

Oklahoma State Department of Education

Office of Federal Programs

Title I Resource Toolkit

Revised September 2008

TITLE I RESOURCE TOOLKIT

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ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS

Section 1111(h)(2)

The following questions and answers have been adapted from the Title I, Part A Report Card Non-Regulatory Guidance published by the United States Department of Education (USDE) on September 12, 2003.

In order to comply with *No Child Left Behind Act of 2001 (NCLB)*, the report card that is made available to parents annually needs to meet the requirements listed below. The NCLB Report Card distributed by the Oklahoma State Department of Education's Office of Student Accountability and Assessment meets the requirements.

1. How should states and local educational agencies (LEAs) disseminate report cards?

States are encouraged to disseminate state report cards in multiple ways. States might post their report cards on the state's Web site and make copies available in local schools, libraries, parent centers, community centers, or other public locations easily accessible to parents and others. Because not all parents and members of the public have access to the Internet, posting report cards on the Internet alone is not a sufficient means for disseminating state and district report cards.

LEAs must disseminate district and school report cards to:

- All schools served by the local educational agency;
- All parents of students attending those schools; and
- The community, through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies, public libraries, etc.

LEAs may use their regular method of communicating with parents to meet the dissemination requirement so long as it provides information to all parents.

2. What format must state and local report cards use?

- Easy to read;
- Accessible to the target audiences both physically and linguistically;
- Accompanied by adequate interpretive information;
- Supported by evidence that the indicators, other information, and suggested interpretations are valid; and
- Coordinated across paper and electronic versions of report cards.

3. What information must LEAs include on their report cards?

Similar to state report cards, LEA report cards must include information related to assessments, accountability, and teacher quality as that information applies to the LEA as a whole and as it applies to each school served by the LEA. Individual school report cards are not required, but information about each school must be included in the LEA report card. A description of each of these data elements for LEA report cards follows.

Assessment Information

The following four components of assessment data must include all students in the grades tested in the LEA as a whole and all students in the grades tested in each school served by the LEA, not just those students enrolled for a full academic year, as defined by the state. At a minimum, an LEA must provide assessment data from its state's reading/language arts and mathematics assessments. Beginning with assessment data from the 2007-2008 school year, an LEA must also provide data from its state's science assessments.

For each grade and subject tested, the LEA report card must include for the LEA as a whole and for each school served by the LEA, including non-Title I schools:

1. Information on the percentage of students tested. LEAs must report the percentage of students not tested or the inverse, the percentage of students tested. Either approach is acceptable. This information must be disaggregated by the following subgroups:
 - All Students
 - Major Racial and Ethnic Groups
 - Students with Disabilities
 - Limited English Proficient
 - Economically Disadvantaged
 - Migrant
 - Gender

2. Information on student achievement at each proficiency level (e.g., advanced, proficient, basic, below basic), disaggregated by the following subgroups:
 - All Students
 - Major Racial and Ethnic Groups
 - Students with Disabilities
 - Limited English Proficient
 - Economically Disadvantaged
 - Migrant
 - Gender

3. Information that shows how students in the LEA achieved on state academic assessments as compared to students in the state as a whole; and for each school in the LEA information that shows how students in the school achieved on state assessments as compared to students in the LEA as a whole and as compared to students in the state as a whole.

Accountability Data

The three components of accountability data required on LEA report cards are a comparison between student achievement levels and the state's annual measurable objectives in reading/language arts and mathematics, data on student performance on the state's additional academic indicators used in making AYP determinations, and information on LEAs and schools making AYP.

1. A comparison between the actual achievement levels of students in the LEA as a whole and for each school within the LEA and the state's annual measurable objectives in reading/language arts and mathematics for the following subgroups:
 - All Students
 - Major Racial and Ethnic Groups
 - Students with Disabilities
 - Limited English Proficient
 - Economically Disadvantaged

In presenting this comparison, LEAs should report student assessment scores used by the LEA to make AYP determinations at the LEA level. Schools should report student assessment scores used to make AYP determinations at the school level. These are the assessment scores of students enrolled for a full academic year, as defined by the state in its approved accountability plan.

2. Information on the other academic indicators used for AYP determinations, including the graduation rate for high schools and the state's "additional academic indicator(s)" for elementary and middle school, as each are defined by the state in its approved accountability plan. This information must be disaggregated for the following subgroups:
 - All Students
 - Major Racial and Ethnic Groups
 - Students with Disabilities
 - Limited English Proficient
 - Economically Disadvantaged
3. Additional accountability information that must be included on the LEA report card includes:
 - a. The total number of schools identified for school improvement, corrective action, or restructuring under Section 1116, and the percentage of the schools in the LEA they represent.
 - b. The name of each school identified for improvement, corrective action, or restructuring and how long each school has been identified. Information on schools identified as being in need of improvement, corrective action, or restructuring must be provided for schools receiving Title I, Part A funds.

Teacher Quality Data

For every public elementary and secondary school teacher in an LEA, the LEA must provide, for the district as a whole and for each school within the district, information for the following three components:

1. The professional qualifications of all public elementary and secondary school teachers, as defined by the state (e.g., bachelors and advanced degrees, licensure);
2. The percentage of all public elementary and public school teachers teaching with emergency or provisional credentials; and
3. The percentage of classes not taught by highly qualified teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the state.

The requirement that teachers be highly qualified, as defined in Section 9101(23) of the ESEA, applies to public elementary and secondary school teachers who teach a core academic subject. For purposes of reporting information on the percentage of classes taught by highly qualified teachers, LEAs must only report on elementary and secondary classes in the core academic subjects.

PARENTS NOTIFICATION REGARDING THE NO CHILD LEFT BEHIND REPORT CARD

Parent Notification Letter

(insert date)

Dear Parent:

At (insert school name), we are committed to setting high goals so that every student can succeed. Recently, you may have heard confusing reports about how our school is doing in meeting state and federal requirements. These standards are complicated, so we want to make sure that all parents better understand how they work. This letter will tell you:

- Oklahoma uses the Academic Performance Index (API) for school and district accountability: pieces of the API are used to measure Adequate Yearly Progress (AYP), which is a federal requirement mandated by No Child Left Behind (NCLB).
- How our school is doing in meeting those requirements;
- The challenges of AYP; and
- What steps we are taking to help all our students achieve.

1. STATE AND FEDERAL REQUIREMENTS

As you may know, all schools must now meet rigorous state and federal accountability requirements:

State: Our state's requirements are called Academic Performance Index (AYP). The seven indicators are divided into three components as follows:

- Oklahoma School Testing Program: Reading/language arts and math results from all state-mandated tests
- School Completion: Includes attendance, dropout, and graduation rates
- Academic Excellence: ACT scores and percent of students participating, Advanced Placement (AP) credit, and college remediation rates in reading and math.

Federal: The federal requirement called Adequate Yearly Progress (AYP), under NCLB, focus on four indicators of educational success, including:

- Math achievement
- Reading/language arts achievement
- Student participation in testing
- Student attendance rates or graduation rates, as applicable.

For each indicator, a specific statewide performance target was established. According to NCLB regulations, AYP is an "all-or-nothing" determination; in other words, school and districts must meet all targets for all measureable students groups in order to meet AYP. Regarding testing, eleven specific student groups are required to meet the statewide performance targets:

- All students
- Regular Students
- Major Racial/Ethnic Groups:
 - African American
 - American Indian
 - Hispanic
 - Asian/Pacific Islander
 - Caucasian
 - Other

- Economically Disadvantaged Students
- English language learners (ELL)
- Students with Individualized Education Programs (IEP)

2. HOW OUR SCHOOL DID THIS YEAR

(Give accountability results e.g., Our school exceeded the state API benchmark in ten of eleven students groups)

3. WHAT ARE THE CHALLENGES OF AYP?

(Use each of the following paragraph's that is applicable)

Every group counts separately under AYP. To make AYP, schools must make sure that every group of students—including students who have learning disabilities or who do not speak fluent English—meets the same AYP goals. That is a very tough challenge. If even one group does not meet the goals, our schools cannot make AYP.

