

2022-2023 School Year  
 Title I Schoolwide Monitoring and Compliance Documentation  
[www.spps.org/titlei](http://www.spps.org/titlei)

SCIP		
A1- SCIP Made Available		
Program Requirement(s)	Required Activity/Guiding Question(s)	Minimum Documentation
<p>Schoolwide Plan is made available to the LEA, parents, and public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.            ESSA §1114(b)(4)</p>	<p>How was the public view of a school’s SCIP made available to parents and family members?</p>	<p><b>Due October 28, 2022</b></p> <p>A. What methods other than the website used to make the current public-view of the SCIP available to parents such as newsletter, email, handbook, etc.</p> <p>B. Picture of current public-view of the SCIP available in a designated location at the school or available at a school event</p>
A2 - Ongoing SCIP Implementation and Evaluation Evidence		
Program Requirement(s)	Required Activity/Guiding Question(s)	Minimum Documentation
<p>A school operating a Schoolwide Program, with the involvement of stakeholders, develops a comprehensive written plan to address student needs and improve teaching and learning throughout the school.            ESSA §1114(b)</p> <p>Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs... including the planning, review, and improvement of the school parental involvement (plan) and the joint development of the (Title I) plan            ESSA §1116(c)(3)</p>	<p>How has the school implemented and monitored strategies identified in its approved SCIP with stakeholder involvement?</p> <p>In addition to communication at the Title I Annual Meeting and end of year review, provide evidence of SCIP implementation being reviewed and discussed with multiple groups of stakeholders, including parents, teachers, and staff.</p> <p>Documentation should include a record of the information communicated to stakeholders, questions asked by presenters and participants, responses, and a record of any discussion.</p>	<p><b>December 16, 2022 &amp; March 10, 2023</b></p> <p>Provide the following documentation from at least two SCIP implementation update meetings with families:</p> <p>A. flyers, digital communications, newsletters or other meeting notices/invitations that include the meeting date and time</p> <p>B. completed and dated sign-in sheets</p> <p>C. dated meeting agenda with minutes, notes or other documentation of discussion and/or feedback surveys</p> <p><i>These meetings should be in addition to the Title I Annual Meeting and End-of-Year SCIP review.</i></p>





A3 - End of Year SCIP Evaluation, Analysis, and Writing		
Program Requirement(s)	Required Activity/Guiding Question(s)	Minimum Documentation
<p>A school operating a Schoolwide Program regularly evaluates the implementation and effectiveness of its program and identifies the current needs of the entire school and particularly the needs of students who are not meeting academic standards. 34 CFR 200.26(a)-(c) ESSA §1114(b)(3)</p> <p>A school operating a Schoolwide Program, with the involvement of stakeholders, develops a comprehensive written plan to address student needs and improve teaching and learning throughout the school. ESSA §1114(b)</p> <p>The Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan. ESSA §1116(a)(2), §1116(c)(3)</p>	<p>How did the school evaluate the implementation and effectiveness of its educational program and identify the current needs of students?</p> <p>What was the process used to develop or revise the SCIP with stakeholders (i.e., principals, school leaders, school staff, parents, and others as appropriate) and the decisions made? How were parents and family members involved in the SCIP process?</p> <p>Provide evidence showing the end of year SCIP evaluation, analysis, writing process with multiple groups of stakeholders (principals, school leaders, teachers, parents, and others as appropriate).</p>	<p><b>June 1, 2023</b></p> <p>Provide the following documentation of SCIP evaluation meetings with all faculty and staff:</p> <p>A. Dated meeting agendas, minutes, notes, or other documentation of discussion</p> <p>Provide the following documentation of SCIP evaluation, analysis, and writing meetings with families:</p> <p>B. flyers, digital communications, newsletters or other meeting notices/invitations that include the meeting date and time</p> <p>C. dated sign-in sheets of the participants involved which must include the participation of stakeholders</p> <p>D. dated meeting agenda with minutes, notes or other documentation of discussion and/or feedback surveys</p>
Informing Families & Stakeholders		
B1 - Parent Right-to-Know & MDE Report Card		
Program Requirement(s)	Required Activity/Guiding Question(s)	Minimum Documentation
<p>At the beginning of the school year, parents of each student shall be notified of their right to request information regarding the professional qualifications of the student's classroom teacher and/or paraprofessionals. ESSA §1112(e)</p> <p>Annually publicizes the academic performance results of each public-school receiving Title I funds. ESSA §1111(h)(2)(B)(iii)</p>	<p>How were all parents and families notified about the right to request and receive information about instructor qualifications (Parents Right to Know)?</p> <p>How did the school publicize each school's most recent academic performance results (MDE Report Card)?</p>	<p><b>October 14, 2022</b></p> <p>A. A dated letter, newsletter, handbook, or other documentation used to notify parents at the beginning of the school year of the Parents Right to Know information</p> <p>B. Handout, newsletter, email, or other format publicizing the MDE report card</p>



