

Aldine Independent School District
Vardeman EC/PK/K Center
2018-2019 Campus Improvement Plan



Board Approval Date: October 16, 2018
Public Presentation Date: October 16, 2018

Mission Statement

Mission

Teachers and staff at Vardeman EC/PK/K School are committed to empower students to attain the knowledge and skills to become lifelong learners. We pledge to fashion an equitable and balanced curriculum for all types of learners and to create a safe and suitable environment where uniqueness and diversity are honored and respected.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vardeman EC/PK/K School open its doors in August 2018 as one of the 12 primary schools in Aldine Independent School District. Vardeman serves approximately 730 predominantly Hispanic and economically disadvantaged 3, 4 and 5 years old students. Vardeman's population is composed of 2.74% of Early Education programs, 43.48% Prekindergarten program and 53.77% of Kindergarten Program. The largest population subgroups is the Hispanic population composed of 90.39% of the students. The reminding percentage of students is composed of 5.8% African American and the rest are between white and other subgroups.

Concerning the composition of programs at Vardeman 47.5% of the students are in a Bilingual program and 7.95% are receiving ESL services with ESL certified teachers. In addition, Vardeman as about 9% of its population being served through Special Education services.

Vardeman EC/PK/K School currently has a total of 95 staff members consisting of 3 administrators, 1 counselors, 2 skills specialists, .5 literacy coach, 1 testing coordinator/Skills Specialist, 1 Dyslexia/RTI interventionist, 9 additional support staff (nurse, PE teacher, music teacher, Librarian, Diag, PBAT, etc.), 34 teachers, 21 paraprofessionals, 4 clerical staff, 6 custodians and 6 child nutrition staff.

Demographics Strengths

Vardeman EC/PK/K School's strengths is its population itself. The large majority of its population comes from adajent neighborhoods making it covanient por paretns to be invollevd in the education of thie children. We have strong neighborhood connections making our school attractive to families looking for an affordable, top-quality education for their children. With increased enrollment the population increases adn consequently, businesses soon follow, boosting the local economy.

Vardeman EC/PK/K School addresses the various student needs and interests by providing the following programs Bilingual, English as a Second language, and Mainstream programs. In addition Vardeman EC/PK/K School provides academic and personal services such as counseling and Backpack Buddies.

Different staff committees were established at the beginning of the year with plans to address parental involvement activities such as Family Engagement Nights, Parent and Family Engagement Meetings, weekend events, family support opportunities, etc.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Vardeman EC/PK/K School has one regular education teaching position vacancy, one instructional paraprofessional, and the security desk monitor vacancy. **Root Cause:** A master teacher was promoted to a Testing coordinator/Skills Specialist position, the instructional paraprofessional vacancy was created due to a resignation of the security monitor.

Student Academic Achievement

Student Academic Achievement Summary

Vardeman EC/PK/K School open its doors in August 2018 as one of the 12 primary schools in Aldine Independent School District. Vardeman serves approximately 730 predominantly Hispanic and economically disadvantaged 3, 4 and 5 years old students. Vardeman's population is composed of 2.74% of Early Education programs, 43.48% Prekindergarten program and 53.77% of Kindergarten Program. The largest population subgroups is the Hispanic population composed of 90.39% of the students. The reminding percentage of students is composed of 5.8% African American and the rest are between white and other subgroups.

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Student Academic Achievement Strengths

Vardeman is a brand new school therefore no data is available to identify it as strength nonetheless the hiring of two master teachers to act as skills specialists bring to the campus the strengths of their abilities and strengths.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The number of students not attending prekindergarten and the gaps these students have in comparison to the students that did attended prekindergarten. **Root Cause:** Not attending prekindergarten.

Problem Statement 2: Behavior probes due to lack of readiness **Root Cause:** Parental lack of information about the prekindergarten programs.

School Processes & Programs

School Processes & Programs Summary

Vardeman School is composed of Special Education early childhood, prekindergarten and kindergarten grades campus. We are in our first year of existence and reconfiguration with the addition of kindergarten grade to primary campuses.

All students are self-contained in regular, Bilingual, or ESL classes and scheduled for 120 minutes of English Language Arts, 90 minutes of Math, 30 minutes of Science and social studies, 45 minutes of English oral development for the Bilingual classes. Students are required to have 135 minutes of PE classes in addition to have library and music classes. Core content area teachers have a 55 conference period, while non-core content area teachers have one 45 minute conference period.

Vardeman EC/PK/k School's curriculum is aligned with the district scope and sequence. We utilize campus-created assessments, district benchmarks, Circle assessment, TELPAS results to guide their teaching and to monitor student learning. Teachers meet once a week their team members during Collaborative Planning to analyze data and develop lessons. Vardeman has a culture for student-centered lessons that provide students hands-on experience, group work, and product choice. Skills specialists model lessons, coach teachers, and provide guidance in the area of curriculum and instruction. Administrators are highly visible in the classrooms and utilize INVEST to determine areas of strength and areas in need of improvement; INVEST conferences are geared toward developing plans for furthering students' academic achievement. When students are identified as having gaps and/or deficiencies, students receive intervention through small group instruction.

We have a fully integrated mentor program for new teachers. New teachers meet once a week through the New Teachers Academy with the Skills Specialists to receive guidance, support, training, and modeling of the lesson. We also regularly host student teachers in order to grow our teachers as leaders and to encourage future teachers to return to our campus. A newly developed succession plan provides aspiring leaders with opportunities to participate in programs and activities to develop leadership skills.

School Processes & Programs Strengths

Vardeman's has newly created committees to address our student and campus needs: Parent and Family Involvement, Grant Writing, Climate and Culture, Attendance, Multicultural, Technology, and College and Career Readiness. Committees meet regularly to develop plans for improvement and celebration in each identified area.

Systems are in place for addressing educational gaps and deficiencies through various interventions (RTI, Dyslexia, small groups instruction, etc.). We monitor student progress and identify students who need additional support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Vardemans arrival and dismissal procedures were rough at the beginning of the year **Root Cause:** The causes of the issues with the processes are the young nature of the students and the large amount of car riders.

Perceptions

Perceptions Summary

Vardeman EC/PK/K School opened its door for the first time this school year. As the result of the district's reconfiguration Vardeman's staff members were placed in these beautiful for the 2018-2019 school year. This first year is a pivotal year in the creation of positive culture with a positive climate that focuses on high student achievement and in the development a brand new vision and mission. We strive for stakeholder satisfaction and encourage student, parent, teacher, and community participation and involvement.

Teachers are provided with the assistance of master teachers working as coaching bodies to enhance instruction and yield high academic results. Students are care for with love and care through a hybrid curriculum focused on developing the whole child.

We make our priority the safety of our students, staff and visitors. We have created a safe environment through the use of metal detectors, Raptor, monitored duty schedules, lockdown and fire drills, etc. We also have worked to improve arrival and dismissal procedures.

We celebrate students' academic success, good behavior and attendance (Student of the Month, Student Stand-out announcements, certificates, etc). Teachers are recognized for efforts in the classroom and for going above and beyond outside of the classroom (Call-Out a Colt, Preview Shout-outs, etc.) and are rewarded for their attendance. Parents are welcomed at and are encouraged to attend Counselor Presentations, Family Nights, Open House, weekend events, etc.

We plan in advance and communicate information in a variety of ways to ensure that all stakeholders are well-informed as we believe that communication is the key to maintaining a positive climate. When creating needs assessments, we utilize and value the input of all stakeholders.

Perceptions Strengths

Communication is one of our greatest strengths at Vardeman. We hold regular meetings with administrators, leadership team, teachers, staff and families. We communicate upcoming events and important information through a Monthly calendar, email, announcements, call-outs (blackboard, Remind, text, etc.), newsletters, and so on. Surveys will be sent to get instant feedback from stakeholders and for decision-making purposes. The results of the surveys are shared with stakeholders in a timely fashion.

Vardeman EC/PKK School has also developed a system for staff members to recognize each other's strengths and achievements through "Shout-outs" to staff members in our montly calendar or weekly emails.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some parents perception of Vardeman EC/PK/K School was on the negative side as the school posed threats to their traffic flow in the neighborhood. **Root Cause:** The long lines from the large amount of car riders was making parents dissatisfaction.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals



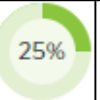

Revised/Approved: October 12, 2015











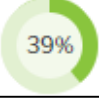
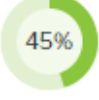
Goal 1: Vardeman EC/PK/K School will improve and sustain growth in student achievement

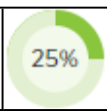




Performance Objective 1: By spring 2019, Vardeman EC/PK/K School's students and student groups (AA, ELL, Special Education) will sustain or increase academic performance at or above grade level as measured by campus' and district's academic reports.

Evaluation Data Source(s) 1: Pre-Kindergarten: Circle Reports (BOY, MOY, and EOY)
Kindergarten: District Benchmarks Reports
IRLs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School's Teachers will make determinations of students academic needs based on informed decisions. Teachers will analyze students' academic data to determined the type of interventions struggling students will receive. Students will receive interventions through programs such as RtI, Dyslexia, Inclusion and Resource in the areas of Math and Reading.	2.4, 2.5, 2.6	Teachers, Skills Specialist, Assistant Principals, Interventionists.	1. Pre-Kindergarten: Circle Reports (BOY, MOY, and EOY) 2. Kindergarten: a) Universal Screening - Istation b) Benchmarks Reports c) IRLs				
2) Vardeman EC/PK/K School 85% of the Pre-Kindergarten students will meet their individual goal (set at beginning of the year). Goals are set for students to grow at or above their own baseline scores (halfway between the baseline score and 100% growth)	2.4, 2.5, 2.6	Teachers Skills Specialist Assistant Principals	1. Beginning of the year Circle Testing 2. Teachers data 3. Teacher's intervention logs 4. Lesson Plans				

3) Vardeman EC/PK/K School will hire two Master Teachers as Skills Specialists (one for Pre-K and one for Kinder) to provide support to coach teachers through coaching strategies, coaching PLC weekly sessions, model lesson to teachers coach teachers on designing lessons that are strategically plan, developed, and model strategies to deliver high quality, effective and age appropriate instruction to students.	2.4, 2.5, 2.6	Principal Assistant Principals	1. Curriculum development documentation 2. PLC documentation 3. Teacher Coaching documentation 4. New Teachers Academy documentation and sign i sheets 5. Staff Development documentation and sign in sheets				
Funding Sources: Title I, Part A - 132286.00							
4) Vardeman EC/PK/K School will strive to have 80% of the Kindergarten students finishing the school year on grade level.	2.4, 2.5, 2.6	Teachers Principal Assistant Principals Skills Specialists	1. Kindergarten Teacher's Lesson plans 2. Teachers' observations 3. Students academic scores. 4. Coaching documentation				
5) Vardeman EC/PK/K School will provide English oral language support to students speakers of other languages through daily second language acquisition strategies.	2.4, 2.5, 2.6	Bilingual and ESL Teachers Principal Assistant Principal	1. Pre-IPT and IPT scores 2. TELPS scores 3. Lessonplans 4. Bilingual and ESL Teachers' observations				
6) Vardeman EC/PK/K School will hire two Instructional Paraprofessionals to assist teachers and students with small group instruction of struggling students.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	1. Small group logs 2. Teacher lesson plans 3. Students scores				
Funding Sources: Title I, Part A - 55466.00							
7) Vardeman EC/PK/K School will purchase a variety of books to for students access to increase reading levels and provide a positive and comfortable classroom library environment.	2.4, 2.5, 2.6	Principal Assistant Principal Skills Specialists Teachers	1. Title 1 budget 2. Teacher Collage needs assessment				
Funding Sources: Title I, Part A - 9401.00							
8) Vardeman EC/PK/K School will provide to all students real life experiences such a field trip to the zoo for the to make connections with what is taught in the classroom with real life knowledge.	2.4, 2.5, 2.6	Principal Assistant Principals Bookkeeper	1. Lesson plans 2. Students' pictures and products				
Funding Sources: Title II, Part A - 4252.00							
9) Vardeman EC/PK/K School will hire substitutes to cover classes when teachers attend staff development sessions or for teachers participating in curriculum writing sessions.	2.4, 2.5, 2.6	Principal Assistant Principals	1. Curriculum writing agendas. 2. Certificate of attendance				
Funding Sources: Title I, Part A - 2000.00							
10) Vardeman EC/PK/K School will use the expertise of its master teachers and skills specialists to write, review, and make adjustments to its curriculum to provide high age appropriate instruction to all students and students' groups.	2.4, 2.5, 2.6	Principal Assistant Principal Skills Specialists Teachers	1. Curriculum documentation 2. Lesson plans				
Funding Sources: Title I, Part A - 2000.00							

11) Vardeman EC/PK/K School will pay for transportation for students to participate in real life experiences such as traveling to the zoo.	2.4, 2.5, 2.6	Principal Assistant Principal	1. Transportation bill 2. Pictures of events				
Funding Sources: Title I, Part A - 2628.00							
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Goal 1: Vardeman EC/PK/K School will improve and sustain growth in student achievement







Performance Objective 2: Vardeman EC/PK/K School will sustain the practice of recruiting and employing 100% highly qualified teachers and monitoring retention and attendance as measured by data aligned with the Aldine's strategic plan and time and attendance reports.

Evaluation Data Source(s) 2: Hiring Process Documentation

Documentation of Staff Development Presentations

Coaching Cycle documentation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School will send motivated/striving Teachers, Skills Specialists and Administrators to special appropriate professional development sessions (inside and outside of district). Attendants to these sessions will in turn present their learning to the campus staff during PLC's and campus staff development sessions.	2.4, 2.5, 2.6	Teachers Skills Specialists Assistant Principals Principal	1. Certificate of participation 2. PLC's, staff development's sign in sessions and documentation				
	Funding Sources: Title I, Part A - 2000.00						
2) By May, 2019 100 % of all professional staff at Vardeman EC/PK/K School will acquire 26 or more professional development hours. Auxiliary employees will acquire 15 professional development hours, to improve job performance and increase student achievement as measured by campus and district scorecards.	2.4, 2.5, 2.6	Principal Assistant Principal	1. INVEST 2. Certificates				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Vardeman EC/PK/K School will improve and sustain growth in student achievement






Performance Objective 3: Vardeman EC/PK/K School will provide all students with opportunities to experience the meaning of college and career readiness. Students will participate in at least two projects regarding careers, vocations, jobs.

Evaluation Data Source(s) 3: Community Helpers presentations, pictures, sign in sheets.

Lesson plans

Students projects

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School will provide students will college and career informational sessions from community workers' visits. Students at Vardeman EC/PK/K School will also have ample opportunities to role play and be expose to literature about college and careers readiness.	2.4, 2.5, 2.6	Principal Assistant Principals Counselor Teachers	1. Agendas and pictures of College and Career informational sessions from community workers. 2. Teachers' lesson plans 3. Students' products and pictures.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: Vardeman EC/PK/K School will improve and sustain growth in student achievement







Performance Objective 4: Vardeman EC/PK/K School will sustain or increase students and staff attendance.

Evaluation Data Source(s) 4: Attendance records

Teachers' Attendance Incentive Program

Students' Attendance Incentive Program

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School will provide incentives/certificates for students who accomplish attendance goals.	2.4, 2.5, 2.6	Principal Registrar/Attendance Assistant Principals Teachers	1. Students' attendance records 2. Incentive plan				
2) Vardeman EC/PK/K School will provide incentives/certificates for teachers who accomplish attendance goals.	2.4, 2.5	Principal Assistant Principals Attendance Committee	1 Attendance incentive plan 2. Certificates				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Vardeman EC/PK/K School will provide a safe and secure learning environments for all students and stakeholders.

Performance Objective 1: Vardeman EC/PK/K School will implement an age appropriate positive behavior management system (PBIS) to create a positive school climate where students grow. Vardeman EC/PK/K School will maintain a low percentage of behavior incidents as measured by district discipline reports. (No existing data for 2017-2018).











Evaluation Data Source(s) 1: PBIS cards

Behavior plans

EIT documentation

Campus Discipline Data Report

Summative Evaluation 1:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School will follow a Positive Behavior System (PBIS) to promote a positive school climate and decrease behavior incidents.	2.4, 2.5, 2.6	Teachers Principal Assistant Principals Skills Specialist Counselor	1. PBIS plan 2. Behavior plans 3. EIT				
2) Vardeman EC/PK/K School will train all teachers on best practices using PBIS strategies,	2.4, 2.5, 2.6	Principal Assistant Principals Skills Specialits	1, PBIS Presentation 2. Behavior Plans				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Vardeman EC/PK/K School will provide a safe and secure learning environments for all students and stakeholders.

Performance Objective 2: Vardeman EC/PK/K School will provide training to all staff members on Nonviolent Crisis Intervention training focus on prevention, training staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage.

Evaluation Data Source(s) 2: NCI certificates

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers and staff will be highly encouraged to participate or continue updating in an NCI training.	2.4, 2.5, 2.6	Principal Assistant Principals Teachers Staff	1, Certificate of participation 2, Training documentation				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Vardeman EC/PK/K School will provide a safe and secure learning environments for all students and stakeholders.








Performance Objective 3: Vardeman EC/PK/K School will remain in compliance with all local, State and Federal guidelines to ensure the safety of all students and stakeholders.

Evaluation Data Source(s) 3: Raptor Reports

Security Walks Report

Fire Exit Drills & Fire Prevention Form

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We are going to monitor by Raptor. Checking parents through E-School.		Front Office	Safe and secure environment for Vardeman students and staff.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Vardeman EC/PK/K School will attract, recruit, and engage parents, guardians and community partners to capitalize on their strengths, resources and talents to meet student needs and align to learner outcomes.

















Performance Objective 1: Vardeman EC/PK/K School will increase parent engagement and satisfaction through informational meeting nights to create a positive climate and update parents of accomplishments.

Evaluation Data Source(s) 1: Meeting nights agendas

Signature pages

Handouts

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School will assess stakeholders' needs and satisfaction through the use of a survey	3.1, 3.2	Principal Assistant Principals	1. Survey responses				
Critical Success Factors CSF 5 CSF 6 2) Provide parent and family engagement training/workshops and nutrition classes to communicate helpful strategies and tips.	2.5, 3.1, 3.2	Principal Assistant Principals Counselor Skills Specialists	Agenda/Sign in sheets				
3) Contracted the services of the Houston's Children Museum to provide reading, math and science workshops to the parents and students.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Bookkeeper	1. Title 1 budget 2. Pictures of participation 3. Contract with Childrens Museum				
Critical Success Factors CSF 1 CSF 5 CSF 6 4) Schedule Family Engagement Nights such Math/Science and Reading Nights for parents and students to coach parents on academic strategies to use at home to help their children.	2.6, 3.1, 3.2	Principal, assistant principals, skills, teachers.	Agenda/Sign in sheets				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Vardeman EC/PK/K School will maintain fiscal solvency by applying sound financial principles and practices



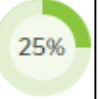


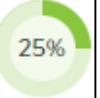




Performance Objective 1: Vardeman EC/PK/K School's steering committee will review data from campuses of similar characteristics pertaining to student achievement, stakeholder input and needs assessments in the development of a campus budget.

