



# TITLE I 101: PROGRAM ESSENTIALS

**JACK O'CONNOR**

**FEDERAL PROGRAMS DIRECTOR, OPI**

ELSIE ARNTZEN, SUPERINTENDENT -  
MONTANA OFFICE OF PUBLIC INSTRUCTION



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# **TITLE I DISTRICT ELIGIBILITY**

- **THE MONTANA OFFICE OF PUBLIC INSTRUCTION USES TWO DIFFERENT CALCULATIONS TO DETERMINE TITLE I ELIGIBILITY**
  - **THE FREE AND REDUCED LUNCH COUNT IS USED FOR DISTRICTS WITH LESS THAN 20,000 PERSONS IN TOTAL POPULATION**
  - **THE CENSUS POVERTY COUNT IS USED FOR DISTRICTS WITH MORE 20,000 PERSONS IN TOTAL POPULATION**



# SCHOOL-LEVEL ALLOCATIONS

- **AFTER THE DISTRICT RECEIVES TITLE I FUNDS, IT MUST ALLOCATE THESE DOLLARS DOWN TO THE SCHOOL LEVEL**
- **SIZE OF DISTRICT WILL DETERMINE SCHOOL-LEVEL ELIGIBILITY TO RECEIVE A TITLE I ALLOCATION**
- **THIS IS COMPLETED IN THE ANNUAL EGRANT APPLICATION**
- **THESE FUNDS ARE IN ADDITION TO THE STATE AND LOCAL FUNDS**
- **SUPPLEMENT, NOT SUPPLANT-A SCHOOL MUST GET ALL THE STATE AND LOCAL FUNDS IT WOULD HAVE RECEIVED IN THE ABSENCE OF FEDERAL DOLLARS.**



# TARGETED ASSISTANCE SCHOOLS

- **WHAT IS A TARGETED ASSISTANCE SCHOOL?**
  - **NOT ELIGIBLE FOR OR CHOOSE NOT TO OPERATE A SCHOOLWIDE PROGRAM;**
  - **CHILDREN IDENTIFIED AS FAILING OR MOST AT RISK OF FAILING TO MEET STATE AND LOCAL ACADEMIC STANDARDS;**
  - **BASED ON MULTIPLE, EDUCATIONALLY RELATED, OBJECTIVE CRITERIA ESTABLISHED BY THE LEA**
  - **ASSISTANCE GIVEN MAINLY IN READING AND/OR MATH, BUT CAN BE IN ALL SUBJECT AREAS**



# TARGETED ASSISTANCE SCHOOLS

- **WHAT MAY TITLE IA FUNDS BE USED TO PROVIDE?**
  - **SERVICES TO CHILDREN WITH GREATEST NEED FOR ASSISTANCE**
  - **SERVICES IN ADDITION TO REGULAR SCHOOL PROGRAM**
  - **SUPPLIES OR MATERIALS TO SUPPLEMENT REGULAR CLASSROOM INSTRUCTION**
  - **BEHAVIORAL INTERVENTIONS**
  - **ALL STUDENTS GET CAKE, TITLE I STUDENTS GET ICE CREAM!**





# ELIGIBLE STUDENTS

- **ECONOMICALLY DISADVANTAGED CHILDREN;**
- **AT-RISK**
- **CHILDREN WITH DISABILITIES;**
- **MIGRANT CHILDREN;**
- **ENGLISH LEARNERS;**
- **CHILDREN FROM HEAD START, EARLY HEAD START;**
- **NEGLECTED OR DELINQUENT CHILDREN; AND**
- **HOMELESS CHILDREN.**



# TAS ELIGIBILITY

- **ARE STUDENTS WITH DISABILITIES ELIGIBLE FOR TITLE IA SERVICES?**
  - **SELECTED USING DISTRICT/SCHOOL CRITERIA**
  - **AVOID SUPPLANTING**
  - **MAY NOT USE TITLE IA FUNDS TO PROVIDE SERVICES TO MEET FEDERAL, STATE, OR LOCAL LAW**
  - **MAY ONLY SUPPLEMENT REQUIRED SERVICES**
  - **MUST NOT BE IN THE IEP**



