

2024-2025 LEA and School Monitoring Report

In order to oversee local implementation of education requirements under the Elementary and Secondary Education Act of 1965 (including No Child Left Behind Act of 2001 and Every Student Succeeds Act of 2015 requirements), the Indiana Department of Education (IDOE) is conducting a consolidated monitoring review for specific Title grants. The LEA selection process for federal monitoring is a mandated part of Uniform Grant Guidance. IDOE is required to perform an assessment selection process annually. The assessment weighs criteria such as Federal Rating, ELA and Math economically disadvantaged subgroup growth, and other program details as outlined on the Risk Assessment report provided to LEA. The results of the assessment will determine the LEA's risk level, which in turn, will determine the level or type of monitoring the LEA will receive.

The Indiana Department of Education's (IDOE) Review Team will complete this document as a record of the review of Federal programming per Title I-A, Title II-A, Title III-A, and Title IV-A of ESSA. If any areas are found to be in partial compliance or out of compliance, a corrective action will be listed on the report generated by the team from the IDOE. This report will be completed within 30 business days of the visit to the Local Educational Agency (LEA).

Monitoring LEA Information

LEA Name:	
Corporation ID:	
Superintendent:	
IDOE Team Members:	
LEA Program Administrators:	
School #1:	Principal, School #1:
School #2:	Principal, School #2:
School #3:	Principal, School #3:

Onsite Monitoring Approvals

Title I Specialist:		Date:	
Title II Specialist:		Date:	
Title III Specialist:		Date:	
Title IV Specialist:		Date:	
ESSER Specialist:		Date:	
Equitable Services:		Date:	

Links to Grant Indicators

[Title I](#)

[Title II](#)

[Title III/EL](#)

[Title IV](#)

[ESSER](#)

[Equitable Services](#)

[Title I-A LEA Parent and Family Engagement Policy Requirements](#)

[Title I-A School and Family Engagement Policy Requirements – Checklist](#)

[Title I-A School – Parent Compact Requirements – Checklist](#)

[Required Title I-A Schoolwide Plan Components – Checklist](#)

[Inventory Controls](#)

Title I-A Monitoring Purpose

In order to oversee local implementation of education requirements under the Elementary and Secondary Education Act of 1965 (including No Child Left Behind Act of 2001 and Every Student Succeeds Act of 2015 requirements), the Indiana Department of Education (IDOE) is conducting a consolidated monitoring review for the Title I-A grant. The LEA selection process for federal monitoring is a mandated part of Uniform Grant Guidance. IDOE is required to perform an assessment selection process annually. The assessment weighs criteria, such as Federal Rating, ELA and Math economically disadvantaged subgroup growth, and other program details as outlined on the Risk Assessment report provided to each LEA. The results of the assessment will determine the LEA's risk level, which in turn, will determine the level or type of monitoring the LEA will receive. Documentation and responses will be examined by the Title Grants and Support Team and results will be provided to each LEA in a Programmatic Monitoring Report.

Supplemental Questions

How does your LEA/schools support teachers identified as ineffective, inexperienced, or out-of-field? What steps are being taken to ensure low income and minority students are not being taught at higher rates by ineffective, inexperienced, or out-of-field teachers?

How does your LEA/schools determine the needs of “special population” students? What supports are in place to further assist these student identified students?

How does the LEA build the partnership with parents and the community? How could this be improved?
What is the process put in place for parents/families to provide comment on the Parent and Family Engagement Policy?
How are teachers involved in the creation of the Parent and Family Engagement Policy?

What are effective methods that your school currently has in place to involve parents? How can the schools improve/increase involvement/attendance/collaboration?

<p>How do you monitor non-public schools' Title programming? How do you build a strong working relationship with your non-public schools?</p>	
<p>Describe how the LEA coordinates the use of state and local funds with the use of federal funds? How does the LEA create their staff rosters for their Title I served schools and non-Title I served schools to ensure they are comparable? Do the LEA's lowest poverty schools have the lowest staff-to-student ratios?</p>	
<p>How has your TAS program evolved over that past year? What are a few of the most effective strategies used in the TAS program?</p>	
<p>As a SWP, how does the LEA prioritize the lowest-achieving students while also upgrading the entire educational program? What are some of the benefits the LEA has seen from operating as a SWP?</p>	

Rating Scale: Meets Requirements, Recommendation, Corrective Action, or Not Applicable

Required Title I Monitoring Topics	ESSA Language/ Code	Evidence	Rating	IDOE Notes
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Topic 1: LEA Employee Requirements - Teacher and Paraprofessional Title I-A, Section 1111 and 1112

1.1	<p>Teacher Licensure/Certification: The LEA will ensure/provide evidence that all teachers working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through</p>	<p>Sec. 1112(c)(6)</p>	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> A list of teachers in each school including their Indiana teaching license. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> N/A 		
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	alternative routes to certification.				
1.2	<p>Paraprofessional Status: The LEA will ensure/provide evidence that paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements (highly qualified).</p> <p>SWP-All paraprofessionals. TAS-Paraprofessionals only providing Title I services.</p>	Sec. 1112(c)(6)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> • A list of paraprofessionals in each school. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> • HR records to confirm their “highly qualified” status. 		
1.3	<p>Equity and Disparity in Teacher Assignments: The LEA will ensure/provide evidence that low income and minority students are not taught at higher rates than by other students by ineffective, inexperienced, or out-of-field teachers. (Refer to the LEA’s Report)</p>	Sec. 1111(g)(1)(B)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> • A copy of the LEA’s most recent Equity and Disparity Report. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> • N/A 		
1.4	<p>Charter School Teaching Staff (If Applicable): The LEA will ensure/provide evidence that at least ninety percent (90%) of the individuals who teach full-time hold a license or permit to teach in a public school in Indiana described in IC 20-28-5 or be in the process of obtaining a license to teach in a public school in Indiana under</p>	Sec. 1112(c)(6)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> • A list of the charter school's full-time teachers. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> • HR records to confirm their “highly qualified” status, such as Indiana teaching license, permit, or 		

	the transition to teaching program established by IC 20-28-4-2.		transition to teaching program progress.		
Topic 2: Service Requirements for Special Populations Title I-A, Section 1112, 1113					
2.1	Students in Foster Care: The LEA/schools will ensure/provide evidence that they collaborate with the state or local child welfare agencies to designate points of contact and develop procedures to address school stability and transportation to school for children and youth in care.	Sec. 1112(c)(5)(A)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Collaborative planning agendas, meeting minutes, attendance sheets, phone logs, email, or other correspondence between the LEA and local child welfare agency <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● N/A 		
2.2	Students Experiencing Homelessness: The LEA/schools will ensure/provide evidence that they administer the McKinney-Vento Housing Questionnaire to every student and reserve funds to serve homeless children and youths based on a needs assessment of homeless children and youths in the local education agency.	Sec. 1112(b)(6); Sec. 1113(c)(3)(A)(i); Sec. 1113(c)(3)(C)(i)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Copy of the LEA's housing questionnaire; and ● Copies of completed housing questionnaires for five students currently enrolled in the LEA; <i>and</i> ● A brief narrative describing the method of administering the housing questionnaire, including to whom, 		

