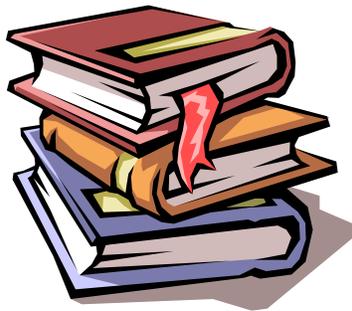


Title I

Self-Monitoring Guide

for ND Targeted

Assistance Programs



Title I – Helping Disadvantaged Children Meet High Standards

The purpose of this document is...

- To assist LEA's 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 2004

Title I Staff

Laurie Matzke
Director

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

Tanya Lunde-Neumiller
Assistant Director, Schoolwide

tneumiller@state.nd.us
701-328-4646

Gail Burkett
Assistant Director, Reading First

gburkett@state.nd.us
701-328-2285

Sandy Peterson
Program Administrator, Migrant Education
Reading & Math Credentials

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

Ann Ellefson
Program Administrator, Homeless

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

Nita Wirtz
Program Administrator, CSRD
N & D and Paraprofessional Certificates

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

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

Mary Ann Mousel
Secretary

mmousel@state.nd.us
701-328-2282

Toll Free 1-888-605-1951

Title I Self-Monitoring Guide

Title I Issues - Administrative

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 meeting minutes and label as **Submission #1**).
- 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 meeting minutes and label as **Submission #2**).
- I can assure that the most recent audit report is available for review. Date of last audit report: _____. Name of auditor or audit firm: _____.
- I can assure that the purchase orders and invoices are
 1. properly coded to the Title I program,
 2. appropriate Title I expenditures,
 3. incurred during the appropriate fiscal year, and
 4. current and available for review.
- I can assure that Title I funds are only spent on Title I allowable expenditures. (Please submit business manager's summary report for Title I funds for the current school year and label as **Submission #3**).
- I can assure that there is an inventory list of items of \$750 or more purchased for our Title I program. The list includes all five necessary components: description, cost, serial number, date of purchase, and location of items. (Please submit a copy of the current Title I inventory and label as **Submission #4**).
- 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 contacted for participation in our Title I program. (Please submit documentation and label as **Submission #5**).

3) Parent Notification

- I can assure that schools within our district that receive Title I funds have notified all parent that they may request information regarding the professional qualifications of the student's classroom teachers, and up request the school will provide this information (i.e., *Parent's Right to Know Clause*).
Date sent: _____. (Please submit documentation of the notification sent to parents and label as **Submission #6**).
- I can assure that we have compiled a list of the qualifications of all teachers in the building that is available to any parents requesting this information. (Please submit documentation of the list prepared for parents on teacher qualifications and label as **Submission #7**).
- I can assure that we have notified parents that any students who are taught for four continuous weeks by a teacher who was 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 and have provided an opportunity for individuals to review these reports.
Date sent: _____ (Please submit a copy of the notification to parents and label as **Submission #8**).
- I can assure that we have informed parents and community members of the results of the Adequate Yearly Progress report, including specifically whether or not the school made Adequately Yearly Progress and, if they did not, specific information on any sanctions that must be implemented, including the opportunities for school choice and supplemental services.
Date sent: _____ (Please submit a copy of the notification to parents and label as **Submission #9**).

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 mandated in the Title I regulations to ensure that all teachers are highly qualified by the end of the 2005-2006 school year.

Authorized Representative Signature

Date

Title I

Self-Monitoring Guide

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 #10**).

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 children. (Please submit a copy the schedule for each Title I aide/paraprofessional and label as **Submission #11**).
- 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 any aide/paraprofessional, hired after January 8, 2002, has 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.
- I can assure that all aides/paraprofessionals hired before January 8, 2002 are working towards becoming highly qualified by July 1, 2005.
- I can assure that all Title I 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; or
 7. Providing instructional support services under the direct supervision of a Title I teacher.

3) Student Selection Process

(Please submit a copy of your completed student selection form and label as **Submission #12**).

- I can assure that the criteria for eligibility for Title I services is objective, education-related, and uniformly applied.
- 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 there is a student selection worksheet used to compare and document student data for selection of who will receive services. The students are ranked in priority order, according to greatest need for services.
- 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 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 we use multiple selection criteria (i.e., more than one criteria) to determine eligibility for Title I services.
- 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 my criteria before receiving services. (For this reason, schools are discouraged from using the CTBS test 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 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: _____

4) 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 #13**).
- I can assure 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 #14**).

5) Supplementary Services

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

6) 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 #15**).

7) The Annual Review Meeting

(Please submit documentation of the Annual Review meeting and label as **Submission #16**).

- I can assure that we review all components of the Title I program at the Annual Review meeting—student selection process, professional development, the parent involvement components, teacher communication, assessment methods, and service methods/curriculum. Date of Annual Review meeting: _____
- 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 #17**).

8) Reviewing Student Progress

(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 #18**)

- I can assure that we report on an individual student's progress in the Title I program.
- 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: _____, _____, _____, _____.
- 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.

9) Parent Involvement

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

The Parent Involvement Policy:

I can assure that we have a parent involvement policy, which is a summary of what we do for parent involvement. It includes all required parent involvement activities (parent meeting, opportunities for training parents, progress reporting, etc.) as well as any additional parent involvement activities that will take place at our school. (Please submit a copy of the parent involvement policy and label as **Submission #19**).

I can assure the policy is distributed annually to Title I parents. Method of distribution: _____; Date given to parents:_____.

The Annual Parent Meeting:

I can assure that this 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 a copy of the documentation and label as **Submission #20**). Date of meeting: _____.

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 #21**).

The Parent-School Compact:

I can assure that we have a parent-school compact that is distributed annually. (Please submit a copy of the compact and label as **Submission #22**).

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 how the compact is distributed.

Date compact was distributed:_____

Annual Assessment of Parent 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 #23**.)

10) Scientifically-Based Research

I can assure that our Title I personnel employ scientifically-based research strategies in teaching practices.

Title I Teacher Signature	Grade Span*	Subject**	Date
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*A Title I teacher must fill out this form for each grade span served.

**One per each subject.