Evaluation Data Source(s) 1: Budget records

Sample budgets

Meeting agenda & sign in sheets

Summative Evaluation 1:




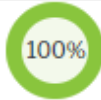

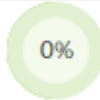

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) For the development of the campus budget Vardeman EC/PK/K School will ensemble a steering committee composed of community members and business partners, and instructional team members to assess needs and make decisions on the priorities and management of the course of its operations.	2.5, 2.6	Principal, Assistant Principals, Teachers	1. Agenda of meetings\2. Needs assessment records				
2) Vardeman EC/PK/K School's steering committee will review achievement data, input from parents, community members and business partners, and instructional team needs assessments in the development of a campus budget.	2.4, 2.5, 2.6	Principal Assistant Principal	1. Agenda of meetings				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Vardeman EC/PK/K School will maintain fiscal solvency by applying sound financial principles and practices

Performance Objective 2: Vardeman EC/PK/K School will maintain fiscal solvency by ensuring the school implement sound financial planning principles, and practices as measured by budget reports.

Evaluation Data Source(s) 2: Budget records

Summative Evaluation 2:



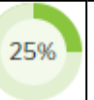


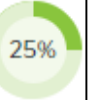




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School's Principal will schedule meetings on a regular basis with the bookkeeper to monitor expenditures and analyze campus needs and to complete budget amendments as needed.	2.4, 2.5, 2.6	Principal, Bookkeeper, Assistant Principals, Teachers.	1, Budget records 2. Campus needs records				
	Funding Sources: Title I, Part A - 2991.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							

Goal 4: Vardeman EC/PK/K School will maintain fiscal solvency by applying sound financial principles and practices

Performance Objective 3: Vardeman EC/PK/K School's fiscal policies will promote and support critical educational programs based on student achievement and program evaluation data at the campus.

Evaluation Data Source(s) 3: Budget records
Money handling procedures

Summative Evaluation 3:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School's Booker and all individuals responsible for the collection of money will be trained on procedures for handling of money. All money will be accurately receipt and kept in the safe until it is deposited by the bookkeeper.	2.4, 2.5, 2.6	Principal, bookkeeper, Teachers.	1. Deposit records 2. Records of collecting money				
2) Vardeman EC/PK/K School will complete and monitor the Title I program evaluation to determine whether funds will continue to be allocated for funded programs and strategies that yield high quality academic instruction and student achievement.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Bookkeeper	1. Tile 1 records 2. Evaluation records				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Vardeman EC/PK/K School will maintain fiscal solvency by applying sound financial principles and practices

Performance Objective 4: Vardeman EC/PK/K School will make sure that all work processes within district operations will be optimized to ensure efficiency and effectiveness of the campus operations as measured by quarterly department and district Operations Reports.

Evaluation Data Source(s) 4: Work Order records
Weekly security walks reports

Summative Evaluation 4:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School will ensure that a campus representative attends each district training related to campus operations.	2.4, 2.5, 2.6	Principal, campus operations coordinator Assistant Principals.	1. Certificates of attendance 2. Work Orders Monitoring records				
2) Vardeman EC/PK/K School will monitor processes and school needs to replenish supplies such as front office, custodial, clinic, and instructional to ensure that processes may run efficiently and effectively.	2.4, 2.5, 2.6	Principal Secretary/Bookkeeper Head custodian Nurse	1. Principal, Bookkeeper meeting notes. 2. Budget reports 3. Nurse report of needs 4. Head custodian needs report				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Vardeman EC/PK/K School will maintain fiscal solvency by applying sound financial principles and practices

Performance Objective 5: Vardeman EC/PK/K School Campus level departments will monitor and control budgets to expend no more than 99% of their allocated budgets by June 2019 as measured by department budget expenditure reports and scorecard.

Evaluation Data Source(s) 5: Budget records

Summative Evaluation 5:



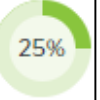
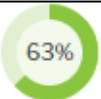

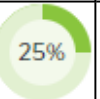




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School will monitor expenditures daily and amend budget based on student, department and campus needs.	2.4, 2.5, 2.6	Principal Bookkeeper	1. Budget report 2. Principal and Bookkeeper meeting notes				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: Vardeman EC/PK/K School will manage school operations and assets in an efficient manner

Performance Objective 1: Vardeman EC/PK/K School will routinely monitor campus operations to ensure all work processes within the campus operation are optimized to 100% to ensure efficiency and effectiveness as measured by department and campus scorecards.

Evaluation Data Source(s) 1: Work processes report
Scorecard

Summative Evaluation 1:




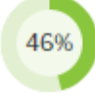

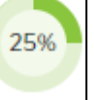




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School will monitor processes and school needs to replenish supplies such as front office, custodial, clinic, and instructional to ensure that processes may run efficiently and effectively.	2.4, 2.5, 2.6	Principal Assistant Principal Nurse	1. Secretary report of needs 2. Custodian's report of needs 3. Nurse report of needs				
2) Vardeman EC/PK/K School will perform routinely meetings (weekly/monthly) with administrators, skills specialists, and secretary to review teachers, and school needs.	2.4, 2.5, 2.6	Principal Assistant Principal Skills Specialists Secretary	1. Leadership Meetings agendas 2. Administrators agendas 3. Secretary Meetings				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: Vardeman EC/PK/K School will manage school operations and assets in an efficient manner

Performance Objective 2: Vardeman EC/PK/K School's administrators will monitor and control budgets to expend no more than 99% of their allocated budgets by June 2019 as measured by department budget expenditure reports and scorecard

Evaluation Data Source(s) 2: Budget reports
Scorecard

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vardeman EC/PK/K School's Principal and Bookkeeper will monitor expenditures daily and amend budget based on campus needs.	2.4	Principal Bookkeeper	1. Budget report 2. Meeting notes				
2) Vardeman EC/PK/K School's Principal will meet twice a year with team leaders, administrators, skills, specialists, and stakeholders to review programs and expenditures to make adjustments	2.4, 2.5, 2.6	Principal Assistant Principals Bookkeeper	1. Agenda of meetings 2. Budget records				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

State Compensatory

Budget for Vardeman EC/PK/K Center:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6400 Other Operating Costs		
6494-01-11	6494 Reclassified Transportation Expenses	\$2,628.00
6499-01-13	6499 Miscellaneous Operating Costs	\$2,000.00
6400 Subtotal:		\$4,628.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The leadership collaborated and developed the CNA on September 25. The team took into consideration the academic achievement in children in relation to the state academic standards.

Dec 14, 2018 Leadership Meeting (CIP revised)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Orfelinda Todd, Principal

Ricardo Pequeno, Assistant Principal

Verinique Mathis, Assistant Principal

Esmeralda Juarez, Kindergarten Skills Specialist and Title I Coordinator

Gabrielle Houston, Pre-K Skills Specialist

Sandra Menard, Bookkeeper

Breshiana Lewis, Testing Coordinator

Matea Rodriguez, Counselor

2.2: Regular monitoring and revision

July 27, 2018 (Campus Improvement Steering Committee)

Sept 5, 2018 (Staff Meeting)

Sept. 19 (Staff Meeting)

September 24, 2018 (Parent Advisory Meeting)

October 12, 2018 (Leadership Meeting)

October 17, 2018 (Leadership Meeting)

October 24, 2018 (Parent Advisory Council)

Oct. 30th (Leadership Meeting) (Staff Meeting)

Nov. 7, 2018 (PLC Data Meeting) End of 1st nine weeks

Formative Review Date November 9, 2018

Nov. 30, 2018 Data Meeting with Area Superintendent and other schools

Dec 14, 2018 Leadership Meeting (CIP revised)

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be available in English at the front office. The Campus Improvement Plan will also be available on the school's website.

2.4: Opportunities for all children to meet State standards

No State testing at Pre-K/K level.

2.5: Increased learning time and well-rounded education

September 27, Children's Museum Literacy Night

October 25, STEAM Night

November 1, Children's Museum Field Trip

Vardeman EC/PK/K School will use the expertise of its master teachers and skills specialists to write, review, and make adjustments to its curriculum to provide high age appropriate instruction to all students and students' groups.

Goal 1 Performance Objective 1 Strategy 10 pg.14

Provide parent and family engagement training/workshops and nutrition classes to communicate helpful strategies and tips.

Goal 3 Performance Objective 1 Strategy 2 pg. 22

Contracted the services of the Houston's Children Museum to provide reading, math and science workshops to the parents and students.

Goal 3 Performance Objective 1 Strategy 3

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Team met and developed the policy. Policy was distributed to parents on September 25.

3.2: Offer flexible number of parent involvement meetings

Family engagement meeting September 24

PAC Meeting September 24

Title I parent meeting September 25

Monthly parent meetings with Counselor

Weekly (8 weeks) Agrilife Extension nutrition classes

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Rodriguez	Paraprofessional	Title 1	Yes
Esmeralda Juarez	Skills Specialist	Title 1	Yes
Gabrielle Houston	Skills Specialist	Title 1	Yes
Jakeya Williams	Paraprofessional	Title 1	Yes

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salaries of Skills Specialist to support and coach Teachers instructions and students academic achievement	6119-00-11	\$132,286.00
1	1	6	Salaries for two extra paraprofessionals to provide assistance to teachers and students with small or one-on-one instruction	6129-00-11	\$55,466.00
1	1	7	Purchase additional reading materials for classroom libraries	6329-11-00	\$9,401.00
1	1	9	Salary for substitutes	6112-01-11	\$2,000.00
1	1	10	Salaries for curriculum writing, reviewing, and adjusting	6119-07-13	\$2,000.00
1	1	11	Pay for buses to travel to the Zoo to provide real life experiences to all students.	6494-01-11	\$2,628.00
1	2	1	Registration for teachers, skills, admin to Professional Development session	6499-01-13	\$2,000.00
4	2	1	Purchase supplies needed according to campus and students needs such journals, glue, pens, markers etc	6399-00-11	\$2,991.00
Sub-Total					\$208,772.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Contract services for additional buses to transport all the students to visit the zoo	6299-00-61	\$4,252.00
Sub-Total					\$4,252.00
Grand Total					\$213,024.00

Addendums



RoadMap Summary Report and Action Plan

21st Century Community Learning Centers

Created by:

Create date: 5/8/18

Action Plan

The following Action Plan was automatically generated based on the answers you provided in your ActPoint RoadMap. Please read this information carefully as it may provide you with critical process flow details.

Action Plan:

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

- Download your summary report for your records.
- Review and download any document recommendations you may have received as a result of this RoadMap displayed below.
- Click "Restart" to run this RoadMap again.
- Return to TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act - ESEA/ESSA - is a federal education law that provides significant funding for school districts and schools.
- ESEA/ESSA Title IV, Part B funding is provided to school districts or other organizations to operate 21st Century Community Learning Centers.
- You need to know if your school district or another organization receives Title IV, Part B funding and is operating one or more 21st Century Community Learning Centers that serve students in your district.
- You need to know if the district or another entity is planning to submit an application for Title IV, Part B funding to operate one or more 21st Century Community Learning Centers to serve students in the district.
- You need to know if your school or school district operates a Family Literacy Program using Title IV, Part B funds.
- You need to know if your district organizes federal grants planning meetings.

Federal Guidance:

21st Century Community Learning Centers must disseminate information about the community learning center (including its location) to the community. In addition to mailing this information to parents and participants, or sending it home with students, it is recommended that this information be posted to websites and in locations where community members frequent, such as libraries, post offices, and other public places. In addition to mailing, consider posting the notice CLC-02 Community Learning Center Information in these locations.

2. Does your school district or another entity that serves schools in your district receive funding from ESEA/ESSA Title IV, Part B for the operation of one or more 21st Century Community Learning Centers?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title IV, Part B, Section 4204(b)(2) requires each eligible entity submitting an application to operate a 21st Century Community Learning Center to include a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.

It also requires eligible entities that submit an application for funding to include some assurances in that application. These include:

- An assurance that the proposed program was developed and will be carried out in active collaboration with the schools that participating students attend and all participants of the eligible entity.
- An assurance that the community will be given notice of intent to submit an application and that the application and any waiver requests will be available for public review after submission of the application.

Implementation Suggestion:

If the district doesn't operate a 21st Century Community Learning Center, but another eligible entity that serves students in the district is operating a 21st Century Community Learning Center, part of the collaboration between the entity and the district could include joint planning meetings with the district and the other entity and the distribution of required notifications to parents, family members, and other participants of 21st Century Community Learning Center programs.

Local Requirement:

Yes.

Federal Guidance:

21st Century Community Learning Centers must disseminate information about the community learning center (including its location) to the community. In addition to mailing this information to parents and participants, or sending it home with students, it is recommended that this information be posted to websites and in locations where community members frequent, such as libraries, post offices, and other public places. In addition to mailing, consider posting the notice *E SEA/ESSA-CLC-02 Community Learning Center Information* in these locations.

Document Recommendations

[CLC-02 - Community Learning Center Information](#)

3. Is the district or another entity planning to submit an application for Title IV, Part B funding to operate one or more 21st Century Community Learning Centers to serve students in the district?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title IV, Part B, Section 4204(b)(2)(D) & (L) requires eligible entities that submit an application for funding to include some assurances in that application. These include:

- An assurance that the proposed program was developed and will be carried out in active collaboration with the schools that participating students attend and all participants of the eligible entity.
- An assurance that the community will be given notice of intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.

Implementation Suggestion:

Even if the district isn't planning to submit an application for Title IV, Part B funding, if another eligible entity that will serve students in the district is planning to submit an application, part of the collaboration between the entity and the district could include joint planning meetings with the district and the other entity and the distribution of required notifications to parents, family members, and other participants in 21st Century Community Learning Center programs.

Local Requirement:

Yes.

Federal Guidance:

For districts or other eligible entities submitting an application for Title IV, Part B funds to operate one or more 21st Century Community Learning Centers, notice must be given to the community (parents, family members, and other potential participants of the program) that the district or other entity intends to submit an application. Consider using the form *CLC-01 Application for 21st Century Community Learning Center Grant* to notify the community of the district's intent to submit an application, or as part of the active collaboration between the district and another entity submitting an application, send this notice on behalf of the other entity.

Document Recommendations

[CLC-01 - Application for 21st Century Community Learning Center Grant](#)

4. Does the district convene an ESEA/ESSA federal grants planning meeting to solicit input from parents, family members, and other stakeholders regarding the development of plans for ESEA/ESSA programs?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title IV, Part B, Section 4204(b)(2)(D)(i) requires eligible entities that submit an application for funding to include an assurances that:

- The proposed program was developed and will be carried out in active collaboration with the schools that participating students attend and all participants of the eligible entity.

Implementation Suggestion:

Convene a meeting to actively collaborate with schools and 21st Century Community Learning Center program participants for the development of program plans. This meeting may be held separately, or included as part of a larger combined federal programs grant planning meeting.

Local Requirement:

Yes.

Federal Guidance:

Development of 21st Century Community Learning Center plans with the active collaboration of the appropriate stakeholders, including schools, parents, family members, and other program participants is an ESEA/ESSA requirement for the 21st Century Community Learning Center program. The development and implementation of other ESEA/ESSA programs and other federally funded programs in consultation with the appropriate stakeholders is also required. Consider using the form *FGP-01 District Federal Grants Planning Meeting: Invitation to Participate* the next time you schedule a meeting to discuss all the federally funded programs for which your district receives funding.

If another entity other than the school district operates a 21st Century Community Learning Center, consider inviting that entity to this meeting as part of your district's collaboration efforts.

While a combined meeting is desirable, it is not required. The form *FGP-01 District Federal Grants Planning Meeting: Invitation to Participate* may be used to schedule a meeting for the 21st Century Community Learning Center program separately.

Document Recommendations

[FGP-01 - District Federal Grants Planning Meeting: Invitation to Participate](#)

5. Does your district or another entity operate a Family Literacy Program using ESEA/ESSA 21st

Century Community Learning Center funding?

Your response: Yes

Federal Requirement:

Family Literacy Programs are an allowable activity that may be funded by a number of ESEA/ESSA programs including 21st Century Community Learning Center funding (Title IV, Part B Section 4205(a)(10)).

Local Requirement:

Yes.

Document Recommendations

[PFE-11 - Family Literacy Programs](#)

Action Plan**Action Plan:**

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Next Steps:

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- Return to TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Disclaimer

The information contained within this document is intended to assist school administrators and staff address educational issues. The information does not represent legal opinion and is not intended to describe all applicable requirements contained in any federal or state law, nor to represent the endorsement or approval of any federal or state agency. If legal advice or other expert assistance is required, the services of a competent professional should be sought.



RoadMap Summary Report and Action Plan

ACCESS TO STUDENT INFORMATION – Student Privacy

Created by:

Create date: 5/8/18

Action Plan

The following Action Plan was automatically generated based on the answers you provided in your ActPoint RoadMap. Please read this information carefully as it may provide you with critical process flow details.

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

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- Click "Restart" to run this RoadMap again.
- Return to the TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- You need to know if your school district receives any funding from educational programs administered by the U.S. Department of Education (USED). This includes the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act - ESEA/ESSA – which is a federal education law that provides significant funding for school districts and schools.
- You need to know how your school or district provides information to parents regarding access to their student(s)' educational records.
- You need to know how instructional materials used in USED funded programs are made available to parents.
- You need to know if parents are required to provide written consent before their student(s) are required to participate in a survey, analysis, or evaluation funded by USED.
- You need to know if your school district or school obtains written consent prior to the disclosure of personally identifiable information from a student's educational records.
- You need to know how your school district handles notifying parents of what is considered 'Director Information'.
- You need to know how your school district handles notifying all parents of high school students and eligible students of their rights regarding the disclosure of student directory information and access to this information by military and college recruiters.
- You need to know if your school or school district maintains a record of requests for access to personally identifiable student information for which FERPA does not require the school/district to obtain parent or eligible student prior consent.
- You need to know if your school district receives funding from ESEA/ESSA Title IV.
- If your school district receives funding from ESEA/ESSA Title IV, you need to know if your school or school district obtains informed written consent from parents of each child under age 18 prior to their participation in any mental-health assessment or service funded with ESEA/ESSA Title IV funds.

2. Does your district or school receive federal funds directly or indirectly for any program administered by the U.S. Department of Education?

