

Title I Handbook



2010-2011

**Division of Grants Administration and
School Reform Accountability**

Judith Klinek

Assistant Superintendent

Department of Federal and State Programs

Marcia Baldanza, Director

Celia B. Elrod, Assistant Director

School District of Palm Beach County

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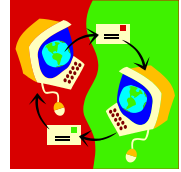
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GENERAL INFORMATION



FY11 TITLE I STAFF TO CONTACT



Name	Position	PX	Phone	E-mail *
Marcia Baldanza	Director	48609	434-8609	Marcia.Baldanza
Celia Elrod	Assistant Director	48446	434-8446	elrod
Beverly Delgado	Specialist, Migrant (East)	80359	202-0359	Beverly.Delgado
Mary Chandler	Specialist, Migrant (West)	44927	996-4927	chandlm
Amy Barningham	Grant Compliance Specialist	48967	434-8967	barningham
Sherrie Hall	Grant Compliance Specialist	48246	434-8246	halls1
Tim Mason	Grant Compliance Specialist	47526	357-7526	mason
Christine Osin	Grant Compliance Specialist	48037	434-8037	osin
Jacquelyn Taylor-Wilson	Grant Compliance Specialist	48051	434-8051	wilsoja
Kimberly Williams	Grant Compliance Specialist	43874	963-3874	williamski
Vacant	Grant Compliance Specialist	43805	963-3805	
Margaret Shandorf	Family Involvement Resource Tch.	43843	963-3843	shandorf
Beth Trogdon	Facilities Evaluator	48341	434-8341	trogdonb
Tammy Daniels	Federal Grant Technician	48735	434-8735	danielst
Linda Nadeau	Federal Grant Technician	47365	434-7365	nadeau
Linda Cardin	Secretary	25949	357-5949	cardinl
Christina Daniels	Secretary	48427	434-8427	danielsch
Marsha Jackson	Secretary	48446	434-8446	jacksonmar
Melissa Shea	Secretary	48017	434-8017	sheam
Shawn Servos	Specialist, School Improvement	47667	357-7667	servoss
Rosie Noranbrock	Secretary, School Improvement	45814	969-5814	noranbrock

* @palmbeach.k12.fl.us



PURPOSE

The NCLB *Title I - Improving the Academic Achievement of the Disadvantaged* is the largest single program of federal aid for elementary and secondary education. Decisions on the use of Title I funds are focused on needs at the school level within general guidelines from the state and district level. The critical element of the law is accountability which requires educators to show results for their efforts as well as compliance with program rules.

The purpose of this handbook is to assist Title I administrators and school center personnel in the understanding of the NCLB law and in the procedural implementation of this law as it pertains to the Schoolwide Program. Title I is dedicated to improving the educational opportunities for all students by helping them:

- succeed in the regular program.
- attain grade-level proficiency.
- improve academic achievement.

The Title I staff is committed to working with Title I schools to set high standards and expectations for all students so that “no child is left behind”. With this in mind, the information contained in this handbook is procedural in nature and should be used by schools to help with the day-to-day operation of Title I.

The No Child Left Behind (NCLB) Act of 2001 represents the most significant expansion of the federal role in K-12 education since Congress mandated access to education for all handicapped students in 1975. In fact, in terms of scope, the NCLB could be compared to the 1964-65 "Great Society" legislation that desegregated America's schools and authorized the first significant federal aid for K-12 education.

The federal government:

- has set minimum qualifications for teachers in all the nation's public schools - whether or not the schools receive federal funding.
- has set minimum qualifications for all paraprofessionals in Title I schools.
- has established a mandatory national deadline for all public schools to bring *all* their students to an achievement level deemed "proficient" by the state with a penalty of restructuring for Title I schools missing the deadline.
- authorizes use of federal funds for extra tutoring for students in at risk Title I schools.
- mandates the use of curricula and techniques grounded in "evidence-based research" for federally funded programs.
- has made provisions to make teacher credentials a matter of public record (Parents' Right to Know).

