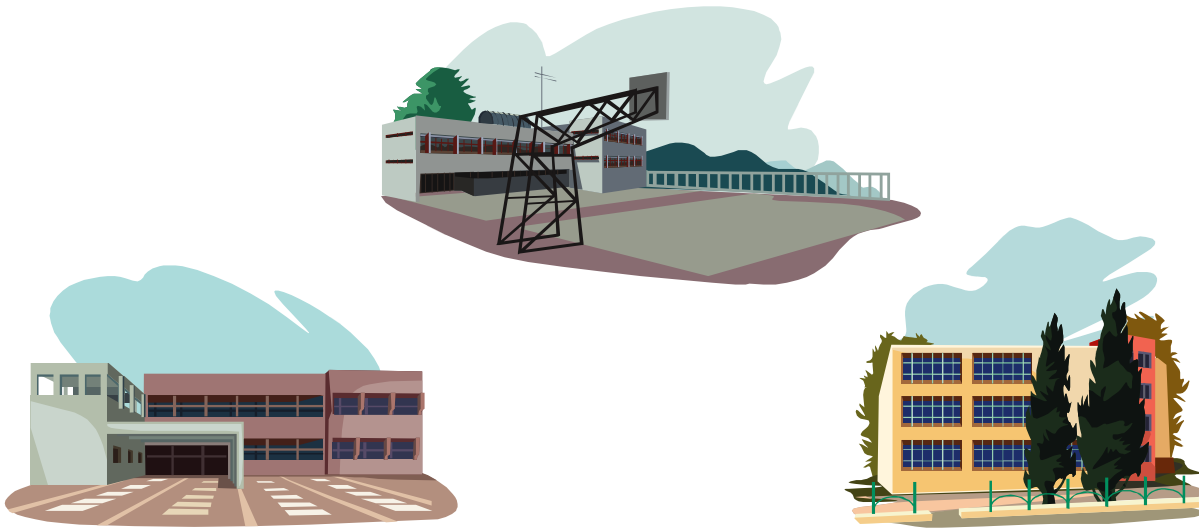


# Title I

# Self-Monitoring Guide

# for ND Large School

# District 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.
- To assist schools and districts with on site visitations of their Title I programs.

October 2011

# Title I Self-Monitoring Guide Large School District Programs Cover Page

Please complete the following information (please print or type)

## Contact Information

School District	
Schools (List the Names of Those Schools Monitored)	
Title I Authorized Representative	
Telephone Number	Email Address

## Additional Contact Information

Name	
Title	
Telephone Number	Email Address

The following items must be included with the district's self-monitoring submission:

- Self-Monitoring Guide – Large School District Programs – Cover Page
- Title I Issues – District Administration Report (Submissions #D01 – #D30)
- Title I Issues – Cooperative Title I Program Administration Report (Submissions #CO01 – #CO8)
- Title I Issues – Private School Program Report (Submissions #P01 – #P21)
- Title I Issues – Targeted Assistance Program Report (Submissions #TA01 – #TA26)
- Title I Issues – Schoolwide Program Report (Submissions #SW01 – #SW29)

# **Title I Self-Monitoring District Administration Report**

*This report is to be prepared and completed by district administration, district Title I staff, and district business officials. Once completed, this section and supporting documentation should be returned to the district authorized representative or designee. It is the responsibility of this person to assemble the entire packet and mail it to the state Title I office for review.*



# Title I Self-Monitoring District Administration Report

## 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 #D01.**)
- I can assure that there are minutes of a school board meeting authorizing a representative for our Title I Stimulus/ARRA program. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #D01 – ARRA.**)
- I can assure that there are minutes of a school board meeting approving the consolidated application of Titles I and II-A, and REAP/Transferability. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #D02.**)
- I can assure that there are minutes of a school board meeting approving the Stimulus/ARRA consolidated application of Titles I and II-D. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #D02 – ARRA.**)
- 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 the purchase orders and invoices meet all requirements 1-4 listed below as documentation of the above assurances. (Please randomly select ten purchase orders and invoices to submit for review from the current school year and label as **Submission #D03.**)
  1. Properly coded to the Title I program.
  2. Appropriate Title I expenditures.
  3. Incurred during the appropriate fiscal year.
  4. Current and available for review.
- I can assure that the purchase orders and invoices meet all requirements 1-4 listed below as documentation of the above assurances. (Please randomly select ten purchase orders and invoices to submit for review from the current school year and label as **Submission #D03 – ARRA.**)
  1. Properly coded to the Title I Stimulus/ARRA program.
  2. Appropriate Title I Stimulus/ARRA expenditures.
  3. Incurred during the appropriate fiscal year.
  4. Current and available for review.
- I can assure that Title I funds are spent only on Title I allowable expenditures. (Please submit the business manager's summary report outlining the entire Title I budget including the district, all Title I buildings, private school, and Title I set-aside amounts and detailed expenditures for each line item. This report must represent budgeting for the current school year and label as **Submission #D04.**)
- I can assure that Title I Stimulus/ARRA funds are spent only on Title I Stimulus/ARRA allowable expenditures. (Please submit the business manager's summary report outlining the entire Title I Stimulus/ARRA budget including the district, all Title I buildings, private school, and Title I Stimulus/ARRA set-aside amounts and detailed expenditures for each line item. This report must represent budgeting for the current school year and label as **Submission #D04 – ARRA.**)
- I can assure that Title I funds being used for purchased professional and technical services (line item 300) are evidenced by a contract between the school and contracting agency/individual. (Please submit a copy of all contracts that correspond with budget funds coded to 300 and label as **Submission #D05.**)
- I can assure that Title I Stimulus/ARRA funds being used for purchased professional and technical services (line item 300) are evidenced by a contract between the school and contracting agency/individual. (Please submit a copy of all contracts for items in line item 300 and label as **Submission #D05 – ARRA.**)
- I can assure that there is an inventory list for our district Title I program for purchases of \$750 and over as well as all equipment, computers, technology related items, and furniture. 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, including any computers, equipment, technology related items, and furniture purchased with Title I Regular/ARRA funds, and label as **Submission #D06.**)
- I can assure that items purchased with Title I funds are labeled accordingly.

## Title I Self-Monitoring – District Administration Report (continued)

### 2) **District Parent Notification**

- 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 #D07.**)
- 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 #D08.**)
- I can assure that we have informed parents and community members of the results of the NON-TITLE I SCHOOL'S Adequate Yearly Progress report, including specifically, whether or not the school made Adequately Yearly Progress. If they did not, specific information on what actions the school is taking should be 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 #D09.**)

### 3) **Dispute Resolution**

- I can assure that we have written procedures in place for receiving and resolving disputes pertaining to any of the Federal Title programs. (Please submit a copy of the district's dispute resolution policy and label as **Submission #D10.**)
- I can assure the policy was distributed to all parents. Method of distribution: \_\_\_\_\_.  
Date given to parents: \_\_\_\_\_.