Your response: YES

Federal Requirement:

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that applies to all educational agencies and institutions (e.g., SEA, LEA, schools) that receive funding under any program administered by the U.S. Department of Education (20 U.S.C. § 1232g; 34 C.F.R. Part 99).

Under FERPA regulations effective January 3, 2012, the U.S. Department of Education has stronger, more specific enforcement authority. Entities that receive Department funds and violate FERPA are subject to Departmental enforcement. The type of enforcement action the Department may take will depend upon the circumstances behind the violation.

Local Requirement:

Yes.

Document Recommendations

[Revised FERPA Regulations: An overview for SEAs and LEAs](#)

3. Has the district provided notice so that all parents and eligible students are informed annually about their rights regarding student records under FERPA?

Your response: Yes

Federal Requirement:

Under FERPA, a school district must annually notify parents and eligible students in attendance of their rights under FERPA. An “eligible student” under FERPA is a student that reaches 18 years of age or attends a postsecondary institution. All rights formerly given to parents under FERPA transfer to eligible students.

Parents and eligible students must be notified annually about their right to:

- Inspect their child's or his or her education records
- Request that a school correct records believed to be inaccurate
- Control the disclosure of personally identifiable education records except disclosure to school officials for legitimate educational interest
- File a complaint with the U.S. Department of Education regarding an alleged failure of the LEA/school to comply with FERPA

Annual notification must include the criteria for who the district/school considers to be a school official and what is considered to be a legitimate educational interest. Although “school official” is not defined in FERPA statute or regulations, the U.S. Department of Education generally interprets the term to include parties such as: instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions. A school official generally has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibility.

Local Requirement:

Yes.

Document Recommendations

[SP-01 - Access to Student Information by Military or College Recruiters](#)

[SP-02 - Letter to Obtain Written Parental Consent for Military or College Recruiters](#)

[SP-03 - \(FERPA\): Annual Notice of Student Education Record Privacy](#)

[Model Notification of Rights under FERPA for Elementary and Secondary Schools](#)

4. Does the district or school allow parents to review and inspect their child's education records maintained by the district and school?

Your response: Yes

Federal Requirement:

FERPA gives parents and eligible students the right to inspect and review the student's education records maintained by the school and district. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe

to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Local Requirement:

Yes (Upon parent request.)

Document Recommendations

[Parents Guide to FERPA](#)
[FERPA General Guidance for Parents](#)
[FERPA General Guidance for Students](#)

5. Does the district or school (1) make instructional material available for review by parents if those materials will be used in connection with a U.S. Department of Education (USED)-funded activity in which their children participate, and (2) obtain written parental consent before their children are required to participate in a survey, analysis, or evaluation funded by USED?

Your response: Yes

Federal Requirement:

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (USED). PPRA is intended to protect the rights of parents and students in two ways: it seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, research, analysis, or evaluation in which their children participate; and it seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, research, analysis, or evaluation that reveals information concerning:

- Political affiliations;
- Mental and psychological problems potentially embarrassing to the student and his/her family;
- Sex behavior and attitudes;
- Illegal, anti-social, self-incriminating and demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Local Requirement:

Yes.

Document Recommendations

[SP-06 - Protection of Pupil Rights Amendment \(PPRA\). Annual Notice to Parents](#)
[SP-07 - Protection of Pupil Rights Amendment \(PPRA\). Scheduled Activities and Surveys](#)
[Protection of Pupil Rights Amendment](#)
[Student Rights in Research, Experimental Programs, and Testing \(C.F.R. Part 98\)](#)

6. Does the district or school obtain written consent prior to the disclosure of personally identifiable information from a student's educational records?

Your response: Yes

Federal Requirement:

Generally, FERPA requires schools to ask for written consent before disclosing personally identifiable information from a student's education records to others. However, FERPA does permit schools to disclose student information without consent under limited circumstances.

A district or school may non-consensually disclose personally identifiable information from education records:

- To authorized representatives for the enforcement of or compliance with Federal legal requirements that relate to federal programs;
- To organizations conducting studies for or on behalf of the school;
- To comply with a judicial order or a lawfully issued subpoena;
- To the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime;
- To any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense;
- To another school in which your child is enrolling; or
- To local emergency responders in connection with a health or safety emergency.

Local Requirement:

Yes.

7. Has the district informed parents and eligible students what personally identifiable student information has been designated as "directory information" that may be disclosed without written consent unless a parent or eligible student has requested otherwise?

Your response: Yes

Federal Requirement:

A school may disclose "directory information" without consent if it has given public notice of the types of information it has designated as directory information, the eligible student's and parent's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school that he or she does not want any or all of those types of information designated as directory information.

"Directory information" is defined as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Social Security numbers may not be considered "directory information".

FERPA does not require a districts and schools to notify eligible students individually of the types of information it has designated as directory information. Rather, the districts and schools may provide this notice by any means likely to inform parents and eligible students of the types of information it has designated as directory information.

Revised FERPA Regulations – An Overview for States and districts 12/2011 information

- The revised (FERPA) regulations permit districts and schools to adopt limited directory information policies that allow the disclosure of directory information to specific parties, for specific purposes, or both. It is up to individual districts and schools to decide whether to adopt limited directory information policies and how to implement them.
- The U.S. Department of Education has also changed the directory information exception to make clear that parents and eligible students may not, by opting out of directory information, prevent an district or school from requiring a student to wear or present a student ID or badge. The Department is not requiring districts or schools to establish policies mandating that students wear badges; these are individual decisions that districts and schools should make taking into account local circumstances.

A link to USED: Revised FERPA Regulations – An Overview for SEAS and LEAs, 12/2011)

will be provided at the end of this RoadMap.

Local Requirement:

Yes.

Federal Guidance:

Document Recommendations

[SP-04a - \(FERPA\): Annual Notice for Release of School Directory Info - High School](#)

[SP-04b - \(FERPA\): Annual Notice for Release of School Directory Info - High School](#)

[SP-05a - \(FERPA\): Annual Notice for Release of School Directory Info – Elementary or Middle](#)

[SP-05b - \(FERPA\): Annual Notice for Release of School Directory Info – Elementary or Middle](#)

8. Does the district provide education to high school students?

Your response: Yes

Federal Requirement:

Local Requirement:

Yes.

Federal Guidance:

9. Has the district or school notified all parents of high school students and eligible students of their rights regarding the disclosure of student directory information and access by military and college recruiters?

Your response: Yes

Federal Requirement:

Each district receiving federal funds either directly or indirectly from the U. S. Department of Education shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings.

Consent: A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the district or private school shall notify parents of the option to make a request and shall comply with any request.

Same Access to Students: Each local district receiving assistance under ESEA/ESSA shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

Local Requirement:

Yes.

Federal Guidance:

To notify parents of their rights regarding the disclosure of student directory information, you may want to use *SP-04a-FERPA: Annual Notice for Disclosure of School Directory Information – High School* or *SP-04b-FERPA Annual Notice for Disclosure of School Directory Info – High School*.

10. Does the district or school maintain a record of requests for access to personally identifiable student information for which FERPA does not require the school and district to obtain parent or eligible student prior consent?

Your response: Yes

Federal Requirement:

For each request for access or disclosure of personally identifiable student information that does not require prior parent consent, the school or school district must maintain records that include [§ 99.32 (3)(i)(ii)]:

- The parties who have requested or received personally identifiable information from the education records; and
- The legitimate interests the parties had in requesting or obtaining the information

Record of such requests or disclosure must be made available in response to a parent's or eligible student's request.

The school or district must also use reasonable methods and written agreements [§ 99.35(a)(2)] when disclosing, without consent, student information to organizations for (i) conducting studies for, or on behalf of, schools, school districts, or postsecondary institutions and (ii) to audit or evaluate a Federal- or State-supported education program, or to enforce or comply with Federal legal requirements that relate to those education programs (audit, evaluation, or enforcement or compliance activity). See USED:

FERPA Guidance for Reasonable Methods and Written Agreements that is provided as a link in the Summary Report at the conclusion of this RoadMap.

Local Requirement:

Yes.

Document Recommendations

[The Family Educational Rights and Privacy Act Guidance for Reasonable Methods and Written Agreements](#)

11. Does the district receive funding from ESEA/ESSA Title IV?

Your response: Yes

Local Requirement:

Yes.

Federal Guidance:

12. Does the district obtain informed written consent from parents of each child under age 18 prior to the participation in any mental-health assessment or service funded with ESEA/ESSA Title IV funds?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title IV, Section 4001(a) requires school districts or other entity receiving Title IV funds to obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under Title IV and conducted in connection with an elementary school or secondary school under Title IV.

Before obtaining the consent described above, the entity shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Local Requirement:

Yes.

Document Recommendations

[T4P-01 - Health Assessment or Services: Request for Parental Consent](#)

Action Plan

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

- Download your summary report for your records.
- Review and download any document recommendations you may have received as a result of this RoadMap displayed below.
- Click "Restart" to run this RoadMap again.
- Return to the TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Disclaimer

The information contained within this document is intended to assist school administrators and staff address educational issues. The information does not represent legal opinion and is not intended to describe all applicable requirements contained in any federal or state law, nor to represent the endorsement or approval of any federal or state agency. If legal advice or other expert assistance is required, the services of a competent professional should be sought.



RoadMap Summary Report and Action Plan

Assessment Participation Policy

Created by:

Create date: 5/8/18

Action Plan

The following Action Plan was automatically generated based on the answers you provided in your ActPoint RoadMap. Please read this information carefully as it may provide you with critical process flow details.

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

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Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- ESEA/ESSA is a federal education law that provides significant funding for school districts and schools. ESEA/ESSA Title I funding is provided to help school districts and schools address the educational needs of students that are failing or are most at-risk of failing.
- You need to know if your school district receives Title I funding.
- Assessment participation policies are policies that govern student participation in assessments (tests). This includes policies regarding the potential for parents to opt their student(s) out of the assessments required by ESEA/ESSA Title I, Section 1111(b)(2) and any other state or districts required assessments.
- You need to know if your state and/or school district have assessment participation policies.

2. Does your district receive ESEA/ESSA Title I funding?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(e)(2)(A) requires school districts, at the beginning of each school year, to notify the parents of each student attending a Title I funded school that the parents may request, and district will provide the parents on request (and in a timely manner), information regarding any State or district policy regarding student participation in any assessments required by Title I, Section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

Assessments required by Title I, Section 1111(b)(2) include:

- Academic assessments in mathematics;
- Academic assessments in reading or language arts;
- Academic assessments in science;
- Alternate academic assessments for students with the most significant cognitive disabilities; and
- English language proficiency assessments, including an alternate English language proficiency assessment for English learners with the most significant cognitive disabilities (see Assessment Regulations 34 C.F.R. 200.6(h)(5) which require states to provide for an alternate English language proficiency assessment for English learner students that are also students with the most significant cognitive disabilities and who cannot participate in the regular English language proficiency assessment).

Local Requirement:

Yes.

3. Does your district or state have an assessment participation policy?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(e)(2)(A) requires school districts, at the beginning of each school year, to notify the parents of each student attending a Title I funded school that the parents may request, and district will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments required by Title I, Section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

Implementation Suggestion:

For districts where the state or district has an assessment participation policy or procedure that includes the rights of parents to opt their children out of assessments, use an assessment refusal form to document parental decisions to opt out of assessments.

Local Requirement:

Yes.

Document Recommendations

[AO-01a - Testing Policy Letter to Parents Version A](#)

[AO-02 - Test Refusal Form](#)

Action Plan

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

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RoadMap Summary Report and Action Plan

English Learners

Created by:

Create date: 5/8/18

Action Plan

The following Action Plan was automatically generated based on the answers you provided in your ActPoint RoadMap. Please read this information carefully as it may provide you with critical process flow details.

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

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- Review and download any document recommendations you may have received as a result of this RoadMap displayed below.
- Click "Restart" to run this RoadMap again.
- Return to TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act - ESEA/ESSA - is a federal education law that provides significant funding for school districts and schools.
- ESEA/ESSA Title I funding is provided to help school districts and schools address the educational needs of students that are failing or are most at-risk of failing.
- You need to know if your school district receives Title I funding.
- ESEA/ESSA Title III funding is provided to help school districts and schools address the educational needs of English learner (EL) students. A subgrant of Title III funds is also provided for Immigrant services for students that meet the educational definition of an Immigrant student.
- An English learner is a student whose first language is not English and/or who has not reached a proficient level in his/her ability to read, write, listen, speak, and understand the English language.
- You need to know if your district receives Title III funding.
- If your district receives Title III funding, you will need to know what services are provided using Title III funding.
- Limited English proficient (LEP) is a term typically used to describe parents who are not proficient in the English language.
- You need to know if your district offers one or multiple EL programs.
- You need to know if your district or school has an Eligibility Committee or other similar group that reviews EL student characteristics to determine placement in the appropriate EL program(s) when more than one EL program is available.
- You need to know if any parents of ELs have chosen to opt their EL student out of EL programs or particular EL services or have parents of opted out ELs decided to opt their EL student back in.
- A School-Parent Compact is a required component of all Title I funded schools' Parent and Family Engagement Policies. It is a document that outlines how parents, the entire 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.
- If you work in a school, you need to know if your school receives Title I funds.
- If your school receives Title I funds, you need to know if your school has a School-Parent Compact.
- You need to know if your school district schedules regular meetings with the parents of ELs.
- You need to know if your district or school schedules meetings with parents of English learner students not making appropriate progress toward English proficiency and/or at risk of academic failure.
- You need to know if any ELs have recently attained English Proficiency.
- You need to know if your school or school district operates a Family Literacy Program using Title I or Title III funds.
- You need to know if your district organizes federal grants planning meetings.

2. Does your school district receive ESEA/ESSA Title I funding?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Part A has multiple requirements related to providing educational programs and services to meet the unique educational needs of English Learner (EL) students. These include, but are not limited to:

- Section 1111(b)(1)(F) – adoption and implementation of English Language Proficiency Standards that are aligned to the State’s Challenging Academic Standards.
- Section 1111(b)(2)(B)(vii)(III) – the inclusion of ELs in ESEA/ESSA required assessments under Title I and the provision appropriate accommodations for ELs to ensure valid and reliable results.
- Section 1111(b)(2)(F) – assessments in a language other than English for language populations that are present in the state to a significant extent.
- Section 1111(b)(2)(G) – annual assessment of English language proficiency for all ELs.
- Section 1111(c)(4)(A)(ii) – accountability for English learners progress toward achieving English language proficiency, including long-terms goals and measures of interim progress.
- Section 1111(h) – information in state and local report cards pertaining to ELs, including, but not limited to, the number and percentage of ELs attaining English proficiency.
- Section 1112(c)(4) - coordination and integration of services for English Learners provided under Title I, Part A with other educational services at the local educational agency or individual school level.
- Section 1112(e)(3)(A) – provision of parental notification initially and annually for students identified as ELs and/or placement in EL services provided by Title I, Part A or Title III.
- Section 1112(e)(3)(C) – effective outreach to the parents of ELs, including sending notice of and holding regular meetings for the purpose of formulating and responding to recommendations regarding EL programs from parents of ELs assisted under Title I, Part A or Title III.

Local Requirement:

Yes.

3. Has your school district enrolled and/or identified any students as English Learners (ELs)?

Your response: Yes

Federal Requirement:

The Civil Rights Act of 1965 and related court cases require that districts identify English Learners and provide them with programs and services to help them attain English proficiency and access academic content (i.e. acquire content knowledge). The U.S. Department of Education’s Office for Civil Rights (OCR) and the U.S. Department of Justice’s (DOJ) Civil Rights Division issued joint guidance titled *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents* on January 7, 2015 regarding ELs and limited English proficient parents. The first common civil rights issue discussed is *Identifying and Assessing All Potential EL Students*.

The General Education Provisions Act (GEPA), Section 427 requires each school district that applies for federal financial assistance to develop and describe the steps the district will take to ensure equitable access to, and equitable participation in, the educational programs offered using federal funds by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation. This must be included in the district application for these federal funds. For English Learners, this means that the school district must develop and describe its plan for providing its Civil Rights required EL program(s) when it applies for ESEA/ESSA funding from the State. Development of a plan to serve ELs is required regardless of whether or not the district currently enrolls ELs. A plan to serve ELs, if they enroll, must still be developed even if no ELs are enrolled in the district and that plan must be implemented if ELs do enroll in the district.

ESEA/ESSA Title III, Section 3113(b)(2) requires that State Education Agencies (SEAs) describe how the agency will establish and implement, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Implementation Suggestion:

If your district does not currently have a plan that describes the services that are or will be provided to ELs to meet the Civil Rights requirements for providing programs and services to help ELs attain English proficiency and access academic content (i.e. acquire content knowledge), the U.S. Department of Education's Office for Civil Rights has a helpful online tool that can be used to develop a EL program plan or evaluate your existing EL program plan. The tool, "*Programs for English Language Learners*" can be accessed at: <https://ed.gov/about/offices/list/ocr/ell/index.html>

Local Requirement:

Yes.

Document Recommendations

[*Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*](#)
[*GEPA Section 427 Notice to all Applicants for Federal Financial Assistance*](#)

4. Does your district or school have an Eligibility Committee or other similar group that reviews EL student characteristics to determine placement in the appropriate EL program(s) when more than one EL program is available?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(e)(3)(A)(iii) requires school districts to inform the parents of ELs of the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.

In addition, ESEA/ESSA Title I, Section 1112(e)(3)(A)(viii) requires school districts to inform the parents of ELs of their right to decline to enroll their child in an EL program or to choose another program or method of instruction if available. Districts must also provide assistance to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district.

Implementation Suggestion:

Districts with more than one EL program or method of instruction available should consider using an EL Eligibility Committee to review the specific characteristics of newly enrolled ELs in order to determine which of the EL programs or methods of instruction will provide the most benefit to the student.

Local Requirement:

Yes.

Federal Guidance:

The notice *EL-01-Determination of Student Eligibility for Program Placement* does not meet all of the requirements for parental notification outlined in Title I, Section 1112(e)(3)(A). This notice is provided for the benefit of districts with multiple EL programs or methods of instruction that use an Eligibility Committee or other similar group to determine the appropriate placement of newly enrolled ELs. In order to meet the Title I parental notification requirements, the notices *EL-02-English Learner Program Placement* and page 2 of that notice, *EL-03-Description of Program(s)* must also be provided to the parents of ELs when program placement determinations have been made.

