



TITLE I
SCHOOLWIDE
SAMPLE DOCUMENTATION
SW01 – SW21

2016-2017

Sample Self-Monitoring Documentation for Schoolwide Programs

Nationally, Title I receives a significant amount of funds from the federal government. The Office of Federal Title Programs is required by law to monitor local Title I programs to ensure compliance with procedures and regulations. The U.S. Department of Education (USDE) is clearly enforcing this regulation. It is the responsibility of the state to ensure that states, districts, and schools are held accountable in regard to Title I and *No Child Left Behind* (NCLB) regulations.

The purpose of this document is to provide assistance to schools and districts as they complete the Federal Title Programs monitoring process. This document walks through each requirement outlining details on the requirement itself, the documentation necessary, special alerts to take into consideration, and additional resources available. Below is a summary of each category.

“Requirements” Section

This section outlines the specific requirements mandated by the federal law, state law, or the Office of Federal Title Programs. This section provides an explanation of the requirements to assist schools in understanding the requirement’s rationale.

“Documentation” Section

This section explains the type of documentation that is necessary to adequately meet the monitoring requirement.



Correct: This symbol notes the correct type of documentation.



Incorrect: This symbol indicates incorrect documentation that is often used to evidence the requirement.

“Please Note” Section



This section offers relevant information relating to the requirement. This section may simply indicate that the requirement relates to other federal programs or outlines common issues we find regarding the submission or documentation.

“Resources” Section



This section outlines current resources available on the particular requirement.

Submission SW01 – Inventory

Requirement

EDGAR 74.34 specifies the rules and regulations pertaining to the use of federal funds for permanent fixtures such as equipment and furniture. Title I programs must keep track of all items purchased with Title I funds, but those with a value of \$750 or more as well as ALL COMPUTERS (computers, monitors, iPads), TECHNOLOGY RELATED PURCHASES (cameras, iPods, SMART boards), and TITLE I FURNITURE (filing cabinets, bookshelves) must be inventoried more formally and will be reviewed during the Title I self-monitoring process.

The USDE has informed the Federal Title Programs office that **ALL COMPUTERS, TECHNOLOGY RELATED PURCHASES, and TITLE I FURNITURE** must be tracked on the inventory, no matter the purchase price. Therefore, if a district purchases a computer for \$500, a digital camera for \$350, an iPad for \$600, and a computer desk for \$250, these items must all be recorded on the inventory.

An equipment inventory must document the following:

1. Description of the equipment.
2. Serial number.
3. Acquisition date.
4. Acquisition cost.
5. Location of equipment.
6. Any disposition data (including date of disposal and sale price).

The district must also ensure that all materials, supplies, equipment, and furniture (non-consumable items) purchased with federal funds, no matter the value of the item, are labeled as purchased with federal Title I funds. The equipment inventory will also be reviewed to see that all equipment is being used primarily for Title I purposes. In addition, all equipment purchased with Title I funds must be permanently located in the Title I room (targeted assistance programs only).

All items must be kept on the Title I inventory for a minimum of five years. After five years, the items lose their identity as purchased with federal Title I funds and then belong to the district. The district then has the authority to use or dispose of the items as they see fit as long as it is recorded under disposition data.

Documentation

See subsequent page

Please Note



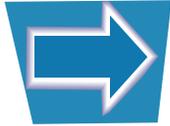
Other Federal Funds and Competitive Grants: Equipment purchased with federal funds other than Title I must also be maintained on an inventory.

Resources



Sample Documentation – Submission SW01 – Inventory

Correct



XYZ Public School District

Inventory of items purchased with **Title I** grant money as required by EDGAR 74.34.

Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195	8/3/2007	\$947.40	Title I Classroom	Transferred to district PK program 7-2012 (\$150)
IMAC Computer	XB8270AACT9	1/1/2013	\$1,499.00	Title I Classroom	
Computer Desk	P11200BBKWH	1/1/2013	\$250.00	Title I Classroom	
IMAC Computer	RN1310JFMT	9/24/2013	\$350.00	Title I Classroom	
Nikon Digital Camera	V221JYFZNC727	6/4/2010	\$450.00	Title I Classroom	
Dell Laptop	2005-008372	7/15/2013	\$450.00	Title I Classroom	
iPad	2011-0413	08/01/2013	\$600.00	Title I Classroom	

Incorrect – Not all information provided



Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195		\$947.40	Title I Classroom	District office
IMAC Computer	XB8270AACT9	1/1/2011		Title I Classroom	

Submissions SW02 & SW03 – Parents’ Right to Know

Requirement

Section 1111 of the NCLB Act requires that, at the beginning of the school year, Title I schools must notify parents that they have the right to request the professional qualifications of teaching staff at the school. Specifically, they have the right to know if the teacher meets state licensing requirements for the grade/subject in which they are teaching, if they are teaching under a provisional license, and what major or other graduate certification they hold.

This requirement also pertains to aides/paraprofessionals. Schools must notify parents that they have the right to know the qualifications of aides/paraprofessionals working with their child.

The law also requires that the notice be provided to parents in an understandable, uniform format. Most schools choose to do this through an easy-to-read chart as outlined in the sample.

Documentation

See subsequent page

Sample letters and documentation tables regarding this requirement are available on the Federal Title Programs’ website. Please see the resources section for further details.

Please Note



After four weeks of instruction by a teacher who is not highly qualified, Title I schools are obligated to notify parents of the children impacted by this instruction. This notification should be handled in a timely, professional manner. This, too, is outlined in Section 1111 of the NCLB Act.

Resources



Sample Documentation – Submissions SW02 & SW03 – Parents’ Right to Know



Dear Parent/Guardian,

Hiring high quality teachers is a priority at our school. Through federal law, you have the right to information about the professional qualifications of teachers and paraprofessionals at our school. We wish to share that with you.

To be “highly qualified” under federal law, teachers must:

1. have a state teaching certificate or license
2. have a bachelor’s degree, AND
3. for “new”:
 - elementary teachers, pass a rigorous test
 - middle/senior high teachers, pass a rigorous test or have major/coursework
4. for “not new” teachers, pass a rigorous test, major/coursework, or state evaluation.

Below is a table that lists each teacher at our school:

Teacher Name	Current Position (Grade Level/ Subject)	Bachelor's Degree Major and/or Minor	Graduate Degree and Field of Study	Years of Teaching Experience	Meets State Qualifications & Licensing
XYZ Teacher	1	Elem. Education		5	Yes
XYZ Teacher	2	Elem. Education		6	Yes
XYZ Teacher	3	Elem. Education	English	7	Yes
XYZ Teacher	4	Elem. Education		8	Yes
XYZ Teacher	5	Elem. Education	Administration	9	Yes

If these state qualifications have not been met, we will be working with staff to complete them in a timely manner. This may require teacher testing or additional college courses.

There are also new state qualifications for paraprofessionals serving Title I schools. Paraprofessionals or instructional teacher aides assist classroom teachers, Title I reading teachers, and special education teachers. They must have a two-year college degree, or have completed two years of college study, or pass a rigorous test.

Aide/Paraprofessional	Qualifications	Meets State Requirements
XYZ Aide/Paraprofessional	2 years of higher education	Yes
XYZ Aide/Paraprofessional	Taken and passed Praxis exam	Yes

If at any time during the school year your child is taught by a teacher for four or more consecutive weeks who is not highly qualified (such as a long-term substitute teacher), you will receive a notice from our school.

Please contact me anytime during the school year if you would like more information about teachers who are working with your children. We wish to keep our parents informed on the quality education we deliver. Sharing staff qualifications is an excellent way to show our commitment to students. Staff members at any school define the education environment. We are devoted to finding the best quality educators to work with your children to ensure that school is a place where they can succeed.

Sincerely,

Submission SW04 – Notification of School’s AYP Report

*** Not Applicable due to the AYP Freeze.**

Requirement

Under the NCLB Act, all public schools are required to send written correspondence to the parents of each child enrolled in the school regarding the school’s Adequate Yearly Progress (AYP) status. This requirement applies to schools receiving and not receiving federal funds. The notice must be written in an understandable format and, when applicable, in a language that parents can understand. An actual copy of the state-generated school AYP report must accompany this notice. Federal law mandates that this notification take place in a timely manner.

