

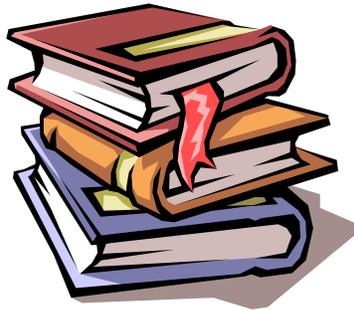
# **Title I**

# **Self-Monitoring Guide**

# **for ND Cooperative**

# **Agreement (Co-op)**

# **Schools**



## ***Title I – Helping Disadvantaged Children Meet High Standards***

The purpose of this document is...

- To assist LEAs in implementing a self-monitoring for Title I, as a means of ensuring that the federal Title program is operated in compliance with the law and regulations.
- To ensure that programs are being carried out in an effective manner.
- To serve as a means of preparing for external reviews by local, state, or federal auditors and monitors.

April 2006

# Title I Staff

Laurie Matzke  
Director

**lmatzke@state.nd.us**  
701-328-2284

Gail Schauer  
Assistant Director, Reading First

**gschauer@state.nd.us**  
701-328-2285

Nita Wirtz  
Assistant Director, CSR  
N & D, and Paraprofessional Certificates

**nwirtz@state.nd.us**  
701-328-1876

Ann Ellefson  
Assistant Director, Schoolwide  
Program Improvement

**aellefson@state.nd.us**  
701-328-2292

Sandy Peterson  
Program Administrator, Migrant Education  
Reading & Math Credentials

**smpeterson@state.nd.us**  
701-328-2170

Flo Hilzendeger  
Program Administrator, Homeless

**fhilzendeger@state.nd.us**  
701-328-4646

Mary Neigum  
Fiscal Officer

**mneigum@state.nd.us**  
701-328-2281

Missy Schiller  
Administrative Assistant

**mschiller@state.nd.us**  
701-328-2254

Patty Carmichael  
Administrative Assistant

**pcarmichael@state.nd.us**  
701-328-3264

Lauri Nord  
Administrative Assistant

**lnord@state.nd.us**  
701-328-2282

Toll Free 1-888-605-1951

# Title I Co-op Self-Monitoring Guide

## Cover Page

**Please complete the following information:** (please print or type)

### Contact Information (Fiscal Agent)

School District	
School	
Title I Authorized Representative	
Telephone Number	E-mail Address

### Contact Information (Cooperating District)

School District	
School	
Title I Authorized Representative	
Telephone Number	E-mail Address

**The following items must be included in your self-monitoring submission:**

- Self-Monitoring Guide – Co-op – Cover Page**
- Title I Issues – Fiscal Agent Administrative**  
(including submissions #1 – #11)
- Title I Issues – Cooperating District Administrative**  
(including submissions #12 – #21)

**AND EITHER:**

- Title I Issues – Targeted Assistance Schools**  
(including submissions #22 – #39)

**OR**

- Title I Issues – Schoolwide Schools**  
(including submissions #40 – #61)

# Title I Co-op Self-Monitoring Guide

## Title I Issues – Fiscal Agent Administrative

(To be completed by the Fiscal Agent of the cooperative agreement)

### 1) Fiscal Agent Specific Responsibilities

- I can assure that all of the finances regarding the Title I cooperative agreement are handled by the fiscal agent.
- I can assure that the purchase orders and invoices for all schools in the cooperative agreement are:
  1. Properly coded to each school in the co-op program.
  2. Appropriate Title I expenditures.
  3. Incurred during the appropriate fiscal year.
  4. Current and available for review.
- As the fiscal agent for the cooperative agreement, I can assure that we are using one of the two options outlined in the cooperative agreement guidance, distributed by the State Title I office, to account for cooperative school funding.
- I can assure that Title I funds are only spent on Title I allowable expenditures. (Please submit the business manager's summary report of Title I funds for all schools in the cooperative agreement reflecting the current school year and label as **Submission #1**. This report should show expenditures for each of the schools in the cooperative agreement—fiscal agent schools, cooperating schools, etc.)
- I can assure there is a sound mechanism of communication and coordination between the cooperating school and the fiscal agent.
- As the fiscal agent, I can assure that all financial reports are completed and maintained by our district. These reports include the consolidated application, Title I mid-year Financial Report (SFN 7822), Title I Final Financial Report (SFN 7822), Title I budget revisions, and Title I request for funds (SFN 14660).