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SIP/SWP/NCLB ACCOUNTABILITY

FY11 Title I Schools by Level (130)

70 ELEMENTARY SCHOOLS

Allamanda Elementary	0101
Barton Elementary	0741
Belle Glade Elementary	2401
Belvedere Elementary	0531
Benoist Farms Elementary	2751
Berkshire Elementary	0601
Boca Raton Elementary	0951
C. O. T./Kirklane Elementary	1531
Cholee Lake Elementary	2761
Coral Sunset Elementary	1811
Crosspointe Elementary	2731
D. D. Eisenhower Elementary	1541
Diamond View Elementary	3261
Dr. Mary McLeod Bethune Elem.	2491
Egret Lake Elementary	2101
Forest Hill Elementary	0621
Forest Park Elementary	0831
Freedom Shores Elementary	2671
Galaxy Elementary	0821
Glade View Elementary	1251
Gove Elementary	1241
Grassy Waters Elementary	3351
Greenacres Elementary	0631
Grove Park Elementary	1411
Hammock Pointe Elementary	2081
Heritage Elementary	2571
Hidden Oaks Elementary	0011
Highland Elementary	0671
Hope Centennial Elementary	0012
Indian Pines Elementary	1861
J. C. Mitchell Elementary	0931
Jupiter Elementary	0071
K. E. C./Canal Point Elementary	1831
Lake Park Elementary	0141
Lantana Elementary	0751
Liberty Park Elementary	1871
Lincoln Elementary	0211
Meadow Park Elementary	0591
Melaleuca Elementary	1441
New Horizons Elementary	2051
North Grade Elementary	0681
North Palm Beach Elem.	0131
Northboro Elementary	0291
Northmore Elementary	0271
Orchard View Elementary	2351

70 ELEMENTARY SCHOOLS (Continued)

Pahokee Elementary	1101
Palm Beach Public	0421
Palm Springs Elementary	0651
Palmetto Elementary	0561
Pine Grove Elementary	0911
Pine Jog Elementary	0051
Pioneer Park Elementary	2371
Pleasant City Elementary	2591
Plumosa Elementary	0871
Poinciana Elementary	0791
Rolling Green Elementary	0781
Roosevelt Elementary	0341
Rosenwald Elementary	1321
Royal Palm Beach Elementary	2741
S. D. Spady Elementary	0881
Seminole Trails Elementary	1711
South Grade Elementary	2431
South Olive Elementary	0572
Starlight Cove Elementary	0771
U. B. K./Palmview Elementary	0361
Washington Elementary	0191
West Gate Elementary	0481
West Riviera Elementary	1401
Westward Elementary	0351
Wynnebrook Elementary	1391

17 MIDDLE SCHOOLS

Bear Lakes Middle	1981
Carver Middle	2041
Congress Middle	1581
Conniston Middle	0541
Howell L. Watkins Middle	0121
Jeaga Middle	2701
John F. Kennedy Middle	0201
L. C. Swain Middle	0021
Lake Shore Middle	1232
Lake Worth Middle	2131
Lantana Middle	0761
Odyssey Middle	2601
Okeeheelee Middle	2151
Palm Springs Middle	0611
Roosevelt Middle	0311
Tradewinds Middle	2781
Woodlands Middle	1921

12 HIGH SCHOOLS

Atlantic High	0862
Boynton Beach High	2361
Forest Hill High	0581
Glades Central High	2301
John I. Leonard High	1361
Lake Worth High	0691
Pahokee Middle - Sr. High	1771
Palm Beach Gardens High	1371
Palm Beach Lakes High	1851
Royal Palm Beach High	2331
Santaluces High	1611
Village Academy (K-10)	2811

2 ESE SITES

Indian Ridge School (6-21 yrs)	2411
Royal Palm (E.S.E) (K-12)	1801

6 ALTERNATIVE SITES

Crossroads Academy (6-12)	3101
Gold Coast (6-9)	1641
Intensive Transition - South (6-12)	3046
North/Central Area Elem. Trans (3-5)	3044
Roosevelt Full Service Center (9-12)	3355
Turning Points Academy (6-12)	0842