			<p>by whom, and when it is administered. Please include a brief description of the follow-up steps taken after reviewing the results of the housing questionnaire, including how the LEA homeless liaison responds to indicators of homelessness.</p> <p>Onsite Evidence:</p> <ul style="list-style-type: none"> • Interviews with office staff to discuss the method of administering the housing questionnaire, including to whom, by whom, and when it is administered. Include a description of the follow-up steps taken after reviewing the results of the housing questionnaire, including how the LEA homeless liaison responds to indicators of homelessness. 		
2.3	Migrant Students: The LEA/schools will ensure/provide evidence that the	Sec. 1303 (f)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> • One copy of the LEA's Migrant Work 		

	<p>LEA administers the MEP Work Survey to every student upon enrollment and annually thereafter and notifies the Migrant Regional Center of all potential migratory students identified.</p>		<p>Survey to parents requesting information that would identify possible migrant students; and</p> <ul style="list-style-type: none"> ● Copies of completed Migrant Work Surveys for five students currently enrolled in the LEA; <i>and</i> ● A brief narrative describing the LEA's procedure and staff responsible for administering the survey every school year and the method to provide responses to the appropriate Migrant Regional Center contact. <p>Onsite Evidence: Interviews with office staff to provide a description of the eligibility, identification, and referral processes; and</p> <ul style="list-style-type: none"> ● Review a sampling of LEA's student cumulative folders to demonstrate completed Migrant Work Surveys 		
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3.1	<p>Parent Right-to-Know Letter: The LEA will ensure/provide evidence that all Title I served schools notified families/parents that they may request information regarding the professional qualifications of their student's classroom teacher/s.</p>	Sec. 1112(e)(1)(A)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● One copy of the LEA's dated Parents' Right-to-Know letter; <i>and</i> ● Evidence of mailing, parent signatures, or online distribution showing that 100% of all parents in the Title I school received the letter <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● N/A 		
3.2	<p>Parent Notification of Academic Assessments: The LEA will ensure/provide evidence that each Title I served school provides families/parents with information on the level of achievement of their student on the State's academic assessment (ILEARN) as required.</p>	1112(e)(1)(B)(i)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● One copy of the LEA's Individual Student Report for a respective student; <i>and</i> ● Evidence of mailing, parent signatures, or online distribution showing that 100% of all parents in the Title I school received the Individual Student Report <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● N/A 		
3.3	<p>LEA Family Engagement Policy: The LEA will ensure/provide evidence that the</p>	Sec. 1116(2)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● A copy of the Family Engagement Policy 		

	LEA's Family Engagement Policy was developed with families/parents, reviewed annually, and distributed to all families. The policy must contain all of the required components.		<p>for each school identified</p> <ul style="list-style-type: none"> ● A brief narrative describing the method of distribution ● Evidence, such as a mailing receipt, check list, etc. to confirm 100% distribution of the policy. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● N/A 		
3.4	Technical Assistance to Served Schools: The LEA provides technical assistance to schools in planning and implementing effective parent and family engagement practices inclusive of school parent and family engagement policies/plans, school-parent compacts.	Sec. 1116(2)(B)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Agendas; or ● E-mail; or ● Dated sign-in sheets; or ● Meeting minutes <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Interviews with principals to discuss the technical assistance provided 		
3.5	Family Engagement Funds: The LEA and Title I served Schools will ensure/provide evidence that parents participated in the use of parental involvement funds and reviewed the effectiveness of school parental involvement activities.	Sec. 1116(3)(B)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Dated agendas and/or sign-in sheets; or ● Policy revisions; or ● Parent Surveys; or <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Interviews with parents to discuss the 		

			use of the parental involvement funds and the revision process of the Family Engagement Policies for the LEA and schools		
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Topic 4: School Family Engagement and Notification Requirements
Title I, A, Section 1111, 1112, and 1116

4.1	Parent-Teacher Notice (if Applicable): The LEA will ensure/provide evidence of notifying families/parents for a child who is assigned/taught four or more consecutive weeks by a teacher that does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned	Sec. 1112(e)(1)(B)(ii)	<p>Pre-Visit Evidence: One copy of the school's Parent-Teacher Notice sent to a student taught for four or more consecutive weeks by a teacher who does not meet state certifications, if applicable; and Evidence of mailing, parent signatures, or online distribution showing that 100% of all parents in the classroom of the Title I school where the teacher does not meet state certifications received the Parent Teacher Notice; <i>and</i></p> <p>Onsite Evidence: Interviews with HR/office staff to discuss the method that the school uses to track which classrooms are staffed for four or more consecutive</p>		
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			weeks by teachers who do not meet state certifications		
4.2	School Family Engagement Policy: Each Title I served school will ensure/provide evidence that its parent and family engagement policy was developed with families/parents, reviewed annually, and distributed to all families. The policy must contain all of the required components.	Sec. 1116(b)(1)	Pre-Visit Evidence: A copy of the Family Engagement Policy for each school identified A brief narrative describing the method of distribution Evidence, such as a mailing receipt, check list, etc. to confirm 100% distribution of the policy. Onsite Evidence: N/A		
4.3	Title I-A School-Parent Compact: Each Title I served will ensure/provide evidence that it has a School-Parent Compact that is jointly developed with families/parents for all children served under Title I. The compact must be developed with families/parents and distributed to all families annually.	Sec. 1116(d)	Pre-Visit Evidence: A copy of the School-Parent Compact for each school identified A brief narrative describing the method of distribution Evidence, such as a mailing receipt, check list, etc. to confirm 100% distribution of the compact. Onsite Evidence: N/A		
4.4	Building Capacity through Parent Engagement: The LEA and schools will ensure/provide evidence that they have trained/educated teachers, specialized instructional support personnel,	Sec. 1116(e)	Pre-Visit Evidence: Description and timeline of activities including copies of materials, training agendas, sign-in sheets, etc.		

	principals, other school leaders, etc., with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.		<p>Evidence that schools provide assistance to families/ parents in understanding content and achievement standards, assessments, and how to monitor their child's progress</p> <p>Evidence that parents and families are provided materials and training to help their children succeed in school, such as literacy training and using technology</p> <p>Onsite Evidence: N/A</p>		
4.5	Title I Annual Meeting: Each Title I served school will ensure/provide evidence that an annual meeting is convened, and that a flexible number of meetings are offered, to which all parents of students in a schoolwide program and participating students in a targeted assistance program are invited to inform parents of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved.	Section 1116(c)(1)	<p>Pre-Visit Evidence: Provide a copy of meeting notification(s); <i>and</i> Dated sign-in sheet/attendance list; <i>and</i> One of the following documents: Meeting notes/minutes, A copy of the presentation, or A dated agenda</p> <p>Onsite Evidence: N/A</p>		
4.6	Translated Communication: Provide evidence that the Title I served schools have reached out	Sec. 1116(f)	<p>Pre-Visit Evidence: Copies of translated letters, notices, bulletins, or agendas</p>		

	to parents of limited English proficient students in a language that they can understand about how they can be involved in their child's education.		Onsite Evidence: N/A		
Topic 5: Compliance with Reporting Requirements Section 1111 and 1118					
5.1	Supplement, not Supplant: The LEA shall demonstrate that the methodology used to to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.	Sec. 1118(b)	Pre-Visit Evidence: N/A		
5.2	Comparability Services (<i>not all schools</i> served with Title I, A funds), if applicable: The LEA will ensure that State and local funds used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part.	Sec. 1118(c)	Pre-Visit Evidence: <ul style="list-style-type: none"> ● A written assurance that such agency has established and implemented a local education agency-wide salary schedule; ● A policy to ensure equivalence among schools in teachers, administrators, and other staff; <i>and</i> ● A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies ● Evidence that the LEA 		

