

Cross-Functional Monitoring



Georgia Department of Education

Office of Federal Programs, Office of School Improvement, Office of Special Education, and Office of Teaching and Learning

2017 - 2018



Office of Federal Programs, Office of Teaching and Learning, Office of Special Education, & Office of School Improvement
FY 2018 Cross-Functional Monitoring of LEA Programs

MONITORING DOCUMENT*

- Title I, Part A (CFDA 84.010) - State Program Code 1750
- Title I, Part A Academic Achievement Awards (CFDA 84.010) - State Program Code 1752
- Title I, Part A Reward Districts Awards (CFDA 84.010) - State Program Code 1753
- Title I, Part A Parent and Family Engagement
- Title I, Part D Neglected & Delinquent (CFDA 84.010) - State Program Code 1755
- Title I, Part C Education of Migratory Children (CFDA 84.011) - State Program Code 1762
- Title I School Improvement 1003(a) (CFDA 84.010) - State Program Code 1770
- School Improvement 1003(g) (SIG) (CFDA 84.377) - State Program Code 1775
- Title II, Part A Supporting Effective Instruction (CFDA 84.367) - State Program Code 1784
- Title IX, Part A McKinney-Vento Education for Homeless Children and Youth (CFDA 84.196) - State Program Code 1800
- Title III, Part A Language Instruction for English Learners & Immigrant Students (CFDA 84.365A) - State Program Codes 1811 & 1816
- Title IV, Part A Student Support and Academic Enrichment (CFDA 84.424A) - State Program Code 1779
- Title V, Part B Rural Education Achievement Program (REAP) (CFDA 84.358) - State Program Code 1847
- The Individuals with Disabilities Education Act (IDEA) - (CFDA 84.027A) - State Program Code 2824

Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

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Cross-Functional Monitoring of LEA Programs

CITATION	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
OVERARCHING REQUIREMENTS FOR ALL FEDERAL PROGRAMS			
1. LEA MONITORING OF SCHOOLS AND PROGRAMS			
<p>ESEA/ESSA 9304 2 CFR §200.328 2 CFR §200.330 34 CFR §300</p>	<p>1. The LEA conducts monitoring of its programs and subgrantees (if applicable) sufficient to ensure compliance with Federal program requirements. Title I, Part A; School Improvement 1003(a); School Improvement 1003(g) (SIG); Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A--McKinney-Vento Act; and IDEA.</p>	<p>1. Documentation:</p> <ul style="list-style-type: none"> a. Established cycle of monitoring for Title I, Part A; School Improvement 1003(a); School Improvement 1003(g) (SIG); Title I, Part C; Title I, Part, D; Title III, Part A; Title IV, Part A; Title V, Part B, Title IX, Part A--McKinney-Vento Act; and IDEA. b. LEA to send to the Department monitoring policies and procedures that include a method for monitoring all critical ESEA/ESSA requirements. c. Written description of the LEA monitoring process, including on-site procedures, timelines, schedules, data review, and the reporting and corrective action processes. d. Data collection instruments (interview guides, documents review checklists). e. Sample of letters to schools, checklists, forms, etc. f. Process for identification of high risk schools. g. Process for follow-up/verification of implementation of required corrective action. h. Memos, reports, etc. i. Monitoring reports, corrective actions from the schools visited as part of the on-site review. j. Copies of reports, corrective actions, results of technical assistance. k. Evidence of technical assistance provided by the LEA as a result of issues identified through the monitoring process. l. Copies of the LEA's schedule for monitoring of 	<p>1. Documentation:</p> <ul style="list-style-type: none"> a. Copies of reports, corrective actions, results of technical assistance. b. Annual Grant Award Notification. c. Corrective actions from the most recent LEA monitoring of schools/programs.

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		schools. m. Minutes of board meeting approving the annual Grant Award Notification—SIG. n. Policies on Federal Grant Administration--SIG. o. Policy checklists. p. Expenditure Detail reports. q. Completed plans--SWP, TA, School Improvement. r. Procedures for follow-up/verification of implementation of required corrective actions identified by the LEA. s. IDEA procedures to include: SST, Child Find, Evaluation/Reevaluation, Eligibility, and Discipline.	
		<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What processes does the LEA use to monitor its federal programs. 2. How frequently are federal programs monitored? 3. What findings have been made in the most recent monitoring year? 4. How does the LEA ensure that findings are corrected? 5. How does the LEA monitor/compare school expenditure requests with needs listed in the school-wide targeted assistance plan, or School Improvement Plan? 	
<p>2. COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP)</p>			
<p>ESEA SEC. 1112 SEC. 1003 SEC. 1306 SEC. 1423 SEC. 2122 SEC. 3116 SEC. 4106 SEC. 6223 SEC. 6722</p>	<ol style="list-style-type: none"> 1. The LEA ensures that it complies with the provision for submitting an annual application to the SEA and revising the LEA's plans as necessary to reflect substantial changes in the direction of the LEA's program. Title I, Part A; School Improvement 1003(a); Title I, Part C; Title I, Part, D; Title II, Part A; 	<ol style="list-style-type: none"> 1. Documentation: <ol style="list-style-type: none"> a. Review the approval process for SWP and TA including written procedures. (Review checklists, established schedule, and samples of correspondence with schools and other LEA departments.) b. Resolution procedures for unapproved SWP and TA plans. c. Guidance to schools and other LEA departments on submission of plan amendments. 	<ol style="list-style-type: none"> 1. Documentation: <ol style="list-style-type: none"> a. Most recent LEA Comprehensive LEA Improvement Plan (CLIP): District CNA, District Improvement Plan, Parent Involvement Policy, Foster Care Transportation Plan, and Title I Part C ID&R Plan (if direct funded). CLIP includes: <ol style="list-style-type: none"> 1. A description of the poverty criteria used to select school

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SEC. 9305	Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A--McKinney-Vento Act; and IDEA	<ul style="list-style-type: none"> d. Evidence of timely SWP and TA plan approval and release of funds. e. Documentation to support the selection of evidence-based action steps in District Improvement Plan. f. Source documentation verifying stakeholder involvement. 	<ul style="list-style-type: none"> attendance areas. 2. Record of schools' CCRPI data and schools' Priority, Focus, and/or Reward School status. b. Copy of CLIP Audit Trail showing CLIP approval. c. Amendment requests for all Title I plans in the LEA CLIP d. Copy of revised CLIP, if applicable. e. Listing of schools with poverty criteria. f. Copy of general and program assurances from the Consolidated Application. g. Copy of the Student Success Process Template on file with action steps. h. Copy of Approved CNA/DIP Waiver (If Applicable)
		<p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> 1. What is the process for review and approval of school applications? 2. What is the process for reviewing school plans to determine if the schools has met requirements for required and allowable reservations? 3. What is the process for submitting amendments? 4. When are schools required to submit amendments? 5. What type(s) of change(s) require a formal amendment? 	
3. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN			
SEC. 1120 SEC. 9306 34 CFR Part 200.62-200.67 34 CFR Part 200.77 (f) Title II, Part A ESEA/ ESSA §2102(b)(2)(E)	<ul style="list-style-type: none"> 1. ESSA Title Programs <ul style="list-style-type: none"> a. Evidence that the LEA provides for the equitable provision of services to eligible private school children, their teachers, principals and other school leaders b. Evidence that LEA provided initial consultation to private schools on their participation c. Evidence that participating private schools 	<ul style="list-style-type: none"> 1. Documentation: <ul style="list-style-type: none"> a. Alphabetized list of private schools within the LEA's geographic boundaries (Title II, Part A and Title IV, Part A) b. Copies of all DE1111 forms submitted to LEA for the FY17 and FY18 school years (Title I, Part A and Title III, Part A) c. Copies of private school letters for FY17 and 	<ul style="list-style-type: none"> 1. The LEA provides documentation.

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<p>§8501(a)(5) §8501(c)</p> <p>Title IV, Part A ESEA/ESSA §4106(e)(2)(B) §8501(a)(5) §8501(c)</p> <p>USDE Non-Regulatory Guidance Title IX, Part E (2009) D-11 Consultation Documentation D-12 Consultation Meeting Notes D-16 Program Design D-17 Timely and Meaningful D-18 Ongoing Consultation</p>	<p>engage in ongoing consultation around the equitable provision services</p>	<p>FY18 inviting private school participation. (All Federal Programs)</p> <ol style="list-style-type: none"> 1. Title I and Title III – Invitations to schools serving students whose residence is within geographic boundaries 2. Title II and Title IV – Invitation to schools whose physical location is within geographic boundaries <p>d. Evidence that consultation has occurred between the LEA and private school officials or its representatives regarding services for private school children prior to the LEA making any decision. (All Federal Programs)</p> <p>e. The written affirmation and documentation of consultation from officials of private school or a representative. (All Federal Programs). In addition to the required affirmation form(s), consultation documentation may include:</p> <ol style="list-style-type: none"> 1. Meeting agendas and/or minutes w sign-in rosters 2. Results of assessment of private school student, teacher and leader needs 3. Evidence of planning and budgeting 4. Provision of services, programs, materials and resources 5. Evaluation of programs and services for effectiveness 6. If applicable, evidence of adequately addressing problems and complaints raised by private school officials <p>f. Evidence that the LEA regularly supervises the provision of Title I, Title III, and Title IV, Part A services to private school children.</p>	
<p>The LEA provides equitable participation for private and home school students and expends the required proportionate share funds for</p>	<p>2. IDEA Requirements: a. The LEA substantiates the number of private</p>	<p>2. IDEA Documentation: a. Copy of procedures that the LEA uses to</p>	<p>1. IDEA Copies of: a. Calculated count including formula.</p>

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<p>eligible students with disabilities.</p> <p>IDEA 34 CFR 300.130 – 144 ESEA 612 (a) (10)(A)</p>	<p>and home school students with disabilities that do not have Individual Educational Plans (IEPs).</p> <p>b. The LEA enters its Child Find count into the Proportionate Share tab in the Consolidated Application.</p> <p>c. The LEA tracks proportionate share funds.</p> <p>d. The LEA spends required Proportionate Share amount within grant period. If the correct amount was not expended, the LEA carries over that portion to be spent during the subsequent fiscal year.</p> <p>e. The LEA maintains controls of control of any property, equipment and supplies from IDEA used for Proportionate Share.</p> <p>f. If the LEA provided services, it was beyond the existing level of instruction at the private schools.</p> <p>g. If private school personnel were contracted, services were outside the regular duty hours of the teacher unless explicit time was set aside and funded.</p> <p>h. The LEA used state and local funds to supplement, not supplant, the required federal funds to be expended.</p> <p>i. The LEA completes the consultation process to include advertising of process.</p> <p>j. The LEA provides Child Find activities for private schools similar to the LEA schools.</p> <p>k. The LEA states the amount of funds available and type of services to be provided prior to the start of the new school year.</p>	<p>determine that the required consultation occurred.</p> <p>b. Evidence that the LEA has met the requirement for consultation, written affirmation, and evaluation of the program.</p> <p>c. Evidence that consultation has occurred between the LEA and stakeholders for eligible private and home school children.</p> <p>d. The written affirmation from officials of private school or a representative or home school representatives.</p> <p>e. Evidence that the LEA has met the requirement for financial record keeping related to services to private and home school children that facilitate an effective or programmatic audit.</p> <p>f. Evidence that the LEA has documentation when serving private school or home school children through contracts with a third party that ensures the third party is providing services to eligible private school children in accordance with all IDEA requirements.</p> <p>g. Evidence that the LEA regularly supervises the provision of IDEA services to private and home school children.</p> <p>h. Evidence of service plans if applicable.</p> <p>i. Evidence of Child Find activities to private schools.</p>	<p>b. Line item proportionate share amount in budget.</p>
		<p>Guiding Questions:</p> <p>1. How does the LEA ensure that it provides services to eligible children attending private schools in accordance with requirements?</p>	