- For Title I schools identified for improvement and required to offer school choice, this notice must take place at least 14 days prior to the first day of school. When there are no schools to which students can transfer, parents still must be notified prior to the beginning of the school year that their child’s school has been identified for improvement.
- For Title I schools identified for program improvement and school choice does not apply, this notice must take place prior to the first day of school. If applicable, the notification should also inform parents of the option of receiving supplemental educational services for those children who are eligible in schools in year two or more of program improvement.
- For Title I schools NOT identified for program improvement, this notice must take place at the start of the school year (i.e., as part of welcome back letter or August newsletter).
- For non-Title I schools, this notice must take place at the start of the school year (i.e., as part of welcome back letter or August newsletter).

Documentation

See subsequent page

Please Note



*** This requirement is not applicable during the transition year due to the AYP Freeze.**

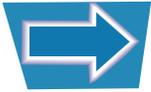
Many schools send their notification to parents through a school mailing or newsletter; however, they often fail to include the actual copy of the AYP report. It is stated in federal law that an actual copy of the appropriate school’s AYP report is to be included with this information disseminated to parents.

If the district chooses to write a joint letter explaining the district’s and the school’s AYP reports, both district and school information must be included in the letter.

Resources



Sample Documentation – Submission SW04 – Title I School AYP Report – School Made AYP



Dear Parents and Guardians,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's AYP report. You will note our school's AYP status at the bottom of the report. According to the report, our school did make AYP.

What is our school doing to maintain its AYP status?

Improving the educational achievement of our students has always been a priority in our school district. We are constantly working to implement research-based methods of teaching and learning that will present our students with a quality educational program, which provides them with the skills and knowledge they need to succeed upon graduation from our school. Currently, our school is undertaking the following improvement measures:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

What does this mean for parents?

In order to reach the high academic goals for student proficiency set in the *No Child Left Behind Act*, our school needs your participation. Supporting the school and becoming involved in your child's education is key to his/her academic progress. We would like to enlist your participation in our improvement planning and initiatives. We need your support, and would certainly welcome any ideas you have to continue our work to attain high academic standards for all students at our school. Please contact the school at [enter contact information] to become involved.

Sincerely,

Sample Documentation – Submission #SW04 – School AYP Report – School Made AYP

Annual Adequate Yearly Progress Report North Dakota Department of Public Instruction School Year 2015-2016

XYZ Public School District # XYZ Public School (K-6)

Reading 2015 State Intermediate Goals	4 th grade –100% 8 th grade –100% 11 th grade –100%	Math 2015 State Intermediate Goals	4 th grade –100% 8 th grade –100% 11 th grade –100%	Secondary Indicators Attendance Goal: 93% Rate: 91.56% Graduation Goal: 89% Result: See Below
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Listed below are your school's scores

Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule	Graduation Rate	Result
Comp. Score	89.10%	90.23%	100.00%	Comp. Score	83.54%	90.23%	100.00%	All Students	
Subgroups				Subgroups				Subgroups	
Econ. Disadv.	91.30%	90.32%	100.00%	Econ. Disadv.	86.40%	90.32%	100.00%	Econ. Disadv.	
Ethnicity:				Ethnicity:				Ethnicity:	
White	91.30%	89.76%	100.00%	White	86.40%	84.00%	100.00%	White	
Native American				Native American				Native American	
Black				Black				Black	
Asian				Asian				Asian	
Hispanic				Hispanic				Hispanic	
Other				Other				Other	
Students with Dis.				Students with Dis.				Students with Dis.	
Students with LEP				Students with LEP				Students with LEP	

Adequate Yearly Progress Category:

Met Adequate Yearly Progress

Submission SW05 – Supplemental Questionnaire on Additional Services Paid with Title I Funds

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 choose to use additional Title I funding to supplement their current Title I program, the Federal Title Programs office is required to monitor these initiatives.

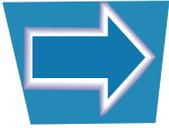
Documentation

See subsequent page

Resources



Sample Documentation – Submission SW05 – Supplemental Questionnaire on Additional Services Paid with Title I Funds



Title I Issues – Administrative Supplemental Questionnaire on Additional Services Paid with Title I Funds (if applicable, Submission SW05)

When monitoring, it is the policy of the Federal Title Programs office to include questions on all aspects of Title I programming. This supplemental questionnaire is for those schools utilizing Title I, Part A funding to implement services in addition to the regular Title I program. These services may include, but are not limited to: Title I summer school, Title I preschool, Title I before/after/Saturday school programs, etc. If you are implementing one or more of these types of programs, please answer all questions listed below and return this form to the Federal Title Programs office.

Please include one copy per additional program being implemented.

School District: XYZ Public School District		
School: XYZ Public School		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-Alike Program <input checked="" type="checkbox"/> Title I Before School or Afterschool Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other	Total Number of Students in School:	210
	Number of Students Served by Additional Title I Services:	15
Please provide a detailed description of the additional services offered with Title I funds (i.e., paint us a picture of what a typical day looks like): Our Title I Afterschool Program begins at 3:15 pm after students have been dismissed and busses have left. The students come into the Title I classroom to receive services. This Afterschool Program is specifically for the upper elementary Title I students (grades 4-6). It is difficult to find time during the day to provide Title I services to these students so our three Title I teachers stay late for this program. Students attending receive remedial, supplemental instruction aligned to their regular classroom lessons.		
Targeted Assistance Programs Only – Please describe your student selection process for these services and include information on the criteria used: N/A		
How often are students served by this program (daily, three times per week, etc.)? The services are provided three days a week (Tuesday, Wednesday, and Thursday).		
How long do they receive services from this program (20 minutes, 30 minutes, 1 hour, etc.)? The Title I Afterschool Program runs from 3:15 pm to 4:30 pm.		

Submissions SW06 & SW07 – Time/Effort Documentation & Assurance

Requirement

The federal law requires all employees, including teachers, paraprofessionals, and other staff who are paid with federal funds, to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program.

All individuals being paid with federal funds must document their time and effort, no matter what the percentage of time they are paid. An employee dedicating 5% of their time to a federal program must document their time and effort just as an individual employed 100% in a federal program would have to document their time and effort. The difference is the type of documentation that each employee would be required to submit.

Documentation

Documentation for this requirement varies based on the positions being funded with federal funds. For monitoring purposes, all individuals paid with federal funds must submit documentation of their time and effort through one of the options listed below:

- Permanent Schedule** – A permanent schedule is most often used for teachers or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher’s schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule were consistent, day after day. Permanent schedules should be on file and updated throughout the school year.
- Semi-Annual Certification** – Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have individuals submit an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From January 1, 2015 to June 30, 2015, Jane Doe spent 100% of her time on Title I, Part A instructional activities as evidenced by the enclosed schedule.” – Signed by employee and their supervisor.
- Daily Log** – Individuals who work less than 100% for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties and 25% from Title I to coordinate the district’s Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule as principal duties are irregular and cannot be scheduled. Daily logs must be signed by the employee and their supervisor.
- Monthly Certification** – Individuals who are funded from multiple funding sources can document their time and effort through monthly documentation. For this method, an assurance including time documentation would be submitted monthly, or as indicated by the employees pay period (i.e., paid every two weeks, two week certification). A sample monthly assurance could state, “For the month of October 2015, Jane Doe spent 50% of her time on Title I, Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” – Signed by employee and their supervisor.

The type of documentation you will be responsible for depends on the type of position held. Use the chart below to determine the best form of documentation for your position.

Position	Permanent Schedule	Semi-Annual Certification	Daily Log	Monthly Certification
Title I Teacher (fixed schedule)	✓	✓		
Title I Teacher (variable schedule)			✓	✓
Data Coordinator			✓	✓
School Improvement/Schoolwide Coordinator			✓	✓
Reading/Math Coach (fixed schedule)	✓	✓		
Reading/Math Coach (variable schedule)			✓	✓
Class-size Reduction Teacher (fixed schedule)	✓	✓		
Preschool Teacher (fixed schedule)	✓	✓		
Title I Coordinator			✓	✓
Aides/Paraprofessionals (fixed schedule)	✓	✓		
Aides/Paraprofessionals (variable schedule)			✓	✓

See subsequent pages for Sample Time and Effort Logs and Assurances

Please Note

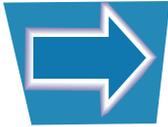


Other Federal Programs and Competitive Grants: Districts that receive federal funds other than Title I must document time and effort as well. These federal funds may come from formula grants, such as Special Education or Child Nutrition and Food Distribution, or competitive grants, such as the Education of Homeless Children and Youth.

