

TITLE I

HANDBOOK

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What is Title I?

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of at-risk children. The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.

What does Title I do for Students?

The Title I program will provide students with extra educational assistance beyond the regular classroom.

What do Title I Programs Generally Offer?

Title I programs generally offer:

- Smaller classes or special instructional spaces
- Additional teachers and aides
- Opportunities for professional development for school staff
- Extra time for teaching Title I students the skills they need
- A variety of supplementary teaching methods
- An individualized program for students
- Additional teaching materials which supplement students' regular instruction

Title I schools:

- Identify the students at their school who need the most educational assistance based on criteria the school has chosen. Students do not have to be from low-income families to receive Title I services.
- Set goals for improving the skills of educationally disadvantaged students at their school.
- Measure student progress to determine the success of the Title I program for each student.
- Develop programs for each individual student in order to support/supplement regular classroom instruction.

How do Schools and Districts Receive Title I Funds?

The federal government provides funding to each state. State educational agencies send this money to school districts. How much money each district receives is determined largely by the number of low-income students attending that district.

Targeted Assistance Programs

A targeted assistance school receives Title I, Part A funds to provide services to a select group of children – those the school identifies, on the basis of multiple educationally-related objective criteria, as failing or most at risk of failing to meet the state's challenging content and performance standards. A targeted assistance school may not provide services for all students in the school, or for all students in a particular grade.

Assessment Requirements/Student Portfolios/Title I Progress/Report Cards

By law, Title I programs must report each individual student's progress if served in a Title I program. It is the responsibility of the Title I teacher to monitor progress of Title I students in all of the grades they serve. A review of each Title I student's progress is conducted to assess whether students are making gains. A minimum of three assessment criteria must be used to measure student progress.

Title I teachers are required to track the progress of all students served in the Title I program. It is also important that the results of these assessments are documented.

Please note,

Three different assessments must be used to record the progress of all Title I students.

These assessments may be objective or subjective. For example, the Title I teacher could use narrative progress reports as one assessment criteria.

A portfolio documenting the progress of each child and showing the three assessments being used must be maintained for each Title I student.

The assessment results must be reported to parents for each student at least twice a year, preferably more often.

Different developmentally appropriate assessment tools can be used at each grade level.

Title I teachers are required to use three assessment measures in reading, and if serving students in math, three math assessment measures.

Title I teachers must provide the parents of all Title I students with the student's individual assessment results.

In addition to assessing the progress of each Title I student, Title I programs are required to provide parents with the assessment results in a written format. This written report is called the "Title I Report Card" or "Title I Progress Report." Ideally, parents should receive frequent feedback on their child's progress. However, the report cards must be distributed, at a minimum of twice a year. Sample ["Title I Report Cards"](#) and ["Title I Progress Reports"](#) are available.

Student Selection

When selecting students for Title I services, you must choose criteria that are **objective, education-related,** and **uniformly applied** to all students. Selection must be based on multiple criteria which means more than one criterion.

Each local educational agency chooses its criteria to determine Title I student selection. The criteria should be designed to identify disadvantaged students most in need of receiving supplemental assistance. Title I teachers determine their own caseload or number of students they serve, however, Title I services need to be sufficient enough to enable each child to make progress.

You should have a worksheet that you use to compare your criteria for each student in order to determine who will receive Title I services. After all data has been collected, students must be **ranked in priority** order according to greatest need for services. If you are able to serve all students that are selected for Title I services, you should write that information on your student selection worksheet. The worksheet should list each of the criteria that you use.

Economically disadvantaged, learning disabled, or EL and migrant students must be selected on the same basis as all other students. These students can be served, but only if their selection is based on the same criteria as everyone else. Also, if a new student moves into the district, he/she must be selected and ranked using the same criteria as the other children. Even if he/she received Title I services in another school, he/she must still meet your criteria for student selection before receiving Title I services.

In a targeted assistance program, Title I law requires that selection of Title I students be based on objective, uniformly applied criteria given to all students at each grade level and documented on a student selection worksheet. Listed below are specific points to keep in mind regarding the student selection process."

“The criteria for eligibility for Title I services must be objective, education-related, and uniformly applied.

Selection criteria for students in grades three and above must be objective. However, the law does allow for subjective criteria to be used for grades K-2 (i.e., teacher referral).

You must have a worksheet that you use to compile, compare, and document the student selection data. These worksheets also document who will receive services. The students must be ranked in priority order according to greatest need for services.

The selection criteria should be given to all students in each particular grade being served.

Examples of criteria used for student selection could include: report card grades, book tests, informal reading inventories, computer based assessments (STAR, NWEA, etc.).

The student selection worksheet must list each of the criteria you use so that it is easy to see that students were selected uniformly and objectively.

You must use multiple or more than one selection criterion to determine eligibility.

Economically disadvantaged, learning disabled, EL, and migrant students must be selected on the same basis as all other students. Professional staff cannot exclude them solely because they are receiving other services.

Homeless students are automatically eligible for Title I services.

If a new student moves into the district, they must be selected and ranked in the same way as the other eligible students receiving services. Even if they received services in another school, they must meet your school’s criteria before receiving services. For this reason, schools are discouraged from using the North Dakota State Assessment (NDSA) as a selection criterion. It is best to use criteria that are readily available if a new student needs to be tested.

A large district with multiple buildings may decide to use a uniform set of criteria in all Title I schools; however, that certainly is not mandatory or even necessarily recommended. It is a local decision.

Large districts with very high numbers of students may also begin the student selection process by designating one criteria to be used to identify an eligible pool of possible Title I students. The remaining criteria would then be applied only to this eligible pool of students, and the results would identify those students who are eligible for Title I.

The average caseload for a Title I teacher is 25-35 students. A caseload above 45 students is too many for one teacher to oversee. However, very small caseloads may indicate a need to widen the selection criteria to make more students eligible for the program.

The basic rule of thumb is that only students who have been found to be eligible for Title I and whose parents have been informed, should receive Title I services. Title I services are not meant to be general aid to the classroom. The purpose is to give identified students additional services above and beyond the primary instruction they receive in the classroom.