# **TAS ELIGIBILITY**

- **ARE EL AND MIGRANT STUDENTS ELIGIBLE FOR TITLE IA SERVICES?**
  - **SELECTED USING DISTRICT/SCHOOL CRITERIA**
  - **USE TITLE I FIRST, THEN TITLE III/TITLE I, PART C**
  - **AVOID SUPPLANTING**
  - **MAY NOT USE TITLE IA FUNDS TO PROVIDE SERVICES TO MEET FEDERAL, STATE, OR LOCAL LAW**
  - **MAY SUPPLEMENT REQUIRED SERVICES**





# TARGETED ASSISTANCE IDENTIFICATION

- **WHAT KINDS OF CRITERIA MAY BE USED TO SELECT CHILDREN IN PRE-SCHOOL – GRADE 2?**
  - **TEACHER JUDGMENT**
  - **INTERVIEWS WITH PARENTS**
  - **DEVELOPMENTALLY APPROPRIATE MEASURES-PAPER PENCIL TESTS ARE NOT CONSIDERED APPROPRIATE**
  - **SOME COMPUTER-BASED**
  - **MORE SUBJECTIVE**



# TARGETED ASSISTANCE IDENTIFICATION

- **WHAT CRITERIA IS USED TO SELECT CHILDREN GRADES 3-12?**
  - **SBAC**
  - **OTHER DISTRICT/SCHOOL ASSESSMENTS**
  - **CLASSROOM PERFORMANCE**
  - **PARENTAL INTERVIEWS**
  - **TEACHER JUDGMENT**
  - **MORE OBJECTIVE**
    - **MUST BE BASED ON ACADEMIC/EDUCATIONALLY RELATED CRITERIA**
    - **MORE THAN ONE MEASURE MUST BE USED**



# TARGETED ASSISTANCE COMPONENTS

- **USE FUNDS TO HELP ELIGIBLE CHILDREN MEET SAME ACADEMIC STANDARDS EXPECTED FOR ALL CHILDREN;**
- **ENSURE THAT PLANNING FOR ELIGIBLE CHILDREN IS INCORPORATED INTO EXISTING SCHOOL PLANNING;**
- **USE EFFECTIVE METHODS AND INSTRUCTIONAL STRATEGIES CENTERED ON RESEARCH-BASED PRACTICES,**
  - **GIVE PRIMARY CONSIDERATION TO EXTENDED LEARNING TIME**
  - **PROVIDE AN ACCELERATED, HIGH-QUALITY CURRICULUM, INCLUDING APPLIED LEARNING**
  - **MINIMIZE REMOVING CHILDREN FROM THE REGULAR CLASSROOM DURING REGULAR SCHOOL HOURS.**



# TARGETED ASSISTANCE COMPONENTS

- **COORDINATE WITH AND SUPPORT THE REGULAR EDUCATION PROGRAM, WHICH MAY INCLUDE SERVICES TO ASSIST PRESCHOOL CHILDREN IN THE TRANSITION TO ELEMENTARY SCHOOL.**
- **PROVIDE INSTRUCTION BY EFFECTIVE TEACHERS.**
- **PROVIDE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT WITH TITLE I FUNDS, AND TO THE EXTENT PRACTICABLE, FROM OTHER SOURCES, FOR TEACHERS, PRINCIPALS, PARAPROFESSIONALS, AND OTHER STAFF WHO WORK WITH PARTICIPATING CHILDREN IN TARGETED ASSISTANCE PROGRAMS OR IN THE REGULAR CLASSROOM.**



# REQUIRED TAS COMPONENTS

- **MINIMIZE REMOVING CHILDREN FROM CLASSROOM**
- **STRATEGIES TO INCREASE FAMILY ENGAGEMENT**
- **COORDINATE WITH REGULAR EDUCATION PROGRAM**
- **MAY INCLUDE**
  - **COUNSELING AND MENTORING**
  - **COLLEGE/CAREER AWARENESS/PREPARATION**
  - **PREPARE STUDENTS FOR TRANSITION FROM SCHOOL TO WORK**
  - **SCHOOL/GRADE TRANSITIONS**





# TARGETED ASSISTANCE INSTRUCTION

- **STRATEGIES:**
  - **ENABLE STUDENTS TO MEET STANDARDS**
  - **IN-CLASS ASSISTANCE**
  - **COLLABORATIVE TEACHING AMONG TITLE IA AND REGULAR CLASSROOM TEACHERS**
  - **EXTENDED DAY/YEAR**
  - **SUMMER SCHOOL**
  - **BEFORE- AND AFTER-SCHOOL PROGRAMS**
  - **PRESCHOOL PROGRAM**
  - **EXTENDED KINDERGARTEN**
  - **EXTENDED LEARNING TIME**
  - **PRE-TEACH, RETEACH**