### 4) **Districtwide Additional Services (if applicable)**

- Not applicable.
- I can assure that we have adequate documentation on the additional services provided with Title I funds. (Please complete and submit the *Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds*—**Submission #D11.**)
- I can assure that we have adequate documentation on the additional services provided with Title I Stimulus/ARRA funds. (Please complete and submit the *Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Stimulus/ARRA Funds*—**Submission #D11 – ARRA.**)

### 5) **District Personnel Time Documentation and Assurance**

- I can assure that all Districtwide Title I personnel (coordinators, etc.) have their time and daily duties in Title I documented (in print) either through a fixed schedule or time and effort log. If they are paid from more than one source, they have a time documentation 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 all personnel paid with Title I funds and label as **Submission #D12.**)
- I can assure that all Districtwide Title I Stimulus/ARRA personnel (coordinators, etc.) have their time and daily duties in Stimulus/ARRA Title I documented (in print) either through a fixed schedule or time and effort log. If they are paid from more than one source, they have a time documentation 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 all personnel paid with Title I Stimulus/ARRA funds and label as **Submission #D12 – ARRA.**)
- I can assure that all Districtwide Title I personnel have signed assurances documenting their time spent in Title I. (Please submit a copy of signed assurances for all personnel paid with Title I funds and label as **Submission #D13.**) Assurances are signed and dated after the time has elapsed.
- I can assure that all Districtwide Title I Stimulus/ARRA personnel have signed assurances documenting their time spent in the Title I Stimulus/ARRA program. (Please submit a copy of signed assurances for all personnel paid with Title I Stimulus/ARRA funds and label as **Submission #D13 – ARRA.**) Assurances are signed and dated after the time has elapsed.

## Title I Self-Monitoring – District Administration Report (continued)

### 6) *Targeting (Large Districts Only)*

- Not applicable.
- I can assure that individual Title I buildings budgets have been established and that all supplies, equipment, and carryover for the district should be reflective in the individual building budget. (Please submit a copy of your accounting records detailing each school's building budget and label as **Submission #D14.**)
- I can assure that individual Title I Stimulus/ARRA buildings budgets have been established and that all supplies, equipment, and carryover for the district should be reflective in the individual building budget. (Please submit a copy of your accounting records detailing each school's Stimulus/ARRA building budget and label as **Submission #D14 – ARRA.**)
- I can assure that all building principals had input into their Title I building budget and are aware of all expenditures within their individual building budget. (Please submit a paper copy of each school's building budget with the building principal's written [not electronic] signature and label as **Submission #D15.**)
- I can assure that all building principals had input into their Title I Stimulus/ARRA building budget and are aware of all expenditures within their individual building budget. (Please submit a paper copy of each school's Stimulus/ARRA building budget with the building principal's written [not electronic] signature and label as **Submission #D15 – ARRA.**)

### 7) *Parental Involvement Set-Aside (Districts with Allocations over \$500,000)*

- Not applicable.
- I can assure our district is setting aside 1% of our Title I allocation for the purpose of parental involvement activities within our district. These districts are required to track spending of these parental involvement expenditures at the building level. (Please submit a copy of the district's school business records demonstrating that the parental involvement set-aside is expended and tracked at the building level and label as **Submission #D16.**)
- I can assure our district is setting aside 1% of our Title I Stimulus/ARRA allocation for the purpose of parental involvement activities within our district. These districts are required to track spending of these parental involvement expenditures at the building level. (Please submit a copy of the district's school business records demonstrating that the Stimulus/ARRA parental involvement set-aside is expended and tracked at the building level and label as **Submission #D16 – ARRA.**)

### 8) *Comparability Assurance (Large Districts Only)*

- Not applicable.
- I can assure that because our district receives Title I Part A funding we are keeping accurate documentation on Title I comparability requirements for this provision. This requires districts to have records to show comparability in district-wide salary schedules, equivalence among teachers, administrators and other staff, and among curriculum materials and instructional supplies. As a district, we have procedures for compliance with the comparability requirement and implement those procedures on an annual basis.
- I can assure that because our district receives Title I Stimulus/ARRA funding we are keeping accurate documentation on Title I comparability requirements for this provision. This requires districts to have records to show comparability in district-wide salary schedules, equivalence among teachers, administrators and other staff, and among curriculum materials and instructional supplies. As a district, we have procedures for compliance with the comparability requirement and implement those procedures on an annual basis.

## Title I Self-Monitoring – District Administration Report (continued)

### 9) **Supplement, Not Supplant**

- I can assure that Title I funds are used only to supplement, not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I students.
- I can assure that Title I funds are not being used to fulfill the state required student performance strategist responsibilities required for students in grades K-3. (Please submit a listing of the staff(s) assigned to perform student performance strategist responsibilities, their corresponding FTE, and a summary of the funding source(s) paying for these services. Label documentation as **Submission #D17.**)

### 10) **Other Reservation of Funds (if applicable)**

- Not applicable.
- I can assure that our district serves the needs of all homeless children and tracks these students for reporting to the state Title I office. (Please submit a copy of the district's homeless tracking procedures, including any forms, and label as **Submission #D18.**)
- I can assure that our district serves the needs of all homeless children within the district though the district Title I reservation of funding and tracks how these funds are used to assist homeless youth. (Please submit a copy of the district's business records documenting the homeless Title I set-aside and label as **Submission #D19.**)
- I can assure that our district serves the needs of all homeless children within the district though the district Title I Stimulus/ARRA reservation of funding and tracks how these funds are used to assist homeless youth. (Please submit a copy of the district's business records documenting the homeless Title I Stimulus/ARRA set-aside and label as **Submission #D19 – ARRA.**)
- I can assure that our district provides services to all neglected and delinquent children of N&D facilities within the district. (Please submit documentation of the services provided by the district and label as **Submission #D20.**)
- I can assure that our district sets aside funding for neglected and delinquent youth through a district reservation of funding and tracks how these funds are used to assist N&D youth. (Please submit a copy of the district's business records documenting the N&D set-aside and label as **Submission #D21.**)
- I can assure that our district sets aside Title I Stimulus/ARRA funding for neglected and delinquent youth through a district reservation of funding and tracks how these funds are used to assist N&D youth. (Please submit a copy of the district's business records documenting the Title I Stimulus/ARRA N&D set-aside and label as **Submission #D21 – ARRA.**)

### 11) **Private School – Fiscal Agent Specific Responsibilities (if applicable)**

- Not applicable.
- I can assure that all of the finances regarding the Title I private school services are handled by the public school district (LEA) fiscal agent.
- I can assure that the purchase orders and invoices for the Title I private school are:
  1. Properly coded.
  2. Appropriate Title I expenditures.
  3. Incurred during the appropriate fiscal year.
  4. Current and available for review.
- As the fiscal agent, I can assure the Title I private school funds are tracked separately and spent only on Title I allowable expenditures. (Please submit the Title I private school business manager's summary report outlining Title I private school budget amounts and detailed expenditures for each line item. This report must represent budgeting for the current school year. Label as **Submission #D22.**)
- As the fiscal agent, I can assure the Title I Stimulus/ARRA private school funds are tracked separately and spent only on Title I allowable expenditures. (Please submit the Title I Stimulus/ARRA private school business manager's summary report outlining Title I private school budget amounts and detailed expenditures for each line item. This report must represent budgeting for the current school year. Label as **Submission #D22 – ARRA.**)