Incidental inclusion allows Title I personnel to work with non-Title I students randomly or periodically but should not occur on a regular basis. For example, it is illegal for Title I staff to regularly work with a particular reading group on a regular basis. The Title I teacher should provide supplementary or additional services beyond what a classroom teacher may provide during reading groups and should only work with non-Title I students on a non-regular basis.

Title I law requires local school districts to assume the cost and responsibility of identifying students in need of Title I services. Schools cannot use Title I funds to test all students for the purpose of identifying Title I students. Schools that are testing all students with the NDSA, the NWEA or any other assessments must use state, local and other federal funds for this expenditure, not Title I funds.

Examples of [Student Selection Worksheets for Reading and Math](#) can be found online.

Reading Readiness Assessment
Math Readiness Assessment
Teacher Referral
Report Card Grades
Title I Services in Year(s) Prior
Classroom Rank
Grade Point Average
State Assessment Score
Book Test
Computerized Assessment Score
Grade Point Average
End of Year Placement Test
End of Year Test Average
Modified Curriculum
Rubric Score
Math Inventory
Reading Inventory

Parent Permission

After you have selected which students will receive Title I services, you must send a letter informing parents that their child is eligible to receive these services. You may or may not require these letters to come back to you. However, if a parent refuses Title I services, you must have that parent's signature on file. [Sample parent permission forms.](#)

Documenting Communication with Classroom Teachers

Title I teachers must document communication with the classroom teachers so that what is being taught in the Title I room is directly aligned to the work being done in the classroom. This is also a good time for the Title I teacher to remind classroom teachers that it is the Title I teacher's responsibility to supplement classroom instruction, not supplant it. See the samples below for ideas on how to document communication with classroom teachers as well as reinforce the supplementary service issue.

- **Lesson Plans** – Title I teachers can request lesson plans from cooperating teachers to assist in aligning, preteaching, and reteaching subjects and content being taught in the regular classroom.
- **Skills this Week** – Title I teachers can request that classroom teachers highlight the main skills they will be teaching to the class in the upcoming week so the Title I teachers can align the curriculum accordingly. Samples are provided on the resources website listed below.
- **Communication Form** – Narrative communication forms can be completed by classroom teachers encompassing the skills and themes they will be teaching. Samples are provided on the resources website listed below.
- **Reteach/Reinforce** – Classroom teachers can outline specific skills for specific students that they would like Title I services to reteach or reinforce with the specific student.
- Samples are provided on the resources website www.nd.gov/dpi/SchoolStaff/FTP/TitleI/Targeted/communication/

Schoolwide Program

What is Schoolwide Title I?

A schoolwide program uses its Title allocation to upgrade the entire educational program of the school in order to raise academic achievement for ALL students at the school. A schoolwide program is built upon schoolwide reform strategies rather than separate, add-on services.

Eligibility for Schoolwide Title I

Schoolwide programming is available to schools that have 40% or more of their students from families who are economically disadvantaged or a state waiver option for eligible Title I schools with poverty less than 40%. Typically, this is calculated through the school's free/reduced lunch count. Once a school is given schoolwide program status, the school can remain schoolwide even if its poverty drops below the initial 40% threshold. Schools interested in participating as a schoolwide program must document their poverty percentage and submit it to the Office of Federal Title Programs prior to being an approved Title I schoolwide program.

Flexibility

Due to their unique nature and high poverty percentages, schoolwide programs are allowed much greater flexibility than Title I targeted assistance programs. Schoolwide programs have the ability to exercise flexibility in:

- Co-mingling federal funds
- Using schoolwide funds to meet the needs of the school
- Providing services to students
- Delivery of services
- Providing comprehensive professional development aligned to the school's needs. Although schoolwide programs are provided with greater flexibility, this comes with an expectation of greater results. Schoolwide law requires schools to ensure they are addressing the needs of all low achieving and at-risk students.

Purpose of Title I Schoolwide Programming

Schoolwide programming is a process of school improvement based upon a comprehensive reform strategy and is designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. This schoolwide reform strategy requires that a school:

- Conduct and document a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan that includes the required schoolwide components of schoolwide programming; and
- Conduct and document an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Required Components of Schoolwide Title I

- 1. A **comprehensive needs assessment**- includes student achievement data, school program/process data, perception data, and demographic data and has disaggregated the data to identify needs of all students including subgroups
- 2. **Schoolwide reform strategies**- that provide opportunities for all children to meet the State’s standards; including subgroups; uses methods and instructional strategies to strengthen the academic program; increases amount and quality of learning time; provides an enriched and accelerated curriculum by incorporating the concept of a well-rounded education; and addresses the needs of all children at school particularly those at-risk of not meeting the State’s academic standards.
Activities may include:
 - counseling, mental health programs, instructional support services, mentoring services, and other strategies to improve students’ skills outside of academic subject areas
 - preparation for and awareness of opportunities for postsecondary education and the workforce, such as career and technical education programs, access to coursework for postsecondary credit while in high school (i.e. Advanced Placement, dual or concurrent enrollment, or early college high schools)
 - implementation of a schoolwide tiered model to prevent and address problem behavior and early intervention services.
 - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, use of data for academic assessments, and to recruit and retain effective teachers.
 - strategies for assisting preschool children in the transition to local elementary school programs and/or establish or enhance preschool programs for children under 6 years of age.
- 3. **Coordination and integration** of federal, state, and local services and programs, such as violence prevention, adult education, career and technical education, and schools implementing improvement activities for comprehensive and targeted support.
- 4. **Comingling of Funds (Optional)**- Jamestown Public Schools does not comingle funds.

Schoolwide Plan

In years past, schoolwide programs would develop and submit a paper application and plan. The state recognizes that the planning stage is labor intensive and time consuming in terms of compliance to the law. In order to promote consistency in plans and school improvement efforts, North Dakota has integrated the Title I schoolwide program planning into the web-based tool, AdvancED Adaptive System of School Improvement Support Tool (ASSIST). However, schools must understand that simply participating in a tool does not guarantee schoolwide status at the end of the school year. The school **MUST** meet the rigorous federal schoolwide requirements to achieve schoolwide status. Please note districts must create a schoolwide plan for each “organized” grade level configuration requesting to become a Title I schoolwide program, not a district-wide plan. If multiple schools within a district are planning to become schoolwide schools, the ASSIST must reflect each individual school’s needs in separate plans.