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FIDUCIARY RESPONSIBILITY			
4. MAINTENANCE OF EFFORT (MOE) AND COMPARABILITY, ASSESSMENT SECURITY – ALL FEDERAL PROGRAMS (EXCEPT TITLE I, PART C; TITLE IV, PART A; 1003(g); AND 1003(a))			
<p>ESEA §§1120A and 8521 §§1114, 1115, and 1116 34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205</p> <p>Title I, Part A Title II, Part A IDEA Title III, Part A Title V, Part B Title I, Part D Subpart 2 Title IX, Part A--The McKinney-Vento Act</p>	<p><u>Maintenance of Effort</u></p> <p>1. The LEA ensures that it complies with-- The procedures for ensuring maintenance of effort (MOE) as outlined in §§1120A and 8521 of the ESEA and for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.</p>	<p><u>Maintenance of Effort</u></p> <p>1. Documentation for ensuring maintenance of effort (MOE) as outlined in §§1120A and 8521 of the ESEA listed below is required only for LEAs that do not meet the required maintenance of effort.</p> <ol style="list-style-type: none"> a. Source data to support the request to the Department to seek waiver. b. Procedures for determining maintenance of effort (MOE), including funds to be excluded from MOE calculations. <p>2. Documentation for ensuring maintenance of effort (MOE) for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.</p> <ol style="list-style-type: none"> a. MOE Eligibility Form with projected expenditures for current year. b. Exception requirement forms with supporting evidence verifying expenditures (usually this is expenditure report) maintained by LEA for LEAs that did not meet or LEAs who reduce effort optionally. <p>3. Correction forms if applicable with supporting evidence verifying expenditures maintained by LEA.</p>	<p><u>Maintenance of Effort</u></p> <p>1. Documentation listed below is required only for LEAs that do not meet the required maintenance of effort:</p> <ol style="list-style-type: none"> a. US ED response to LEAs requesting a waiver of MOE. b. State BOE board item reducing current year allocation for LEAs whose waiver request is denied. <p>NOTE: State Special Charter Schools in operation for less than three fiscal years must attach MOE documents (waiver OR financial records) to the LEA's consolidated application.</p>
		<p><u>Guiding Questions:</u></p> <p>1. How does the LEA ensure that it complies with the maintenance of effort requirement under Title I/IDEA?</p>	
	<p><u>Comparability</u></p> <p>2. The LEA ensures that it complies with--</p> <ol style="list-style-type: none"> a. The procedures for meeting the comparability 	<p><u>Comparability</u></p> <p>2. Evidence that:</p> <ol style="list-style-type: none"> a. In cases where Title I schools are not comparable, 	<p><u>Comparability</u></p> <p>2. Copies of:</p> <ol style="list-style-type: none"> a. List of schools within the LEA with

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	<p>requirement as outlined in §1120A of the ESEA.</p> <p>b. The LEA is monitoring comparability at least every two years. Georgia requires that LEAs must meet comparability requirements annually.</p>	<p>documentation showing adjustments (including dates of hires or staff reassignment to meet comparability) to the allocation of resources that the LEA made to ensure that Title I and non-Title I schools are comparable.</p> <p>b. Documentation to affirm LEA has fully and correctly implemented its approved RAMP in order to establish comparability if student/teacher ratio methodology fails to demonstrate comparability. (Ex. payroll records, detailed School Expenditure Reports, School based budgets, etc.)</p>	<p>allocations.</p> <p>b. Annual comparability calculations for Title I schools and non-Title I schools showing that the resources Title I schools receive from local and state funds are comparable to those received by non-Title I schools.</p> <p>c. An LEA Resource Allocation Plan that has been approved by the Department. (Attached to the attachments inside the Comparability application.)</p> <p>d. In cases where Title I schools are not comparable, documentation showing adjustments to the allocation of resources that the LEA made to ensure that Title I and non-Title I schools are comparable.</p>
		<p><u>Guiding Questions:</u></p> <ol style="list-style-type: none"> 1. How does the LEA ensure that it complies annually with the comparability requirements under Title I? 2. How does the LEA ensure that, in cases where Title I schools are not comparable, the LEA has made adjustments to the allocation of resources that it made to ensure that Title I and non-Title I schools are comparable? 	
<p>ESEA SEC. 1111</p>	<p><u>Assessment Security</u></p> <p>3. The LEA has a system for ensuring and maximizing the quality, objectivity, utility, and integrity of assessment and accountability information disseminated by the LEA.</p> <p>The LEA has a system for monitoring and improving the on-going data quality of its assessment system.</p>	<p><u>Assessment Security</u></p> <p>3. Copies of communication to local educators regarding the LEA's test security policy/plan and consequences for violation.</p> <p>The LEA's test security policy/plan and consequences for violation are made available to local educators.</p>	<p><u>Assessment Security</u></p> <p>3. The LEA provides documentation.</p>

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5. INTERNAL CONTROLS, EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPLES – ALL PROGRAMS OF TITLE I, TITLE II, TITLE III, TITLE IV, TITLE V, TITLE IX, IDEA and SCHOOL IMPROVEMENT 1003(a) and 1003(g)			
<p><u>Internal Controls / Expenditures</u></p> <p><u>Internal Control Requirements</u> 2 CFR §200.61 2 CFR §200.62(a) 2 CFR §200.62(b)(1-2) 2 CFR §200.303</p> <p><u>Internal Controls Required in Writing</u></p> <ul style="list-style-type: none"> ● Allowability 2 CFR §200.302(b)(7) ● Procurement 2 CFR §200.318 2 CFR §200.319 2 CFR §200.320 ● Time and Effort 2 CFR §200.430 ● Travel Policy 2 CFR §200.474(a) ● Segregation of Duties GAO-14-704G 10.03, 10.12-10.14 ● Stipend Policy GaDOE Rule 160-3-3-.04 <p><u>Adherence to 2 CFR Part 200, ESSA, and IDEA Requirements</u></p> <ul style="list-style-type: none"> ● Program Authorization 2 CFR §200.302 (b)(4) ● Reconciliation 2 CFR §200.302 (b)(5) ● Allowable 	<p>5.1 <u>Internal Controls / Expenditures</u></p> <p><u>Internal Controls</u></p> <p>a. Evidence that all LEA Internal Controls specific to LEA expenditures required to be in writing by 2 CFR Part 200 (Allowability, Procurement, Time and Effort, Travel, Segregation of Duties, Stipends) are present and meet requirements for internal controls:</p> <ol style="list-style-type: none"> 1. Effectiveness and efficiency of operations; 2. Reliability of reporting for internal and external use; 3. Compliance with applicable laws and regulations. 4. Ability to meet the following objectives for Federal Awards: <ul style="list-style-type: none"> A. Transactions are properly recorded and accounted for, in order to 1) Permit the preparation of reliable financial statements and Federal reports; 2) Maintain accountability over assets B. Transactions are executed in compliance with 1) Federal statutes, regulations, and the terms and conditions of the Federal award that could have a direct and material effect on a Federal program; and 2) Any other Federal statutes and regulations that are identified in the Compliance Supplement <p><u>Expenditures</u></p> <p>b. Evidence that the LEA maintains accounting records that are supported by source documentation</p>	<p>5.1 <u>Internal Controls / Expenditures</u></p> <p><u>Internal Controls</u></p> <p>a. Evidence that Internal Controls required to be in writing by 2 CFR Part 200</p> <ol style="list-style-type: none"> 1. Written Allowability Procedures - 2 CFR §200.302(b)(7) 2. Written Procurement Procedures - 2 CFR §200.319(c) 3. Written Method for Conducting Technical Evaluations of Proposals and Selecting Recipients - 2 CFR §200.320(d)(3) 4. Written Compensation and Leave Policies - 2 CFR §200.430 5. Written Conflict of Interest Policy - 2 CFR §200.318(c) 6. Written Travel Policy - 2 CFR §200.474(b) 7. Written Stipend Policy - GaDOE Rule 160-3-3-.04 <p><u>Expenditures</u></p> <p>b. Copy of FY17 and FY18 Payroll & Expenditure Detail Reports for every program organized by site,</p>	<p>5.1 <u>Internal Controls / Expenditures</u></p> <p>Previous Cross Functional or Program Specific Monitoring Reports</p> <p>Evidence of Resolution of Outstanding Audits, Complaints, and Previous Monitoring Findings</p> <p>Approved FY18 CLIP and DIP establishing LEA Needs and Plans</p> <p>Approved FY17 and FY18 Budgets w Attachments (Job Descriptions, Class Size Reduction Worksheets)</p> <p>FY16 and FY17 Completion Reports</p>

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<ul style="list-style-type: none"> • 2 CFR §200.403 • Reasonable 2 CFR §200.404 • Allocable 2 CFR §200.405 • Consistent Treatment 2 CFR §200.403(c) • Supplement Not Supplant ESSA Title I Sec. 1118, 1306, 1411, 1601 ESSA Title II Sec. 2212 ESSA Title III Sec. 3115 ESSA Title IV Sec. 4110 ESSA Title V Se. 5232 • Source Documentation 2 CFR §§200.302(b)(3), 200.333, 200.403(g), 200.508(d), 34 CFR §81.31(c) • Period of Performance 34 CFR §76.707 2 CFR §§200.77, 200.309, 200.403(g) • Time and Effort 2 CFR §200.430 (i) • General Procurement 2 CFR §200.318 • Competition 2 CFR §200.319 • Procurement Methods 2 CFR §200.320 • Suspension and Debarment WHEO 12549, 12689 <p>General Provisions for Selected Items of Cost 2 CFR Part 200</p>	<p>and costs are allowable under applicable laws and regulations. Expenditures meet the following standards including, but not limited to:</p> <ol style="list-style-type: none"> 1. Segregation of duties in review and authorization (must include Program Coordinator). 2. Reconciles all applicable reports – expenditure, budget, etc. 3. Allowable under applicable laws and regulations. 4. Prove necessary, reasonable, and allocable. 5. Supported by source documentation. 6. Supplement not supplant non-federal funds. Title II and Title III use 3 Prong Test for Supplanting. 7. Align with approved Federal budget. 8. Occur within the Period of Performance and benefits current grant period. 9. Comply with standards of documentation of personnel expenditures (Time and Effort). 10. Maintain oversight of contracts/purchase orders for contracted services. 11. Avoid conflict of interest. 12. Provides time stamped documentation of verifying vendors against suspension and disbarment database 13. Follow federal, state and local standards and policies related to competition and methods of procurement. 	<p>function and object (if applicable, with LEA Chart of Accounts crosswalk).</p> <ol style="list-style-type: none"> c. Copy of Source Documentation for all requested expenditures (purchase orders, invoices, contracts/ contract deliverables, agendas, receipts, travel authorizations, pre-approval, Title III funded instructors/ tutors, administrative costs), all capital expenditures, all competitive procurement. d. Copy of FY17 and FY18 Time and Effort Records. e. Copy of special approval documentation (capital expenses, etc). f. Evidence that the Special Education Director’s salary is above the QBE allotment. g. Copy of A-133 audit reports for two years. h. Copy of Resource Allocation Method/Plan (RAMP) to meet Title I supplement not supplant. i. Copy of FY17 Completion Report and FY17 general ledger for each federal program. j. Copy of completed class size reduction worksheet and teacher/grade level/content area schedule (if applicable) <p style="background-color: #92d050; padding: 5px;">Districts consolidating state, local and federal funds are only required to provide District level expenditures for review. However, school level expenditures that demonstrate the intent and purpose of each consolidated federal fund should be presented to the CFM team.</p> <p style="background-color: #92d050; padding: 5px;">Time and Effort Documentation is not required for personnel paid 100% through Fund 150 of the Consolidated Funds Pilot LEAs.</p>	

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<p>ESSA - Equitable Services 2003 Title I Equitable Services Non-Reg. 2009 Title IX, Part E Non-Reg. 2016 Fiscal Changes Non-Reg.</p>			
<p><u>Inventory</u></p> <p><u>Inventory Controls</u> 2 C.F.R. §200.62(c) 2 C.F.R. §200.313(d)</p> <p><u>Inventory Management</u> Property Standards Subpart D – Post Federal Award Requirements: Property Standards</p> <p>Equipment 2 C.F.R. §200.313</p>	<p>5.2 <u>Inventory</u></p> <p><u>Inventory Internal Controls</u></p> <p>a. Evidence that all LEA inventory internal controls required to be in writing by 2 CFR Part 200 are present and meet requirement for internal controls:</p> <ol style="list-style-type: none"> 1. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition. 2. Maintenance procedures to keep the property in good condition. <p><u>Inventory Management</u></p> <p>a. Evidence that the LEA manages equipment in a way that meets the following conditions</p> <ol style="list-style-type: none"> 1. Use of the equipment for authorized purposes of the property during the period of performance, or until the property is no longer needed for the purposes of the project. 2. Maintenance of property records to include person responsible for maintaining documentation. Purchase Orders and Inventory Records showing: item description, cost, source of funding for equipment including the Federal Award Identification Number (FAIN), date of purchase, vendor professional, serial number or other identification number, location, use, condition of property, and disposition data including date of disposal. 3. Annual physical inventories and reconciliation of physical inventory with property records. 4. Adequate safeguards to prevent loss, damage, 	<p>5.2 <u>Inventory</u></p> <p><u>Inventory Internal Controls</u></p> <p>a. Written Procedures for Managing Equipment - §200.313(d)</p> <p><u>Inventory Management</u></p> <ol style="list-style-type: none"> 1. Copies of all purchase orders documenting purchases of equipment with federal funds. 2. Copy of inventory records with all required components. 3. Records/logs of dates that physical inventories were conducted at LEA and schools with date, and signatures of person conducting inventory. 4. Copy of District Equipment Disposition Policy. <p>Consolidated Funds Pilot LEAs: Inventory controls and documentation only required for items purchased with federal funds prior to consolidation or for items purchased with funds outside of Fund 150.</p>	<p>5.2 <u>Inventory</u></p> <p>Copy of approved FY17 and FY18 Budgets</p>