## Title I Self-Monitoring – District Administration Report (continued)

### 11) Private School – Fiscal Agent Specific Responsibilities (continued)

- I can assure there is a sound mechanism of communication and coordination between the public school district and the Title I private school. (Please provide documentation of ongoing correspondence and label as **Submission #D23.**)
- I can assure that the private school components of Title I are administered by and under the control of the LEA.
- As the fiscal agent, I can assure that all financial reports are completed and maintained by the LEA. These reports include the consolidated application, Title I Mid-Year Financial Report (SFN 7822), Title I Final Financial Report (SFN 7822), Addendum to the Final Financial Report, Title I Budget Revisions, and Title I Request for Funds (SFN 14660).
- I can assure the district's Dispute Resolution Policy was distributed to all private school administrators and the parents of Title I private school students. Method of distribution: \_\_\_\_\_. Date distributed: \_\_\_\_\_.
- I can assure the district is communicating with neighboring districts to ensure services are provided to Title I private school students residing outside the district.
- I can assure that private school officials were contacted and consulted regarding the planning, design, implementation, and participation in the Title I program at the private school. The date of this meeting was \_\_\_\_\_. (Please submit the agenda, copies of meeting correspondence, etc. to document this meeting and label as **Submission #D24.**)
- I can assure that private school officials were contacted and consulted regarding the planning, design, implementation, and participation in the Title I Stimulus/ARRA program at the private school. The date of this meeting was \_\_\_\_\_. (Please submit the agenda, copies of meeting correspondence, etc. to document this meeting and label as **Submission #D24 – ARRA.**)
- I can assure expenditures and services provided to private school students are equitable in comparison to the services provided to public school students.
- I can assure private school Title I attendance area data is disaggregated on "Worksheet G" and used to distribute funds. (Please submit Worksheet G and label as **Submission #D25.**)
- I can assure the LEA has given the private school an equitable share of funds for district level instructional services (i.e., summer school), parental involvement, professional development (exclusive of that required due to program improvement), and teacher quality. This calculation is taken into consideration when processing district level budget revisions and reallocated funds applications. (Please submit a copy of the equitable set-aside amount and a description of how the funds were or will be used and label as **Submission #D26.**)
- I can assure the LEA has given the private school an equitable share of Title I Stimulus/ARRA funds for district level instructional services (i.e., summer school), parental involvement, professional development (exclusive of that required due to program improvement), and teacher quality. (Please submit a copy of the equitable set-aside amount and a description of how the funds were or will be used and label as **Submission #D26 – ARRA.**)
- The private school has determined how these equitable set-aside funds will be used. (Please submit a copy of the equitable set-aside amount and a description of how the funds were or will be used and label as **Submission #D27.**)
- The private school has determined how these Title I Stimulus/ARRA equitable set-aside funds will be used. (Please submit a copy of the equitable set-aside amount and a description of how the funds were or will be used and label as **Submission #D27 – ARRA.**)

## Title I Self-Monitoring – District Administration Report (continued)

### 11) Cooperative Agreement – Fiscal Agent Responsibilities (if applicable)

- Not applicable.
- I can assure that all of the finances regarding the Title I cooperative agreement are handled by the fiscal agent.
- I can assure that there are minutes of a school board meeting of the fiscal agent authorizing the cooperative agreement between \_\_\_\_\_ and \_\_\_\_\_. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes of the fiscal agent and label as **Submission #D28.**)
- I can assure that there are minutes of a school board meeting of the cooperative district 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 from the cooperative district and label as **Submission #D29.**)
- 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 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).

### 12) Schoolwide Co-Mingling Funds (if applicable)

- Not applicable.
- I can assure that through co-mingling our federal funds, we are meeting the intent and purpose of each Title program. (Please complete and submit the *Schoolwide Co-Mingling Funds Addendum—Submission #D30.*)
- I can assure that any Title I Stimulus/ARRA funds received are not co-mingled.

Authorized Representative Signature

Date

# Title I Self-Monitoring – District Administration Report

## Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds (if applicable, Submission #D11)

It is the policy of the state Title I office when monitoring to include questions on all aspects of Title I programming. This supplemental questionnaire is for those districts utilizing Title I Part A funding to implement Title I services at the district level in addition to the regular Title I program. These services may include, but are not limited to: Title I Summer School, Title I Preschool, etc. If you are implementing one or more of these types of programs, please answer all questions listed below and return this form to the state Title I office.

Please include one for each additional program being implemented.

School District		
School		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-A-Like Program <input type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other	Total Number of Students in School	
	Number of Students Served by Additional Title I Services	
Please provide a detailed description of the additional services offered with Title I funds (i.e. paint us a picture of what a typical day looks like).		
<b>Targeted Assistance Programs Only</b> – Please describe your student selection process for these services and include information on the criteria used:		
How often are students served by this program (daily, three times per week, etc.):		
How long do students receive services from this program (20 minutes, 30 minutes, 1 hour, etc.):		

# Title I Self-Monitoring – District Administration Report

## Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Stimulus/ARRA Funds (if applicable, Submission #D11 – ARRA)

It is the policy of the state Title I office when monitoring to include questions on all aspects of Title I Stimulus/ARRA programming. This supplemental questionnaire is for those schools utilizing Title I Stimulus/ARRA funding to implement services at the district level in addition to the regular Title I program. These services may include, but are not limited to: Title I Summer School, Title I Preschool, Title I Before/After/Saturday Programs, etc. If you are implementing one or more of these types of programs, please answer all questions listed below and return this form to the state Title I office.

Please include one copy per additional program being implemented.

School District		
School		
Program Implemented: <input type="checkbox"/> Title I Stimulus/ARRA Summer School Program <input type="checkbox"/> Title I Stimulus/ARRA Preschool Program <input type="checkbox"/> Title I Stimulus/ARRA Reading First Look-A-Like Program <input type="checkbox"/> Title I Stimulus/ARRA Before or After School Program <input type="checkbox"/> Title I Stimulus/ARRA Saturday School Program <input type="checkbox"/> Other Title I Stimulus/ARRA Programs	Total Number of Students in School	
	Number of Students Served by Additional Title I Services	
Please provide a detailed description of the additional services offered with Title I Stimulus/ARRA funds (i.e. paint us a picture of what a typical day looks like).		
<b>Targeted Assistance Programs Only</b> – Please describe your student selection process for these services and include information on the criteria used:		
How often are students served by this program (daily, three times per week, etc.):		
How long do students receive services from this program (20 minutes, 30 minutes, 1 hour, etc.):		

# Title I Self-Monitoring – District Administration Report

## Title I Issues – Administrative Schoolwide Co-Mingling Funds Addendum (if applicable, Submission #D30)

School District
School
Please indicate each federal program listed below that you co-mingle into one budget: <input type="checkbox"/> Title I, Part A—Improving the Academic Achievement of the Disadvantaged <input type="checkbox"/> Title II, Part A—Teacher and Principal Quality and Retention <input type="checkbox"/> Title II, Part D—Enhancing Education Through Technology
<b>Please explain how the school is meeting the intent and purpose for each of the federal programs checked above during this school year.</b>
Title I, Part A—Improving the Academic Achievement of the Disadvantaged
Title II, Part A—Teacher and Principal Quality and Retention
Title II, Part D—Enhancing Education Through Technology

# Title I Self-Monitoring Cooperative Title I Program Administration Report

*This report is to be prepared and completed by district administration and district business officials at the cooperating district. In addition, Title I staff will need to complete the Title I targeted assistance or Title I schoolwide Title I Self-Monitoring report. Once completed, all sections and supporting documentation should be returned to the fiscal agent authorized representative or designee. It is the responsibility of this person to assemble the entire packet and mail it to the state Title I office for review.*