AYP gives all or nothing results. Under NCLB, a school either makes AYP or it does not. There is no in between. It is as if the only two grades are “pass” or “fail.” A school can be very close to meeting the goals at all. Schools or districts may have a very high overall API score, but still need to make improvements in specific students groups (e.g., race, IEP, ELL, or economically disadvantaged students.)

4. HOW WE ARE HELPING OUR STUDENTS ACHIEVE

We are working even harder than ever to help all our students achieve. Following are some of the initiatives we understand this year *(insert list)*:

- Professional development
- New reading/math curriculum
- After-school tutoring

Please call me if you have more questions about how we can help your child achieve.

Yours truly,

(Insert signature and title of either principal or superintendent)

PARENTS RIGHT-TO-KNOW

Section 1111(h)(6)

(A) QUALIFICATIONS.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following:

(i) Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

(ii) Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.

(iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

(iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph

(A), a school that receives funds under this part shall provide to each individual parent—

“(i) information on the level of achievement of the parent’s child in each of the state academic assessments as required under this part; and

“(ii) timely notice that the parent’s child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

(C) FORMAT.—The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

PARENTS RIGHT-TO-KNOW

Parent Notification Letter

Date (Beginning of School Year)

Dear Parents and Guardians:

In accordance with the *No Child Left Behind Act of 2001* (NCLB), Section 1111(h)(6) PARENTS' RIGHT-TO-KNOW, this is a notification from _____ District to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. The information regarding the professional qualifications of your student's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
- If the teacher is teaching under emergency or temporary status in which the state qualifications and licensing criteria are waived;
- The teachers baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications

In addition to the above information you will be notified if your student has been taught for four or more consecutive weeks by a teacher that is not highly qualified.

If you have questions or concerns, please feel free to contact the school principal at _____.

Sincerely,

District Superintendent

PARENTS NOTIFICATION REGARDING “HIGHLY QUALIFIED” STATUS

Parent Notification Letter

Date

Dear Parents and Guardians:

The federal *No Child Left Behind Act of 2001* (NCLB) requires all schools to notify parents or guardians after a class has been taught for four consecutive weeks by a teacher who is not considered “highly qualified” for that specific subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is “highly qualified” in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching several core subject areas.

The purpose of this letter is to notify you as required that Mr./Ms. _____ is not currently considered “highly qualified” under NCLB in one or more subjects being taught to your son or daughter.

Please be assured that this does not mean this teacher is not qualified for this assignment. Mr./Ms. _____ does meet state requirements for this position. Given his/her professional experience, we believe that your child is receiving high-quality education in his/her class. (Additional information or explanation is district’s option.)

If you have any concerns regarding this information, you have a right as a parent to review the qualification of your child’s teachers. Please contact name/title at number if you have any questions.

Sincerely,

District Superintendent

TITLE I, PART A
MODELS OF DELIVERY

Targeted Assistance vs. Schoolwide

Allocations to Oklahoma School Districts	
Targeted Assistance Model	Schoolwide Model
Both census data and free lunch counts determine the allocation to the district for both models.	
The district can use the number of children identified for free and reduced lunches by the Office of Child Nutrition Programs to determine the allocations that the school sites receive.	

School Site Eligibility	
Targeted Assistance Model	Schoolwide Model
The number of children who are enrolled or that reside in the school attendance areas must be at least 35%.	The number of children who are enrolled or reside in the school attendance area must be 40% or greater.
Districts must rank school sites and serve them in that order.	The district must rank order school sites and serve in that order giving first priority to all school sites who are 75% or greater.

Eligibility and Identification of Students	
Targeted Assistance Model	Schoolwide Model
K-12 students who are failing or at risk of failing receive services based on low achievement, and not low income.	All K-12 students that attend the school site may receive services with priority given to address the needs of low achieving students.
School site should maintain a current rank order list of identified students.	School sites are not required to identify or rank order individual students.

TARGETED ASSISTANCE PLAN CHECKLIST

Eight Components of a Targeted Assistance Site Plan

District Name		
School Name		
Date		
	Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements	Found on page #
1.	Program resources used only to help participating students meet state's challenging student academic achievement standards expected for all children. <i>Section 1115(c)(1)(A)</i>	
2.	Ensure that the Targeted Assistance planning is incorporated into existing school planning. <i>Section 1115(c)(1)(B)</i>	
3.	Effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and: (1) provides extended learning opportunities; (2) provides accelerated curriculum; (3) minimizes removing students from the regular classroom during regular school hours. <i>Section 1115(c)(1)(C)</i>	
4.	Coordinate with the regular education program, which may include services to assist preschool students in the transition from early childhood programs to elementary school programs. <i>Section 1115(c)(1)(D)</i>	
5.	Provide instruction by highly qualified teachers. <i>Section 1115(c)(1)(E)</i>	
6.	Provide opportunities for high quality and continuing professional development for teachers and other staff who work with participating students in the Title I program or in the regular education program. <i>Section 1115(c)(1)(F)</i>	
7.	Provide strategies to increase parental involvement. <i>Section 1115(c)(1)(G)</i>	
8.	Coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments. <i>Section 1115(c)(1)(H)</i>	

State Department of Education (SDE) technical assistance may include: Windows on Curriculum training; videoconferences; point-to-point videoconferences; use of SDE Web site; test blueprints; *Priority Academic Student Skills* (PASS) online; *PASSport II*; reading and math academies; and other assistance.

SCHOOLWIDE SITE PLAN CHECKLIST

Ten Components of a Schoolwide Site Plan

District Name		
School Name		
Date		
	Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements	Found on page #
1.	A comprehensive needs assessment of the entire school <i>Section 1114(b)(1)(A)</i>	
2.	Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research <input type="checkbox"/> Strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations (Examples: migrant, economically disadvantaged, and minority students) <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any <i>Section 1114(b)(1)(B)</i> 	
3.	Instruction by highly qualified teachers <i>Section 1114(b)(1)(C)</i>	
4.	High quality and on-going professional development for teachers, principals, and paraprofessionals (Attach professional development plan) <i>Section 1114(b)(1)(D)</i>	
5.	Strategies to attract high-quality, highly qualified teachers to high-needs schools <i>Section 1114(b)(1)(E)</i>	
6.	Strategies to increase parental involvement, such as family literacy services <i>Section 1114(b)(1)(F)</i>	
7.	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, or Early Reading First to local elementary school programs <i>Section 1114(b)(1)(G)</i>	
8.	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement <i>Section 1114(b)(1)(H)</i>	
9.	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement standards are provided with effective, timely additional assistance <i>Section 1114(b)(1)(I)</i>	
10.	Coordination and integration of federal, state and local services and programs, including programs supported under this Act <i>Section 1114(b)(1)(J)</i>	

State Department of Education (SDE) technical assistance may include: Windows on Curriculum training; videoconferences; point-to-point videoconferences; use of SDE Web site; test blue prints; *Priority Academic Student Skills* (PASS) online; *Passport II*; reading and math academies; and other assistance.

**ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND
SCHOOL IMPROVEMENT**

Section 1116

School Improvement Options

School Improvement

A school is identified for school improvement after it has not made AYP for two consecutive years.