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	<p>or theft of the property to include investigation if loss, damage, or theft occur.</p> <p>5. Sale of property procedures to ensure the highest possible return.</p> <p>6. Disposition of equipment in accordance with state laws and procedures.</p>		
<p><u>Cash Management -Drawdowns</u></p> <p>Internal Controls for Cash Management 2 CFR 200.305 2 CFR 200.302 (b)(6)</p> <p>GaDOE Board Approved Position Paper on LEA Drawdowns 05.2017</p>	<p>5.3 <u>Cash Management -Drawdowns</u></p> <p><u>Internal Controls</u></p> <p>a. Evidence that all LEA cash management internal controls specific to the drawdown of funds required to be in writing by 2 CFR Part 200 are present and meet requirements for internal controls</p> <p><u>Drawdown Records</u></p> <p>b. Evidence that LEA minimizes the time elapsing between the transfer of funds and disbursement by the grantee or subgrantee.</p> <p>c. Evidence that LEA’s requests for federal funds are evaluated, and drawdowns of federal cash are only for immediate needs.</p> <p>d. Evidence that LEA reconciles drawdown requests as needed and maintain supporting documentation</p>	<p>5.3 <u>Cash Management -Drawdowns</u></p> <p><u>Internal Controls</u></p> <p>a. Written Cash Management Procedures - §200.313(b)(6)</p> <p><u>Drawdown Reports</u></p> <p>b. Copies of all FY18 DE0147s for every federal program with supporting accounting records Title I, Part A; Title I, Part C; Title I, Part, D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; The McKinney-Vento Act; IDEA; School Improvement 1003(a) and School Improvement 1003(g) (SIG).</p>	<p>5.3 <u>Cash Management -Drawdowns</u></p> <p>Verification of any DE0147 pending approval</p> <p>FY16 and FY17 Completion Reports</p>

INDIVIDUAL FEDERAL PROGRAMS

6. TITLE I, PART A - WITHIN DISTRICT ALLOCATION PROCEDURES

<p>For more details about requirements, reference ESEA §§1113, 1116, and 1118 34 CFR §200.70 and §200.71 of the Title I regulations</p>	<p><u>General LEA Selection and Allocation Requirements</u></p> <p>1. The LEA complies with the requirements with regard to:</p> <p>a. Reserving funds for the various set-asides either required or allowed under the statute, and</p> <p>b. Allocating funds to eligible attendance areas or</p>	<p><u>General LEA Selection and Allocation Requirements</u></p> <p>1. Copies of:</p> <p>a. Documentation, if applicable, that the LEA has a waiver of requirements for the determination of eligible school attendance area and allocations under a state-ordered or court-ordered desegregation plan.</p>	<p><u>General LEA Selection and Allocation Requirements</u></p> <p>1. Copies of:</p> <p>a. Eligible Attendance Area worksheet.</p> <p>b. Enrollment report (previous October).</p> <p>c. School nutrition report (previous October)</p>
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	<p>schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area. [§§1113, 1116, 1118 of the ESEA and 34 CFR §200.70 and §200.71 of the Title I regulations]</p>	<p>b. LEA provides copy of free/reduced lunch count and directed certified report from the LEA School Food Nutrition department for participating CEP schools. LEAs using the CEP option must provide the procedures for determining rank order for the LEA's schools</p> <p>c. LEA provides documentation for residential treatment facilities (previously called Senate Bill 618 schools). For residential treatment facilities, a list showing the referring entity for each student:</p> <ol style="list-style-type: none"> 1. Parent/guardian, Department of Human Services (DHS), Department of Juvenile Justice (DJJ), or another LEA. For those students referred by a parent/guardian or another LEA, documentation regarding poverty must be on file (example: TANF, school lunch application, etc.). 	<p>d. Evidence that the LEA has correctly calculated the district-wide poverty average.</p>
		<p><u>Guiding Questions:</u></p> <ol style="list-style-type: none"> 1. What process has the LEA put in place to ensure that it complies with selection and allocation requirements? 2. What guidance or instructions related to general selection and allocations requirements has the LEA provided to LEA staff and schools? 3. Are low-income and enrollment data available for all schools in the LEA? 4. Has the LEA used the same measure of poverty for identifying eligible attendance areas and determining the allocation of each attendance area? 5. Are all participating schools being funded based on low-income data from the same source? 6. Are charter schools and alternative schools included in the ranking? 	
<p><u>Rank Ordering and Allocation Procedures</u> 34 CFR Sec. 200.70 and 200.71 Sec. 1113</p>	<p><u>Rank Ordering and Allocation Procedures</u> 2. The LEA has procedure(s) to ensure that it meets requirements related to rank order.</p>	<p><u>Rank Ordering and Allocation Procedures</u> 2. Rank Order a. Copy of written procedures for identifying</p>	<p><u>Rank Ordering and Allocation Procedures</u> 2. Rank Order a. Evidence that, for each attendance area,</p>

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	<p>The LEA ensures that it complies with the requirements in Section 1113 of the Title I statute and Sec. 200.70 and 200.71 of the regulations when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p>	<p>eligible students.</p> <p>b. List of students by each content area served in rank order according to multiple, educationally related, objective selection criteria with students receiving services identified in the following programs:</p> <ol style="list-style-type: none"> 1. Targeted Assistance Programs 2. School-wide Programs where participation is offered to a select group of eligible Title I students. 	<p>the percentage of poverty is correctly calculated.</p> <ol style="list-style-type: none"> b. Evidence that the feeder pattern, if applicable, is calculated correctly. c. Evidence that charter schools within the LEA are included in the ranking. d. Evidence that, if funds are not available to serve all eligible schools within an eligible school attendance area, schools that have exceeded 75% poverty have been identified and ranked from highest percentage of poverty to lowest percentage of poverty. e. Evidence that, once schools with poverty rates above 75% have been served, if there are funds available to serve additional schools, the additional schools have been ranked from highest percentage of poverty to lowest percentage of poverty or have been ranked by grade span. f. Evidence that the LEA has calculated per-pupil allocation (PPA) amounts. g. Evidence that the LEA has allocated funds to participating school attendance areas in rank order. h. Evidence that the LEA is correctly applying the 125% rule if the LEA is serving schools below 35% poverty. i. Evidence that LEAs use district set-asides only for required activities or for activities that are geared toward district-wide or grade span improvement or other services that must be coordinated at the district level. j. District set-asides may not be used to

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			<p>fund basic program operation. LEAs must distribute funds to schools in accordance with ESEA ranking and serving requirements which ensure that higher-poverty schools receive equal to or higher per-pupil allocations than schools that are lower on the poverty scale.</p>
	<p><u>LEA Reservation of Funds</u> 3. The LEA has procedure(s) to ensure that it meets reservation requirements annually.</p>	<p><u>LEA Reservation of Funds</u> 3. Evidence that: a. The LEA has procedures to ensure that it has correctly calculated the amount of funds for parental involvement including carryover as appropriate. (Expenditure detail, carryover worksheet).</p>	<p><u>LEA Reservation of Funds</u> 3. Evidence that: a. The LEA has reserved funds that are reasonable and necessary to provide services comparable to those provided to children in participating school attendance areas to serve: Homeless Children b. The LEA has reserved funds to serve children in local institutions for neglected children; and, if appropriate, children in local institution for delinquent children; and, neglected and delinquent children in community-day program. c. If the LEA receives a Title I, Part A allocation greater than \$500,000, it has reserved at least 1% of that allocation for parent and family engagement activities. d. After the LEA has determined the private school portion, the LEA has redistributed at least 90% of the remaining parental involvement set-aside to schools. e. Where schools have agreed to return the remaining 90% of the parent and family engagement set-aside to the LEA for district-wide parent and</p>

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			family engagement activities, the LEA has a district-wide parent activity assurance on file.
	<p><u>Equitable Services for Private School Participants</u></p> <p>4. The LEA has procedure(s) to ensure that it has correctly calculated the amount of funds for equitable services to private school participants and their teachers and families.</p>	<p><u>Equitable Services for Private School Participants</u></p> <p>4. Evidence that the LEA has written procedures to ensure that it has correctly calculated the amount of funds for equitable services to private school participants and their teachers and families, including carryover as appropriate.</p> <ul style="list-style-type: none"> a. Amount reserved for parent and family engagement—Families of private school participants b. Amount reserved for administrative costs for private school equitable services. c. Amount reserved for instructional and professional development services--Private school students and teachers. 	<p><u>Equitable Services for Private School Participants</u></p> <p>4. The LEA provides documentation.</p>
		<p><u>Guiding Questions:</u></p> <p>1. What procedures does the LEA use to ensure that it has correctly calculated the amount of funds for equitable services to private school participants and their teachers and families?</p>	
7. TITLE I, PART A - NOTICE TO PARENTS			
<p>SEC. 1112(e)(3)(A) SEC. 1112(e)(3)(B) SEC. 1112(e)(4)</p>	<p><u>Notice to Parents of English Learners Participating in Title I or Title III Supplemental Language Programs</u></p> <p>1. Notice to parents of participating English Learners (ELs) not later than 30 days after the beginning of the school year. For those children who have not been identified as ELs during such school year, the LEA shall notify the children’s parents during the first 2 weeks of the EL being placed in a supplemental language program funded by Title I or Title III with the following content:</p> <ul style="list-style-type: none"> i. the reasons for the identification of their child as an EL and in need of placement in a 	<p><u>Notice to Parents of English Learners Participating in Title I or Title III Supplemental Language Programs</u></p> <p>1. Evidence must include the notification in English and in a format and language the parents can understand.</p> <p>Distribution of notification using at least one of the following methods:</p> <ul style="list-style-type: none"> i. Signed and dated district or school staff dissemination statement indicating that the notification was sent home with each participating EL ii. Parent-Teacher Conference(s) with a sign-in sheet of parents’ signatures, dates, and names of 	<p><u>Notice to Parents of English Learners Participating in Title I or Title III Supplemental Language Program</u></p> <p>1. The LEA provides documentation.</p>

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	<p>supplemental language instruction educational program;</p> <ul style="list-style-type: none"> ii. the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement; iii. the methods of instruction used in the supplemental language program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction; iv. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child; v. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; vi. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools; vii. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and viii. information pertaining to parental rights that includes written guidance— <ul style="list-style-type: none"> I. detailing the right that parents have to have 	<p>documents discussed</p> <ul style="list-style-type: none"> iii. Copy of secure email with date and email address of parent iv. Mailed letter with a dated postage receipt and list of mailing addresses v. Picture of student folder with name of document and date of when document was distributed vi. Screenshot of notification in a secure parent portal with date of when notification was available to individual parents vii. Other secure method that the LEA has used to effectively notify parents of participating EL <p>The method of delivery must be secure to protect the privacy of student information. Therefore, use of public websites or social media posts as delivery methods are not applicable.</p>	

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	<p>their child immediately removed from such program upon their request;</p> <p>II. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and</p> <p>III. assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.</p>		
8. TITLE I, PART A - PARENT AND FAMILY ENGAGEMENT			
<p>SEC. 1116(a)(2)(D) SEC. 1116(b) SEC. 1116(c) SEC. 1116(d) SEC. 1116(f)</p>	<p><u>Meaningful Consultation with Parents, Families, and the Community</u></p> <p>1. Evidence: The LEA must provide evidence of parent input for each of the following required compliance components, a-d.</p> <p>a. Input into the School Parent and Family Engagement Policy</p> <p>b. Input into the School-Parent Compact</p> <p>c. Input into Building School Staff Capacity with assistance of parents</p> <p>d. Input into the 1% set-aside for parent and family engagement activities, if LEA receives more than \$500,000 in Title I, Part A funds</p>	<p><u>Meaningful Consultation with Parents, Families, and the Community</u></p> <p>1. District developed monitoring checklist of Title I School's required documentation or the Georgia Department of Education's Parent and Family Engagement Input Checklist. This checklist must document the following and be signed by the district level representative:</p> <p>The LEA must provide multiple opportunities for parents to have meaningful input into the revision and development of each compliance component:</p> <p>___8.1a School Policy ___8.1b Compact ___8.1c Capacity ___8.1d 1% set-aside</p> <p>At least two separate opportunities for input must be provided to parents and documented.</p> <p>Recommended Primary Method:</p> <p>i. In-person or online meetings (provide each of the following):</p>	<p><u>Meaningful Consultation with Parents, Families, and the Community</u></p> <p>1. The LEA maintains documentation of multiple input opportunities for each compliance component and provides to the SEA a district level monitoring checklist signed and dated by the LEA representative.</p> <p>On file at the SEA, the Comprehensive LEA Improvement Plan for the Annual Evaluation of the LEA Parent and Family Engagement Policy / Plan and the findings of the Annual Evaluation submitted with CLIP.</p>