## Title I Self-Monitoring Cooperative Title I Program Administration Report

### 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 #CO01.**)
- I can assure that there are minutes of a school board meeting authorizing a representative for our Title I Stimulus/ARRA program. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #CO01 – ARRA.**)
- 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 #CO02.**)
- I can assure that there are minutes of a school board meeting approving the cooperative consolidated application for Title I Stimulus/ARRA funds. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #CO02 – ARRA.**)
- 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 #CO03.**)

### 2) **Parent Notification**

- 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 #CO04.**)
- 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 #CO05.**)
- I can assure that we have informed parents and community members of the results of the NON-TITLE I SCHOOL'S Adequate Yearly Progress report, including specifically, whether or not the school made Adequately Yearly Progress. If they did not, specific information on what actions the school is taking should be 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 #CO06.**)

### 3) **Dispute Resolution**

- I can assure that we have written procedures in place for receiving and resolving disputes pertaining to any of the Federal Title programs. (Please submit a copy of the district's dispute resolution policy and label as **Submission #CO07.**)
- I can assure the policy was distributed to all parents. Method of distribution: \_\_\_\_\_.  
Date given to parents: \_\_\_\_\_.

### 4) **Supplement, Not Supplant**

- I can assure that Title I funds are used only to supplement, not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I students.
- I can assure that Title I funds are not being used to fulfill the state required student performance strategist responsibilities required for students in grades K-3. (Please submit a listing of the staff(s) assigned to perform student performance strategist responsibilities, their corresponding FTE, and a summary of the funding source(s) paying for these services. Label documentation as **Submission #CO08.**)

**Cooperating District Authorized Representative Signature**

**Date**

# **Title I Self-Monitoring**

## **Private School Program Report**

*This report is to be prepared and completed by private school administration and District Title I staff. Once completed, this section and supporting documentation should be returned to the district authorized representative or designee. It is the responsibility of this person to assemble the entire packet and mail it to the state Title I office for review.*



# Title I Self-Monitoring Private School Program Report

*This section is to be completed by Title I staff for each private school building and grade span served by the district's Title I private school funds.*

## Title I Self-Monitoring – Private School Program Report

<b>1)</b>	<b><i>Private School Assurances</i></b>
<input type="checkbox"/>	I can assure that the purchase orders and invoices for the Title I private school program are: <ol style="list-style-type: none"><li>1. Properly coded.</li><li>2. Appropriate Title I expenditures.</li><li>3. Incurred during the appropriate fiscal year.</li><li>4. Current and available for review.</li></ol>
<input type="checkbox"/>	I can assure there is a sound mechanism of communication and coordination between the public school district and the Title I private school program.
<input type="checkbox"/>	I can assure that the private school program components of Title I are administered by and under the control of the LEA.
<input type="checkbox"/>	I can assure Title I services, materials, and equipment are used for secular, neutral, and non-ideological instruction at the private school.
<input type="checkbox"/>	I can assure that there is an inventory list for our Title I program for purchases of \$750 and over as well as all equipment, computers, technology related items, and furniture. 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, including any computers, equipment, technology related items, and furniture purchased with Title I Regular/ARRA funds, and label as <b>Submission #P1.</b> )
<input type="checkbox"/>	I can assure that items purchased with Title I funds are labeled accordingly.
<b>2)</b>	<b><i>Service Delivery</i></b>
<input type="checkbox"/>	I can assure that all Title I services and program operations are administered under the Title I private school rules and regulations.
<input type="checkbox"/>	I can assure the Title I private school program is under the control and authority of the local public school district.
<b>3)</b>	<b><i>Time Documentation and Assurance</i></b>
<input type="checkbox"/>	I can assure that all Title I personnel (teachers, aides/paraprofessionals, coordinators, etc.) have their time and daily duties in Title I documented (in print) either through a fixed schedule or time and effort log. If they are paid from more than one source, they have a time documentation 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 all personnel paid with Title I funds and label as <b>Submission #P2.</b> )
<input type="checkbox"/>	I can assure that all Title I Stimulus/ARRA personnel (teachers, aides/paraprofessionals, coordinators, etc.) have their time and daily duties in Title I Stimulus/ARRA documented (in print) either through a fixed schedule or time and effort log. If they are paid from more than one source, they have a time documentation 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 all personnel paid with Title I Stimulus/ARRA funds and label as <b>Submission #P2 – ARRA.</b> )
<input type="checkbox"/>	I can assure that all Title I personnel have signed assurances documenting their time spent in Title I. (Please submit a copy of signed assurances for all personnel paid with Title I funds and label as <b>Submission #P3.</b> ) Assurances are signed and dated <u>after</u> the time has elapsed.
<input type="checkbox"/>	I can assure that all Title I Stimulus/ARRA personnel have signed assurances documenting their time spent in Title I. (Please submit a copy of signed assurances for all personnel paid with Title I Stimulus/ARRA funds and label as <b>Submission #P3 – ARRA.</b> ) Assurances are signed and dated <u>after</u> the time has elapsed.
<input type="checkbox"/>	I can assure that all assurances are signed by the district representative and Title I employee.

## Title I Self-Monitoring – Private School Program Report (continued)

### 4) *Aides*

- Not applicable.
- 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.
- I can assure that Title I aides do not have their own caseload of students (i.e., the Title I teacher works with all students also served by the aide/paraprofessional). Title I aides only further assist students who are also being seen by a certified Title I teacher.
- I can assure that all Title I instructional aides/paraprofessionals have met 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 Title I aides/paraprofessionals hold a Paraprofessional Certificate of Completion or a North Dakota teaching license.
- I can assure that all instructional aides'/paraprofessionals' duties are aligned to the 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.

### 5) *Student Selection Process*

Please summarize your school's student selection process, outlining how students are selected for Title I services and how they are provided with services. Label as **Submission #P4** – one page limit.

#### Student Selection Criteria

- I can assure that all participating private school children are residents of an eligible school attendance area of the LEA for Title I. (Please submit attendance area documentation reports and label as **Submission #P5**.)
- 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 served in reading and each grade level served in math and label as **Submission #P6**.)
- 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 if teacher referral is used as selection criteria for students in grades 3 and above, the referral is based on objective information. (If used, please submit teacher referral for each grade level and label as **Submission #P7**.)
- Teacher referral is not used.
- I can assure that the selection criteria are given to all students in any particular grade including economically disadvantaged, learning disabled, LEP, or migrant.

#### Student Selection Worksheet

- 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 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 in reading and each grade level served in math and label as **Submission #P8**.)
- 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.

# Title I Self-Monitoring – Private School Program Report (continued)

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

### Student Selection Worksheet (continued)

- 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.