			<p>developed procedures for compliance with this subsection</p> <ul style="list-style-type: none"> ● Evidence that the LEA maintains records that are updated biennially documenting such agency's compliance with this subsection ● Staff roster 		
5.3	<p>Comparability Services (<i>all schools</i> served with Title I, A funds): (if applicable) The LEA will ensure that State and local funds are used to provide services that, taken as a whole, are substantially comparable in each school.</p>	Sec. 1118(c)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● A written assurance that such agency has established and implemented a local education agency-wide salary schedule; ● A policy to ensure equivalence among schools in teachers, administrators, and other staff; <i>and</i> ● A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies ● Evidence that the LEA developed procedures for compliance with this subsection ● Evidence that the LEA maintains records that are updated biennially documenting such agency's compliance with this subsection ● Staff roster 		

Topic 6: Compliance with Targeted Assistance (TAS) Program Requirements (as applicable) Title I, A, Section 1115

<p>6.1</p>	<p>TAS Program Design: Provide evidence that the LEA ensures that TAS program planning coordinates with and supports the regular education program in schools in accordance with statutory purposes and meets requirements</p>	<p>Sec. 1115(b); Sec. 1115(c)</p>	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Title I, A funded TAS personnel have a schedule of fixed daily responsibilities; ● Selection of individuals was based on multiple educationally related, objective, uniformly applied criteria given to all students at each grade level targeted (without consideration of income status); ● A rank order listing for each grade served with all Title I students identified; <p><i>and</i></p> <ul style="list-style-type: none"> ● Process of refusing services, including maintaining letters for any student whose parent(s) refused services. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Classroom observations; ● Interviews with staff; <p><i>and</i></p> <p>A brief description of the TAS program including:</p> <ul style="list-style-type: none"> ● Use of Title I, A program resources to help all participating children meet the State’s academic achievement standards; ● How planning for students 		
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			<p>served under Title I-A is incorporated into school planning;</p> <ul style="list-style-type: none"> ● Use of methods and instructional strategies based on scientifically based research; ● Coordination and support of the regular education program, which may include services to assist preschool children in the transition from early childhood programs; ● How instruction is provided by licensed teachers; ● How opportunities for professional development are available for teachers, principals, and paraprofessionals; ● Strategies used to increase parental involvement, such as family literacy services; <p><i>and</i></p> <ul style="list-style-type: none"> ● Coordination and integration of Federal, State, and local services and programs 		
6.2	TAS Staff Involvement: Provide evidence that the LEA promotes the integration of staff supported with targeted assistance funds into the regular	Sec. 1115(b); Sec. 1115(b)(2)(D); Sec. 1115(d)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Minutes, agendas, sign-in sheets for any meetings held; <p><i>and</i></p> <ul style="list-style-type: none"> ● Professional development agendas, sign-in sheets 		

	school program, including professional development.		<p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Observations and interviews with staff, including staff supported with targeted assistance funds 		
6.3	TAS Student Selection: Provide evidence that the progress of students participating in targeted assistance programming is reviewed on an ongoing basis; and if necessary, revisions made to the TAS program.	Sec. 1115(b)(2)(G)(iii)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Documentation of the student rank and serve process; <i>and</i> ● Record of student review including meeting minutes, staff involved <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Discussion of the process of reviewing student progress 		
6.4	<p>TAS Program Implementation: Provide evidence that Title I, A services are provided only to eligible students, teachers, and families and approved grant activities are being implemented in the school.</p> <p><i>(If applicable, provide evidence of dual or concurrent enrollment being incorporated in TAS program at secondary schools).</i></p>	Sec. 1115(b); Sec. 1115(c)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● List of TAS personnel; ● Personnel schedules and job description; <i>and</i> ● TAS student schedule example <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Classroom observations; ● Interviews with staff; <i>and</i> ● Supply and technology/equipment review 		

Topic 7: Compliance with Schoolwide (SWP) Program Requirements (as applicable)
Title I, A, Section 1114; 34 CFR Sections 200.26-28

7.1	<p>SWP Design: Provide evidence that the LEA has established SWP program schools that address statutory purposes and meet requirements.</p> <p><i>Note: The state required School Improvement Plan (SIP) alone does not meet this requirement.</i></p>	Sec. 1114(b)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Completed comprehensive needs assessment; <i>and</i> <p>SWP plan based on the results of the comprehensive needs assessment which includes the following components:</p> <ul style="list-style-type: none"> ● Reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the Indiana’s proficient or advanced levels of academic achievement; ● Instruction is provided by highly qualified teachers; ● High-quality, ongoing professional development offered to all staff; ● Strategies to attract qualified teachers; ● Strategies to increase parental involvement; ● A plan to assist preschool students through the transition from early childhood programs to local elementary school programs; ● Strategies to include teachers in decisions regarding the use of academic assessments; ● A process to ensure that students who experience 		
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			<p>difficulty attaining proficiency receive effective, timely, additional assistance; <i>and</i></p> <ul style="list-style-type: none"> ● Coordination and integration of Federal, State, and local services and programs <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Discussion of how the comprehensive needs assessment and schoolwide plan inform the goals included in the LEA's annual federal grants pre-application; ● Discussion of how the outcomes and SWP plan implementation is evaluated annually to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written. 		
7.2	LEA Technical Assistance: Provide evidence that the LEA provides technical assistance and support to schools developing schoolwide programs in the areas of needs	Sec. 1114(b)(2)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Meeting agenda, minutes, sign-in sheets; or ● Copies of written documentation; ● Records of attendance at 		

	assessment, comprehensive planning, implementation, and evaluation.		<p>school meetings discussing the SWP implementation;</p> <ul style="list-style-type: none"> ● Documentation of LEA provided guidance regarding SWP evaluation; <p><i>and</i></p> <ul style="list-style-type: none"> ● Copy of the evaluation used to measure effectiveness of SWP. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Discussion of how the Title I Program Administrator collaborates with the LEA to develop the SWP plan; <i>and</i> ● Discussion of the evaluation process in collaboration with the LEA. 		
7.3	Family Involvement: Provide evidence that SWP plans are comprehensively developed, reviewed, and revised with input from families annually.	Sec. 1114(b)(2); Sec. 1114(b)(2)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Copies of SWP plan and revisions; <i>and</i> ● Sign-in sheets, meeting minutes, agendas <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Discussion of how families are engaged in this SWP process 		
7.4	SWP Implementation: Provide evidence that the SWP plan and approved grant activities are being implemented in the school.	Sec. 1114(b)(7)	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● List of Title I, A funded personnel; and <p>Schedule of activities</p> <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Classroom observations; 		

			and Interviews with staff; and Supply and technology/equipment review		
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Supplemental Title I Monitoring Topic(s) - Use With Specific Title I Activities

Rating Scale: Meets Requirements, Recommendation, Corrective Action, or Not Applicable

Required Title I Monitoring Topics	ESSA Language/ Code	Evidence	Rating	IDOE Notes

Title I Monitoring Document Approved by:		Date:	
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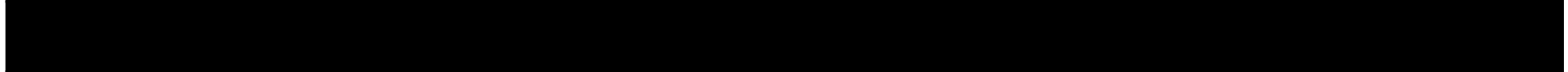
Title II Monitoring Purpose

In order to oversee local implementation of education requirements under the Elementary and Secondary Education Act of 1965 (including No Child Left Behind Act of 2001 and Every Student Succeeds Act of 2015 requirements), the Indiana Department of Education (IDOE) is conducting a consolidated monitoring review for the Title II-A grant. The LEA selection process for federal monitoring is a mandated part of Uniform Grant Guidance. IDOE is required to perform an assessment selection process annually. The assessment weighs criteria such as Federal Rating, ELA and Math economically disadvantaged subgroup growth, and other program details as outlined on the Risk Assessment report provided to LEA. The results of the assessment will determine the LEA's risk level, which in turn, will determine the level or type of monitoring the LEA will receive. Title II-A monitoring includes several indicators asking about overall implementation of Title II-A funded programs, followed by more specific categories, including: (1) Recruitment, Retention, Incentives and Differentiated Pay Activities; (2) Total Professional Development, and (3) Class Size Reduction. Documents will be examined by IDOE auditors and results will be provided to each LEA in a Programmatic Monitoring Report.