Resources



Sample Documentation – Submission SW06 – Time/Effort Documentation – Permanent Schedule



A permanent schedule is most often used for teachers, paraprofessionals, or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher’s schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule were consistent, day after day. Permanent schedules should be on file at the school and updated throughout the school year.

Teacher Name: XYZ Teacher

School Name: XYZ Public School

Position: 50% Reading Specialist and 50% Reading Coach (paid with district funds)

Time Slots	Students Worked With (List names of students served during this time slot.)	Subjects Covered (Reading, math or other subject. Give description of skills in the subject area.)	Grade Level of Student
8:30 – 9:00	All	Reading	Grade 4
9:00 – 9:30	XYZ Students	Reading	Grade 3
9:30 – 10:00	XYZ Students	Reading	Grade 2
10:00 – 10:30	XYZ Students	Reading	Grade 1
10:30 – 11:00	XYZ Students	Reading	Grades 5 & 6
11:00 – 11:30	All	Reading	Grade 3
11:30 – 12:00	All	Reading	Grade 2
12:00 – 1:30	Lunch and Prep		
1:30 – 2:00	All	Reading	Grade 1
2:00 – 2:30	XYZ Students	Reading	Grade 4
2:30 – 3:00	All	Reading	Grades 5 & 6
3:00 – 3:30	Prep		

Sample Documentation – Submission SW06 – Time/Effort Documentation – Daily Log



Individuals who work less than 100% of their time for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties and 25% from Title I to coordinate the district’s Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule as principal duties are irregular and cannot be scheduled. Daily logs must be signed by both the employee and their supervisor. Signatures must be dated AFTER the last date of service.

Please be mindful that time and effort documentation must:

- *Reflect an after-the-fact distribution of the actual service provided by the employee.*
- *Account for the total activity for which the employee is compensated.*
- *Be prepared at least monthly and must coincide with one or more pay periods.*
- *Be signed by the employee.*

School District XYZ School District		School XYZ Public School	
Name of Staff Member XYZ, Title I Coordinator		Supervisor XYZ, Title I Supervisor	
Date of Service	Time	# of Hours	Scope of Service
August 15, 2015	3:00 pm – 5:00 pm	2	Coordinated review of student selection procedures for all Title I schools
August 25, 2015	8:00 am – 3:00 pm	7	Met with each Title I building staff to review caseloads and upcoming year
August 30, 2015	3:00 pm – 5:00 pm	2	Prepared materials for upcoming parent meeting
September 1, 2015	3:00 pm – 5:00 pm	2	Attended Title I fall parent meeting
September 15, 2015	5:00 pm – 6:00 pm	1	Individualized parent meeting with a concerned parent
Total Hours ➡		14 hours	I certify with my signature that the information submitted is accurate.
*Employee Signature	Date	*Supervisor Signature	Date

**Signatures must be dated AFTER the last date of service.*

Sample Documentation – Submission SW07 – Assurance – Semi-Annual Certification



Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have each individual sign an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This assurance must be kept on file and made available for monitoring purposes. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From August 1, 2015 to December 15, 2015, Jane Doe spent 100% of her time on Title I, Part A instructional activities as evidenced by the enclosed schedule.” Logs must be signed by both the employee and supervisor. Signatures must be dated AFTER the last date of service.

Teacher Name: XYZ Teacher

School Name: XYZ Public School

Position: 50% Reading Specialist and 50% Reading Coach (paid with district funds)

This is to certify that I, _____, worked _____ of my time on _____
(Employee First and Last Name) (FTE %) (School & District)

Title I, Part A program performing instructional activities for the period of _____ to _____.
(Month/Day/Year) (Month/Day/Year)

*XYZ Teacher Signature

*XYZ Supervisor Signature

Date

Date

**Signatures must be dated AFTER the last date of service.*

Sample Documentation – Submission SW07 – Semi-Annual Certification for Large Group



Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have each individual sign an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This assurance must be kept on file and made available for monitoring purposes. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). This sample assurance could be used when multiple individuals are supervised by one constant individual.

I verify by my signature below that I directly supervise the following employees and they spent 100% of their time on the designated program during the sixth-month time period from July 1, 2015 through December 31, 2015.

Employee: John Doe
100% Title I, Part A

Employee: Jane Doe
100% Title I, Part C

Supervisor Name:
Supervisor Title:

*Supervisor Signature

* Date

**Signature must be signed and dated AFTER the last date of service.*

Sample Documentation – Submission SW07 – Assurance – Monthly Certification



Individuals who are funded from multiple funding sources can document their time and effort through monthly documentation. For this method, an assurance including time documentation would be signed monthly, or as indicated by the employees pay period (i.e., paid every two weeks, two week certification). This assurance must be kept on file at the school and made available for monitoring purposes. A sample monthly assurance could state, “For the month of October 2015 Jane Doe spent 50% of her time on Title I, Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” Logs must be signed by both the employee and supervisor. Signatures must be dated AFTER the last date of service.

Teacher Name: XYZ Title I Coordinator

School Name: XYZ Public School

From October 1, 2015 to October 31, 2015, XYZ Title I Coordinator
(Start Date) (End Date) (Employee Name)

Spent 50% of her time on Title I, Part A instructional activities as evidenced by the enclosed time and effort log.
(FTE)

*XYZ Title I Coordinator Signature

*XYZ Supervisor Signature

Date

Date

**Signatures must be dated AFTER the last date of service.*

Submission SW08 – Aide/Paraprofessional Documentation

Requirement

A teacher aide/paraprofessional is one who assists teachers and students under the direction of a professional teacher. The USDE guidance defines an aide/paraprofessional as an employee who provides instructional support, by reinforcing a teacher's affect in the classroom, in a program supported with Title I, Part A funds. Listed below are specific requirements to keep in mind regarding the use of an aide/paraprofessional.

- An aide/paraprofessional must work under the direct supervision of a professional teacher. The teacher prepares the lesson and plans the instructional support activities and the paraprofessional carries out, and evaluates the achievement of the students with whom the paraprofessional is working. The paraprofessional must work in close proximity with the teacher.
- In a schoolwide setting, all instructional aides/paraprofessionals are considered as working in a program supported with schoolwide Title I funding. This includes aides/paraprofessionals that are paid with any funding source (i.e., district, BIA, special education, etc.).
- All instructional aides/paraprofessionals in a schoolwide setting must hold a high school diploma/GED and have met one of the following requirements documented by a Paraprofessional Certificate of Completion:
 1. Completed at least two years of study at an institution of higher education,
 2. Obtained an associate's or higher degree, or
 3. Met a rigorous standard of quality, which includes an assessment of math, reading, and writing.
- All aide/paraprofessional duties are within these allowable assignments:
 1. Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
 2. Assist with classroom management (in a schoolwide setting only).
 3. Provide instructional assistance in a computer laboratory.
 4. Conduct parental involvement activities.
 5. Provide support in a library or media center.
 6. Act as a translator.
 7. Provide instructional support services under the direct supervision of a Title I teacher.

Documentation

Documentation for this requirement is most often submitted in the form of a chart of narrative summary. This documentation should include the name of the aide/paraprofessional, description of duties, paraprofessional certificate of completion number OR North Dakota teaching license number, and the funding source from which they are paid.

See subsequent page

Resources



Sample Documentation – Submission SW08 – Aide/Paraprofessional Documentation

XYZ Public School District



Below you will find the chart outlining each of the aides/paraprofessionals employed in our schoolwide program.