School Improvement (Year One)

In general, schools identified for improvement must receive technical assistance that enables them to specifically address the academic achievement problem that caused the school to be identified for improvement. The local educational agency (LEA) is required to provide technical assistance as the school develops and implements the plan, including specific assistance in analyzing assessment data, improving professional development, and improving resource allocations.

In addition, the following must take place:

1. All students are offered public school choice.
2. Each school identified for improvement must develop or revise a two-year school improvement plan, in consultation with parents, school staff, the local educational agency, and other experts, for approval by the LEA. The plan must incorporate scientifically research-based strategies, set-aside 10 percent (10%) of Title I funds for professional development, extend learning time as appropriate (including school day or year), include strategies to promote effective parental involvement, and provide mentoring for new teachers.

School Improvement (Year Two)

1. Make available supplemental educational services to students from low-income families.

In addition, the LEA continues to offer technical assistance to implement the new plan and offer public school choice.

Corrective Action (Year Three)

Corrective Action requires an LEA to take actions likely to bring about meaningful change at the school. To accomplish this goal, LEAs are required to take at least one of the following corrective actions, depending on the needs of the individual school:

1. Replace school staff responsible for the continued failure to make AYP;
2. Implement a new curriculum based on scientifically based research (including professional development);
3. Significantly decrease management authority at the school level;
4. Extend the school day or school year;
5. Appoint an outside expert to advise the school in its progress toward making AYP in accordance with its school plan; OR
6. Reorganize the school internally.

In addition, the LEA continues to offer technical assistance, public school choice and supplemental educational services.

Restructuring (Year Four)

During the first year of restructuring, the LEA is required to prepare a plan and make necessary arrangements to carry out one of the following options:

1. Reopen school as charter school;
2. Replace principal and staff;
3. Contract for private management company of demonstrated effectiveness;
4. State takeover; and
5. Any other major restructuring of school governance.

In addition the LEA continues to offer public school choice and supplemental educational services.

Implementation of Restructuring (Year Five)

Implement alternative governance plan no later than first day of school year following year four described above.

NOTICE TO PARENTS CONCERNING SCHOOL IMPROVEMENT

Section 1116(a)(6)

Sample Parent Notification Letter

<Date>

Dear Parent/Guardian,

The No Child Left Behind (NCLB) federal law is designed to ensure that all students will meet performance goals on the state's high academic standards. The Oklahoma State Department of Education (OSDE) provided the following United States Department of Education guidance documents:

- LEA and School Improvement Non-Regulatory Guidance
- Public School Choice Non-Regulatory Guidance
- Supplemental Educational Services Non-Regulatory Guidance
- Parental Involvement Title I Part A Non-Regulatory Guidance

NCLB requires schools to notify parents prior to the beginning of the school year about a school's academic progress, called Adequate Yearly Progress (AYP) status. The Oklahoma Core Curriculum Test (OCCT) scores are reported in four performance levels: advanced; satisfactory; limited knowledge; and unsatisfactory. If a certain percentage of students do not score at the satisfactory or advanced level, then the school is identified as not making AYP. By 2013-2014, all students are required to score at the satisfactory and advanced level. The scale for Academic Performance Index (API) scores ranges from 0-1500. Performance goals are measured for math, reading, percent of students tested, attendance and graduation rate. Performance goals for the 2007-2008 school year are as follows: Math API 932; Reading API 914; Percent of Students Tested 95%; Attendance Rate API 664; and Graduation Rate API 882. For more information, please contact the school principal.

1. How Your School Compares in Terms of Academic Achievement to other schools served by the district and in the state.

Performance benchmarks for **All** (**All** as reported in the Oklahoma School Accountability Report) students in our **school** are as follows:

Math API:
Reading API:
Percent of Students Tested in Mathematics:
Percent of Student Tested in Reading:
Attendance API and/or Graduation Rate API:

Performance benchmarks for **all** students in the **district** are as follows:

Math API:
Reading API:
Percent of Students Tested in Mathematics:
Percent of Student Tested in Reading:
Attendance API and/or Graduation Rate API:

Performance benchmarks for **all** students in the **state** are as follows:

- Math API:
- Reading API:
- Percent of Students Tested in Mathematics:
- Percent of Student Tested in Reading:
- Attendance API and/or Graduation Rate API:

Parents may want to compare the academic achievement of other schools students may be allowed to transfer. (See attached chart comparing the API scores in mathematics and reading of schools in the district).

2. School Improvement Identification and Reason for Identification:

Based on the results of the state assessments, our school has not met the required performance goals in the following areas: _____. Our school did not make adequate yearly progress (AYP) and is identified as a school in need of improvement year _____ (For example, school in need of improvement year 1, school in need of improvement year 2, corrective action, planning for restructuring or restructuring).

3. Explanation of what the school is doing to help address the problem(s):

4. Explanation of what the district and the Oklahoma State Department of Education (OSDE) are doing to help address the problem(s):

5. How parents can become involved to help address the academic problems:

A parent meeting will be held on (Day and Date) _____ at (Location) _____ and we encourage you to attend to learn how you can participate in helping the school improve. We will discuss the ways you may want to become involved, such as:

- Serving on committees
- Volunteer opportunities
- Family Literacy Nights
- Family Mathematics Nights
- Parent training opportunities

Public School Choice: Option for Transferring Your Child to Another School in the District:

When a school is identified in the first or second year of School Improvement, Corrective Action, or Restructuring, students in that school are eligible for Public School Choice. This means that parents may choose to send their child to another school in the district that is currently making adequate academic progress (see enclosed chart). Transportation costs will be covered by the school district. If you would like to transfer your child to another school, please fill out the enclosed Public School Choice form. This form should be returned to the school by (Day and Date) _____. If you would like further information, please contact the school principal at (include telephone number) _____.

Free Tutoring: Option for Supplemental Educational Services (if applicable):

When a school has been identified as a site in the second year of School Improvement, Corrective Action or Restructuring, students from low-income families in these schools are eligible to receive free tutoring outside of the regular school day. If necessary, the district will give priority to the lowest achieving eligible students if funds are insufficient to provide free tutoring to every child whose parent requests the services. If you are interested in having your child participate in this free tutoring opportunity, please return

the enclosed Free Tutoring form to the school by (Day and Date) _____. Please contact the school principal at (include telephone number) _____.

Principals should ensure that school parent notification letters include corrective action and restructuring information (if applicable). For example:

- An explanation of the school's corrective action option chosen (if applicable).
- An explanation of the school's plan for restructuring (if applicable).
- An explanation of how the school will implement the school's restructuring plan (if applicable).

Please contact the school principal if you have questions about AYP or any of the NCLB requirements. (Name and number of contact person) _____.

Sincerely,

School Principal

PARENTAL INVOLVEMENT DISTRICT POLICY CHECKLIST

Required Components of a District Parental Involvement Policy

District Name		
School Name		
Date		
Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements	Found on page #	
1. The district and school must provide assistance to parents of participating Title I students in understanding such topics as the following: <ul style="list-style-type: none"> ▪ State’s academic content and achievement standards ▪ State and local academic assessments ▪ Title I, Part A requirements ▪ How to monitor their child’s progress ▪ How to work with teachers to improve their child’s academic achievement <i>Section 1118(e)(1)</i>		
2. The district and school shall provide materials and training to help parents work with their children to improve their children’s achievement (e.g., literacy training, technology training, etc). <i>Section 1118(e)(2)</i>		
3. The district and school must educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs, and build ties between parents and the school. <i>Section 1118(e)(3)</i>		
4. The district and school must if possible coordinate with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. <i>Section 1118(e)(4)</i>		
5. The district and school must ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. <i>Section 1118(e)(5)</i>		
6. The parents may request and the district and school site must provide reasonable support for parental involvement. <i>Section 1118(e)(14)</i>		

The district and school must invite all parents of participating Title I students to an annual meeting to inform parents of the above requirements. *Section 1118(c)(1)* The meetings must be held at a convenient time and funds may be provided for transportation, child care, and home visits. *Section 1118(c)(2)* The parents must also be involved in the planning, review, and improvement of the parental involvement policy and other policies and plans under Title I. *Section 1118(c)(3)* If a district and/or school has a parental involvement policy that applies to all parents, the district or school may amend that policy, if necessary, to meet the requirements listed above. *Section 1118(2)(b)(2)*

District Parental Involvement Policy Template

Section 1118(a)(2)

The Parental Involvement: Title I, Part A Non-Regulatory Guidance published by the United States Department of Education (USDE) on April 23, 2004, is the source for the following template.

