

TITLE 1 HANDBOOK
2022-2023

**Lamoille North Supervisory Union/Lamoille North Modified
Unified Union School District
95 Cricket Hill Road
Hyde Park, Vermont 05655**

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What is Title 1?

Title 1 of the Elementary and Secondary Education Act provides financial assistance to state and local education agencies to meet the needs of at-risk children. The purpose of Title 1 is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

What Do Title 1 Programs Generally Offer?

The Title 1 program will provide students with extra educational assistance.

Title 1 programs generally offer:

- Smaller classes or special instructional spaces
- Additional support
- Opportunities for professional development for school staff
- Extra time for teaching students the skills they need to meet
- Individualization for students
- Additional teaching materials which supplement students' regular instruction

Title 1 schools:

- Identify the students at their school who need the most educational assistance based on criteria the school has chosen. Students do not have to be from low-income families to receive Title 1 services.
- Set goals for improving the skills of educationally disadvantaged students at their school.
- Measure student progress to determine the success of the Title 1 program for each student.
- Develop programs for each individual student in order to support/supplement regular classroom instruction.

How Do Schools and Districts Receive Title I Funds?

The federal government provides funding to each state. State educational agencies send this money to school districts. How much money each district receives is determined by the number of low-income students attending that district.

Targeted Assistance Program

A targeted assistance school receives Title 1, Part A funds to provide services to a select group of children – those the school identifies, on the basis of multiple educationally-related objective criteria, as failing or most at-risk of failing to meet the state's challenging content and performance standards. A targeted assistance school may not provide services for all students in the school, or for all students in a particular grade.

School-Wide Program

A school-wide program uses its Title 1 allocation to upgrade the entire educational program of the school in order to raise the academic achievement for ALL students at the school. A school-wide program is built upon school-wide reform strategies rather than separate, add-on services. All elementary schools in LNSU/LNMUUSD are school-wide programs.

Eligibility for School-Wide Title 1

School-wide programming is available to schools that have 40% or more of their students from families who are economically disadvantaged or a state waiver option for eligible Title 1 schools with less than 40%. Typically, this is calculated through the school's free/reduced lunch count.

Flexibility

Due to their unique nature and high poverty percentages, school-wide programs are allowed much greater flexibility than Title 1 targeted assistance programs. School-wide programs have the ability to exercise flexibility in:

- Co-mingling federal funds
- Using school-wide funds to meet the needs of the school
- Providing services to students
- Delivery of services
- Providing comprehensive professional development aligned to the school's needs. Although school-wide programs are provided with greater flexibility, this comes with an expectation of greater results.

Purpose of Title 1 School-Wide Programming

School-wide programming is a process of school improvement based upon a comprehensive reform strategy and is designed to upgrade the entire educational program in a Title 1 school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficiency and advanced levels of achievement on state achievement standards. This school-wide reform strategy requires that a school:

- Conduct and document a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan that includes the required school-wide components of school-wide programming; and
- Conduct and document an annual review of the effectiveness of the school-wide program and revise the plan as necessary.

Required Components of School-Wide Title 1

1. A comprehensive needs assessment – includes student achievement data, school program/process data, perception data, and demographic data and has disaggregated the data to identify the needs of all students including subgroups.
2. School-wide reform strategies – provides opportunities for all children to meet the State's standards; including subgroups; uses methods and instructional opportunities to strengthen the academic program; increases amount and quality of learning time; provides an enriched and accelerated curriculum by incorporating the concept of a well-rounded education; and addresses the needs of all children at school, particularly those at-risk of not meeting the State's academic standards. Activities may include:

- *counseling, mental health programs, instructional support services, mentoring services, and other strategies to improve students' skills outside of academic subject areas
- *implementation of a school-side tiered model to prevent and address problem behavior and early intervention services
- *professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, use of data for academic assessments, and to recruit and retain effective teachers
- *strategies for assisting preschool children in the transition to local elementary school programs and/or establish or enhance preschool programs for children under 6 years of age.

3. Coordination and integration of federal, state, and local services and programs and schools implementing improvement activities for comprehensive support

Ongoing Evaluation

Once a school is approved to operate as a school-wide Title 1 program, it does so according to the plans it has created. However, because school-wide programs are designed to be continuous improvement models, schools are expected to engage in annual reflection and evaluation of the plan's effectiveness. Although the federal law requires documentation of an annual (once a year) evaluation, the Office of Federal Title 1 programs expects regular, ongoing evaluation of the following:

- The academic achievement of all students has improved, particularly of low-achieving students;
- The school-wide goals and objectives contained in the plan were achieved;
- The school-wide components are being implemented;
- The plan is still appropriate as written.

Review Process

Annual Review

Plan a meeting for the Annual Review. This process must include the agenda of the Annual Review and meeting minutes that indicate the results of the Annual Review. The purpose of the annual review is to evaluate the strategies in the school-wide plan to determine if they are contributing to the preferred outcomes either in terms of improvement in student achievement or increases in other activities that lead to increased student achievement (i.e., increased parental involvement and high-quality professional development). Some suggested steps for carrying out the annual review process include:

- *Review the strategies and action steps originally proposed in the school-wide plan.
- *Use the findings and recommendations to identify the parts of the school-wide plan that have been implemented ineffectively or not at all.
- *Solicit the input of all stakeholders in identifying strategies that are more effective to achieve identified goals.
- *Identify any additional training that is needed to improve implementation.
- *Determine if additional resources are needed to implement the revised improvement plan and, if so, how they will be combined.
- *Re-establish responsibilities and timelines for implementing the revised plan.
- *Communicate to all stakeholders what has been incorporated into the revised plan.
- *Review the evaluation design that was used and make changes as appropriate to reflect plan modifications in preparation for the following year's program evaluation.

Monthly Reviews

Tracking and discussion of data is recommended each month.