Supplemental Questions

Please provide a brief description of the planning and implementation process and persons involved in how teachers, principals, administrators, parents and other relevant stakeholders have collaborated in planning and implementing the specific Title II-A funded activities?			
Which category(ies) have you used Title II-A funds towards?			
Have you spoken with IDOE about a special circumstance regarding use of your Title II funds?			
How do you recruit hard-to-find educational staff?			
What different strategies are used in retention of your new teachers (1-3 years) to mid-career (3-5 years) and veterans (6+ years)?			
How have you improved your staff evaluation system in the last three years?			
What is your district policy on student to teacher ratios?			

How do you determine the need for professional learning for staff that work with varying student subgroups?			
How do you ensure professional learning is part of a continuous learning cycle?			
How have you prepared your staff and district for Indiana's graduation pathways?			



Required Title II-A Monitoring Topics		ESSA Language/Code	Evidence	Rating	IDOE Notes
1	Development of feedback mechanisms/evaluation	A local educational agency that receives a subgrant under section 2102 shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities described in the subsection [2103(a)]	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> • Appropriate datasets used in evaluation processes, meeting agendas, surveys from stakeholders, or minutes from meetings where the LEA has discussed the effectiveness of Title II, Part A activities; and • A description of how the evaluation was used in making determinations about future use of funds <p>Onsite Evidence:</p> <ul style="list-style-type: none"> • Interviews with stakeholders (e.g., administrators, teachers, staff, students, families) to discuss the effectiveness of Title II, Part A activities and how the evaluation impacts 	<p>Exemplar</p> <p>Fully Implemented</p> <p>Partially Implemented</p> <p>Not Implemented</p> <p>Evidence Needed</p> <p>N/A</p>	

			determinations about future use of funds.		
2	Implementing evidence-based activities relevant to Title II-A	Carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available and identified by the local educational agency that meet the purpose of this Title (2103-b-3P).	<p><i>Pre-Visit Evidence:</i></p> <ul style="list-style-type: none"> ● Research or other information used to inform evidence-based activities; data tracking implementation of these activities. <p><i>Onsite Evidence:</i></p> <ul style="list-style-type: none"> ● Discussion of how LEA uses evidence to drive/refine Title II-A funded activities. 		
3	Coordination of professional learning activities	Evidence that the local education agency has coordinated professional learning activities authorized under Title II with professional learning activities provided through other Federal, State, and local programs (2102-b-2-F).	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Evidence of all Professional Learning (PL) done by the district over the past year by all (Federal, State, and local) funding sources. ● Description of how these PL activities are coordinated between all funding sources. ● Recommendations to be made based on lack of PL activities that are deemed important by SEA. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Discussion of what PL activities were most effective or least effective. Reflections of how funding sources can 		

			<p>best be used for planning PL activities.</p> <ul style="list-style-type: none"> • Discussion of how the PL activities done by district during the past three years, by all (federal, state, and local) funding sources have been implemented using a coordinated approach. 		
4	Alignment of Title II-A activities with Indiana academic standards, systems of professional growth and improvement, and prioritization of funding to target the highest percentage of children	Evidence that the LEA has aligned activities carried out under Title II with State academic standards, systems of professional growth and improvement, and prioritization of funding to target the highest percentage of children (2102-3-A-B-C).	<p><i>Pre-Visit Evidence:</i></p> <ul style="list-style-type: none"> • Evidence that aligns Title II application and pre-application responses to current activities. Data to show LEA is on track with established goals. <p><i>Onsite Evidence:</i></p> <ul style="list-style-type: none"> • Discussion of how LEA can best coordinate state academic standards, professional learning, and funding. Strategic planning for funds to meet students. 		

Supplemental Title II-A Monitoring Topic(s) - Use With Specific Title II-A Activities

Rating Scale: Meets Requirements, Recommendation, Corrective Action, or Not Applicable

<i>Required Title II-A Monitoring Topics</i>	<i>ESSA Language/Code</i>	<i>Evidence</i>	<i>Rating</i>	<i>IDOE Notes</i>

Title II-A Monitoring Document Approved by:				Date:	

Title III/EL Programs Monitoring Purpose

In order to oversee local implementation of education requirements under the Elementary and Secondary Education Act of 1965 (including No Child Left Behind Act of 2001 and Every Student Succeeds Act of 2015 requirements), the Indiana Department of Education (IDOE) is conducting a consolidated monitoring review for English learner (EL) programming compliance indicators federally required of all recipients of Title funding. Indicators also include specifics to Title III funding intended for English learner students and families. The LEA selection process for federal monitoring is a mandated part of Uniform Grant Guidance. IDOE is required to perform an assessment selection process annually. The assessment weighs criteria such as Federal Rating, ELA and Math economically disadvantaged subgroup growth, and other program details as outlined on the Risk Assessment report provided to LEA. The results of the assessment will determine the LEA's risk level, which in turn, will determine the level or type of monitoring the LEA will receive. EL monitoring includes several indicators asking about overall implementation of federally required English language development services, followed by more specific categories, including: (1) Identification, Reporting, and English Language Proficiency (ELP) Assessments; (2) Program Design and Implementation, and (3) Title III-Specific Professional Development and Family Engagement Activities. Documents will be examined by IDOE auditors and results will be provided to each LEA in a Programmatic Monitoring Report.

<i>Required Title III Monitoring Topics</i>		<i>ESSA Language/ Code</i>	<i>Evidence</i>	<i>Rating</i>	<i>IDOE Notes</i>
1	Provide evidence to demonstrate appropriate usage of the state adopted Home Language Survey as an instrument to identify potential students for placement test administration and subsequent English language development services.	Title I-A, Section 1111	Pre-Visit Evidence: <ul style="list-style-type: none"> ● A copy of the district Home Language Survey (HLS); ● HLS Administration Description: A brief narrative describing the process of administering the Home Language Survey, including: to whom and by whom it is administered and the follow-up steps taken after reviewing the completed Home Language Survey; ● A representative sample of completed Home Language 	Exemplar Fully Implemented Partially Implemented Not Implemented Evidence Needed N/A	

			<p>Surveys from each building in the LEA across grade levels, for both ELs and non-ELs.</p> <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Review a sampling of LEA's student cumulative folders to demonstrate completed Home Language Surveys; ● Interviews with registrars, secretaries, EL staff, or intake coordinators to provide a description of the HLS administration process. 		
2	Provide evidence of the WIDA Screener (including Kindergarten Screener) administered to students.	Title I-A, Section 1111	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Written LEA policy or the description of the process for identification and placement of EL students; ● 3-5 recent example WIDA Screener score reports from various grade levels across the LEA, including both of the schools being monitored, if applicable. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Review a sampling of the school's student cumulative files across all grades for evidence of WIDA Screener placement tests (i.e. score reports); ● Interviews with LEA staff 		

			to provide a description of the EL identification process.		
3	Provide evidence the LEA annually assesses all EL students for English language proficiency.	Title I-A, Section 1111	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● LEA policy or description of the process for ensuring that all EL students participate in the English proficiency assessment annually; ● Documentation to demonstrate that all EL students were assessed (i.e. testing schedules and trackers) during the most recent WIDA ACCESS administration; this must include indication of any EL students who may not have been assessed as required and reasoning for their omission from the assessment. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Review a sampling of the school's student cumulative files across all grades for evidence of WIDA ACCESS administration (i.e. score reports); ● Interviews with LEA staff to provide a description of the annual EL assessment process. 		