Document Recommendations

[EL-01 - Determination of Student Eligibility for Program Placement](#)

5. Does the district notify parents of ELs of the initial and/or continuing identification of their student as an EL?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(e)(3)(A) requires districts using Title I, Part A funds or Title III funds to provide a language instruction educational program as determined under Title III to inform parents of English learners identified for participation or participating in such a program not later than 30 days after the beginning of the school year, or within 14 days of placement in a program if the student enrolls mid-year, of—

- (i) The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- (ii) The child's level of English proficiency, how the level was assessed, and the status of the child's academic achievement;
- (iii) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- (v) How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (vi) The specific exit requirements for the program, including the expected rate of transition from the program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for the program) if funds under this part are used for children in high schools;
- (vii) In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- (viii) Information pertaining to parental rights that includes written guidance—
 - (I) Detailing the right that parents have to have their child immediately removed from the program upon their request;
 - (II) Detailing the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available; and
 - (III) Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district.

Local Requirement:

Yes.

Federal Guidance:

Extra copies of page two of the notice, *EL-02-English Learner Program Placement*, can be obtained for use by districts that have multiple EL programs to describe. Use the notice *EL-03-Description of Program(s)*, which is page 2 of the EL-02 notice.

Document Recommendations

[EL-02 - English Learner Program Placement](#)

[EL-03 - Description of Program\(s\)](#)

6. Have any parents of ELs asked to opt their EL student out of EL programs or particular EL services?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(e)(3)(A)(viii) requires districts using Title I, Part A funds or Title III funds to provide a language instruction educational program as determined under Title III to inform parents of English learners identified for participation or participating in such a program not later than 30 days after the beginning of the school year, or within 14 days of placement in a program if the student enrolls mid-year, of information detailing the right that parents have to have their child immediately removed from the program upon their request or the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available.

The January 7, 2015 joint guidance from the U.S. Department of Education's Office for Civil Rights (OCR) and the U.S. Department of Justice's Civil Rights Division (DOJ) titled "*Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*" provides significant details regarding a parent's right to opt their EL student out of EL programs and the district's obligations to continue to meet the Civil Rights requirement of assisting the opted out EL to attain English proficiency and access academic content, as well as other district responsibilities regarding this process. These details include:

- School districts may not recommend that parents decline all or some services within an EL program for any reason, including facilitating scheduling of special education services or other scheduling reasons.
- A parent's decision to opt out of an EL program or particular EL services must be knowing and voluntary.
- School districts must provide guidance in a language parents can understand to ensure that parents understand their child's rights, the range of EL services that their child could receive, and the benefits of such services before voluntarily waiving them.
- When conducting an investigation regarding ELs that have been opted out of EL programs or particular EL services, OCR and DOJ examine school district's documentation of the parent's opt-out decision and whether the parent's signature was obtained.
- If parents opt their children out of an EL program or specific EL services, the children retain their status as EL students, and the school district remains obligated to take the "affirmative steps" required by Title VI and the "appropriate action" required by the Equal Educational Opportunities Act (EEOA) to provide these EL students access to its educational programs.
- The Departments (OCR & DOJ) expect school districts to meet the English-language and other academic needs of their opt-out EL students under Civil Rights laws.
- School districts must periodically monitor the progress of students who have opted out of EL programs or certain EL services.
- If an EL student who opted out of the school district's EL programs or services does not demonstrate appropriate growth in English proficiency, or struggles in one or more subjects due to language barriers, the school district's affirmative steps should include informing the EL student's parents of his or her lack of progress and offering the parents further opportunities to enroll the student in the EL program or at least certain EL services at any time.
- Opt-out EL students must have their English language proficiency assessed at least annually to gauge their progress in attaining English proficiency and to determine if they are still in need of and legally entitled to EL services. There is no assessment exemption for EL students who do not receive EL services.
- Once an opt-out EL student meets valid and reliable criteria for exiting from EL status, the district should exit the student from EL status and monitor his/her progress for at least four years, as it does with other exited EL students.

Implementation Suggestions:

School Districts should have processes and/or procedures in place to ensure that parents that choose to opt their EL student out of EL programs or particular EL services make a knowing and voluntary decision that includes meetings with the parents, a form or letter that is signed by the parents indicating that they have chosen to opt their student out of EL programs or particular EL services, and other documents that show the districts efforts to ensure that the parents decision is knowing and voluntary.

Local Requirement:

Yes, if any parents of ELs have asked.

Document Recommendations

[EL-04 - Request for Change in English Learner Program](#)

[EL-05 - Explanation of Consequences for Refusing English Learner Program](#)

7. Have the parents of any EL students that opted their EL out of EL programs or particular EL services changed their mind so that they now would like to enroll their EL student in an available EL program or particular EL services?

Your response: No

Federal Requirement:

The January 7, 2015 joint guidance from the U.S. Department of Education's Office for Civil Rights (OCR) and the U.S. Department of Justice's Civil Rights Division (DOJ) titled "*Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*" provides significant details regarding a parent's right to opt their EL student out of EL programs and the districts responsibilities regarding this process. This guidance indicates that if a student is struggling or demonstrates a lack of progress due to a language barrier the school district should inform the EL student's parents of the struggle or lack of progress and offer further opportunity to enroll the student in the EL program or particular EL services.

Implementation Suggestion:

If the parents of an EL that was previously opted out of EL programs or services decides to enroll their EL student in those services, document that decision in a manner that includes the parent's signature indicating that the parent has made this decision.

Local Requirement:

Answer depends on the particular circumstances at your school. (However, YES...if parents eventually want their child to receive services.)

8. For elementary schools, is the school-parent compact discussed, at least once annually, during a parent-teacher conference?

Your response: Yes

Federal Requirement:

One of the requirements for parent and family engagement under ESEA/ESSA is the development of a Parent and Family Engagement Policy at the school level. The school-parent compact is a required

element of the Parent and Family Engagement Policy.

For elementary schools, it is required that the school-parent compact be discussed, at least once annually, during a parent-teacher conference regarding how the compact relates to the individual child's academic achievement.

Implementation Suggestion:

For students that are English learners (EL), schedule a separate parent-teacher conference with the teacher that provides the district's services to help the EL student attain English proficiency and access academic content. In addition to the school-parent compact, include in the discussion the EL student's progress toward English proficiency and attainment of academic content through the district's EL program.

Local Requirement:

Yes.

Federal Guidance:

Next time you schedule a parent-teacher conference for an EL student where the school-parent compact will be discussed, use *EL-06 Parent-Teacher Conference: English Learner Student* when inviting parents to the conference.

Document Recommendations

[EL-06 - Parent-Teacher Conference: English Learner Student](#)

9. Does your district schedule regular meetings for the purpose of formulating and responding to recommendations from parents of EL students assisted under Title I, Part A or Title III?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(e)(3)(C) requires districts receiving Title I funds to implement an effective means of outreach to the parents of EL students that includes holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III.

The effective means of outreach to parents of EL students must include informing the parents about how they can

- Be involved in the education of their children; and
- Be active participants in assisting their children to—
 - o Attain English proficiency;
 - o Achieve at high levels within a well-rounded education; and
 - o Meet the challenging State academic standards expected of all students.

Local Requirement:

Yes.

Federal Guidance:

Holding and sending notice of **regular** meetings, in this context, should be interpreted to mean more than an annual meeting. The exact frequency or number of these meetings that are held each school year is not specifically identified, but this should not be a one time annual meeting. Consult your state education agency to determine if there are any state specific guidelines regarding this requirement.

Also note: for districts that receive Title III funds, Title III, Section 3115(c)(3) has requirements to conduct parent, family, and community engagement activities. This section of Title III also allows for the use of Title III funds for strategies that serve to coordinate and align related programs for ELs. It is highly recommended that Title I and Title III engage in strategies to coordinate and align activities related to outreach and engagement of the parents, families, and communities of EL students.

Document Recommendations

[EL-07 - Meeting for Parents of English Learners: Invitation to Participate](#)

10. Do you schedule meetings with parents of English learner students not making appropriate progress toward English proficiency and/or at risk of academic failure?

Your response: Yes

Federal Requirement:

One of the parent and family engagement activities required in ESEA/ESSA Title I, Section 1116(d) includes frequent reports to parents on their children's progress. This includes progress toward attainment of English proficiency and progress in meeting the challenging State academic standards.

Implementation Suggestion:

It could benefit an EL student that is at risk of not making appropriate progress toward English proficiency to schedule a meeting with the student's parents to discuss the student's progress toward English proficiency and develop a plan to help the student become English proficient.

It could also benefit an EL student that is at risk of not meeting the challenging state academic standards to schedule a meeting with the student's parents to discuss the student's progress and develop a plan to help the student succeed in school.

Local Requirement:

Yes.

Federal Guidance:

If an EL student is struggling in attainment of English proficiency or both attainment of English proficiency and meeting the challenging State academic standards, the notice *EL-09 Parent Meeting for English Learner – Student At-Risk* can be used to schedule a meeting and develop a plan to address either or both English proficiency and academic concerns. If the student is only struggling academically, use the notice *PFE-08 Meeting Invitation for Student At-Risk*.

Document Recommendations

[PFE-08a - Meeting Invitation for Student At-Risk](#)

[PFE-08b - Meeting Invitation for Student At-Risk](#)

[EL-09 - Parent Meeting for English Learner - Student At-Risk](#)

11. During this school year, have any ELs attained English proficiency based on the State's criteria

for attainment of English language proficiency?

Your response: Yes

Federal Requirement:

One of the parent and family engagement activities required in ESEA/ESSA Title I, Section 1116(d) includes frequent reports to parents on their children's progress. This includes progress toward attainment of English proficiency and progress in meeting the challenging State academic standards.

Implementation Suggestion:

ESEA/ESSA Title III, Section 3113(b)(2) requires States to establish and implement standardized, statewide entrance and exit procedures regarding identification of students as ELs and exit from EL status once a student attains English proficiency. One notification that could be used as part of the frequent reports to parents on their children's progress is a notification that their child has attained English proficiency and will no longer be participating in certain EL programs or particular EL services.

Local Requirement:

Depends on the particular circumstances of your school. (Yes...more than likely).

Document Recommendations

[EL-10 - English Learner Program Exit Letter](#)

12. For parents with limited English proficiency, do you provide these parents information (either written or orally) in a language that they can understand?

Your response: Yes

Federal Requirement:

The Civil Rights Act of 1965 and related court cases require districts to provide information to parents in a language they understand. One of the common Civil Rights issues identified in the document *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents* is Ensuring Meaningful Communication with Limited English Proficient Parents. When this document was released, it was accompanied by a fact sheet titled *Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them*. The first question and answer in this document is "Must my child's school provide information to me in a language I can understand?" with the answer being, "Yes. Schools must communicate information to LEP parents in a language they can understand . . .".

In multiple locations in ESEA/ESSA, where there are requirements to communicate information to parents, there is also the requirement to provide that information in writing in an understandable and uniform format, and to the extent practicable, in a language that parents can understand. Question A-9 of the guidance document, *Parental Involvement: Title I, Part A – Non-Regulatory Guidance*, addresses the issue of what "to the extent practicable" means in this context. It means, "that, whenever practicable, written translations of printed information must be provided to parents with limited English proficiency in a language they understand. However, if written translations are not practicable, it is practicable to provide information to limited English proficient parents orally in a language that they understand."

Implementation Suggestion:

If it is determined that it is not practicable to provide written translations of printed materials, if

possible, include a brief attachment in a language the parents understand that indicates that oral interpretation of the materials being provided is available upon request.

Local Requirement:

Yes.

Federal Guidance:

It is usually only possible to consider written translation not practicable for low incidence languages in school districts with large numbers of languages present.

Before making a determination that it is not practicable to provide written information in a language requested by one or more LEP parents, consult with district staff and/or the State Education Agency, and possibly seek legal advice before using the notice *EL-11-Important Information* to ensure that you are not violating the Civil Rights of LEP parents.

Document Recommendations

[EL-11 - Important Information](#)

13. Does your school district provide parents as well as school staff information about the monitoring of former ELs and the inclusion of former ELs in accountability determinations for the EL subgroup?

Your response: Yes

State Requirement:

Federal Requirement:

ESEA/ESSA Title I, Section 1111(b)(3)(B) allows for the inclusion of former English learners in the EL subgroup for accountability determinations for up to four years after a student has exited EL status and is no longer receiving EL services.

ESEA/ESSA Title III, Section 3121(a)(5) requires reporting on the number and percentage of ELs meeting the State's challenging academic standards for each of the four years after the student is no longer receiving Title III services.

Implementation Suggestion:

The inclusion of former English learners, those students that were ELs but attained English proficiency, in the EL subgroup for accountability and the monitoring of former ELs is a complicated issue to understand. Providing parents and school staff with a written explanation of these issues can help cut down on confusion and help parents understand why their English proficient student is still being associated with the EL subgroup.

Local Requirement:

Yes.

Document Recommendations

[EL-13 - Accountability and Reporting for English Learners: Explanation for Parents](#)

14. Does your school or district operate a Family Literacy Program using ESSA Title I, Title III, or other funding?

Your response: Yes

State Requirement:

Federal Requirement:

Family Literacy Programs are an allowable activity that may be funded by a number of ESEA/ESSA programs including Title I, Part A and Title III (see Sections 1116(e), 3115(d)(6), and 3115(e)(1)(A)).

Local Requirement:

Yes.

Document Recommendations

[PFE-11 - Family Literacy Programs](#)

15. Have any parents of ELs requested assistance in applying for services from agencies or organizations that provide assistance to eligible families?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1116(a)(3)(D)(v) allows for the use of funds for Title I parent and family engagement activities and strategies that the district determines are appropriate and consistent with the district's parent and family engagement policy. Section 1116(e)(14) also requires districts to provide reasonable support for parental involvement activities as parents may request.

Implementation Suggestions:

Many families of ELs often require assistance when attempting to apply for or access services that are available through other agencies, such as health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services. However, due to privacy laws and other concerns, it is often difficult for the school or district staff to provide this assistance without authorization from the family or youth. In these situations, an authorization form to request or release information is recommended.

Local Requirement:

Depends on the circumstances at your school. (Yes...more than likely).

Document Recommendations

[HS-09 - Authorization to Request and Release Information](#)

16. Does your district receive Title III funds for English learners?

Your response: Yes

Local Requirement:

Yes.

17. Does the district convene an ESEA/ESSA federal grants planning meeting to solicit input from parents and other stakeholders regarding the development of plans for ESEA/ESSA Title III English learner programs?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title III, Section 3116(b)(4)(C) requires that the development and implementation of school district plans for Title III programs must include consultation with a significant list of stakeholders, including parents, families, and community members.

Recommendation:

Schedule an annual meeting for all stakeholders, including parents, families, and community members for the purpose of receiving and responding to input in the development and implementation of all ESEA/ESSA programs, as well as other federally funded programs, requiring such consultation for which the district receives funding. In addition to Title III English Learner programs, consider including other programs such as:

Title I, Part A – Academically Disadvantaged Programs

Title I, Part C – Migrant Education Programs

Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

Title II, Part A – Supporting Effective Instruction

Title III – Immigrant Students

Title IV, Part A – Student Support and Academic Enrichment

Title IV, Part B – 21st Century Community Learning Centers

Cark D. Perkins Career and Technical Education

McKinney-Vento Homeless Education Assistance Improvement Act

Individuals with Disabilities Education Improvement Act (IDEA 2004)

And any other program where stakeholder input in the development and implementation of program plans is required or desirable.

Local Requirement:

Yes.

Federal Guidance:

Consultation with the appropriate stakeholders, including parents, families, and community members, is an ESEA/ESSA requirement for the development and implementation of ESEA/ESSA programs and other federally funded programs. Consider using the form *FGP-01 District Federal Grants Planning Meeting: Invitation to Participate* to invite stakeholders the next time you schedule a meeting to discuss the federally funded programs for which your district receives funding.

While a combined meeting is desirable, it is not required. The form *FGP-01 District Federal Grants Planning Meeting: Invitation to Participate* may be used to schedule meetings for individual programs separately.

Document Recommendations

[FGP-01 - District Federal Grants Planning Meeting: Invitation to Participate](#)

18. As part of its parent, family, and community engagement activities, does your district hold and send notice of meetings for the parents, families, and communities of EL students?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title III, Section 3114(c)(3) requires districts that receive Title III funds to serve ELs to use Title III funds for parent, family and community engagement activities. A district may also use Title III EL funds for strategies that serve to coordinate and align programs related to ELs, such as EL programs or activities funded by Title I, Part A.

Implementation Suggestion:

ESEA/ESSA Title I, Section 1112(e)(3)(C) requires districts receiving Title I funds to implement an effective means of outreach to the parents of EL students that includes holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III. Since the Title III requirement of parent, family, and community engagement is similar to the Title I requirement of outreach to the parents of ELs, an appropriate use of Title III funds could be to align Title III parent, family, and community engagement activities with the Title I requirement of outreach to the parents of ELs. Title I and Title III staff should work together to coordinate and align parent meetings and other activities that target the parents of ELs, their families, and their communities.

Local Requirement:

Yes.

Document Recommendations

[T3E-01 - English Learner Parent and Family Engagement Meeting: Invitation to Participate](#)

19. Does your district use Title III EL funds for events or activities such as community participation programs, training programs, or field trips?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title III, Section 3115(d)(6) indicates that it is allowable for districts to use Title III EL funds to provide community participation programs, parent and family outreach, and training activities for English learners and their families. Section 3115(d)(9) also indicates that it is allowable to use Title III EL funds to carry out other activities that are consistent with the purposes of Title III.

Local Requirement:

Yes.

Federal Guidance:

If you use Title III EL funds for field trips, check with your district or state education agency staff to ensure that the purpose of the field trip aligns with purposes of the use of Title III funds. If a field trip requires one or more overnight stays, use the form *T3E-04- Permission Form for English Learner Field Trip (Overnight)*. If the field trip does not require an overnight stay, use the form *T3E-05- Permission to Participate in Title III English Learner Field Trip*.

Document Recommendations

[T3E-03 - English Learner Activity or Event Invitation](#)

[T3E-04 - Permission Form for English Learner Field Trip \(Overnight\)](#)
[T3E-05 - Permission to Participate in Title III English Learner Field Trip](#)

20. Does your district have a way that it communicates to the State Education Agency (SEA) and to parents the information about the use of Title III funding for ELs in your district that is required to be reported to the SEA?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title III, Section 3121 requires that districts that receive Title III funds provide a report to the SEA that includes the following information:

- (1) A description of the programs and activities conducted by the entity with Title III funds during the two immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;
- (2) The number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;
- (3) The number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State's English language proficiency assessment under section 1111(b)(2)(G);
- (4) The number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;
- (5) The number and percentage of English learners meeting challenging State academic standards for each of the four years after such children are no longer receiving Title III services, in the aggregate and disaggregated, at a minimum, by English learners with a disability;
- (6) The number and percentage of English learners who have not attained English language proficiency within five years of initial classification as an English learner and first enrollment in the local educational agency; and
- (7) Any other information that the State educational agency may require.