Analyze the data results. Is there significant progress? Do you need additional data? Have any new issues or areas of concern emerged? Will these require changes to your original plan? Should you implement these changes now, or record them for discussion at a major/yearly review?

If there is no significant progress over a reasonable amount of time, are there changes you should make to your original plan?

View your school's timeline for implementation. Are there any actions that were scheduled to be completed but were not?

Note changes in each month's data. Did something different happen that month that may account for this change?

Are there certain instructional practices that teachers like/dislike more than others? What do the data results demonstrate about these instructional practices?

Yearly Review

Examine the progress the school has made toward each goal. If adequate progress is not being made, examine the data further to determine whether any relevant trends or relationships can be seen.

Review student achievement – this is the main focus of your school-wide plan. Have you raised student achievement? Disaggregate data based on student participation in school-wide activities. Determine, is our school-wide plan raising student achievement? Why or why not? Which goals are helping? Which goals are not?

Are the needs that you first observed still prioritized accurately? Are any new needs emerging? Review goals, indicators, and strategies to determine if any revisions are needed. Are there any outside factors that could be influencing each month's data?

Continuous Improvement

Federal law requires the results of the annual review be shared with stakeholders (i.e., parents, staff, community members, and school board). These results should provide a roadmap for the future progress of the school-wide program, so it is imperative that this information be clear, understandable, and avoid the use of technical jargon. School-wide programs should invite stakeholder input regarding the results of their annual review and proposed initiative changes. Then the school should identify the final changes that will be incorporated into the existing school-wide plan.

The purpose of the annual review of the school-wide program is to ensure that the program described in the school-wide plan is implemented as designed and that its implementation has a positive effect on student achievement.

Annual Review Meeting

Each year, schools must hold an annual review meeting to review their entire Title 1 school-wide program (usually in the spring) – the student selection process, professional development, the parent involvement policy, the compact, classroom teacher communication, assessment methods, service methods, curriculum, and any other items important to the operation of your Title 1 school-wide program at your school. This is an opportune time to review the parent assessment surveys, thereby getting parent input into the review of your program as well. Therefore, if there are programmatic changes to be made, they can be implemented the subsequent school year. Questions to be considered include:

- What worked well this year?
- What changes would we like to make for next year?

Usually the teacher(s)/interventionist(s) and administrator, as well as any other interested/involved staff members attend the annual review meeting. It is important to remember to document the meeting with an agenda, meeting date, and/or minutes of the meeting. You are required to inform parents of the results of this annual review meeting. Some ideas for informing parents on the results of this meeting include summarizing it in an article in the school newsletter or writing a memo to parents.

Parent and Family Engagement Policy

In support of strengthening student academic achievement, each district that receives Title 1, Part A funds or services must develop jointly with, agree with, and distribute to, parents of participating children, written parental involvement policies that contain information required by the Elementary and Secondary Education Act (ESEA). These policies establish the district's and school's expectations for parental involvement and describes how the district and school will implement a number of specific parental involvement activities.

(See Appendix I for the LNSU/LNMMUUSD Parent and Family Engagement Policy)

School Parent Compact

Each school that receives Title 1, Part A funds or services must develop jointly with, agree on with, and distribute to, parents of participating children a written School-Parent Compact that contains information required by the Elementary and Secondary Education Act (ESEA). The compact must outline how parents and the school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Below are a few things to keep in mind regarding the School-Parent Compact:

- This cannot just be a verbal agreement.
- You must have a copy on file and documentation of how it was distributed. (Signatures on the Compact are optional.)
- How do you measure its worth? How are parents involved in this process?
- Are there elements of how parents can enhance learning at home? Do parents agree or actually follow through with these ideas? Do you ask why if they do not agree? Do you ask for ideas on what they believe works?

(See Appendix II for the LNSU/LNMMUUSD District/School-Parent Compacts)

Assessing Parental Involvement

The Title 1 program is required to assess the involvement of parents in their program (usually towards the end of the year). This assessment method must be documented so that it is available for review. Schools and districts often choose to meet this requirement by administering a survey to Title 1 parents that asks them to review the parental involvement/school-wide plan and share how effective and realistic the plan was in its implementation. Please note that you do not have to use a survey to meet this requirement. This is just the most common method that is used. Other ideas for this requirement could be having an end of the year meeting to assess the program with parents or actually calling parents at the end of the year and asking assessment questions. Whatever method you use, please remember that you must somehow document that the assessment took place.

Below are a few things to keep in mind regarding the Assessment of Parental Involvement:

- How you assess the parental involvement component is a local decision. Most often, it is a survey sent out to parents. The idea is to give parents a chance to voice their feelings by asking them, "How did we do?"
- Do you discuss the assessment results with parents? Or do you, for example, just read what the parents have said?

(See Appendix IV for Parent Involvement Evaluation)

Annual Parent Meeting

Each year, Title 1 programs are required to host a meeting for parents to explain what the Title 1 program is and how parents can become involved in the Title 1 program. (This is different from the Annual Review meeting, which is also a requirement.) At this meeting, the following issues must be addressed:

- Explain their school's participation in Title 1;
- Explain the Title 1 school-wide requirements;
- Explain what participation in Title 1 school-wide programming means, including:
 - A description and explanation of the school's curriculum;
 - Information on academic assessments used to measure student progress; and
 - Information on the proficiency levels students are expected to meet.
- Explain the district/school parental involvement policy and school-parent compact;
- Explain the right of parents to become involved in the school's programs and ways to do so;
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any suggestions as soon as practicably possible.

In order to keep parents informed, schools must invite all parents of children participating in Title 1, Part A programs and encourage them to attend. In a school-wide program, this means ALL parents should be invited. Schools must offer a flexible number of meetings, such as in the morning or evening so that as many parents as possible are able to attend.