Updating and Revising of Your Schoolwide Plan

Cognia eProve is a web-based system designed for schools to inform, coach, sustain, track, and report improvement activities. It has indicators of evidence-based practices at the school and classroom levels to

improve student learning. Cognia eProve guides schoolwide improvement teams through research-based indicators which then allows schools to submit an updated schoolwide plan annually (at a minimum) to reflect any changes in program goals, activities, and arising needs. To be in compliance with Title I federal law, schools must document any changes to their schoolwide plan annually. The schoolwide annual review process will be documented using Cognia eProve. Schools using Cognia eProve will document the changes to their schoolwide plan by detailing them in the schoolwide components and attachments, goals and plans, and diagnostics, if applicable, through an annual submission of the Schoolwide Plan. Schools will upload this information into Cognia eProve. Schools must maintain documentation on file for monitoring purposes to document the Schoolwide Annual Review, including an agenda and meeting minutes and how the results of the Annual Review was shared with parents and stakeholders.

Ongoing Evaluation and Annual Review

Once a school is approved to operate as a schoolwide Title I program, it does so according to the plans it has created. However, because schoolwide programs are designed to be continuous improvement models, schools are expected to engage in annual reflection and evaluation of the plan's effectiveness. Although the federal law requires documentation of an annual (once a year) evaluation, the Office of Federal Title Programs expects regular, ongoing evaluation of the following:

- The academic achievement of all students has improved, particularly of low-achieving students;
- The schoolwide goals and objectives contained in the plan were achieved;
- The schoolwide components are being implemented;
- The plan is still appropriate as written; and/or
- The school shows acceptable progress in their work in Cognia eProve.
- Cognia eProve indicators reflect continual assessing, planning, and monitoring of the plan.

The process of evaluation should result in changes within Cognia eProve. The tool is designed for ongoing continuous improvement. Therefore, schools that are continuously reflecting upon and evaluating their schoolwide program would be expected to reflect their improvements and changes by continuing to update information in Cognia eProve as a meaningful part of their school improvement process.

To comply with federal Title I law, schools must document any changes to their schoolwide plan annually and communicate these with the Office of Federal Title Programs. To do this through Cognia eProve, schools must:

- Plan a meeting for the Annual Review. This process must include the agenda of the Annual Review and meeting minutes that indicate the results of the Annual Review.
- Complete the Title I Schoolwide Components and Attachments required in Cognia eProve. The Office of Federal Title Programs will review submissions of documentation annually after the June 1st submission. Update Goals and Plans in Cognia eProve annually.
- If the school chooses to use the diagnostics to complete the Schoolwide Title I Component – Comprehensive Needs Assessment, then the following must be updated annually: Goals & Plans and Executive Summary
 - Student Performance Diagnostic
 - Stakeholder Feedback Diagnostic
 - Self-Assessment

The purpose of the annual review is to evaluate the strategies in the schoolwide plan to determine if they are contributing to the preferred outcomes either in terms of improvement in student achievement or increases in other activities that lead to increased student achievement (i.e., increased parental involvement and high-quality professional development). Some suggested steps for carrying out the annual review process include:

- Review the strategies and action steps originally proposed in the schoolwide plan.
- Use the findings and recommendations to identify the parts of the schoolwide plan that have been implemented ineffectively or not at all.
- Solicit the input of all stakeholders in identifying strategies that are more effective to achieve identified goals.

- Identify any additional training that is needed to improve implementation.
- Determine if additional resources are needed to implement the revised improvement plan and, if so, how they will be obtained.
- Re-establish responsibilities and timelines for implementing the revised plan.
- Communicate to all stakeholders what has been incorporated into the revised plan.
- Review the evaluation design that was used and make changes as appropriate to reflect plan modifications in preparation for the following year’s program evaluation.

Monthly Reviews

Tracking and discussion of data is recommended each month.

Analyze the data results. Is there significant progress? Do you need additional data? Have any new issues or areas of concern emerged? Will these require changes to your original plan? Should you implement these changes now, or record them for discussion at a major/yearly review?

If there is no significant progress over a reasonable amount of time, are there changes you should make to your original plan?

View your school’s timeline for implementation. Are there any actions that were scheduled to be completed but were not?

Note changes in each month’s data. Did something different happen that month that may account this change?

Are there certain instructional practices that teachers like/dislike more than others? What do the data results demonstrate about these instructional practices?

Yearly Reviews:

Examine the progress the school has made toward each goal. If adequate progress is not being made, examine the data further to determine whether any relevant trends or relationships can be seen.

Review student achievement— this is the main focus of your schoolwide plan. Have you raised student achievement? Disaggregate data based on student participation in schoolwide activities. Determine, is our schoolwide plan raising student achievement? Why or why not? Which goals are helping? Which goals are not?

Are the needs that you first observed still prioritized accurately? Are any new needs emerging? Review goals, indicators, and strategies to determine if any revisions are needed. Are there any outside factors that could be influencing each month’s data?

Continuous Improvement

Federal law requires the results of the annual review be shared with stakeholders (i.e., parents, staff, community members, and school board). These results should provide a roadmap for the future progress of the schoolwide program, so it is imperative that this information be clear, understandable, and avoid the use of technical jargon. Schoolwide programs should invite stakeholder input regarding the results of their annual review and proposed initiative changes. Then the school should identify the final changes that will be incorporated into the existing schoolwide plan.

The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. The school should revise its existing plan in ASSIST to incorporate the revisions.

Documenting the Schoolwide Plan

In North Dakota, schools have a variety of ways to document their Title I schoolwide plan
Cognia- Jamestown Public Schools Uses Cognia
Title I Schoolwide Program Application (SFN 53017)
Refer to <https://www.nd.gov/dpi/sites/www/files/.../schoolwide> for more information.