### 2) General

- I can assure that there are minutes of a school board meeting authorizing a representative for our Title I program. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #2**.)
- I can assure that there are minutes of a school board meeting approving the consolidated application of Titles I, II-A, II-D, IV, V, and REAP. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #3**.)
- I can assure that there are minutes of a school board meeting authorizing the cooperative agreement between \_\_\_\_\_ Public School District and \_\_\_\_\_ Public School District. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #4**.)
- I can assure that the most recent audit report is available for review. Date of most recent audit: \_\_\_\_\_. Name of auditor or firm: \_\_\_\_\_.
- I can assure that there is an inventory list for our Title I program for purchases of \$750 and over. The list includes all five necessary components: description, cost, serial number, date of purchase, and location of items. (Please submit a copy of the Title I inventory and label as **Submission #5**.)
- I can assure that items purchased with Title I funds are labeled accordingly.

### 3) Home Education

- I can assure that documentation exists to show that home education families have been notified for participation in our Title I program. (Please submit documentation and label as **Submission #6**.)

## Fiscal Agent Administrative (continued)

### 4) Parent Notification

- I can assure that we have documentation showing we have notified parents of each student attending any school receiving Title I funds that they may request information regarding the professional qualifications of the student's classroom teachers (i.e., *Parents' Right to Know Clause*).  
Date sent: \_\_\_\_\_. (Please submit a copy of the notification and label as **Submission #7.**)
- I can assure that we have compiled a list of the qualifications of all teachers in the building and it is available to any parent requesting this information. (Please submit documentation of the list prepared for parents on teacher qualifications and label as **Submission #8.**)
- I can assure that we have notified parents that any students who are taught for four continuous weeks by a teacher who is not a "highly qualified" teacher will be notified in a timely manner.
- I can assure that we have informed parents and community members of the district/school report cards (a.k.a. School District Profile) and have provided an opportunity for individuals to review these reports.  
Date sent: \_\_\_\_\_. (Please submit a copy of the report card notification and label as **Submission #9.**)
- I can assure that we have informed parents and community members of the results of the SCHOOL'S Adequate Yearly Progress report, including specifically, whether or not the school made Adequately Yearly Progress. If they did not, specific information on any sanctions that must be implemented, including the opportunities for school choice and supplemental services, was included in the notification.  
Date sent: \_\_\_\_\_. (Please submit a copy of the notification as well as any additional AYP materials sent with this notice and label as **Submission #10.**)
- I can assure that we have informed parents and community members of the results of the DISTRICT'S Adequate Yearly Progress report, including specifically, whether or not the district made Adequately Yearly Progress. If they did not, specific information on any sanctions that must be implemented was included in the notification. Date sent: \_\_\_\_\_. (Please submit a copy of the notification as well as any additional AYP materials sent with this notice and label as **Submission #11.**)

### 5) Highly Qualified Staff Provision

- I can assure that we have documentation showing that all teachers supported in a Title I program hired after the first day of the first school year following the date of enactment are "highly qualified."
- I can assure that we have documentation showing how we are utilizing the 5% teacher quality set-aside funds mandated in the Title I regulations to ensure that all teachers are highly qualified by the end of the 2005-2006 school year.