You must be able to document this meeting with minutes, agenda, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Below are a few things to keep in mind regarding the Annual Parent Meeting:

- This can be an introduction to the Title 1 program, a workshop, a welcome night, etc. – the format is up to you. Preferably, this meeting occurs at the beginning or in the fall of the school year.
- This meeting, whatever forms it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents about the program?
- Do you involve parents in the agenda? Do you try to get ideas from them on what this meeting should involve?

(See Appendix V for Parent Involvement Annual Meetings)

Providing Opportunities for Training Parents

The Title 1 school-wide program should provide parents with opportunities to become partners with the school in promoting the education of the child at school and at home. This should include information about specific methods parents can use at home to complement their child's education.

Below are a few things to keep in mind regarding opportunities to train parents:

- This requirement could be evidenced by parent training sessions or workshops, copies of handouts and/or newsletters distributed to parents, and examples of information exchanged at parent-teacher conferences.

Informing Parents of Student Progress

Parents must be kept informed of their child's progress. A few things to keep in mind regarding informing parents of student progress include:

- The method used to notify parents must be documented.
- This notification must be disseminated at least twice a year, ideally more often.

Six Types of Parental Involvement

Parental involvement has always been a key component in Title 1 law. Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve to high academic standards. A review of available research and literature on parental involvement indicates there are multiple types of parental involvement. Dr. Joyce Epstein of John Hopkins University, has developed a framework for defining six different types of parental involvement. These include:

- *Parenting* – Professional workshops, training opportunities, and other ideas to assist families in parenting and assisting their child.
- *Communicating* – Conferences, report cards and academic progress, and other verbal communication with parents about their child.
- *Learning at Home* – Homework support, library resources, and other outside learning contacts to help parents assist their child.
- *Volunteering* – Through supporting school events, involvement with classroom activities, and other community opportunities for students and parents.
- *Decision Making* – Through attendance at school meetings, participation in addressing concerns, and by helping other parents.

- *Collaborating with Community* – Using community resources for school/family assistance, involvement of community groups in schools, and community/school mentoring programs.

Below are a few things to keep in mind regarding the six types of parental involvement:

- The methods used by schools to implement these parental involvement initiatives must be documents. You must have copies of this documentation on file for monitoring purposes.
- Are you implementing all six types of parental involvement? Is the school strong in one area and weak in another?
- Are the six types of parental involvement evaluated in your assessment for parental Involvement? What are parents' thoughts regarding these initiatives?

Parent's Right to Know Clause

The *Every Student Succeeds Act* requires districts receiving Title 1 funds to notify parents of each student attending a Title 1 building that they, as parents, may request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. This notification must be disseminated at the start of each school year. Also, if parents request this information, the school must provide the response in an easily understandable format. Keep in mind that:

- This notification must occur annually.
- This notification must be disseminated at the start of the school year.
- The method used to notify parents must be documented.
- Schools must have the information regarding staff qualifications ready to distribute to parents upon request.

Highly Qualified Staff Provision

If a child is taught for four consecutive weeks by a teacher who does not meet the federal definition of highly qualified, his/her parents must be notified of this fact. This notification is the responsibility of the school administration.

(See Appendix VI for Parent Notification Requirement)

EL Parent Notification

Title 1 law requires schools to notify parents if their child is placed in a program for EL (English Learners).

Aide/Paraprofessional Requirements

All aides/paraprofessionals working in a program supported with Title 1 funds, with instructional duties under the supervision of a certified teacher, must be highly qualified. Any newly hired aides/paraprofessionals must meet the requirements before they are eligible for hire. In school-wide Title 1 schools, all aides/paraprofessionals must be highly qualified.

In school-wide programs, all instructional aides work under the supervision of a certified teacher who the primary responsibility for providing the instructional services to students. Aides do not provide or create instruction to students – they only further assist students who are receiving instruction by a certified teacher.

This could include:

1. providing 1:1 tutoring (materials prepared by certified teacher) if such tutoring is scheduled at time when a student would not otherwise receive instruction from a teacher.
2. Assisting with classroom management.
3. Providing instructional assistance in a computer lab or with other technology.
4. Conducting parental involvement activities.
5. Providing student support in a library or media center.
6. Acting as a translator.
7. Providing instructional support services under the direct supervision of a certified teacher.

Ways to meet the requirements

Aides/paraprofessionals working in a program supported with Title 1 funds, with instructional duties, must meet one of three requirements to be employed in a Title 1 program. These include:

1. Obtain an associate's degree (or higher) from an institution of higher education; or
2. Complete at least two years of study at an institution of higher education; or
3. Meet a rigorous standard of quality, which includes an assessment of reading, writing, and math.

Professional Development

School-wide Programs – In a school-wide Title 1 program, professional development should be the cornerstone of the school's reform initiatives. School-wide Title 1 funds can be used to pay for professional development for all staff. The professional development must be related to the school-wide goals outlined in the school-wide plan.

Time and Effort

The federal law requires all employees, including teachers, paraprofessionals, and other staff that are paid with federal funds to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program. For instance, if a school-wide teacher spends 100% of his/her time working with students and on Title 1 funded responsibilities, then 100% of his/her salary is to be paid with Title 1 funds. On the other hand, if an individual is working as part of the Title 1 school-wide program 50% of the time, then the remaining 50% would be paid from local funding. The purpose of documenting time and effort is to ensure that a district does not use federal funds to compensate an employee for time spent on any other program.

When is Time and Effort Documentation Required?

All individuals being paid with federal funds must document their time and effort, no matter the percentage of time they are paid. An employee dedicating 5% of his/her time to a federal program must document time and effort just as an individual employed 100% to a federal program would have to document time and effort. The difference is the type of documentation that each employee is responsible to complete.

What Type of Documentation Is Required?

As stated above, when grant funds pay for a portion or for all of a staff's salary and benefits, time and effort documentation is necessary to verify the employees' duties line up with the grant strategy or cost objective. The Finance Coordinator will provide either a Personal Activity Report (PAR) or a Semi-Annual Time Certification as determined by the employee's job duties and grant strategy cost objective.