B2 - 20 Day Notice		
Program Requirement(s)	Required Activity/Guiding Question(s)	Minimum Documentation
Schools must provide written notice to parents whose children have been taught for 4 or more consecutive weeks by a teacher who does not meet Minnesota license requirements for their grade level and subject and has not received special permission <i>ESSA §1112(1)(B)(ii)</i>	Did the school distribute a timely written notice to all parents of students in any class when their child has been taught for four or more consecutive weeks (20 consecutive days) by a teacher who does not meet Minnesota licensing requirements?	<b>June 1, 2023</b> If applicable, provide a copy of the dated letter or other documentation used to notify parents when their child’s teacher (including long-term substitutes) does <b>not</b> hold a valid Minnesota teaching license or special permission for the assigned subject and grade.
B3 - Budget Information & Feedback		
Program Requirement(s)	Required Activity/Guiding Question(s)	Minimum Documentation
A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. <i>ESSA §1116(1)</i>	What opportunities did families have to be involved in decisions about the use of <b>funds received for family engagement</b> ?	<b>April 14, 2023</b> Provide the following documentation of budget conversations with families related to the use of funds received for family engagement: A. flyers, digital communications, newsletters, or other meeting notices/invitations that include the meeting date and time B. completed and dated sign-in sheets with stakeholders group represented C. dated meeting agenda with minutes, notes or other documentation of discussion and/or feedback surveys



Family Education & Outreach		
C1 - Title I Annual Meeting		
Program Requirement(s)	Required Activity/Guiding Question(s)	Minimum Documentation
<p>Convene an annual meeting, at a time convenient for parents, to ensure that all parents learn about the school’s participation in Title I programs, requirements, and the right of parents to be involved. Schools must invite and encourage all parents to attend. ESSA §1116(c)(1)</p>	<p>When and how did the school conduct the Title I Annual Meeting to inform parents and families about services funded, at least in part, with Title I?</p> <p>The annual fall meeting to provide information about Title I may be included in another school event as long as the Title related content is noted explicitly in the notice, agenda, and/or presentation materials. This meeting should be held in a timely manner at the beginning of the school year before Thanksgiving Break.</p>	<p><b>November 18, 2022</b> Provide the following documentation of the Title I Annual Meeting:</p> <ul style="list-style-type: none"> <li>A. flyers, digital communications , newsletters or other meeting notices/invitations that include the meeting date and time</li> <li>B. dated sign-in sheets from the Title I Annual Meeting(s)</li> <li>C. dated meeting agenda with minutes, notes or other documentation of discussion</li> <li>D. Annual Title I Meeting presentation materials</li> </ul>
C2 - Parent Training & Curriculum Information		
Program Requirement(s)	Required Activity/Guiding Question(s)	Minimum Documentation
<p>Each school must provide parents with a description and explanation of the curriculum in use at the school, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. ESSA §1116 (4)(B)</p> <p>Each school shall provide assistance, materials, and training to parents in understanding MN academic standards, MCAs, and local academic assessments, and how to monitor a child’s progress and work with educators to improve the achievement of their children. ESSA §1116 (e)(1)(2)</p>	<p>What training, materials, and other assistance have been offered to help families understand academic standards and assessments, how to monitor their child’s progress and how to support their child’s academic achievement.</p> <p>How did the school make timely information about the school’s curriculum, assessments (including local, district, or state), and expected achievement levels available to families?</p>	<p><b>March 17, 2023</b> Provide the following documentation of how families were educated on curriculum, assessment, and instruction:</p> <ul style="list-style-type: none"> <li>A. dated meeting agendas, minutes and/or presentation materials educating families about curriculum and instruction</li> <li>B. multiple samples of newsletters, emails, materials, etc. distributed to help families understand and support their child’s education</li> <li>C. meeting information, materials, and/or communications related to assessment</li> </ul>