## **6) Caseload**

- I can assure my caseload is between 25-35 students for each 1.0 FTE teacher. (A caseload above 45 students is too many for a 1.0 FTE teacher to oversee. However, very small caseloads may indicate a need to widen the selection criteria to make more students eligible for the program.)
- I have attached the *Supplemental Questionnaire for Title I Caseload* to clarify any question regarding how I calculate my Title I caseload. (Please complete and submit the *Supplemental Questionnaire on Title I Caseload*—**Submission #P9.**)

## **7) Eligible Students**

- I can assure that after we have selected and ranked students, only students eligible for Title I services are served.
- 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 #P10.**)
- 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 #P11.**)

## **8) Supplementary Services**

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

## **9) 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 demonstrating communication with classroom teachers and label as **Submission #P12.**)

## **10) 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 #P13.**)
- 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 of the results of the Annual Review meeting and label as **Submission #P14.**)
- I can assure that district level representation is present at the annual review meeting.

## Title I Self-Monitoring – Private School Program Report (continued)

### 11) *Reviewing Student Progress*

- 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 we provide reports to parents on individual student progress in the Title I program. These reports include information or scores from the three assessments administered. (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 #P15.**)
- 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.

### 12) *Parental Involvement*

- I can assure that we send a letter informing parents that their child is eligible to receive Title I services.
- 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 explains what the Title I program is and how parents can become involved in the Title I program. At this meeting, the following issues must be addressed:
    - Explain their school's participation in Title I (whether they are schoolwide or targeted)
    - Explain the Title I requirements (schoolwide or targeted, whichever is applicable)
    - Explain what participation in Title I programming means, including:
      - A description and explanation of the school's curriculum;
      - Information on the forms of academic assessment used to measure student progress; and
      - Information on the proficiency levels students are expected to meet.
    - Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
    - Explain the right of parents to become involved in the school's programs and ways to do so.
    - Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.
  - 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 #P16.**) 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 of all opportunities to train parents during this school year and label as **Submission #P17.**)

*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 parental involvement components (including the compact).
- I can assure that we document this assessment procedure. (Please submit documentation and label as **Submission #P18.**)

## Title I Self-Monitoring – Private School Program Report (continued)

### 12) Parental Involvement (continued)

- I can assure that our Title I program is incorporating the six types of parental involvement into our daily practice. (Please submit documentation and label as **Submission #P19.**)

### 13) Scientifically-Based Research (SBR)

- I can assure that our Title I personnel employ scientifically-based research strategies in teaching practices and have documentation as to how strategies used are based on SBR. (Please submit documentation and label as **Submission #P20.**)

### 14) Additional Services (if applicable)

- Not applicable.
- I can assure that we have adequate documentation on the additional services provided with Title I funds. (Please complete and submit the *Supplemental Questionnaire on Additional Services Paid with Title I Funds—Submission #P21.*)
- I can assure that we have adequate documentation on the additional services provided with Title I Stimulus/ARRA funds. (Please complete and submit the *Supplemental Questionnaire on Additional Services Paid with Title I Stimulus/ARRA Funds—Submission #P21 – ARRA.*)

Private School Administration Signature	School	Date

*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. On the other hand, if one individual teaches Title I reading to grades K-3 and a different individual teaches Title I reading to grades 4-6, then two monitoring documents must be completed. Each Title I teacher should sign the monitoring document.

\*\*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 Self-Monitoring – Private School Program Report

## Supplemental Questionnaire on Title I Caseload (Submission #P9)

This supplemental questionnaire was developed to gain further information about the Title I caseload at your school. The caseload refers to the number of students served within your Title I targeted assistance program as identified through your student selection process in your building. Please answer all questions listed below and return this form to the state Title I office as part of your self-monitoring submission.

School District		
School		
<p><i>The Title I caseload is determined by adding together the total number of Title I students served within your program as determined by your student selection process. Please note that if a student is served in math and reading, then they count twice for the caseload numbers, once for each subject.</i></p>	Total Number of Students in School	
	Number of Students Served in Title I Reading	
	Number of Students Served in Title I Math	
	Total Title I Caseload Number	
Please indicate how you determine your maximum caseload of Title I students:		
How often are students served in your Title I program (daily, three times per week, etc.):		
How long do students receive Title I services each day and how many days per week (20 minutes each day, 30 minutes every other day, 1 hour three times a week, etc.):		
What is the group size of the Title I services (one-on-one, 2-3 students, 5-6 students, etc.):		
Please provide a detailed description of the additional services offered with Title I funds (i.e. paint us a picture of what a typical day looks like).		
Please justify the number of staff members you have hired with Title I funding and provide details on how each member contributes to your Title I program:		

# Title I Self-Monitoring – Private School Program Report

## Supplemental Questionnaire on Additional Services Paid with Title I Funds (if applicable, Submission #P21)

It is the policy of the state Title I office when monitoring to include questions on all aspects of Title I programming. This supplemental questionnaire is for those schools utilizing Title I Part A funding to implement services in addition to the regular Title I program. These services may include, but are not limited to: Title I Summer School, Title I Preschool, Title I Before/After/Saturday Programs, etc. If you are implementing one or more of these types of programs, please answer all questions listed below and return this form to the state Title I office.

Please include one copy per additional program being implemented.

School District		
School		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-A-Like Program <input type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other Title I Programs	Total Number of Students in School	
	Number of Students Served by Additional Title I Services	
Please provide a detailed description of the additional services offered with Title I funds (i.e. paint us a picture of what a typical day looks like).		
Please describe your student selection process for these services and include information on the criteria used:		
How often are students served by this program (daily, three times per week, etc.):		
How long do students receive services from this program (20 minutes, 30 minutes, 1 hour, etc.):		

# Title I Self-Monitoring – Private School Program Report

## Supplemental Questionnaire on Additional Services Paid with Title I Funds (if applicable, Submission #P21 – ARRA)

It is the policy of the state Title I office when monitoring to include questions on all aspects of Title I programming. This supplemental questionnaire is for those schools utilizing Title I Part A funding to implement services in addition to the regular Title I program. These services may include, but are not limited to: Title I Summer School, Title I Preschool, Title I Before/After/Saturday Programs, etc. If you are implementing one or more of these types of programs, please answer all questions listed below and return this form to the state Title I office.

Please include one copy per additional program being implemented.

School District		
School		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-A-Like Program <input type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other Title I Programs	Total Number of Students in School	
	Number of Students Served by Additional Title I Services	
Please provide a detailed description of the additional services offered with Title I funds (i.e. paint us a picture of what a typical day looks like).		
Please describe your student selection process for these services and include information on the criteria used:		
How often are students served by this program (daily, three times per week, etc.):		
How long do students receive services from this program (20 minutes, 30 minutes, 1 hour, etc.):		

# **Title I Self-Monitoring Targeted Assistance Program Report**

*This report is to be prepared and completed by building principals and Title I targeted assistance personnel for each building selected for monitoring. Once completed, this section and supporting documentation should be returned to the district authorized representative or designee. It is the responsibility of this person to assemble the entire packet and mail it to the state Title I office for review.*



# Title I Self-Monitoring Targeted Assistance Program Report

***This section is to be completed by Title I building principals and Title I staff for each building selected for monitoring.***

## **Title I Self-Monitoring – Targeted Assistance Program Report Building Administration**

### **1) General**

- I can assure that there is an inventory list for our Title I program for purchases of \$750 and over as well as all equipment, computers, technology related items, and furniture. 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, including any computers, equipment, technology related items, and furniture purchased with Title I Regular/ARRA funds, and label as **Submission #TA01.**)
- I can assure that items purchased with Title I funds are labeled accordingly.