Items Pertaining to Both Targeted Assistance and Schoolwide Title I

Annual Review Meeting

Each year, schools must hold a meeting to review their entire Title I program. This meeting typically takes place in the spring of the school year--the student selection process, professional development, the parent involvement policy, the compact, classroom teacher communication, assessment methods, service methods, curriculum, and any other items important to the operation of your Title I at your school. This is an opportune time to review the parent assessment surveys, thereby getting parent input into the review of your program as well. Therefore, if there are programmatic changes to be made, they can be implemented the subsequent school year. Questions to be considered include: "What worked well this year?" and "What changes would we like to make for next year?" Usually the Title I teacher(s), an administrator, and several classroom teachers as well as any other interested/involved staff members attend the annual review meeting. Please remember to document the meeting with an agenda, meeting date, and/or minutes of the meeting.

***Please remember that you are required to inform parents of the results of this annual review meeting. This can be done any way that you wish, but you must document this requirement as well. Some ideas for informing parents on the results of the meeting include summarizing it in an article in the school newsletter, writing a memo to Title I parents, or putting it on the agenda for your required Title I Parent Meeting.

Below are a few things to keep in mind regarding the Annual Review Meeting:

1. It is not required that parents attend the Annual Review Meeting.
2. You must inform parents of the results of this meeting.

[Further information is online.](#)

Parent and Family Engagement Requirements

The Parent and Family Engagement Policy

In support of strengthening student academic achievement, each district that receives Title I, Part A funds or services must develop jointly with, agree with, and distribute to, parents of participating children, written parental involvement policies that contain information required by the Elementary and Secondary Education Act (ESEA). These policies establish the district's and school's expectations for parental involvement, describes

how the district and school will implement a number of specific parental involvement activities, and is incorporated into the district's plan submitted to the State Title I office.

Jamestown Public Schools writes a separate District Parental Involvement Policy and a separate School Parental Involvement Policy for each school.

The District Parent and Family Engagement Involvement Policy

School districts, in consultation with parents, should develop a Parent and Family Engagement Policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen academic achievement.

See Appendix I

School Parent Compact

Each school that receives Title I, Part A funds or services must develop jointly with, agree on with, and distribute to, parents of participating children a written School-Parent Compact that contains information required by the Elementary and Secondary Education Act (ESEA). This compact is actually part of the School Parental Involvement Policy. The compact must outline how parents and the school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The template for the School-Parent Compact is available at
<https://www.nd.gov/dpi/SchoolStaff/FTP/TitleI/Targeted/parentinvolve/>

Below are a few things to keep in mind regarding the School-Parent Compact:

This cannot just be a verbal agreement.

You must have a copy on file and documentation of how it was distributed. (Signatures on the compact are optional).

How do you measure its worth? How are parents involved in this process?

Are there elements of how parents can enhance learning at home? Do parents agree or actually follow through with these ideas? Do you ask why if they do not agree? Do you ask for ideas on what they believe works?

See Title Appendix II for Jamestown's District School Parent Compact

Assessing Parental Involvement

At the end of each school year, the Title I program must assess the involvement of parents in their Title I program. This assessment method must be documented so that it is available for review. Often, Title I teachers/coordinators choose to meet this requirement by administering a survey (**See Appendix IV**) to Title I parents that asks them to review the parental involvement plan and share how effective and realistic the plan was in its implementation. Please note that you do not have to use a survey to meet this requirement of an Annual Assessment of Parent Involvement. This is just the most common method that is used. Other ideas for this requirement could be having an end of the year meeting to assess the program with parents or actually calling parents at the end of the year and asking assessment questions. Whatever method you use, **please remember that you must somehow document that the assessment took place.**

Below are a few things to keep in mind regarding the Assessment of Parental Involvement:

How you assess the parental involvement component is a local decision. Most often, it is a survey sent out to parents. The idea is to give parents a chance to voice their feelings by asking them, “How did we do?”

Do you discuss the assessment results with parents? Or do you, for example, just read what the parents have said and do as you wish?

Do parents play an equal role in assessing their involvement?

Find [further information online](#).

Annual Parent Meeting

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. (This is different from the Annual Review meeting, which is also a requirement). 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.

In order to keep parents informed, schools must invite all parents of children participating in Title I Part A programs and encourage them to attend. In a schoolwide program, this means ALL parents should be invited; in a targeted assistance program, just those parents with children participating in Title I should be invited. Schools must also offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend.

You must be able to document this meeting with minutes, agendas, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Below are a few things to keep in mind regarding the Annual Parent Meeting:

- This can be an introduction to the Title I program, a workshop, a welcome night, etc.; the format is up to you. Preferably, this meeting occurs at the beginning or in the fall of the school year.
- This meeting, whatever form it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents about the program?
- Do you involve parents in the agenda? Do you try to get ideas from them on what this meeting should involve?

For [further information online](#).

Providing Opportunities for Training Parents

The Title I program should provide parents with opportunities to become partners with the school in promoting the education of the child at school and at home. This should include information about specific methods parents can use at home to complement their child's education.

Below are a few things to keep in mind regarding the Opportunities to Train Parents:

1. This requirement could be evidenced by parent training sessions or workshops, copies of handouts and/or newsletters distributed to parents, and examples of information exchanged at parent-teacher conferences.

For [further information online](#).

Informing Parents of Eligibility

Targeted assistance Title I programs must inform parents that their child is eligible to receive Title I services. This notification must be sent home on an annual basis. Parents must be given the opportunity to decline services if they so choose. In Schoolwide schools all students are eligible to receive Title I services.

Below are a few things to keep in mind regarding informing parents of student eligibility:

- Documentation of parent notification for eligibility must be maintained.
- Be sure to retain copies of parent permission signatures, especially if parents decline services.

For [further information online](#).

Informing Parents of Student Progress

Parents must be kept informed of their child's progress. Some type of progress report must be sent home to the parents to show their child's progress with Title I services. This report may be sent home during conferences, with other report cards, or any other time a Title I teacher wishes. It is very helpful to send suggestions as to how parents can help their child with skills and areas in which the child may be struggling.

