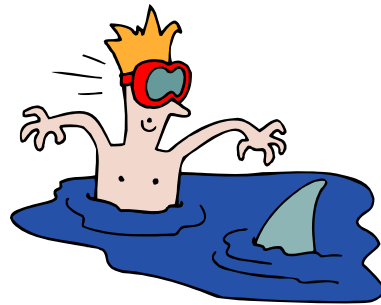




# Top 5 Title I “Pitfalls” to Avoid



The areas that most often lead to “findings” during Title I reviews of school districts 2010-2011



# Assessment & Accountability Reporting

## Must Include:

- Accountability information
- Assessment information
- Broad dissemination
- Within 30 days of school beginning
- Each report must be distributed to the school board.
- Each report, including the colored bar graphs showing student proficiency from the department's Web site, must be posted at the district office, each school office, and community locations such as the post office, library or community center.
- Each parent must receive the state, the district and the school report. The school report should be specific to the school the child attends. NOTE: A district that sends a district newsletter to each postal box holder fulfills this requirement by providing all the required information in the newsletter.
- The reports may be posted on the district's Web site, along with links to the Department of Education's accountability and assessment Web sites. The reports may be covered in the local newspaper – either completely or in a synopsis that directs stakeholders to Web sites for further information.

## Leading to a finding...

- Incomplete reports (ESA prepared reports)
- Dissemination timeline missed
- Availability of information not reaching all stakeholders

[http://www.doe.sd.gov/oess/documents/NCLB\\_ReportingRequirements.pdf](http://www.doe.sd.gov/oess/documents/NCLB_ReportingRequirements.pdf)



# School Level Parent Involvement Policy

## What to include:

- Convene an **annual meeting**, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and their right to be involved
- Offer **flexible meeting times**, such as meetings in the morning or evening
- **Involve parents**, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school **parental involvement policy and the joint development of the Title I Schoolwide Plan**
- Provide parents with a **description and explanation of the curriculum** in use at the school, the forms of **academic assessment** used to measure student progress, and the proficiency levels students are expected to meet
- Provide assistance to parents, as appropriate, in **understanding** such topics as the State's academic **content standards** and State and **local academic assessments**
- **Provide materials and training** to help parents work with their children to improve their children's achievement, such as literacy training
- To the extent feasible and appropriate, **coordinate and integrate parent involvement programs** and activities with Head Start and public preschool and other programs
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a **format** and, to the extent practicable, in a language the **parents can understand**
- Provide such **other reasonable support for parental involvement activities** as parents may request
- [http://www.doe.sd.gov/oess/documents/TitleI\\_SchoolLevelParentInvolvementPolicy%20.pdf](http://www.doe.sd.gov/oess/documents/TitleI_SchoolLevelParentInvolvementPolicy%20.pdf)

## Leading to a finding...

- Missing components
- No evidence of parents being involved
- Same policies used for several schools
- School staff not aware of policies
- School/Parent Compacts the same or missing



# District Level Parent Involvement Policy

## What to include:

- **Part I – District Expectations** A school district’s written parental involvement policy must establish the district’s expectations for parental involvement
- **Part II – District Parental Involvement Policy Required Components** The district parental involvement policy must describe **HOW**
  - 1) Involve parents in jointly developing the district policy (list actions)
  - 2) Provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance (list actions)
  - 3) Build the schools’ and parents’ capacity for strong parental involvement (list activities)
  - 4) Coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under other programs, such as Head Start, state-run preschool programs, and Title III language instructional programs (insert programs and list activities)
  - 5) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I funds (list actions such as how the eval will be conducted, who is responsible, role of parents)
  - 6) Involve parents in the activities of schools served under the Title I program (list activities)
- [http://www.doe.sd.gov/oess/documents/TitleI\\_ParentalInvolvement\\_DistrictPolicy.pdf](http://www.doe.sd.gov/oess/documents/TitleI_ParentalInvolvement_DistrictPolicy.pdf)

## Leading to a finding...

- Missing components
- School level policy only
- Staff not aware of policy
- Dissemination limited or not done



# Complaint Policy

## What to include:

### Complaint Policy Requirements

- Each State must have a policy and procedure in place to allow parents, students, or stakeholders to make complaints about the implementation of federal programs. Each district must inform complainants that they may file a complaint with the SD Department of Education; this must be stated in the procedure/policy.
- Also, each district is required to have a dispute policy in place to provide a procedure for students or parents of students who are experiencing homelessness to dispute a decision of the district pertaining to the protection of the rights or best interest of the student.
- SD Department of Education is requiring that districts adopt and implement a complaint policy that provides a process for complaints. Districts may develop a comprehensive policy or develop two policies – one for complaints and one for disputes pertaining to services involving persons experiencing homelessness.
- The policy must be available to students and parents and also be made available to the general public.
  - Handbooks
  - Website
  - Newsletters
  - Notes in the newsletters or handbooks that the policy is posted on the website

## Leading to a finding...

- Dissemination not broad
- Missing Homeless component
- DOE not listed as final step
- No Board approval
- Not acceptable policies:
  - Student Grievance and Due Process
  - Teacher Grievance
  - Non-Discrimination Policies under Title IX, Rehabilitation Act Section 504, or Americans with Disabilities Act

[www.doe.sd.gov/oess/title/homeless/policiesampledocs.asp](http://www.doe.sd.gov/oess/title/homeless/policiesampledocs.asp)



# Coordination & Transition Plan

## What to include:

- Program Development
- Coordination & Communication
- Transition Process
- Professional Development
- Parent Involvement & Education
- Evaluation
- Consolidated Application Question “Briefly describe the district’s written coordination and transition plan.”

## Leading to a finding...

- No policy in written form
- Missing components

<http://www.doe.sd.gov/oess/Title1.asp#sec1120b>



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