4	Provide evidence that the LEA has WIDA assessment certification processes in place for licensed staff who administer WIDA placement tests and annual assessments.	Title I-A, Section 1111	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● LEA's WIDA Assessment Test Administrator (TA) Table, completed for all LEA staff members administering any WIDA assessments for the current school year (including Screeners, ACCESS, and Alternate ACCESS). Please include all information for the LEA, not just the schools identified for monitoring. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Interviews with LEA staff to provide a description of the WIDA assessment certification process. 		
5	Provide evidence the LEA provides the <i>Lau</i> required language development services for all EL students (levels 1.0-4.9; Alternate ACCESS), at each setting (elementary, middle, and high school) <u>in all schools</u> , as outlined in their EL (Lau) Plan within the Pre-Application.	Title I-A, Section 1111	<p>Pre-visit Evidence:</p> <ul style="list-style-type: none"> ● LEA's EL Teacher of Record Table, completed to detail current EL Teachers of Record at all schools in the LEA; ● Documentation for any teachers licensed via EL Teacher of Record Rubric, if applicable; ● EL Teacher of Record/EL Teacher of Service schedules and/or a detailed narrative describing how the EL Teachers of Record provide or oversee English Language Development for all ELs in 		

			<p>the LEA (i.e. service models, frequency & duration, curriculum).</p> <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● EL Program <p>Administrators' interview;</p> <ul style="list-style-type: none"> ● Teachers' interviews; ● Classroom observations. 		
6	<p>Provide evidence the LEA increases English proficiency of English learners by providing high-quality language instruction educational programs based on scientifically based research and linked to the state WIDA Standards.</p>	<p>Title I-A, Section 1111</p>	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● WIDA Standards <p>Implementation Description: A brief narrative describing how teachers have been trained on the WIDA English Language Development (ELD) Standards, as well as how the standards are integrated into content area instruction consistently;</p> <ul style="list-style-type: none"> ● Evidence of WIDA training provided to all EL and general education teachers of English learners at the elementary, middle school, and high school level (i.e. staff sign-in sheets; presentation materials). <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Teacher interviews; ● ELD instruction observations; ● General education classroom observations. 		

7	Provide evidence Individual Learning Plans (ILPs) have been created for all EL students, levels 1.0-4.9. All teachers serving EL students have received a copy of the student(s) ILP and it is being implemented daily.	Title I-A, Section 1111	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● ILP Development & Implementation Description: A brief narrative describing how Individual Learning Plans are created and how it is ensured all teachers of ELs have received and are implementing the ILP; ● A representative sample of Individual Learning Plans (ILPs) for currently enrolled EL students across elementary school, middle school, and high school settings from each building in the LEA. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Review a sampling of the school’s student cumulative files at each grade setting (Elem., MS, HS) for evidence of ILP documentation; ● EL Program Administrators’ interview; ● Teachers’ interviews; ● Classroom observations. 		
8	Provide evidence that the federally required academic monitoring process has been implemented for students who achieved a “proficient” score on the annual English language proficiency assessment, and that	Title I-A, Section 1111	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● List of LEA’s exited, proficient students currently in the two-year monitoring process; ● Former EL Two-Year Monitoring Description: A 		

	<p>this process is rigorous for two consecutive years. This process must include: use of multiple forms of data on a student's performance and, if necessary, effective interventions implemented to remedy a content or language deficit or a separate barrier preventing the student from participating fully in the core curriculum.</p>		<p>brief narrative describing how the monitoring process for exited ELs is implemented across the district, including: who is involved, how frequently it occurs, the data reviewed, how it is documented, and any other relevant details;</p> <ul style="list-style-type: none"> ● A representative sample of monitoring documentation for currently enrolled former ELs who are in the Formal Two-year Monitoring period across elementary school, middle school, and high school settings from each building in the LEA, as applicable. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Review a sampling of the school's student cumulative files at each grade setting (Elem., MS, HS) for evidence of monitoring forms/documentation of students in monitoring; ● EL Program Administrators' interview; ● Teachers' interviews. 		
9	<p>Provide evidence that the process used to make grade retention determinations for EL students ensures that appropriate services and</p>	<p>Title I-A, Section 1111</p>	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● LEA retention policy documents or explanation of LEA's retention policy as it pertains to ELs; 		

	instructional supports have been provided prior to considering retention. Provide evidence that the retention decision was not due to lack of English proficiency.		<ul style="list-style-type: none"> ● List of EL students retained within the past two years, if any. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Interviews with staff to provide a description of the retention decision-making process for ELs. 		
10	Provide evidence that the process used to make referrals to special education for EL students is appropriate and that students dually identified to receive EL and special education services have access to both programs. Provide evidence that the decision for referral to special education services was not due to lack of English proficiency.	Title I-A, Section 1111	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● LEA Special Education (SPED) referral policy for EL students; ● List of EL students referred to Special Education program within the past two years, if any. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● Review of EL students' files with documentation for referral; ● EL Program Administrators' interviews; ● Interviews with staff to provide a description of the special education referral and evaluation process for ELs. 		

Supplemental Title III Monitoring Topic(s) - Use With Specific Title III Activities

<i>Required Title III Monitoring Topics</i>	<i>ESSA Language/Code</i>	<i>Evidence</i>	<i>Rating</i>	<i>IDOE Notes</i>
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1	Provide evidence that Title III required professional development has been provided to EL and general education classroom teachers, principals, administrators, and other school or community-based organizational personnel.	Title III-A, Section 3115	<p>Pre-visit Evidence:</p> <ul style="list-style-type: none"> ● Evidence of completed and/or future EL-specific professional development events (i.e., PD calendars, presentation materials, etc.); ● Staff sign-in sheets or additional evidence of EL PD participation. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● EL Program Administrators' interview; ● Staff and teachers' interviews. 	<p>Exemplar Fully Implemented Partially Implemented Not Implemented Evidence Needed N/A</p>	
2	Provide evidence that Title III required supplemental family and community engagement activities have been carried out to specifically address the needs of EL families in the LEA.	Title III-A, Section 3115	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Documentation (e.g., announcements, parent letters, brochures, meeting agendas) of supplemental EL-specific family and community engagement activity; and/or ● EL parent event sign-in sheets. <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● EL Program Administrators' interview; ● Staff and teachers' interviews. 		
3	For school corporations receiving additional Title III, A funds based on a significant influx of immigrant students,	Title III-A, Sec. 3115	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> ● Documentation of application expenditures being executed and 		