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		<ul style="list-style-type: none"> • Methods of invitation (2 or more) to all Title I parents and family members • Dated agenda with agenda items indicating the meeting was held for the purpose of seeking parent input into the specific compliance component • Sign-in sheet with roles of attendees • Meeting minutes, meeting notes / summary, presentation slides, or talking points <p>Suggested Secondary Methods to reach parents who could not attend the in-person or online meetings</p> <ul style="list-style-type: none"> ii. Parent survey with the following documentation: <ul style="list-style-type: none"> • Paper copy or online link of parent survey • Questions included on the survey are relevant to the required content of the compliance document, e.g., Ask parents what topics school staff should discuss at faculty meetings to help engage parents in their child’s education • Summary of survey results • Methods (2 or more) of distributing parent survey iii. Feedback Form to accompany review of compliance documents, e.g., a feedback form with a link to the school-parent compact <ul style="list-style-type: none"> • Copy of Feedback Form containing questions that are relevant to the required content, e.g., for the school-parent compact, include questions that ask parents how they can help their child in the identified academic school goal 	

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		<ul style="list-style-type: none"> • Methods (2 or more) of Distributing Feedback Form such as a picture of the school-parent compact with the feedback form attached or handwritten edits from parents on the school-parent compact iv. Other LEA developed method of providing parent input into compliance requirements (Documentation of any opportunity should be maintained and should demonstrate for the purposes of monitoring that the method afforded all parents the opportunity for meaningful input). <p>Important: The Annual Title I Parent Meeting, usually scheduled for the beginning of the school year, should NOT be used for a formal input opportunity; it may be used for distribution of documents and to build parent capacity.</p> <p>Refer to the <i>2017-2018 Systemic Family Engagement Guide</i> (aka the Handbook) at http://partnerships.gadoe.org for checklists and other resources.</p>	
<p>SEC. 1116(a)(2)(B) SEC. 1116(h)</p>	<p><u>LEA Technical Assistance to Schools</u></p> <p>2. Evidence that 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, all Title I, Part A, Section 1116 requirements, and the notice to parents of participating English Learners in supplemental language instruction programs as described in Section 1112(e)(3).</p>	<p><u>LEA Technical Assistance to Schools</u></p> <p>2. The LEA must provide a copy of its written procedures on how it will deliver technical assistance to schools on all Title I, Part A, Section 1116 and Section 1112(e)(3) requirements and any of the following as evidence of compliance:</p> <ul style="list-style-type: none"> i. More than one meeting with the dated meeting agendas and dated sign-in sheets with roles of attendees ii. Meeting minutes, meeting notes/summary, presentation slides, or sample handouts such as a 	<p><u>LEA Technical Assistance to Schools</u></p> <p>2. The LEA provides documentation.</p>

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		<p>copy of the LEA procedures to show evidence of topics discussed were focused on the procedures for implementing Title I requirements</p> <p>iii. More than one sample email or other communications to Title I funded staff regarding Title I, Part A, Section 1116 and Section 1112(e)(3) requirements, e.g., guidance on the school parent and family engagement policy/plan, school-parent compact, and notice to parents of English Learners</p>	
<p>SEC. 1116 SEC. 1116(f)</p>	<p><u>Distribution in Multiple Ways and Accessibility</u></p> <p>3. Evidence of distributing in more than one way the:</p> <ul style="list-style-type: none"> a. LEA/District Parent and Family Engagement Policy by November 1st b. School Parent and Family Engagement Policy by November 1st c. School-Compact by November 1st 	<p><u>Distribution in Multiple Ways and Accessibility</u></p> <p>3. District developed monitoring checklist of Title I School’s required documentation or the Georgia Department of Education’s Parent and Family Engagement Distribution Checklist. The checklist must document the following and be signed by the district level monitoring official. Refer to the <i>2017-2018 Systemic Family Engagement Guide</i> (aka the Handbook) at http://partnerships.gadoe.org for checklists and other resources.</p> <p>The LEA / School must provide documentation of convening an Annual Title I Meeting for each Title I school at a convenient time to explain Title I requirements and the right of the parents to be involved. The Annual Title I meeting may be used as one method of distribution of the LEA and School Parent and Family Engagement Policies and the School-Parent Compacts. At least one other way must be used to distribute these documents to parents and the local community in a timely manner and, to the extent practicable, in a language and format parents can understand.</p>	<p><u>Distribution in Multiple Ways and Accessibility</u></p> <p>3. The LEA maintains documentation of multiple distribution methods for each compliance component and provides to the SEA a district level monitoring checklist signed and dated by the LEA representative.</p>

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		<p>Evidence must include:</p> <p>i. Annual Title I Parent Meeting with the following documents:</p> <ul style="list-style-type: none"> • Methods (2 or more) of invitation to all Title I parents, family members, and the community • Agenda with agenda items clearly indicating that document(s) was distributed to parents / attendees • Sign-in sheet with roles of attendees • Meeting minutes, meeting notes, presentation slides, or talking points <p>At least one additional evidence which can include, but is not limited to, the following:</p> <p>ii. Another Annual Title I Meeting on a different day or time, an in-person meeting, or an online meeting</p> <ul style="list-style-type: none"> • Methods (2 or more) of invitation to all Title I parents, family members, and the community • Agenda with agenda items clearly indicating that document(s) was distributed to parents / attendees • Sign-in sheet with roles of attendees • Meeting minutes, meeting notes, presentation slides, or talking points <p>i. Screenshot of school website with a link to documents and date of screenshot taken</p> <p>ii. Screenshot of school social media with a link to documents and date of screenshot</p>	

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		<p>taken</p> <ul style="list-style-type: none"> iii. Signed and dated teacher dissemination statement indicating that the documents were sent home with each student iv. Parent-Teacher Conference(s) with a sign-in sheet of parents' signatures, dates, and names of documents discussed v. Email or text message with attachments or links to documents posted online vi. Included in student registration packets with signed acknowledgements of receipt vii. Mailed letter with a dated postage receipt and list of mailing addresses viii. Picture of documents in the parent resource center or the front office and date of picture taken ix. Picture of student folder with name of document and date of when document was distributed <p>Evidence of providing information in a format and, to the extent practicable, in a language parents understand.</p> <ul style="list-style-type: none"> • Information in a language parents can understand • Information in a format parents can understand <p>For the School-Parent Compact, the LEA / School must provide samples of completed signature sheets or sections of the school-parent compact signed and dated by November 1st as the primary evidence of distribution. Samples should be provided from each selected Title I school. The school representative's signature does not have to be the original. One other method of distribution</p>	

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<p>SEC. 1116(b) SEC. 1116(c) SEC. 1116(d) SEC. 1116(e) SEC. 1116(f)</p>	<p><u>School Parent and Family Engagement Policy/Plan</u> 4. Evidence that the School Parent and Family Engagement Policy / Plan includes the required content components</p>	<p>must be used to provide evidence.</p> <p><u>School Parent and Family Engagement Policy/Plan</u> 4. The LEA / School must provide evidence that the School Parent and Family Engagement Policy / Plan includes all the following required content components:</p> <ul style="list-style-type: none"> • A revision date (month, day, year) as well as the current school year (2017-2018) • Jointly developed • Annual Title I Parent Meeting • Communications • Information, to the extent practicable, in a language and formats parents can understand • School-Parent Compact • For LEAs that receive more than \$500,000 in Title I, Part A funds and distributes a percentage of the 1% set-aside to Title I schools, parent input regarding the 1% set-aside for parent and family engagement • To the extent feasible and appropriate, coordination and integration of parent and family engagement programs and activities • Strategies/activities/trainings the school will provide to build school staff capacity. • Strategies/activities/trainings the school will provide to build parent capacity <p>Refer to the <i>2017-2018 Systemic Family Engagement Guide</i> (aka the Handbook) at http://partnerships.gadoe.org for checklists and templates.</p>	<p><u>School Parent and Family Engagement Policy/Plan</u> 4. The LEA provides documentation</p>

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<p>SEC. 1116(d)</p>	<p><u>School-Parent Compact</u> 5. Evidence of content that the school-parent compact includes the required components.</p>	<p><u>School-Parent Compact</u> 5. The LEA must provide evidence that the school-parent compact contains ALL of the following content components: i. A revision date (month, day, year) as well as the current school year (2017-2018). ii. Description of how the school-parent compact was developed jointly. iii. District goals from the Comprehensive LEA Improvement Plan (CLIP) and school academic achievement goals from the School Improvement Plan. iv. Outline of the shared responsibility between the school/teacher, parents, and students for improved student achievement which the responsibilities are aligned with improving the identified school academic achievement goals. v. List the activities/strategies the school will provide to build partnerships with parents to help children achieve the challenging State academic standards. vi. Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: • Parent-teacher conferences in the elementary schools at least annually, during which the compact is addressed; • Frequent reports to parents on their child’s progress; • Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.</p>	<p><u>School-Parent Compact</u> 5. The LEA provides documentation. On file at the SEA, a copy of the district goals from the Comprehensive LEA Improvement Plan</p>

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		<ul style="list-style-type: none"> • Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. vii. Section of the school-parent compact or a separate signature sheet for the school representative, parent, and student to sign and date in agreement of the compact. <p>Refer to the <i>2017-2018 Systemic Family Engagement Guide</i> (aka the Handbook) at http://partnerships.gadoe.org for checklists and templates.</p>	
<p>SEC. 1116(e) SEC. 1116(f)</p>	<p><u>Building Capacity</u></p> <p>6. Evidence that the LEA and schools have carried out the requirement to build capacity for involvement:</p> <p>a. School Staff Capacity - The LEA and schools, assisted under this part, shall educate teachers, specialized instructional support personnel, principals, other school leaders, and other school staff, 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>b. Parent Capacity - The LEA and schools assisted under this part shall provide assistance to parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.</p>	<p><u>Building Capacity</u></p> <p>6. District developed monitoring checklist of Title I School’s required documentation or the Georgia Department of Education’s Parent and Family Engagement Checklist. The checklist must contain all of the following and be signed by the district level monitoring official:</p> <p>Title I schools implementing Academic Parent-Teacher Teams (APTT) and show documentation of implementing APTT with fidelity will have met the requirements of building capacity for both school staff and parents.</p> <p>a. School Staff Capacity - At least 2 or more options per semester for teachers, specialized instructional support personnel, principals, other school leaders, and other school staff, at each Title I school as documented by the district office per Title I school using a checklist that includes</p>	<p><u>Building Capacity</u></p> <p>6. The LEA maintains documentation of multiple distribution methods for each compliance component and provides to the SEA a district level monitoring checklist signed and dated by the LEA representative.</p>

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		<p>evidence of:</p> <ul style="list-style-type: none"> i. In person or online faculty meetings as primary method of building school staff capacity <ul style="list-style-type: none"> • Agendas with topics such as the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs; build ties between parents and the school; how to coordinate and integrate programs and activities with other Federal, State, and local programs including public preschool programs and parent resource centers; how to ensure information is sent to parents in a format and to the extent practicable in a language that parents can understand; the Family and Community Engagement Structures of Georgia’s Systems of Continuous Improvement • Presentation slides, training materials, handouts, or meeting minutes/notes that show evidence of topics discussed • Sign-in sheets with date, roles of attendees, and signatures of teachers, specialized instructional support personnel, principals, other school leaders, and other school staff ii. Continuous communications with faculty such as emails with links to articles, social media postings, online training videos, tip 	