Personal Activity Report (PAR) – Used for employees working on multiple cost objectives or if their day would not be 100% reimbursable under the grant guidelines. PARS are due monthly.

Time Certifications – Used for employee's working 100% of their time on one cost objective or where 100% of their time worked is covered OR could be covered by the grant. Time Certifications are due semiannually.

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.

What are the Repercussions if Employees Do Not Document Their Time and Effort?

When district are monitored, federally paid employees will be asked to submit documentation of their time and effort. If no documentation or inadequate information is provided, the district will be cited as being out of compliance. More extreme action could be taken, requiring districts to reimburse the federal government for paying salaries without adequate time and effort justification.

Does This Just Pertain to Title 1 Programming?

This requirement pertains to all federal programs, not just Title 1.

What if there are Differences?

If there are differences in the amount of time that an individual is reporting and what is actually being paid, adjustments must be made in the payroll to accurately reflect the time and effort spent on a particular federal program.

(See Appendix VII for Instructions for Completing Federal Time Documentation)

Scientifically Based Research

When an instructional program or practice is based on scientifically based research, there must be consistent and reliable evidence that the particular program or practice has been proven effective in raising academic achievement. All Title 1 school-wide programs must use instructional strategies and methods that have been proven by scientifically based research to have a positive impact on student performance.

Dispute Resolution Procedure Requirement

Federal regulations require that each district adopt procedures for receiving and resolving disputes pertaining to the Title 1 program.

(See Appendix III for Elementary and Secondary Education Act (ESEA) Complaint Procedures)

Inventory Requirements

Equipment is defined as tangible personal property with a useful life of more than one year and a per unit acquisition cost of \$5000.00 or more.

Equipment records must be maintained and will include the following:

- a. Description of equipment
- b. Serial # or other identification number
- c. Source of funding
- d. Federal Award Identification # (FAIN)
- e. Title holder
- f. Acquisition date
- g. Acquisition cost
- h. Percentage of federal participation
- i. Location
- j. Use
- k. Condition
- l. Date of last physical inventory
- m. Date of disposition
- n. Method of disposition
- o. Sale price

A physical inventory of the equipment will be taken at least once every two years and the results reconciled with the equipment records (Item 1).

Adequate safeguards will be taken to prevent loss, damage or theft. Any loss, damage or theft will be investigated.

Equipment will be maintained in good working condition.

During the time that equipment is used on the project or program for which it was acquired, the non-Federal entity must also make equipment available for use on other projects or programs currently or previously supported by the Federal Government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by the Federal awarding agency that financed the equipment and second preference must be given to programs or projects under Federal awards from other awarding agencies. Use for non-federally-funded programs or projects is also permissible. User fees should be considered if appropriate.

Equipment with a current per unit fair market value of \$5000.00 or less (at the time of disposition) may be sold or otherwise disposed of at the discretion of the SU/District. The Equipment Record in item 1 will be updated with disposition information.

Equipment with a current per unity fair market value over \$5000.00 (at the time of disposition) requires disposition instructions from the federal awarding agency per 2 CFR Statute 200.313(e). The Equipment Record in item 1 will be updated with disposition information.

Appendix I

PARENT AND FAMILY ENGAGEMENT POLICY

The LNSU Parent and Family Engagement Policy is on the Lamoille North Supervisory Union website at www.lnsd.org.

On the website:

Click on Schoolboard

Click on Policies

Click on Section E – School and Community Relations

Click on E1: Parent and Family Engagement Policy

Appendix II

TITLE 1 SCHOOL-PARENT COMPACTS

CAMBRIDGE ELEMENTARY SCHOOL PARENT-SCHOOL COMPACT 2022-2023

It is important that families and schools work together to help students achieve high academic standards. Through ongoing discussions that include teachers, families, students, the school board, and other interested community members, the following are roles and responsibilities that we, as partners in the education of the children of Cambridge, agree to carry out to support student success in school and in life.

Staff Pledge:

The staff of the Cambridge Elementary School agree to carry out the following responsibilities to the best of our abilities:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate our students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide an inviting, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and colleagues to make our school an accessible and welcoming place for families and that help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Student Pledge:

The students of the Cambridge Elementary School agree to carry out the following responsibilities to the best of their abilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with our parents and teachers about school experiences so that they can help us to be successful in school.
- Limit TV watching and study or read every day after school.
- Respect the school, our classmates, the school's staff, and families.

Family/Parent Pledge:

The parents/families of Cambridge Elementary School students agree to carry out the following responsibilities to the best of their abilities:

- Provide a quiet time and place for homework, and monitor TV viewing.
- Read to our children or encourage them child to read independently every day.
- Ensure that our children attend school every day, get adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor our children's progress in school.
- Participate at school in activities such as the PTA, volunteering, chaperoning field trips and special events, attending parent-teacher conferences, and attending school board meetings.
- Communicate the importance of education and learning to our children.
- Respect the school, staff, students, and families.

EDEN CENTRAL SCHOOL PARENT-SCHOOL COMPACT 2022-2023

It is important that families and schools work together to help students achieve high academic standards. Through ongoing discussions that include teachers, families, students, the school board, and other interested community members, the following are roles and responsibilities that we, as partners in the education of the children of Eden, agree to carry out to support student success in school and in life.

Staff Pledge:

The staff of the Eden Elementary School agree to carry out the following responsibilities to the best of our abilities:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate our students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide an inviting, safe, and caring learning environment.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and colleagues to make our school an accessible and welcoming place for families and that help each student achieve the school's high academic standards.

Student Pledge:

The students of the Eden Elementary School agree to carry out the following responsibilities to the best of their abilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Respect the school, our classmates, the school's staff, and families.