Aide/Paraprofessional Name	Duties	Certificate of Completion or Teaching License Number	Funding Source
XYZ Aide/Paraprofessional	Classroom aide/paraprofessional – Assists with classroom management and provides instructional services under the direct supervision of the classroom teachers. Also assigned to recess, hallway, and/or lunchroom duties.	North Dakota Teaching License #00001	Schoolwide Title I Funds
XYZ Aide/Paraprofessional	Special Education Aide – Works individually with an autistic child in grade 3.	North Dakota Teaching License #00002	Special Education Funds
XYZ Aide/Paraprofessional	Classroom aide/paraprofessional – Assists individual students with math, reading, language arts or science on a one-on-one basis within the classroom setting as much as possible. This assistance will be under the direct supervision of the schoolwide reading specialist and the regular classroom teacher. Assistance will be offered to all students as needed.	Title I Certificate of Completion #9998	Schoolwide Title I Funds
XYZ Aide/Paraprofessional	Library aide/paraprofessional – Reads stories/books to the children in the morning before school starts. Discusses the stories with them as they read.	Title I Certificate of Completion #9997	Local Funds
XYZ Aide/Paraprofessional	Attendance Officer	Non Instructional	BIE Funds
XYZ Aide/Paraprofessional	Classroom Management – Assists with classroom management in Grade 6, as well as computer lab assistance.	Non Instructional	Local Funds

Submission SW09 – Comprehensive Needs Assessment

Requirement

The NCLB Act Section 1114(b)(2)(b) requires Title I schoolwide programs to conduct a comprehensive needs assessment. A thorough comprehensive needs assessment must be conducted during a school's schoolwide planning year. For this needs assessment, a school must gather data about the school, its population (students, parents, teachers, and the community), the areas of strength and weakness in terms of student achievement, and any other data necessary to understand what should be the focus of the schoolwide plan. This needs assessment identifies the school's strengths and challenges in key areas that affect student achievement. It is the needs assessment that provides the framework for the schoolwide plan.

After completing the schoolwide planning process, schoolwide programs are required to conduct a needs assessment or thorough review, at least annually, at the end of each school year. Many schoolwide programs review their data more than once a year through a continuous cycle of improvements. The results of this end-of-year needs assessment or ongoing review serves as the schoolwide program's evaluation, and should be used as the basis for making changes to the schoolwide plan. This end-of-year needs assessment is called the Annual Review.

All efforts of the schoolwide plan, including the schoolwide goals, activities for reaching the goals, and expenditures of the school's Title I funds, must be aligned to the results of the comprehensive needs assessment and ongoing review.

Documentation

Schools should maintain up-to-date folders that contain the data results of each year's evaluation, what we term as the Schoolwide Annual Review. These folders should be available for review during a site monitoring visit.

It is VERY important that schoolwide programs document the data results and evidence how the data influences the changes to the schoolwide plan. It is not acceptable to simply change schoolwide activities and goals without having data to show that this was an intelligent decision.

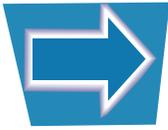
Schoolwide programs should be reviewing data throughout the school year in order to efficiently identify struggling students and provide them with programming that meets their needs.

See subsequent pages

Resources



Sample Documentation – Submission SW09 – Comprehensive Needs Assessment



XYZ Public School District

The XYZ Public School collects data ongoing throughout the school year. We use this data to continually review and analyze the programs within our school. This data review is considered our comprehensive needs assessment process. The chart below outlines the types of data collected and reviewed.

Data Type	Data Source
Demographic Data	<ul style="list-style-type: none"> ■ Enrollment ■ Attendance/truancy ■ Mobility ■ Grade levels ■ Special needs ■ Free and reduced meals ■ Gender ■ Referrals
Perception Data	<ul style="list-style-type: none"> ■ Parent survey ■ Student survey ■ School climate information ■ Staff survey
Student Achievement Data	<ul style="list-style-type: none"> ■ North Dakota State Assessment ■ NWEA ■ Quarterly exams ■ Classroom grades ■ Student writing samples
Program Data	<ul style="list-style-type: none"> ■ Curriculum implementation ■ Special needs services information ■ Implementation of professional development strategies ■ Parent/community volunteer data ■ Participation in professional development ■ Field trips

We host quarterly meetings to review the above data with all school staff. Below are the meeting dates for the 2013-2014 school year:

<ul style="list-style-type: none"> ■ October 15, 2015 ■ January 15, 2016 	<ul style="list-style-type: none"> ■ March 15, 2016 ■ May 15, 2016
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At these meetings, the data results are discussed, analyzed, and observed for themes and trends. Depending on the themes and trends that emerge, programmatic changes and adjustments are made accordingly. The staff then summarizes the trends and themes found for each data type and outlines actions to take for subsequent meetings.

The following page is an example of the data summary from our October 15, 2013 meeting.

**XYZ Public School District
Quarterly Data Review Summary
Submission #SW09 (continued)**

Schoolwide Goal: <u>Reading Comprehension</u>		Date of Meeting: <u>October 15, 2013</u>	
Type of Data	Data Source(s)	Trends and Themes	Action Required (Changes to SW plan, cross analyze, gather more data, etc.)
Demographic Data	<ul style="list-style-type: none"> ■ Enrollment ■ Attendance/truancy ■ Mobility ■ Special needs ■ Free and reduced meals ■ Gender ■ Referrals 	Our student enrollment has increased somewhat. This may be due to the new factory in our area. We have also found a greater need for LEP services. Attendance has been steady for the first part of the school year; however, we are noticing a decrease in some grades. Students participating in free and reduced meals have also increased.	LEP students – additional services are needed – considering our after school program. Attendance – home liaison will focus on all students, paying particular attention to those not attending.
Perception Data	<ul style="list-style-type: none"> ■ Student survey ■ School climate information 	Student surveys indicated positive feelings toward school. Some students expressed concern regarding scheduling and course offerings. School climate checklist indicated the school needed to focus more on academics in the school's displays.	Student survey – student council will gather more information on student concerns regarding scheduling and courses. Climate – for each extra-curricular display, there will be one academic display – teachers are encouraged to start their displays immediately.
Student Achievement Data	<ul style="list-style-type: none"> ■ North Dakota State Assessment ■ NWEA ■ Quarterly exams ■ Classroom grades ■ Student writing samples 	The majority of our students are scoring average or above on assessments and grades. We have found that LEP students are struggling more than others. Special education students are making gains. Student writing samples are improving, but not as fast as we would like.	LEP students – additional services are needed – considering our after school program. Special education – continue reform strategies. Student writing – teachers will stress and re-share the rubric generated for grading student writing – all teachers are required to use this and must bring a scored student writing sample to next month's staff meeting.
Program Data	<ul style="list-style-type: none"> ■ Curriculum implementation ■ Special needs services information ■ Implementation of professional development strategies ■ Parent/community volunteer data ■ Participation in professional development ■ Curriculum Mapping 	Through our curriculum mapping process (last year), we determined that our current curriculums are aligned to the state standards; however, teachers were skipping around the curriculum. The implementation of curriculum and instructional strategies being utilized needs to be strengthened. Many of the materials, supplies, manipulatives, and technology to compliment curriculum are not being utilized by staff or students.	Curriculum Mapping – teachers will continue tracking what they teach to ensure there are no holes in curriculum – weekly discussions at grade level meetings. Curriculum implementation, instructional strategies, and manipulative/technology integration – arrange for additional professional development for teachers in these areas – incorporate into grade level meetings.

Submission SW10 – Scientifically-Based Research (SBR)

Requirement

The NCLB Act Section 114 (b)(1) requires Title I schoolwide programs to implement effective methods and instructional strategies that are based on research. The basis behind SBR is that some schools have been implementing lessons, materials, and curriculum that have been proven ineffective. In response to this, the federal government has addressed this issue through the NCLB Act. NCLB requires that instructional materials or programs used in schools must be based on SBR.

What is SBR? When an instructional program or practice is based on SBR, there must be consistent and reliable evidence that the particular program or practice has been proven effective.

The definition of SBR is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This includes research that:

- Employs systematic, empirical methods;
- Involves rigorous data analyses;
- Relies on measurements that provide reliable and valid data;
- Uses experimental or quasi-experimental designs;
- Ensures that studies are clear and detailed to allow for replication; and
- Has been 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 based on SBR.
- All schools who receive Title I funds must provide documentation as to how the programs and strategies they employ are based on SBR.
- Title I paid staff who provide instruction in reading and/or math, as well as all staff teaching in a schoolwide program, must use instructional strategies and methods that are based on SBR.