### **2) 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 #TA02.**)
- 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 #TA03.**)
- 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 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 #TA04.**)

### **3) Highly Qualified Staff Provision**

- I can assure that we have documentation showing that all teachers working 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 teacher quality set-aside funds mandated in the Title I regulations if all teachers are not yet highly qualified.
- I can assure that all aides/paraprofessionals working in a program supported with Title I funds are highly qualified. In a targeted assistance setting, this only refers to aides/paraprofessionals whose salary is paid with Title I funding. In a schoolwide setting, this includes all instructional aides/paraprofessionals.
- I can assure that all aides/paraprofessionals working in a program supported with Title I funds have met the qualifications and have obtained a Paraprofessional Certificate of Completion or hold a valid North Dakota teaching license.
- I can assure that all Title I paid staff are reported on the MIS03 and PER02 appropriately and is reflected in the district's consolidated application for federal funds.

## Title I Self-Monitoring – Targeted Assistance Program Report (continued)

**4) Additional Services (if applicable)**

- Not applicable.
- I can assure that we have adequate documentation on the additional services provided with Title I funds. (Please complete and submit the *Supplemental Questionnaire on Additional Services Paid with Title I Funds—Submission #TA05.*)
- I can assure that we have adequate documentation on the additional services provided with Title I Stimulus/ARRA funds. (Please complete and submit the *Supplemental Questionnaire on Additional Services Paid with Title I Stimulus/ARRA Funds—Submission #TA05 – ARRA.*)

**Building Name**

**Building Principal's Signature**

**Date**

# Title I Self-Monitoring – Targeted Assistance Program Report (continued)

## Title I Staff

*This section is to be duplicated and completed for each subject area and grade span being served within the building.*

### 5) **Time Documentation and Assurance**

- I can assure that all Title I personnel (teachers, aides/paraprofessionals, coordinators, etc.) have their time and daily duties in Title I documented (in print) either through a fixed schedule or time and effort log. If they are paid from more than one source, they have a time documentation 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 all personnel paid with Title I funds and label as **Submission #TA06.**)
- I can assure that all Title I Stimulus/ARRA personnel (teachers, aides/paraprofessionals, coordinators, etc.) hired with Title I Stimulus/ARRA funds have their time and daily duties in Title I documented (in print) either through a fixed schedule or time and effort log. If they are paid from more than one source, they have a time documentation 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 all personnel paid with Title I funds and label as **Submission #TA06 – ARRA.**)
- I can assure that all Title I personnel have signed assurances documenting their time spent in Title I. (Please submit a copy of signed assurances for all personnel paid with Title I funds and label as **Submission #TA07.**) Assurances are signed and dated after the time has elapsed.
- I can assure that all Title I Stimulus/ARRA funded personnel have signed assurances documenting their time spent in Title I. (Please submit a copy of signed assurances for all personnel paid with Title I Stimulus/ARRA funds and label as **Submission #TA07 – ARRA.**) Assurances are signed and dated after the time has elapsed.

### 6) **Aides**

- Not applicable.
- 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.
- I can assure that Title I aides do not have their own caseload of students (i.e., the Title I teacher works with all students also served by the aide/paraprofessional). Title I aides only further assist students who are also being seen by a certified Title I teacher.
- I can assure that all Title I instructional aides/paraprofessionals have met 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 Title I aides/paraprofessionals hold a Paraprofessional Certificate of Completion or a North Dakota teaching license.
- I can assure that all instructional aides'/paraprofessionals' duties are aligned to the 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.

## Title I Self-Monitoring – Targeted Assistance Program Report (continued)

### 7) **Student Selection Process**

Please summarize your school's student selection process, outlining how students are selected for Title I services and how they are provided with services. Label as **Submission #TA08** – 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 served in reading and each grade level served in math and label as **Submission #TA09**.)
- 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 if teacher referral is used as selection criteria for students in grades 3 and above, the referral is based on objective information. (If used, please submit teacher referral for each grade level and label as **Submission #TA10**.)
- I can assure that the selection criteria are given to all students in any particular grade including economically disadvantaged, learning disabled, LEP, or migrant.

#### Student Selection Worksheet

- 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 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 in reading and each grade level served in math and label as **Submission #TA11**.)
- 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.

### 8) **Caseload**

- I can assure my caseload is between 25-35 students for each 1.0 FTE teacher. (A caseload above 45 students is too many for a 1.0 FTE teacher to oversee. However, very small caseloads may indicate a need to widen the selection criteria to make more students eligible for the program.)
- I have attached the *Supplemental Questionnaire for Title I Caseload* to clarify any question regarding how I calculate my Title I caseload. (Please complete and submit the *Supplemental Questionnaire on Title I Caseload*—**Submission #TA12**.)

### 9) **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 #TA13**.)
- 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 #TA14**.)

## Title I Self-Monitoring – Targeted Assistance Program Report (continued)

### 10) **Supplementary Services**

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

### 11) **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 demonstrating communication with classroom teachers and label as **Submission #TA15.**)

### 12) **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 #TA16.**)
- 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 of the results of the Annual Review meeting and label as **Submission #TA17.**)

### 13) **Reviewing Student Progress**

- 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 we provide reports to parents on individual student progress in the Title I program. These reports include information or scores from the three assessments administered. (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 #TA18.**)
- 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.

### 14) **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 #TA19.**)
- 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 #TA20.**)
- I can assure the school policy was distributed to all parents. Method of distribution: \_\_\_\_\_.  
Date given to parents: \_\_\_\_\_.

## Title I Self-Monitoring – Targeted Assistance Program Report (continued)

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

#### *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 explains what the Title I program is and how parents can become involved in the Title I program. At this meeting, the following issues must be addressed:
  - Explain their school's participation in Title I (whether they are schoolwide or targeted)
  - Explain the Title I requirements (schoolwide or targeted, whichever is applicable)
  - Explain what participation in Title I programming means, including:
    - A description and explanation of the school's curriculum;
    - Information on the forms of academic assessment used to measure student progress; and
    - Information on the proficiency levels students are expected to meet.
  - Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
  - Explain the right of parents to become involved in the school's programs and ways to do so.
  - Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.
- 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 #TA21.**) 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 of all opportunities to train parents during this school year and label as **Submission #TA22.**)

#### *The School-Parent Compact:*

- I can assure that we have a school-parent compact, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #TA23.**)
- 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 parental involvement components (including the compact).
- I can assure that we document this assessment procedure. (Please submit documentation and label as **Submission #TA24.**)

#### *Six Types of Parental Involvement:*

- I can assure that our Title I program is incorporating the six types of parental involvement into our daily practice. (Please submit documentation and label as **Submission #TA25.**)

# Title I Self-Monitoring – Targeted Assistance Program Report (continued)

**15) Scientifically-Based Research (SBR)**

I can assure that our Title I personnel employ scientifically-based research strategies in teaching practices and have documentation as to how strategies used are based on SBR. (Please submit documentation and label as **Submission #TA26.**)

*Title I Teacher Signature	Grade Span Taught	**Title I Subject(s)	Date
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\*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 Self-Monitoring – Targeted Assistance Program Report

## Supplemental Questionnaire on Additional Services Paid with Title I Funds (if applicable, Submission #TA5)

It is the policy of the state Title I office when monitoring to include questions on all aspects of Title I programming. This supplemental questionnaire is for those schools utilizing Title I Part A funding to implement services in addition to the regular Title I program. These services may include, but are not limited to: Title I Summer School, Title I Preschool, Title I Before/After/Saturday Programs, etc. If you are implementing one or more of these types of programs in your building, please answer all questions listed below and return this form to the state Title I office.