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		<p>sheets, flyers, handouts, brochures, website screenshots, and other online resources.</p> <p>b. Parent Capacity – Opportunities for all parents at each Title I school to build their capacity in supporting the education of their child as documented by the district office per Title I school using a checklist that includes evidence of:</p> <p>i. In Person meeting such as the Annual Title I meeting or online options as the primary method of building parent capacity</p> <ul style="list-style-type: none"> • Agendas with topics such as the challenging State academic standards; State and local academic assessments; Title I, Part A requirements; how to monitor a child’s progress and work with educators to improve the achievement of their children; such as literacy training and using technology (including education about the harms of copyright piracy); other reasonable support as parents may request. • Presentation slides, training materials, handouts, or meeting minutes / notes that show evidence of topics discussed • Sign-in sheets with date, roles of attendees, and signatures of parents • Methods (2 or more) of invitation to all Title I parents and family members <p>ii. Continuous communications with parents such as using the parent portal, social media postings, text messages, or links to articles, videos, newsletters, tip sheets, flyers,</p>	

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		handouts, brochures, website screenshots, and other online resources relevant to the topics such as the challenging State academic standards; State and local academic assessments; Title I, Part A requirements; how to monitor a child’s progress and work with educators to improve the achievement of their children; such as literacy training and using technology (including education about the harms of copyright piracy); other reasonable support as parents may request.	
9. SCHOOL IMPROVEMENT 1003(a) (84.010)			
LEA schools identified for as Priority or Focus Schools have met the requirements of being so identified.	<ol style="list-style-type: none"> 1. Evidence of LEA tracking status of schools in relation to school improvement. 2. Evidence that the LEA has provided written guidance and technical support to schools in developing, revising, implementing and coordinating targeted assistance, school-wide and school improvement plans. 	<ol style="list-style-type: none"> 1. The Division of SDE provides documentation. 2. Current documentation: <ol style="list-style-type: none"> a. Written documentation or procedures that describe how the LEA is organized to oversee and monitor school improvement, review, and approve school improvement plans, provide professional development, and provide technical support and other assistance to schools (e.g., designated central office staff, local school support teams, and/or, in conjunction with regional technical assistance center, a university/college, or other technical assistance provider). b. Written procedures describing how the LEA supports schools in developing, revising, implementing and coordinating targeted assistance, school-wide, and school improvement plans. To include analyzing data to identify and develop solutions to problems in a) instructional strategies, b) implementing requirements for parental involvement, c) identifying effective professional learning and d) analyzing and revising the school's budget so that resources are allocated effectively. 	<ol style="list-style-type: none"> 1. Georgia ESSA Flexibility Waiver 2. The LEA provides documentation.

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		<ul style="list-style-type: none"> c. Copy of District Strategic Plan. d. Copy of expenditure detail reports. 	
ESEA SEC. 1116(b)(4)(B)(i)	3. LEA Assurances.	3. The LEA provides documentation. The SEA has signed MOAs on file.	3. Copy of signed MOA for each system. The SEA has documentation on file.
	4. Evidence that the LEA provides assistance to schools in analyzing data from the State assessment system and other examples of student work to identify and develop solutions to problems in a) Instruction; b) Implementing the requirements for parental involvement and professional development; and c) Implementing the school improvement plan, including LEA and school level responsibilities under the plan.	4. The LEA provides: <ul style="list-style-type: none"> a. Evidence that LEA provided technical assistance in developing and reviewing school improvement plans. b. Copies of current LEA and school improvement, targeted assistance, school-wide plans which include comprehensive needs assessment, scientifically researched based instructional strategies, parental involvement and professional development. c. Copies of dated agendas and/or minutes, sign-in sheets of committee meetings. d. Copies of correspondence between LEA and schools identified for improvement. 	4. The LEA provides documentation.
ESEA SEC. 1003(a) SEC. 1112(c)(1)(D) SEC. 1114(b)(1) SEC. 1116 (b)(1)(B) SEC. 1116 (b)(3) SEC. 1116(b)(3)(A) SEC. 1116(b)(3)(A)(iii) SEC. 1116 (b)(4)–(6) SEC. 1116(b)(7)(C) SEC. 1116 (b)(7)(C)(ii) SEC. 1116(b)(8)(B) SEC. 1116 (b)(14)(B) SEC. 1116(c)(7) SEC. 1116 (c)(9) SEC. 1116 (c)(10)(B)(iii) SEC. 9101(34) SEC. 9306(a)(1)	5. Evidence that the LEA provides assistance to schools identified as Priority or Focus Schools, including implementing required actions. 6. Evidence that the LEA/school has designed teacher professional development to ensure that teacher learning opportunities are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs. 7. Evidence that where a school is both a school-wide school and a school identified for improvement and develops a single plan, that the LEA ensures that the single plan contains the school-wide requirements under section 1114(b)(1) and the school improvement plan requirements under section 1114(b)(3)(A). (If applicable.) 8. Evidence that School Improvement Grant has been approved. 9. Evidence that the LEA and schools use school level data to make decisions about the use of 1003(a)	5. Copies of: <ul style="list-style-type: none"> a. Dated agendas and/or minutes, sign-in sheets of professional development meetings. b. Correspondence between LEA and schools identified as Priority or Focus Schools. c. Training materials. 6. Copies of: <ul style="list-style-type: none"> a. Collaborative planning meeting agendas in schools. b. School professional learning plans and budgets. 7. Copy of the revised School Improvement Plans with the school-wide requirements sufficiently addressed and clearly identified (i.e., The School-wide/School Improvement Plan template). 8. The Division of SDE provides documentation. 9. The LEA provides: <ul style="list-style-type: none"> a. Comprehensive Needs Assessment with a focus on the area of need for the school. b. Copy of the current, revised targeted 	5. The LEA provides documentation. 6. The LEA provides documentation. 7. The LEA provides documentation. 8. Copy of School Improvement Grant budget for each applicable school – The SEA has needed documentation in Con-App. <ul style="list-style-type: none"> a. List of schools receiving 1003(a) funds and the amount awarded per school. 9. Copy of approved School Improvement Budget. 10. SEA list of schools receiving 1003(a) funds and the amount awarded per school.

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34 CFR Part 200 200.36 200.43.	funds for school improvement. 10. Evidence of the process the LEA uses for monitoring or reviewing how schools are using section 1003(a) funds to ensure the on-going quality of school improvement activities.	assistance/school-wide/school improvement plans. 10. Copies of meeting agendas, sign in sheets, etc. Written description of the LEA's process and procedures for ongoing review of school-level implementation of section 1003(a) funds.	
10. SCHOOL IMPROVEMENT 1003(g) SIG (84.377)			
LEA schools identified as SIG 1003(g) Schools have met the requirements of being identified as Priority Schools.	1. LEA Assurances.	1. The Department provides documentation.	1. Copy of signed School Improvement Grant and signed assurances for each applicable school.
ESEA SEC. 1116(b)(4)(B)(i) SEC. 1112(c)(1)(D) SEC. 1116(b)(3)(A) SEC. 1116(b)(3)(A)(iii) SEC. 1116(b)(7)(C) SEC. 1116(b)(8)(B) SEC. 1116(c)(7) SEC. 9101(34)	2. Evidence that the LEA/school has designed teacher professional learning to ensure that teacher learning opportunities are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs. SIG 1003(g) requires 300 hours of Increased Learning Time (ILT) for all schools with the exception of schools using the Evidence Based Whole School reform model which still requires 60 hours of ILT for ALL students.	2. Expenditure detail reports reflecting professional learning activities (2210). Copies of agendas, schedules, meeting minutes, meeting summary reports, sign in sheets, training materials, etc. of job embedded professional learning for SIG 1003(g), and Increased Learning Time (ILT) schedules noting time and pay must be provided for review.	2. The LEA provides documentation.
ESEA SEC. 1003(g) SEC. 1114(b)(1) SEC. 1116 (b)(1)(B) SEC. 1116 (b)(3) SEC. 1116 (b)(4)–(6) SEC. 1116 (b)(7)(C)(ii) SEC. 1116 (b)(14)(B) SEC. 1116 (c)(9) SEC. 1116 (c)(10)(B)(iii) SEC. 9306(a)(1) 34 CFR Part 200 200.36 200.43	3. Evidence that School Improvement Grant has been approved.	3. The Department provides documentation.	3. Copy of School Improvement Grant and budget for each applicable school as approved by SBOE.

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11. SERVICES FOR HOMELESS CHILDREN AND YOUTH			
<p>For more detail about requirements, reference SEC. 1112 (a)(1) and (O) Note: This is a Title I, Part A requirement. SEC. 1113 Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act Reauthorized as Title IX, Part A SEC. 9101 SEC. 9102 SEC. 9103</p>	<p>1. The LEA: a. Describes services provided for homeless children and youth. The LEA provides evidence of funds reserved under Title I, Part A. b. Provides comparable Title I, Part A services to homeless children and youth attending non-Title I schools.</p>	<p>1. The Department provides documentation.</p>	<p>1. The Department provides documentation. a. Copy of Comprehensive LEA Improvement Plan (CLIP). b. Copy of Set-Aside page.</p>
	<p>2. The LEA Plan under Section 1112 is coordinated with the McKinney-Vento Act.</p>	<p>2. The Department provides documentation.</p>	<p>2. Copy of the CLIP.</p>
	<p>3. The LEA has written procedures for the education of homeless children and youth that identify and remove any barriers. The written procedures must include: a. Identification b. School Selection (including feeder school protocol, if applicable) c. Enrollment d. Transportation e. Disputes f. Credit for full or partial coursework</p>	<p>3. Copy of LEA written procedures for Education for Homeless Children and Youth indicating annual revision and/or review date (month, date, and year). a. LEA written procedures. b. LEA written procedures. c. LEA written procedures. d. LEA written procedures. e. LEA written procedures. f. LEA written procedures.</p>	<p>3. The LEA provides documentation.</p>
	<p>4. The LEA records the schools in which homeless children and unaccompanied youth experiencing homelessness are enrolled.</p>	<p>4. List of schools and the number of homeless children and unaccompanied youth experiencing homelessness enrolled. (Student roster by student identifier and/or name and school location.)</p>	<p>4. The LEA provides documentation.</p>
	<p>5. The LEA designates a liaison for homeless children and youth that has sufficient training, resources and time to carry out the duties of the Act.</p>	<p>5. Copies of agendas, meeting minutes, emails and/or sign-in sheets for professional development activities received by the LEA homeless liaison and other LEA personnel responsible for the implementation of the McKinney-Vento grant program.</p>	<p>5. Copy of Consolidated Application Coordination page.</p>
	<p>6. The LEA has procedures for providing awareness and contact information of Homeless Liaison to</p>	<p>6. Copy of flyers, handouts, written procedures for notifying stakeholders, program brochure, posters that</p>	<p>6. The LEA provides documentation.</p>

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	parents, guardians, and all school personnel.	identify Homeless Liaison with contact information. List of community locations where information is posted. Training session schedules, emails, minutes, sign-in sheets, agendas, materials (including the LEA homeless policy) for all school personnel training. (Some of these training sessions should take place in the fall so that stakeholders are aware of McKinney-Vento throughout the school year.) Key personnel should include, but not be limited to counselors, social workers, administrators and parents/guardians.	
	7. LEA shall ensure that parents or guardians are fully informed of all transportation services, including to and from school of origin, and that appropriate assistance to access transportation is provided.	7. Evidence of joint trainings and/or meetings with parents/guardians, unaccompanied youth and LEA Transportation Department personnel to inform and facilitate coordination, include schedules, agendas, training materials, sign-in sheets, emails, and request forms.	7. The LEA provides documentation.
	8. The LEAs shall provide services comparable to services offered to all children in the district including, but not limited to, programs for Title I, special education, English language learners, gifted and talented, vocational/technical, and before and after school programs.	8. Evidence (student rosters, meeting minutes, emails, agendas, sign-in sheets) should include comparable services provided (ex. Title I, 21st Century, ESOL, IDEA, Voc. Ed., gifted and talented programs).	8. The LEA provides documentation.
	9. LEAs will collaborate with state, local, non-profit and social service agencies or programs to ensure that services are available for homeless children and youth.	9. List of additional coordinating agencies, their mission, and services provided to homeless children and youth required. Copies of memoranda of agreements, contracts, etc. with coordinating agencies, if applicable.	9. The LEA provides documentation.
Subgrants to local educational agencies for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youth. SEC. 9103 (McKinney-Vento Grantees Only)	10. The LEA shall identify the educational needs of the homeless children and youth, including unaccompanied youth.	10. Copy of the most recently completed needs assessment instrument used by the LEA to determine needs of homeless children and youth, including unaccompanied youth, and the process for conducting this needs assessment (ex: surveys, pre/post test scores, CRCT scores).	10. Copy of the original or continuation grant application with signatures -- Needs and Service Area section
	11. LEA is required to conduct an annual evaluation of the effectiveness of local grant funded services.	11. Summary of the activities and services provided and the outcome measures achieved demonstrating impact	11. Copy of the original or continuation grant application with signatures—Evaluation

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	(N/A for first-time grantees in their first year.)	on identified needs. Copies of agendas, meeting minutes, and sign-in sheets of meetings to determine program outcomes and grant continuation activities based on evaluation conclusions.	section.
		<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Describe and discuss the process for the development and preparation of the LEA’s plan for serving homeless children and youth including technical assistance provided on the process. 2. Describe the process for identifying homeless children and youth using the definition under the McKinney-Vento Act. 3. Describe how the LEA evaluates services provided to homeless children and youth. 4. Describe the process for establishing reservations/set-asides for serving homeless children and youth. 5. Describe the process for selection of the homeless liaison and what qualifications were required for appointment. 6. Discuss the appointment (full time, part-time and how time is documented). 7. Describe how the homeless liaison and other school personnel’s relationship with the LEA transportation department is open and flexible enough to meet the needs of youth experiencing homelessness. 8. Describe how the LEA school nutrition office knows to provide free meals to qualifying homeless youth. 9. GRANTEES - Describe how the student achievement and other data directly relates to planned grant related activity. 	
12. SERVICES FOR FOSTER CARE CHILDREN			
For more detail about requirements, reference ESSA SEC. 1112(c)(5)	1. The LEA designates a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency.	1. LEA organization chart, emails, agendas, job description, minutes. 2. LEA written transportation plan for children in foster care.	1. The LEA provides documentation. 2. The LEA provides documentation.