Fiscal Agent Authorized Representative Signature

Date

# Title I Co-op Self-Monitoring Guide

## Title I Issues – Cooperating District Administrative

(To be completed by the administration of the cooperating school district)

### 1) General

- I can assure that there are minutes of a school board meeting authorizing a representative for our Title I program. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #12.**)
- I can assure that there are minutes of a school board meeting approving the cooperative consolidated application for Title I. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #13.**)
- I can assure that there are minutes of a school board meeting authorizing the cooperative agreement between \_\_\_\_\_ and \_\_\_\_\_. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #14.**)
- I can assure that there is an inventory list for our Title I program for purchases of \$750 and over. The list includes all five necessary components: description, cost, serial number, date of purchase, and location of items. (Please submit a copy of the Title I inventory and label as **Submission #15.**)
- I can assure that items purchased with Title I funds are labeled accordingly.

### 2) Home Education

- I can assure that documentation exists to show that home education families have been notified for participation in our Title I program. (Please submit documentation and label as **Submission #16.**)

### 3) Parent Notification

- I can assure that we have documentation showing we have notified parents of each student attending any school receiving Title I funds that they may request information regarding the professional qualifications of the student's classroom teachers (i.e., *Parents' Right to Know Clause*).  
Date sent: \_\_\_\_\_. (Please submit a copy of the notification and label as **Submission #17.**)
- I can assure that we have compiled a list of the qualifications of all teachers in the building and it is available to any parent requesting this information. (Please submit documentation of the list prepared for parents on teacher qualifications and label as **Submission #18.**)
- I can assure that we have notified parents that any students who are taught for four continuous weeks by a teacher who is not a "highly qualified" teacher will be notified in a timely manner.
- I can assure that we have informed parents and community members of the district/school report cards (a.k.a. School District Profile) and have provided an opportunity for individuals to review these reports.  
Date sent: \_\_\_\_\_. (Please submit a copy of the report card notification and label as **Submission #19.**)
- I can assure that we have informed parents and community members of the results of the SCHOOL'S Adequate Yearly Progress report, including specifically, whether or not the school made Adequately Yearly Progress. If they did not, specific information on any sanctions that must be implemented, including the opportunities for school choice and supplemental services, was included in the notification.  
Date sent: \_\_\_\_\_. (Please submit a copy of the notification as well as any additional AYP materials sent with this notice and label as **Submission #20.**)
- I can assure that we have informed parents and community members of the results of the DISTRICT'S Adequate Yearly Progress report, including specifically, whether or not the district made Adequately Yearly Progress. If they did not, specific information on any sanctions that must be implemented was included in the notification. Date sent: \_\_\_\_\_. (Please submit a copy of the notification as well as any additional AYP materials sent with this notice and label as **Submission #21.**)

## Title I Issues – Cooperating District Administrative (continued)

### 4) *Highly Qualified Staff Provision*

- I can assure that we have documentation showing that all teachers supported in a Title I program hired after the first day of the first school year following the date of enactment are “highly qualified.”
- I can assure that we have documentation showing how we are utilizing the 5% teacher quality set-aside funds mandated in the Title I regulations to ensure that all teachers are highly qualified by the end of the 2005-2006 school year.

**Cooperating District Authorized Representative Signature**

**Date**

# Title I

## Co-op Self-Monitoring Guide

*Use this section ONLY for Targeted Assistance Schools in the cooperative agreement.*

*To be copied and completed by Title I Teachers for each grade span served.*

### Title I Issues – Targeted Assistance Schools

#### 1) Fixed Schedule

- I can assure that all Title I teachers have a fixed schedule (in print) of daily duties. If they are paid from more than one source, they have a time log detailing the dates and hours worked/activities performed during each school day. (Please submit a copy of fixed schedules and/or time logs for each Title I teacher and label as **Submission #22**.)