Below are a few things to keep in mind regarding informing parents of student progress:

- The method used to notify parents must be documented.
- This notification must be disseminated at least twice a year, ideally more often.
- The notification must contain assessment results from at least three different assessments in the various areas the child receives Title I services. For instance, if a child receives services in reading and math, three reading and three math assessment results must be documented.

For [further information online](#).

6 Types of Parental Involvement

Parental involvement has always been a key component in the Title I law. Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve to high academic standards. A review of available research and literature on parental involvement indicates that there are multiple types of parental involvement. Dr. Joyce Epstein of Johns Hopkins University, has developed a framework for defining six different types of parental involvement. These include:

- Parenting—Professional workshops, training opportunities, and other ideas to assist families in parenting and assisting their child.
- Communicating—Conferences, report cards and academic progress, and other verbal communication with parents about their child.

- Learning at Home—Homework support, library resources, and other outside learning contacts to help parents assist their child.
- Volunteering—Through supporting school events, involvement with classroom activities, and other community opportunities for students and parents.
- Decision Making—Through attendance at school meetings, participation in addressing concerns, and by helping other parents.
- Collaborating with Community—Using community resources for school/family assistance, involvement of community groups in schools, and community/school mentoring programs.

Below are a few things to keep in mind regarding the six types of parental involvement:

- The methods used by schools to implement these parental involvement initiatives must be documented. You must have copies of this documentation on file for monitoring purposes.
- Are you implementing all six types of parental involvement? Is the school strong in one area and weak in another?
- Are the six types of parental involvement evaluated on your assessment for parental involvement? What are parents’ thoughts regarding these initiatives”?

For [more information online](#).

Parent’s Right to Know Clause

The *Every Student Succeeds Act* requires districts receiving Title I funds to notify parents of each student attending a Title I building that they, as parents, may request information regarding the professional qualifications of the student’s classroom teachers and paraprofessionals. This notification must be disseminated at the start of each school year. Also, if parents request this information, the school must provide the response in an easily understandable format.

Below are a few things to keep in mind regarding the Parents’ Right to Know Clause:

- This notification must occur annually.
- This notification must be disseminated at the start of the school year.
- The method used to notify parents must be documented.
- Schools must have the information regarding staff qualifications ready to distribute to parents upon request.

Highly Qualified Staff Provision

If a child is taught for four consecutive weeks by a teacher who does not meet the federal definition of highly qualified, his/her parents must be notified of this fact. This includes all children, whether they are a Title I student or not. This notification is the responsibility of the school administration.

EL Parent Notification

Title I law requires schools to notify parents if their child is placed in a program for (EL (English Learners)).

Aide/Paraprofessional Requirements

All aides/ paraprofessionals working in a program supported with Title I funds must be highly qualified. Any newly hired aides/paraprofessionals must meet the requirements before they are eligible for hire. In

Schoolwide Title I schools, all aides/paraprofessionals must be highly qualified. In targeted assistance schools, all aides/paraprofessionals working in the Title I program must be highly qualified.

Ways to Meet the Requirements

Aides/paraprofessionals working in a program supported with Title I funds must meet one of three requirements to be employed in a Title I program. These three include:

1. Obtain an associate's degree (or higher) from an institution of higher education; or
2. Complete at least two years of study at an institution of higher education; or
3. Meet a rigorous standard of quality, which includes an assessment of reading, writing, and math. North Dakota has three assessments on our State approved list.

What Do I Need to Do?

To ensure that your school district is in compliance with these regulations and to avoid being obligated to repay funds, you should:

- Make sure that all individuals needing to meet the aide/paraprofessional qualification have met one of the three requirements. This is especially true of any new prospective applicants. Remember, in a schoolwide program all aides/paraprofessionals **with instructional duties must** hold a Paraprofessional Certificate of Completion or a current, non-expired teaching license regardless of whether or not the position is supported with Title I funds.

Professional Development

Schoolwide Programs – In a schoolwide Title I program, professional development should be the cornerstone of the school's reform initiatives. Schoolwide Title I funds can be used to pay for professional development for all staff. The professional development must be related to the schoolwide goals outlined in the schoolwide plan. Targeted Assistance Programs – Targeted assistance Title I programs can use Title I funding to pay for any professional development for Title I teachers.

Time and Effort/Personnel Schedule Requirements

The federal law requires all employees, including teachers, paraprofessionals, and other staff, that are paid with federal funds to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program. For instance, if a Title I teacher spends 100% of his/her time working with Title I students and on Title I responsibilities, then 100% of his/her salary is to be paid with Title I funds. On the other hand, if an individual is working as a principal 50% of the time and 50% as the coordinator for the Title I program, only 50% of his/her salary is paid from Title I. The remaining 50% would be paid from district funding. The purpose of documenting time and effort is to ensure that a district does not use federal funds to compensate an employee for time spent on any other program.

When is time and effort documentation required?

All individuals being paid with federal funds must document their time and effort, no matter the percentage of time they are paid or if they are working in a Title I targeted assistance or schoolwide program. An employee dedicating 5% of his/her time to a federal program must document time and effort just as an individual employed 100% to a federal program would have to document time and effort. The difference is the type of documentation that each employee is responsible to complete.

What type of documentation is required?

- *Permanent Schedule* – A permanent schedule is most often used for teachers or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher’s schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule was consistent, day after day. Permanent schedules should be on file and updated throughout the school year.
- *Periodic Certification* – Districts who have full-funded federal personnel or those that are partially funded with federal funds must have individuals submit an assurance every six months (at a minimum) documenting that the amount of time they worked for each particular federal program. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From January 1, 2014 to June 30, 2015, Jane Doe spent 100% of her time on Title I Part A instructional activities as evidenced by the enclosed schedule.” – Signed by employee and supervisor.
- *Daily Log* – Individuals who work less than 100% for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties and 25% from Title I to coordinate the district’s Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule as principal duties are irregular and cannot be scheduled. Daily logs must be signed by the employee and their supervisor.
- *Monthly/Quarterly Certification* – Individuals who are funded from multiple funding sources can document their time and effort through monthly or quarterly documentation. For this method, an assurance including time documentation would be submitted monthly or quarterly, as appropriate. A sample monthly assurance could state, “For the month of October 2014, Jane Doe spent 50% of her time on Title I Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” – Signed by employee and supervisor.