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by Section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (Districtwide Parental Involvement Policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the state educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required Districtwide Parental Involvement Policy Components" below, they will have incorporated the information that Section 1118(a)(2) requires be in the districtwide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS

[NOTE: Each district in its Districtwide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____ name of school district _____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

- The school district will incorporate this districtwide parental involvement policy into its LEA plan developed under Section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement are spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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

- (A) that parents play an integral role in assisting their child’s learning;
 - (B) that parents are encouraged to be actively involved in their child’s education at school;
 - (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - (D) the carrying out of other activities, such as those described in Section 1118 of the ESEA.
- [For states where a Parental Information and Resource Center (PIRC) is established] The school district will inform parents and parental organizations of the purpose and existence of PIRC in the state.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The Districtwide Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. [Section 1118(a)(2), ESEA.] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The name of school district will take the following actions to involve parents in the joint development of its districtwide parental involvement plan under Section 1112 of the ESEA:

(List actions.)

2. The name of school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

(List actions.)

3. The name of school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

(List activities.)

4. The name of school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs), by:

(List activities.)

5. The name of school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental

involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

1. The name of school district will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

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

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

(List activities such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

(List activities.)

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct

other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(List activities.)

- E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(List actions.)

PART III. DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The Districtwide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- maximizing parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

PART IV. ADOPTION (Sample Template)

This Districtwide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by

_____.

This policy was adopted by the name of school district on mm/dd/yy and will be in effect for the period of _____. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

**This sample template of a Districtwide Parental Involvement Policy is not an official U.S. Department of Education document. It is provided only as an example.*

PARENTAL INVOLVEMENT SITE POLICY CHECKLIST

Required Components of a Site Parental Involvement Policy

District Name:	
School Name:	
Date:	

Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements	Found on page #
1. Convene an annual meeting: This informs parents of their school’s participation in Title I Part A, to explain Part A’s requirements, and their right to be involved. Efforts should be made to determine the most convenient time for parents of participating children to attend the annual meeting and to determine the most reliable method for ensuring that parents receive notice. <i>Section 1118 (c)(1)</i>	
2. Offer a flexible number of meetings: Flexibility for meeting availability may include provisions for morning or evening meetings, and provide if necessary with Part A funds, transportation, child care, or home visits as these services relate to parental involvement. <i>Section 1118 (c)(2)</i>	
3. Involve parents, in an organized, ongoing, and timely way: This provides parents the opportunity to engage in the planning, review, and improvement of Title I Part A programs, especially including the school parental involvement policy. <i>Section 1118 (c)(3)</i>	
4. Provide parents with timely information: Parents should receive information regarding Title I programs that describe such issues as; curricula description, student assessments and proficiency levels students are expected to meet, provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions. <i>Section 1118 (c)(4)(A)(B)</i>	
5. Provide parents with an opportunity to submit dissenting views: Parents should be given opportunity to submit dissenting views to the LEA if a school’s Title I Part A parental involvement policy is not acceptable to them. <i>Section 1118 (c)(4)(C)</i>	

Check the following:

____ Yes ____ No *The site can assure they have a SCHOOL parental involvement policy document which is aligned to the requirements outlined in the No Child Left Behind Act (NCLB).*

____ Yes ____ No *The site can assure they have a SCHOOL-PARENT COMPACT document which is aligned to the requirements outlined in the No Child Left Behind Act (NCLB) that addresses at a minimum: parent-teacher conferences (at least annually), frequent reports to parents on their child’s progress, reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.*

Site Parental Involvement Policy Template

Section 1118(c)

PART I. GENERAL EXPECTATIONS

(Each school in its School Site Parental Involvement Policy must establish the school's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.)

The _____ *name of school* _____ agrees to implement the following statutory requirements:

- The school that receives Title I, Part A funds will put into operation programs, activities and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this school site parental involvement policy into its district plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the schoolwide or targeted site plan is not satisfactory to the parents of participating children in the Title I, Part A program, the school will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school will involve the parents of children served with Title I, Part funds in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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

- (A) that parents play an integral role in assisting their child’s learning;*
- (B) that parents are encouraged to be actively involved in their child’s education at school;*
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL-LEVEL PARENTAL INVOLVEMENT POLICY COMPONENTS

(The School Site Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118(a)(2), ESEA.] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.)

2. The name of school will build parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the parents and the community to improve student academic achievement, through the following activities specifically described below:

A. The school will, with the assistance of the district, provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the state’s academic content standards,
- the state’s student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child’s progress, and
- how to work with educators.

(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- B. The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

(List activities.)

- C. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

- D. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(List activities.)

- E. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

(List actions.)

- F. The school will take the following actions to provide other such reasonable support for parental involvement activities as parents may request.

(List actions.)

3. The name of school will:

- A. Convene an annual meeting to explain the Title I program to parents and inform them of their right to be involved in the program.
- B. Offer a flexible number of meetings (the school may use Title I funds to pay related expenses, such as child care, transportation or home visits).
- C. Involve parents in planning, review, and improvement of Title I programs.

- D. Provide timely information about Title I programs to parents; describe the curricula, the student assessments and proficiency levels students are expected to meet; respond promptly to parent suggestions and provide opportunities for regular meetings where parents can provide input.
- E. Provide parents with an opportunity to submit dissenting views to the district if a school's program is not acceptable to them.

PART III DISCRETIONARY SCHOOL SITE PARENTAL INVOLVEMENT POLICY COMPONENTS

The School Site Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV ADOPTION

This School Site Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the name of school on mm/dd/yy and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

TITLE I SCHOOL-PARENT COMPACT

Section 1118(d)(1)(2)(A)(B)(C)

Any school receiving Title I funds must have a School-Parent compact. *Section 1118(d)* A compact is a voluntary agreement between groups of people and is a component of the school-level parent involvement policy. It outlines how parents, school staff, and students will share the responsibility for improved student academic achievement.

The school's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet Oklahoma's student academic standards.

The parent's responsibility is to support their child's learning, such as monitoring attendance, completion of homework, and monitoring television, and other outside activities. Parents should also be encouraged to volunteer in their child's classroom and assist in making decisions relating to the education of their children. *Section 1118(d)(1)*

School responsibilities: *Section 1118(d)(1)*

- Provide high-quality curriculum and instruction;
- Provide a supportive and effective learning environment; and
- Enable children to meet with state's standards.

Parent's responsibilities: *Section 1118(d)(1)*

- Monitor attendance, homework completion, television watching, and other outside activities;
- Volunteer in their child's classroom; and
- Assist with decisions relating to the education of their children.

The law also stresses that the compact should address the importance of communication between teachers and parents on an ongoing basis. *Section 1118(d)(2)*

Communication: *Section 1118(d)(2)(A)(B)(C)*

- Conduct parent-teacher conferences in elementary schools, at least annually, during which the compact should be discussed as the compact relates to the child's achievement;
- Provide frequent progress reports to parents on their children's progress; and
- Provide reasonable access to staff, and opportunities to volunteer and observe in the classroom.

