



Putnam County School District

Department of Federal Programs
1416 McClellan Street
Palatka, FL 32177

Dr. Melissa A. Coleman
Director

386.329.0543 Phone
386.329.0643 Fax

DATE: April 18, 2018

APPROVED

MAY 01 2018

TO: Putnam County School Board Members

BOARD MEETING

FROM: Dr. Melissa Coleman *Dr. Melissa A. Coleman*

SUBJECT: Federal Programs Equitable Service *Plan*

We are requesting board approval of the Federal Programs Equitable Service *Plan* as required by recent legislative changes.

Thank you for your consideration of this request.

District Goal:

Growth and Achievement of every student

Putnam County Public Schools Federal Programs Equitable Services Plan

The Putnam County Public Schools (PCSD) engages in equitable services with the following Federal Programs in accordance with legislative requirements:

Title I, Part A Sec. 1117

Title I, Part A Academic Achievement of At-Risk Students

Title VIII, Part F, Subpart 1, Uniform Provisions, Sec. 8501

Title I, Part C Migratory Children

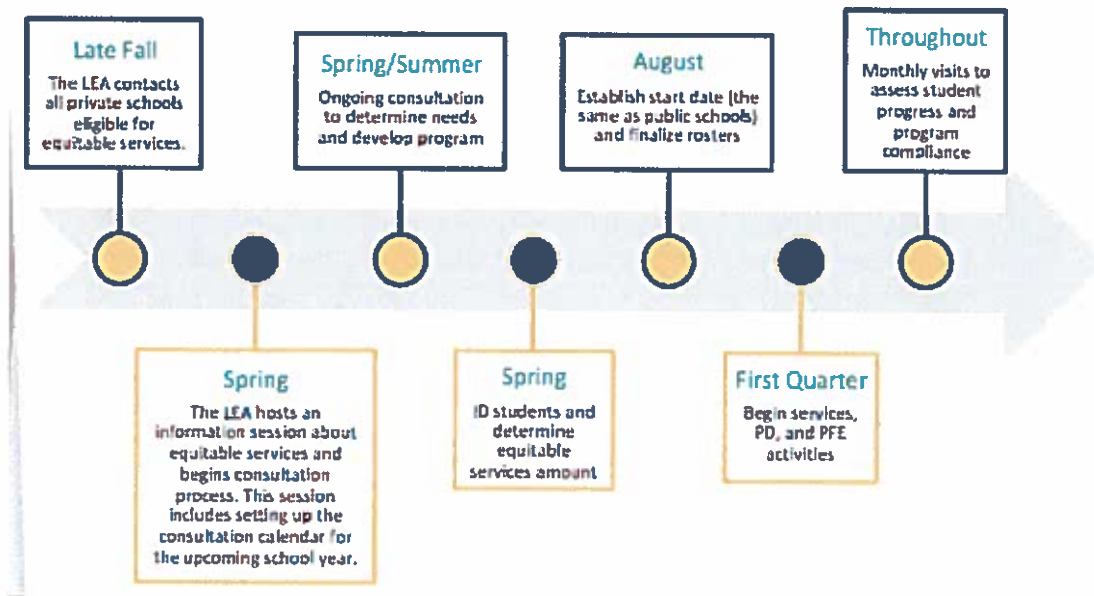
Title II, Part A Supporting Effective Instruction

Title III, Part A ELL and Immigrant Students

Title IV, Part A Student Support and Academic Enrichment

Title IV, Part B 21st CCLC

PCSD will follow a yearly timeline for equitable services as outlined below:



Consultation will occur in a timely, meaningful manner as follows:

- Section 1117(b) of ESSA requires that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and families to participate in designated Federal programs.
- PCSD will plan, design, and implement a coordinated program with services that meet the needs of the private school and its students.
- Comments of the private school officials will be considered by PCSD and final decisions will be made by PCSD after consultation
- Consultation shall continue throughout the implementation and assessment of activities under this section.