23 CHARTER SCHOOLS

Academy/Positive Learning (K-8)	0664
Believers Academy (14-21 yrs)	3400
Charter School/Boynton Beach (K-8)	3392
Day Star Academy/Excell (K-5)	0642
Delray Youth Vocational (9-12)	3344
Ed Venture (16-22 yrs)	2521
Everglades Preparatory Academy (9-12)	3398
Glades Academy (K-5)	3382
Imagine School (K-8)	3381
Inlet Grove High (9-12)	1461
J. F. K. Medical Center (K-8)	3395
Joseph Littles-Nguzo Saba (K-8)	2661
Lakeside Academy (K-6)	2641
Leadership Academy West (9-12)	3347
Life Skills Center P. B. C. (9-12)	3349
Montessori Acad/Early Learning (3-7 yrs)	3394
Noah's Ark/Hope Learning (K-5)	3384
Palm Beach Maritime Academy (K-8)	2801
Potentials (3-10 yrs)	2531
Riviera Beach Maritime (9-12)	3443
Seagull Academy (14-22 yrs)	3391
South Tech Academy (9-12)	1571
Toussaint L'Ouverture High (9-12)	3386

TITLE I SCHOOLS AND SCHOOLWIDE PROGRAMS

Schools qualify for Title I services based on the percentage of students in the school who are eligible for free or reduced price meals on Date Certain. Date Certain for the FY11 school year was December 18, 2009. The cutoff percentage for eligibility for the 2010-2011 school term is:

- 49.50% for Elementary and Middle Schools
- 44.50% for High Schools

Schools that received Title I services during FY10, but did not meet the eligibility requirement for FY11, will be “grandfathered” in, thereby extending services for a year.

Once a school is identified as Title I, the staff begins to plan a Title I Schoolwide program, which serves ALL students in the school. Schoolwide programs provide flexibility in the use of federal funds, thereby allowing School Advisory Councils (SAC) to design programs that will enhance the learning of all the students in the school.

As part of the implementation of the schoolwide program, each Title I school is required to write a Schoolwide Plan (SWP). This plan is incorporated into the School Improvement Plan (SIP), and therefore is not a separate document.

SCHOOL IMPROVEMENT PLAN/TITLE I SCHOOLWIDE PLAN (SIP/SWP)

The intent of the SIP/SWP is to raise the educational achievement of all students in the school while focusing on the educational needs of at-risk students. The plan should reflect all strategies the school intends to implement during the upcoming year.

The school must also have a Family Involvement Policy/Plan. The strategies included in this plan must be outlined in the SIP/SWP.

Each SIP/SWP is unique, resulting in effective and efficient approaches to the delivery of instructional services. The SIP/SWP must specifically include ten components. The required TEN COMPONENTS are listed below.

- 1. A comprehensive needs assessment of the entire school** should be based on the performance of students in relation to the Sunshine State Standards and FCAT, as well as, NCLB Adequate Yearly Progress (AYP) data. The needs assessment should include:
 - objectives based on the Sunshine State Standards and FCAT.
 - objectives designed to assist all subgroups in meeting Adequate Yearly Progress (AYP).
 - the most recent data that shows the performance of each subgroup.



2. Schoolwide reform strategies should:

- provide opportunities for all students to meet the state’s proficient and advanced level of student achievement.
- use effective methods and instructional strategies based upon ***scientifically*** based research that:
 - strengthen the *core academic program* in the school.
 - increase the *amount and quality* of learning time, such as providing an extended school year, before and after school programs, summer programs, as well as opportunities that help provide an enriched and accelerated curriculum.
 - include strategies for meeting the educational needs of historically underserved populations.
- address the needs of all students in the school, but particularly the needs of low-performing students, subgroups not meeting AYP, and those at risk of not meeting the Sunshine State Standards.
- address how the school will determine if such needs have been met.
- be consistent with and designed to implement the State and District Improvement Plans.