# TARGETED ASSISTANCE INSTRUCTIONAL MODELS

- **INCLUSION MODEL**

- **TITLE IA TEACHER/CLASSROOM TEACHER COLLABORATE ON LESSONS**
- **TEAM TEACHING**
- **STUDENTS SHOULD GET ASSISTANCE WITH DAILY WORK AND MISSING/LACKING SKILL SETS**
- **PUSH IN**
  - **TITLE I TEACHER OR PARAPROFESSIONAL WORKS WITH SMALL GROUPS OF CHILDREN**
  - **MUST BE UNDER THE DIRECT SUPERVISION OF AND TRAINED BY THE CLASSROOM TEACHER**



# TARGETED ASSISTANCE INSTRUCTIONAL MODELS

- **PULL-OUT**

- **NOT RECOMMENDED**
- **MUST NOT BE DURING CLASSROOM INSTRUCTIONAL TIME**
- **PROVIDES SUPPLEMENTAL INSTRUCTION AND PRACTICE**
- **SHOULD BE DONE BY A CERTIFIED TEACHER, BUT AS LONG AS THE PARA IS UNDER THE SUPERVISION OF AND TRAINED BY A CERTIFIED TEACHER, IT IS ALLOWABLE**



# TARGETED ASSISTANCE COMPREHENSIVE SERVICES

- **IF SERVICES ARE UNAVAILABLE ELSEWHERE TITLE IA FUNDS MAY BE USED TO PROVIDE:**
  - **BASIC MEDICAL EQUIPMENT**
  - **HEALTH, NUTRITION AND SOCIAL SERVICES**



# TARGETED ASSISTANCE SCHOOL PERSONNEL

- **TITLE IA STAFF MAY:**
  - **ASSUME DUTIES:**
    - **BEYOND CLASSROOM INSTRUCTION OR**
    - **DOES NOT BENEFIT NON-TITLE IA STUDENTS**
    - **IF DUTIES ARE THE SAME FOR SIMILAR PERSONNEL**
  - **PARTICIPATE IN PROFESSIONAL DEVELOPMENT AND PLANNING**
  - **TEACH COLLABORATIVELY IF SUCH TEAMWORK DIRECTLY BENEFITS TITLE IA STUDENTS**





# TARGETED ASSISTANCE SCHOOL PERSONNEL

- **SPLIT FUNDED PERSONNEL**
  - **MUST KEEP TIME AND EFFORT RECORDS**
    - **TIME SPENT ON TITLE IA ACTIVITIES**
    - **NAMES AND NUMBERS OF STUDENTS SERVED**
    - **TIME SPENT ON ALLOWABLE NON-TITLE IA ACTIVITIES**
    - **MAY BE DAILY, WEEKLY, MONTHLY SCHEDULES**
    - **FILED AT THE SCHOOL AND DISTRICT OFFICE**



# **SCHOOLWIDE PROGRAMS**

- **WHAT IS A SCHOOLWIDE PROGRAM?**
  - **TITLE IA FUNDED SCHOOL THAT**
    - **HAS A POVERTY RATE 40% AND ABOVE OR RECEIVES A WAIVER**
    - **SERVES ALL STUDENTS REGARDLESS OF ELIGIBILITY**
    - **ASSISTS IN ALL CORE SUBJECTS**
    - **CHOOSES TO ADOPT A PLANNING AND IMPLEMENTATION PROCESS**
    - **MTSS/CURRICULUM CHANGES**



# **SCHOOLWIDE PROGRAMS**

- **PROCESS**

- **LETTER OF INTENT**
- **YEAR-LONG PLANNING PROCESS (CAN BE WAIVED)**
- **SEND IN SCHOOLWIDE PLAN TEMPLATE FOR REVIEW**
- **USED NON-REGULATORY GUIDANCE**
- **SMALL UPDATE IN THE CSIP**