Consultation Topics:

- How the needs of private school children will be identified
- How the proportionate share of funds is determined
- What services will be offered
- How, where, and by whom services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve those services
- The size and scope of the equitable services to be provided, the proportion of funds allocated for such services, and how that proportion of funds is determined
- The method or sources of data used to determine the number of private school children from low-income families in participating public school attendance areas
- Whether PCSD shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor
- Whether to provide equitable services to eligible private school children by combining the funds generated by private school children into one or more pools of funds (if applicable)
- When, including the approximate time of day, services will be provided
- Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1)
- How and when PCSD will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers (if applicable).
- How, if the LEA disagrees with private school officials on the provision of services through a contract, the LEA will provide in writing to such private

school officials an analysis of the reasons why it has chosen not to use a contractor (if applicable)

- Equitable services to **teachers and families** of participating private school children
- Costs associated with **administering** the grant including but not limited to the following:
 - Purchase order processing
 - Third-party contract negotiation
 - Meeting oversight and attendance
 - Accounting activities
 - Travel documentation collection
 - File maintenance
 - Onsite inventory of equipment
 - Program implementation and monitoring

The goal will be agreement between PCSD and private school officials on how to provide equitable and effective programs for eligible private school children.

PCSD will offer services to eligible students attending private schools designated on the Florida Department of Education Directory of Private Schools as fulfilling the criteria as defined in section 1002.01(2).

If private school officials or parents of eligible students decline to participate in Federal Program services after consultation has occurred, PCSD officials will document the decision. PCSD will continue to seek consultation and offer services once per year.

PCSD will verify the profit/nonprofit status of individual private schools as defined by the Florida Department of State, Division of Corporations (<http://search.sunbiz.org/Inquiry/CorporationSearch/ByName>).

PCSD will determine student eligibility by choosing one of the following methods:

- Determining Private School CLIF
- Equated Measure (Form A)
- Proportionality (Form B)
- Extrapolation (Form C)
- Identification of Eligible Students

PCSD will:

- Provide support to students who reside within the attendance area of a Title I public school.
- Ensure that services are equitable to the public schools (not necessarily identical) and designed to meet the needs of private school students and teachers.
- Provide services that are secular, neutral, and non-ideological.

Based on consultation and conversations with other LEAs, PCSD may execute an inter-district agreement with another LEA outlining how services to eligible students will be delivered for eligible students who attend a participating probate school outside the LEA. Should a need occur, PCSD will develop a communication plan that includes reaching out to adjacent LEAs to determine:

- Which private schools in their LEA are participating in Title I
- Whether any of those schools indicated they may potentially have private school students who reside in your LEA

Inter-district agreements will address the following key questions:

- Who determines student eligibility?
- Who assesses the students? Which assessments?
- Who provides the services?
- When will services begin?
- What timeframe is in place for consultation and service delivery?
- Where will services be provided?
- How will student performance be measured?
- How will finance services for private school students be delivered?
- How will the LEA develop and maintain the budget?
- Which LEA will be the fiscal agent?
- How will services be charged?
- How will the LEA code services for federal/state reporting?
- How will the accounting work?
- How will the LEA terminate this agreement and dispose of any property associated with it?

PCSD will maintain records of compliance with the equitable services required under the Every Student Succeeds Act (ESSA) to include:

- Affirmation of Consultation
- Financial Reports
- Meeting Minutes
- Agendas
- Email Correspondence
- Evidence of Services

PCSD will maintain administrative control over:

- Timely and Meaningful Consultation
- Instruction Design and Delivery
- Program Evaluation
- Authorization of Expenditures for Services and Other Benefits
- Ensuring the Program is "Secular, Neutral, and Non-ideological"

PCSD will maintain control over all materials, equipment, and supplies purchased with Federal funds and located at private schools. PCSD will:

- Clearly and permanently tag all property to identify it as belonging to the LEA.
- Conduct and document an annual inventory of all property.
- Remove property from the private school if it is no longer needed to operate a Federally-funded program.