Please include one copy per additional program being implemented.

School District		
School		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-A-Like Program <input type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other	Total Number of Students in School	
	Number of Students Served by Additional Title I Services	
Please provide a detailed description of the additional services offered with Title I funds (i.e. paint us a picture of what a typical day looks like).		
<b>Targeted Assistance Program Report Only</b> – Please describe your student selection process for these services and include information on the criteria used:		
How often are students served by this program (daily, three times per week, etc.):		
How long do students receive services from this program (20 minutes, 30 minutes, 1 hour, etc.):		

# Title I Self-Monitoring – Targeted Assistance Program Report

## Supplemental Questionnaire on Additional Services Paid with Title I Stimulus/ARRA Funds (if applicable, Submission #TA5 – ARRA)

It is the policy of the state Title I office when monitoring to include questions on all aspects of Title I Stimulus/ARRA programming. This supplemental questionnaire is for those schools utilizing Title I Stimulus/ARRA funding to implement services in addition to the regular Title I program. These services may include, but are not limited to: Title I Summer School, Title I Preschool, Title I Before/After/Saturday Programs, etc. If you are implementing one or more of these types of programs, please answer all questions listed below and return this form to the state Title I office.

Please include one copy per additional program being implemented.

School District		
School		
Program Implemented: <input type="checkbox"/> Title I Stimulus/ARRA Summer School Program <input type="checkbox"/> Title I Stimulus/ARRA Preschool Program <input type="checkbox"/> Title I Stimulus/ARRA Reading First Look-A-Like Program <input type="checkbox"/> Title I Stimulus/ARRA Before or After School Program <input type="checkbox"/> Title I Stimulus/ARRA Saturday School Program <input type="checkbox"/> Other Title I Stimulus/ARRA Programs	Total Number of Students in School	
	Number of Students Served by Additional Title I Services	
Please provide a detailed description of the additional services offered with Title I Stimulus/ARRA funds (i.e. paint us a picture of what a typical day looks like).		
<b>Targeted Assistance Program Report Only</b> – Please describe your student selection process for these services and include information on the criteria used:		
How often are students served by this program (daily, three times per week, etc.):		
How long do students receive services from this program (20 minutes, 30 minutes, 1 hour, etc.):		

# Title I Self-Monitoring – Targeted Assistance Program Report

## Supplemental Questionnaire on Title I Caseload (Submission #TA12)

This supplemental questionnaire was developed to gain further information about the Title I caseload at your school. The caseload refers to the number of students served within your Title I Targeted Assistance program as identified through your student selection process. Please answer all questions listed below and return this form to the state Title I office as part of your self-monitoring submission.

School District		
School		
<i>The Title I caseload is determined by adding together the total number of Title I students served within your program as determined by your student selection process. Please note that if a student is served in math and reading, then they count twice for the caseload numbers, once for each subject.</i>	Total Number of Students in School	
	Number of Students Served in Title I Reading	
	Number of Students Served in Title I Math	
	Total Title I Caseload Number	
Please indicate how you determine your maximum caseload of Title I students:		
How often are students served in your Title I program (daily, three times per week, etc.):		
How long do students receive Title I services each day and how many days per week (20 minutes each day, 30 minutes every other day, 1 hour three times a week, etc.):		
What is the group size of the Title I services (one-on-one, 2-3 students, 5-6 students, etc.):		
Please provide a detailed description of the additional services offered with Title I funds (i.e. paint us a picture of what a typical day looks like).		
Please justify the number of staff members you have hired with Title I funding and provide details on how each member contributes to your Title I program:		

# **Title I Self-Monitoring Schoolwide Program Report**

*This report is to be prepared and completed by schoolwide building principals, schoolwide leadership teams, and Title I schoolwide staff for each building selected for monitoring. Once completed, this section and supporting documentation should be returned to the district authorized representative or designee. It is the responsibility of this person to assemble the entire packet and mail it to the state Title I office for review.*



# Title I Self-Monitoring Schoolwide Program Report

## Title I Self-Monitoring – Schoolwide Program Report Building Administration

### 1) **General**

- I can assure that there is an inventory list for our Title I program for purchases of \$750 and over as well as all equipment, computers, technology related items, and furniture. 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, including any computers, equipment, technology related items, and furniture purchased with Title I Stimulus/ARRA funds, and label as **Submission #SW01.**)
- I can assure that items purchased with Title I funds are labeled accordingly.

### 2) **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 #SW02.**)
- 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 #SW03.**)
- 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 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 #SW04.**)

### 3) **Highly Qualified Staff Provision**

- I can assure that we have documentation showing that all teachers working 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 teacher quality set-aside funds mandated in the Title I regulations if all teachers are not yet highly qualified.
- I can assure that all aides/paraprofessionals working in a program supported with Title I funds are highly qualified. In a targeted assistance setting, this only refers to aides/paraprofessionals whose salary is paid with Title I funding. In a schoolwide setting, this includes all instructional aides/paraprofessionals.
- I can assure that all aides/paraprofessionals working in a program supported with Title I funds have met the qualifications and have obtained a Paraprofessional Certificate of Completion or hold a valid North Dakota teaching license.
- I can assure that all Title I paid staff are reported on the MIS03 and PER02 appropriately and is reflected in the district's consolidated application for federal funds.

## Title I Self-Monitoring – Schoolwide Program Report (continued)

### 4) **Additional Services (if applicable)**

- I can assure that we have adequate documentation on the additional services provided with Title I funds. (Please complete and submit the *Supplemental Questionnaire on Additional Services Paid with Title I Funds—Submission #SW05.*)
- I can assure that we have adequate documentation on the additional services provided with Title I Stimulus/ARRA funds. (Please complete and submit the *Supplemental Questionnaire on Additional Services Paid with Title I Stimulus/ARRA Funds—Submission #SW05 – ARRA.*)
- Not Applicable.

**Building Name**

**Building Principal's Signature**

**Date**

## Title I Self-Monitoring – Schoolwide Program Report (continued) Schoolwide Leadership Team and Title I Schoolwide Staff

*This section is to be duplicated and completed for each grade span being served within the schoolwide program.*

### 5) **Schoolwide Plan**

- I 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 (if applicable).
- The schoolwide plan, completed through the NDMILE, reflects the current needs of the school and is updated regularly to reflect the progress and changes to the schoolwide reform efforts (if applicable).

### 6) **Time Documentation and Assurance**

- I can assure that all schoolwide Title I personnel (teachers, aides/paraprofessionals, coordinators, etc.) paid through Title I have their time and daily duties documented (in print) either through a fixed schedule or time and effort log. If they are paid from more than one source, they have a time documentation 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 all personnel paid with Title I funds and label as **Submission #SW06.**)
- I can assure that all schoolwide Title I Stimulus/ARRA personnel (teachers, aides/paraprofessionals, coordinators, etc.) paid through Title I Stimulus/ARRA funds have their time and daily duties documented (in print) either through a fixed schedule or time and effort log. If they are paid from more than one source, they have a time documentation 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 all personnel paid with Title I Stimulus/ARRA funds and label as **Submission #SW06 – ARRA.**)
- I can assure that all Title I personnel have signed assurances documenting their time spent in Title I. (Please submit a copy of signed assurances for all personnel paid with Title I funds and label as **Submission #SW07.**) Assurances are signed and dated after the time has elapsed.
- I can assure that all Title I Stimulus/ARRA personnel have signed assurances documenting their time spent in Title I. (Please submit a copy of signed assurances for all personnel paid with Title I Stimulus/ARRA funds and label as **Submission #SW07 – ARRA.**) Assurances are signed and dated after the time has elapsed.