ELEMENTARY PARENT-SCHOOL COMPACT

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out and to support student success in school and in life.

As a STAFF MEMBER, I will provide your child with every opportunity to learn and grow by:

- Maintaining a quiet and organized workplace;
- Having a high expectation of myself and my students;
- Giving instruction and assignments appropriate for the skill and development required by state and district standards;
- Monitoring student work on a daily basis to ensure success and progress; and
- Reporting regularly to parents with returned work, written notices, and conferences.

As a STUDENT, I will keep my focus on what is important in meeting my goal of learning by:

- Being in class on time, every day, with my homework in hand and prepared to work;
- Allowing the teacher to teach and everyone in class to learn;
- Completing my work on time and accurately;
- Keeping my hands, feet, objects, and comments to myself; and
- Respecting others and their property.

As a PARENT/GUARDIAN, I will support _____'s (name of school) programs and activities that give my child the optimum opportunity for learning by:

- Expecting my child to complete daily homework assignments independently and discuss his/her results for improved learning, and check for a timely return to school;
- Accentuating the positive events at school and help my child resolve issues of concern and conflict;
- Supporting the discipline policy and reinforcing the highest expectations of the school staff;
- Reading to and listening to my child read daily as a way of building a lifelong interest and joy of reading;
- Seeing that my child gets adequate rest and is in school on time with a positive outlook;
- Attending conferences to discuss my child's progress and attending events which showcase my child's work and learning experiences; and
- Providing and maintaining accurate information on my child's records for contact.

Parent/Guardian:		Date:	
Student:		Date:	
Teacher:		Date:	
Principal:		Date:	

MIDDLE SCHOOL PARENT-SCHOOL COMPACT

Our school philosophy as a school is that families, students and school staff should work in partnership to help each student reach his/her potential. **As partners we agree to the following:**

As a student I will:

- Believe that I can learn and will learn;
- Read for at least 30 minutes, five days a week;
- Come to class on time, ready to learn and with assignments completed;
- Set aside time every day to complete my homework;
- Know and follow the school and class rules;
- Follow the school's uniform dress code;
- Regularly talk to my parents and my teachers about my progress in school; and
- Respect my school, classmates, staff and family.

Student Signature _____

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education;
- Monitor television viewing and make sure that my child reads every day;
- Make sure that my child attends school every day, on time, and with homework completed;
- Support the school's discipline and uniform dress code;
- Monitor my child's progress in school;
- Make every effort to attend school events such as parent-teacher conferences, Open House and Back-to-School Night;
- Ensure that my child receives adequate sleep, regular medical attention and proper nutrition;
- Participate in shared decision making with school staff and other families for the benefit of students; and
- Respect the school, staff, students and families.

Parent/guardian Signature _____

As a teacher I will:

- Communicate high expectations for every student;
- Endeavor to motivate my students to learn;
- Teach and involve students in classes that are interesting and challenging;
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community;
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class;
- Communicate regularly with families about their child's progress in school;
- Provide assistance to families on what they can do to support their child's learning;
- Participate in shared decision making with other school staff and families for the benefit of students; and
- Respect the school, staff, students and families.

Teacher Signature _____

Principal Signature _____

HIGH SCHOOL PARENT-SCHOOL COMPACT

Schools, families, and students benefit when they all take collective responsibility for quality education. When a partnership exists and each partner fulfills his/her responsibilities, student learning improves. The term school community refers to teachers, students, families, other school staff and community members. The signatures below indicate our support of and commitment to the following responsibilities:

<i>Administrative Responsibilities</i>	<i>Teacher Responsibilities</i>	<i>Family Responsibilities</i>	<i>Student Responsibilities</i>
1. Through collaborative decision making, create with the involvement of staff, families, students and the community, a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.	1. Through collaborative decision making with colleagues, families and students, create a school vision and quality educational program with high standards that are widely understood and embraced by the school community.	1. Through collaborative decision making, participate with school staff and students in creating a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.	1. Through collaborative decision making, participate with parents and school staff in creating a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.
2. Provide instructional leadership to ensure appropriate instructional practices, high academic standards, student support, and the delivery of a quality core curriculum to all students.	2. Endeavor to motivate my students to learn. Provide appropriate and varied classroom instruction that actively involves students, and maintain high standards within each subject.	2. Communicate the value of education, and provide home support and monitoring of student academic work and progress in school.	2. Produce quality work that meets the high standards of each class.
3. Provide a safe, orderly and positive teaching/learning environment.	3. Provide a safe, orderly, and caring classroom environment conducive to learning.	3. Establish a schedule with my child for study time, television viewing, peer activities and out-of-school time.	3. Attend school regularly, on time, and with completed homework. Follow agreed schedule and home/school rules.
4. Provide appropriate professional development for staff, families and students to improve teaching and learning and to support collaborative partnerships with families and the community.	4. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.	4. Participate in training opportunities with staff that help to improve teaching and learning both at home and at school.	4. Participate in school activities with my parents and teachers that help to improve teaching and learning both at home and at school.
5. Maintain open two-way communication between the home and school.	5. Establish two-way communication with families about student progress in school.	5. Communicate regularly with the school.	5. Tell parents honestly what is happening at school and help to maintain two-way communication.
6. Respect the school, students, staff and families.	6. Respect the school, students, staff and families.	6. Respect the school, staff, students, and families.	6. Respect the school, staff, students, and families.

Signatures

Principal	Teacher	Parent/Guardian	Student
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Returned and filed at school this _____ day of _____, 20____.

PARAPROFESSIONALS

Section 1119(c)(1)

Each district receiving assistance under Title I, Part A must ensure that all paraprofessionals working in a program supported by Title I, Part A funds meet the No Child Left Behind (NCLB) requirements. *Section 1119(c)(1)*

The following paraprofessional duties are considered instructional support:

- To provide one-on-one tutoring at a scheduled time when the student would otherwise not be receiving instruction from a teacher;
- To assist with classroom management, such as organizing instructional and other materials;
- To provide assistance in a computer laboratory;
- To conduct parental involvement activities;
- To provide support in a library or media center;
- To act as a translator; or
- To provide instructional services to students under the direct supervision of a highly qualified teacher. *Section 1119(g)(2)(A-G)*