The private school will be required to maintain records including, but not limited to:

- Federal Programs Audit Box
- Financial Records
- Comprehensive Needs Assessment
- Schoolwide Plan
- Return on Investment documentation

Federal funded activities through Title I services will focus on students who:

- Reside in one of the participating public school attendance areas
- Are failing or most at risk of failing to meet state academic standards
- Are selected based on multiple educationally-related, developmentally-appropriate criteria. Examples include the following:
 - Teacher Observation
 - Test Scores
 - Class Grades

The equitable share calculation will be conducted as follows for Title I funds:

- The equitable share will be taken off the top of an LEA's total Title I, Part A allocation, before any allowable expenditures or transfers (or any districtwide reservations) are taken, and before the ranking and serving process for public school students.
- Funds will be calculated via the following formula:
$$\frac{\text{\# of private school children from low-income families who also live in Title I attendance areas}}{\text{total \# of children from low-income families}} = \text{proportionate share}; \text{Proportionate share} \times \text{total Title I allocation} = \text{amount of Title I funding for equitable services}$$

Funds allocated to an LEA for equitable services to private school children, their teachers, and their families will be obligated in the fiscal year for which the funds are received by the LEA.

Administrative costs charged to private schools will include but are not limited to the following:

- Staff time for consultation, consultation agreements, executing third-party contracts, inter-district agreements, and oversight/monitoring of services, agreements and contracts
- LEA annual evaluation of equitable services program
- Costs for fiscal services (e.g., billing, payroll, registrations)
- Other services generally paid through indirect costs

Allowable services through Title I funding include the following and should be part of a comprehensive program designed to help students succeed academically:

- Special educational services
- Instructional services (including evaluations to determine the progress being made in meeting student academic needs)
- Counseling
- Mentoring
- One-on-One Tutoring
- Other Benefits

Dual or Concurrent Enrollment

- Examples of allowable expenses pertaining to dual or concurrent enrollment include tuition, fees, and transportation between the school site and the dual enrollment site

Educational Radio and Television

Computer Equipment and Materials

Other Technology

Mobile Educational Services and Equipment

[Section 1117(a)(1)(A)]

In order to provide an equitable program, PCSD will consult and make decisions along with the private school officials about the services that will be provided. Should a private school request that PCSD simply provide materials and supplies, PCSD cannot accept this proposal and must work with the school to design an appropriate program.

Parent involvement costs will be taken into account. PCSD will apply the proportionate share percentage for services to private school students to the required 1% set-aside for public school parent and family engagement activities. Then, that amount will be spent out of the private school allocation. Activities will be in conjunction with PCSD's regular parent engagement program and meet the specific needs of the families of private school students participating in the Title I program. How additional parent and family engagement funds will be allocated for services in each participating private school will be discussed during consultation.

Professional development spending will not be used to improve the general instructional program of the private school. Rather, the professional development must be focused on how these private school teachers can meet the needs of the Title I students they serve in their regular classrooms. Additional considerations are as follows:

- Any training stipends must be paid directly to teachers, not through private school employers
- Funds may not be used to pay for substitutes while private school teachers attend training; training must be provided at a time and place convenient for the private school participants
- Funds reserved for professional development of private school teachers may not be used to train public school employees who provide services to private school students

Such training must be funded through the public school allocation

PCSD will determine required experience or qualifications for teachers and paraprofessionals in consultation with private school officials. Teachers and paraprofessionals employed by PCSD who work in the Title I private school program must meet state certification requirements as mandated under ESSA. Any employee funded by federal grants must maintain Time and Effort reports showing that their time is allocable to a federal program. Records must accurately reflect the work performed [2 CFR 200.403(a)].

PCSD will provide participating private school students with an equitable opportunity to meet the state standards. In a case when it is not appropriate to hold private school students to the state standards, PCSD will work with the private school to develop alternative standards in consultation with private school officials.