3. Instruction by “highly qualified teachers” should include:

- ongoing staff development at the school, district, state, and national level.
- collaboration during grade level, learning team, and faculty meetings to discuss strategies and instructional models designed to increase student achievement.
- collaboration and discussion of interventions for at-risk students including students in subgroups not making AYP.
- mentoring and modeling of lessons for teachers.
- planning time to prepare focus lessons to meet the needs of diverse learners.
- continuous review of school and student data to plan instruction.

4. High quality and ongoing professional development should be provided for teachers, principals, paraprofessionals, pupil services personnel, parents, and other staff to enable all students in the school to meet the Sunshine State Standards. The school must devote sufficient resources to effectively carry out professional development activities, and the school is authorized to enter into a consortium with other schools to carry out such activities. High quality and ongoing professional development should:

- reflect the objectives of the Schoolwide Plan and budget.
- be continuous and use data that supports the effectiveness of the training as it links to student achievement.
- be ***scientifically*** research-based.

5. Strategies to attract highly qualified teachers to high-needs schools include:

- safe and secure working environment.
- continuous professional development for the staff.
- professional collaboration and planning time.
- district incentives to help teachers meet certification requirements.
- sign-on incentive bonuses.

6. Strategies to increase family involvement should:

- involve families and the community in decision making policies and planning at the school center.
- inform families of school activities and encourage their involvement.
- provide families with training in reading, writing, and math.
- encourage volunteers and business community partnerships.
- encourage families to participate in classroom and schoolwide events.
- provide families with extensive workshops that build their capacity.
- provide staff members with training on the importance of family involvement.
- provide families and community the opportunity to evaluate family involvement initiatives.

7. Plans for assisting students in transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to a local elementary school program or to and from middle school should be included. (The law requires transition plans for preschool to elementary school. Transition plans for elementary school to middle school and middle school to high school are not required, but are recommended.) Strategies to assist students in transition should:

- inform families of requisite readiness skills during kindergarten registration.
- offer preschool programs and collaborate with kindergarten teachers regarding Sunshine State Standards.
- include a collaborative effort between school personnel and district personnel to examine Sunshine State Standards in Pre-K and kindergarten.
- provide opportunities for elementary school personnel to meet with middle school personnel to discuss student transition.
- provide opportunities for transitioning students to tour middle and high schools.
- provide opportunities for middle school personnel to meet with high school personnel to discuss transition from middle school to high school.
- provide opportunities for parents to meet with guidance counselors and appropriate staff during meetings to discuss school transitions.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program should allow them to:

- collaborate frequently with administration and colleagues to analyze data and inform them of student needs during Learning Team Meetings and/or Single School Culture Meetings.
- record and graph data to drive instruction and student groupings.
- plan appropriate focused lessons for diverse learners.
- administer assessments to measure student growth.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of Sunshine State Standards will be provided with effective, timely additional assistance. Strategies to assist students should include:

- the use of data to provide organizational grouping of students to meet their needs.
- core lesson plans that re-teach and emphasize specific information to students.
- a wide range of material and specific strategies to target students' needs.
- tutorial and homework assistance programs offered to build student success.
- extended learning opportunities that include Saturday, before school, and after school tutorial programs using "best practice" strategies and current student data.
- computer technology courses that offer tutorial assistance in core subject areas.
- hiring teachers to teach specific academics to targeted or advanced students.

10. Coordination and integration of federal, state, and local services including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training, should be evident. Strategies for coordination should allow the entity to:

- collaborate with community based agencies to assist with student needs.
- utilize services and agencies to promote business and community involvement.
- coordinate with services and outside agencies to increase student programs through grant monies.
- provide resources to students and families to promote academic achievement.

ADDITIONAL REQUIREMENTS FOR SINI SCHOOLS

After a school has been identified as a SINI, the staff must develop or revise the SIP/SWP. Before the SIP/SWP is submitted to the Florida Department of Education, it must be submitted for a Peer Review at the District level, no later than three months after the school is identified as in SINI status. The plan must cover a two-year period. In addition to the Ten Title I Components, the plan must include the following Ten Elements:

1. **Scientifically-based research** – The plan must incorporate strategies based on research that is scientifically based. These strategies must improve the "core academic subjects" in the school and focus on the specific academic issues that caused the school to be identified as being in need of improvement.
2. **Successful policies and practices** – The plan must adopt policies and practices regarding the core academic subjects that have the greatest chance of ensuring that all students (including major racial/ethnic groups, limited English proficient, low income, and disabled) will meet the state's proficient level of achievement by the end of school year 2013-14.
3. **Professional development** – The plan must clearly describe how the school will spend at least 10 percent of its Title I, Part A funds for professional development for each fiscal year the school is identified as a SINI. A specific description of how these funds will be used to remove the school from SINI status must be in the plan. Additionally, professional development should be provided for school personnel to promote a family friendly atmosphere and increase parents' capacity to enhance their children's academic achievement.

4. **Specific plan on how Title I funds will be used to remove the school from improvement status (i.e. School Improvement Plan/Schoolwide Plan)**
5. **Specific annual, measurable objectives** – The plan must state specific annual, measurable objectives for continuous and significant progress by students in each of the disaggregated subgroups that will ensure that all subgroups meet the state’s proficient level of achievement measured by the state’s academic assessment by the deadline. These objectives must be developed in accordance with the state’s measure of AYP.
6. **Notice to parents** – The plan must include a method for notifying parents in writing about the school’s designation as a school in need of improvement. This must be sent in a format, and to the extent possible, in a language that the parents can understand. The plan must include strategies to promote effective parental involvement in the school.
7. **Shared responsibility for improvement** – The plan must specify the responsibilities of the school, the district, and the state, with a description of the technical assistance to be provided by the district and the district’s fiscal responsibilities under supplement not supplant, comparability, and maintenance of effort.
8. **Strategies to promote family involvement** – The plan must include strategies that encourage families to be actively involved in the education of children, from decision making to implementation of programs and strategies.
9. **Extended Learning Opportunities** – The plan must incorporate activities before and after school, during the summer, and during any extension of the school year.
10. **Teacher mentoring program** – The plan must provide opportunities for teachers to be mentored that exceed the District required Educator Support Program (ESP). This may include Learning Team Meetings, coaching, and model classroom visitations.



What is Adequate Yearly Progress?

NCLB requires all states to utilize state assessments to determine if a school has made Adequate Yearly Progress (AYP). AYP measures the progress of all public schools and school districts, enabling all students to meet the state's academic achievement standards. AYP measurements target the performance and participation of various subgroups based on race or ethnicity, socioeconomic status, disability, and English proficiency. The nine subgroups in Florida are:

- Total student population
- White
- Black
- Hispanic
- Asian
- American Indian
- Economically Disadvantaged
- English Language Learners
- Students with Disabilities

The goal of NCLB is to have all students proficient by FY14.

How does a district or school make AYP?

- 95% of all students and all subgroups must participate in the state assessment program in order for a school or district to make AYP.
- The school must also meet the "other requirements" which in Florida are writing and graduation.
- The state has set annual objectives for all schools and districts that identify the percentage of students who must be proficient in reading and math. All students in the nine identified subgroups must meet proficiency targets in order for a school to make AYP.
- The cell size for determining AYP for subgroups criteria includes:
 - *subgroups whose population is greater than or equal to 30*
 - *and at least 15% of total school population, or*
 - *at least 100 students in the subgroup count*

NOTE: Schools will still be evaluated for AYP if total enrollment is greater than ten students.

- All schools must demonstrate 90% of students in each subgroup achieving three or above in writing or, if the subgroup performance is less than 90%, they must achieve a one percent improvement in the percentage of students proficient in writing. High schools must also demonstrate 85% of students graduating or, if the subgroup performance is less than 85%, they must achieve a one percent improvement in the school's graduation rate.
- Schools or districts with subgroups that do not meet the annual objectives for reading or math can meet AYP by reducing the proportion of non-proficient students in that subgroup by at least ten percent from the prior year (Safe Harbor) if the writing and graduation requirements are met.
- If Safe Harbor is not attained, the subgroup can be evaluated using the growth model.