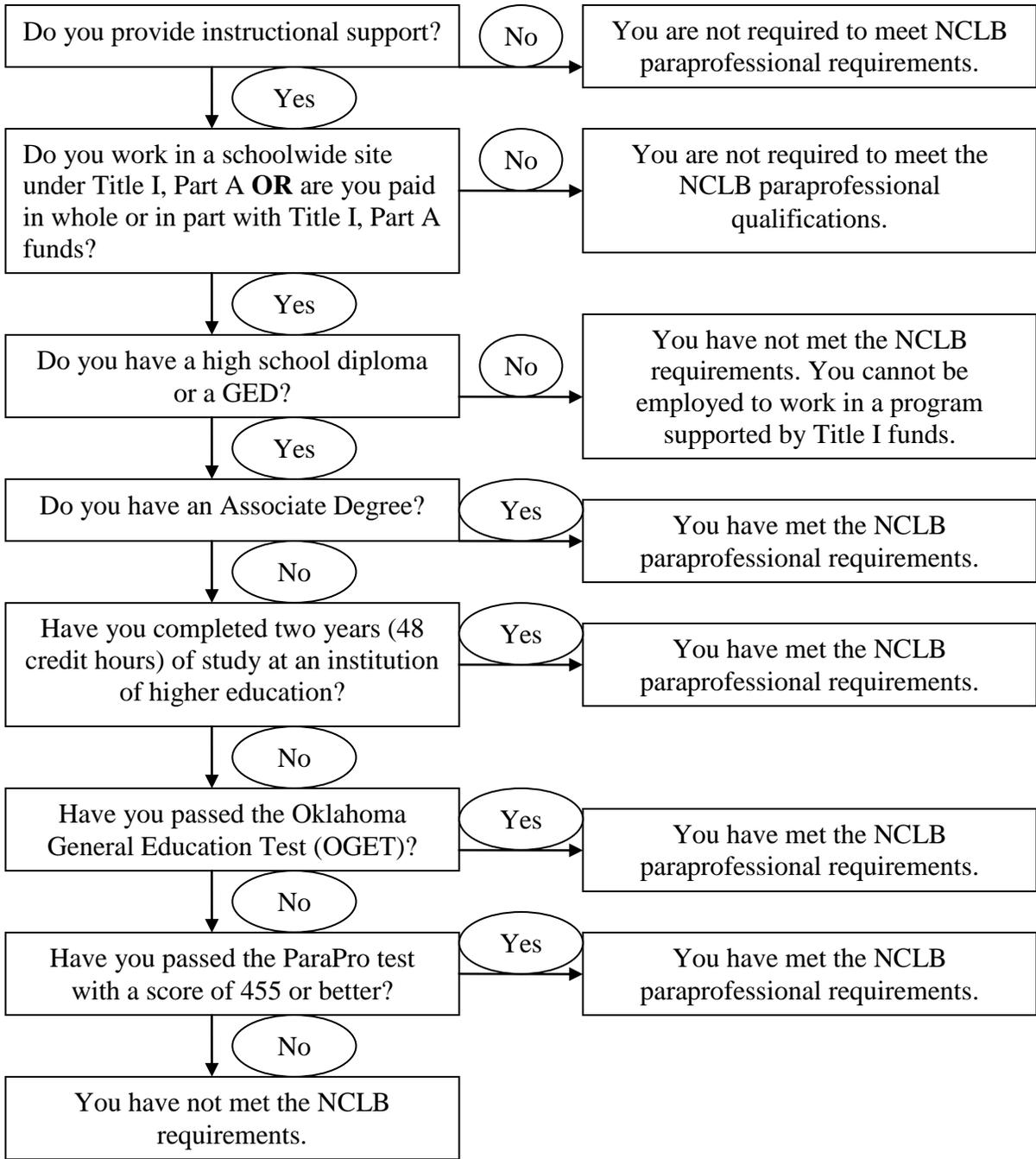
When providing any instructional support services the paraprofessional must be under the direct supervision of a highly qualified teacher.

In a schoolwide site all instructional support paraprofessionals must meet the Title I, Part A requirements. In a targeted assistance site only those instructional support paraprofessionals who are paid in whole or in part with Title I, Part A funds must meet the Title I, Part A requirements.

A paraprofessional must complete at least one of the following:

- Completed at least 2 years (48 credit hours) at an institution of higher education;
- Obtained an associate (or higher) degree; or
- Completed the Oklahoma General Education Test (OGET) or the ParaPro Test and achieved a passing score. *Section 1119(c)(1)(A)(B)(C)*

Ask the following questions in the flowcharts on the following page to determine if you must meet the requirements under Section 1119.



FISCAL REQUIREMENTS

Section 1120A

Many of the Elementary and Secondary Education Act (ESEA) programs require that the federal funds supplement, not supplant other funds used for the programs. What does this mean? How do requirements to supplement, not supplant funds differ from maintenance of effort and comparability of services requirement?

There are three basic types of federal provisions in the ESEA under the *No Child Left Behind Act of 2001* (NCLB), that seek to ensure that federal grant funds increase, rather than replace, existing funds for allowable activities.

The three types are commonly referred to as:

- 1) Supplement, not supplant;
- 2) Maintenance of effort; and
- 3) Comparability of services.

Each of these is described below.

Supplement, Not Supplant

How does the supplement not supplant, provision impact our federal grants program?

Many federal grant programs require that the federal grant funds supplement (increase) and not supplant (replace) existing funding for the activities allowed in the grant. Supplement, not supplant requirements are found throughout NCLB. There is no general supplement, not supplant language that applies to NCLB, instead each instance is applicable to a specific portion of the law. Some of the supplement, not supplant provisions in NCLB refer only to supplanting state and local funds, while others also prohibit supplanting other federal funds. Compliance with supplement, not supplant provisions is based on the theoretical answer to the question – What would the grantee or subgrantee have done in the absence of the federal grant funds? Because the question can be answered only in theory (since the federal funds are available), instances of supplanting with federal funds are often not clear. The USDE's section in the Office of Management and Budget (OMB) Circular A-133 Compliance Supplement (a guide for auditors performing single audits) lists these situations in which supplanting are presumed to have occurred:

- a. The SEA or LEA used federal funds to provide services that the SEA or LEA was required to make available under other federal, state, or local laws.
- b. The SEA or LEA used federal funds to provide services that the SEA or LEA provided with nonfederal funds in the prior year.
- c. The SEA or LEA used Title I, Parts A or C funds to provide services for participating children that the SEA or LEA provided with non-federal funds for non-participating children.

The Compliance Supplement goes on to explain that “these presumptions are refutable if the SEA or LEA can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.”

For Title I, Parts A and C an LEA may exclude, from determinations of compliance with the supplement, not supplant requirement, state or local funds expended for language instruction educational programs; and the excess costs of providing services to children with disabilities as determined by the LEA. *Section 1120(a)(5)*

In addition, an SEA or LEA may exclude supplemental state or local funds expended in any school attendance area or school for programs that meet the intent and purposes of Title I, Part A when determining compliance with supplement, not supplant requirements under Title I, Parts A and C. *Section 1120A(d)*

The Compliance Supplement also provides the following guidance on Title I schoolwide programs. “A school (with a schoolwide program) is not required to provide supplemental services to identified children. A school operating a schoolwide program does not have to:

- a. Show that federal funds used within the school are paying for additional services that would not otherwise be provided;
- b. Demonstrate that federal funds are used only for specific target populations;
- c. Separately track federal funds available under Title I and under any other federal programs that combined to support its schoolwide program to supplement the total amount of funds that would, in the absence of the federal funds, be made available from nonfederal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.”

Maintenance of Effort

What is meant by “maintenance of effort”?

Any LEA receiving funds under a “covered program” as defined in NCLB (nearly all the programs) are subject to maintenance of effort requirements that are found in the General Provisions portion of the law. Unlike provisions related to supplement, not supplant, compliance with maintenance of effort requirements is easily determined through a mathematical calculation. Under NCLB, for any fiscal year the combined fiscal effort per student or the aggregate expenditures of the LEA from state and local funds for free public education for the preceding year should not be less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding year, unless specifically waived by USDE. Districts that fail the annual test are informed and in limited cases may obtain a waiver. An LEA’s expenditures from state and local funds for free public education include expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities.

They do not include the following expenditures:

- a. Any expenditures for community services, capital outlay, debt service; and
- b. Supplementary expenses as a result of a presidentially declared disaster; and
- c. Any expenditure made from funds provided by the federal government. If an LEA fails to maintain fiscal effort, the SEA must reduce the amount of the allocation of funds under an applicable program in any fiscal year in the exact proportion by which the LEA fails to maintain effort by falling below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to the LEA). *Section 9521*

Comparability

In which ways does the Comparability of Services provision apply to our federal programs?