		information such as FAST, MCA, ACCESS, etc.
<b>C3- Translation &amp; Interpreters</b>		
<b>Program Requirement(s)</b>	<b>Required Activity/Guiding Question(s)</b>	<b>Minimum Documentation</b>
Schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including those who have limited English proficiency or disabilities) and providing information and school reports in a format and in a language parents understand. ESSA §1116 (f)	How has the school made required documents and other information accessible to all families in a format and, to the extent practical, a language that parents and family members can understand? Consider: <ul style="list-style-type: none"> <li>the home language of all students and parents</li> <li>providing interpreters for group meetings and individual communication as needed</li> <li>translating as needed and making materials accessible.</li> </ul>	<b>March 17, 2022</b> Provide the following: <ol style="list-style-type: none"> <li>examples of translated materials (other than the Parent Right to Know)</li> <li>documentation of events that included interpreters such as interpreter schedule, timesheets, etc.</li> <li>notice to parents that school documents can be translated upon request or interpreters being available</li> </ol>
<b>C4 - Outreach &amp; Assistance Offered</b>		
<b>Program Requirement(s)</b>	<b>Required Activity/Guiding Question(s)</b>	<b>Minimum Documentation</b>
Schools must reach beyond barriers of culture, language, disabilities, and poverty and outreach to <b>all</b> parents and families. ESSA §1116 (a)(1)  Schools, to a reasonable extent, shall provide opportunities for informed participation of parents and family members. ESSA §1116(f)	How has the school provided outreach, as needed, to encourage full participation of families with limited English proficiency, family members with disabilities, and migrant families?  What reasonable and necessary assistance has been offered, such as transportation and childcare, to enable families to participate in school-related meetings and training activities?	<b>April 21, 2023</b> Provide the following evidence of outreach: <ol style="list-style-type: none"> <li>Multiple records of outreach such as call logs, individual communications, activities, or communications sent through Blackboard Connect, Schoology or Seesaw communications, etc.</li> <li>Provide multiple samples of meeting notices, invitations, flyers, letters, emails, website pages, or other documentation offering childcare and transportation assistance for school meetings</li> </ol>
<b>Family Engagement Plan &amp; School-Parent Compact</b>		
<b>D1- Family Engagement Plan</b>		
<b>Program Requirement(s)</b>	<b>Required Activity/Guiding Question(s)</b>	<b>Minimum Documentation</b>
Each school and preschool receiving Title I funds develops jointly with parents of participating	How does the school's written plan for parent and family engagement address all the requirements?	<b>October 21, 2022</b> Upload the following:





<p>children the written plan(s) to engage parents and families with their child’s education. ESSA §1116(a)-(c)</p> <p>Schools shall develop jointly with and distribute to parents a written parental involvement policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable in a language the parents can understand. Such policy shall be made available to the local community. ESSA §1116(b)(1)</p> <p>Each school that receives Title I funds shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Family Engagement Plan (FEP). ESSA §1116(c)-(d)</p>	<p>Parent and Family Engagement Plan must describe actions to:</p> <ul style="list-style-type: none"> <li>• provide timely information about the program and inform families through an annual meeting and other activities</li> <li>• involve families in developing or revising, as needed, the school parent and family engagement plan (FEP)</li> <li>• share responsibility for student achievement including the joint development of a school-parent compact</li> <li>• build the school’s capacity for parent and family engagement</li> <li>• provide opportunities for the full participation of families with limited English proficiency, family members with disabilities, and migrant families</li> </ul> <p>How were the district and school family engagement plans made available to parents and family members?</p> <p>How were parents and family members involved in the review and improvement of the FEP?</p> <p>Note: If appropriate, the parents of Pre-K students are included in the stakeholder group and FEP documentation. The FEP should also include PreK-specific information.</p>	<p>A. 2022-2023 school FEP B. FEP Checklist C. screenshot of the 2022-2023 FEP on the school’s website with web address visible D. other method(s) used to disseminate the FEP to stakeholders (mail, newsletter, handbook, email, other) E. picture(s) showing copies of the current FEP available in a designated location at the school or school event(s)</p> <p><b>June 1, 2023</b> For the review and improvement of the FEP, provide documentation samples of:</p> <p>F. flyers, digital communications, newsletters or other meeting notices/invitations that include the meeting date and time G. sign-in sheets with stakeholder roles from meetings and events to gather parent input and recommendations H. dated meeting agenda with minutes, notes or other documentation of discussion and/or feedback surveys I. draft 2022-2023 FEP</p>
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<b>D2- School-Parent Compact</b>		
<b>Program Requirement(s)</b>	<b>Required Activity/Guiding Question(s)</b>	<b>Minimum Documentation</b>
<p>Compacts are developed and shared with families. Compacts describe:</p> <ul style="list-style-type: none"> <li>• how the school provides high-quality curriculum and instruction that enables students to meet state academic standards</li> </ul>	<p>Does the school-parent compact, jointly developed with parents, include the required components?</p> <p>The compact must identify:</p>	<p><b>October 21, 2022</b> Upload the following: A. Principal Confirmation that the Compact was updated in the spring with stakeholders <u>or</u> meeting agenda, sign-in</p>