An LEA must annually evaluate the progress of the Title I program toward enabling private school Title I participants to meet the state's standards (or the alternative standards). PCSD will use a means of assessing the progress of private school students receiving Title I services. At a minimum, this will include progress in core subjects including mathematics and English language arts. PCSD has the flexibility to group children in a manner that provides the best information about their progress. All students receiving Title I services, even those receiving non-instructional type services (e.g., counseling), must be assessed on their progress in meeting the agreed-upon standards each year. Costs associated with such assessment will be the responsibility of the private school. Evaluation will be used to plan an effective Title I program for the next year.

Following the consultation, private schools may opt in or opt out of participating in PCSD Federal Programs.

Appendix A: Sample Letter of Invitation



Putnam County School District

Department of Federal Programs
1416 McClellan Street
Palatka, FL 32177

Dr. Melissa A. Coleman
Director

386.329.0543 Phone
386.329.0643 Fax

March 19, 2018

Dear

Your students may be eligible for federal education services under Title I, Part A, Title I/Migrant, Part C, Title I Part D, Title II, Title III, Title IV, 21st CCLC and Title IX of the *Elementary and Secondary Education Act*. These programs provide services to both public and private school children who need additional educational help and who live in public school attendance areas. Services can range from reading instruction several times per week during the regular school day to mathematics instruction after school to counseling services to a family literacy program during the summer. In addition to these student services, professional development activities for teachers of participating children may be provided, as well as special activities for families of eligible students.

If you are interested in learning more about Federal Programs that your eligible students and teachers could receive in the next school year, please return the enclosed form no later than April 4, 2018. You may return the form either by email to pmccallum@my.putnamschools.org, fax to 386-329-0643 or by U. S. mail. When I receive your form, I will contact you about a consultation meeting if requested.

If you have any questions, please contact me at 386-329-0543.

Sincerely,
Dr. Melissa A. Coleman
Director of Federal Programs

Enclosure

Appendix B: Sample Participation Intent Form

**Private School Participation Intent
Putnam County School District Federal Programs**

Name of Private School: _____

Name of Private School Official: _____

Title of Private School Official: _____

Private School Contact (if other than person listed above):

Phone Number of Contact: _____

Email address of Contact: _____

Fax (School): _____

____ Yes, I am interested in my students, teachers, and families participating in PCSD Federal Grant Programs for which they qualify for the ____ school year.

____ No, I am not interested in my students, teachers, and families participating in these programs for the ____ school year.

Please return this form by _____

email to:
pmccallum@my.putnamschools.org

or
fax to: 386-329-0643

or mail:
Dr. Melissa A. Coleman
Director of Federal Programs
1416 McClellan Street
Palatka, Florida 32177

PRIVATE SCHOOL FAMILY APPLICATION FOR FEDERAL PROGRAM ELIGIBILITY

FOLLOW THE INSTRUCTIONS BELOW, RETURN ONE COMPLETED APPLICATION TO YOUR CHILD'S SCHOOL. THE SCHOOL IS RESPONSIBLE FOR FORWARDING APPLICATIONS TO PCSD FEDERAL PROGRAMS OFFICE.

PART 1 STUDENT INFORMATION ALL HOUSEHOLDS COMPLETE THIS PART				PART 2 HOUSEHOLDS RECEIVING SNAP OR TANF			
Print name, grade and school for ALL the children for which you are applying. Please attach additional sheet if needed.				SNAP or TANF case number (10 digits) for any household member. This is not the number on the card. Complete this part and Part 3, do not complete Part 3 or 4.			
STUDENT NUMBER (School Use Only)	LAST	FIRST	MIDDLE (PART 1)	GRADE	SCHOOL	SNAP OR TANF (PART 2)	

PART 3 - HOUSEHOLD WITH A FOSTER CHILD (COMPLETE THIS PART AND PART 3) A FOSTER CHILD IS A CHILD WHO IS THE LEGAL RESPONSIBILITY OF A WELFARE AGENCY OR COURT. IF THIS IS A FOSTER CHILD CHECK THIS BOX LIST THE CHILD'S MONTHLY "PERSONAL USE" INCOME \$ _____ YOU MUST SIGN THIS FORM BUT YOU DO NOT NEED TO GIVE THE LAST FOUR DIGITS OF YOUR SOCIAL SECURITY NUMBER (Skip to Section 5).