# **BENCHMARK ASSESSMENTS**

- **AFTER THE INITIAL SCREENING, FURTHER ASSESSMENTS SHOULD TAKE PLACE TO DETERMINE THE ACHIEVEMENT LEVEL OF THE STUDENT**
- **BENCHMARKING-SHOULD BE AT LEAST THREE TIMES A YEAR**
- **BENCHMARKING SHOULD BE DONE AT GRADE LEVEL**



# PROGRESS MONITORING

- **AFTER THE BENCHMARK ASSESSMENTS HAVE BEEN DONE AND INSTRUCTION HAS BEGUN, SCHOOLS SHOULD REGULARLY PROGRESS MONITOR TITLE I STUDENTS**
- **INTENSIVE-WEEKLY**
- **STRATEGIC-WEEKLY OR BIWEEKLY**
- **PROGRESS MONITORING SHOULD BE DONE AT THE INSTRUCTIONAL LEVEL**





# EXITING STUDENTS

- **WHEN STUDENTS ARE AT GRADE LEVEL FOR A TEAM DETERMINED NUMBER OF TESTING CYCLES, THEY SHOULD BE EXITED**
- **CLASSROOM SUPPORTS SHOULD BE IMPLEMENTED**
- **SHOULD CONTINUE TO MONITOR STUDENT PROGRESS FOR A FULL YEAR AFTER EXITING FROM TITLE I**
- **STUDENTS MAY END UP BACK IN TITLE I**
- **TITLE I SHOULD NOT BE A PERMANENT PLACEMENT; IT SHOULD BE FLUID, STUDENTS MAY COME IN OR OUT DEPENDING ON NEED**



# **FAMILY ENGAGEMENT**

- **REQUIRED UNDER THE ESEA, ESSA, AND BPE**
- **AN LEA TITLE I PLAN SHALL BE DEVELOPED IN CONSULTATION WITH TEACHERS, PRINCIPALS, ADMINISTRATORS AND PARENTS OF CHILDREN SERVED**
- **DISTRICT POLICY**
  - **A DISTRICT MAY RECEIVE TITLE I FUNDS ONLY IF SUCH AGENCY IMPLEMENTS PROGRAMS, ACTIVITIES, AND PROCEDURES THAT INVOLVE PARENTS IN MEANINGFUL CONSULTATION FOR PLANNING AND IMPLEMENTATION.**



# **FAMILY ENGAGEMENT**

- **WRITTEN POLICY FOR DISTRICTS**
  - **DISTRICTS SHALL DEVELOP A WRITTEN POLICY JOINTLY WITH, AGREED ON WITH, AND DISTRIBUTED TO PARENTS OF PARTICIPATING CHILDREN**
  - **DISTRICTS SHALL INCORPORATE THE WRITTEN POLICY INTO THE TITLE I PLAN AND DESCRIBE:**
    - **DISTRICT COORDINATION, TECHNICAL ASSISTANCE, AND SUPPORT TO SCHOOLS IN PLANNING AND IMPLEMENTING EFFECTIVE PARENT AL INVOLVEMENT ACTIVITIES**
    - **DISTRICT BUILDING CAPACITY FOR STRONG FAMILY ENGAGEMENT**
    - **COORDINATION AND INTEGRATION OF FAMILY ENGAGEMENT**
    - **STRATEGIES WITH OTHER STATE AND FEDERAL PROGRAMS**
    - **INVOLVEMENT OF PARENTS ANNUALLY IN EVALUATING THE CONTENT AND EFFECTIVENESS OF THE FAMILY ENGAGEMENT POLICY**
    - **FAMILY ENGAGEMENT IN SCHOOL ACTIVITIES**



# **FAMILY ENGAGEMENT**

- **SCHOOL POLICY—EACH SCHOOL SERVED SHALL DEVELOP A PLAN SIMILAR TO THE DISTRICT POLICY TO BE MADE AVAILABLE TO THE LOCAL COMMUNITY AND TO BE UPDATED PERIODICALLY.**
  - **SCHOOLS MAY AMEND CURRENT PLAN TO REFLECT THESE REQUIREMENTS**
  - **ANY COMMENT FROM PARENTS NOT SATISFIED WITH THIS POLICY MUST BE SUBMITTED WITH THE TITLE I PLAN**