Implementation Suggestion:

Since information provided to parents must be provided in a language the parents understand, for ease and consistency, the district can use a single form to report the required Title III information to the SEA, post this information on the district web site in multiple languages, and provide this information to parents upon request.

If this information is automatically generated and uploaded to the SEA, a single form could still be used for posting to the district web site in multiple languages and provided to parents upon request.

Local Requirement:

Yes.

Federal Guidance:

For Title III funded districts, the reporting in Section 3121 is required to be provided to the SEA every two years. The data provided is used by the State for a required report to the U.S. Department of Education (USED) every two years. In turn, the USED must report to Congress every two years.

However, in order to ensure accurate data and sufficient time to review data submissions from States, the USED requires States to submit this data every year. This results in States requiring that districts submit this required reporting data annually as well.

While this information is not required to be reported to parents, parents may request this data and the district must provide it to the parents in a language they understand. It is a best practice to have written information available to provide to parents in an understandable and uniform format, and to the extent practicable, in a language that the parent understands.

Document Recommendations

[T3E-06 - Title III Programs and Activities Report](#)

21. Does your district receive Title III Immigrant grant funds?

Your response: Yes

Federal Requirement:

The Title III Immigrant grant is a subgrant of the funds allocated to States for Title III programs. States are required to reserve up to 15% of their Title III grant to provide subgrants for Title III Immigrant programs to school districts that qualify. In order to qualify for a Title III Immigrant grant a school district must have a significant increase in the number of students that meet the educational definition of an immigrant student found in ESSA as compared to the average number of immigrant students in the district for the two years preceding the current school year. The definition of 'significant increase' is determined by each State.

The educational definition of immigrant students are students that:

Are aged 3 through 21;

Were not born in any State (Puerto Rico and Washington, DC are considered States for the purpose of this definition); and

Have not been attending one or more schools in any one or more States for more than three full academic years.

NOTE: The term "immigrant" as used in Title III is not related to an individual's legal status in the United States. Also, this definition does not reference English proficiency. Therefore, a student that is not an EL may be eligible for services under the Title III Immigrant grant program. Children born in other English speaking countries as well as the children of military servicemen, missionaries, etc., that are born in another country qualify for services under this grant.

Local Requirement:

Yes.

Federal Guidance:

School districts, whether or not they actually receive the Title III Immigrant grant, are required to collect information about student demographics in order to determine student eligibility for the Title III Immigrant grant.

The use of the word "immigrant" can cause a number of reactions, including creating a chilling effect on a student's enrollment as discussed in the *Plyler v. Doe Dear Colleague Letter* issued jointly by the U.S. Department of Education's Office for Civil Rights and the U.S. Department of Justice's Civil Rights Division. In order to avoid the chilling effect that can result from collecting information to determine eligibility for the Title III Immigrant grant, it is important to provide parents information that explains that the term "immigrant" as used in Title III is not related to an individual's legal status in the

United States. The notice, *T3I-01- Title III Immigrant Grant Services: Information for Parents* provides information for parents and an explanation for the reasoning behind collecting information to determine if students fit the educational definition of an immigrant student, not the immigration status of the student (or his or her parents).

Document Recommendations

[Plyler v. Doe Dear Colleague Letter](#)

[T3I-01 - Title III Immigrant Grant Services: Information for Parents](#)

22. Does the district convene an ESEA/ESSA federal grants planning meeting to solicit input from parents and other stakeholders regarding the development of plans for ESEA/ESSA Title III Immigrant grant programs?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title III, Section 3116(b)(4)(C) requires that the development and implementation of school district plans for Title III programs must include consultation with a significant list of stakeholders, including parents, families, and community members.

Implementation Suggestion:

Schedule an annual meeting for all stakeholders, including parents, families, and community members for the purpose of receiving and responding to input in the development and implementation of all ESEA/ESSA programs, as well as other federally funded programs, requiring such consultation for which the district receives funding. In addition to Title III Immigrant grant programs, consider including other programs such as:

Title I, Part A – Academically Disadvantaged Programs

Title I, Part C – Migrant Education Programs

Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

Title II, Part A – Supporting Effective Instruction

Title III – English Learners

Title IV, Part A – Student Support and Academic Enrichment

Title IV, Part B – 21st Century Community Learning Centers

Cark D. Perkins Career and Technical Education

McKinney-Vento Homeless Education Assistance Improvement Act

Individuals with Disabilities Education Improvement Act (IDEA 2004)

And any other program where stakeholder input in the development and implementation of program plans is required or desirable.

Local Requirement:

Yes.

Federal Guidance:

Consultation with the appropriate stakeholders, including parents, families, and community members,

is an ESEA/ESSA requirement for the development and implementation of ESEA/ESSA programs and other federally funded programs. Consider using the form *FGP-01 District Federal Grants Planning Meeting: Invitation to Participate* to invite stakeholders the next time you schedule a meeting to discuss the federally funded programs for which your district receives funding.

While a combined meeting is desirable, it is not required. The form *FGP-01 District Federal Grants Planning Meeting: Invitation to Participate* may be used to schedule meetings for individual programs separately.

Document Recommendations

[FGP-01 - District Federal Grants Planning Meeting: Invitation to Participate](#)

23. Does your district notify parents of students eligible for Title III Immigrant grant services that their students are eligible for services provided with Title III Immigrant grant funds?

Your response: Yes

Federal Requirement:

The use of the word “immigrant” can cause a number of reactions, including creating a chilling effect on a student’s enrollment as discussed in the *Plyler v. Doe Dear Colleague Letter* issued by the U.S. Department of Education’s Office for Civil Rights and the U.S. Department of Justice’s Civil Rights Division. In order to avoid the chilling effect that can result from informing parents that their child is eligible for Title III Immigrant grant services, it is important to provide parents information that explains that the term “immigrant” as used in Title III is not related to an individual’s legal status in the United States.

Implementation Suggestion:

It is important to provide parents information that explains that the term “immigrant” as used in Title III is not related to an individual’s legal status in the United States. The notice, *T3I-02- Title III Immigrant Grant Services Eligibility* informs parents that their child is eligible for Title III Immigrant grant services and provides information for parents, including an explanation that their student fits the educational definition of an immigrant student, which is not related to the immigration status of the student (or his or her parents).

Local Requirement:

Yes.

Document Recommendations

[T3I-02 - Title III Immigrant Grant Services Eligibility](#)

24. Does your district hold and send notice of meetings for parents of students eligible for Title III Immigrant grant services?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title III Immigrant, Section 3115(e)(1)(A) includes multiple allowable activities that target the parents of students eligible for this grant. These activities include family literacy programs, parent and family outreach, training activities designed to assist parents and families to become active participants in the education of their children, and in Section 3115(e)(1)(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other

entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

Local Requirement:

Yes.

Federal Guidance:

The following document is recommended for districts that use Title III Immigrant grant funds to target activities that include the parents of students eligible for Title III Immigrant grant services.

Document Recommendations

[T3I-03 - Parent Meeting for Title III Immigrant Grant Services: Invitation to Participate](#)

25. Does your district use Title III Immigrant grant funds for events or activities such as community participation programs, training programs, or field trips?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title III, Section 3115(e)(1) indicates that it is allowable for districts to use Title III Immigrant grant funds to provide community participation programs, parent and family outreach, and training activities for English learners and their families. This includes activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

Local Requirement:

Yes.

Federal Guidance:

If you use Title III Immigrant grant funds for field trips, check with your district or state education agency staff to ensure that the purpose of the field trip aligns with purposes of the use of Title III Immigrant grant funds. If a field trip requires one or more overnight stays, use the form *T3I-06- Permission Form for Title III Immigrant Grant Services Field Trip (Overnight)*. If the field trip does not require an overnight stay, use the form *T3E-07- Permission to Participate in Title III Immigrant Grant Services Field Trip*.

Document Recommendations

[T3I-05 - Title III Immigrant Grant Services: Activity or Event Invitation](#)

[T3I-06 - Permission Form for Title III Immigrant Grant Services Field Trip \(Overnight\)](#)

[T3I-07 - Permission to Participate in Title III Immigrant Grant Services Field Trip](#)

Action Plan

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

- Download your summary report for your records.
- Review and download any document recommendations you may have received as a result of this RoadMap displayed below.
- Click "Restart" to run this RoadMap again.

- Return to TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Disclaimer

The information contained within this document is intended to assist school administrators and staff address educational issues. The information does not represent legal opinion and is not intended to describe all applicable requirements contained in any federal or state law, nor to represent the endorsement or approval of any federal or state agency. If legal advice or other expert assistance is required, the services of a competent professional should be sought.



RoadMap Summary Report and Action Plan

Students in Foster Care

Created by:

Create date: 5/8/18

Action Plan

The following Action Plan was automatically generated based on the answers you provided in your ActPoint RoadMap. Please read this information carefully as it may provide you with critical process flow details.

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

- Download your summary report for your records.
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- Click "Restart" to run this RoadMap again.
- Return to TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act - ESEA/ESSA - is a federal education law that provides significant funding for school districts and schools.
- ESEA/ESSA Title I funding is provided to help school districts and schools address the educational needs of students that are failing or are most at-risk of failing.
- You need to know if your school district receives Title I funding.
- ESEA/ESSA Title I includes requirements related to providing educational stability for children in foster care.
- You need to know if there are students in your school district that have been placed in foster care.
- You need to know if a child welfare agency has provided written notice to your school district designating a foster care student point of contact from the child welfare agency to the school district.
- You need to know the process or procedure that your school district has regarding communicating information specific to the educational rights of students in foster care to the education decision makers of students in foster care.
- You need to know the school district's written procedures governing how transportation will be provided and who will cover the additional costs of transportation to maintain children in foster care in their school of origin when it is in the student's best interest.

2. Does your district receive ESEA/ESSA Title I funding?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1111(g)(1)(E) requires States to provide an assurance that school districts will collaborate with State or local child welfare agencies to ensure the educational stability of students in foster care. In particular, the district and child welfare agency must cooperate regarding foster care students placement in their school of origin when it is in the student's best interest; and Section 1112(c)(5) requires an assurance that transportation to the school of origin will be provided, unless placement in the student's school of origin is not in the best interest of the student in foster care.

These requirements include:

- The district must designate a point of contact with the corresponding child welfare agency if the corresponding child welfare agency notifies the district in writing that the agency has designated an employee to serve as a point of contact with the district.
- The district must develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.
- The student remains in his or her school of origin unless it is determined that this is not in the best interest of the student. If it is not in the best interest of the student in foster care to remain in his or her school of origin, then the district is required to immediately enroll the child in the new school even if the child is unable to produce records normally required for enrollment and the new school should immediately contact the school of origin to obtain relevant academic and other records.

Local Requirement:

Yes.

Federal Guidance:

Based on the federal guidance document *“Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care”*, which is included in your summary report documentation, the school of origin is the school in which a child is enrolled at the time of placement in foster care. A State education agency and its school districts must ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child’s best interest. (ESEA/ESSA Title I, Section 1111(g)(1)(E)(i)). If a child’s foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

Document Recommendations

[Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#)

3. Has your district received written notification from a child welfare agency that the child welfare agency has designated an employee as a point of contact for the district?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(c)(5)(A) requires that the district must designate a point of contact with the corresponding child welfare agency if the corresponding child welfare agency notifies the district in writing that the agency has designated an employee to serve as a point of contact with the district.

Local Requirement:

Yes.

Document Recommendations

[FC-05 - Students in Foster Care - Point of Contact Letter](#)

4. Does the school district meet with the guardian or education decision maker of students in foster care to discuss the best interest school placement of students in foster care?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1111(g)(1)(E)(i) requires that students placed in foster care be enrolled or remain in their school of origin unless a determination is made that it is not in the student’s best interest to attend the school of origin.

When making a best interest determination, all factors relating to the student’s best interest must be considered, including the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement.

When a determination is made that it is not in the student’s best interest to remain in the school of origin, the student must be immediately enrolled in a new school, even if the student is unable to produce records normally required for enrollment and the enrolling school shall immediately contact the school the student last attended to obtain relevant academic and other records.

Federal Guidance:

According to federal guidance (question 12 of Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care) districts and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include:

- Preferences of the child;
- Preferences of the child's parent(s) or education decision maker(s);
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Influence of the school climate on the child, including safety;
- The availability and quality of the services in the school to meet the child's educational and socio-emotional needs;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage;
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
- Whether the child is an English Learner (EL) and is receiving language services, and, if so, the availability of those required EL services in a school other than the school of origin, consistent with Title VI of the Civil Rights Act and the EEOA.

Implementation Suggestion:

The school district should establish a procedure for scheduling a school placement meeting with the guardian or education decision maker of a student placed in foster care to make a best interest determination immediately upon notification that a student has been placed in foster care. This meeting should include the relevant school district personnel and the foster care points of contact from both the school district and child welfare agency if each agency has designated points of contact.

It is recommended that districts use a checklist to guide the discussion of the advantages and disadvantages of placing the student in the school of origin vs. moving the student to a new school.

Local Requirement:

Yes.

Federal Guidance:

Districts are encouraged to establish a mechanism through which relevant parties can meaningfully participate in best interest determinations (see question 13 in *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*), which could involve a process or procedure to set meetings or use previously established meetings to make best interest determinations. Next time a best interest determination for school placement is needed for a student in foster care, use *FC-01 Meeting to Determine School Placement of a Student in Foster Care: Invitation to Participate* to invite participants to the meeting.

Document Recommendations

[FC-01 - Meeting to Determine School Placement of a Student in Foster Care: Invitation to Participate](#)

5. Has the guardian or education decision maker of a student in foster care been notified of the educational rights of children in foster care?

Your response: Yes

Federal Requirement:

One of the recommended roles of points of contact for students in foster care is informing the guardians or education decision makers of the educational rights of students in foster care. If the child welfare agency does not provide this notification to the guardians or education decision makers of students in foster care, it is allowable for the school district to do so.

Local Requirement:

If this situation exists (Yes.) Again, it depends on the school's particular circumstance.

Federal Guidance:

Duplicate copies of pages 2 & 3 (school placement determination and district placement decision) of *FC-02 Educational Services for Students in Foster Care* are available for situations where multiple children from a single family are placed in foster care or for situations where the child welfare agency provides the notice of the educational rights of children in foster care. In situations where multiple children from a single family are placed in foster care or where the child welfare agency provides the notice of the educational rights of children in foster care, use the notice *FC-03 Determination of School Placement for a Student in Foster Care*, to record placement determinations and decisions for all children placed in foster care.

Document Recommendations

[FC 02 - Educational Services for Students in Foster Care](#)

[FC-03 - Determination of School Placement for a Student in Foster Care](#)

6. Has the district developed and implemented clear written procedures governing how transportation will be provided and who will cover the additional costs of transportation to maintain children in foster care in their school of origin when it is in the student's best interest?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(c)(5)(B) requires school districts to collaborate with State or local child welfare agencies to:

Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—

- (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
- (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;

Local Requirement:

Yes.

Federal Guidance:

Question 28 of the guidance document, Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care outlines the steps that districts should take if there is difficulty reaching agreement with the child welfare agency on how additional transportation costs should be paid. Part of the answer addresses the provision of transportation during a dispute. It says, "An LEA [district] must ensure that a child in foster care remains in his or her school of origin while any disputes regarding transportation costs are being resolved."

7. Are the guardians or education decision makers of students in foster care notified regarding the provision of transportation to the student's school of origin?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(c)(5)(B) requires school districts to collaborate with State or local child welfare agencies to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin, when in their best interest, is provided, arranged, and funded; and ensure that children in foster care needing transportation to the school of origin will promptly receive transportation.

Implementation Suggestion:

When a determination is made regarding how transportation will be provided to maintain children in foster care in their school of origin, provide this information to the guardian or education decision maker along with the contact information for the transportation provider.

Local Requirement:

Yes.

Document Recommendations

[FC-04 - Determination of School Transportation for a Student in Foster Care](#)

Action Plan

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

- Download your summary report for your records.
- Review and download any document recommendations you may have received as a result of this RoadMap displayed below.
- Click "Restart" to run this RoadMap again.
- Return to TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Disclaimer

The information contained within this document is intended to assist school administrators and staff address educational issues. The information does not represent legal opinion and is not intended to describe all applicable requirements contained in any federal or state law, nor to represent the endorsement or approval of any federal or state agency. If legal advice or other expert assistance is required, the services of a competent professional should be sought.



RoadMap Summary Report and Action Plan

Education for Students Experiencing Homelessness

Created by:

Create date: 5/8/18

Action Plan

The following Action Plan was automatically generated based on the answers you provided in your ActPoint RoadMap. Please read this information carefully as it may provide you with critical process flow details.

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

- Download your summary report for your records.
- Review and download any document recommendations you may have received as a result of this RoadMap displayed below.
- Return to TransACT Parent Notices site and complete any remaining ESSA RoadMaps.

Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act - ESEA/ESSA - is a federal education law that provides significant funding for school districts and schools.
- You need to know if your district receives funding from any ESEA/ESSA programs.
- The McKinney-Vento Homeless Assistance Act provides educational funding to help students experiencing homelessness access educational and other services for which they are eligible.
- You need to know if your school district receives McKinney-Vento funds.
- You need to know if your district has appointed a District Homeless Liaison.
- If you are not the District Homeless Liaison, you should involve your District Homeless Liaison in the completion of this RoadMap.
- You need to know your district's process or procedure to identify children and youth experiencing homelessness.
- You need to know if any parents of students experiencing homelessness have requested assistance in obtaining services from other service providers (health, SNAP, TANF, etc.).
- You need to know if there are any unaccompanied youths experiencing homelessness in the district that may need help applying for financial assistance to attend college.
- You need to know if any children or youths experiencing homelessness obtained permanent housing during the current school year.

2. Does your district receive federal funds?

Your response: Yes

Federal Requirement:

Local Requirement:

Yes.

3. Has your district appointed a District Homeless Liaison?

Your response: Yes

Federal Requirement:

The McKinney-Vento Homeless Assistance Act, Section 722(g)(1)(J)(ii) requires that **all districts that receive federal education funds** (*regardless of whether they receive McKinney-Vento or Title I funds*) designate an appropriate staff person as the District Homeless Liaison (see also, Question F-1 in the July 27, 2016 "Education for Homeless Children and Youths Program – Non-Regulatory Guidance" <http://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>).

Implementation Suggestions:

The District Homeless Liaison should be an appropriate staff person that is able to carry out the duties assigned to this position. The District Homeless Liaison may be a coordinator for other federal

programs. For a list of the duties of the District Homeless Liaison, see the McKinney-Vento Act, Section 722(g)(6)(A).