	<p>provide evidence of the approved activities that have been implemented with immigrant influx funds to provide enhanced instructional opportunities for immigrant children and youth.</p>		<p>implemented as written (i.e. PD materials or sign-in sheets; Receipts for bilingual books; etc.).</p> <p>Onsite Evidence:</p> <ul style="list-style-type: none"> ● EL Program Administrators' interview; ● Staff and teachers' interviews; ● Observation of implementation of approved activities for Immigrant students. 		
Title III Monitoring Document Approved by:				Date:	

Title IV Monitoring Purpose

In order to oversee local implementation of education requirements under the Elementary and Secondary Education Act of 1965 (including No Child Left Behind Act of 2001 and Every Student Succeeds Act of 2015 requirements), the Indiana Department of Education (IDOE) is conducting a consolidated monitoring review for the Title IV-A grant. The LEA selection process for federal monitoring is a mandated part of Uniform Grant Guidance. IDOE is required to perform an assessment selection process annually. The assessment weighs criteria such as Federal Rating, ELA and Math economically disadvantaged subgroup growth, and other program details as outlined on the Risk Assessment report provided to LEA. The results of the assessment will determine the LEA's risk level, which in turn, will determine the level or type of monitoring the LEA will receive. Title IV-A monitoring includes several indicators asking about overall implementation of Title IV-A funded programs and compliance with distinct regulations, followed by program implementation, and program goals as in alignment to originally stated goals in the pre-application. Documents will be examined by IDOE auditors and results will be provided to each LEA in a Programmatic Monitoring Report.

Monitoring Topic 1: Compliance (Title IV-A Section 4106/4121)

<i>Required Title IV Monitoring Topics</i>		<i>ESSA Language/Code</i>	<i>Evidence</i>	<i>Rating</i>	<i>IDOE Notes</i>
1	Provide evidence, if LEA funding was over \$30,000.00, the LEA followed statute of 20% in Focus Area A and Focus Area B plus some allocation in Focus Area C.	Sec. 4106 (2)(C) - (E) The local education agency or consortium of such agencies will - use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under A; use not less than 20 percent of funds received under this subpart to support one or more activities authorized under B; use a portion of funds received under	<ul style="list-style-type: none"> • Documentation of activities that support Focus Areas • Documentation of reimbursement; or • Evidence of Ed-Flex application approval that waives this requirement 	Exemplar Fully Implemented Partially Implemented Not Implemented Evidence Needed N/A	

		<p>this subpart to support one or more activities authorized under C.</p>			
2	<p>Provide evidence of how the needs were established by the LEA and how the LEA prioritized funding to serve the highest need schools.</p>	<p>Sec. 4106 (C) - (D) Receiving an allocation under this subpart, a local educational agency or consortium of such agencies shall conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement of focus area A, B, and C.</p>	<ul style="list-style-type: none"> • Documentation of comprehensive needs assessment • Documentation of Title I schools being served 		
3	<p>Provide evidence of how the LEA continuously evaluates needs and who are the stakeholders involved in the process.</p>	<p>Sec. 4106(C)(2) The local educational agency, or consortium of such agencies, shall engage in continued consultation with the entities described in paragraph (1) in order to improve the local activities in order to meet the purpose of this subpart and to coordinate such implementation with other related strategies, programs, and activities</p>	<ul style="list-style-type: none"> • Documentation of notes from various meetings (formal or informal) or: • List of stakeholders and their roles • Any external or internal evaluation tools or supports • Description of the evaluation process in conjunction with any other evidence listed above 		

		being conducted in the community.			
4	Provide evidence of Internet Safety Plan.	Sec. 4121(2)(A) Schools with Internet Safety Policies and Technology Protection Measures in Place. A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.	<ul style="list-style-type: none"> • Internet Safety Plan 		

Monitoring Topic 2: Priorities, Program Implementation, and Interview Portion (Title IV-A Section 4107-4108)

<i>Required Title IV Monitoring Topics</i>		<i>ESSA Language/Code</i>	<i>Evidence</i>	<i>Rating</i>	<i>IDOE Notes</i>
1	Provide evidence of how approved programming is being implemented regularly with students.	Sec. 4107 - 4109	<ul style="list-style-type: none"> • Interview staff who are essential to approved program implementation • Interview students who participate in or were impacted by approved 	Exemplar Fully Implemented Partially Implemented	

			programming (such as robotics members, approved after school clubs, AP enrolled students, etc.)	Not Implemented Evidence Needed N/A	
2	How is the LEA creating a safe and healthy environment for students and staff?	Sec. 4108	Examples of safe and healthy can include but are not limited to: <ul style="list-style-type: none"> • Wraparound supports • Teacher/Staff Wellness • Increasing student engagement and belonging • Physical building safety be sure to ask about Title IV with this as not all schools will use Title IV for safe/healthy		
3	How is the LEA addressing well rounded opportunities for their students and staff?	Sec. 4107	This can include, but is not limited to: <ul style="list-style-type: none"> • examples of increasing access to, building curriculum for and creating exposure to well-rounded educational (WRE) programming • WRE can include but is not limited to the arts, foreign language, out-of-school time programs, STEM/STEAM, AP and dual enrollment courses 		

Monitoring Topic 3: Program Goals and Alignment (Title IV-A Section 4106)

<i>Required Title IV Monitoring Topics</i>		<i>ESSA Language/Code</i>	<i>Evidence</i>	<i>Rating</i>	<i>IDOE Notes</i>
1	Provide evidence on how the LEA utilized Title IV-A funding to improve conditions for learning as it aligns with the pre-application and approved Title IV-A budget.	Sec. 4101 (2) The purpose of this subpart is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to improve school conditions for student learning.	Provide evidence of program implementation for Focus Areas A, B, and C to support conditions for learning. <ul style="list-style-type: none"> • Sign in sheets from Professional Development •Invoices for purchased services/evidence of payment for approved materials •Contracts with external vendors •Student intervention data •If staff added, either contract or School Board minutes <i>Note: Evidence provided should directly correlate to activities approved in Title IV budget application.</i>	Exemplar Fully Implemented Partially Implemented Not Implemented Evidence Needed N/A	
2	Provide evidence for how the LEA utilized Title IV-A funding to strengthen the behavioral environment as it aligns with the pre-application and approved Title IV-A budget.	Sec. 4108 (1) - (5) Each local educational agency, or consortium of such agencies, that receives an allocation under Sec. 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that coordinate with community based service programs, foster	<ul style="list-style-type: none"> •Documentation of personnel or contracted services to support student/staff behavioral environment (mental, physical, emotional health and well-being) •Documentation of material to support programming 		

		safe, healthy, supportive, and drug free environments, promote parental involvement.			
3	Provide evidence on how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom as it aligns with the pre-application and approved Title IV-A budget.	Sec. 4108 (F) Each LEA or consortium of LEAs that receive an allocation shall use a portion of the funds to develop, implement, and evaluate comprehensive programs and activities that...designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools.	<ul style="list-style-type: none"> •Disaggregated discipline data •Professional Growth Plan for educators with high rates or discipline concerns •Implemented prevention and restorative strategies 		
4	Provide evidence on how the LEA utilized Title IV-A funding to increase access to well-rounded, safe and healthy, and tech ready educational experiences for underrepresented student groups as it aligns with the pre-application and approved Title IV-A budget.	Sec. 4107 (i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses.	<ul style="list-style-type: none"> •Data to identify underrepresented subgroupings •Documentation to support opportunities offered •Documentation or data to show enrollment in opportunities 		
Title IV Monitoring Document Approved by:				Date:	

ESSER Monitoring Purpose

In order to oversee local implementation of education requirements under the Education Stabilization Fund through the Coronavirus Aid Relief, and Economic Security (CARES) Act for the Elementary and Secondary School Emergency Relief Fund (ESSER) Fund, the Indiana Department of Education (IDOE) is conducting a consolidated monitoring review for the ESSER II, ESSER III Grant (CRSSA, ARP ESSER). The purpose of this monitoring is to ensure that the LEA has in good faith adhered to all assurances previously agreed to as a provision of accepting federal dollars.