Family/Parent Pledge:

The parents/families of Eden Elementary School students agree to carry out the following responsibilities to the best of their abilities:

- Provide a quiet time and place for homework, and monitor use of devices..
- Read to our children or encourage them to read independently every day.
- Ensure that our children attend school every day, get adequate sleep and proper nutrition.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to our children.
- Respect the school, staff, students, and families.

HYDE PARK ELEMENTARY SCHOOL 2022-2023 – TITLE I PARENT-SCHOOL COMPACT

Hyde Park Elementary School: A joyful community of independent learners prepared for an evolving world.

It is important that families and schools work together to help students achieve high academic standards. Through ongoing discussions that include teachers, families, students, the school board, and other interested community members, the following are roles and responsibilities that we, as partners in the education of the children of Hyde Park, agree to carry out to support student success in school and in life.

Staff Pledge:

The staff of the Hyde Park Elementary School agrees to carry out the following responsibilities to the best of our abilities:

- Provide learning opportunities through interesting and challenging experiences.
- Inspire high expectations.
- Develop a community of joyful learners
- Communicate regularly with families about student progress.
- Provide an inviting, safe, and caring learning environment.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Participate in evidence based, equitable and collaborative decision-making that promotes student success.
- Honor the school, students, staff, families and the community.

Student Pledge:

The students of the Hyde Park Elementary School agree to carry out the following responsibilities to the best of their abilities:

- Come to school on time, be ready to learn and to have fun.
- Bring necessary materials.
- Know and follow school and class expectations.
- Communicate regularly with our parents and teachers about school experiences so that they can support our successes and challenges.
- Limit screen time.
- Engage in social and academic learning within the community.
- Honor the Hyde Park Elementary School Community and respect all members.

Parent/Family Pledge:

The parents/families of Hyde Park Elementary School students agree to carry out the following responsibilities to the best of their abilities:

- Communicate the importance of education and learning to our children.
- Provide enriching learning experiences.
- Read to your child/children and/or encourage them to read independently every day.
- Ensure that your child/children attend school every day, get adequate sleep, regular medical attention, and proper nutrition.
- Participate in your child/children's learning progress.
- Participate in school activities such as PIE,(Parents in Education), volunteering, chaperoning field trips and special events; attend parent-teacher conferences.
- Honor the school, staff, students, and families.

Revised November 2021

JES TITLE I PARENT-SCHOOL COMPACT 2022-2023

JES' "Title I School-Wide Program" allows the school to use its federal Title I funds to support a broad range of supplemental programming that strengthens instruction on a school wide basis. We use Title I funds to support our pre-school program, additional teachers, paraprofessionals to work with students struggling in reading and math, and our after school program. Further, these funds support professional development experiences for the staff.

As part of JES' "School-wide" Title I program, we have developed the following "parent-school compact", which sets forth the responsibilities that each of the three main partners in education – students, parents, and staff – must fulfill in order maximize educational outcomes for our students. It is important that families and schools work together to help students achieve high academic standards. Children feel a sense of pride when they know their parents are involved at their school and teachers feel rewarded and appreciated when they are supported by parents. The role of parents in a child's education is crucial and Johnson Elementary School welcomes you to become an active participant in our school community.

Staff Commitments:

The staff of the Johnson Elementary School agrees to carry out the following responsibilities to the best of our abilities:

School Learning Environment:

- We will provide an inviting, safe, and caring learning environment.
- We will model the school expectations of Respect, Responsibility, and Safety.
- We will participate in professional development to improve teaching and learning

Academics:

- We will develop curriculum that supports students in learning the content set forth in the Common Core State Standards, Next Generation Science Standards, College Career and Civic Life Framework for Social Studies
- We will provide meaningful assignments both at school and/or at home to reinforce and extend learning
- We will set high expectations for students
- We will motivate our students to excel
- We will help every child to develop a love of learning.

Habits of Mind:

- We will honor the whole child
- We will nurture and emphasize skills for life-long learning
- We will nurture and emphasize social and emotional cognitive skills and problem solving so that the student can engage in happy and healthy relationships
- We will promote a growth mindset in which the student experiences success along their own personal continuum

Family and School Partnership:

- We will support the formation of partnerships with families and the community.
- We will communicate regularly with families about student progress.
- We will actively participate in collaborative decision-making and consistently work with families and colleagues to make our school an accessible and welcoming place

Student Commitments:

The students of the Johnson Elementary School agree to carry out the following responsibilities to the best of their abilities:

- I will come to school ready to learn and work hard.
- I will bring necessary materials, completed assignments, and homework.
- I will know and follow the school expectations of Respect, Responsibility, and Safety.
- I will communicate regularly with my parents and teachers about school experiences
- I will read every day after school.
- I will limit my screen time (TV, computer, video games, etc.)

Parent / Caregiver Commitments:

The parents/families of Johnson Elementary School students agree to carry out the following responsibilities to the best of their abilities:

Home Learning Environment

- I will communicate the importance of education and learning to my child(ren).
- I will read to my child(ren) and/or encourage them to read independently every day.
- I will provide my child(ren) with a quiet time and place for homework.
- I will monitor and limit my child's screen time (TV, computer, video games, etc.)

Health and Wellness

- I will ensure that my child(ren) attend school every day, on time
- I will ensure that my child(ren) has a regular sleep schedule appropriate for his or her age
- I will ensure that my child(ren) has access to proper nutrition at home and/or through the school meals program

School Communication

- I will regularly monitor my child(ren)'s progress in school.
- I will attend the Parent Teacher conference in November
- I will contact my child(ren)'s teacher regularly to support my child(ren)
- I will feel comfortable contacting the school principal, Mr. Manning, as needed
- I will become familiar with school policies and procedures

School Involvement

- I will participate in activities such as the PTA, volunteering, chaperoning field trips and special events
- I will attend School Board meetings and/or read the meeting minutes
- I will Respect the school, staff, students, and families.