### 7) **Aides**

- Not applicable.
- I 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.
- I can assure that aides do not provide instruction to students. Aides only further assist students who are receiving instruction by a certified teacher.
- I can assure that all instructional aides/paraprofessionals have met 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) name of individual (2) a description of the duties for each aide; (3) paraprofessional certificate of completion number OR teaching license number. Label this list as **Submission #SW08.**)
- I can assure that all instructional aides'/paraprofessionals' duties are aligned to the 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.

## Title I Self-Monitoring – Schoolwide Program Report (continued)

### 8) *Ten Required Components of Schoolwide Planning*

- I 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 #SW09.**)
- I 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.
- I can assure that teachers are using methods and instructional strategies that are proven effective in scientifically-based research. (Please submit documentation and label as **Submission #SW10.**)
- I can assure that the schoolwide instructional strategies focus on the core academic program of the school.
- I can assure that the schoolwide instructional strategies increase the amount and quality of learning time. (Please submit documentation and label as **Submission #SW11.**)
- I can assure that the schoolwide instructional strategies provide an enriched and accelerated curriculum.
- I can assure that the schoolwide instructional strategies meet the needs of historically underserved populations.
- I can assure that the schoolwide instructional strategies address the needs of all children in the school. (Please submit documentation and label as **Submission #SW12.**)
- I can assure that the schoolwide program can address how it knows when it meets the needs of all students at the school.
- I can assure that the schoolwide program and instructional strategies are consistent with state and local improvement plans. (Please submit documentation and label as **Submission #SW13.**)
- I can assure that all staff at the school are highly qualified.
- I 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 #SW14.**)
- I 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 #SW15.**)
- I can assure that the schoolwide program implements strategies to increase parental involvement. (Please submit documentation and label as **Submission #SW16.**)
- I can assure that the schoolwide program has a strong plan for assisting preschool children in the transition from early childhood programs, if applicable. (Please submit documentation and label as **Submission #SW17.**)
- I 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.
- I 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 #SW18.**)
- I 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 #SW19.**)
- I 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 #SW20.**)

## Title I Self-Monitoring – Schoolwide Program Report (continued)

### 9) **Schoolwide Evaluation/Annual Review**

- I 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 #SW21.**)
- I 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 #SW22.**)
- I can assure that the Annual Review results were used in making decisions regarding future planning of the schoolwide program.

### 10) **High-Quality Schoolwide Programming**

- I can assure that the schoolwide plan has effective leadership to implement the schoolwide program and has brought about change in the school and a change in the service delivery model.
- I 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.
- I 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.

### 11) **Parental Involvement**

#### 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 #SW23.**)
- 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 #SW24.**)
- 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 explains what the Title I program is and how parents can become involved in the Title I program. At this meeting, the following issues must be addressed:
  - Explain their school's participation in Title I (whether they are schoolwide or targeted)
  - Explain the Title I requirements (schoolwide or targeted, whichever is applicable)
  - Explain what participation in Title I programming means, including:
    - A description and explanation of the school's curriculum;
    - Information on the forms of academic assessment used to measure student progress; and
    - Information on the proficiency levels students are expected to meet.
  - Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
  - Explain the right of parents to become involved in the school's programs and ways to do so.
  - Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

# Title I Self-Monitoring – Schoolwide Program Report (continued)

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

### The Annual Parent Meeting: (continued)

- I can assure that this meeting is documented with minutes or an agenda. (Please submit documentation and label as **Submission #SW25.**) 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 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 #SW26.**)

### The School-Parent Compact:

- I can assure that we have a school-parent compact, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #SW27.**)
- I can assure that documentation is kept on file how the compact is distributed.  
Date of distribution: \_\_\_\_\_.

### Annual Assessment of Parental Involvement:

- I can assure that at the end of the year, parents have the opportunity to assess the Title I parental involvement components (including the compact).
- I can assure that we document this assessment procedure. (Please submit documentation and label as **Submission #SW28.**)

### Six Types of Parental Involvement:

- I can assure that our Title I program is incorporating the six types of parental involvement into our daily practice. (Please submit documentation and label as **Submission #SW29.**)

Schoolwide Leadership Team Representative	Grade Levels	Date

# Title I Self-Monitoring – Schoolwide Program Report

## Supplemental Questionnaire on Additional Services Paid with Title I Funds (if applicable, Submission #SW5)

It is the policy of the state Title I office when monitoring to include questions on all aspects of Title I programming. This supplemental questionnaire is for those schools utilizing Title I Part A funding to implement services in addition to the regular Title I program. These services may include, but are not limited to: Title I Summer School, Title I Preschool, Title I Before/After/Saturday Programs, etc. If you are implementing one or more of these types of programs in your building, please answer all questions listed below and return this form to the state Title I office.

Please include one copy per additional program being implemented.

School District		
School		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-A-Like Program <input type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other	Total Number of Students in School	
	Number of Students Served by Additional Title I Services	
Please provide a detailed description of the additional services offered with Title I funds (i.e. paint us a picture of what a typical day looks like).		
How often are students served by this program (daily, three times per week, etc.):		
How long do students receive services from this program (20 minutes, 30 minutes, 1 hour, etc.):		

# Title I Self-Monitoring – Schoolwide Program Report

## Supplemental Questionnaire on Additional Services Paid with Title I Stimulus/ARRA Funds (if applicable, Submission #SW5 – ARRA)

It is the policy of the state Title I office when monitoring to include questions on all aspects of Title I Stimulus/ARRA programming. This supplemental questionnaire is for those schools utilizing Title I Stimulus/ARRA funding to implement services in addition to the regular Title I program. These services may include, but are not limited to: Title I Summer School, Title I Preschool, Title I Before/After/Saturday Programs, etc. If you are implementing one or more of these types of programs, please answer all questions listed below and return this form to the state Title I office.

Please include one copy per additional program being implemented.

School District		
School		
Program Implemented: <input type="checkbox"/> Title I Stimulus/ARRA Summer School Program <input type="checkbox"/> Title I Stimulus/ARRA Preschool Program <input type="checkbox"/> Title I Stimulus/ARRA Reading First Look-A-Like Program <input type="checkbox"/> Title I Stimulus/ARRA Before or After School Program <input type="checkbox"/> Title I Stimulus/ARRA Saturday School Program <input type="checkbox"/> Other Title I Stimulus/ARRA Programs	Total Number of Students in School	
	Number of Students Served by Additional Title I Services	
Please provide a detailed description of the additional services offered with Title I Stimulus/ARRA funds (i.e. paint us a picture of what a typical day looks like).		
How often are students served by this program (daily, three times per week, etc.):		
How long do students receive services from this program (20 minutes, 30 minutes, 1 hour, etc.):		