#### 2) Aides

- I can assure that Title I instructional aides work under the direct supervision of a Title I teacher who has the primary responsibility for providing the instructional services to eligible Title I students. (Please submit a copy of the schedule for each Title I aide/paraprofessional and label as **Submission #23**.)
- I can assure that Title I aides do not have their own caseload of students. Title I aides only further assist students who are also being seen by a certified Title I teacher.
- I can assure that all instructional aides/paraprofessionals hired after January 8, 2002, have one of the following:
0. Completed at least two years of study at an institution of higher education,
  1. Obtained an associate's or higher degree, or
  2. Met a rigorous standard of quality, which includes an assessment of math, reading, and writing.
- I can assure that all aides/paraprofessionals hired before January 8, 2002, hold a Paraprofessional Certificate of Completion, a North Dakota teaching license, or have an approved extension from the State Title I office to work towards becoming highly qualified by July 1, 2006.
- We can assure that all instructional aides'/paraprofessionals' duties are aligned to the new law, which includes:
1. Providing one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
  2. Assisting with classroom management (in a schoolwide setting only).
  3. Providing instructional assistance in a computer laboratory.
  4. Conducting parental involvement activities.
  5. Providing support in a library or media center.
  6. Acting as a translator.
  7. Providing instructional support services under the direct supervision of a Title I teacher.

#### 3) Student Selection Process

(Please summarize your school's student selection procedure and label as **Submission #24** – one page limit.)

##### Student Selection Criteria

- I can assure that the criteria for eligibility for Title I services is objective, education-related, and uniformly applied. (Please submit a list of the student selection criteria used for each grade level and subject area and label as **Submission #25**.)
- I can assure that selection criteria for students in grades three and above is objective. Please note: The law does allow for subjective criteria to be used for grades K-2. (i.e., teacher referral)
- I can assure that the selection criteria are given to all students in any particular grade including economically disadvantaged, learning disabled, LEP, or migrant.
- I can assure that we use multiple selection criteria (i.e., more than one criteria) to determine eligibility for Title I services.

# Title I Issues – Targeted Assistance Schools (continued)

## ***Student Selection Process (continued)***

### *Student Selection Worksheet*

- I can assure that there is a student selection worksheet used to compare and document student data for the selection of who will receive services. The students are ranked in priority order, according to greatest need for services. (Please submit blank student selection worksheets for each grade level served and label as **Submission #26.**)
- I can assure that the student selection worksheet lists each of the criteria used so that it is easy to see that students were selected uniformly and fairly, using educationally related criteria.
- I can assure that economically disadvantaged, learning disabled, LEP, and migrant students are selected on the same basis as all other students. Professional staff does not exclude them just because they are receiving other services.
- I can assure that if a new student moves into the district, they are selected and ranked in the same way as the other eligible children receiving services. Even if they received services in another school, they must meet the criteria before receiving services. (For this reason, schools are discouraged from using the State Assessment as a selection criterion. It is best to use criteria that are readily available if a new student needs to be tested.)
- I can assure that the district is paying for all costs associated with the student selection process for Title I services. Any tests used in the selection process are not paid with Title I funding.

## **4) Caseload**

- I can assure my caseload is between 25-35 students. (A caseload above 45 students is too many for one teacher to oversee. However, very small caseloads may indicate a need to widen the selection criteria to make more students eligible for the program.) Number of students served: \_\_\_\_\_.

## **5) Eligible Students**

- I can assure that after we have selected and ranked students, only students eligible for Title I services are served. Non-Title I students may only be served on an incidental basis.
- I can assure that after we have determined which students are eligible for Title I services, we inform the parents that their children are eligible and will be served unless they decline services. (Please submit documentation and label as **Submission #27.**)
- I can assure that I obtain parent signatures whenever a student is eligible for Title I services but is not going to receive them. (Please submit documentation and label as **Submission #28.**)

## **6) Supplementary Services**

- I can assure that Title I services are supplementary or above and beyond the primary instruction delivered by classroom teachers.