How to communicate your concerns to the school: Effective communication between parents and school staff is essential. If you have a question or concern about your child or any aspect of what is happening at school, it is usually best to contact your child's teacher. If you are dissatisfied with the teacher's response or if you feel the issue is not appropriate to discuss with the teacher, then you should contact the Principal. If the Principal is not able to resolve the issue to your satisfaction, then you may bring it to the attention of the Superintendent and/or School Board.

Right to Review Teacher Qualifications

As a parent of a student at Johnson Elementary School, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner once requested. Specifically, you have the right to inquire about the following information regarding each of your child's classroom teachers:

- Whether the Vermont Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Vermont Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.

- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

Additionally, you have the right to request the level of achievement of your child in each of the state academic assessments. If you would like to receive any of this information, please call our school business assistant, Darci Jewett, at 888-6730.

Revised November 2021

**TITLE I WATERVILLE ELEMENTARY PARENT-SCHOOL COMPACT
2022-2023**

Waterville Elementary School is fortunate to be receiving Title I funds from the federal government. Title I funding is determined by the number of students eligible for free and reduced lunch. The Title I funds we receive have allowed us to hire a full-time teacher, equipment, electronic devices, assessment and intervention materials, and supplies we would not have been able to afford through our general funds. As part of the Every Student Succeeds Act and a requirement for receiving these funds, the Title I regulations require schools to create a Parent-School Compact. The spirit behind this compact is to highlight the importance of having parents, students, and teachers working together with the common goal of increasing student learning and achieving high academic standards. The compact hopes to create ongoing discussions that include teachers, families, students, the school board and other community members to commit to the following roles and responsibilities for the partners in the education of the children of Waterville and Belvidere to agree to carry out:

Staff Pledge:

The staff of Waterville Elementary School agrees to carry out the following responsibilities to the best of our abilities:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate our students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide an inviting, safe and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and colleagues to make our school an accessible and welcoming place for families and to help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

The students of the Waterville Elementary School agree to carry out the following responsibilities to the best of their ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with our parents and teachers about school experiences so that they can help us to be successful in school.
- Limit TV watching and study or read every day after school.
- Respect the school, our classmates, the school's staff and families.

Family/Parent Pledge:

The parents/families of Waterville Elementary School agree to carry out the following responsibilities to the best of their ability:

- Provide a quiet time and place for homework, and monitor TV and computer viewing.
- Read to our children or encourage them to read independently every day.
- Ensure that our children attend school every day, get adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor our children's progress in school.
- Participate at school in activities such as parent organization meetings, volunteering, chaperoning field trips and special events, attending parent-teacher conferences and attending school board meetings.
- Communicate the importance of education and learning to our children.
- Respect the school, staff, students and families.

Revised November 2021

Appendix III

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) COMPLAINT PROCEDURES

**Vermont Agency of Education
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501
(802)-828-1130**

Elementary and Secondary Education Act (ESEA) Complaint Procedures

Purpose

This procedure sets forth the process for resolving a complaint presented by any individual or organization that: (1) a school, school district, supervisory union, other agency authorized by the Local Educational Agency (LEA) or the State Education Agency (SEA), and/or (2) the State Education Agency violated the administration of education programs required by the Elementary and Secondary Education Act (ESEA).

Statutory Requirement

Pursuant to Sec 8304 (a)(3)(C), of the ESEA, a State Educational Agency (SEA) shall adopt written procedures that offer parents, public agencies, other individuals or organizations a method for receipt and resolution of complaints alleging violations in the administration of the programs.

What is a complaint?

A complaint is a written allegation that a school, school district, supervisory union, other agency authorized by a LEA or the SEA, or the SEA has violated the law in the administration of education programs required by the ESEA. A formal allegation must be submitted in writing.

Complainants are encouraged to resolve the issue by speaking to the party in question directly or to speak to the applicable school, district, or supervisory union staff. If the complainant either does not feel comfortable doing so or does not receive a satisfactory resolution, they may file a formal complaint.

Submission of a Formal Complaint

What information should a formal complaint include?

A complaint must identify:

1. The complainant's name and contact information;
2. The alleged ESEA violation(s) and date(s) on which it occurred;
3. The facts supporting the alleged violation; and
4. Any supporting documentation.

How and where should a complaint be sent?

To initiate a complaint that a school, school district, supervisory union, other agency authorized by a LEA or the SEA, or the SEA has violated the administration of an education program, a complainant must submit a written complaint to:

Anne Bordonaro, Director
Federal & Education Support Programs
Vermont Agency of Education
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501

Investigation and Resolution of a Complaint

What happens after a written complaint is submitted to the SEA?

1. Record. Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated, and facts on which the complaint is based, will be initiated.
2. Written Receipt. When a formal complaint is received, the SEA will provide a written receipt to the complainant within 10 business days, which will include the following information: a. The date that the complaint was received; b. A tentative resolution date; c. The name and phone number of a contact person for status updates; d. The investigation plan; and e. A copy of the SEA ESEA complaint procedure.
3. Investigation and Resolution. a. If the complaint is concerning actions of the LEA or schools within an LEA's service area, the SEA will notify the superintendent of the LEA involved within 10 business days of receipt of the complaint. Upon receipt of the complaint, the SEA will look into the situation and request documentation needed from the LEA to clarify the facts. The SEA Federal and Education Support Programs Division Director, or designee, will coordinate the investigation and resolution of the complaint. This may include interviews with the complainant and LEA and/or school staff; review of policies and procedures; and/or review of other pertinent documentation. b. If the complaint is concerning actions of the SEA, the SEA Federal and Education Support Programs Division Director, or designee, will coordinate the investigation and resolution of the complaint.
4. Report. Within 30 business days of receipt of the complaint, the SEA will produce a written summary of the investigation and complaint resolution.
5. File. The SEA will retain a record of all complaints, findings and final resolutions. These documents are considered public record and may be made available to parents, teachers, and other members of the general public in a format that meets privacy law requirements.