PART 4 - HOUSEHOLD MEMBERS AND GROSS INCOME: (1) Write the names of ALL persons in your household, whether they receive income or not. Include yourself, the children you are applying for, all other children, your spouse, grandparents, and other related and unrelated people in your household. (2) Write the amount of income each household member receives & how often income is received BEFORE taxes or anything else is taken out (list it in the column below where it came from: earnings, welfare, pensions, other income). Income is ANY income received.

NAMES List the names of everyone in your household. (Include the children listed above)	Income and how often it is received by everyone in the household. Example: \$100/Weekly = <u>W</u> \$100'S weekly = <u>B</u> \$100/Twice a month = <u>I</u> \$100/Monthly = <u>M</u> \$100/Annually = <u>A</u>				Only migrant, self employed.
	CHECK IF NO INCOME	Gross Income & Frequency Earnings (before deductions) From Main Job	Welfare, Child Support, Alimony	Pensions Retirement, Social Security	The Job or Any Other Income
1. SAMPLE Debbie Mae Jones	<input type="checkbox"/>	\$200.00 / W	\$ 25.00 / B	Amount / How often	Amount / How often
2	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /
3	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /
4	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /
5	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /
6	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /
7	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /
8	<input type="checkbox"/>	\$ /	\$ /	\$ /	\$ /

PART 5 - SIGNATURE AND SOCIAL SECURITY NUMBER: An adult household member **MUST SIGN** the application before it can be approved. **RESULTS FOR MISREPRESENTATION:** If any person provides false information on this application the school and correct and that all income is reported. Understand that school officials may verify the information on the application. Understand that if purposely give false information, they may lose EDCP benefits and it may be prosecuted.

SIGNATURE OF ADULT HOUSEHOLD MEMBER: _____ **Last 4 Digits of Social Security Number:** _____

Printed Name: _____ **Write NONE if you do not have a Social Security Number.** _____

Home Telephone Number: _____ **Work Telephone Number:** _____

Mailing Address: _____ **City:** _____ **Zip Code:** _____ **Date Signed:** _____

EDEP OFFICE USE ONLY - DO NOT WRITE IN THE SPACE BELOW.

Free Fee Code _____ Total Income _____ IN OUT A Reduced Fee Code _____ Household Size _____ Date: _____ SNAP or TANF _____ SNAP or TANF Case REC Code Entered into Computer _____ _____ Signature (Name of Determining Official) _____	
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Appendix D: Sample Income Eligibility