Like supplement, not supplant, requirements related to comparability of services are specific to particular portions of the law. An LEA may receive funds under Title I, Parts A and C only if state and local funds will be used in participating schools to provide services that, taken as a whole, are at least comparable to services that the LEA is providing in schools not receiving Title I, Parts A or Part C funds. An LEA is considered to have met the statutory comparability requirements under Title I, Parts A and C, if it has filed with the SEA a written assurance that it has established and implemented:

- a. An LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
- b. An LEA may also use other measures to determine comparability such as comparing the average number of students per instructional staff or the average staff salary per student in each school receiving Title I, Parts A or C funds with those in schools that do not receive Title I, Parts A or C funds. If all schools are served by Title I, Parts A or C, an LEA must use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. Determinations may be made on either a districtwide or grade-span basis.
- c. An LEA may exclude schools with fewer than 100 students from its comparability determinations. The comparability requirement does not apply to an LEA that has only one school for each grade span.

In addition, an SEA or LEA may exclude supplemental state or local funds expended in any school attendance area or school for programs that meet the intent and purposes of Title I, Part A, when determining compliance with comparability requirements under Title I, Parts A and C. Each LEA must develop procedures for complying with the comparability requirements and must maintain records that are updated annually. *Section 1120A*

TIME AND EFFORT REPORTING

Office of Management and Budget (OMB) Circular A-87

Employees that are paid with federal funds must keep records of their time to ensure that a district does not use federal funds to compensate an employee for time spent on any other program. All individuals being paid with federal funds must document their time and effort, no matter the percentage of time or if they are working in a Title I targeted assistance or schoolwide program.

What type of documentation is required?

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

Periodic Certification – Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have individuals submit an assurance every six months (at a minimum) documenting that the amount of time they worked for each particular federal program. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From January 1, 2007, to June 30, 2007, Jane Doe spent 100% of her time on Title I Part A instructional activities as evidenced by the enclosed schedule.” – Signed by employee and supervisor.

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

Monthly Certification – Individuals who are funded from multiple funding sources can document their time and effort through monthly documentation. For this method, an assurance including time documentation would be submitted monthly. This sample assurance could state, “For the month of October 2007, Jane Doe spent 50% of her time on Title I Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” – Signed by employee and supervisor.

Which type of documentation pertains to my position?

If the individual is on a fixed schedule (consistent duties every day and all year long) they will need to maintain a periodic certificate in addition to a permanent schedule. If the individual has a variable schedule (duties change from day to day and/or during the year) they must maintain a daily log along with monthly certification.

Who is responsible?

The district is ultimately responsible for ensuring that staff maintains their time and effort documentation; however, documentation records should be signed by the employee and supervisor evidencing first-hand knowledge of the work performed under the federal program.

Does this just pertain to only to Title I programs?

This requirement pertains to all federal programs, not just Title I. Districts that receive other federal funds, such as Reading First, Migrant, Homeless, Neglected and Delinquent, Title II A, Title V, etc., must also ensure their employees are documenting their time and effort.

Daily Log Instructions

Federal rules require employees paid from a combination of funds, of which one fund is a federal program, must maintain time and effort distribution records in accordance with OMB Circular A-87.

Instructions: Complete the following form to show how much time you spent each day on activities related to each program or funding source through which you're paid. At the end of the month, total the number of hours for each program and calculate the percentage of time you have spent on each one. Then sign at the bottom of the sheet to certify that the total time is accurate. Finally, forward the time sheet to your supervisor for certification and processing along with backup documentation (for example, copy of pages from daily planner).

Step #1: Beginning with the second column, list one funding source or grant program to which your salary is charged during the time period covered by the form. Enter a separate funding source in each column (i.e. Title I, general fund). If you do not know the funding sources from which you are paid, contact the Human Resource Department, Board Clerk, or superintendent's office for that information.

Step #2: For each day of the month listed in the "Day" column, enter the number of hours you devoted to each of the programs you listed in Step #1. If the date falls on a weekend or holiday, indicate that.

Step #3: For each day of the month listed in the "Day" column, enter the combined number of hours you spent on all programs in the last column "Totals."

Step #4: At the end of the month, add the numbers in each column and enter the total on the line that shows "Totals." When added together, the total number of hours spent on all of the programs must equal the number at the bottom of the "Totals" column.

Step #5: Divide the number on the total line in each column by the number on the total line of the last column, and then multiply by 100. This gives the percentage of time spent on each program. Enter the percentages on the bottom line of the form.

Step #6: Add together the percentages you calculated for each program in Step #5 to make sure they equal 100 percent. If they do not, review Steps #2 through #5 to check for mathematical errors.

Step #7: Sign the completed form.

Step #8: Submit the original form along with any backup documentation the district requires to the supervisor and keep a copy for your own records.

Monthly Certification

First Name:	
Last Name:	
Job Title:	
Work Location:	

Reporting for the month of:	
-----------------------------	--

Federally funded activities (e.g., Title I, Title II, General Fund, IDEA)	% of time and effort

I certify that the information provided above is correct.

Employee Signature Date

Principal/Supervisor Signature Date

Periodic Certification

District:	
School Site:	
Federal Program:	

This form is to be completed every six months for any employee who is paid with federal funds from a single cost objective.

Reporting for time period	January 1 – June 30, 2007	Please check here	
Reporting for time period	July 1 – December 31, 2007	Please check here	

I certify that the employee(s) listed below worked 100% of their time on activities authorized by the federal program stated above.

Employee Name	Employee Title

Principal/Supervisor Signature

Date

EQUITABLE SERVICES TO PRIVATE SCHOOLS CHECKLIST

District Name	
Private School Name	
Date	
Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements	Completed
<p>1. Public school districts are required to identify private nonprofit schools in participating public school attendance areas and offer equitable services. <i>Section 1120(a)(1)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The public school district must have private nonprofit schools who wish to participate in federal programs complete the <i>Declaration of Intent to Participate in Federal Programs</i> form. <input type="checkbox"/> The public school district must keep written documentation if the private nonprofit schools decline to participate in all or selected federal programs. <i>Section 1120(b)(4)</i> 	
<p>2. Private nonprofit school consultation must occur before a district makes any decisions that affect the opportunities of eligible private school children. <i>Section 1120(b)(2)</i> Consultation should occur throughout the implementation and assessment of activities.</p>	
<p>3. The following topics must be discussed during the ongoing consultation process:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How the district will identify the needs of eligible private school children and teachers; <input type="checkbox"/> What services the district will offer; <input type="checkbox"/> How the decision of services delivered will be made; <input type="checkbox"/> How, where, and by whom services will be provided; <input type="checkbox"/> How the district will assess services to eligible private school students; <input type="checkbox"/> Size and scope of equitable services; <input type="checkbox"/> Method or sources of data that will be used to determine the number of private school children from low-income families residing in participating public school attendance areas; <input type="checkbox"/> Equitable services the district will provide to teachers and families of participating private school children; and <input type="checkbox"/> If the district disagrees with the views of the private school officials on the provisions of services, the district must provide the private school the reason in writing as to why they disagree. <i>Section 1120(b)</i> <p>District must maintain a record of a written affirmation signed by each participating private school as documentation that the required consultation has occurred. <i>Section 1120(b)(4)</i></p>	
<p>3. Public school districts are required to inform the private school officials of the right the private schools have to draft a written complaint and submit the complaint to the Oklahoma State Department of Education if the district did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school officials. <i>Section 1120(b)(5)(A)</i></p>	
<p>4. Educational services and other benefits to private schools, including materials and equipment must be secular, neutral, and non-ideological. <i>Section 1120(a)(2)</i></p>	
<p>5. The public school district, not the private nonprofit school, must administer funds used to purchase and maintain inventory of materials, equipment, and property. <i>Section 1120(d)(1)</i></p>	

HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Title IX, Part A, Section 9101(34)

The term “high-quality professional development” means professional development that meets the criteria contained in the definition of professional development in Title IX, Section 9101(34) of ESEA. Professional development includes, but is not limited to, activities that:

- Improve and increase teachers’ knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad schoolwide and districtwide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging state academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators.