What information is sent to the complainant about the investigation regarding an alleged violation?

When the investigation is complete, the SEA Federal and Education Support Programs Division Director will notify the complainant in writing regarding the outcome of the investigation.

Can any complainant alleging a violation submit the complaint directly to the United States Department of Education?

Yes. To report fraud, waste, abuse, misuse or mismanagement of U.S. Department of Education (ED) program funds a complainant can use the Office of Inspector General (OIG) online [Hotline Complaint Form](#) found on the ED website

If preferable, the complainant may contact the Inspector General's Hotline by:

- Calling the OIG Hotline's toll-free number 1-800-MIS-USED. Hotline Operators take calls during the hours of Monday and Wednesday 9:00 AM until 11:00 AM, Eastern Time; Tuesday and Thursday, 1:00 PM until 3:00 PM, Eastern Time except for holidays; or
- Downloading a hardcopy of the Hotline Complaint Form, and completing, mailing or faxing to:

Inspector General's Hotline
Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, S.W
Washington, D.C. 20202-1500
Fax: (202) 245-7047

Appendix IV

PARENTAL INVOLVEMENT EVALUATION – SURVEY SAMPLES

Lamoille North Supervisory Union/Lamoille North Modified Unified Union School District

PARENTAL INVOLVEMENT EVALUATION SURVEY

Dear Parents:

As partners in educating your child, we know the importance of a strong home-school bond. Please take the time to respond to the following statements telling your feelings about our Title 1 School-Wide Program(s). Add comments and suggestions you think will help improve your opportunities for involvement.

1 = Agree 2 = Disagree 3 = No Opinion

1. I feel that I have had many opportunities to become involved in my child's education.

1 2 3

COMMENTS/SUGGESTIONS:

2. I have been informed about my child's progress throughout the year.

1 2 3

COMMENTS/SUGGESTIONS:

3. I have been given information about how I can help my child with his/her reading and math.

1 2 3

COMMENTS/SUGGESTIONS:

4. Parental Involvement Nights and meetings and were informative and beneficial.

1 2 3

COMMENTS/SUGGESTIONS:

5. I have been given opportunities to make suggestions about my child's education.

1 2 3

COMMENTS/SUGGESTIONS:

6. I have made suggestions and they were accepted and handled in a friendly and serious manner.

1 2 3

COMMENTS/SUGGESTIONS:

7. Did the School Parent/Family Involvement Policy and the School-Parent compact accurately reflect parent involvement?

1 2 3

COMMENTS/SUGGESTIONS:

8. Did you utilize any of the material sent home to you to promote working at home with students?

1 2 3

COMMENTS/SUGGESTIONS:

9. Were the teachers easy to contact when you had a question or problem, and did you feel your concern was taken seriously?

1 2 3

COMMENTS/SUGGESTIONS:

10. Would you like more opportunity for parent involvement?

1 2 3

COMMENTS/SUGGESTIONS:

11. I have seen a strong focus on reading at our school.

1 2 3

COMMENTS/SUGGESTIONS:

12. I have seen a strong focus on math at our school.

1 2 3

COMMENTS/SUGGESTIONS:

13. I would be willing to help organize parent involvement activities.

1 2 3

CONTACT INFORMATION:

5. Do you know about volunteer work you can do at the school? Yes No

6. Do you know how you can be involved in school planning/review committees? Yes No

7. Do you know what it means to be a Title 1 School-Wide School and what your rights are? Yes No

8. Do you know how additional help with reading and/or mathematics is given to students through the Title1 program? Yes No

9. Do you know what your child should know and be able to do in reading and/or mathematics for the grade he/she is in? Has your child's teacher communicated the expectations for reading and/or mathematics? Yes No

10. Do you understand your child's report cards test scores? Yes No

11. Does the Title 1 School-Parent Compact help remind you about things you can do to help your child do better in school? Yes No

12. What type of help beyond the school day are you interested in?

- Reading and/or mathematics support after school
- Reading and/or mathematics support before school
- Summer School
- Other (*Specify*):

13. Do you have internet access in your home? Yes No

14. What is the best way for the school to share information about your child and school activities?

- Telephone Email Written Notices Text Messages
- Website Other (*Specify*):

15. Can you reach your child's classroom teacher(s) to discuss your child? Yes No

16. Do you feel that teachers in the school are interested and cooperative when you discuss your child's academic progress or other concerns? Yes No

17. Check any of the following items that would help you attend Title 1 School-Wide activities?

- Evening meetings *Suggested Time:*
- Morning Meetings *Suggested Time:*
- Childcare assistance
- Transportation assistance
- Calendar of events sent home regularly
- Reminders sent home a week before the event
- Different location from the School *Suggested Location:*
- Access to information online
- Interpreters *Preferred Language:*
- Other *Specify:*

18. Did you receive a copy of the School-Parent Compact? This is a plan of action that outlines what the student, parents, and school need to do to help all students meet educational standards. Yes No

19. What is the ONE academic focus area you would like your school to work on?

20. Do you know about the school's services? Yes No

21. Do you know about the school's referral procedures to community services outside of the school? Yes No

22. How would you like to see the parent and family engagement funds used at your child's school? Select all that apply.

- Parent Workshops *Recommended topics:*
- Instructional Supplies for Parent Use *Types of Supplies Recommended:*
- Books
- Resource Center
- Organization and Study Skills Workshop
- Other *Recommendations:*

23. Do you have comments/concerns about the Title 1 School-Wide Program and Parental involvement in your school.

LNSU/LNEMUUSD TITLE 1 ELEMENTARY PARENT SURVEY

Your input is valued at our school. Please take a few minutes to let us know your opinion. This information will be used to help us plan parental involvement activities for our school.