INCOME ELIGIBILITY GUIDELINES											
Effective from July 1, 2017 to June 30, 2018											
HOUSEHOLD SIZE	FEDERAL POVERTY GUIDELINES ANNUAL	REDUCED PRICE MEALS - 185 %					FREE MEALS - 130 %				
		ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY
48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM, AND TERRITORIES											
1	12,062	22,311	1,860	803	859	430	15,678	1,307	654	603	302
2	16,247	30,244	2,504	1,352	1,155	578	21,112	1,760	880	812	406
3	20,432	37,777	3,149	1,525	1,453	727	26,546	2,213	1,107	1,021	511
4	24,617	45,510	3,793	1,897	1,751	876	31,980	2,665	1,333	1,230	615
5	28,802	53,243	4,437	2,219	2,049	1,024	37,414	3,118	1,559	1,439	720
6	32,987	60,976	5,082	2,541	2,345	1,173	42,848	3,571	1,786	1,645	824
7	37,172	68,709	5,726	2,863	2,543	1,322	48,282	4,024	2,012	1,857	929
8	41,357	76,442	6,371	3,185	2,941	1,471	53,716	4,477	2,239	2,095	1,033
For each add'l family member, add	5,185	7,733	643	323	293	149	5,434	453	227	209	105
ALASKA											
1	16,020	27,861	2,327	1,161	1,072	536	19,578	1,632	816	753	377
2	20,205	37,537	3,129	1,595	1,444	722	26,377	2,199	1,100	1,015	508
3	24,390	47,212	3,932	1,969	1,818	928	33,176	2,765	1,383	1,275	639
4	28,575	56,889	4,734	2,371	2,189	1,094	40,025	3,332	1,695	1,539	769
5	32,760	66,563	5,537	2,774	2,501	1,281	46,874	3,898	1,949	1,795	901
6	36,945	76,238	6,339	3,177	2,933	1,467	53,723	4,465	2,233	2,061	1,031
7	41,130	85,914	7,142	3,580	3,305	1,653	60,572	5,031	2,516	2,322	1,161
8	45,315	95,589	7,945	3,983	3,677	1,839	67,421	5,598	2,799	2,584	1,292
For each add'l family member, add	5,200	8,676	607	404	373	187	8,799	567	284	262	131
HAWAII											
1	13,820	25,641	2,137	1,095	967	494	18,018	1,502	751	693	347
2	18,005	34,540	2,879	1,442	1,329	665	24,271	2,023	1,012	934	467
3	22,190	43,438	3,620	1,810	1,671	836	30,524	2,544	1,272	1,174	587
4	26,375	52,337	4,362	2,181	2,013	1,007	36,777	3,065	1,533	1,415	708
5	30,560	61,236	5,103	2,552	2,356	1,178	43,030	3,586	1,793	1,655	829
6	34,745	70,134	5,845	2,923	2,689	1,349	49,283	4,107	2,054	1,899	949
7	38,930	79,032	6,586	3,293	3,040	1,520	55,536	4,628	2,314	2,136	1,069
8	43,115	87,931	7,328	3,664	3,382	1,691	61,789	5,150	2,575	2,377	1,180
For each add'l family member, add	4,910	8,660	742	311	341	172	8,253	572	291	241	121

Appendix E: Sample Audit Box Checklist

FEDERAL TITLE I AUDIT BOX CHECKLIST

School:

Grant Compliance Resource:

The checklist must be completed by June 2018. Contact Federal Programs (329-0543) for additional support.

Audit Assurance - (indicates files are complete and identifies the location of files)

Principal's
Signature: _____

INSTRUCTIONAL SUPPORT (Yellow Folders)

Folder	v	Compliance	Documentation	Due	
1		Certified Teachers and Paraprofessionals	List of core content teachers w/teaching assignment (AIA-2, LIA-1)	Sept	
			Paraprofessionals schedules with names of supervising teachers (AIA-2, LIA-1)	Sept	
			Copy of Teacher Certification Letter with date sent home (AIA-2, KIA-1)	Sept	
			Copy of each 4-Week letter and date sent home (AIA-2, KIA-1)	Monthly	
2		On-Site Professional Development	Evidence of high-quality and ongoing professional development (PLC agendas, sign-in sheets, minutes; schoolwide PD agendas, sign-in sheets, summaries; online trainings, if offered) (AIA-2)	Sept May	Jan
			All academic coaches' documentation of PD services (training agendas, sign-in sheets, sample of resources/handouts) (AIA-2)	Sept May	Jan
3		Off-Site Professional Development	District Professional Development Plan (AIA-4)	Oct	
			Conference agendas/programs, registrations, TDEs (AIA-4)	Oct	May
			District PD training/workshop TDE's, agendas, list of participants, PowerPoint, Exit Tickets, Feedback on PD (AIA-2, AIA-4)	Sept May	Jan
4	X	Federal Programs Technical Assistance	Audit Box Training Agenda/Materials (AIA-2)	Sept	
	X		Site Visit Logs (any resource person paid with Title I Funds) (AIA-2)	Monthly	
	X		Title I Administrative Reviews (AIA-2) #1 #2	Quarterly	
5		Instructional Programs	PCSD policies for LEP, ESE, Migrant, Indian, Homeless (CIA-1)	Sept	
			List of students enrolled in special programs (i.e.. Migrant, ELL, Homeless Intensive Reading/Math) (CIA-1)	Oct	
			Parent training documentation for children transitioning to kindergarten including agendas, flyers, brochures, readiness handouts and sign-in sheets. (AIA-2, CIA-1)	May	
			School invitation to participate in kindergarten Roundup (AIA-2)	May	