# **FAMILY ENGAGEMENT**

- **1% ALLOCATION—THE DISTRICT SHALL SET ASIDE ONE PERCENT OF ITS AGENCY ALLOCATION FOR FAMILY ENGAGEMENT IF THE ALLOCATION IS ABOVE \$500,000.**
- **PARENTAL INPUT—PARENTS SHALL BE INVOLVED IN THE DECISIONS REGARDING EXPENDITURES FOR FAMILY ENGAGEMENT ACTIVITIES.**





# **FAMILY ENGAGEMENT**

- **EACH SCHOOL SHALL:**
  - **CONVENE AN ANNUAL MEETING OF PARENTS**
  - **PROVIDE FLEXIBLE MEETING SCHEDULES**
  - **INVOLVE PARENTS IN ALL ISSUES REGARDING TITLE I POLICIES AND PLANS**
  - **PROVIDE PARENTS WITH:**
    - **TIMELY INFORMATION**
    - **INFORMATION ABOUT CURRICULUM, ASSESSMENT, AND PROFICIENCY LEVELS**
    - **REGULAR PARENT MEETINGS**
  - **INCLUDE PARENT COMMENTS IN THE PLAN**



# **FAMILY ENGAGEMENT**

- **SCHOOL-PARENT COMPACT**

- **EACH SCHOOL SHALL JOINTLY DEVELOP WITH PARENTS A SCHOOL-PARENT COMPACT THAT OUTLINES HOW PARENTS, THE ENTIRE STAFF, AND STUDENTS WILL SHARE THE RESPONSIBILITY FOR IMPROVED STUDENT ACHIEVEMENT AND THE MEANS BY WHICH THE SCHOOL AND PARENTS WILL BUILD AND DEVELOP A PARTNERSHIP TO HELP STUDENTS ACHIEVE THE STATE'S HIGH ACADEMIC STANDARDS.**

- **THE COMPACT SHALL:**

- **DESCRIBE THE SCHOOL'S RESPONSIBILITY**
- **DESCRIBE THE PARENTS' RESPONSIBILITY**
- **DESCRIBE THE STUDENT'S RESPONSIBILITY IF DESIRED**



# **FAMILY ENGAGEMENT**

- **SCHOOL-PARENT COMPACT (CONTINUED)**
  - **ADDRESS IMPORTANCE OF COMMUNICATION BETWEEN TEACHERS AND PARENTS THROUGH:**
    - **AT LEAST AN ANNUAL PARENT-TEACHER CONFERENCE IN ELEMENTARY SCHOOLS THAT INCLUDES DISCUSSION ABOUT HOW THE COMPACT RELATES TO INDIVIDUAL ACHIEVEMENT**
    - **FREQUENT REPORTS TO PARENTS ON THEIR CHILDREN'S PROGRESS**
    - **REASONABLE ACCESS TO STAFF, OPPORTUNITIES TO VOLUNTEER, AND OBSERVE CLASSROOM ACTIVITIES**



# **FAMILY ENGAGEMENT**

- **BUILDING CAPACITY FOR FAMILY ENGAGEMENT**

- **TO ENSURE EFFECTIVE INVOLVEMENT OF PARENTS AND TO SUPPORT A PARTNERSHIP AMONG THE SCHOOL, PARENTS, AND COMMUNITY, THE SCHOOL AND DISTRICT:**

- **SHALL PROVIDE ASSISTANCE TO PARENTS IN UNDERSTANDING THE STATE ACADEMIC CONTENT STANDARDS, STATE AND LOCAL ACADEMIC ASSESSMENTS, STATE STUDENT ACADEMIC ACHIEVEMENT STANDARDS, AND HOW TO MONITOR A CHILD'S PROGRESS AND WORK WITH EDUCATORS TO IMPROVE ACHIEVEMENT**
    - **SHALL PROVIDE MATERIALS AND TRAINING TO HELP PARENTS WORK WITH THEIR CHILDREN TO IMPROVEMENT ACHIEVEMENT:**
      - **LITERACY TRAINING**
      - **USING TECHNOLOGY**