PROFESSIONAL DEVELOPMENT ACTIVITIES PLAN

If your district is participating in a Federal Programs Consolidated Monitoring complete the information in the chart below for planned professional development for the 2007-2008 school year. Only include professional development paid in whole or in part with federal funds.

Funding Source:

Note what federal funding source(s) paid for the professional development activity.

Date:

Date or date range that the professional development activity will take place.

Planned Professional Development Activity Description:

Include name of activity along with information such as registration fees, lodging, transportation, per diem, training products purchased, trainer fees, stipends etc.

Total Number of Staff to be Trained:

Include all staff members that participated in the professional development activity.

Total Cost:

Provide a total of the federal funds used to pay for the professional development activity.

Funding Source <small>(i.e., 511, 541, 556)</small>	Date	Planned Professional Development Activity Description	Total Number of Staff to be Trained	Total Cost

SCIENTIFICALLY BASED RESEARCH

Title IX, Part A, Section 9101(37)

The term “scientifically based research”:

A. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

B. Includes research that –

i. Employs systematic, empirical methods that draw on observation or experiment;

ii. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

iii. Relies on measurements of observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

iv. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or within-condition controls;

v. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

vi. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review. [Title IX, Part A, Section 9101(37)]

INVENTORY AND EQUIPMENT INFORMATION
Code of Federal Regulations Title 34, Volume 1, Part 80.32

TITLE 34--EDUCATION

PART 80--UNIFORM ADMINISTRATIVE REQUIREMENTS FOR GRANTS AND COOPERATIVE AGREEMENTS TO STATE AND LOCAL GOVERNMENTS

Subpart C--Post-Award Requirements

Sec. 80.32 Equipment.

(a) Title. Subject to the obligations and conditions set forth in this section, title to equipment acquired under a grant or subgrant will vest upon acquisition in the grantee or subgrantee respectively.

(b) States. A state will use, manage, and dispose of equipment acquired under a grant by the state in accordance with state laws and procedures. Other grantees and subgrantees will follow paragraphs (c) through (e) of this section.

(c) Use.

*(1) **Equipment shall be used by the grantee or subgrantee in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds.** When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.*

(2) The grantee or subgrantee shall also make equipment available for use on other projects or programs currently or previously supported by the Federal Government, providing such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use shall be given to other programs or projects supported by the awarding agency. User fees should be considered if appropriate.

(3) Notwithstanding the encouragement in Sec. 80.25(a) to earn program income, the grantee or subgrantee must not use equipment acquired with grant funds to provide services for a fee to compete unfairly with private companies that provide equivalent services, unless specifically permitted or contemplated by Federal statute.

(4) When acquiring replacement equipment, the grantee or subgrantee may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property, subject to the approval of the awarding agency.

(d) Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:

(1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of

the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

(2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

(3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.

(4) Adequate maintenance procedures must be developed to keep the property in good condition.

(5) If the grantee or subgrantee is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

(e) Disposition. When original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition of the equipment will be made as follows:

(1) Items of equipment with a current per-unit fair market value of less than \$5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.*

(2) Items of equipment with a current per unit fair market value in excess of \$5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.*

(3) In cases where a grantee or subgrantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or subgrantee to take excess and disposition actions.

(f) Federal equipment. In the event a grantee or subgrantee is provided federally-owned equipment:

(1) Title will remain vested in the Federal Government.

(2) Grantees or subgrantees will manage the equipment in accordance with Federal agency rules and procedures, and submit an annual inventory listing.

(3) When the equipment is no longer needed, the grantee or subgrantee will request disposition instructions from the Federal agency.

(g) Right to transfer title. The Federal awarding agency may reserve the right to transfer title to the Federal Government or a third part named by the awarding agency when such a third party is otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:

(1) The property shall be identified in the grant or otherwise made known to the grantee in writing.

(2) The Federal awarding agency shall issue disposition instruction within 120 calendar days after the end of the Federal support of the project for which it was acquired. If the Federal awarding agency fails to issue disposition instructions within the 120 calendar-day period the grantee shall follow Sec. 80.32(e).

(3) When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.

(h) The provisions of paragraphs (c), (d), (e), and (g) of this section do not apply to disaster assistance under 20 U.S.C. 241-1(b)-(c) and the construction provisions of the Impact Aid Program, 20 U.S.C. 631-647.

(Approved by the Office of Management and Budget under control number 1880-0517)

(Authority: 20 U.S.C. 3474; OMB Circular A-102)

[53 FR 8071 and 8087, Mar. 11, 1988, as amended at 53 FR 8072, Mar. 11, 1988; 53 FR 49143, Dec. 6, 1988]

*** In the state of Oklahoma use the fair market value of \$2,500 instead of \$5,000.**

Additional Title I, Part A, Resources	
Title I, Part A Frequently Asked Questions	<www.sde.state.ok.us> Title I, Basic Programs Page
Schoolwide Sample Template	<www.sde.state.ok.us> Title I, Basic Programs Page
District and School Improvement Checklists and Templates	<www.sde.state.ok.us> Title I, Basic Programs Page
Title I, Part A Local Educational Assurances	<www.sde.state.ok.us> School District Reporting Site
Title I, Part A Oklahoma Cost Accounting System (OCAS) Budget Codes	<www.sde.state.ok.us> School District Reporting Site
School Support Teams	<www.sde.state.ok.us> Title I, Basic Programs Page

Non-Regulatory Guidance		
Fiscal Issues: Title I, Part A	May 2006	<www.sde.state.ok.us> Title I, Basic Programs Page
Designing Schoolwide Programs	March 2006	<www.sde.state.ok.us> Title I, Basic Programs Page
Parental Involvement: Title I, Part A	April 23, 2004	<www.sde.state.ok.us> Title I, Basic Programs Page
Serving Preschool Children Under Title I	March 4, 2004	<www.sde.state.ok.us> Title I, Basic Programs Page
Title I Services to Eligible Private School Children	October 17, 2003	<www.sde.state.ok.us> Title I, Basic Programs Page
Reports Cards: Title I, Part A	September 12, 2003	<www.sde.state.ok.us> Title I, Basic Programs Page
Supplemental Educational Services	August 22, 2003	<www.sde.state.ok.us> Title I, Basic Programs Page
Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools	August 2003	<www.sde.state.ok.us> Title I, Basic Programs Page
LEA and School Improvement	July 21, 2006	<www.sde.state.ok.us> Title I, Basic Programs Page
Public School Choice	February 6, 2004	<www.sde.state.ok.us> Title I, Basic Programs Page
Paraprofessionals	March 1, 2004	<www.sde.state.ok.us> Title I, Basic Programs Page

Helpful Web Sites	
United States Department of Education (USDE)	< www.ed.gov >
No Child Left Behind (NCLB)	< www.ed.gov/nclb >
National Institute for Literacy (NIFL)	< www.nifl.gov >
What Works Clearing House (WWC)	< www.whatworks.ed.gov >
Center for the Improvement of Early Reading Achievement (CIERA)	< www.ciera.org >
Association for Supervision and Curriculum Development (ASCD)	< www.ascd.org >
Federal Resources for Educational Excellence (FREE)	< www.free.ed.gov >
National Council of Teachers of Mathematics (NCTM)	< www.nctm.org >
National Council of Teachers of English (NCTE)	< www.ncte.org >
Read, Write, Think	< www.readwritethink.org >
International Reading Association (IRA)	< www.reading.org >
Thinkfinity	< www.thinkfinity.org >
Illuminations	< www.illuminations.nctm.org >
Office of Management and Budget (OMB)	< www.whitehouse.gov/omb >