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	2. The LEA develops and implements clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time is foster care.		
		<p>Guiding Questions:</p> <ol style="list-style-type: none"> Describe the process for selection of the foster care liaison and what qualifications were required for appointment. Describe and discuss the process for the development and preparation of the LEA's plan for transporting foster care children to the school of origin and how best interest decisions are made in conjunction with child welfare. 	
<p>13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)</p>			
<p>The LEA reserves funds to provide comparable Title I, Part A services to neglected and delinquent children.</p> <p>-----</p> <p>For more detail about requirements, reference ESEA SEC. 1112(b) SEC. 1113(c)(3) SEC. 1401</p>	<ol style="list-style-type: none"> The LEA describes the services provided for neglected and delinquent children. The LEA identifies children in local institutions for neglected and delinquent children. The LEA describes Title I services and educational programs that are year round. The LEA provides high quality instruction grounded on evidence-based research. The LEA provides special education services as needed. The LEA consults with institutions regarding educational plans and budget. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. The LEA verifies the authenticity of neglected facilities in the LEA. 	<ol style="list-style-type: none"> The Department provides documentation. Copy of source data for Annual Survey of Institutions for Neglected and Delinquent Children for previous and current year with student list from each facility. Class schedules and calendar confirming that Title I services and educational program are year round; List of staff at neglected or delinquent institution(s) funded with Title I neglected reservation. Sample curriculum plan grounded on evidence-based research for institutions operating a school on-site. Number of students receiving special education services and a sample copy of an IEP from a student residing in an institution. Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and neglected or delinquent facility. Parental involvement correspondence and parental involvement plan. (1) If students are being educated at LEA schools, the 	<ol style="list-style-type: none"> Copy of Comprehensive LEA Improvement Plan (CLIP). Copy of Consolidated Application Coordination page. The LEA provides documentation. The LEA provides documentation. The LEA provides documentation. The LEA provides documentation. The LEA provides documentation. Copy of Consolidated Application school allocation page with all neglected and delinquent facilities licensed by the Office of Residential Child Care or that are covered by Senate Bill 618.

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		<p>LEA schools' parental involvement plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities.</p> <p>(2) If students are being educated at a neglected or delinquent facility, then the facility must have a parental involvement plan, correspondence, and activities to the extent feasible.</p> <p>8. The Department provides documentation.</p>	
		<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Discuss the process for the development of the LEA's plan for serving neglected or delinquent children including technical assistance provided on the process. 2. Describe the process for identifying neglected or delinquent children. 3. Describe the process for establishing reservations/set-asides for serving neglected or delinquent children. 4. Describe how instruction incorporates evidence-based research. 5. Describe how the LEA ensures that the same academic standards required of all students enrolled in their schools are provided for those children residing in neglected or delinquent institutions. 6. Describe services provided to special education population residing in institutions. 7. Describe the consultation process with neglected and delinquent institutions. 8. Describe the parental involvement plan. 	
<p align="center">14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK (TITLE I, PART D, SUBPART 2 GRANTEES)</p>			
<p>For more detail about requirements, reference Title I, Part D, Subpart 2, SEC. 1421-1432</p>	<ol style="list-style-type: none"> 1. The LEA annually surveys delinquent institutions. The LEA completes an annual data report. 2. The LEA collects and uses data to drive planning and instruction. 3. The LEA creates program specific evaluation 	<ol style="list-style-type: none"> 1. Copy of the source data for the Annual Survey of Institutions for Delinquent Children for previous and current year with student list from each facility. 2. Evidence of longitudinal tracking of annual outcome data. 	<ol style="list-style-type: none"> 1. The LEA provides documentation. 2. The LEA provides documentation. 3. The LEA provides documentation. 4. Copy of the LEA Title I, Part D, Subpart 2 application from the current or past fiscal

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	<p>reports that include the Title I, Part D, Subpart 2 Program.</p> <ol style="list-style-type: none"> 4. The LEA ensures that LEA programs for eligible students meet all requirements. The LEA application and supporting documents address the 13 application elements including assurances and descriptions. 5. The LEA provides high quality instruction grounded on evidence-based research. 6. The LEA provides special education services as needed. 7. The LEA consults with institutions regarding educational plans and budgets. 8. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. 9. The LEA describes Title I services and educational programs that are year round. 10. The LEA describes the process of collaboration with the local facility to provide services for children in delinquent institutions. 11. The LEA accounts for Title I, Part D, Subpart 2 funds separately from other funds. 12. The LEA maintains documentation of any formal agreements between an LEA, a Neglected or Delinquent facility or alternative school program governing the use of subpart 2 funds when they are subcontracted to a facility or program. 13. The LEA provides evidence that the LEA or facility is implementing planned and approved activities. 	<ol style="list-style-type: none"> 3. Copy of the most recent program specific evaluation reports. 4. The Department provides documentation. 5. Sample curriculum plan grounded on evidence-based research or institution operating a school on-site. 6. Number of students receiving special education services and a sample copy of an IEP from a student residing in an institution. 7. Collaborative planning agendas. Copies of agendas, meeting minutes, and attendance sheets that verify coordination between the LEA and neglected or delinquent facility. 8. Parental involvement correspondence and parental involvement plan. <ol style="list-style-type: none"> a. If students are being educated at LEA schools, the LEA schools' parental involvement plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities. b. If students are being educated at a neglected or delinquent facility, then the facility must have a parental involvement plan, correspondence, and activities to the extent feasible. 9. Class schedules and calendar confirming that Title I services and educational program are year round; List of staff at neglected or delinquent institution(s) funded with Title I neglected reservation. 10. The Department provides documentation. 11. The Department provides documentation. 12. Copies of formal agreements and/or memorandum of understanding (MOU) for services paid for with Title I, Part D, Subpart 2 grant funding. 13. Copy of planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports. 	<p>year.</p> <ol style="list-style-type: none"> 5. The LEA provides documentation. 6. The LEA provides documentation. 7. The LEA provides documentation. 8. The LEA provides documentation. 9. The LEA provides documentation. 10. Copy of local System Application for Children in Delinquent Institutions. 11. Copy of separate budget and fund number for Title I, Part D, Subpart 2 funds. 12. The LEA provides documentation. 13. The LEA provides documentation.

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		<p>Guiding Questions:</p> <p>1. How does the N&D program use supplemental fund to carry out activities, procedures, and policies as stated in the LEA’s application?</p>	
15. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT			
<p>For more detail about requirements, reference Title IV, Part A SEC. 4107 - 4109</p>	<p>1. The LEA targets funds for specified activities, as required, in Sections 4107 - 4109.</p>	<p>1. Copy of:</p> <ul style="list-style-type: none"> a. Current LEA budget detailed report of expenditures for Title IV, Part A. b. Source documents for expenditures, such as copies of purchase orders, contracts, travel expense reports, as applicable. 	<p>1. The LEA provides documentation.</p>
<p>Title IV, Part A SEC. 4106(e)</p>	<p>2. The LEA has an application, as required in Section 4106(e).</p>	<p>2. The Department provides documentation.</p>	<p>2. Copy of Comprehensive LEA Improvement Plan (CLIP).</p>
<p>Title IV, Part A SEC. 4105 (c)</p>	<p>3. The LEA reserves not more than 2 percent for the direct administrative costs of carrying out the LEA’s grant administration responsibilities.</p>	<p>3. Copy of:</p> <ul style="list-style-type: none"> a. Current LEA budget detailed report of expenditures for Title IV, Part A. b. Source documents for expenditures, such as copies of purchase orders, contracts, travel expense reports, as applicable. 	<p>3. The LEA provides documentation.</p>
<p>Title IV, Part A SEC. 4106(e)(2)(F)</p>	<p>4. The LEA annually reports to the state how funds are being used and the degree to which the LEA has made progress toward meeting the objectives and outcomes described in its local plan for the use these funds.</p>	<p>4. The Department provides documentation.</p>	<p>4. Copy of Annual Report of Objectives and Outcomes (applicable in FY19 monitoring for the first time)</p>
16. TITLE V, PART B- RURAL AND LOW-INCOME SCHOOLS PROGRAM			
<p>Title V, Part B Rural and Low-Income Schools Program (RLIS) SEC. 5222 Use of Funds</p>	<p>1. The LEA targets funds to schools for specified activities, and activities authorized in Section 5222.</p>	<p>1. Copy of:</p> <ul style="list-style-type: none"> a. Current LEA budget detailed report of expenditures for Title V, Part B. b. Source documents for expenditures such as copies of purchase orders, contracts, travel expense reports, as applicable. <p>Consolidated Funds Pilot This section applies to any funds that are not consolidated. Pilot Districts must provide evidence that</p>	<p>1. Copy of:</p> <ul style="list-style-type: none"> a. Non-regulatory Guidance. b. Consolidated Application Program Information page and Budget Detail and Summary pages. c. The LEA's documentation provided by the Department during on-site monitoring.

Cross-Functional Monitoring of LEA Programs

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		expenditures adhere to schoolwide plan and intents and purposes.	
SEC. 5223-5224 Required Plan	2. The LEA has a required plan.	2. The Department provides documentation.	2. Copy of Comprehensive LEA Improvement Plan (CLIP).
SEC. 5232 Supplement, not supplant	3. The LEA complies with the restriction against supplanting. Funds shall be used to supplement, not supplant, any other federal, state, or local education funds.	3. The Department provides documentation.	3. Copy of Title V, Part B Assurances from Consolidated Application.
SEC. 5212(a)/5224 Accountability	4. The LEA administers an assessment that is consistent with section 1111(b)(3).	4. The Department provides documentation.	4. Verification of required state assessments.
SEC. 5224-5225 Accountability	5. The LEA shall submit an Annual Evaluation Report reporting use of grant funds provided.	5. The Department provides documentation.	5. Copy of the Annual Evaluation Report.
		Guiding Questions: 1. Explain the process the LEA used to determine the specific activities that were funded with Title V, Part B. 2. Explain how these funds supplement all other local, state and federal funds.	
17. TITLE II, PART A - SUPPORTING EFFECTIVE INSTRUCTION			
<u>Monitoring and Reporting Program Performance</u> Activities funded by Title II, Part A have a substantial, measurable, and positive impact. ESEA/ESSA §§2104(a)(1) 2 C.F.R. §200.328(a)	<u>17.1. Title II, Part A LEA Effectiveness Plan</u> Evidence that the LEA is monitoring the effectiveness of Title II, Part A grant funded activities in improving teaching, principal and school leader effectiveness as aligned with the purpose of the title.	Copy of: a. The Title II, Part A Effectiveness Plan from <u>FY17</u> with summary data and analysis that explains the effectiveness of each Title II, Part A funded activity in addressing one or more of the LEA’s prioritized needs from the <u>FY17</u> . b. Source documentation to support summary data and analysis c. Source documentation verifying stakeholder involvement	LEA’s FY17 Title II, Part A Effectiveness Plan with summary data and analysis attached to FY18 ConApp. LEAs Consolidating Funds should speak to effectiveness of funds budgeted at LEA level and the general consolidation of funds.
18. ESSA: EQUITY AND PROFESSIONAL QUALIFICATIONS			
<u>Equitable Access to Effective Educators</u> ESEA/ ESSA §§1111(g)(1)(B), 1112(b)(2), 2101(d)(2)(E), Georgia EAEE	18.1 LEA Equity Action Plan Evidence that the LEA is implementing its equity action plan for the two equity gaps and each corresponding equity intervention selected for improvement in the	Copy of: a. A summary of the LEA’s progress in implementing and monitoring the implementation of the FY18 LEA Equity Action Plan. The	Current approved District Improvement Plan containing the FY18 LEA Equity Action Plan attached to the ConApp.