# **FAMILY ENGAGEMENT**

- **BUILDING CAPACITY FOR FAMILY ENGAGEMENT (CONT.)**
  - **SHALL EDUCATE ALL STAFF WITH THE ASSISTANCE OF PARENTS, IN THE VALUE OF FAMILY ENGAGEMENT AND:**
    - **HOW TO REACH OUT TO PARENTS**
    - **HOW TO COMMUNICATE WITH PARENTS**
    - **WORK WITH PARENTS AS EQUAL PARTNERS**
    - **IMPLEMENT AND COORDINATE PARENT PROGRAMS**
    - **BUILD TIES BETWEEN PARENTS AND SCHOOL**
  - **SHALL, TO THE EXTENT FEASIBLE, COORDINATE AND INTEGRATE FAMILY ENGAGEMENT PROGRAMS AND ACTIVITIES WITH OTHER STATE, FEDERAL, AND LOCAL PROGRAMS**
  - **SHALL ENSURE THAT INFORMATION PROVIDED TO PARENTS IS IN AN UNDERSTANDABLE FORMAT**
  - **MAY INVOLVE PARENTS IN DEVELOPING STAFF TRAINING**





# **FAMILY ENGAGEMENT**

- **BUILDING CAPACITY FOR FAMILY ENGAGEMENT (CONT.)**
  - **MAY PROVIDE LITERACY TRAINING FROM THESE FUNDS**
  - **MAY PAY REASONABLE AND NECESSARY EXPENSES OF PARENTS**
  - **MAY TRAIN PARENTS TO ENHANCE THE INVOLVEMENT OF OTHER PARENTS**
  - **MAY ARRANGE SCHOOL MEETINGS AT A VARIETY OF TIMES TO MAXIMIZE FAMILY ENGAGEMENT**
  - **MAY ADOPT AND IMPLEMENT MODEL APPROACHES TO FAMILY ENGAGEMENT**
  - **MAY ESTABLISH A DISTRICT WIDE PARENT ADVISORY COUNCIL**
  - **MAY INVOLVE COMMUNITY-BASED ORGANIZATIONS IN PARENT ACTIVITIES**
  - **SHALL PROVIDE SUCH REASONABLE SUPPORT REQUESTED BY PARENTS**



# TEACHER QUALIFICATIONS

- **EACH LEA RECEIVING ASSISTANCE UNDER TITLE I PART A SHALL ENSURE THAT ALL TEACHERS WORKING IN A PROGRAM SUPPORTED WITH TITLE I PART A FUNDS ARE CERTIFIED.**
- **EACH SEA SHALL DEVELOP A PLAN TO ENSURE THAT ALL TEACHERS TEACHING IN CORE ACADEMIC SUBJECTS WITHIN THE STATE ARE CERTIFIED.**

# **INTERVENTION SPECIALIST**

- **TRY TO GET AWAY FROM THE TERM TITLE I TEACHER**
- **I.S. SHOULD BE THE BEST TEACHER IN THE SCHOOL**
- **MUST HAVE A BACKGROUND IN TEACHING STRATEGIES, MULTIPLE EDUCATIONAL METHODOLOGIES, AND CURRICULUM**
- **NEEDS TO BE ABLE TO SUPPORT NOT ONLY STUDENTS, BUT TEACHERS AS WELL**



# PARAPROFESSIONAL QUALIFICATIONS

- **EACH LEA RECEIVING TITLE I PART A FUNDS SHALL ENSURE THAT ALL INSTRUCTIONAL PARAPROFESSIONALS HIRED AND WORKING IN A PROGRAM SUPPORTED WITH TITLE I PART A FUNDS SHALL HAVE MET ONE OF THE FOLLOWING CRITERIA:**
  - **COMPLETED AT LEAST 2 YEARS OF STUDY AT AN INSTITUTION OF HIGHER EDUCATION, OR**
  - **OBTAINED AN ASSOCIATE'S OR HIGHER DEGREE; OR**
  - **PASSED A DISTRICT-WIDE TEST TO ESTABLISH QUALIFICATIONS**



# PARAPROFESSIONAL QUALIFICATIONS

## STATE OR LOCAL ASSESSMENTS

- **THE OPI DOES NOT REQUIRE THE USE OF A SPECIFIC TEST FOR THE ASSESSMENT OF AN INSTRUCTIONAL PARAPROFESSIONAL'S KNOWLEDGE AND SKILLS.**
- **THIS DECISION IS LEFT TO THE LOCAL DISTRICT TO SELECT FROM AVAILABLE AND APPROPRIATE TESTS.**