<ul style="list-style-type: none"><li>• how (and when) teachers and parents can maintain ongoing communication through parent-teacher conferences, frequent progress reports, and reasonable access to staff</li><li>• how families can support their child’s learning through opportunities for parents to observe and/or volunteer in their child’s class.</li></ul> <p>ESSA §1116(d)</p> <p>During annual parent-teacher conferences, discuss the compact as it relates to the individual child’s achievement. ESSA §1116(d)(2)(A)</p> <p>Schools shall develop jointly with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. ESSA §1116(d)</p>	<ul style="list-style-type: none"><li>• what the school is doing to provide high-quality curriculum and instruction in a supportive and effective learning environment</li><li>• what parents and family members can do to support their child’s learning at home and school</li><li>• method(s) staff and parents are available to ensure ongoing communication</li></ul> <p>When and how was the compact discussed with the parent during conferences related to the individual child’s achievement?</p> <p>How were parents and family members of participating children involved in the review and revision of each school’s school-parent compact?</p> <p>Note: If applicable, the parents of PreK students are included in the stakeholder group and compact documentation. The compact should also include PreK-specific information.</p> <p>The school may use any existing committee or process to involve family members in the review and joint planning as long as:</p> <ul style="list-style-type: none"><li>• it includes a representation of families of students</li><li>• Title I related content is noted in the notice, agenda, minutes/notes, and/or other materials.</li></ul>	<p>sheets, minutes documenting feedback and meeting invitations/notices</p> <ul style="list-style-type: none"><li>B. the current dated school-parent compact(s)</li><li>C. completed compact checklist</li></ul> <p><b>November 18, 2022</b></p> <ul style="list-style-type: none"><li>D. dated conference agenda, principal communication to staff to discuss the compact at conferences (email, dated staff meeting minutes, etc.), and/or other documentation confirming discussion of the compact at parent-teacher conferences</li><li>E. picture(s) showing copies of the current compact(s) available in a designated location at the school or a school event(s)</li></ul> <p><b>June 1, 2022</b></p> <ul style="list-style-type: none"><li>F. flyers, digital communications, newsletters or other meeting notices/invitations that include the meeting date and time</li><li>G. sign-in sheets with stakeholder roles from meetings and events to gather parent input and recommendations</li><li>H. dated meeting agenda with minutes, notes or other documentation of discussion and/or feedback surveys</li><li>I. draft 2022-2023 school-parent compact</li></ul>
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Student Support & Transitions		
E1- Student Support		
Program Requirement(s)	Required Activity/Guiding Question(s)	Minimum Documentation





<p>Provide additional assistance to students the school determines need help in meeting the challenging State academic standards ESSA §1112(b)(2)(C)</p> <p>The school must ensure that students having difficulty attaining the proficient or advanced levels of academic achievement are provided with effective, timely additional support, including measures to ensure difficulties are identified on a timely basis; and provide information for effective assistance to students 34 CFR 200.28 (d)</p> <p>Schools coordinate and integrate Title I-A services with other programs and services to eliminate duplication, reduce fragmentation and increase program effectiveness. ESSA §1112(c)(4)</p>	<p>How has the Schoolwide Program provided additional assistance to students not mastering academic standards?</p> <p>What is the process used to coordinate services for a student eligible to receive services from multiple programs?</p>	<p><b>December 9, 2022</b></p> <p>Provide evidence identifying:</p> <ul style="list-style-type: none"> <li>A. The process taught to staff and used to identify students needing academic support and the steps taken when interventions are not successful. (SAT Process)</li> <li>B. type(s) of academic assistance provided, when and by whom (intervention teacher schedules, intervention plans, etc.)</li> </ul> <p><i>A list of students receiving ongoing assistance must be kept on file and available upon request. Records must be kept for at least five years (plus the current year).</i></p>
<b>E2- School Transitions</b>		
<b>Program Requirement(s)</b>	<b>Required Activity/Guiding Question(s)</b>	<b>Minimum Documentation</b>