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	current fiscal year.	<p>summary must address each LEA selected equity gap and corresponding equity intervention.</p> <p>b. Source documentation verifying implementation of selected equity interventions in the equity action plan (sign-in sheets, agendas, training documents, contracts/ agreements, purchase orders, reports - <i>discipline, staffing, attendance, etc.</i>).</p>	
<p><u>Professional Qualifications</u> O.C.G.A. § 20-2-984</p> <p>Clearance Certificate O.C.G.A. § 20-2-211.1</p> <p>ESEA/ ESSA- Paraprofessionals §1111 (g)(2)(M) O.C.G.A. § 20-2-204</p> <p>ESEA/ ESSA - Teachers §1112 (c)(6) O.C.G.A. § 20-2-200 O.C.G.A. § 20-2-206 O.C.G.A. § 20-2-216</p> <p>ESEA/ ESSA - Notification §1112 (e)(1)(B)(ii)</p> <p>FY18 GaDOE Professional Qualifications Implementation Guide</p> <p>GaDOE Board Rules</p>	<p>18.2 Professional Qualifications</p> <p>a. Evidence that the LEA ensures that <u>paraprofessionals</u> meet the professional qualifications required by the State on the day before ESSA was enacted. (Paraprofessional certification or the equivalent.)</p> <p>b. Evidence that the LEA ensures <u>teachers</u> meet state certification/ licensure requirements (GaPSC or minimum requirements determined by LEA in alignment with approved charter or SWSS application)</p> <p>c. Evidence that the LEA provides parents <u>notification</u> in a timely manner if the student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification/ licensure requirements at the grade level and subject area in which the teacher has been assigned</p>	<p>Copy of:</p> <p>a. Alphabetical list of LEA schools/ program</p> <p>b. Evidence paraprofessionals and teachers have met State and LEA professional qualification requirements.</p> <p>c. If applicable, original notification(s) verifying the LEA has disseminated 20 Day notification(s) to parents in a timely manner and in compliance with all applicable laws and guidance.</p>	<p>Current approved FY18 District Improvement Plan containing the LEA minimum requirements for teacher professional qualifications.</p> <p>FY18 GaPSC In-Field Portal Report(s)</p>
<p><u>Parents' Right to Know Notification</u></p>	<p>18.3 Parents' Right to Know Notification Evidence that the LEA notifies parents of their "Right</p>	<p>Copy of:</p> <p>a. List of each LEA school/ program</p>	

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<p>ESEA/ ESSA §1112 (e)(1)(A)</p> <p>FY18 GaDOE Professional Qualifications Implementation Guide</p>	<p>to Know” the professional qualifications of their child’s teachers and paraprofessionals. Notifications meet the requirements outlined in the FY18 GaDOE Professional Qualifications Implementation Guide.</p>	<p>b. Original notification for each LEA school/ program verifying the LEA has provided notification to parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals</p>	
<p><u>Professional Learning Goals/Plans</u> ESEA/ ESSA- Paraprofessionals §1111 (g)(2)(M)</p> <p>ESEA/ ESSA - Teachers §1112 (c)(6)</p> <p>GaPSC Rule 505-2-.36</p>	<p>18.4 Professional Learning Goals/Plans Evidence that the LEA ensures teachers and administrators initiate professional goals/plans for applicable teachers.</p>	<p>Copy of :</p> <ul style="list-style-type: none"> a. LKES Electronic Platform Leader Report: Professional Learning Plan for Remediation b. LKES Electronic Platform Leader Report: Professional Learning Goal Setting c. LKES Electronic Platform Leader Report: Professional Learning Plan d. TKES Electronic Platform Teacher Report: Professional Learning Plan for Remediation e. TKES Electronic Platform Teacher Report: Professional Learning Goal Setting f. TKES Electronic Platform Teacher Report: Professional Learning Plan g. Any required plans developed outside of TLE Electronic Platform 	<p>Current approved FY18 District Improvement Plan containing the LEA minimum requirements for teacher professional qualifications.</p>
<p align="center">19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS</p>			
<p><u>Records and Maintenance</u></p>			
<p>The LEA maintains required documentation for all Title III activities, language minority students, monitored students, and immigrant children and youth.</p> <p>----- For more detail about requirements, reference ESEA SEC. 3115 (c) SEC. 3121</p>	<p>1. Evidence that the LEA follows standardized statewide entrance and exit procedures.</p>	<p>Copy of:</p> <ul style="list-style-type: none"> a. LEA policy on EL-related procedures; staff interview responses. b. Spot review of requested EL-Y and EL-M student files. c. Data rosters for EL-Y, EL-M and Immigrant student record data from student files and LEA student information system. 	<p>1. The LEA provides documentation.</p>
	<p>2. Evidence that all potential English learners are screened for such status within 30 days of</p>	<p>Copy of:</p> <ul style="list-style-type: none"> a. LEA policy on EL-related procedures; staff 	<p>2. The LEA provides documentation.</p>

Cross-Functional Monitoring of LEA Programs

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	enrollment.	interview responses. b. Spot review of requested EL-Y and EL-M student files. c. Data rosters for EL-Y, EL-M and Immigrant student record data from LEA student information system.	
		Interviews: Principal, Title III Director, ESOL Teacher	
<u>Instructional Programs</u> The LEA increases the English proficiency of English learners by providing effective language instruction educational programs. ----- For more detail about requirements, reference ESEA SEC. 3115 (c)(1) SEC. 3121 (a)(2) SEC. 3121 (a)(3) SEC. 3121 (a)(4) SEC. 3121 (a)(5) SEC. 3121 (a)(6)	3. Evidence that the LEA's Title III language programs are effective and demonstrate successes in increasing the English language proficiency and student academic achievement of students participating in such programs.	The LEA provides: a. Narrative describing the LEA's Title III language programs, including instructional goals of each Title III-funded instructional program implemented by the LEA. b. Data analyses demonstrating the success of Title III-funded instructional programs in increasing ELs' English language proficiency (may be derived from CNA); c. Data analyses demonstrating the success of Title III-funded language instructional programs in increasing ELs' academic achievement (may be derived from CNA).	3. The LEA provides documentation.
		Interviews: Principal, Title III Director, ESOL Teacher	
<u>Professional Development</u> The LEA provides high-quality professional development designed to improve the instruction and assessment of English learners. ----- For more detail about requirements, reference ESEA SEC. 3115 (c)(2)	4. Evidence of the LEA staff (<i>including ESOL and non-ESOL teachers and administrative staff</i>) attended professional development sessions that are: a. designed to improve the instruction and assessment of ELs; b. designed to enhance the ability of such teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for ELs;	The LEA provides: a. Narrative describing the LEA's Title III professional development plan and offerings. b. LEA Title III professional development plan, including a needs assessment and long-range professional development goals (may be drawn from CNA). c. Documents indicating trainings provided and designed: 1. to improve the instruction and assessment of English Learners and; 2. to enhance the ability of teachers,	4. The LEA provides documentation.

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	<ul style="list-style-type: none"> c. effective in increasing ELs’ English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such educators; and d. of sufficient intensity and duration (does not include one-day workshops and conferences) to have a positive and lasting impact on the educators’ performance in the classroom. 	<ul style="list-style-type: none"> principals and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for English learners. d. Participation documentation including meeting dates, agendas, handouts, conference materials, expense statements, sign-in sheets, etc. e. Copies of attendance records, travel records, agendas indicating student-information or ESOL staff’s participation in state or local ESOL data entry trainings. 	
		<p>Interviews: Principal, Title III Director, Instructional Coach, Regular Education Teacher, ESOL Teacher</p>	
<p><u>EL Parent, Family and Community Engagement Activities</u> The LEA provides or implements parent, family and community engagement activities or strategies that enhance or supplement Title III language programs for ELs, which may include strategies that serve to coordinate and align related programs.</p>	<p>5. Evidence that:</p> <ul style="list-style-type: none"> a. The LEA performs EL parent, family and community engagement activities supplementary to Title I-required EL engagement activities, or b. If activities are held in coordination with Title I EL engagement and outreach, the LEA ensures that these activities include elements that fulfill the Title III requirement to “enhance or supplement” the Title III language program. 	<p>The LEA provides:</p> <ul style="list-style-type: none"> a. Narrative describing the parent, family and community engagement activities performed by the LEA to enhance or supplement the Title III language programs. b. Copies of communications to EL families regarding EL parent, family and community engagement activities and opportunities. c. Records of EL parent, family and community engagement activity agendas, invoices, presentations, meeting notes, handouts, dated sign-in sheets 	<p>5. The LEA provides documentation.</p>
<p>----- For more detail about requirements, reference ESEA SEC. 3115 (c)(3)</p>			
	<p>6. Title III Parent Interview data.</p>	<p>6. Sample copies of:</p> <ul style="list-style-type: none"> a. Actual LEA/school communication inviting EL parents to participate in the Title III Parent Interviews. b. Completed EL Parent Interview roster (use Data Roster). 	<p>6. The LEA provides documentation.; SEA reports results of parent interviews (for onsite visits only)</p>
		<p>Interviews: Principal, Title III Director, Parent Engagement Staff,</p>	

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<p>The LEA completes annual required reports on its ESOL and Title III programs.</p> <p>-----</p> <p>For more detail about requirements, reference</p> <p>ESEA SEC. 3121 (a)</p>	<p>7. Evidence that the LEA performs its annual Title III program report on the activities conducted and children served under Title III in the LEA.</p>	<p>ESOL Teacher, EL Parents</p> <p>7. The LEA provides a copy of its previous year’s Title III Program Report, signed by the Title III director and LEA superintendent.</p>	<p>7. The LEA provides documentation.</p>
<p>For more detail about requirements, reference</p> <p>ESEA SEC. 3115 (e)</p>	<p>8. For LEAs receiving <i>Immigrant</i> funding: Evidence that the LEA expends immigrant funds in compliance with SEC. 3115(e).</p>	<p>8. The LEA provides:</p> <ol style="list-style-type: none"> 1. Narrative describing the LEA’s specific plan to support the unique, non-linguistic needs of its immigrant students. 2. Percent of Immigrant allocation carried over for each of the past two years (as applicable). 3. Record of system detail expenditures using Immigrant funds for current fiscal year. 4. List of activities performed/materials purchased with Immigrant funds. 	<p>8. The LEA provides documentation.</p>
		<p>Interviews: Principal, Title III Director, Regular Education Teacher, Parent Engagement Staff, Parents of Immigrant students</p>	
<p>20. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES</p>			
<p><u>Records Maintenance and Transfer</u></p>			
<p>For more detail about requirements, reference</p> <p>ESEA SEC. 1301(2) SEC. 1304 (b)(3) SEC. 1308 (b)(1) – (3)</p>	<ol style="list-style-type: none"> 1. Evidence that student enrollment, withdrawal, demographic, academic, and health data are reviewed, entered and updated in the LEA student information system according to information provided by the student, family, and/or the state or regional Migrant Education Program office. 2. Evidence that the LEA has sent and/or received education and health data involving children migrating either in or out of state, country. Evidence of use of the Migrant Student Information Exchange (MSIX), where appropriate. 	<ol style="list-style-type: none"> 1. Local SIS report of current K-12 migrant coded participants; signed current enrollment report verification form; signed current participant report verification form; signed new participant report verification form; evidence of corrected Current Enrollment Reports, samples of completed information change forms and departure forms. [Consortium - Desktop only: SIS report to be emailed to Israel Cortez via the GaDOE portal on the scheduled monitoring date.] 2. Local school level communication (letters, 	<ol style="list-style-type: none"> 1. Migrant Education Program district monthly reports, and/or Department data collection system reports. Report viewing history on the Department portal Migrant Data Transfer site. 2. Migrant Student Information Exchange (MSIX) usage information.