ACCOUNTABILITY (Red)

Folders)

Folder	v	Compliance	Documentation	Due				
			Copy of comprehensive needs assessment (AIA-2)	Sept				
1	X	School Improvement	School Improvement Plan (AIA-2)	Nov	May			
			Documentation of the development of the SIP - including input from teachers, parents, and community (agenda, sign-in, minutes) (AIA-2)	Nov	May			
			Technical assistance from School improvement Specialist (email, agendas, copy of school visit log) (AIA-2)	Nov	May			
			Written notification to parents and community of the availability of SIP (Agenda from Title I/Open House, screen shot of school website, Title I Bifold, Title I notebook in front office) AIA-2,	Sept				
			Copy of Title I Brochure - English and Spanish	Sept				
			Principal Attestation - Title I Brochure	Sept				
			Staff and Student Survey Data (SE Reports) AIA-2, KIA-1)	Aug	May			
			All SAC agendas, sign-in sheets and minutes (must document discussion of SIP, student data, school goals etc.) (AIA-2)	Monthly				
			District Improvement and Assistance Plan (AIA-2)	Sept				
						District Public Accountability (DPA) (AIA-1, AIA-2)	Sept	
2		Assessment Data & Distribution	School Accountability Report (SPAR) (AIA-1, AIA-2)	Dec				
			SPAR Brochure (parent friendly format) (AIA-1, AIA-2)	Dec				
			SPAR Distribution/Availability (Principal Attestation, school website screen shot, Title I Notebook in front office) (AIA-1, AIA-2)	Dec				
			State and District Assessment Calendars (AIA-4)	Sept				
			Publication of state accountability data (Palatka Daily News articles, letter home, school newsletter) (KIA-1)	Dec	May			
			Samples of local student assessment results such as Performance Matters, iReady (Reading and Math), Report Cards, Progress Reports, teacher made assessments, etc. (AIA-1, AIA-2)	Dec	May			
			Copy of individual FSA/MFAS/EOC scores with information on how parents were given child's test results (any grade level or content area) (AIA-1, AIA-2, KIA-1)		May			
			List of students reading below grade level (L1 & L2 on FSA) (AIA-2)	Sept	May			
						District/School/Content Area Curriculum Maps, Sequence Charts, Units of Study (evidence of standards-based planning) (AIA-4, KIA-1)	Oct	
						Agendas and minutes of meetings pertaining to the review of academic		

3	Academic Standards	assessment and non-academic indicators to evaluate student progress and implement classroom instruction that meets the needs of low-achieving students (Data Chats, PLC's Leadership Meetings (AIA-2))	Oct March	Jan May
		Evidence of effective and timely assistance to students identified as experiencing difficulty (Samples of: individualized lesson plans, small group instruction, accommodations, modified curriculum (AIA-2))	Nov	Mar
		MTSS meeting agendas, sign-in sheets and notes (must address student achievement data, and differentiated instructional strategies) (AIA-2)	Nov	Mar

FIDUCIARY (Green Folders)

Folder	v	Compliance	Documentation	Due	
1	X	Allocation	2016-2017 Comparability Report (IIA-1)	Sept	
			Copy of Title I Budget FY2017(IIA-1)	Sept	
			List of students eligible for direct certification (IIA-1)	Sept	
			FTE Student Count/List (IIA-1)	Oct	Feb
			Title I Parent Involvement Budget (KIA-1)	Dec	Jan
Feb	Mar				
Apr	May				
2	X	Inventory	PCSD Inventory Policy (IIA-1)	Sept	
			Inventory Disposition Forms (IIA-1)	Sept	
			Title I Inventory (IIA-1)	Oct	

FAMILY AND COMMUNITY INVOLVEMENT (Blue Folders)