# PARAPROFESSIONAL QUALIFICATIONS

## VERIFICATION OF COMPLIANCE

- **EACH LEA SHALL REQUIRE THE PRINCIPAL OF EACH SCHOOL OPERATING A TITLE I PROGRAM TO ATTEST ANNUALLY IN WRITING AS TO WHETHER SUCH SCHOOL IS FOLLOWING THIS SECTION.**
- **COPIES OF ATTESTATIONS SHALL BE MAINTAINED AT EACH SCHOOL AND SHALL BE AVAILABLE TO ANY MEMBER OF THE GENERAL PUBLIC.**



# PARAPROFESSIONAL ROLES

## DUTIES OF PARAPROFESSIONALS

- **MAY PROVIDE ONE-ON-ONE TUTORING FOR ELIGIBLE STUDENTS, IF THE TUTORING IS SCHEDULED AT A TIME WHEN A STUDENT WOULD NOT OTHERWISE RECEIVE INSTRUCTION FROM A TEACHER,**
- **ASSIST WITH CLASSROOM MANAGEMENT, SUCH AS ORGANIZING INSTRUCTIONAL AND OTHER MATERIALS,**
- **PROVIDE INSTRUCTIONAL SERVICES TO STUDENTS**
  - **UNDER THE DIRECT SUPERVISION OF A TEACHER**



# PARAPROFESSIONAL ROLES

## DUTIES OF PARAPROFESSIONALS (CONT.)

- **PROVIDE ASSISTANCE IN A COMPUTER LABORATORY,**
- **CONDUCT PARENTAL INVOLVEMENT ACTIVITIES,**
- **PROVIDE SUPPORT IN A LIBRARY OR MEDIA CENTER,**
- **ACT AS A TRANSLATOR**
- **AND MAY ASSUME LIMITED DUTIES THAT ARE ASSIGNED TO SIMILAR PERSONNEL WHO ARE NOT WORKING IN A PROGRAM SUPPORTED WITH TITLE I PART A FUNDS.**



# PARAPROFESSIONAL ROLES

## DUTIES OF PARAPROFESSIONALS (CONT.)

- **THE LEA MAY USE TITLE I PART A FUNDS TO SUPPORT ONGOING TRAINING AND PROFESSIONAL DEVELOPMENT TO ASSIST TEACHERS AND PARAPROFESSIONALS IN SATISFYING THIS PART.**



# TARGETED ASSISTANCE RECORDS

- **SPLIT FUNDED STAFF TIME AND EFFORT RECORDS**
- **FINAL PROGRAM REPORT-DUE IN JUNE OF EACH YEAR**
- **RANKING WORKSHEETS**
  - **RANK ALL STUDENTS IN SCHOOL USING SELECTION CRITERIA FOR SERVICE**
  - **LIST OF STUDENTS SERVED**
  - **STUDENTS EXITED AND REASON FOR EXIT**
- **STUDENT FILES INCLUDE:**
  - **DATE SERVICES STARTED**
  - **ASSESSMENT SCORES AT COMMENCEMENT OF SERVICES**
  - **LIST OF SERVICES PROVIDED**
  - **EXIT CRITERIA**
    - **DATE OF EXIT FROM PROGRAM**
    - **ASSESSMENT SCORES AT EXIT**





# TARGETED ASSISTANCE RECORDS

- **STUDENT FILES *CONTINUED***
  - **RECORD OF PARENT CONTACTS**
    - **DATE COMPACT SENT HOME – IF SIGNED AND RETURNED - COPY OF COMPACT**
    - **COPY OF LETTER DESCRIBING SERVICES**
    - **COPY OF PARENT REFUSAL OF SERVICES (IF APPLICABLE)**
    - **COPY OF PROGRESS REPORTS TO PARENTS**



# TARGETED ASSISTANCE RECORDS

- **INVENTORY OF TITLE IA EQUIPMENT/MATERIALS**
  - **DISPOSAL OF EQUIPMENT**
- **RECORD RETENTION**
  - **RECORDS ARE CONFIDENTIAL**
  - **KEEP ALL RECORDS FOR 3 YEARS PLUS THE CURRENT**
  - **DESTROY AFTER 4 YEARS**



# **CONTACT INFORMATION**

**JACK O'CONNOR, FEDERAL PROGRAMS UNIT DIRECTOR**

**PHONE: 406-444-3083**

**EMAIL: [JOCONNOR2@MT.GOV](mailto:JOCONNOR2@MT.GOV)**