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		memoranda, fax transmittals, telephone logs, transfer documents for students leaving the US for other countries and within the US school districts, copies of email MSIX move notifications, etc.) between the LEA and receiving schools relating to the sharing of educational and student health data. [Desktop only: items listed here are to be emailed to Israel Cortez via the GaDOE portal on scheduled monitoring date.]	
<u>Identification and Recruitment</u>			
ESEA SEC. 1301(2) SEC. 1304 (b)(3) SEC. 1308 (b)(1) – (3)	3. Evidence that the LEA has ID & R certified staff or operational procedures in place to carry out identification and recruitment functions (including the use of the Occupational Survey) throughout the school year and summer months as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook.	3. List of MEP funded staff (full or part time, or contracted), travel reimbursement, phone log, and weekly schedule showing recruitment; completed occupational surveys (10) from various schools selected by the Department showing completion by new students and returning students. [Desktop only: Occupational surveys to be emailed to Israel Cortez via the GaDOE portal on scheduled monitoring date.]	3. LEA Identification and Recruitment plan.
<u>Priority for Services</u>			
	4. Evidence that the migrant students identified on the LEA Priority for Services (PFS) reports, supplied by the state or regional Migrant Education Program office, are being provided the opportunity for MEP funded services before other migrant students are served during regular and/or summer programs. Evidence that updated Priority for Services reports are verified and reviewed on a regular basis to ensure appropriate students are receiving service priority and that PFS reports are completed as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook.	4. Current or updated documentation of instructional and/or support services being provided to PFS participants: Migrant staff schedules for the year with PFS names highlighted and participant’s first name and last name initial and Supplemental Services Tracking Form showing documentation addressing why or a PFS student is being served. Evidence of dissemination of reports, adjustments to services based on reports, and document to teachers and principals explaining PFS, PFS students, and migrant staff schedules.	4. List of names of Priority for Services students. Updated reports on Priority for Services students; Report of PFS documentation received from LEAs within timeframe.
<u>Migrant Services Coordination</u>			

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<p>For more detail about requirements, reference ESEA SEC. 1112(b)(1)(E) SEC. 1304(b)(1) SEC. 1304 (c)(4)</p>	<p>5. Evidence that the LEA plans for and consistently monitors its migrant students (K-12, OSY, and DO) to ensure that their needs are being met by all applicable LEA instructional and/or support services during regular school year, intersession, and summer periods.</p> <p>Evidence that preschool migrant children (ages 3-5) are served in early childhood programs offered by the MEP, LEA or other community agency.</p>	<p>5. Supplemental Services Tracking Form [Email tracking form on portal or provide electronic file] and documentation explaining why preschool age, K-12, OSY, and DO participants are not being served through the Implementation Plans (IPs) and other program, community, social, health, and educational services; migrant staff and tutors current year schedules, all OSY profile forms, all preschool assessments and screeners, home visit documentation, OSY EL screeners, evidence of coordination with other community, social, and educational services.</p>	<p>5. CLIP and Implementation Plans for K-12 and Out-of-School Youth and Drop Outs (OSY/DO), Preschool Age; LEA Current Enrollment Report</p>
<p><u>Parental Involvement/PAC</u></p>			
<p>For more detail about requirements, reference ESEA SEC. 1304(c)(3) SEC. 1306(a)(1)(B)(ii) SEC. 1118</p>	<p>6. Evidence that the LEA consults with a migrant PAC on the planning, implementation, and evaluation of its migrant program and projects of one school year in duration and evidence that the migrant PAC is predominantly made up of parents of migrant children.</p>	<p>6. List of dates for 3 migrant PAC meetings; Documentation for 2 of 3 meetings to include agendas and minutes showing consultation with parents regarding planning, implementing, and evaluating migrant projects; language of communication, and evidence of interpreting, if required; sign-in sheets showing (highlight) migrant parents represent over 50% of the PAC membership.</p>	<p>6. The LEA provides documentation.</p>
<p><u>Professional Development</u></p>			
<p>For more detail about requirements, reference ESEA SEC. 1304(c)(6)(B)</p>	<p>7. Evidence that migrant education program staff or other LEA staff, if applicable, attended required Migrant Education Program training provided by the Department, or other non-local professional development opportunities, i.e., identification and recruitment (ID&R) trainings or workshops, and/or national/state/local migrant education program conferences aligned to the needs of migrant students.</p>	<p>7. Participation documentation for MEP staff involved in/attending LOCAL and/or RESA and/or other trainings, workshops, or conferences (face to face or online) directly related to the local CNA and the instructional or support services they are providing to migrant participants. Migrant Staff PD documentation showing a connection to the District Improvement Plan.</p>	<p>7. Participation documentation for staff involved in/attending Department trainings and online modules. PDNow!/Course completion documentation.</p>
<p><u>Program Evaluation</u></p>			
<p>For more detail about requirements, reference ESEA SEC. 1304 (b)(1)</p>	<p>8. The LEA evaluates and improves the effectiveness of the migrant program (on-going and annually) using the same approaches and standards that are</p>	<p>8. As of the monitoring date, a written summary and interpretation of participant progress within the implementations plans, classroom performance,</p>	<p>8. LEA Implementation Plan evaluation form(s) from current fiscal year or previous fiscal year.</p>

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<p>SEC. 1304 (b)(2) SEC. 1304 (c)(5)</p>	<p>used to assess the performance of students under Title I, Part A, specifically, to enable all migrant students to meet the same challenging state content and performance standards that all Georgia children are expected to meet.</p>	<p>benchmark scores (if any) and the most recent state assessment scores, disaggregated by Migrant compared to Non-Migrant; and Migrant PFS compared to Migrant Non-PFS.</p>	<ul style="list-style-type: none"> • Comprehensive Needs Assessment results from previous year. • Drop out and graduation lists for migrant students. • List of incomplete IP Evaluations from prior year, results from IP Observations by state and local staff.
21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS			
<p>The LEA is compliant in grant management procedures for use of IDEA CEIS funds.</p> <p>34 CFR 300.208 34 CFR 300.226</p>	<p>1. Evidence that:</p> <ol style="list-style-type: none"> a. The LEA completes CEIS tab if applicable, has CEIS plan, and reserves the required 15% for 611 and 619 CEIS funds within the grant period. b. CEIS funds are used for allowable activities and intervention services for K-12 regular education students. c. The LEA has timely and accurately reported to the State the number of students who received CEIS services and the number of students who were placed in special education. d. The LEA expended any and all unspent CEIS required funds during the fiscal year directly following the initial CEIS requirement year. 	<p>1. Copies of:</p> <ol style="list-style-type: none"> a. Expenditure reports for CEIS funds. b. CEIS logs or GTID numbers for students served. 	<p>1. Copies of:</p> <ol style="list-style-type: none"> a. CEIS plan submitted by deadline. b. Student count information submitted by deadline.
<p>The LEA is compliant in grant management procedures for use of IDEA for High Cost Fund.</p> <p>34 CFR 300.704</p>	<p>2. Evidence that:</p> <ol style="list-style-type: none"> a. If the LEA applies for use of the High Cost Grant, it must be for students with disabilities with costs more than three times the average statewide regular education pupil expenses. b. The reported costs are allowable and due to excess costs of direct special education and related services identified in the student’s IEP. c. LEA ensures that high cost funds will not be used to pay costs otherwise reimbursed by the Medicaid program. d. LEA ensures high cost funds are not used for administrative purposes. 	<p>2. Copies of:</p> <ol style="list-style-type: none"> a. Records of cost details and expenditure reports of costs for high cost b. Medicaid reimbursement account expenditures as applicable c. Student Eligibility Reports and Individualized Education Plans. d. Evidence of High Cost expenditures 	<p>2. Copies of:</p> <ol style="list-style-type: none"> a. High Cost Grant Applications b. Student IEPs

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	3. LEA ensures all costs are proportional to personnel working with the student and the class as a whole.		
The LEA only uses IDEA for the excess costs of students with disabilities. 34 CFR 300.16 34 CFR 300.202 Title I A 602.8	3. Evidence that: a. The LEA shall conduct annually the Excess Cost calculation for base and final calculations. b. The LEA monitors and maintains Excess Cost documentation.	3. Copies of: a. Expenditure reports that verify excess cost calculation totals in the Excess Cost spreadsheet or automated system.	3. Copies of: a. Excess Cost base and final calculation.
The LEA receives prior written approval for equipment with a per unit cost of \$5,000 or more. 2 CFR 200.13 2 CFR 200.439	4. Evidence that: a. The LEA received prior approval from the SEA for equipment purchases.	4. Copies of: a. Approval from SEA	
22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)			
The LEA has IDEA required components. 2 CFR 200.328 34 CFR 300.300 - 300.306 34 CFR 300.320 - 300.324 34 CFR 300.43 34 CFR 300.160 34 CFR 300.106 34 CFR 300.116 34 CFR 300.121 34 CFR 300.503 – 300.504 34 CFR 300.614 State Rule 160-4-7-.04 State Rule 160-4-7-.06	1. Evidence of all required components: a. Access Sheet (Includes name, date, and purpose of review) b. Parental Consent for Evaluation (Includes areas to be tested) Documentation that Parents' Rights were given c. Eligibility or Redetermination d. Re-evaluation/Redetermination Process e. IEP Annual Review Meeting Notification (Includes time, purpose, location) At age 18, student and parent gets the Notice. f. IEP Annual Review Meeting g. Present Levels of Academic Achievement and Functional Performance h. Consideration of Special Factors i. Transition Services Plan (by age 16 or ninth grade, whichever comes first) j. Measurable Annual Goals and/or Short-term Objectives k. Student Supports for Academic and Nonacademic Activities l. Participation in Assessments/	1. Copies of: a. Students with Disabilities Roster. b. SEA Requested Eligibilities and Individualized Education Plans. 1. 2 Preschool student files 2. 2 Elementary School student files 3. 2 Middle School student files 4. 2 High School student files 5. 2 GNETS student files 6. 2 Private Residential student files per facility (if applicable)	

Cross-Functional Monitoring of LEA Programs

CITATION	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>Accommodations</p> <ul style="list-style-type: none"> m. Special Education Related Services n. Extended School Year o. Parental Consent for Placement p. Prior Notice to Parents q. Parental Rights 		
<p>The LEA ensures performance and educational benefit for students with disabilities. Data for information only – no findings for FY18</p> <p>2 CFR 200.328 34 CFR 300.320 34 CFR 300.106 34 CFR 300.116 34 CFR 300.303 34 CFR 300.306 34 CFR 300.324</p>	<p>2. Evidence that:</p> <ul style="list-style-type: none"> c. Eligibility or Redetermination The evaluation team considered progress monitoring data reflecting student progress over time. d. Re-evaluation/Redetermination Process Supports and/or interventions were identified for the student if no longer eligible g. Present Levels of Academic Achievement and Functional Performance Student’s current state and district assessments indicate progress from the previous year h. Consideration of Special Factors The student made progress on targeted behaviors after implementation of Positive behavior interventions and supports The IEP team developed plans (i.e., AT plan, BIP, etc.) to address special factors to provide educational benefit to the student i. Transition Services Plan (by age 16 or ninth grade, whichever comes first) Student’s post-secondary goals are aligned with the outcome of the transition assessment j. Measurable Annual Goals and/or Short-term Objectives 	<p>2. Copies may consist of (if applicable):</p> <ul style="list-style-type: none"> 1. SEA requested Individualized Education Plans that show progress and/or goals met spanning two years. 2. Psychological reports and SST records 3. Eligibility report 4. Current student assessment data (i.e., Milestones, Benchmark Data, etc.) 5. Behavior Intervention Plan 6. Assistive technology consideration 7. Alternative instructional materials guide 8. Transition Services Plan 9. IEP progress reports 10. Student grades, progress reports/report card 11. IEP reflects change in services, supports, and/or goals that occurred over the year due to lack of progress. 	

Cross-Functional Monitoring of LEA Programs

CITATION	REQUIREMENTS	DOCUMENTATION ON FILE AT THE LEA/TO BE PROVIDED TO THE (SEA) DEPARTMENT TO VERIFY COMPLIANCE	DOCUMENTATION ON FILE AT THE SEA (DEPARTMENT) TO VERIFY COMPLIANCE
	<p>The student made progress towards his/her goals and objectives</p> <p>The IEP team revised the IEP to address any lack of expected progress toward annual goals</p> <p>IEP annual goals are identified to support the student's Transition Plan if appropriate</p> <p>k. Student Supports Services for Academic and Nonacademic Activities Accommodations enable the student to make progress in the general education curriculum</p> <p>Supplementary aids and services enable the student to attain his/her goals AND make progress in the general education curriculum</p> <p>m. Special Education/Related Services The student is making progress in the current placement</p> <p>Appropriate services are identified to support progress toward all goals including: progress in the general curriculum, participation in extracurricular activities, and other nonacademic areas</p> <p>Services and supports are documented for all areas of need</p> <p>n. Extended School Year The student met his/her ESY goals and objectives</p>		