- No school rated as a “D” or “F” under Florida’s A+ School Grading System will make AYP.
- If a school does not make AYP for two consecutive years, the school will be classified as a School In Need of Improvement (SINI). A series of consequences are applied to Title I schools that are classified as SINI sites. The AYP proficiency targets are as follows:

Year	Reading		Math	
	% Prof Revised	Increase	% Prof Revised	Increase
2009-10	72	7	74	6
2010-11	79	7	80	6
2011-12	86	7	86	6
2012-13	93	7	93	7
2013-14	100	7	100	7

All schools receive an AYP designation, but only Title I Schools are identified as SINI and receive consequences for not making AYP. The following chart shows the accumulation of consequences for not making AYP (NAYP).

1 Year NAYP	Review School Improvement Plan Address subgroups not meeting AYP
2 Years NAYP - SINI 1	Supplemental Educational Services (SES)
3 Years NAYP - SINI 2	Public School Choice Supplemental Educational Services (SES)
4 Years NAYP - SINI 3	Public School Choice Supplemental Educational Services (SES) Corrective Action Plan
5 Years NAYP - SINI 4	Public School Choice Supplemental Educational Services (SES) Continue Corrective Action Plan Plan for Restructuring
6 Years NAYP - SINI 5	Public School Choice Supplemental Educational Services (SES) Implement Restructuring Plan
7 Years NAYP - SINI 6	Public School Choice Supplemental Educational Services (SES) Continue Implementation of Restructuring Plan
8 Years NAYP - SINI 7	Public School Choice Supplemental Educational Services (SES) Continue Implementation of Restructuring Plan
9 Years NAYP - SINI 8	Public School Choice Supplemental Educational Services (SES) Continue Implementation of Restructuring Plan

NCLB CHOICE OPTIONS FOR SINI SCHOOLS

The School District of Palm Beach County is required to set aside the equivalence of 20% of its Title I budget to fund Public School Choice or SES. The process to prepare for the NCLB Choice Options begins in April with parent meetings held at eligible schools. Letters are sent by the District to all parents of students in SINI 2 and above schools. Parents may choose to have their child remain at the school, transfer to a District - chosen NCLB Choice School, or receive SES. Options are available based on the number of years the school has not met AYP.

PUBLIC SCHOOL CHOICE

Public School Choice begins once a school has not met AYP (NAYP) for three consecutive years. Parents of all students in the school are offered the opportunity to attend another public school in the District. The school receiving transferring students is a school that has **not** been identified as a SINI school. It is the District's responsibility to identify more than one school from which parents are to choose. Transportation is provided by the District for all students attending an NCLB Choice School. The District is no longer required to provide transportation once the student's school of origin has maintained AYP for two consecutive years and is no longer identified as a SINI school and/or if the school no longer qualifies as a Title I school. In these cases, students may continue to attend the NCLB Choice School, but transportation must be provided by parents.

SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

When a Title I school fails to make AYP for two or more consecutive years, SES must be offered to students who qualify for Free/Reduced price meals.

Supplemental Educational Services provide tutorial programs in reading, math, and/or science as mandated by the Elementary and Secondary Education Act which was reauthorized as the No Child Left Behind Law.

- Tutorial services are provided by state-approved agencies before school, after school, or on weekends.
- The Florida Department of Education sets the maximum amount per pupil that can be paid to the agencies for tutorial services.
- Parents of eligible students must apply to receive SES and choose a provider.
- Enrollment forms and information on state-approved providers are mailed to the parents of eligible students at the beginning of the school year.
- Parents are also invited to attend provider fairs held at a variety of locations throughout the county.
- It may not be possible to serve all students who apply for SES.
- If the demand for SES exceeds available funds, priority will be given to the lowest achieving eligible students.
- The District does not provide transportation for tutoring.
- Parents may select only one choice option for their child per school year. The child may be transported to another school **or** receive SES, if eligible.

Each school that is required to offer SES to students must have an SES contact. The SES contact can obtain SES student enrollment and provider information from the Cayen System Supplemental Student Tracker (SST) program.

Differentiated Accountability

Differentiated Accountability (DA) is Florida's public schools accountability system. It merges the State's A+ Plan, where each school receives a report card grade of A to F, with the Federal government's academic plan called No Child Left Behind (NCLB). NCLB focuses on student "sub-groups," that include race, socio-economics, English Language Learners (ELL), and students with disabilities. Schools are expected to make Adequate Yearly Progress (AYP) with each group.