<p>Schools shall implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.</p> <p>To close the achievement gap, each school plan shall describe how the school will support, coordinate, and integrate services with early childhood education programs, including plans for transition of children to local elementary school programs.          ESSA §1112(b) (8, 10)</p>	<p>If applicable, how does the school support, coordinate, and integrate services with early childhood programs, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs?</p> <p>If applicable, how does the school implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? Consider how the school:</p> <ul style="list-style-type: none"> <li>• coordinates with institutions of higher education, employers and local partners; and</li> <li>• increases student access to early college high school, dual or concurrent enrollment opportunities, and/or career counseling to identify student interest and skills.</li> </ul>	<p><b>May 19, 2023</b></p> <p>Provide documentation from transition activities and events, including meeting notices/invitations, corresponding dated agendas, meeting notes, materials, school-to-school communications, etc.:</p> <ul style="list-style-type: none"> <li>A. Pre-K to Kindergarten</li> <li>B. Elementary to Middle School</li> <li>C. Middle School to High School</li> <li>D. High School to College and Career</li> <li>E. For ALCs, document the orientation process for new students.</li> </ul> <p><i>Schools are responsible for documenting transition events for all applicable grade levels represented at their site.</i></p>
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**E3- Student Progress & Parent Support**

Program Requirement(s)	Required Activity/Guiding Question(s)	Minimum Documentation
<p>The school must provide, at a minimum, reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities          ESSA §1116(d)(2)(C)(D)</p>	<p>How has the school ensured regular two-way, meaningful communication between family members and school staff?</p>	<p><b>March 10, 2023</b></p> <p>Provide examples of:</p> <ul style="list-style-type: none"> <li>A. communications to parents containing the date(s) and location(s) of parent-teacher conferences such as flyers, emails, calendars, or office handouts</li> <li>B. multiple other examples of communicating a child’s academic progress such as: emails, academic progress updates, formative assessment results, etc.</li> </ul>



		C. multiple communications to families to volunteer, participate or observe in their child’s class or communicate with their child’s teacher (handbook, newsletter, website, flyers, etc.)
<b>Staff Training and Qualification</b>		
<b>F1- Title I Funded Staff</b>		
<b>Program Requirement(s)</b>	<b>Required Activity/Guiding Question(s)</b>	<b>Minimum Documentation</b>
<p>Daily schedules of all teachers and staff fully or partially funded with the school’s Title I allocation are collected to ensure teachers and staff are assigned to allowable activities. No more than 10% of a Title I funded teacher or staff member should be spent on “other duties as assigned.”</p> <p>All paraprofessionals in a Title I program providing instructional support are directly supervised by an appropriately licensed teacher. 34 CFR 200.59</p>	<p>What direction and supervision have instructional paraprofessionals received from an appropriately licensed public-school teacher?</p>	<p><b>October 21, 2022</b> For <b>teachers and</b> staff funded with the school’s Title I allocation, provide their:</p> <ul style="list-style-type: none"> <li>A. daily schedule(s) (for teachers indicate co-teaching at middle and high school level)</li> </ul> <p>For <b>Kindergarten Teaching Assistants</b> also upload:</p> <ul style="list-style-type: none"> <li>B. supervising teacher schedule</li> <li>C. documentation the teacher completed the progress monitoring</li> <li>D. activity plans written by the teacher and implemented by the teaching assistant or communications with instructions or planning between the Teacher and TA.</li> </ul>
<b>F2-PD on Working with Families</b>		
<b>Minimum Documentation</b>	<b>Minimum Documentation</b>	<b>Minimum Documentation</b>
<p>Schools shall educate staff, with the assistance of parents, in the value and utility of contributions of parents. How to reach out to, communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. ESSA §1116(e)(3)</p>	<p>How were staff educated, with the assistance of families, about building relationships and working with families as equal partners?</p>	<p><b>March 10, 2023</b> Provide evidence of family feedback used to develop staff professional development on working with families:</p> <ul style="list-style-type: none"> <li>A. Evidence of feedback collected from families or considered when developing professional development related to working with families.</li> </ul>



		B. professional development agendas, presentations, handouts, or other training materials C. sign-in sheets or participant list
<b>Inventory</b>		
<b>G1- Inventory</b>		
<b>Program Requirement(s)</b>	<b>Required Activity/Guiding Question(s)</b>	<b>Minimum Documentation</b>
The school adequately safeguards all items purchased with Title funds and assures their use for Title-funded activities. 2 CFR §200.302 (b)(4), §200.313	How has the school ensured that all items purchased with Title funds are protected, maintained, and available for use according to Title I Part A and Title II activities?  What property records has the school maintained for any item defined as portable and attractive purchased with Title funds?	<b>February 17, 2023</b> Provide evidence of completed Title I inventory Process: A. Title I Inventory Sheet with reconciled inventory items marked as: <ul style="list-style-type: none"> <li>○ Found- In Use</li> <li>○ Found- Needs to be Retired</li> <li>○ Not Found/Lost/Stolen</li> </ul>
IF TITLE I FUNDS ARE USED TO FUND AN EVENT, ALL NOTICES MUST SAY "FUNDED IN PART BY TITLE I"		