Folder	v	Compliance	Document	Due	
	X		PCSD Parent Participation Policy	Sept	
1		Parents Right To Know	Copy of Teacher Certification Letter and date sent home (KIA-1, AIA-2)	Sept	
			Title I Annual Meeting (invitation, flyers, agenda, sign-in sheets, handouts) (KIA-1)	Sept	
			Documentation of parent input in the development of School/Parent Compact (agenda, sign-in sheet, minutes) (KIA-1)	Aug	
			School-Parent Compact (all languages - in Title I notebook, also) (AIA-2, KIA-1)	Aug	
			Evidence District technical assistance was given (emails) (AIA-2)	Aug	
			Principal Attestation (stating how and when compact was delivered to parents) (KIA-1)	Aug	

			Evidence of parent-teacher conferences in which School/Parent Compact was discussed (3-5 samples - elementary only)(KIA-1)	Feb	
2		Communication with Parents	Evidence of parent communication providing parents with information on curriculum, forms of academic assessment, availability of SPAR, level of proficiency expectations (such as newsletters, student handbook, progress reports, reports cards, phone calls out, SkyWard screen shots, Parent Night Agendas, sign-in sheets, materials/ minutes, handouts (AIA-1, KIA-1)	Monthly	

FAMILY AND COMMUNITY INVOLVEMENT (Blue Folders) cont.

Folder	v	Compliance	Document	Due
3		Parent Involvement Plan (PIP)	Evidence of review of FY16 Title I survey results with parents (PIDAC agenda, sign-in, and minutes from may 2106, school-based mtg. with parent attendees sign-in, agenda and notes) (KIA-1)	Sept.
			District PIP - verification of availability (screen shot of District webpage, Title I Bifold, copy in Title I notebook) (KIA-1)	Nov
			Monthly PIDAC minutes/resources (KIA-1)	Monthly
			Documentation of parent input for development of school PIP - including how parent involvement funds will be used (Agendas, sign-in sheets, minutes (ie. SAC minutes, emails etc.) (KIA-1)	Oct
			School's PIP (all languages) (AIA-2, KIA-1)	Nov
			Availability of school PIP (newsletter, Title I Bifold, school website screenshot, copy in Title I notebook) (KIA-1)	Nov
			Evidence PIP was monitored by District (emails, notes, phone calls) (KIA-1)	Nov
			Principal Attestation for Right-to Know Letter (KIA-1, LIA-1))	
			Principal Attestation for each 4-Week Letter sent home (KIA-1, LIA-1)	
			Parent Involvement Evaluation (blue sheet) (KIA-1)	May

Affirmation of Consultation with Private School Officials

Section 1117(b) of the *Elementary and Secondary Education Act* and Section 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act. Consultation shall continue throughout the implementation and assessment of activities under this section.

The following topics **must** be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children;
- What services the LEA will offer to eligible private school children;
- How, where and by whom the services will be provided;
- How the LEA will academically assess the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children, the proportion of funds allocated for such services, and how that proportion of funds is determined;
- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- How and when the LEA will make decisions about the delivery of services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with third-party providers;
- How, if the LEA disagrees with the views of the private school officials on the provisions of equitable services through a contracted third-party provider, the LEA must provide to the private schools the reasons, in writing to the private school officials an analysis of reasons why the LEA has not chosen to use a contractor;
- Whether the agency shall provide services to eligible students directly, through a separate government agency, consortium, entity, or third-party contractor;
- Whether to provide funding through a “pool” or “pool of funds” derived under the mandatory formula or with the proportion of funds allocated under this section;
- When, including the approximate time of day, services will be provided; and
- Whether to consolidate and use Title I, Part A funds in coordination with funds from other ESEA programs that are dedicated to providing equitable services to private school students.

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Public School Official Date

Private School Representative Date

School District

Name of Private School Agency or School

We agree that timely and meaningful consultation did **NOT** occur before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Public School Official Date

Private School Representative Date

School District

Name of Private School Agency or School