

## **Schoolwide Record Keeping**

The district should maintain records of the following items and have the documentation available in the event of an audit or monitoring. This is not meant to be an all-inclusive list, but rather provides guidance when it comes to documenting a schoolwide program.

<b>Schoolwide Record Keeping Checklist</b>
<b>District Administration</b>
<ul style="list-style-type: none"><li>• Records of fiscal responsibility including allowable use of funds, comingling (optional), reasonable and necessary, and alignment to intent and purpose of Title I program</li><li>• Records retention for federal programs is to keep documentation for 3 year prior and current year. Best practice is to maintain records for five years</li><li>• Documentation to carry out activities and strategies for required set-asides including parent and family engagement, neglected and delinquent, homeless, cooperative agreements, and nonpublic equitable services (optional foster care)</li><li>• Time and Effort/Assurances Duty rosters for school staff and Title I teacher schedules</li><li>• Personnel Educators must meet state licensing requirements for grade level and subject area. Paraprofessionals must meet Title I paraprofessional certification requirements</li><li>• Program narratives for all schools with schoolwide programs including extended day services paid with Title I funds</li><li>• Needs assessment data summary</li><li>• Procedures and documentation to evidence district coordination with Head Start and other Early Childhood Programs including preschool transition. If using Title I funds for a preschool program, enrollment data must be completed in STARS</li><li>• Accurate and timely reporting of enrollment data, Title I participation, and other reports in STARS</li></ul>
<b>Parent Notifications and Staff Qualifications – Parents’ right to know</b>
<ul style="list-style-type: none"><li>• The notification to parents and family members of each student attending a school receiving Title I funds when they request information regarding the professional qualifications of the instructional staff</li><li>• The compiled list of the qualifications of all teachers and paraprofessionals in the building</li><li>• The timely notification to parents and family members of students taught for four continuous weeks by a teacher who does not meet state licensure requirements at the grade level/subject area in which the teacher is assigned</li></ul>
<b>Schoolwide Program Plan for Schools</b>
<ul style="list-style-type: none"><li>• Comprehensive Needs Assessment Sample documents used in conducting needs assessment (e.g., test data, surveys, discipline reports, attendance reports, etc.) and summary of needs assessment</li><li>• Schoolwide Reform Strategies Documentation to show implementation of:<ul style="list-style-type: none"><li>○ effective methods and instructional strategies,</li><li>○ increasing amount and quality of learning time, and</li><li>○ supplemental programs<ul style="list-style-type: none"><li>• Documents demonstrating transition strategies between school and preschool programs and other transition plans as appropriate (e.g., between elementary and middle school programs, and middle and high school programs for helping students make the transitions from early childhood elementary or from elementary to middle, and middle to high school).</li><li>• Other education plans or instructional interventions to support schoolwide program such as MTSS academic or behavior pathways, AP/dual credit coursework, career tech ed classes, counseling, nursing program, social work, etc.</li></ul></li></ul></li><li>• Coordination of Programs specific examples of how various federal programs are integrated to help support schoolwide program goals and initiatives</li><li>• Other methods or strategies to support schoolwide program goals/objectives which may include professional learning opportunities, transition strategies (early childhood to elementary, elementary to middle schools, or middle school to high school), and other models proven to be effective</li></ul>
<b>Evidence-Based Research</b>
<ul style="list-style-type: none"><li>• Copy of curriculum, instructional materials used in a project, research literature supporting selected programs</li><li>• Documentation to show evidence-based research in teaching practices and strategies used</li><li>• Documentation to indicate the level of evidence for interventions (strong, moderate, promising, or data that supports a rationale)</li></ul>
<b>Parent and Family Engagement</b>

- Copies of the meeting agenda, minutes, handouts, etc., to evidence the meeting occurred, and explain the Title I program, and how parents can become involved
- School-level parent and family engagement policy, records of meetings, training sessions, communication, and signed school-family compacts
- Agendas, invitations, or materials shared to evidence opportunities to train parents and families including information about building relationships and methods used at home to complement their child's education
- Documentation that at the end of each school year, parents and family members have the opportunity to assess the Title I parent and family engagement components
- Documentation of the Annual Review meeting including agenda, minutes, and notification to inform parents and family members summarizing the results

#### **Annual Review/Program Evaluation**

- Meeting minutes or notes to outline the review and evaluation of the schoolwide program including the components, goals, student assessment results (growth), parent and family engagement survey results, attendance data, behavior data, instructional strategies with progress data of learning activities implemented
- Data analysis report to show the program is effective in increasing the achievement of students in meeting North Dakota's academic standards, particularly for struggling students
- Documentation that outlines the revision of the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program