Who is responsible?

The district is ultimately responsible for ensuring that staff maintains their time and effort documentation; however, documentation records should be signed by the employee and supervisor evidencing first-hand knowledge of the work performed under the federal program.

What are the repercussions if employees do not document their time and effort?

When districts are monitored, federally paid employees will be asked to submit documentation of their time and effort. If no documentation or inadequate information is provided, the district will be cited as being out of compliance. During recent U.S. Department of Education (USDE) monitoring of states and school districts, more extreme action has been taken. The USDE and state auditors have required districts across the nation to reimburse the federal government for paying salaries without adequate time and effort justification.

Does this just pertain to Title I programming?

This requirement pertains to all federal programs, not just Title I. Districts that receive other federal funds must also ensure their employees are documenting their time and effort.

What if there are differences?

If there are differences in the amount of time that an individual is reporting and what is actually being paid, adjustments must be made in the payroll to accurately reflect the time and effort spent on a particular federal program

Scientifically Based Research

When an instructional program or practice is based on scientifically based research, there must be consistent and reliable evidence that the particular program or practice has been proven effective in raising academic achievement.

All Title I programs, both targeted assistance and schoolwide, must use instructional strategies and methods that have been proven by scientifically based research to have a positive impact on student performance.

All schools that receive Title I funds must provide documentation as to how the programs and strategies they employ are based on scientifically based research.

Title I paid staff that provide instruction in reading and/or math, as well as all staff teaching reading and/or math in a schoolwide program, must use instructional strategies and methods that are based on scientifically based research.

For [more information online](#).

Dispute Resolution Policy Requirement

Federal regulations require that each district adopt procedures for receiving and resolving disputes pertaining to the Title I program.

See **Appendix III for JPS Dispute Resolution Policy**

Title I Monitoring Requirements

The NDDPI is required by federal law to monitor local Title I and Title II programs to ensure compliance with procedures and regulations. Program staff in the Division of Student Support & Innovation will monitor Title I and Title II programs.

For [Targeted Assistance and Schoolwide Programs](#).

Inventory Requirements

- D. Items with a value of \$750 or more, as well as ALL computers and electronic equipment, need to be listed on the Title I inventory.
- E. The inventory record must include each of the following:
 - 1. description of the equipment
 - 2. serial number
 - 3. acquisition date
 - 4. acquisition cost
 - 5. location of equipment
- F. The Title I program must keep track of all items purchased with Title I funds, but those items with a value of \$750 or more, as well as ALL computers and electronic equipment, must be inventoried more formally.

- G. All materials, supplies, and equipment (non-consumable items) purchased with federal funds, no matter what the value of the item, must be labeled. The labeling can be done in whatever method the school agrees upon (i.e., permanent labels, stamps, markers, etc.).

When using Title I funds, materials, supplies, and equipment can only be purchased for the Title I classroom.

- H. All items must be kept on the Title I inventory for five years. After the five years, the items belong to the district and the district has the authority to use or dispose of the items as they see fit.
- I. The inventory must be updated annually and kept on file at the building or district level”

Records to be Kept

- A. Record participation in the Program in Power School. (Schoolwide Title I all students are Title)
- B. Daily lesson plan book.
- C. Maintain a priority requisition list.
- D. Title I individual cumulative folder: (targeted assistance programs only)
 - 1. Parental permission slip.
 - 2. Classroom teacher's recommendations.
 - 3. Periodic dated samples of the student's work.
 - 4. Progress Report to Parents form.
- E. Reports completed in the Fall:
 - 1. List of students enrolled.
 - 2. Title I teacher's schedules.
 - 3. Title I paraeducator schedules
- F. End of semester reports:
 - 1. List of students enrolled.
 - 2. Individual progress of student.
- G. Reports completed in the Spring.
 - 1. List of students enrolled.
 - 2. Schedule including groupings.
 - 3. Year-end written evaluation of the Program.
 - 4. Quarterly Progress Reports

Parent-Teacher Conferences

Parent-Teacher Conferences will be held two times a year:

- 1. Fall - during the time conferences are held for all students.
- 2. Spring - during the time conferences are held for all students.

Responsibilities of Teachers

Qualifications

1. Statute requires that all teachers supported in a Title I program are highly qualified

Supervision

1. The teachers working in a Title I program are directly responsible to the building principal.

Duties include:

1. Determine student eligibility for the program.
2. Set up a schedule of classes for eligible students.
3. Use effective methods and instructional strategies based upon scientifically based research
4. Keep records and make reports as required by the Title I coordinator, principal, district administrator, and the State Department of Public Instruction
5. Maintain inventory of all supplies, materials, and equipment purchased with Title I funds.
6. Attend department meetings.
7. Participate in Parent-Teacher Conferences and local school Parent Advisory Council meetings as scheduled by the building principal.
8. Keep close communication with classroom teachers and other professional staff members concerning individual student needs and progress.

Responsibilities of Title I Teacher Paraprofessionals

Targeted Assistance Programs

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.

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.

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.

All Title I aides/paraprofessionals hold a Paraprofessional Certificate of Completion or a North Dakota teaching license.

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.

Schoolwide Programs

All instructional aides work under the direct supervision of a certified teacher who has the primary responsibility for providing the instructional services to students.

Aides do not provide instruction to students. Aides only further assist students who are receiving instruction by a certified teacher.

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.
4. Have a paraprofessional certificate of completion number OR teaching license number on file.

We 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.

Responsibilities of the Title I Coordinator

Organization

- A. Assist elementary building principals and Title I staff in setting up an appropriate Title I program in each building.
- B. Supply information, forms and any needed assistance for the Title I Program during the school year.
- C. Work with the District Administrator in developing a Title I Budget, gather data from the State Title I Office, and complete Consolidated Application.
- D. Receive and properly file reports from all Title I teachers.
- E. Prepare State and local Title I reports.