For districts that receive McKinney-Vento funds, the District Homeless Liaison should establish procedures to:

- Coordinate efforts with Title I staff in your district to provide appropriate educational services to students experiencing homelessness;
- Use the same needs assessment required under McKinney-Vento to satisfy the requirement for a needs assessment under Title I;
- Coordinate the funding of the District Homeless Liaison position with allowable Title I funds; and
- Coordinate the funding of additional transportation costs to the school in which the student experiencing homelessness is placed, whether that is the school or origin or a school placement based on the 'best interest' of the student.

For district that do not receive McKinney-Vento funds, the District Homeless Liaison:

- May also be a coordinator for other federal programs;
- May be funded using Title I funds set aside for services to children and youths experiencing homelessness (Title I, Section 1114(c)(3)(C)(ii)(I)); and
- May use Title I funds set aside for services to children and youths experiencing homelessness to pay for additional transportation costs to the school in which the student experiencing homelessness is placed, whether that is the school or origin or a school placement based on the 'best interest' of the student (Title I, Section 1114(c)(3)(C)(ii)(I)).

Local Requirement:

Yes.

4. Has your district informed school personnel, service providers, advocates working with families experiencing homelessness, parents and guardians of children and youths experiencing homelessness, and children and youths experiencing homelessness of the duties of the District Homeless Liaison?

Your response: Yes

Federal Requirement:

The McKinney-Vento Homeless Assistance Act, Section 722(g)(6)(B) requires districts to notify school personnel, service providers, advocates working with families experiencing homelessness, parents and guardians of children and youths experiencing homelessness, and children and youths experiencing homelessness of the duties of the District Homeless Liaison. For a list of the duties of the District Homeless Liaison, see the McKinney-Vento Act, Section 722(g)(6)(A).

Local Requirement:

Yes. AISD has personnel to assist with those experiencing homelessness.

Federal Guidance:

The following notice is required for all school districts receiving federal funds.

Document Recommendations

[HS-08 - Notice of Duties of District Liaison for Students that are Homeless](#)

5. Does your district have a process or procedure to identify children and youth experiencing

homelessness?

Your response: Yes

Federal Requirement:

The duties of the District Homeless Liaison include, but are not limited to, the following:

- Ensure that children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies.
- Ensure that children and youth experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, schools in the district. All school districts receiving federal funds must ensure that each child and youth experiencing homelessness has equal access to the same education as other children and youth.

Implementation Suggestions:

Question F-4 in the July 27, 2016 “Education for Homeless Children and Youths Program – Non-Regulatory Guidance” provides suggested activities, strategies, and tools that can help ensure that all students experiencing homelessness are identified. These suggestions include:

- Using a housing questionnaire to gather information about students registering in the district;
- Distributing simple and easy to use referral forms so that they are readily available in locations frequented by parents or guardians of children and youths experiencing homelessness;
- Including the District Homeless Liaison contact information prominently on district websites;
- Providing materials in a language easily understood by families and students;
- Providing professional development and training for school staff, including teachers, paraprofessionals and school support staff, at least once annually that focuses on the definition of homelessness, signs of homelessness, the impact of homelessness on students, and the steps that should be taken once a potentially homeless student is identified, including how to connect the student with appropriate housing and service providers; and
- Develop interagency partnerships by contacting other agencies that provide services to children and youth experiencing homelessness to discuss ways to coordinate referrals.

Local Requirement:

Yes.

Federal Guidance:

The following notices are recommended for all school districts receiving federal funds as part of the process for identifying children and youths experiencing homelessness.

Document Recommendations

[HS-03 - Student Residency Questionnaire](#)

[HS-02 - Referral: Child or Youth who may be Homeless](#)

6. Do you have locations within your district frequented by families, children, and youth experiencing homelessness including shelters, public libraries, and soup kitchens?

Your response: Yes

Federal Requirement:

The McKinney-Vento Act, Section 722(G)(6)(A)(vi) includes the District Homeless Liaison duty of ensuring that public notice of the educational rights of children and youths experiencing homelessness

is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of children and youths experiencing homelessness, and unaccompanied youths experiencing homelessness.

Note that this public notice must be posted in all schools in the district.

Local Requirement:

Yes.

Federal Guidance:

The following notice is required for all school districts receiving federal funds.

Document Recommendations

[HS-01 - Public Notice Education Rights of Children and Youth that are Homeless](#)

7. Does the district inform the parents or guardians of children or youths experiencing homelessness of the educational and related opportunities available to them and make school placement determinations based on the "best interest" of the child or youth experiencing homelessness?

Your response: Yes

Federal Requirement:

One of the duties of the District Homeless Liaison is to ensure that the parents or guardians of children and youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children (McKinney-Vento Act, Section 722(g)(6)(A)(v)).

Districts are required to make decisions regarding school placement that are in the best interest of the child (McKinney-Vento Act, Section 722(g)(3)(A&B)). This includes either the "school of origin" or any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend. For more information on "school of origin" see Question I-1 in the July 27, 2016 "Education for Homeless Children and Youths Program – Non-Regulatory Guidance" document.

- The district must, to the extent feasible, keep a homeless child or youth in the "school of origin" unless doing so is contrary to the wishes of the child or youth's parent or guardian. "School of origin" is the school the student attended while permanently housed or the school in which he/she was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.
- If the district places a child experiencing homelessness in a school other than the school of origin or a school requested by the parent or guardian, the district must provide a written explanation of its decision along with a statement regarding the right to appeal the placement decision. For more information see the Dispute Resolution Procedures section, Question K-3 in the July 27, 2016 "Education for Homeless Children and Youths Program – Non-Regulatory Guidance" document.
- If the district receives Title I funds, Title I services must be provided to the child experiencing homeless at the school of placement regardless of whether or not the school of placement receives Title I funding.

Local Requirement:

Yes.

Federal Guidance:

The following notices are required for all school districts receiving federal funds.

Extra copies of pages two and three of the "Notice of Educational Services for Children and Youth Experiencing Homelessness" are available for use with families experiencing homelessness that have more than one school age child.

Document Recommendations

[HS-04 - Notice of Educational Services for Children and Youth that are Homeless](#)

[HS-05 - Placement Request and Recommendation](#)

[HS-06 - School District Placement Decision](#)

8. Have any parents, guardians, or unaccompanied youths experiencing homelessness requested assistance in applying for services from agencies or organizations that provide assistance to families experiencing homelessness?

Your response: Yes

Federal Requirement:

Districts serving students experiencing homelessness are required to coordinate the provision of services under the McKinney-Vento Act (Section 722(g)(5)) with local social services agencies and other agencies or entities providing services to children and youth experiencing homelessness and their families.

One of the duties of the District Homeless Liaison is to ensure that families experiencing homelessness and children and youths experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services (McKinney-Vento Act, Section 722(g)(6)(A)(iv)).

Implementation Suggestions:

Many families experiencing homelessness, and especially unaccompanied youths experiencing homelessness, often require assistance when attempting to apply for or access these services. However, due to privacy laws and other concerns, it is often difficult for the District Homeless Liaison to provide this assistance without authorization from the family or unaccompanied youth. In these situations, an authorization to request or release information is recommended.

Local Requirement:

Answer depends on the particular circumstances of your school. (More than likely, Yes, at some point.)

Federal Guidance:

The following notice is recommended for all school districts receiving federal funds as part of the process for assisting families experiencing homelessness and unaccompanied youths experiencing homelessness to access services provided by other agencies or organizations.

Document Recommendations

[HS-09 - Authorization to Request and Release Information](#)

9. Are there unaccompanied youths experiencing homelessness in the district that may need help applying for financial assistance to attend college?

Your response: No

Federal Requirement:

One of the duties of the District Homeless Liaison is to ensure that unaccompanied youths experiencing homelessness are informed of their status as independent students and that they may obtain assistance from the District Homeless Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid (FAFSA).

The College Cost Reduction Act amendments to the Higher Education Act authorize District Homeless Liaisons to verify the independent status of an unaccompanied youth experiencing homelessness for the purpose of applying for independent student status below the age of 24 on the FAFSA (see Questions L-1 and Q2 in the July 27, 2016 "Education for Homeless Children and Youths Program – Non-Regulatory Guidance").

Local Requirement:

Answer depends on the particular circumstances at your school. (If there are any experiencing homelessness...then YES.)

Federal Guidance:

The following notice is required for use for all school districts receiving federal funds where unaccompanied youths experiencing homelessness need assistance applying for independent student status below the age of 24 on the FAFSA.

Document Recommendations

[HS-10 - Doc of Independent Student Status for the FAFSA - Unaccompanied Youth that is Homeless](#)

10. Have any children or youths experiencing homelessness obtained permanent housing during the current school year?

Your response: Yes

Federal Requirement:

The McKinney-Vento Act, Section 722(G)(3)(A)(i)(II) requires that districts continue to provide children and youths experiencing homelessness that obtain permanent housing during an academic year services under the McKinney-Vento Act for the remainder of the academic year.

Implementation Suggestions:

One of the duties of the District Homeless Liaison is to ensure that the parents or guardians of children and youths experiencing homelessness are informed of the educational and related opportunities available to their children. If, due to obtaining permanent housing during the school year, a family is no longer experiencing homelessness, it is recommended that the family is notified at the end of the school year that their child or children will no longer qualify for services for children and youths experiencing homelessness.

Local Requirement:

Answer depends on the particular circumstances at your school. (YES if any children or youths experiencing homelessness obtained permanent housing).

Federal Guidance:

The following notice is recommended for all school districts receiving federal funds.

Document Recommendations

[HS-07 - End of Services Notice](#)

Action Plan

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

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RoadMap Summary Report and Action Plan

Parent and Family Engagement

Created by:

Create date: 5/8/18

Action Plan

The following Action Plan was automatically generated based on the answers you provided in your ActPoint RoadMap. Please read this information carefully as it may provide you with critical process flow details.

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

- Download your summary report for your records.
- Review and download any document recommendations you may have received as a result of this RoadMap displayed below.
- Click "Restart" to run this RoadMap again.
- Return to TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act - ESEA/ESSA - is a federal education law that provides significant funding for school districts and schools.
- ESEA/ESSA Title I funding is provided to help school districts and schools address the educational needs of students that are failing or are most at-risk of failing.
- You need to know if your school district receives Title I funding.
- ESEA/ESSA Title III funding is provided to help school districts and schools address the educational needs of English learner (EL) students.
- An English learner is a student whose first language is not English and/or who has not reached a proficient level in his/her ability to read, write, listen, speak, and understand the English language.
- You need to know if your district receives Title III funding.
- Limited English proficient (LEP) is a term typically used to describe parents who are not proficient in the English language.
- A Parent and Family Engagement Policy is required by ESEA/ESSA Title I. NOTE: ESEA/ESSA calls this document a "Policy". However, this is a written document that is required as part of a district's application (Title I program plan) for Title I funds and is not necessarily to be considered an official board policy that requires a formal school board adoption. While formal school board adoption is not required, it is allowable.
- You will need to know if your district has a parent advisory board comprised of a sufficient number and representative of groups of parents or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the district parent and family engagement policy.
- A School-Parent Compact is a required component of all Title I funded school's Parent and Family Engagement Policy. It is a document that outlines how parents, the entire 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.
- If you work in a school, you need to know if your school receives Title I funds.
- If your school receives Title I funds, you need to know if your school has a School-Parent Compact.
- ESEA/ESSA Title IV, Part E includes the potential for funding for Statewide Family Engagement Centers. Statewide Family Engagement Centers (1) carry out parent education, and family engagement in education, programs; or (2) provide comprehensive training and technical assistance to State educational agencies, local educational agencies, schools identified by State educational agencies and local educational agencies, organizations that support family-school partnerships, and other organizations that carry out such programs.
- You need to know if there is an ESEA/ESSA Title IV Part E funded Statewide Family Engagement Center in your state.
- You need to know if your district organizes federal grants planning meetings.
- You need to know if your district receives an ESEA/ESSA Title IV, Part A School Support and Enrichment Grant.
- If your district receives an ESEA/ESSA Title IV, Part A School Support and Enrichment Grant, you need to know if your district uses funds from this grant to purchase computers that access the Internet.

2. Does your district receive Federal Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) funds?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1116 and Title III, Section 3115 have requirements for parent and family engagement for districts that receive these funds. Other ESEA/ESSA programs have parent and family engagement requirements as well.

Local Requirement:

Yes.

3. Does your district and its schools communicate with parents in a language they understand?

Your response: Yes

Federal Requirement:

According to ESEA/ESSA Title I, Section 1112(e)(3)(C), districts receiving Title I, Part A funds must implement effective means of outreach to parents of English learners to inform those parents of how the parents:

- Can be involved in the education of their children
- Can be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students

ESEA/ESSA Title I required district outreach to parents of English learners must include sending notice of opportunities for, and holding, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted by Title I, Part A and/or Title III.

All districts receiving federal funds must, whenever practicable, provide written translations of printed information to parents with limited English proficiency in a language they understand. However, if written translations are not practicable, federal guidance indicates that it is practicable to provide information to limited English proficient parents orally in a language that they understand. Districts have flexibility in determining what mix of oral and written translation services may be necessary and reasonable for communicating the required information to parents with limited English proficiency. In addition, ESEA/ESSA includes the requirement, in multiple places, including Section 1112(e)(4) that notice and information provided to parents must be understandable and uniform in format.

See the Department of Justice's

LEP Guidance, the OCR/DOJ *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents* and *E.O. 13166*, which provide clarification on how to determine an appropriate mix of language services and other information. These guidance documents are attached to the Summary Report of this RoadMap.

According to the U.S. Department of Justice (DOJ), in determining what is practicable in providing translations and interpreters, the following four factors must be considered:

1. The number or proportion of LEP persons eligible to be served or likely to be contacted by the district

2. The frequency with which LEP individuals come in contact with the district
3. The nature and importance of the program, activity, or service provided by the program to people's lives
4. The resources available to the district and costs

In their investigations of states and school districts, the U.S. Department of Education's Office for Civil Rights (OCR) and the DOJ consider, among other things, the following four factors related to ensuring meaningful communication with limited English proficient (LEP) parents. They consider whether:

- SEAs (State Education Agencies) and school districts develop and implement a process for determining whether parents are LEP, and evaluate the language needs of these LEP parents;
- SEAs and school districts provide language assistance to parents or guardians who indicate they require such assistance;
- SEAs and school districts ensure that LEP parents have adequate notice of and meaningful access to information about all school district or SEA programs, services, and activities; and
- SEAs and schools districts provide free qualified language assistance services to LEP parents.

Local Requirement:

Yes.

Document Recommendations

[Department of Justice \(DOJ\) LEP Guidance](#)
[OCR-DOJ Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#)
[Executive Order 13166 - Improving Access to Services for Persons with Limited English Proficiency](#)

4. Does your district or school receive Title I, Part A funds or Title III funds, or both?

Your response: Yes, both Title I and Title III funds

Federal Requirement:

ESEA/ESSA Title I, Section 1116(a)(1) says, A district may receive funds under Title I, Part A only if the district conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in Title I, Part A programs that are consistent with the requirements of ESEA/ESSA. Districts must plan and implement these programs, activities, and procedures with meaningful consultation with parents of children participating in Title I, Part A programs.

ESEA/ESSA Title III, Section 3115(c)(3) requires districts receiving Title III funds to implement activities and strategies that enhance or supplement language instruction educational programs for English learners that must include parent, family, and community engagement activities.

Local Requirement:

Yes....both... (2nd bullet)

5. Does your district have a parent and family engagement policy?

Your response: Yes

Federal Requirement:

NOTE: ESEA/ESSA calls this document a “Policy”. However, this is a written document that is required as part of a district’s application (Title I program plan) for Title I funds and is not necessarily to be considered an official board policy that requires a formal school board adoption. While formal school board adoption is not required, it is allowable.

ESEA/ESSA Title I, Section 1116(a)(2) says that each district that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents and family members of Title I eligible children, a written parent and family engagement policy. The policy must be incorporated into the district’s Title I program plan and must establish the district’s expectations and objectives for meaningful parent and family involvement.

If the district already has a district-level parent and family engagement policy that applies to all parents, the district may amend that existing policy, if necessary, to meet the following requirements:

(A) Involve parents and family members in the joint development of the district’s Title I program plan and the development of support and improvement plans for schools identified for either Comprehensive Support and Improvement or Targeted Support and Improvement (see Section 1111(d)(1) & (2));

(B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) Coordinate and integrate Title I parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I schools, including identifying 1) barriers to greater participation by parents in Title I parent and family engagement 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), 2) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and 3) strategies to support successful school and family interactions;

(E) Use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy.

(F) Involve parents in the activities of Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Implementation Suggestion:

The term "parent" includes in addition to a natural parent, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person or agency that is legally responsible for the child's welfare).

Local Requirement:

Yes.

6. Has the district formed or is the district planning to form a parent advisory board?

Your response: Yes

Federal Requirement:

School districts that receive ESEA/ESSA Title I funds may (optional) establish a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the district parent and family engagement policy

Local Requirement:

Yes.

7. Does the district need to invite parents or family members to become a member of the parent advisory board?

Your response: Yes

Federal Requirement:

The composition of the membership of a parent advisory board must be of a sufficient number and representative of groups of parents or family members served by the district to adequately represent the needs of the population served by the district.

Implementation Suggestion:

When forming a parent advisory board (PAB), the district should try to select PAB members that are a representative sample of Title I eligible students. This includes parents that represent subgroups present in the district. Subgroups include:

- Economically disadvantaged students;
- Students from major racial and ethnic groups;
- Children with disabilities; and
- English learners.

Local Requirement:

Yes.

Federal Guidance:

Document Recommendations

[PFE-04 - District Parent Advisory Board Invitation](#)

8. Does the district schedule at least an annual meeting of its parent advisory board?

Your response: Yes

Federal Requirement:

Districts receiving Title I, Part A funds must

- Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I schools, including identifying 1) barriers to greater participation by parents in Title I parent and family engagement 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), 2) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and 3) strategies to support successful school and family interactions;

- Use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy.

Local Requirement:

Yes.

Document Recommendations

[PFE-03 - District Parent Advisory Board Meeting: Invitation to Participate](#)

9. Does your school have a school parent and family engagement policy?

Your response: Yes

Federal Requirement:

NOTE: ESEA/ESSA calls this document a “Policy”. However, this is a written document that is required as part of a schools Title I program plan and is not necessarily to be considered an official school policy that requires a formal school adoption process. While formal school adoption is not required, it is allowable.

Each school served under this part shall jointly develop with, and distribute to, parents and family members of Title I participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the Title I parent and family engagement requirements found in Title I, Sections 1116(c) through 1116(f).

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Local Requirement:

Yes.

10. Does your school convene an annual Title I parent meeting that includes a review and update of the school's parent and family engagement policy?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1116(c) requires Title I funded schools to convene an annual meeting to inform parents of the school's participation in Title I programs and to involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parent and family engagement policy.

Local Requirement:

Yes.