## **7) Document Communication**

- I can assure that we document communication with the classroom teachers so that the teaching done in Title I is directly aligned to the work being done in the classroom. (Please submit documentation and label as **Submission #29.**)

## Title I Issues – Targeted Assistance Schools (continued)

### 8) *The Annual Review Meeting*

- I can assure that we review all components of the Title I program at the Annual Review meeting. This includes a review of the student selection process, professional development, the parental involvement components, teacher communication, assessment methods, and service methods/curriculum. Date of Annual Review meeting: \_\_\_\_\_. (Please submit documentation of the Annual Review meeting and label as **Submission #30.**)
- I can assure the Annual Review meeting is documented with an agenda and minutes.
- I can assure that we inform parents of the results of the Annual Review meeting. (Please submit documentation of how parents were informed and label as **Submission #31.**)

### 9) *Reviewing Student Progress*

- I can assure that we report on an individual student's progress in the Title I program. (Please submit a copy of Title I Progress Reports or Title I Report Cards for each grade level and subject area served and label as **Submission #32.**)
- I can assure that a minimum of three assessment criteria are used to measure each student's progress in each subject area (e.g., three assessments in reading, three assessments in math).
- I can assure that a portfolio is maintained on each Title I student documenting his/her progress and showing the three assessments being used.
- I can assure that the assessment results are reported on each student at least twice a year. Dates progress reports were sent to parents: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (twice minimally).
- I can assure that our Title I program reports the results of these assessments to parents in a written format, which is called the Title I Report Card or Title I Progress Report.

### 10) *Parental Involvement*

- I can assure that we send a letter informing parents that their child is eligible to receive Title I services.

#### The District Parental Involvement Policy:

- I can assure that we have a DISTRICT parental involvement policy, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #33.**)
- I can assure the district policy was distributed to all parents. Method of distribution: \_\_\_\_\_.  
Date given to parents: \_\_\_\_\_.

#### The School Parental Involvement Policy:

- I can assure that we have a SCHOOL parental involvement policy, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #34.**)
- I can assure the school policy was distributed to all parents. Method of distribution: \_\_\_\_\_.  
Date given to parents: \_\_\_\_\_.

#### The Annual Parent Meeting:

- I can assure that this Annual Parent meeting is different from the Annual Review meeting.
- I can assure that this meeting tells parents what the Title I program is and how their child will be assessed.
- I can assure that parents are informed that they have a right to be involved in the Title I program.
- I can assure that this meeting is documented with minutes or an agenda. (Please submit documentation and label as **Submission #35.**) Date of meeting: \_\_\_\_\_.

## Title I Issues – Targeted Assistance Schools (continued)

### ***Parental Involvement (continued)***

#### Opportunities for Training Parents:

- I can assure that opportunities for training parents to become partners with the school in promoting the education of their child at school and at home are provided.
- I can assure that information about methods parents can use at home to complement the child's instruction is given. (Please submit documentation and label as **Submission #36.**)

#### The Parent-School Compact:

- I can assure that we have a parent-school compact, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #37.**)
- I can assure that it describes the responsibility of the school to help all students meet the State's performance standards.
- I can assure that it contains the ways each parent will be responsible for supporting student learning.
- I can assure that the compact describes the importance of ongoing communication between parents and teachers.
- I can assure that documentation is kept on file how the compact is distributed. Date compact was distributed: \_\_\_\_\_

#### Annual Assessment of Parental Involvement:

- I can assure that at the end of each school year, parents have the opportunity to assess the Title I parent involvement components (including the compact).
- I can assure that we document this assessment procedure. (Please submit documentation and label as **Submission #38.**)

### ***11) Scientifically-Based Research***

- I can assure that our Title I personnel employ scientifically-based research strategies in teaching practices. (Please submit documentation and label as **Submission #39.**)

*Title I Teacher Signature	Grade Span Taught	**Title I Subject(s)	Date

\*Each Title I teacher is to complete this document for each grade span served. If several Title I teachers teach the same grade span, K-6 reading for instance, only one monitoring document needs to be completed. Each Title I teacher should sign the monitoring document. On the other hand, if one teacher teaches Title I reading to grades K-3 and a different teacher teaches Title I reading to grades 4-6, then two monitoring documents must be completed.

