District's Board of Education as needed to share information and obtain approval for grant submissions.
- \_\_\_\_\_ Public Schools held a joint transition-related training between \_\_\_\_\_ Public, \_\_\_\_\_ ECSE and \_\_\_\_\_ Head Start on February 10, 2021. This \_\_\_\_\_ training session included early childhood staff, Special Education Coordinators, and kindergarten staff members.
- In February 2020, the Head Start Director initiated a meeting to improve the transition process to allow parents/families to meet with an elementary principal and kindergarten teacher to discuss kindergarten expectations and ask questions. A principal and teacher were identified for the meeting on April 21, 2020, but the meeting was canceled when schools were closed last spring due to COVID. The parent meeting will be scheduled in the spring of 2022 as conditions allow and is planned to be an annual opportunity.