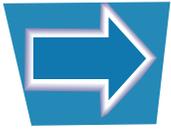
Documentation

See subsequent page

Resources



Sample Documentation – Submission SW10 – Scientifically-Based Research Documentation



XYZ Public School District How to Document SBR

Title I Teacher: XYZ Teacher

School Year: 2015-2016

Title I schoolwide programs are required to implement instructional strategies and practices that are based on research. This document provides evidence that the general educational curriculum and supplemental programs are research-based.

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

District Reading Series: Scott Foresman, 2014

District English Series: Harcourt, 2012

District Math Series: Saxon Math

Additional Instructional Support

Here are other research-based methods and instruction being implemented by all staff at our school:

- McREL – Classroom Instruction that Works – This program offers highly effective instructional practices that can be used at all grade levels in all areas of instruction.
- Standards Based Instruction – The school has mapped its curriculum and aligned it to state and local standards. The instruction provided by teachers is aligned to standards. These standards and expectations are also conveyed to students. The school provides ongoing assessments to evaluate student performance and to inform instruction to best meet student needs.
- Brain Based Learning – Our school recognizes that quality instructional materials and curriculum is not always enough. Providing staff with research-based practices is also necessary; therefore, our school is participating in brain based professional development so teachers can incorporate better practices and teaching methods into their classroom instruction.

Supplemental instructional strategies, that are research-based, used in the Title I program to assist Title I students.

<ul style="list-style-type: none"> ▪ Four blocks ▪ Preteaching ▪ Reviewing ▪ Reteaching ▪ Study skills ▪ Comprehension 	<ul style="list-style-type: none"> ▪ Word attach skills ▪ Mastery of math facts ▪ Computational fluency ▪ Problem solving ▪ Critical thinking skills
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Evidence of Scientifically-Based Research Practices

<ul style="list-style-type: none"> ▪ Direct vocabulary instruction ▪ Systematic phonics instruction ▪ Comprehension instruction ▪ Phonemic instruction ▪ Repeated oral reading ▪ Fluency instruction ▪ Scholastic Reading Skills Kit 	<ul style="list-style-type: none"> ▪ STAR reading assessment ▪ STAR early literacy assessment ▪ STAR math assessment ▪ Small group learning ▪ Focus on meaning ▪ Number sense ▪ Use of manipulatives ▪ NWEA assessments in reading and math
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Outlined below are research articles supporting the above curriculums, activities, etc.

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

Submission SW11 – Increase the Amount and Quality of Learning Time Requirement

The NCLB Act Section 1114 requires Title I schoolwide programs to implement effective methods and instructional strategies that increase the amount and quality of learning time. These strategies, as well as all schoolwide reform strategies, are to be based on research.

Increasing the amount and quality of learning time may include, but are not limited to, programming such as:

- extended school year
- before-school programming
- after-school programming
- summer school opportunities
- enriched and accelerated curriculum

Increasing the amount and quality of learning time may also include documentable activities such as:

- Presenting learning activities at a level that is neither too easy nor too difficult for the majority of students, making adaptations to serve the needs of faster and slower learners.
- Keeping seatwork activities productive through careful preparation, active supervision, and provision of assistance to students in such a way that others are not disturbed.
- Working with slower learners to reduce the amount of time needed for learning, e.g., by teaching them effective study skills, mnemonic devices, etc.
- Giving short homework assignments to elementary students to build good study habits and longer (45 to 120-minute) assignments to secondary students to reinforce learning. They check homework for completion and to diagnose learning needs, but do not generally assign grades.
- Scheduling school events to avoid disruption of learning time.
- Organizing the school calendar to provide maximum learning time.
- Reviewing potential new instructional programs and school procedures for their likely impact on learning time prior to implementation.
- Keeping unassigned time and time spent on non-instructional activities to a minimum during the school day; beginning and ending lessons on time; keeping transition times short; managing classrooms so as to minimize disruptive behavior; keeping loudspeaker announcements and other administrative intrusions brief and schedule them for minimal interference with instruction.
- Keeping student pull-outs from regular classes to a minimum for either academic or nonacademic purposes, and monitor the amount of pull-out activity.
- Provide extra learning time outside of the regular school hours for students who need or want it.
- Establish and enforce firm policies regarding tardiness, absenteeism, and appropriate classroom behavior to maximize instructional time.

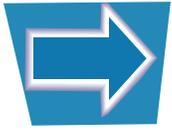
Documentation

See subsequent page

Resources



Sample Documentation – Submission SW11 – Increase the Amount and Quality of Learning Time



XYZ Public School District Documenting Increasing the Amount and Quality of Learning Time

School: XYZ Public School

School Year: 2015-2016

The documentation below outlines our regular school hours of operation, before-school programming, after-school programming, and other extended learning times offered by the school.

Regular School Day

School beginning time: 8:30 am

- Time spent in reading: 90 minutes (uninterrupted)
- Time spent in math: 60 minutes (uninterrupted)

School ending time: 3:05 pm

Before-School Program

Program times: Tuesday – Friday 7:30 am – 8:30 am

- Academic Focus: The primary focus of this program is for students who are struggling in reading and/or mathematics; however, the program is open to all students at the XYZ Public School. This program offers remedial instruction, review, and reteaching for students.

After-School Program (funded with schoolwide Title I funds)

Program times: Monday – Thursday 3:05 pm – 4:30 pm

- Academic Focus: The primary focus of this program is for students who need additional assistance in any subject area, particularly in reading and/or mathematics. The program is open to all students at the XYZ Public School. After-school teachers and tutors assist students with homework, projects, and introduce new and upcoming academic topics to intrigue students and create additional background knowledge.

Extended Learning Time

Program times: Daily during regular school day hours

- Students who are struggling academically receive extended services by a specialist. Dependent on the needs of the child, this adult may be a reading/math specialist, special education teacher, special services instructor, etc. Student monthly evaluations are reviewed to determine progress and/or to adjust services.

Summer School Program (funded with schoolwide Title I funds)

Program date: July 15-August 15, 2015

Program times: 9:00 am – 2:00 pm

- Academic Focus: The primary focus of this program is for students who struggled during the regular academic year. The summer school teachers use this opportunity to review materials from the previous year leading to less reteaching during the regular school year.

Please note: Schools using a narrative documentation (such as the example provided above) must also provide supporting documentation for these events (i.e., 90 minute reading block lesson plans, program description for summer school, extended learning time schedule, etc.) to evidence these activities are taking place regularly.

Submission SW12 – Addressing the Needs of All Students

Requirement

NCLB established high standards of accountability for state and local educational agencies, by requiring them to raise the achievement of all students, including students in the nation's poorest schools. Schools must close the achievement gaps between major subgroups of students, make adequate yearly progress (AYP), and ensure that all students, including those who are educationally disadvantaged, meet the state's academic achievement standards.

The NCLB Act Section 1114 requires Title I schoolwide programs to address the needs of all children in the school, especially those of low-achieving children and those at risk of not meeting the state academic content standards.

Besides academic programs, schoolwide programs can use other supplemental programs to help these students succeed. The services of such programs could include:

- Counseling
- Pupil services
- Student mentoring services
- Integration of vocational and technical education programs
- Innovative teaching methods, which may include applied learning and team-teaching strategies
- College and career awareness and preparation
 - college and career guidance
 - personal finance education

Documentation

See subsequent page

Resources



Closing the Achievement Gap – www.ecs.org/clearinghouse/43/00/4300.pdf

Reforms that Could Help Narrow the Achievement Gap – www.wested.org/online_pubs/pp-06-02.pdf

Sample Documentation – Submission SW12 – Addressing the Needs of All Students



XYZ Public School District Documenting Addressing the Needs of All Students

School: XYZ Public School

The following are activities and instructional strategies implemented by all teachers at the XYZ Public School to ensure that all children, in particular the low-achieving students, succeed.