\*\*One monitoring document should be completed for each subject (i.e., reading, math). Schools have the option to incorporate this information into one monitoring document if it is clearly labeled throughout the submission.

# Title I

## Co-op Self-Monitoring Guide

*Use this section ONLY for schoolwide schools in the cooperative agreement.*

*The schoolwide leadership team for each building should complete this checklist.*

*One checklist must be completed for each schoolwide building in the district.*

### Title I Issues – Schoolwide Schools

#### 12) Schoolwide Plan

- We can assure that the schoolwide plan on file at the State Title I office reflects the current needs of the school and is updated to reflect the latest changes to schoolwide operation.

#### 13) Time and Effort Documentation

- We can assure that all schoolwide staff paid from more than one source of funding who do not have a fixed schedule, maintain a time log detailing the dates and hours worked and activities performed during each school day. (Please submit documentation and label as **Submission #40.**)

#### 14) Aides

- We can assure that all instructional aides work under the direct supervision of a certified teacher who has the primary responsibility for providing the instructional services to students.
- We can assure that aides do not provide instruction to students. Aides only further assist students who are receiving instruction by a certified teacher.
- We can assure that all instructional aides/paraprofessionals hired after January 8, 2002, have one of the following:
1. Completed at least two years of study at an institution of higher education,
  2. Obtained an associate's or higher degree, or
  3. Met a rigorous standard of quality, which includes an assessment of math, reading, and writing.
- (Please submit a list of all instructional aides employed at your school. Include the following: (1) a description of the duties for each aide; (2) the date they were hired; (3) certification number OR information for their plans to complete one of the above requirements. Label this list as **Submission #41.**)
- We can assure that all aides/paraprofessionals hired before January 8, 2002, hold a Paraprofessional Certificate of Completion, a North Dakota teaching license, or have an approved extension from the State Title I office to work towards becoming highly qualified by July 1, 2006.
- We can assure that all instructional aides'/paraprofessionals' duties are aligned to the new law, which includes:
1. Providing one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
  2. Assisting with classroom management (in a schoolwide setting only).
  3. Providing instructional assistance in a computer laboratory.
  4. Conducting parental involvement activities.
  5. Providing support in a library or media center.
  6. Acting as a translator.
  7. Providing instructional support services under the direct supervision of a Title I teacher.

#### 15) Ten Required Components of Schoolwide Planning

- We can assure that the school gathered data to conduct the required comprehensive needs assessment. (Please submit documentation, which could be a summary of the results, and label as **Submission #42.**)
- We can assure that the schoolwide program implements strategies that provide opportunities for all students to meet the state's proficient and advanced levels of student achievement.

## Title I Issues – Schoolwide Schools (continued)

### **Ten Required Components of Schoolwide Planning (continued)**

- We can assure that teachers are using effective methods and instructional strategies that are proven effective in scientifically-based research. (Please submit documentation and label as **Submission #43.**)
- We can assure that the schoolwide instructional strategies focus on the core academic program of the school.
- We can assure that the schoolwide instructional strategies increase the amount and quality of learning time. (Please submit documentation and label as **Submission #44.**)
- We can assure that the schoolwide instructional strategies provide an enriched and accelerated curriculum.
- We can assure that the schoolwide instructional strategies meet the needs of historically underserved populations.
- We can assure that the schoolwide instructional strategies address the needs of all children in the school. (Please submit documentation and label as **Submission #45.**)
- We can assure that the schoolwide program can address how it knows when it meets the needs of all students at the school.
- We can assure that the schoolwide program and instructional strategies are consistent with state and local improvement plans. (Please submit documentation and label as **Submission #46.**)
- We can assure that all staff at the school are highly qualified or will be by 2006. All staff in core academic areas hired after 2002 were highly qualified upon hiring.
- We can assure that the schoolwide program implements high quality and ongoing professional development for teachers, principals, and paraprofessionals. (Please submit documentation and label as **Submission #47.**)
- We can assure that the schoolwide program devotes sufficient resources, including time and money, to effectively carry out high quality professional development activities. (Please submit documentation and label as **Submission #48.**)
- We can assure that the schoolwide program implements strategies to increase parental involvement. (Please submit documentation and label as **Submission #49.**)
- We can assure that the schoolwide program has a strong plan for assisting preschool children in the transition from early childhood programs. (Please submit documentation and label as **Submission #50.**)
- We can assure that teachers have been included in the decisions regarding the use of assessments to improve the achievement of students and the instructional programs.
- We can assure that we have implemented a plan to ensure that students who experience difficulty mastering any of the state's academic achievement standards will be provided with effective, timely additional assistance. (Please submit documentation and label as **Submission #51.**)
- We can assure that the schoolwide plan includes strategies to attract high quality, highly qualified teachers to high need schools. (Please submit documentation and label as **Submission #52.**)
- We can assure that the schoolwide program is coordinated with other federal, state, and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, head start, adult education, vocational and technical education, and job training. (Please submit documentation and label as **Submission #53.**)