Supplemental Questions

Please provide a brief description surrounding what conversations were held at the local level in order to prioritize learning loss for vulnerable population.

What data points were reviewed to determine the degree of learning loss? How has data been kept to track progress?

<i>Required ESSER Monitoring Topics</i>		<i>ESSA Language/Code</i>	<i>Evidence</i>	<i>Rating</i>	<i>IDOE Notes</i>
1	Program Implementation: Provide sample evidence of program implementation as approved in the application.	Sec. 313(3) of the CRRSA Act includes “additional” LEA allowable uses of funds under ESSER II, in particular addressing learning loss; preparing schools for reopening; and testing, repairing, and upgrading projects to improve air quality in school buildings	Pre-Visit Evidence: <ul style="list-style-type: none"> • Invoices for subscriptions, technology/devices, supplies, mifi contracts or PD Onsite Evidence: <ul style="list-style-type: none"> • Provide data justifying the program selection and data indicating success measures 		

2	<p>Learning Loss: Provide a narrative of the LEAs process for deciding how to spend the mandatory 20% for learning loss. In addition to the narrative, provide documentation of this discussion. This could be board minutes or surveys.</p>	<p>Under Sec. 18001(e) of the CARES Act and Sec. 313(e) of the CRRSA Act Outlying Area SEAs must reserve (1) not less than 20 percent of their ARP-OA SEA allocation to carry out, directly or through sub grants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions; Evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in Sec. 1111(b)(2)(B)(xi) of the</p>	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> • Budget indicating 20% learning loss allocation provided, narrative provided, evidence of board discussion provided <p>Onsite Evidence:</p> <ul style="list-style-type: none"> • Narrative appropriately describes the decision making process for spending the 20% learning loss allocation. Board communication aligns with a discussion of addressing learning loss 		
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		ESEA (20 USC 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.			
3	Return to School Plan: Provide the link to LEAs website where the return to school plan is listed and updated every 6 months. Provide proof of meaningful consultation with stakeholders. Provide a narrative describing how the stakeholder feedback influenced the Return to School Plan.	<p>Sec. 2001(e) and (f) of the ARP Act:</p> <p>(18) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.</p> <p>(11) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring</p>	<p>Pre-Visit Evidence:</p> <ul style="list-style-type: none"> • Return to School Plan link is posted on the LEA website. And the plan was updated within the past 6 months • Evidence of stakeholder input provided • Narrative provided describing how stakeholder input was taken into consideration <p>Onsite Evidence:</p> <ul style="list-style-type: none"> • The actual stakeholder input provided, examples could be board minutes, surveys, etc. • Narrative responds to stakeholder input and describes how it was used, as reflected in the Return to School Plan 		

		other educational services can continue to be provided consistent with all Federal, State, and local requirements.			
ESSER Monitoring Document Approved by:				Date:	

Equitable Services Monitoring Purpose

In order to oversee local implementation of education requirements under the Elementary and Secondary Education Act of 1965 (including No Child Left Behind Act of 2001 and Every Student Succeeds Act of 2015 requirements), the Indiana Department of Education (IDOE) is conducting a consolidated monitoring review for equitable services. The LEA selection process for federal monitoring is a mandated part of Uniform Grant Guidance. IDOE is required to perform an assessment selection process annually. The assessment weighs criteria such as Federal Rating, ELA and Math economically disadvantaged subgroup growth, and other program details as outlined on the Risk Assessment report provided to LEA. Equitable services is largely dependent on non-public school participation. There are three tests for equitable services: 1) Goal of reaching agreement; 2) Secular, neutral and nonideological materials, and 3) Consultation has to be timely, meaningful and ongoing. Documents will be examined by IDOE auditors and results will be provided to each LEA in a Programmatic Monitoring Report.

Supplemental Questions

How is your consultation with your non-public school(s) _____ throughout the year? (timely, meaningful or ongoing)	
How do you monitor non-public schools' Title programming?	
How do you build a strong working relationship with your non-public schools?	
How does the district identify the private school(s) that enroll their students or exist within their boundaries, including when a new private school opens and when an existing private school closes?	
How does the district determine and remove potential barriers that inhibit a private school from participating in equitable services?	
Describe a time when the district did not completely agree with the private school on the provision of equitable services. What methods were used during consultation to resolve this disagreement?	

<i>Required Equitable Services Monitoring Topics</i>		<i>ESSA Language/Code</i>	<i>Evidence</i>	<i>Rating</i>	<i>IDOE Notes</i>
1	Identifying Private Schools	Provide evidence of invitation to private schools that may be serving students whose residence is within the LEA (ESEA 1117(A)(1); 34 CFR § 76.652).	Pre-Visit Evidence: <ul style="list-style-type: none"> • Evidence and outreach to non-public schools within geographical boundaries and nearby areas for consultation as applicable 		
2	Determining Student Eligibility	Provide evidence that the participating non-public students are Residents of an eligible school attendance area (ESEA 1117(a)(1), 8501(a)(1)). In Poverty (1-A) (ESEA 1117(b)(1)(F) Rank and ordered based on multiple, educationally-related academic data (1-A) (ESEA 1117(B)(1)(D)).	Pre-Visit Evidence: <ul style="list-style-type: none"> • Addresses of the non-public students, Free-and-reduced lunch data, income survey, proportionally, parent tax information or direct certification (SNAP, Medicaid, etc) • Rank-and-order chart or student selection sheets with multiple, educationally-related data for current-year students 		
3	Secular, Nonideological and Neutral	Provide evidence that materials and equipment are unbiased and are for only Title-served students (34 CFR § 76.661, 2 CFR § 200.313).	Pre-Visit Evidence: <ul style="list-style-type: none"> • Records of visits to site to observe instruction/location of equipment • Copies of lesson plans used with students and/or staff 		

4	Evaluating Effectiveness	As part of the consultation process, the needs of private school students, educators and families have been identified; and a process for evaluating the effectiveness of services has been established (ESEA 1117(b)(1)(A, D), 8501(c)(1)(D-H)).	Onsite Evidence: <ul style="list-style-type: none"> • Process for evaluating the effectiveness of services has been established (e.g. trackers of Title I student performance; reflection and outcomes of professional development and activities discussed) 		
5	Complaint Procedure	Provide evidence that the LEA provides complaint procedures to officials of the non-public school regarding the right to complain if the LEA has not engaged in timely and meaningful consultation or not considered the views of the non-public school (ESEA 1117(b)(1)(H), 8501(c)(2)).	Pre-Visit Evidence: <ul style="list-style-type: none"> • Evidence of adequately addressing problems and complaints raised by private school officials (e.g. complaint procedure, records of complaints) 		
Equitable Services Monitoring Document Approved by:				Date:	

Title I-A LEA Parent and Family Engagement Policy Requirements - Checklist

1	□	<p>Involve the parents in the joint development of the plan and the process of school review and improvement</p> <p><i>(Describe how the LEA will involve parents. When and where do these meetings take place?)</i></p>	
2	□	<p>Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance</p> <p><i>(Describe how the LEA supports the Title I schools. How does this coordination and technical assistance take place? Does the Title I program administrator meet regularly with school staff to plan parent involvement activities?)</i></p>	