Classroom Level

- Closely monitor low-achieving students and offer timely assistance either through classroom services or referral to outside investigation or services.
- Maintain a positive learning environment.
- Accommodate students' various learning styles (visual, auditory, kinesthetic, etc.).
- Utilize brain based research and instructional strategies for instruction of all students.
- Emphasize higher order thinking skills.
- Offer interesting curriculum and challenging learning opportunities for all students.
- Allow students to learn at their own pace and utilize their strengths while receiving guidance from the classroom teacher.

School Level

- Offer extra time and assistance to at-risk students and their families.
- Offer student counseling.
- Assist with family counseling (if needed).
- Offer individual tutoring and academic assistance through our extended day programs.
- Offer before-school and after-school services.
- Student mentoring services.
- Professional development opportunities for all teaching staff.
- Assessment and monitoring of student progress continually throughout school year.

Please note: Schools using a narrative documentation (such as the example provided above) must also provide supporting documentation for these activities (i.e., learning styles documentation, lesson plans showing higher order thinking skills, family counseling opportunities, etc.) to evidence these activities are taking place regularly.

Submission SW13 – Coordination of Programs

Requirement

The NCLB Act Section 1114 requires Title I schoolwide programs to ensure the coordination and integration of federal, state, and local services and programs. These programs include, but are not limited to:

- Those supported under NCLB
- Violence prevention programs
- Nutrition programs
- Housing programs
- Head Start
- Adult education
- Vocational and technical education
- Job training

Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

In addition to coordinating and integrating services, schoolwide program schools may combine federal funds to provide those services, this is called co-mingling funds. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

Documentation

See subsequent page

Resources



Sample Documentation – Submission SW13 – Coordination of Programs



XYZ Public School District Documentation of Coordination of Programs

All programs within the XYZ Public School are coordinated and integrated together to help meet the intentions of the schoolwide plan. Below are specific examples of how various federal programs are integrated to help support our schoolwide goals and initiatives.

Program	Description
Title I, Part C – Migrant Program	Our school participates in the federal migrant program during the summer months. This helps our migrant students and their families in all aspects of their lives (medically, academically, socially, etc.). This program also prepares children as they return, year after year, to our community and participate in our schoolwide program.
Title I, Part D – Neglected and Delinquent Program	Our community has two facilities serving neglected and delinquent children. We work closely with these programs to better serve our students residing at these facilities. This partnership has a direct link between the school's schoolwide reading and math goals and student achievement.
Title II, Part A – Teacher and Principal Quality	Our school utilizes the majority of these funds towards classroom reduction services and professional development. These initiatives complement our schoolwide plan and help us better serve our students.
Title IV, Part B – 21 st Century Community Learning Centers	This program provides after school academic services in reading and math to our students. This helps them become better prepared for school on a daily basis.
Head Start	Our school coordinates with the local Head Start facility by having open records, development of communication channels for teachers and staff, cooperating meetings for parents and teachers, transition programming, and providing a clear link in services to preschool children and kindergarten students.

Submissions SW14 & SW15 – Annual Review Meeting and Parental Notification of Results

Requirement

Once written, the schoolwide plan remains in effect as long as the school chooses to be a schoolwide program. However, creators of the original schoolwide plan should acknowledge from the beginning that the schoolwide plan will evolve and grow over time as changes occur inside and outside of the school. A school must review and revise its plan as necessary, evaluating it at least annually to determine whether:

- The academic achievement of all students has improved, particularly of low-achieving students
- The schoolwide goals and objectives contained in the plan were achieved
- The required components are being implemented
- The plan is still appropriate as written

The annual review can serve other valuable purposes. Results can:

- Inform internal program management and help school leaders make informed decisions to improve the quality of their program.
- Answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals.
- Increase the understanding of specific strategies and help the school determine the usefulness of the activities it has undertaken to increase student achievement.
- Promote interest in and support of a program or activity by illustrating certain strategies, their outcomes in terms of improving student achievement, and increasing support for their use.

The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. Thus, the results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should revise its existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels.

The annual review is likely to result in modifications that address changing student needs, new instructional approaches, or modifications in standards, assessments, or the accountability system. Once the review is complete, the school must revise its plan, as necessary, based on the results of the evaluation to ensure the continuous improvement of student achievement.

Once updates have been made, a report/notification must be written and available to all stakeholders (staff in the school, parents, and other community members). The report typically includes background information, the evaluation questions, a description of evaluation procedures and how the data was analyzed, findings, and a conclusion with recommendations. This notification can be done in a variety of ways (newsletter, mailing, parent meeting, etc.); however, the method used to notify parents must be documented.

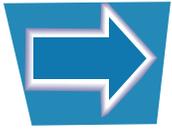
Documentation

See subsequent pages

Resources



Sample Documentation – Submission SW14 – Annual Review Meeting Documentation



XYZ Public School District Documentation of Annual Review

We have scheduled our 2015-2016 schoolwide annual review for May 7, 2016. Since we are submitting this documentation prior to May 7, 2016, we have decided to include the schoolwide annual review results from our 2013-2014 school year. This meeting was held on May 3, 2016. This meeting was lead by Principal XYZ. All staff from the schoolwide building were in attendance at the meeting.

Agenda Items:

- Review and evaluation of 10 required components and implementation
- Review of annual assessment of parental involvement (survey results)
- Review of schoolwide goals
- Review of student assessment (NDSA, NWEA/MAPS, DIBELS, classroom assessments)
- Review of attendance data
- Review of instructional strategies and learning activities implemented

Meeting Minutes:

After thorough discussion on each of the above items, it has been determined the following changes will take place during the 2013-2014 school year regarding the schoolwide plan and its initiatives.

- Reading – Flexible Groups– Using data from the DIBELS, NWEA, and NDSA, we will determine how students will be divided into flexible grouping teams. These teams will be flexible and will change based on the results of ongoing assessment and data review. Classroom teachers and specialists will gather on a weekly basis to evaluate data, plan instruction, share teaching techniques, etc., to prepare for the flexible grouping time. This is also the time when student assessment results will be discussed and teaming changes may be made.
- Reading – Study Groups – In order to help our teaching staff better interpret student assessment results, we will focus our study groups on analyzing student scores and assessment data.

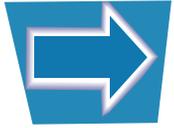
We will continue with our initiatives in the following areas:

- Ongoing assessments and assessment portfolios (reading and math)
- Curriculum mapping (reading and math)
- Reading nights and math nights
- Parental involvement

We will determine our effectiveness by:

- Reviewing assessment data to help create the best learning environment for our students
- Using data to drive instruction and interventions
- Gathering parental and staff input on the programs being implemented
- Teaming with other staff

Sample Documentation – Submission #SW15 – Parental Notification of Annual Review Results



Fall 2016

Dear XYZ Public School Parents, Guardians, Teaching Staff, and Community Members,

The purpose of this letter is to inform you of the results of the XYZ Public School District's Schoolwide Annual Review Meeting. This meeting was conducted with all teaching staff and administration during the spring of 2015, and is held each school year.

During this meeting, we discussed the merits of the schoolwide program, as well as any questions or concerns of classroom teachers or other XYZ Public School District staff. We also discussed the results of the annual parent survey at this meeting. We closely examined our school's data to determine ways in which we can better serve our students during the 2015-2016 school year.

Enclosed are the Schoolwide Annual Review Agenda and Minutes from our meeting last spring. If you have any questions or concerns regarding this information, please feel free to contact the school.

Sincerely,

XYZ Public School Building Principal

Submissions SW16 & SW17 – Parental Involvement Policies (District and School)

Requirement

In support of strengthening student academic achievement, each district and school that receives Title I, Part A funds or services must develop jointly with, agree on with, and distribute to parents of participating children, written parental involvement policies that contain information required by the ESEA. These policies establish the district and school expectations for parental involvement, describe how the district and school will implement a number of specific parental involvement activities, and incorporate such policies into the district's plan submitted to the Federal Title Programs office.

Personnel have the option of writing a separate District Parental Involvement Policy and a separate School Parental Involvement Policy or combining the two into one District-School Parental Involvement Policy. Each of these policies are outlined below.