Meetings

1. Conduct Title I staff meetings.
2. Attend Title I meetings upon the request of the district administrator.

Inventory

1. Oversee inventory of all supplies, materials and equipment purchased with Title I funds.

Curriculum

1. Review and update curriculum guide.

2. Familiarize new teachers with curriculum and policy.

Services to Private School Students

Private school information can be found online.

Under Title I, school districts are required to provide services for eligible private school students, as well as eligible public school students. In particular, §1120 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), requires a participating district to provide eligible children attending private elementary and secondary schools, private school teachers, and private school families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. A private school Title I program provides supplemental educational services so that all children have a fair, equal, and significant opportunity to obtain a high-quality education. For a private school student to qualify for assistance under Title I, the student must reside within the attendance area of a participating Title I public school and have an educational need as identified through a student selection process.

A [Private School Toolkit](#) can be accessed online, on the Department of Public Instruction's Title I website. Under a number of other US Department of Education (USDE) programs, private school students are entitled to receive equitable services.

Student Eligibility and Student Selection Process for Title I

- A. Title I services to the private school student are carried out using the same criteria and guidelines as established in the public schools. Private schools are considered Targeted Assistance Schools- see information in the handbook regarding Target Assistance Programming.
- B. Children are served in a classroom in the private school.
- C. Religious paraphernalia may not be displayed in the Title I classroom.
- D. Communication between the private school and the Title I coordinator is made through email, notes, phone calls, and visits with the Title I teacher.

Title I Monitoring Requirements for Private Schools

Go to-- [Title I Monitoring Requirements for Private Schools online.](#)

PARENT AND FAMILY ENGAGEMENT POLICY

For the purposes of this policy, parents and family members (hereafter parent(s)/family) mean parents and family members of students attending schools that receive Title I funds. Parent means a biological, adoptive, step or foster father or mother, or any other individual who stands in loco parentis to the student. Family/family members are adults living in a student's household who are related to the student and/or adult relatives living outside the student's household who, based on a school administrator's knowledge, play a direct and active role in the student's education (e.g., volunteer in school, attend school meetings).

Development and Scope of Policy

This policy has been jointly developed and agreed upon by the Jamestown Public School District School Board and parents/family of students served by Title I funds.

This policy only applies to Jamestown Public School District schools receiving Title I funds.

Families have no right to receive information concerning a student's educational records unless authorized by a parent or eligible student in accordance with the Family Educational Rights and Privacy Act or unless an exception applies under this law.

Expectations and Objectives for Parental Involvement

To help foster meaningful parent/family engagement, the District has established the following objectives and expectations:

- Objectives for schools receiving Title I funds:
 - Each school should identify and implement ways to make their schools open and welcoming to parents and families.
 - Each school should identify ways of communicating with parents/ family in a personable manner.
 - Each school should implement mechanisms for allowing parents/family to stay informed about their child's progress consistent with confidentiality laws that prohibit release of personally identifiable information without the consent of a parent/eligible student. Each school should also implement mechanisms for parents/families to stay informed about school programs, district policies, and ways in which parents/families can provide feedback and input to their children's schools.
 - Each school should identify and/or develop services to help educate parents/families about their role in supporting their children's educational growth and should help connect parents with community-based services designed to further assist in this regard.
- Expectations for parent/family involvement are outlined in the subsequent section of this policy and in the school-parent compact.

Parent/Family Engagement Procedures

The Jamestown Public School District will enact a parent/family engagement program in accordance with federal law by carrying out the following procedures:

- To involve parents/family in development of the district's student achievement and school improvement/support plans, each school receiving Title I funds shall:

Select a District Parent Representative to serve on the District Parent Advisory Committee (PAC)

1. Hold Parent Open House Activities scheduled twice yearly. Topics for these Open House activities may include but not be limited to the following list of topics?
 2. The state's academic content standards,
 3. The state's student academic achievement standards,
 4. The state and local academic assessments including alternate assessments,
 5. The requirements of Title I,
 6. How to monitor their child's progress,
 7. How to work with educators,
 8. Use of appropriate technology,
 9. Literacy training
- To plan and implement parent/family involvement activities designed to improve student achievement and school performance, each school receiving Title I funds shall:
 1. Hold a fall annual meeting for parents outlining the current school program
 2. Review and/or revise individual school parent involvement plans
 3. Select a District Parent Representative to serve on the District Parent Advisory Committee (PAC)
 4. Consult with relevant community organizations, businesses, and other stakeholders
- Title I parent/family engagement strategies, programs, and activities will be coordinated and integrated with other school parent/family engagement strategies, programs, and activities to the extent possible. The Superintendent or designee shall develop and implement methods for orchestrating such coordination and integration including:
 5. Communication via the District Title I Handbook,
 6. Collaboration with the District Professional Development Director,
 7. Form a District Title I Parent Committee with representatives from each Title I School to provide ongoing input and feedback
- To evaluate the parent/family involvement program, identify barriers to participation in it, and identify ways strategies to support school-family interactions, each school receiving Title I funds shall:

-Conduct a yearly survey of **all** parents, teachers, and students to collect data related to program effectiveness. Survey information will be shared and discussed at the Annual Review Meeting in the spring to inform decisions and/or revisions regarding the schools' Title I program.

- The Superintendent or designee shall be responsible for compiling the feedback received from item "d" and implementing strategies to respond to these data, which may include revisions to this policy, implementation of new evidence-based parent/family support programs or revisions to such existing programs, and/or revisions to the district's parent/family communication or outreach methods. The Superintendent shall consult parents of students participating in Title I programs as part of this review and revision process.

To carry out additional requirements in law specifically related to parent engagement, the Superintendent shall:

- Ensure that the principal of each school receiving Title I funds holds an annual Title I parent meeting and reports to the Superintendent after this meeting has occurred.
- Ensure that the principal of each school receiving Title I funds offers additional opportunities for parental involvement meetings at flexible times with childcare provided or by scheduling home

visits. Each school receiving Title I funds shall submit a schedule of such meetings to the Superintendent.