3	□	<p>Build the schools' and parents' capacity for strong parental involvement by:</p> <p>a. □ Provide assistance to parents in understanding the State's academic content and student achievement standards, how to monitor a child's progress, and work with educators to improve the achievement of their children.</p> <p>(List actions: How does the LEA provide this to schools and parents? For example, family literacy night, district newsletters and/or use of social media to deliver information, etc.)</p> <p>b. □ Provide materials and training to help parents to work with their children, such as literacy training and using technology to foster parental involvement</p> <p>(List actions: What guidance and resources does the LEA provide to the schools/parents?)</p> <p>c. □ Coordinate and integrate parent involvement programs and activities with Head Start and other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.</p> <p>(List actions: How does the LEA coordinate with other programs that engage families?)</p> <p>d. □ Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</p> <p>(List actions: How does the LEA encourage and provide PD for teachers on fostering partnerships with parents?)</p> <p>e. □ Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating</p>	
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		<p>children in a format and, to the extent practicable, in a language the parents can understand.</p> <p>(List actions: How does the LEA determine what languages materials need to be translated in? How is the information distributed?)</p> <p>f. <input type="checkbox"/> Other reasonable support for parental involvement activities under section 1116, as parents may request</p> <p>(List actions: Describe how parents can request additional support or resources from the LEA.)</p>	
4	<input type="checkbox"/>	<p>Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies.</p> <p>(List Actions: How are parents involved in the review of the LEA parental involvement policy? When and where do these meetings take place? Describe how parent feedback is solicited regarding parental involvement activities. What does the LEA do to address barriers to greater participation, such as providing translation services?)</p>	
5	<input type="checkbox"/>	<p>Involve parents in the activities of the schools served under Title I, A</p> <p>(List Actions: How does the LEA encourage parental involvement in the activities of the Title I schools?)</p>	

Title I-A School and Family Engagement Policy Requirements – Checklist

1	<input type="checkbox"/>	<p>Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirement of such and the right of the parents to be involved</p> <p style="color: red;">(Describe when and where the annual meeting will be held.)</p>	
2	<input type="checkbox"/>	<p>Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits as such services relate to parental involvement</p> <p style="color: red;">(Describe how flexibility is provided.)</p>	
3	<input type="checkbox"/>	<p>Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy</p> <p style="color: red;">(List Actions: How are parents involved in the review of the school parental involvement policy? When and where do these meetings take place? Describe how parent feedback is solicited regarding parental involvement activities.)</p>	
4	<input type="checkbox"/>	<p>Provide parents with:</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Timely information about Title I, A programs b. <input type="checkbox"/> A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and c. <input type="checkbox"/> If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible <p style="color: red;">(List actions: How are parents provided with this information? Include school specific information regarding curriculum and forms of academic assessment.)</p>	
5	<input type="checkbox"/>	<p>Build the schools' and parents' capacity for strong parental involvement by:</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Provide assistance to parents in understanding the State's academic content and student achievement standards, how to monitor a child's progress, and work with educators to improve the achievement of their children. 	

(List actions: How is this assistance provided to parents? For example, family literacy night, parent/teacher conferences, school newsletters, etc.)

- b. Provide materials and training to help parents to work with their children, such as literacy training and using technology to foster parental involvement.

(List actions: What specific trainings and materials does the school provide to parents?)

- c. Coordinate and integrate parent involvement programs and activities with Head Start and other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.

(List actions: How does the school coordinate with other programs that engage families?)

- d. Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

(List actions: How does the school encourage and provide PD for teachers on fostering partnerships with parents?)

- e. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

(List actions: Common languages, especially those that the IDOE provides, must be provided to families. To the extent practicable, the school shall provide additional languages. How does the school determine what languages materials need to be translated in, which shall

		<p>include at least the second most populous language? How is the information distributed?)</p> <p>f. <input type="checkbox"/> Other reasonable support for parental involvement activities under section 1116, as parents may request</p> <p>(List actions: Describe how parents can request additional support or resources.)</p>	
6	<input type="checkbox"/>	Includes a School-Parent Compact (See below for requirements).	
7	<input type="checkbox"/>	(SWP schools) If the schoolwide program plan under Section 1114 is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.	

Title I-A School – Parent Compact Requirements – Checklist

1	<input type="checkbox"/>	Describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards.	
2	<input type="checkbox"/>	Describes the ways in which each parent will be responsible for: <ul style="list-style-type: none"> a. <input type="checkbox"/> Supporting their children's learning, such as monitoring attendance, homework completion, screen time, and television watching b. <input type="checkbox"/> Volunteering in their child's classroom; and participating as appropriate c. <input type="checkbox"/> Decisions relating to the education of their children and positive use of extracurricular time 	
3	<input type="checkbox"/>	Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: <ul style="list-style-type: none"> a. Parent-teacher conferences in elementary school, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement b. Frequent reports to parents on their children's progress c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities 	

Required Title I-A Schoolwide Plan Components – Checklist

1	<input type="checkbox"/>	A comprehensive needs assessment of the whole school.	
2	<input type="checkbox"/>	<p>Implementation of schoolwide reform strategies that:</p> <ul style="list-style-type: none"> a. <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement b. <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program c. <input type="checkbox"/> Increases the amount of learning time d. <input type="checkbox"/> Includes strategies for serving underserved populations e. <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards f. <input type="checkbox"/> Address how the school will determine if those needs of the children have been met g. <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any 	
3	<input type="checkbox"/>	Appropriately licensed and certificated teachers.	
4	<input type="checkbox"/>	High quality and ongoing professional development for teachers, principals, and paraprofessionals.	
5	<input type="checkbox"/>	Strategies to attract high-quality teachers to this school.	
6	<input type="checkbox"/>	<p>Strategies to increase parental involvement, such as literacy services.</p> <ul style="list-style-type: none"> a. Description how the school will provide individual academic assessment results to parents. b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan. 	
7	<input type="checkbox"/>	Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program	
8	<input type="checkbox"/>	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	
9	<input type="checkbox"/>	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	

10	<input type="checkbox"/>	Coordination and integration of Federal, State, and local funds; and resources, such as in-kind services and program components. a. List of programs that will be consolidated under the schoolwide plan (if applicable).	
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Inventory Controls

Directions: In reviewing the inventory list, please ensure that each of the ten components listed below are included.

The inventory will include a list of all equipment and technology purchased with Title I, Title II, Title III, Title IV, RLIS, ESSER, and GEER funds. A comprehensive Federal inventory for all Title schools should be kept at central office. All equipment and technology must be marked or stamped or labeled with the name of the Federal program with which the items were purchased. Note: This is for items that are over the capitalization threshold that are considered property.

All Property Records (inventories) must include:	Included (·)	IDOE Comments
A description of the property.	<input type="checkbox"/>	
A serial number or other identification number.	<input type="checkbox"/>	
The source of the property (where the property was purchased).	<input type="checkbox"/>	
Who holds title - (Title I, Title II, Title III, Title IV, RLIS, ESSER, GEER)?	<input type="checkbox"/>	
The acquisition date.	<input type="checkbox"/>	
The cost of the property.	<input type="checkbox"/>	
The percentage of Federal participation in the cost of the property.	<input type="checkbox"/>	
Where the property is located - (school/room number).	<input type="checkbox"/>	
The use and condition of the property – (new, good, fair, etc.).	<input type="checkbox"/>	
The ultimate disposition data including the date of disposal and sale price of the property.	<input type="checkbox"/>	