### **16) High Quality Schoolwide Programming**

- We can assure that the schoolwide plan has effective leadership to implement the schoolwide program.
- We can assure that all school staff members are knowledgeable about the schoolwide program. All teachers are involved in the development, implementation, assessment, review, and improvement of the schoolwide plan.
- We can assure that the schoolwide program has brought about change in the school and a change in the service delivery model.
- We can assure that the school is using the ND State Standards or has developed local curricular standards in reading/language arts and math. All teachers are teaching to these standards.

# Title I Issues – Schoolwide Schools (continued)

## 17) Schoolwide Evaluation/Annual Review

- We can assure that a review of all student progress is conducted annually to assess the extent to which students are making Adequate Yearly Progress and to assess the implementation and success of the schoolwide plan. Date of Annual Review: \_\_\_\_\_. (Please submit documentation and label as **Submission #54.**)
- We can assure that the results of the Annual Review meeting were shared with parents, teachers, school administrators, and other appropriate community members. (Please submit documentation and label as **Submission #55.**)
- We can assure that the Annual Review results were used in making decisions regarding future planning of the schoolwide program.

## 7) Parental Involvement

### The District Parental Involvement Policy:

- We can assure that we have a DISTRICT parental involvement policy, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #56.**)
- We can assure the district policy was distributed to all parents. Method of distribution: \_\_\_\_\_. Date given to parents: \_\_\_\_\_.

### The School Parental Involvement Policy:

- We can assure that we have a SCHOOL parental involvement policy, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #57.**)
- We can assure the school policy was distributed to all parents. Method of distribution: \_\_\_\_\_. Date given to parents: \_\_\_\_\_.

### The Annual Parent Meeting:

- We can assure that this Annual Parent meeting is different from the Annual Review meeting.
- We can assure that this meeting tells parents what the schoolwide program is, what the main goals and activities of the plan are, and how students will be assessed to identify instructional programming and, if necessary, additional programming and services.
- We can assure that this meeting is documented with minutes or an agenda. (Please submit documentation and label as **Submission #58.**) Date of meeting: \_\_\_\_\_.

### Opportunities for Training Parents:

- We can assure that opportunities for training parents to become partners with the school in promoting the education of their child at school and at home are provided.
- We can assure that we have shared with parents information about methods they can use at home to complement the instruction given at the school. (Please submit documentation and label as **Submission #59.**)

### The Parent-School Compact:

- We can assure that we have a parent-school compact, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #60.**)
- We can assure that documentation is kept on file how the compact is distributed. Date of distribution: \_\_\_\_\_.

### Annual Assessment of Parental Involvement:

- We can assure that at the end of the year, parents have the opportunity to assess the Title I parent involvement components (including the compact).
- We can assure that we document this assessment procedure. (Please submit documentation and label as **Submission #61.**)

Principal Signature

Schoolwide Building

Date