The District Parental Involvement Policy – School districts, in consultation with parents, should use the sample template provided by the Federal Title Programs office as a framework for the information to be included in their parental involvement policy. School districts must follow this sample template or framework to establish the district's expectation for parental involvement and to ensure all of the components have been incorporated. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that support effective parental involvement and strengthen academic achievement.

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

The District-School Parental Involvement Policy – The School Parental Involvement Policy and the District Parental Involvement Policy are generally two separate documents; however, for small districts, the components for the district and school policies may be addressed 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 all necessary components of the school policy and all necessary components of the district policy are included.

Districts/schools planning to combine the policies into one policy, in consultation with parents, should use the sample template as a framework for the information to be included in their parental involvement policy. Districts/schools must follow this sample template, or framework, to establish the district's/school's expectations for parental involvement 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 parental involvement and strengthen student academic achievement.

Please keep this in mind regarding the District, School, and District-School Parental Involvement Policies:

- Each year, you must **update** the policy/policies in consultation with parents and **document** how it was distributed to parents.

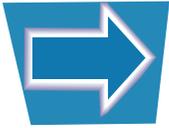
Documentation

See subsequent pages

Resources



Sample Documentation – Submissions SW16 & SW17 – Parental Involvement Policies (District and School) Documentation



Since the XYZ Public School District and XYZ Public School buildings are one in the same, we have decided to write a combined District-School Title I Parental Involvement Policy.

PART I. DISTRICT EXPECTATIONS

Each school district must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.]

The **XYZ Public School District** agrees to implement the following statutory requirements:

- *The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.*
- *The school district will work with its schools to ensure that the required school-level parental involvement policies meet the Title I requirements, and include as a component, a school-parent compact.*
- *The school district will incorporate this district-wide parental involvement policy into its district plan.*
- *In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.*
- *If the district plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Department of Public Instruction.*
- *The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I allocations greater than \$500,000). This is not applicable to the XYZ Public School District.*
- *The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:*

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring—

- (A) Parents play an integral role in assisting their child's learning;*
- (B) Parents are encouraged to be actively involved in their child's education at school;*
- (C) 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*
- (D) Parents are involved in the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DISTRICT/SCHOOL PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

1. The **XYZ Public School District** will take the following actions to involve parents in the joint development of its district/school parental involvement plan:
 - *Parents will have the opportunity to be involved in the development of 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.*

2. The **XYZ Public School District** will 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 under this part and to explain the requirements of this part, and the right of the parents to be involved,
- *The annual meeting will be held at 6:30 pm on October 18, 2015 in the school gymnasium. All parents are invited.*

3. The **XYZ Public School District** will 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;

XYZ Public School District personnel will provide numerous opportunities for parent meetings including the following:

- *Parent-teacher conferences.*
- *Scheduled individual parent meetings.*
- *Individualized meetings can be arranged at any time.*

Parents with transportation or daycare concerns are encouraged to contact Title I personnel at the school if they are unable to attend any of the meetings.

4. The **XYZ Public School District** will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- *Staff meetings.*
- *Teacher in-services, workshops and conferences.*
- *Schoolwide coordinator will stay informed through trainings offered by the Federal Title Programs office.*
- *Teacher in-services will be held prior to the start of the school year where parental involvement policy requirements will be reviewed.*

5. The **XYZ Public School District** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school/district will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- *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 as well as 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 provide assistance 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, as well as through scheduled parent-teacher conferences and quarterly progress reports. Staff will provide assistance in understanding these reports.*
- *Staff will show parents how to work with other educators at the annual parent meeting in the fall and at the scheduled parent-teacher conferences.*
- *Other important areas to note:*
 - *Letters and newsletters will be disseminated and sent home regularly.*
 - *The schools and district's adequate yearly progress (AYP) report will be sent out.*
 - *School district profile (school report card) will be accessible in the school.*
 - *Information on the school website will be provided.*

The **XYZ Public School District** will provide parents of participating children, 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 practically possible.

- B. The school/district will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
- *Letters and/or newsletters are mailed out and sent home.*
 - *Brochures/research articles are distributed at the annual parent meeting (fall).*
 - *Resources are listed on the school website with links provided.*
 - *Parents are able to email teachers with questions or concerns.*
- C. The school/district will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to 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.*
- D. The school/district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, 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).*
- E. The school/district will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- *Schoolwide information will be reviewed for content and readability*
 - *Request for alternative formats of information will be provided to the extent possible*
6. The **XYZ Public School District** will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs] by:
- *The school district will work together with Head Start and other 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 staff from Head Start and preschool programs to share information and strategies to be able to better service students.*
7. The **XYZ Public School District** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- *Annual parent meeting conducted in the fall of the school year. Parents will be responsible for aiding in the development of this policy as well as 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, parents will be informed of the previous school year's annual review meeting with teachers and administration.*
8. The **XYZ Public School District** will take the following actions to involve parents in the process of school review and improvement:
- *Annual parent meeting conducted in the fall of the school year.*
 - *Parent survey mailed out in the spring of the school year.*
 - *During the annual parent meeting conducted in the fall of the school year, parents will be informed of the previous years' annual review meeting with teachers and administration.*
9. If the schoolwide program plan 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 local educational agency.
- *If parents are not satisfied they are given the opportunity to voice their concerns through parent meetings, parent-teacher conferences, and the annual parent survey.*

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- *Parents will help in the development of the school-parent compact during the annual parent meeting in the fall of the school year.*
- *Parents will receive a copy of the school-parent compact in the fall of the school year. It will also be available in the student handbook.*
- *Suggestions and comments on improving the school-parent compact are welcome any time throughout the school year.*

PART IV. DISCRETIONARY DISTRICT-SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The District-School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:

- *Involve parents in the development of 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 district has exhausted all other reasonably available sources of funding for that training.*
- *Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.*
- *Train parents to enhance the involvement of other parents.*
- *In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.*
- *Adopt and implement model approaches to improving parental involvement.*
- *Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.*
- *Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.*
- *Provide other reasonable support for parental involvement activities under section 1118 as parents may request.*

- *Parents will be given the opportunity to have input in this process at the annual parent meeting in the fall, parent-teacher conferences, and at any time parents feel necessary.*

PART V. ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- *Schoolwide information will be reviewed for content and readability.*
- *Requests for alternative formats of information will be provided to the extent possible.*

PART VI. ADOPTION

This District-School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by **school board meeting minutes**.**

This policy was adopted by the **XYZ Public School District** on **7/1/2015** and will be in effect for the period of the **2015-2016 school year**. The school district will distribute this policy to all parents of participating Title I children on or before **9/1/2015**.

(Signature of Title I Authorized Representative)

(Date)

*This template of a District-School Parental Involvement Policy has been developed by combining two documents, the modified version of the sample provided in the U.S. Department of Education Parental Involvement Guidance and the sample of the School Parental Involvement Policy provided by the North Dakota Federal Title Programs office.

**Although provided in this sample, board approval on the school and/or district parental involvement policy is not required by state or federal law.

Submission SW18 – Annual Parent Meeting

Requirement

Parental involvement is a required component of schoolwide planning. One of the more specific requirements for parental involvement is the Annual Meeting for parents.

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. (This is different from the Annual Review meeting, which is also a requirement). At this meeting, the following issues must be addressed:

- Explain their school's participation in Title I and schoolwide requirements.
- Explain what participation in Title I programming means, including:
 - A description and explanation of the school's curriculum;
 - Information on the forms of academic assessment used to measure student progress; and
 - Information on the proficiency levels students are expected to meet.
- Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
- Explain what the schoolwide program is and how the schoolwide plan will be assessed for effectiveness.
- Explain the right of parents to become involved in the school's programs and ways to do so.
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

In order to keep parents informed, schools must invite all parents of children participating in Title I, Part A programs and encourage them to attend. In a schoolwide program, this means ALL parents should be invited. Schools must also offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend.

You must be able to document this meeting with minutes, agendas, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Below are a few things to keep in mind regarding the Annual Parent Meeting:

- This can be an introduction to the Title I program, a workshop, a welcome night, etc.; the format is up to you. Preferably, this meeting occurs at the beginning or in the fall of the school year.
- This meeting, whatever form it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents about the program?
- Do you involve parents in the agenda? Do you try to get ideas from them on what this meeting should involve?