- Form a Title I parent committee to provide ongoing input on the parent and family engagement policy and programming.
- Develop and implement efficient and effective methods of communicating all information required by Title I to parents of participating students. To the extent possible, such communication will be in a format and in a language that the parents can understand.
- Develop and implement an efficient and effective method of ensuring that parents of students participating in Title I programs have access to the schoolwide student achievement plan and are informed of their right to comment on the plan, the timeline for commenting, and the method for submitting comments to the Superintendent.
- Contact principals of all schools receiving Title I funds to remind them of the need to develop/update a school-parent compact with all components required by law and to inform these principals of the deadline for submitting this compact to the Superintendent.
- Require principals of all schools receiving Title I funds to report, by a specified deadline, on the training and other methods and materials each school will use to educate parents of participating students on state academic standards, state and local academic assessments, federal parent/family engagement requirements, how to monitor a child's progress, how to work with educators to improve the achievement of their children, and how to work with their children to improve achievement.
- Require principals of all schools receiving Title I funds to report on training provided to teachers and other support staff on the importance of parental involvement, how to work with and build ties with parents, and staff's role in implementing parental involvement programs. The Superintendent shall coordinate and implement such training for principals.

Complementing Policies:

VI. FDC, Education of Migrant Students

VII. GABAA, English Learners

End of Jamestown Public School District Policy KAB.....Revised 5-18-2020

Jamestown Public Schools **Title I Parent Involvement Compact**

Each school receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents. The compact must outline how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

SCHOOL-PARENT COMPACT

The **Jamestown Public Schools** and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the **2020-2021** school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The **Jamestown Public Schools** will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

“Engaging Students with Challenging and Innovative Experiences to Prepare Them for Future Success” is the mission of the Jamestown Public Schools. This mission is accomplished by providing high quality educational opportunities for all students through the efforts of school staff and families working cooperatively to meet the needs of each child. The Jamestown Public Schools will provide highly qualified staff to implement quality instruction and curriculum.

- **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:**

All title I schools in the district will hold 2 parent teacher conferences each year, one conference in the fall and one in the spring. Conference dates will be published in the school calendar each year.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

All title I schools will report progress to parents quarterly. These reports will coincide with the districts grading periods

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Staff will be available to parents through parent teacher conferences as well as by appointment. Any parent wishing a conference with staff will contact the school and schedule an appointment. All appointments will be scheduled in a reasonable time frame.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parents wishing to volunteer at the school or schedule a visitation are asked to call the school to schedule an appointment. Drop in visits are allowed. However, all visitors are asked to check in at the office prior to visitation.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

As a parent of a child in the title I program I agree to assist my child's learning by monitoring my child's academic performance in the following areas.

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*
- *Participating in Title I Family Involvement Activities*
- *Attend Parent Teacher Conferences*
- *Participate in Home School connection activities.*
- *Communicate with the school should a concern arise*

FEDERAL PROGRAMS DISPUTE RESOLUTION PROCEDURE

Process

Any individual who believes that the Jamestown Public School District has violated the regulations or law governing a Federal program should submit a complaint to the Federal Program Coordinator at 207 2nd Avenue SE, Jamestown, ND 58401 or call 701-252-1950. The Federal Program Coordinator shall investigate the complaint and provide the individual with a written response within 30 days or as soon as practicable.¹

The complaint must include:

The date;

A detailed description of the complaint, including specific facts;

The signature of person making the complaint.

If the complainant is dissatisfied with the response, the complainant may submit an appeal request to the Superintendent. The Superintendent shall issue a written response to the complainant as soon as practicable not to exceed 30 days.

Reconsideration

If the complaint is not resolved to the satisfaction of the complainant at the district level, the complainant may forward the complaint to the Superintendent of Public Instruction, 600 East Boulevard, Bismarck, ND 58505. DPI has established a reconsideration procedure in the event that a complainant is dissatisfied with the State Title Program Director's decision.

Once the state-level complaint review process has been exhausted, a complainant may forward the complaint to the Secretary of Education, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208.

End of Jamestown Public School District Policy GABDB..... Amended 9-17-18

¹ The 30 day deadline is recommended by NDSBA but not required by federal law.

**Jamestown Public Schools
Title I Program**

PARENT INVOLVEMENT EVALUATION

Dear Parents:

As partners in educating your child, we know the importance of a strong home-school bond. Please take time to respond to the following statements telling your feelings about our School's Title I Program. Add comments and suggestions you think will help improve your opportunities for involvement.

1 = Agree 2 = Disagree 3 = No Opinion

1. I feel that I have had many opportunities to become involved in my child's education.

1 2 3

COMMENTS/SUGGESTIONS:

2. I have been informed about my child's progress throughout the year.

1 2 3

COMMENTS/SUGGESTIONS

3. I have been given information about how I can help my child with his/her reading and math.

1 2 3

COMMENTS/SUGGESTIONS

4. Parent Involvement Nights and meetings were informative and beneficial.

1 2 3

COMMENTS/SUGGESTIONS

5. I have been given opportunities to make suggestions about my child's education.

1 2 3

COMMENTS/SUGGESTIONS:

6. I have made suggestions and they were accepted and handled in a friendly and serious manner.

1 2 3

COMMENTS/SUGGESTION

7. Did the School Parent/Family Involvement Policy and the School/Parent Compact accurately reflect parent involvement?

1 2 3

COMMENTS/SUGGESTIONS

8. Did you utilize any of the material sent home to you to promote working at home with students?

1 2 3

COMMENTS/SUGGESTIONS:

9. Were the teachers easy to contact when you had a question or problem, and did you feel your concern was taken seriously?

1 2 3

COMMENTS/SUGGESTIONS:

10. Would you like more opportunity for parent involvement?

1 2 3

COMMENTS/SUGGESTIONS:

11. I have seen an increase in the focus of reading at our school.

1 2 3

COMMENTS/SUGGESTIONS

12. I have seen an increase in the focus of math at our school.

1 2 3

COMMENTS/SUGGESTIONS

13. I would be willing to help organize parent involvement activities.

1 2 3

CONTACT INFORMATION: