

Beal City Public Schools

Title I

Handbook

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Title I Program Description:

Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001, is designed to help disadvantaged children reach high academic standards. As part of the NCLB, States must use academic assessments and other indicators to annually review the progress of each school to determine whether the school makes adequate yearly progress.

The Purpose of Title I:

The purpose of Title I, according to Congress, continues to be to have substantially higher expectations for all students. The factors to accomplish this goal include high standards, enriched educational programs, school wide reform, effective professional development, involvement of parents, distribution of resources to areas where needs are greatest, improvement of accountability, and an increase of decision making authority and flexibility at the school level. The goal of Title I is to ensure that all children have the opportunity to obtain a high quality education and reach proficiency on challenging State academic standards and assessments.

Title I Program Design Models:

Title I, Part A of NCLB defines two program designs for delivery of Title I instructional services to students. The two design modes are Targeted Assistance and School Wide, and the statute has clearly established the guidelines for schools and students eligibility, required program components, fiscal requirements, and record keeping regulations.

Beal City Public Schools is a Targeted Assistance district providing services at Carl D. Mayes Elementary School.

Title I Teacher Collaboration and Shared Decision Making:

The Title I staff, teachers, and administration will work as a team to design a Targeted Assistance Program to insure growth in student learning. The Team dialogues how to design a program to meet the learning needs of all students. The implementation of Title I services with staff and a schedule is given to all stakeholders. The evaluation process is continuous during the instructional year. Once a month Title I staff meet with classroom teachers in grade level groups. This time allows for continued dialogue on how to best service students and meet individual learning needs of the identified students. During the year surveys are given to parents and staff. These surveys assist the Title I Team to stay focused and to continually make adjustments to impact the learning of the Title I students.

Targeted Assistance Program

Eligible children are students identified by the school as failing, or most at risk of failing, to meet the State's student academic achievement standards on the basis of multiple educationally related, objective criteria established by the local educational agency and supplemented by the school. Children from kindergarten through grade 6 shall be selected on the following criteria; teacher judgement, interviews with parents, and developmentally appropriate measures. Children who are economically disadvantaged, children with disabilities, migrant children, homeless children, or limited English proficient children are eligible for services under this part on the same basis as other children selected to receive services under this part. In general, the following children are eligible for services under Title I:

- A child who, at any time in the two years preceding the year, for which the determination is made, participated in Head Start or in a preschool services under Title I.
- A child who, at any time in the two years preceding the year, for which determination is made, received services under Title I, Part C, Education of Migratory Children.
- A child in a local institution for neglect or delinquent children and youth or attending a community day program for such children.
- A child who is homeless, as determined by the McKinney-Vento Homeless Education Act, and attending any school served by the local educational agency.

Funding received under this part may not be used to provide services that are otherwise required by law to be made available to children described above, but may be used to coordinate or supplement such services.

Student Selection Overview

In a Title I Targeted Assistance Program, eligibility of students for Title I services must be determined using multi-faceted criteria to determine which children have the greatest need for services.

Selection of Criteria:

Criteria should be selected that will provide the most accurate reflection of a student's academic and developmental ability. A minimum of two criteria must be used to determine student placement at all levels. Each criterion must be objective and educationally related. Teacher judgement may be used but should not be quantified on a rating scale or checklist. The criterion does not need to be the same for all ages. However, it should be consistent within each grade level served. In a multiple attendance area, the criteria may vary from school to school.

Criteria for the selection of students may include standardized test scores, locally developed assessments, teacher checklists, grades, and other criterion such as homelessness. Each criterion

should be weighted and an overall cutoff score established. The weighting and cutoff scores should be that no student may qualify for a single criterion.

Title I Eligibility Profile:

Once the criteria are determined, student eligibility profiles are completed for each student. A profile contains data about each student in relation to the multiple criteria. After these profiles are completed, the students may be ranked in the order of need.

Components of Targeted Assistance Programs

To assist Targeted Assistance schools and local educational agencies to meet their responsibilities to provide for all their students, served under this part, the opportunity to meet the State's student academic achievement standards in subjects as determined by the State. Each Targeted Assistance Program under this section shall:

1. Use such program's resources under this part to help participating children meet the State's student academic achievement standards expected for all children.
2. Ensure that planning for students served under this part is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school that:
 - Help provide an accelerated, high-quality curriculum, including applied learning.
 - Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.
 - Provide instruction by highly qualified teachers.
 - Provide opportunities for professional development with resources for teachers, principals, and paraprofessionals, including appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.
 - Provide strategies, such as family literacy services to increase parental involvement, in accordance with No Child Left Behind Act of 2001 (NCLB).
 - Coordinate and integrate federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Needs Assessment

The school conducts an annual needs assessment for Title I. The needs assessment gathers and analyzes information from the following student data resources:

- Kdg. –DRA2 testing, MLPP, NWEA testing, and teacher input
- 1st Grade –DRA2 testing, NWEA testing, and teacher input
- 2nd Grade – DRA2 testing, NWEA testing, and teacher input
- 3rd Grade – DRA2 testing, NWEA testing, and teacher input
- 4th Grade – DRA2 testing, NWEA testing, and teacher input
- 5th Grade – DRA2 testing, NWEA testing, and teacher input
- 6th Grade – DRA2 testing, NWEA testing, and teacher input

The Title I staff and administration review the data and determine priorities based on identified needs, expected funding and district goals.

Program Comparability

The Beal City Public Schools provides services via a combination of integrated classrooms and pull-out models across grades K-6. The district has a Title I director/principal and a Title I teacher. The principal collaborates with the Title I teacher to plan services and the appropriate model based on student needs and distribution across grades and classrooms. Services are coordinated with regular education and special education staff.

The Title I curriculum is aligned with the state core curriculum, local standards and expectations, and grade level classroom instruction. Students who are identified as needing Tier II intervention and who meet the criteria for Title I may be included in Title I services

Program Evaluation:

At the end of each school year, the district evaluates the Title I program in the following areas:

- Improved student outcomes
- Parental Involvement
- Professional development
- Effectiveness of instructional strategies, materials and resources

In conducting the program evaluation, the principal and Title I staff will review student data, and survey both parents and staff to ascertain actual and perceived impact on student achievement. The findings will be used to plan and improve the program for the next year, pending funding. A summary of the program evaluation detailing the program's strengths and weaknesses and providing recommendations for change will be kept by the principal.

NCLB Accountability

Highly Qualified Staff:

Recognizing the importance of effective teachers, the No Child Left Behind Act of 2001 requires that schools be staffed with highly qualified teachers and paraprofessionals. Professional development activities must ensure that teacher and paraprofessionals meet the highly qualified provisions of NCLB. Local educational agencies must notify parents of their rights to request information regarding the professional qualification of the student's classroom teachers.

Teacher Requirements:

Teachers in the Title I Program, hired to teach core academic subjects must be highly qualified. To be considered highly qualified to the state of Michigan, teachers must be fully certified to

teach by the Department of Elementary and Secondary Education and be teaching in their field of certification.

The No Child Left Behind Act of 2001 requires states to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified. Beginning with the 2002-2003 school year, states must report annually on their progress toward this goal.

Paraprofessional Requirements:

Paraprofessional requirements are strengthened in the No Child Left Behind Act of 2001 and require that all paraprofessionals who work in an instructional program supported by Title I funds be highly qualified.

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

To be highly qualified, paraprofessionals must have one of the following:

- Completed at least two years (60 credits) of study in an institution of higher education.
- Obtained an Associate degree (or higher).
- May complete an approved paraprofessional qualification assessment. If eligibility is established through the assessment, the applicant must also hold a high school diploma or a GED.

Additionally, paraprofessionals may not provide instructional support to students unless they are under the direct supervision of a highly qualified teacher. A paraprofessional is deemed to work under the direct supervision of a teacher if the teacher plans the instructional activities for the paraprofessional and the teacher evaluates the achievement of students with whom the paraprofessional works.

Parent/Guardian Outreach and Involvement

Each Title I school must comply with the legal requirements of NCLB Section 1118, Parental Involvement. Each school must demonstrate evidence of implementation of the following:

- *Annual Title I Meeting* – Fall Open house or first parents' meeting can serve to meet this requirement. It needs to clearly identify the meeting as the *Title I Annual Meeting* on announcements, agendas, and programs. Designated school personnel (administration, Title I staff) are required to present the following information in writing or verbally to the parents.
 1. Explanation of what it means to be a Title I school (Targeted Assistance or School Wide), the benefits to the students, and the requirements and rights of parental involvement.
 2. Student Academic Assessment – provide assistance to parents as is appropriate in understanding state and locality to provide high quality curriculum and instruction and the parent's role in supporting their child's learning assessments including AYP.

3. High Quality Curriculum – explain school’s responsibility to provide high quality curriculum and instruction and the parent’s role in supporting their child’s learning.
 4. Parental Communication and Training – to promote parental involvement.
- *Parents Right to Know*
 1. Parent Involvement Plan
 2. Parent Notification
 3. Parent-Student Teacher Compact

Parent’s Right to Know

Parent Involvement Plan:

The school must inform parents of their rights and that the school will provide the information to each parent as requested. There are three requirements:

1. Inform the parents that they may request certain information on the professional qualifications of the student’s classroom teachers and paraprofessionals providing services to their child.
2. Inform the parents that the school will provide to each parent timely notice that the parent’s child has been assigned to, or taught, for four or more consecutive weeks by a teacher who is not highly qualified
3. Inform the parents that the school must provide, to each individual parent, information on the level of achievement of the parent’s child in each of the state academic assessments.

Parent Notification:

At the beginning of each school year, the school must notify parents of their right to request information regarding the professional qualifications of the student’s classroom teachers, including:

- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher teaches.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher and the field or discipline of the certification or degree.
- Whether the student is provided services by paraprofessionals.

Parent notification is not required for the following:

- For teachers who do not teach core academic subjects in Title I.
- For paraprofessionals who are not highly qualified.

A school that participates under Title I must provide to each parent, information on the level of achievement of the parent’s child in each of the state’s academic assessments. Also, if a student has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified, the parents must be provided a timely notice. All notices and information required must be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand.

School/Parent Compact:

Each school receiving funding under Title I, Part A of the Elementary and Secondary Education Act must develop a written school-parent compact jointly with parents for all children participation in the 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 the means by which the school and the parents will build and develop a partnership to help children achieve the state's high standards.

School Improvement Activity Plan

In accordance with the state regulations, the School Improvement Team participates in writing an annual School Improvement Plan that incorporates both the school and district goals and objectives for the upcoming school year. If a school has been identified for improvement, the school must revise its school improvement plan to address the subjects, grade levels and student groups in which the school did not make AYP. In developing or revising its plan, the school must consult with parents, school staff, and others.

Staff Requirements

Time and Effort Distribution Logs: Districts must document auditable "time and effort" records that show how each Title I employee spends his/her compensated time. These records are written, after-the-fact documentation of how the time was spent. Time and effort records must be prepared by any Title I staff with salary charged (1) directly to a federal grant, (2) directly to multiple federal grants, or (3) directly to any combination of the federal grants and other federal, state or local fund sources. This requirement applies to both full-time Title I and "split-time" Title I staff. Stipends must also be reported.

Periodic Certification: Periodic certification is required when a Local Education Agency uses federal funds to pay employees' compensation. When LEAs pay employees' compensation using one federal grant, those employees must sign a form called a "periodic certification". If the LEA pays employees from more than one funding source, the employees must complete a form with more detailed information, commonly referred to as a time log. Periodic certification must be completed at least semiannually.

McKinney-Vento Homeless Act

In compliance with state and federal requirements concerning the McKinney-Vento Homeless Assistance Act, the district will designate a Title I homeless liaison to coordinate services to eligible children and youth. The liaison will coordinate services for homeless children and youth through collaboration with system and school personnel and community organizations in order to identify children and youth in a timely manner to minimize the impact of homelessness on educational opportunities and services. The liaison will inform principals, guidance counselors, and other appropriate school personnel of the McKinney-Vento Homeless Assistance Act and the local educational agency (LEA) homeless policies and procedures.