You may want to do more than the law requires for this meeting, especially if you often have problems with getting parents involved. Parental involvement can make a huge difference in student achievement, so it should always be a major focus of school improvement efforts. An example agenda shown on the subsequent page demonstrates how some schools increased parent attendance by making the focus of the meeting more fun for students and parents (by showing off a school project) and making the above requirements only a small part of the meeting. In this example, parents and the school staff also use this time to work on their schoolwide compacts, which is also a schoolwide parental involvement requirement.

Documentation

See subsequent page

Resources



Sample Documentation – Submission SW18 – Annual Parent Meeting



XYZ Public School District Documentation of Annual Parent Meeting

Agenda

October 24, 2015

Welcome parents and community members!

This evening we will be reviewing and discussing our schoolwide program. The agenda items will be as follows:

- What is Title I Schoolwide?
 - Requirements
 - XYZ Public School’s Schoolwide Program—Past and Present
- Our Schoolwide Goals
 - Reading
 - Math
- Parental Involvement
 - Pastries for Parents
 - Reading Night
 - Math Night
 - Schoolwide plan and activities
- Student activities
- Instructional methods and curriculum
- Assessing for student progress at school and at home
- Parent questions and ideas

Please feel free to help yourself to snacks and coffee during the meeting. We greatly appreciate your input and participation!

Please note: Schools using a narrative documentation (such as the example provided above) must also provide supporting documentation for these events (i.e., sign-in sheets, packets of information distributed, handouts used, presentations used, etc.).

Submission SW19 – Opportunities to Train Parents

Requirement

Title I regulations require programs to provide opportunities for training parents to become partners with the school in promoting the education of the child at school and at home. In addition, programs should provide information about methods that parents can use at home to complement the child's instruction.

The following items are examples of how schoolwide programs could provide opportunities for training parents. These are only suggestions and are certainly not inclusive to the ways in which you could inform and train parents.

- Invite parents to an annual parent meeting to explain the schoolwide program
- Provide parents with a school newsletter
- Provide parents with a school calendar of events
- Provide parents with strategies on working with their children at home
- Provide parents with a list of recommended books for children
- Invite parents to visit their child's classroom
- Survey parents annually to get their input into the schoolwide program
- Invite parents to a school open house
- Provide parents with information regarding how the schoolwide program works
- Involve parents in the design of the school compact
- Provide training for parents, including:
 - Adult literacy courses
 - Homework help
 - Technology courses
 - Mathematics courses
 - Family literacy courses
 - Job seeking assistance

Documentation

See subsequent page

Please Note



Schools are encouraged to utilize the six different types of parental involvement, as outlined by Dr. Joyce Epstein of the John Hopkins University. The six types of parental involvement include:

- Parenting: Helping all families establish a home environment to support children as students.
- Communicating: Designing effective forms of school-to-home and home-to-school communication about school programs and children's progress.
- Volunteering: Recruiting and organizing parental help and support.
- Learning at Home: Providing information and ideas to families about how to help children at home with homework and other curriculum related activities.
- Decision Making: Including parents in the school's decisions and developing parent leaders and representatives in the school.
- Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development.

Resources



Sample Documentation – Submission SW19 – Opportunities to Train Parents



XYZ Public School District Documentation of Opportunities to Train Parents School Year: 2015-2016

Parents are given information and handouts at the annual parent meetings, parent-teacher conferences, and throughout the school year. Advice, suggestions, and ideas are given by demonstrations, explanations, and in written format.

The following are examples of information distributed to parents:

- School calendar
- Monthly school newsletter
- Reinforcing the State’s Content and Achievement Standards
- Ways to promote family literacy
- Home reading activities
- Home math activities
- Book lists and activities
- Computer night at school
- How to read with your child
- Helping your child succeed
- Homework study tips
- Summer activities

The following are examples of actual training opportunities/participation events for parents:

- School Open House – August 2015
- Parent Advisory Committee – Monthly throughout the school year
- Family Fair – September 2015
- Reading Night – February 2016
- Math Night – March 2016
- Mathematics for the Future – September 2015
- Class plays – Throughout the school year
- Book Fair – November 2015
- Parent-teacher conferences – November 2015 and February 2016
- Music Programs – Throughout the school year
- Love and Logic – March 2016
- MarketPlace for Kids – March 2016
- Pastries with Parents – Throughout the school year

Please note: Schools using a narrative documentation (such as the example provided above) must also provide supporting documentation for these events (i.e., sign in sheets, agendas, meeting minutes, photographs, etc.) to evidence these activities are taking place regularly.

Submission SW20 – School-Parent Compact

Requirement

Each school that receives Title I, Part A funds or services must develop jointly with, agree with, and distribute to parents of participating children, a written school-parent compact policy that contains information required by the ESEA. This compact is actually part of the School Parental Involvement Policy. The compact must outline how parents and the school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the state's high standards.

The school-parent compact cannot just be a verbal agreement. You must have a copy on file and documentation of how it was distributed. Signatures on the compact are optional.

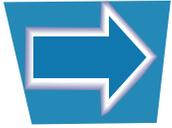
Documentation

See subsequent page

Resources



Sample Documentation – Submission SW20 – Parent School Compact



XYZ Public School District School-Parent Compact

Each school receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents. The compact must outline how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

The **XYZ Public School** and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the **2015-2016** school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The **XYZ Public School** will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

The XYZ Public School will ensure that all students know and work toward achieving the state standards. This will be accomplished by providing a challenging curriculum that is taught with research-based practices.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

Conferences will be held during the regularly held fall and spring parent-teacher conferences and at a separate parent meeting in the fall of the school year.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Progress reports are sent home with student report cards at the end of each of the four nine-weeks grading periods. Parents with Internet access will be able to access their child's progress through PowerSchool.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

In addition to the regularly scheduled parent-teacher conferences, staff will be available for parents before school and after school on a daily basis. Parents will also be able to access staff by telephone and email.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are welcomed by administrators and teachers to visit their children's classrooms during the school year. Parents have been invited to assist in classroom lessons and activities. Parents are welcomed to volunteer to help with special projects and activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received either by my child or by mail and responding, as appropriate.*

Submission SW21 – Annual Assessment of Parental Involvement

Requirement

At the end of each school year, schoolwide programs must assess the involvement of parents. This assessment method must be documented so that it is available for review. Often, Title I schoolwide programs choose to meet this requirement by administering a survey to all parents in the schoolwide building asking them to review the schoolwide plan, share how effective and realistic the plan was in its implementation, review parental involvement opportunities, and offer suggestions for improvement.

Please note that you do not have to use a survey to meet this requirement of an Annual Assessment of Parent Involvement. This is just the most common method that is used. Other ideas for this requirement could be having an end-of-the-year meeting to assess the program with parents, or actually calling parents at the end-of-the-year and asking assessment questions. Whatever method you use, please remember that you must somehow document that the assessment took place.

Documentation

See subsequent page

Resources



Sample Documentation – Submission SW21 – Annual Assessment of Parental Involvement



XYZ Public School District Documentation of Annual Assessment of Parental Involvement

We are planning to distribute our 2015-2016 schoolwide annual assessment of parental involvement during April 2015. Since we are submitting this documentation prior to April 2016, we have decided to include the schoolwide annual assessment of parental involvement results from our 2014-2015 school year. We conducted a survey of all parents in the building during April 2015. These results were then discussed at our annual review meeting held during May 2015. Below you will find a summary of our survey results.

Survey Results

1. I have been involved in discussions regarding my child's education or had the opportunity (i.e., parent-teacher conferences).
34 = Yes 0 = No
2. I have been informed by my child's teachers about his/her progress.
33 = Yes 1 = No
3. I have been given information about how I can help my child with his/her classroom studying and homework.
32 = Yes 2 = No
4. Do you feel your child has benefitted from the teaming strategies implement during this school year?
33 = Yes 1 = No
5. Please list areas of skills in which your child made improvements:
Answers varied.
6. Please list some areas or skills that you would like to see increased improvement:
Answers varied.
7. Does your child study independently at home?
31 = Yes 3 = No
15 = Daily 7 = Twice weekly 7 = Once a week
8. Comments and/or suggestions:
Answers varied.