1 – Strongly Agree 2 – Agree 3 – Disagree 4 – Strongly Disagree

	1	2	3	4
I feel welcome when I enter the school.				
The school schedules parent/teacher conferences in a flexible way so that I can attend.				
I know what the School-Parent Compact is.				
The School-Parent Compact provides a meaningful way to communicate with my child's teacher.				
Teachers regularly communicate with me.				
My calls, emails, or notes to school staff are answered promptly.				
I have access to and regularly use email.				

	1	2	3	4
I prefer teacher communication to be:				
a. Phone Calls				
b. Emails				
c. Weekly Classroom Letters				
d. Take Home Folders				
e. Assignment Notebooks				
f. Other – Please Specify				

	1	2	3	4
I feel knowledgeable about the school's expectations for my child.				
I feel knowledgeable about what is going on at school.				
I know how to help my child with his/her homework.				
My child receives additional academic help when needed.				
My child receives additional enrichment activities.				
The school provides our family with workshops or informational events.				
The school provides our family with parenting resources.				

	1	2	3	4
The school asks our input on family workshops and events.				
The school asks for my input about my child and how he/she learns best.				
I have been encouraged to volunteer at school in the past.				
I feel that parents are involved in decision-making at our school.				
I have been invited to participate in school planning such as the school Continuous Improvement Plan, the Title 1 School-Wide Plan, the Parent Involvement Policy, etc.				

	1	2	3	4
I feel knowledgeable about the Title 1 program.				
I feel knowledgeable about our school's status as a Title 1 School-Wide School.				
I feel that my child has made adequate progress over the course of this school year.				

Appendix V

**PARENT INVOLVEMENT ANNUAL MEETINGS
AMPLE AGENDA, MEETING MINUTES, & SIGN-IN SHEET**

Title 1 Annual Meeting – Sample Agenda

AGENDA
Fall Parental Involvement Annual Meeting
Title 1 and Other Federal Programs
SCHOOL NAME
LOCATION
DATE
TIME

Audience:

All personnel

Parents

Administrators

Students

Representatives of participating agencies

- A. Review of Parent and Family Engagement Policy and any surveys that will be offered
 - Explain key points and parental rights
 - Allow for input of all attendees on the planning, design and implementation of programs for the next year.
- B. Dissemination of information on Title 1 Part A program(s) and Obtaining Parental Input
- C. Explain funding, programs, and activities
- D. Parent training including materials and techniques for promoting student education at home
- E. Individual Parent Conferences – How to Schedule
- F. Present and explain the School-Parent Compact
 - Review
 - Update
 - Discussion
 - Revisions

MINUTES OF THE MEETING
Fall/Spring Parent Involvement Meeting
Title 1 and Other Federal Programs
SCHOOL NAME
LOCATION
DATE
TIME

Meeting Minutes:

Name of Minute Taker:

Name of Interpreter Present (if applicable):

Principal Signature:

Note: Attach Sign-Up Sheet to the meeting minutes.

Appendix VI

PARENT NOTIFICATION – TEACHER QUALIFICATIONS

EXAMPLE

**PARENT NOTIFICATION – TEACHER QUALIFICATIONS
ESSA Section 1112(e)(1)(A)**

To: All Parents
From: (Insert School District Name)
Date: (Insert Date)
Subject: **Notification to Parents of Teacher Qualifications**

As a parent of a student at (Insert school name), you have a right to know the professional qualifications of the classroom teachers who instruct your child, and Federal law requires the school district to provide you this information in a timely manner if you request it. Specifically, you have the right to ask for the following information about each of your child’s classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he/she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher’s college major; whether the teacher has any advanced degrees and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please call (Insert Name) at (Insert Number).

Appendix VII

**FEDERAL TIME DOCUMENTATION INSTRUCTIONS
(See Finance Coordinator for Forms)**

Instructions for Completing Federal Time Documentation
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Any individual whose salary is charged to a federal grant MUST complete federal time documentation. The first step is to determine the appropriate type of time documentation to complete. There are three types of federal time documentation: Personnel Activity Reports, Periodic Time Certifications and Blanket Periodic Certifications

<u>Work Performed</u>	<u>Type of Time Documentation</u>
100% of the employee's work falls under only one cost objective (regardless of how the employee is paid for their time)	Periodic Time Certification
Employee works on activities with set-asides or caps	Personnel Activity Report
An employee working on multiple tasks - all under one SWP	Periodic Time Certification
An employee works on multiple cost objectives	Personnel Activity Report
An employee works on a federal cost objective & unallowable other activities	Personnel Activity Report
A group of employees working under the same single cost objective	Blanket Periodic Certification
A group of employees receiving stipends to provide services outside of the regular employment contract	Blanket Periodic Certification

Instructions for Completing Periodic Time Certifications

1. Period Covered - a periodic certification should not exceed six months of time and it should not cross grant years.
2. Cost Objective - the specific cost objective must be stated
3. Signatures - the employee and/or a supervisor with knowledge should sign the certification. The certification cannot be signed until the certification period has ended.

Instructions for Completing Personnel Activity Reports

1. Period Covered - personnel activity reports should be prepared at least monthly, but bi-weekly is preferable to coincide with payroll dates
2. Cost Objective - the specific cost objective(s) must be stated
3. Signatures - the employee must sign the form at the end of the period.
The form cannot be signed until the period has ended.
4. Worked Time - only worked time can be recorded for each cost objective. Employees have the option to record leave time on the bottom of the form

Instructions for Completing Blanket Periodic Certifications

1. Period Covered - a periodic certification should not exceed six months of time and it should not cross grant years.

2. Cost Objective - the specific cost objective should be stated
3. Signatures - the supervisor with knowledge should sign the certification. The certification cannot be signed until the certification period has ended.
4. Use - Blanket Periodic Certifications may only be used for groups of employees working 100% of their contracted time on the same sole cost objective.