Federal Guidance:

Be sure to remember to use *PFE-02 School Parent and Family Engagement Policy Meeting: Invitation to Participate* next time you need to annually invite parents to review and improve the school parent and family engagement policy.

Document Recommendations

[PFE-02 - School Parent and Family Engagement Policy Meeting: Invitation to Participate](#)

11. Does the school and/or district want confirmation of parent attendance at meetings?

Your response: Yes

Federal Requirement:

Notify parents of meetings required by ESEA/ESSA.

Implementation Suggestion:

Ask for confirmation of their ability to attend (optional).

Consider offering such services as childcare and transportation in an effort to maximize parent participation.

There are very strict rules regarding the use of Title I funds to provide meals or snacks that must meet a 'reasonable and necessary' test. If you are planning to provide food using Title I funds please check with your district or state to ensure that it is an allowable use of funds.

Local Requirement:

Yes.

Document Recommendations

[PFE-05a - Parent Participation Form](#)

[PFE-05b - Parent Participation Form – food option](#)

12. Does your school have a school-parent compact?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1116(d) requires that a school-parent compact be component of the School Parent and Family Engagement Policy. Each school that receives Title I Part A funds shall jointly develop with parents for all Title I served children a school-parent compact that outlines how parents, the entire 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 school-parent compact must

(1) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the Title I served children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

(A) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) Frequent reports to parents on their children's progress;

(C) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Implementation Suggestions:

Although desirable, parent signatures are not required on the school-parent compact. The school-parent compact must be distributed to parents of all students enrolled in schools operating Title I schoolwide programs.

Local Requirement:

Yes.

Federal Guidance:

When you complete your annual review, you may want to use *PFE-06a* and *PFE-06b School-Parent Compact*.

Document Recommendations

[PFE-06a - School-Parent Compact](#)

[PFE-06b - School-Parent Compact](#)

13. For elementary schools, is the school-parent compact discussed, at least once annually, during a parent-teacher conference?

Your response: Yes

Federal Requirement:

For elementary schools, it is required that the school-parent compact be discussed, at least once annually, during a parent-teacher conference regarding how the compact relates to the individual child's academic achievement.

Implementation Suggestion:

For students that are English learners (EL), schedule a separate parent-teacher conference with the teacher that provides the district's services to help the EL students attain English proficiency and access academic content. Include in the discussion the EL student's progress toward English proficiency and attainment of academic content through the district's EL program.

Local Requirement:

Yes.

Federal Guidance:

Next time you schedule a parent-teacher conference where the school-parent compact will be

discussed, use *PFE-07 Parent-Teacher Conference* or *EL-06 Parent-Teacher Conference: English Learner Student*

Document Recommendations

[PFE-07 - Parent-Teacher Conference](#)

[EL-06 - Parent-Teacher Conference: English Learner Student](#)

14. Is the school-parent compact included in the school level parent and family engagement policy?

Your response: Yes

Federal Requirement:

The school-parent compact must be included as a component of the required school level parent and family engagement policy.

Local Requirement:

Yes.

Federal Guidance:

15. Do you schedule meetings with parents of students at risk of academic failure and/or parents of English learner students not making appropriate progress toward English proficiency?

Your response: Yes

Federal Requirement:

Part of the school-parent compact required in ESSA Title I, Section 1116(d) includes the requirement of frequent reports to parents on their children's progress in meeting the challenging State academic standards.

Implementation Suggestion:

It could benefit a student that is at risk of not meeting the challenging state academic standards to schedule a meeting with the student's parents to discuss the student's progress and develop a plan to help the student succeed in school.

It could benefit an English learner student that is at risk of not making appropriate progress toward English proficiency to schedule a meeting with the student's parents to discuss the student's progress toward English proficiency and develop a plan to help the student become English proficient.

Local Requirement:

Yes.

Document Recommendations

[PFE-08a - Meeting Invitation for Student At-Risk](#)

[PFE-08b - Meeting Invitation for Student At-Risk](#)

[EL-09 - Parent Meeting for English Learner - Student At-Risk](#)

16. Do the district and schools document parental attendance at meetings?

Your response: Yes

Federal Requirement:

State Education Agencies are charged with monitoring district implementation of ESEA/ESSA requirements, which includes whether schools and districts convene required parent meetings.

The most common form of documentation requested of parental attendance at meetings is a sign-in sheet.

Implementation Suggestion:

The district and schools should have a process or procedure that ensures that parents attending ESEA/ESSA required meetings document their attendance through a sign-in sheet or other method.

Local Requirement:

Yes.

Document Recommendations

[PFE-09 - Parent Meeting Sign-in Sheet](#)

17. Is there a Statewide Family Engagement Center that operates in your State?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1116(g) requires districts and schools to notify parents of the existence of a Statewide Family Engagement Centers funded under ESEA/ESSA Title IV, Part E if one is located in their State.

Statewide family engagement centers—

- (1) carry out parent education, and family engagement in education, programs; or
- (2) provide comprehensive training and technical assistance to State educational agencies, local educational agencies, schools identified by State educational agencies and local educational agencies, organizations that support family-school partnerships, and other organizations that carry out such programs.

Local Requirement:

Yes.

Document Recommendations

[PFE-10 - Programs for Family Engagement in Education](#)

18. Does the district convene an ESEA/ESSA federal grants planning meeting to solicit input from parents and other stakeholders regarding the development of plans for ESEA/ESSA programs?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(a)(1)(A) and Title III, Section 3116(b)(4)(C) require that the development and implementation of school district plans for these programs must include consultation with a significant list of stakeholders, including parent and family members.

Implementation Suggestion:

Schedule an annual meeting for all stakeholders, including parent and family members for the purpose of receiving and responding to input in the development and implementation of all ESEA/ESSA programs, as well as other federally funded programs, requiring such consultation for which the district receives funding. In addition to Title I, Part A and Title III EL and Immigrant grants, consider including other programs such as:

- Title I, Part C – Migrant Education Programs
- Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
- Title II, Part A – Supporting Effective Instruction
- Title IV, Part A – Student Support and Academic Enrichment
- Title IV, Part B – 21st Century Community Learning Centers
- Carl D. Perkins Career and Technical Education
- McKinney-Vento Homeless Education Assistance Improvement Act
- Individuals with Disabilities Education Improvement Act (IDEA 2004)
- And any other program where stakeholder input in the development and implementation of program plans is required or desirable.

Local Requirement:

Yes.

Federal Guidance:

Consultation with the appropriate stakeholders, including parents and family members, is an ESEA/ESSA requirement for the development and implementation of ESEA/ESSA programs and other federally funded programs. Consider using the form *FGP-01 District Federal Grants Planning Meeting: Invitation to Participate* the next time you schedule a meeting to discuss the federally funded programs for which your district receives funding.

While a combined meeting is desirable, it is not required. The form *FGP-01 District Federal Grants Planning Meeting: Invitation to Participate* may be used to schedule meetings for individual programs separately.

Document Recommendations

[FGP-01 - District Federal Grants Planning Meeting: Invitation to Participate](#)

19. Has the district purchased computers used to access the Internet or direct costs association with accessing the Internet for schools using funding from Title IV, Part A School Support and Enrichment Grants?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title IV, Part A, Section 4121(a) allows for the purchase of computers used to access the Internet or direct costs association with accessing the Internet for schools using funding from Title IV, Part A School Support and Enrichment Grants if the school, school board, school district, or other authority with responsibility for administration of such school or both

1) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access. The operation of the technology protection measure must be in operation during any use by minors of computers with Internet access. The technology protection measure must protect against access to visual depictions that are:

- Obscene;
- Child pornography; or
- Harmful to minors.

2) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are:

- Obscene; or
- Child pornography

The operation of the technology protection measure must be in operation during any use of computers with Internet access.

Implementation Suggestion:

As a best practice, district should use an internet policy document and require a signed user consent form for individuals, especially minors, using computers that access the internet.

Local Requirement:

Yes.

Document Recommendations

[T4P-02 - Internet Safety Policy: Informed Consent Form](#)

20. Does your school or district operate a Family Literacy Program using ESEA/ESSA funding?

Your response: Yes

Federal Requirement:

Family Literacy Programs are an allowable activity that may be funded by a number of ESEA/ESSA programs including Title I, Part A; Title I, Part C; Title II, Part B; Title III; Title IV, Parts B & F; Title VI; and Title VIII (see Sections 1116(e); 1304(b)(6); 1304(c)(7)(C); 2224(c)(5); 2224(e)(3); 3115(d)(6); 3115(e)(1)(A); 4205(a)(10); 4643(a)(1)(B)(v)(II); 4643(a)(2); 6121(c)(1)(K); & 8101(24)).

Local Requirement:

Yes.

Document Recommendations

[PFE-11 - Family Literacy Programs](#)

Action Plan

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Next Steps:

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Disclaimer

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RoadMap Summary Report and Action Plan

Private School Consultation

Created by:

Create date: 5/8/18

Action Plan

The following Action Plan was automatically generated based on the answers you provided in your ActPoint RoadMap. Please read this information carefully as it may provide you with critical process flow details.

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

For more information, please consult the following guidance documents from the U.S. Department of Education:

Title I Services to Eligible Private School Children – Non-Regulatory Guidance

Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act (ESSA)

Ensuring Equitable Services to Private School Children: A Title I Resource Tool Kit

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- Click “Restart” to run this RoadMap again.
- Return to the TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act - ESEA/ESSA - is a federal education law that provides significant funding for school districts and schools. Equitable services for eligible private, non-public school students using these federal funds must be offered and provided if requested.
- ESEA/ESSA Title programs that require consultation with officials from private, non-public schools include Titles I, Title II, Title III, Title IV - Part A, and Title IV - Part B.
- You need to know if your district receives funding from any of these programs.
- ESEA/ESSA Title I funding is provided to help school districts and schools address the educational needs of students that are failing or are most at-risk of failing.
- School districts are required to consult with private, non-public schools regarding the provision of federally funded public school services to eligible private, non-public school students.
- You need to know if your school receives Title I funding because there are additional requirements regarding the provision of federally funded public school services to eligible private, non-public school students.
- You need to know if there are private, non-public schools located within the boundaries of your school district.
- You need to know if Title I eligible students that reside within the boundaries of your school district attend private, non-public schools outside the boundaries of your school district.
- You need to know how consultation is organized and conducted with private, non-public school officials for the provision of federally funded public school services to eligible private school students. This includes how this consultation is documented.
- You need to know how documentation of consultation with private, non-public school officials is provided to your state's Private Schools Ombudsman.
- You need to know if any private, non-public schools have requested that federally funded public school services be provided by a third-party provider (i.e. not provided by the school district or the private, non-public school, but provided by an outside contractor).
- If a third-party provider has been requested, you need to know if the school district agreed to using a third-party provider or not.
- You need to know how private, non-public school officials are provided information about your state's Private Schools Ombudsman, including contact information for the Ombudsman.

2. Does your district receive federal funds?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title VIII, Section 8501 outlines the responsibilities of school districts to provide for equitable participation in public school services to eligible private school students, teachers, other educational personnel, and in some cases parents.

Districts receiving ESEA/ESSA funds must comply with requirements for participation of private school students, teachers, other educational personnel, and parents contained in ESEA/ESSA Title I, Title II, Title III, Title IV - Part A, and Title IV - Part B.

ESEA/ESSA Title I, Section 1117 outlines additional details regarding the provision of equitable services to eligible private school students, teachers, other educational personnel, and parents.

- Districts must provide benefits that are equitable to those provided to eligible public school children, their teachers, other educational personnel, and parents.
- Districts in which eligible private school students live are responsible for providing Title I services regardless of whether the private school they attend is located within the district.
- State Education Agencies (SEAs) are required to appoint an Ombudsman to monitor and enforce the requirements for the equitable provision of public school services to eligible private school students, teachers, other educational personnel, and parents.
- The SEA's Private Schools Ombudsman also serves as the point of contact between districts and private schools for the resolution of concerns, issues, and complaints.

Local Requirement:

Yes.

3. Are there private schools within the boundaries of the school district and/or do Title I students attend a private school outside the school district boundaries?

Your response: Yes

Federal Requirement:

- Districts must identify all religiously- and non-religiously affiliated private schools within the boundaries of the district.
- Districts are not required to provide services to eligible children attending private preschool programs unless the state considers the preschool to be part of elementary education and the district is serving preschool students as part of their district program.
- Although preschool children generally are not entitled to receive equitable services, if they reside in a participating Title I school attendance area and attend a private elementary school in which school-age children are entitled to equitable services, the preschool children and their teachers and families may receive Title I services. Whether such preschool children will receive services is based on timely and meaningful consultation between the LEA and private school officials, taking into consideration the needs of preschool children and other eligible children in the private school and the amount of funding available to provide services.
- The district in which a Title I eligible private school student resides is responsible for providing services to the child, but it may arrange to have services provided by another district and reimburse that district for costs.

Local Requirement:

Yes.

Federal Guidance:

4. Does the district consult annually with private school officials?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title VIII, Section 8501(c) and Title I, Section 1117(b) requires school districts to consult with private school officials regarding the provision of equitable public school services.

- Annually, the district must contact officials of private schools with children who reside in the district regardless of whether the private school they attend is located in the district.

- Consultation involves discussions on how eligible private school students, staff, other educational personnel, and parents may participate on an equal basis in federal programs for which the district receives funds.
- Consultation must occur before the district makes any decisions regarding services. Title I, Sections 1117(b)(1) & (3) require that consultation should be “during the design and development” of the school districts ESSA program plans and “shall include meetings of agency and private school officials and shall occur before the local educational agency [district] makes any decision that affects the opportunities of eligible private school children to participate in programs.”
- Title I services must be offered to eligible private school children at the same time such service is made available to public school children.
- The district and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the SEA appointed Private Schools Ombudsman.

Local Requirement:

Yes.

Document Recommendations

[PSC-01 - Annual Private School Consultation for Public School Services: Invitation to Participate Title I Services to Eligible Private School Children](#)
[NON-REGULATORY GUIDANCE: FISCAL CHANGES AND EQUITABLE SERVICES REQUIREMENTS UNDER ESEA](#)
[Ensuring Equitable Services to Private School Children A Title I Resource Tool Kit](#)

5. Does the district provide written documentation to private school officials regarding the results of the consultation for the provision of equitable public school services to eligible private school students?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1117(b)(5) requires school districts to retain documentation of consultation with private schools.

Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency

Local Requirement:

Yes.

Document Recommendations

[PSC-02 - Verification of Annual Private School Consultation](#)

6. Did the private school request that Title I services be provided by a third-party contractor?

Your response: No

Federal Requirement:

- Title I services must be provided by either an employee of the district or through a contract between the district and a third party provider, such as an individual, association, or organization. If services are delivered through a contract, the contracted entity or individual must be independent of the private school.
- It is the district's responsibility to make the final determination regarding who will provide Title I services.

Local Requirement:

No. (Again, there is no 3rd party.)

7. Does the district provide written documentation of the consultation with private school officials to the SEA's Private School Ombudsman?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1117(b)(1) requires that the local education agency (LEA or school district) provide the results of consultation with private school officials to the SEA's Private Schools Ombudsman. Copies of the forms *PSC-01 – Annual Private School Consultation for Public School Services: Invitation to Participate*, *PSC-02 – Verification of Annual Private School Consultation*, and if needed *PSC-03 – Private School Federal Programs Services, Identification of Provider* should be provided to the SEA's Private Schools Ombudsman. Along with any other forms used in the determination of services to eligible private school students, teachers, other educational personnel, and parents.

Local Requirement:

Yes.

8. Does the district provide private school officials with information regarding the school district's obligations to provide equitable services to eligible private school students, teachers, other educational personnel, and parents; and does the school district provide the contact information for the SEA's Private Schools Ombudsman to private school officials?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1117(b)(6)(B) provides that private school officials may file a complaint with the SEA. Such complaint shall:

- Provide the basis of the noncompliance with the ESSA requirements for consultation for or provision of equitable public school services to eligible private school students, teachers, other educational personnel, or parents.
- School districts should provide contact information for the SEA's Private Schools Ombudsman to the appropriate private school officials.

Implementation Suggestion:

The district should have a process or procedure for notifying private school officials of the district's obligations to provide public school services to eligible private school students, teachers, other educational personnel, and parent. That process should include information about the rights of private school officials to file a complaint with the SEA's Private Schools Ombudsman as well as contact

information for the Ombudsman.

Local Requirement:

Yes.

Document Recommendations

[PSC-04 - Federal Requirements for Providing Equitable Public School Services to Private Schools](#)

Action Plan

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

For more information, please consult the following guidance documents from the U.S. Department of Education:

Title I Services to Eligible Private School Children – Non-Regulatory Guidance

Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act (ESSA)

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RoadMap Summary Report and Action Plan

Title I Schoolwide Program Eligibility

Created by:

Create date: 5/8/18

Action Plan

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Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act - ESEA/ESSA - is a federal education law that provides significant funding for school districts and schools.
- ESEA/ESSA Title I funding is provided to help school districts and schools address the educational needs of students that are failing or are most at-risk of failing.
- School districts receive Title I funding from the federal government via your state. School districts then provide Title I funding to schools in their district that are eligible for these funds.
- You need to know if your school receives Title I funding.
- There are two types of Title I program models that schools may implement. They are Targeted Assistance or Schoolwide programs. Any Title I eligible school may operate a Targeted Assistance program. However, only schools that meet a criteria of having a 40% poverty rate may apply to become schoolwide schools. It is possible to waive the 40% requirement in some situations.
- You need to know if your school is operating a schoolwide program or plans to apply to operate a schoolwide program.

2. Is the school Title I eligible?

Your response: Yes

Federal Requirement:

School Title I eligibility is determined by the school district using a formula outlined in ESEA/ESSA statute and guidance. The formula takes into account the percentage of students from low-income families in an attendance area or attending a particular school (ESEA/ESSA Title I, Section 1113).

Schools may be determined to be Title I eligible in a number of ways. The term eligible school attendance area means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the school district as a whole.

Based on the available Title I funding, schools are ranked to determine which schools are served using the following characteristics of schools:

1. Schools with a concentration of low-income families that exceeds 75 percent must be ranked from highest to lowest and must be served in that order
2. A school district may make an exception to this and include high schools with a 50 percent or greater concentration of low-income families
3. After serving the schools outlined above, a district shall rank the remaining eligible school attendance areas from highest to lowest either by grade span or for the entire school district.
4. Based on the concentration of low-income families, a school district may designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families.
5. There are other exceptions, including but not limited to a) ranking doesn't apply to school districts

with less than 1,000 children and b) schools not eligible for Title I funding in the current year, that were Title I funded in the previous year, may continue to be funded for one additional year.

6. For more information about how Title I eligibility was determined in your school district, contact your district administrator.

Schools served under Title I, Part A must involve parents and others, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A programs, including:

- The planning, review, and improvement of the school level parent and family engagement policy (including the School-Parent Compact outlined in Title I, Section 1116(d))
- The development and/or revision of any schoolwide program plan under Title I, section 1114(b)(2)

If a school already has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process so long as it includes an adequate representation of parents of children and other stakeholders participating in the Title I, Part A program. See ESEA/ESSA Title I, Sections 1112(a)(1) & 1114(b) for more details regarding the stakeholders that should be included in this process.

Local Requirement:

Yes.

3. Are 40% or more of students in the eligible attendance area or 40% or more of students enrolled in the school from low-income families, or has your school received a waiver from the State that allows the school to operate a Title I schoolwide program with less than the 40% low-income family threshold?

Your response: Yes

Federal Requirement:

- To qualify for implementation of a Title I schoolwide program, a school must have 40% or more of students from low-income families in the eligible attendance area or 40% or more enrollment of students from low-income families.
- The State Education Agency (SEA) may grant a waiver of the 40% low-income families requirement and allow a school to operate a Title I schoolwide program with fewer than 40% of students in the eligible attendance area or fewer than 40% of students enrolled in the school from low-income families. In order to grant such a waiver, the SEA must take into account how a Title I schoolwide program will best serve the needs of the students in the school in improving academic achievement and other factors.
- The purpose of a Title I schoolwide program is to improve academic achievement throughout a high-poverty school so that all students, but particularly the lowest achieving students, are provided opportunities to meet the challenging State academic standards.

Local Requirement:

Yes.

Federal Guidance:

4. Are you currently implementing a Title I schoolwide program?

Your response: Yes

Federal Requirement:

A Title I schoolwide program can be implemented in a school that meets the minimum 40% low-income family enrollment or has a state approved waiver to run a schoolwide program with a lesser low-income family percentage. ESEA/ESSA requires eligible schools operating a schoolwide program to develop a comprehensive plan (or amend an existing plan). The plan must:

- Be developed during a one year period unless a) the school district determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or b) if the school was already operating a schoolwide program prior to the date of enactment of ESSA, it may continue to operate a school program, but must develop amendments during the first year to align with ESSA requirements;
- Be developed with the involvement of parents and other stakeholders (See Title I, Section 1114(b)(2) for a list of stakeholders to involve);
- Remain in effect for the duration of the school's participation as a Title I funded school;
- Be monitored (evaluated) and revised regularly as necessary based on students' needs;
- Be available to the school district, parents and the public in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand;
- If appropriate, be developed in coordination and integration with other federal, state and local services, resources and programs;
- Be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards;
- Include a description of the strategies that the school will be implementing to address school needs; and
- Be designed to meet the educational needs of all children in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the State's challenging academic standards

A school that operates a Title I schoolwide program may use funds to establish or enhance preschool programs for children who are under 6 years of age.

Local Requirement:

Yes.

5. Is the schoolwide plan regularly (at least annually) evaluated and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards?

Your response: Yes

Federal Requirement:

A Title I schoolwide plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such a plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of Title I), the school district, to the extent feasible tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

If the plan relates to a secondary school, students should also be included.

Schoolwide plans must be regularly (at least annually) monitored (evaluated) and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. Regularly in this situation means that schools must annually evaluate their schoolwide plan and make revisions where necessary in order to meet the

requirements of operating a schoolwide program (*Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program, Non-Regulator Guidance*, page 4).

The plan must be made available to the school district, parents and the public in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

Local Requirement:

Yes.

Federal Guidance:

Convene meetings and document attendance of parents and other appropriate participants for the purpose of developing, reviewing, and revising the schoolwide plan. Notify parents the plan is available for viewing and, when practicable, provide the plan in languages other than English.

Document Recommendations

[SW-02 - Title I Schoolwide Planning Meeting: Invitation to Participate](#)
[Supporting School Reform By Leveraging Federal Funds In a Schoolwide Program](#)
[Designing Schoolwide Programs - Non-regulatory Guidance](#)

Action Plan

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

- Download your summary report for your records.
- Review and download any document recommendations you may have received as a result of this RoadMap displayed below.
- Click "Restart" to run this RoadMap again.
- Return to the TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Disclaimer

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RoadMap Summary Report and Action Plan

Unsafe Schools

Created by:

Create date: 5/8/18

Action Plan

The following Action Plan was automatically generated based on the answers you provided in your ActPoint RoadMap. Please read this information carefully as it may provide you with critical process flow details.

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Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act - ESEA/ESSA - is a federal education law that provides significant funding for school districts and schools.
- You need to know if your district receives funding from any ESEA/ESSA programs.
- You need to know if any student has recently been a victim of a violent criminal offense in school or on school grounds.
- You need to know how your school district responds to the parents and the student when a violent criminal offense is committed against a student in school or on school grounds.
- ESEA/ESSA Section 8532 requires that states identify persistently dangerous schools (this is determined by the State in consultation with a representative sample of local educational agencies).
- You need to know if any schools in your district have been identified as persistently dangerous.
- You need to know how your school district communicates with parents regarding schools that have been identified as persistently dangerous.

2. Does your district receive federal Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) funds?

Your response: Yes

Federal Requirement:

Local Requirement:

Yes.

3. Has a student been a victim of a violent criminal offense in or on school grounds?

Your response: No

Federal Requirement:

Local Requirement:

Please contact Mr. Knippel's office with reference to specifics regarding your particular school if necessary.

(If applicable...Yes.)

4. Has the district been notified by the State of having a persistently dangerous school?

Your response: No

State Requirement:

Federal Requirement:

ESEA/ESSA Section 8532 requires school districts with a school identified as persistently dangerous (as determined by the State in consultation with a representative sample of local educational agencies) to allow students to attend a safe public school or public charter school.

- Each state is responsible for developing the criteria to use in identifying persistently dangerous schools.
- Each state is responsible for collecting information from districts that is attributable to individual school sites to identify persistently dangerous schools.
- Each state is responsible for notifying the district when a school has been identified as persistently dangerous.
- Each state must ensure that districts receive appropriate training and assistance pertaining to the collection of data related to the criteria for persistently dangerous schools.

Local Requirement:

No.

Federal Guidance:**Action Plan**

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RoadMap Summary Report and Action Plan

Teacher and Paraprofessional Qualifications

Created by:

Create date: 5/8/18

Action Plan

The following Action Plan was automatically generated based on the answers you provided in your ActPoint RoadMap. Please read this information carefully as it may provide you with critical process flow details.

Thank you for completing this RoadMap. Your summary report PDF is displayed below along with any document recommendations based on the answers you provided.

Next Steps:

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- Click "Restart" to run the RoadMap again.
- Return to the TransACT Parent Notices site and complete any remaining ESEA/ESSA RoadMaps.

Report Summary

The following is a summary of the questions and/or statements you were provided, the responses you chose, and the appropriate guidance information for each response.

1. Important information you need to know or have in order to complete this RoadMap

Local Requirement:

- The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act - ESEA/ESSA - is a federal education law that provides significant funding for school districts and schools.
- ESEA/ESSA Title I funding is provided to help school districts and schools address the educational needs of students that are failing or are most at-risk of failing.
- You need to know if your school district receives Title I funding.
- You will need to know if a teacher or substitute that does not meet applicable State certification and licensure for the grade level and/or subject(s) taught has been assigned to teach or has taught for four (4) or more consecutive weeks at a school that receives Title I funds.
- If you work in a school, you need to know if your school receives Title I funds.
- You need to know if school district has a process or procedure to collect information for required ESEA/ESSA reporting related to teachers and paraprofessionals meeting state certification and licensure; inexperienced teachers, principles, and other school leaders; teachers teaching with emergency or provisional credentials; and teachers who are not teaching in the subject or field for which the teacher is certified or licensed

2. Does your district receive ESEA/ESSA Title I funds?

Your response: Yes

Federal Requirement:

Districts must ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification (ESEA/ESSA Title I, Section 1112(c)(6)).

Local Requirement:

Yes.

3. Has the district provided annual notice to ALL parents of children attending schools that receive Title I funds of their right to request the professional qualifications of their child's teachers?

Your response: Yes

Federal Requirement:

Districts must notify parents of children attending any school receiving Title I, Part A funds of their right to request the professional qualifications of their child's teacher(s) (ESEA/ESSA Title I, Section 1112(e)(1)(A)). This must:

- Be sent annually, at the beginning of the school year
- Be disseminated to all parents of students attending schools receiving Title I, Part A funds
- Inform parents that they may also request the professional qualifications of paraprofessionals who provide instructional support to their child

Implementation Suggestions:

1. Establish written district procedures with responsibility and timeline for distribution of the notice.
2. The district and individual schools may share the responsibility.
3. As a best practice, consider distributing notice to parents in all schools, both Title I and non-Title I schools.
4. Identify person(s) that parents should contact to make a request for teacher qualifications.
5. Identify at least 2 methods of distribution of the notice, such as:
 - First day packet
 - Parent handbook
 - Local media
 - District/school web site
 - Posters and handbills
 - U.S. Mail
 - Email distribution lists

Local Requirement:

Yes.

Document Recommendations

[TPQ-01 - Annual Parent Notice: Right to Request Teacher Qualifications](#)

4. Have any parents requested information regarding their child's teacher's qualifications?

Your response: No

Federal Requirement:

Districts receiving Title I, Part A funds must:

- Respond to a parent request for the qualifications of their child's teacher
- In a timely manner
- Include in the response whether their child is receiving instructional services from a paraprofessional, and, if so, the paraprofessional's qualifications

According to ESEA/ESSA Title I, Part A, Section 1112(e)(1)(A)(i & ii), information that must be provided in a district's response to parents includes whether the student's teacher:

- Has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Is teaching in the field of discipline of the certification of the teacher; and
- If the student is provided services by paraprofessionals, the qualifications of the paraprofessionals.

Implementation Suggestions:

- District written procedures should be in place identifying the process, person(s) responsible, and timeline for responding to parent requests.

- Use direct mail to respond to individual parent requests.

Local Requirement:

Depends on the particular circumstance of the school. (Yes, if it has been requested.)

Federal Guidance:

Review and evaluate the district's process for broadly disseminating the annual notice of parent's right to request the qualifications of their child's teachers. Ensure the notice is distributed in a uniform format to all parents at schools receiving Title I funds in a language that parents can understand. Ensure a process or procedure is in place to respond to parent requests for teacher qualifications.

Document Recommendations

[TPQ-02 - Teacher Qualification Response to Parents](#)

5. Has a teacher or substitute that does not meet applicable State certification and licensure for the grade level and/or subject been assigned to teach or has taught for four (4) or more consecutive weeks at a school that receives Title I funds?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1112(e)(1)(B)(ii) requires that schools receiving Title I, Part A funds must initiate timely notification to each parent when:

- The child has been assigned or taught by a teacher who is does not meet applicable State certification or licensure requirements at the grade level and subject area.
- For 4 or more consecutive weeks

Implementation Suggestions:

- Notice should be sent by U.S. mail
- Notice is initiated by the school, not upon parent request
- Notice should be sent upon assignment if it is certain the teacher will be teaching the same students for 4 or more consecutive weeks

This notice should be sent based upon the number of consecutive weeks a student received or is scheduled to receive instruction from a teacher who does not meet state certification/licensure requirements. It should not be based on a single, specific teacher. For example, the time-clock does not start over when another similarly situated teacher is assigned during that 4 week period.

Local Requirement:

Depends on the school's particular circumstance. (Yes - if there is an employee that does not meet State certification and licensure standards) (No-if the situation does not exist in your school.)

Document Recommendations

[TPQ-03 - Notice of Teacher Status](#)

6. Does the school district have a process or procedure to collect information for required ESEA/ESSA reporting related to teachers and paraprofessionals meeting state certification and licensure; inexperienced teachers, principles, and other school leaders; teachers teaching with

emergency or provisional credentials; and teachers who are not teaching in the subject or field for which the teacher is certified or licensed?

Your response: Yes

Federal Requirement:

ESEA/ESSA Title I, Section 1111(h)(1)(c)(ix) and 1112(c)(6) requires school districts to report certain information to the State Education Agency (SEA) regarding teacher, paraprofessional, and school leader experience and qualifications.

ESEA/ESSA Title I, Section 1111(h)(1)(c)(ix) requires that SEAs include in State Report Cards the following information:

- The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of—
 - Inexperienced teachers, principals, and other school leaders;
 - Teachers teaching with emergency or provisional credentials; and
 - Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Districts must have a mechanism in place to provide this information to the SEA.

ESEA/ESSA Title I, Section 1112(c)(6) requires that school districts provide the SEA with an assurance that the school district will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

SEA monitoring of this assurance will require the district to provide documentation that this assurance has been addressed.

Implementation Suggestions:

Each principal at schools receiving Title I, Part A funds should:

- Annually verify in writing
- Provide the data for ESEA/ESSA reporting requirements for teachers, paraprofessionals, and school leaders
- Maintain copies of such verification on file at the school and district office for viewing, if requested
- Establish a date for annual completion and filing of the verification form
- Optional: Announce in a district/school newsletter that verification forms are on file for viewing, upon request, at the school or district office. ESEA/ESSA does not require the verification form and thus does not require the verification form be sent to parents

Local Requirement:

Yes.

Document Recommendations

[TPQ-04 - Verification of Teacher and Paraprofessional Qualifications](#)

7. Are verification forms placed on file for review, upon request, at the school's office and the district office?

Your response: Yes

Federal Requirement:

Optional:

If the district uses the form *TPQ-04 Verification of Teacher and Paraprofessional Qualifications*, it is recommended that the form be placed on file for review upon request.

Implementation Suggestions:

- Establish a date for annual completion and filing of the verification form
- *Optional:* Announce in a district/school newsletter that verification forms are on file for viewing, upon request, at the school or district office. ESEA/ESSA does not require the verification form and thus does not require the verification form be sent to parents
- Establish written procedures identifying the process and date for principals at schools receiving Title I funds to have their annual verification form completed and on file

Local Requirement:

Yes.

Action Plan

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**Title I, Part A Campus Allocation
Provisions and Assurances
2018-19**

We understand that the Supplement, Not Supplant Provision applies to Title I, Part A funds and provide assurance of our understanding and compliance to the provision.
We understand that funds shall not be obligated for expenditures before the beginning date of the grant or after the ending date of the grant.
We understand that all goods, materials, and equipment must be received and all services must be provided, delivered, and/or installed in time to substantially benefit the population being served in the current grant period.
We understand that funds requested must be only for those items that are reasonable and necessary for accomplishing the objectives of the program and for implementing activities as described in the application.
We understand that all expenditures must be allocable and allowable under the grant program.
We understand and will adhere to the Highly Effective requirements set forth by the Title I, Part A program.
We assure that all expenditure requests submitted are accurate and supported by documentation retained on campus.
We assure that all funded strategies and programs are documented in our Campus Improvement Plan in Plan4Learning.com and all supporting documents have been uploaded in Plan4Learning.com.
We will identify all technology items purchased as required for federal inventory management.
We understand the parent involvement expectations as specified in Section 1118, and we have reserved 1% of our campus allocation for those parent involvement activities.
The Roadmaps in TransACT have been completed and uploaded in our campus file in TransACT. We understand our responsibilities for required parent notices under the Title I, Part A program.

Please Print Name	Committee Role	Signature	Date
	ASSISTANT PRINCIPAL	<i>[Signature]</i>	5/29/18
	BOOKKEEPER	<i>J. Perez</i>	
	TEACHER	<i>[Signature]</i>	5/29/18
	TEACHER	<i>[Signature]</i>	5/29/18
	PARENT	<i>[Signature]</i>	
	PARENT	<i>[Signature]</i>	5/29/18
	PRINCIPAL	<i>[Signature]</i>	5/29/18
Dr. Linda Rodriguez	SCHOOL ASSISTANT SUPERINTENDENT	<i>[Signature]</i>	6/1/18

RECEIVED

MAY 30 2018

School Assistant Superintendent
Dr. Linda Rodriguez

L. Vardeman EC/PK/K

\$ 213,024

- ~~Must Balance to Zero~~

Current Total 5 213,024.00

PARENT INVOLVEMENT	\$ 2,130.00
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2,130 ← Required Amount for PINV

PINV: See drop down menu at bottom section

AMOUNT

NotePad To Assist with CIP (Optional)

\$	128,277 00
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Eric Jensen Contracted Services.

\$	55,466.00
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\$	11 401 00
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\$	2,628.00
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\$	2,000.00
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\$	5,000
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\$	2,000.00
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\$	2 000.00
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5	2,122.00
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Subtotal	\$ 210,894.00
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Parent Involvement

	Choose from drop down menu BELOW-row 1	AMOUNT	NotePad To Assist with CIP (Optional)
1	CONTRACTED SERVICES - Parent involvement	\$ 2,130.00	
2			
3			
4			
5			
6			
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8			
9			
10			
SubTotal		\$ 2,130.00	(b) Amount difference from required 1%

Title 1, Part A

Fund Source

166

[illegible]

Title 1, Part A

[illegible]

TITLE I, PART A
CAMPUS ALLOCATION BUDGET
2018-19

L. Vardeman EC/PK/K

Campus Allocation \$ 213,024
Current Total \$ 213,024.00
PARENT INVOLVEMENT \$ 2,130.00

- <--Must Balance to Zero

2,130 <--Required Amount for PINV

Campus-wide Allocated Activities

PINV: See drop down menu at bottom section

Choose from drop down menu BELOW-row 1		AMOUNT	NotePad To Assist with CIP (Optional)
1	SALARY - HQ Paraprofessional	\$ 132,286.00	Eric Jensen Contracted Services.
2	SALARY - HQ Paraprofessional	\$ 55,466.00	
3	READING MATERIALS - More than 1 year (Classroom Use)	\$ 11,401.00	
4	FIELD TRIP TRANSPORTATION - Bus	\$ 2,628.00	
5	EXTRA SUBSTITUTES - Title I Program Activities	\$ 2,000.00	
6	GENERAL SUPPLIES - Classroom Use	\$ 991	
7	CURRICULUM DEVELOPMENT/WRITING/PRESENTATIONS	\$ 2,000.00	
8	HQ Professional Development REGISTRATION/LOCAL - Teacher	\$ 2,000.00	
9	CONTRACTED SERVICES - Parent Involvement	\$ 2,122.00	
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60			
Subtotal		\$ 210,894.00	

Parent Involvement

Choose from drop down menu BELOW-row 1		AMOUNT	NotePad To Assist with CIP (Optional)
1	CONTRACTED SERVICES - Parent Involvement	\$ 2,130.00	
2			
3			
4			
5			
6			
7			
8			
9			
10			
SubTotal		\$ 2,130.00	(0) Amount difference from required 1%