The state has placed each school into one of five DA categories by applying a formula that combines the school's grade and the percent of sub-group measurements, or "cells," not making AYP. The DA categories are listed below, along with the equivalent SINI status for each category.

Prevent I

- "A", "B", or "C" schools that have missed AYP for 1 to 4 consecutive years and have met at least 80% of the AYP criteria. (Typically SINI 1, 2, or 3 schools)

Prevent II

- "D" schools that have missed AYP for 1 to 4 consecutive years. (Typically SINI 1, 2, or 3 schools)
- "A", "B", or "C" schools that have missed AYP for 1 to 4 consecutive years and have met less than 80% of AYP criteria.

Correct I

- "A", "B", or "C" schools that have missed AYP for 5 or more consecutive years and have met at least 80% of AYP criteria. (Typically SINI 4+ schools)

Corrective II

- All "F" schools regardless of AYP status.
- "D" schools that have missed AYP for 5 or more consecutive years. (Typically SINI 4+ schools)
- "A", "B", or "C" schools that have missed AYP for 5 or more consecutive years and have met less than 80% of AYP criteria.

Intervene

- Current "F" schools that have earned at least four "F" grades in the last six school years.
- "D" or "F" schools that meet three of the four following conditions:
 - The percentage of non-proficient students in reading has increased over the past five years.
 - The percentage of non-proficient students in math has increased over the past five years.
 - 65% or more of the school's students are not proficient in reading.
 - 65% or more of the school's students are not proficient in math.

Schools Not in DA

- Schools that have met 100% of AYP criteria for the last 2 consecutive years.

2010 – 2011 Differentiated Accountability Schools (157)

Differentiated Categories and Interventions

SCHOOL IMPROVEMENT
LEADERSHIP
EDUCATOR QUALITY
PROFESSIONAL DEVELOPMENT

CURRICULUM ALIGNED AND PACED
FLORIDA'S CONTINUOUS IMPROVEMENT MODEL
MONITORING PROCESSES AND PLANS

INTERVENE SCHOOLS (0)

NONE

CORRECT II SCHOOLS (64)

*"A", "B", "C", or ungraded schools with AYP Counts of 4 or greater that have met less than 80% of AYP criteria.
*All "F" schools regardless of AYP status. **"D" schools with AYP Counts of 4 or greater.

BELLE GLADE ELEM	PINE GROVE ELEM	HOWELL L. WATKINS MIDDLE
BENOIST FARMS ELEM	PIONEER PARK ELEM	JEAGA MIDDLE
CHARTER SCH/BOYNTON BEACH	PLEASANT CITY ELEM	JOHN F. KENNEDY MIDDLE
CHOLEE LAKE ELEM	PLUMOSA SCHOOL OF THE ARTS	JOHN I. LEONARD HIGH
CROSSPOINTE ELEM	ROLLING GREEN ELEM	L C SWAIN MIDDLE SCHOOL
FOREST HILL ELEM	ROOSEVELT ELEM	LAKE SHORE MIDDLE
FOREST PARK ELEM	ROSENWALD ELEM %	LAKE WORTH MIDDLE
GOVE ELEM	ROYAL PALM SCHOOL	LAKE WORTH HIGH %
GREENACRES ELEM	SEMINOLE TRAILS ELEM	ODYSSEY MIDDLE
GROVE PARK ELEM	SOUTH GRADE ELEM	OKEEHIEEEE MIDDLE
HERITAGE ELEM	STARLIGHT COVE ELEM	PAHOKEE MIDDLE-SENIOR HIGH
HIGHLAND ELEM	VILLAGE ACADEMY	PALM BEACH GARDENS HIGH
INDIAN PINES ELEM	WEST GATE ELEM	PALM BEACH LAKES HIGH
K. E. CUNNINGHAM/CANAL POINT	WEST RIVIERA ELEM	PALM SPRINGS MIDDLE
LAKE PARK ELEM	WESTWARD ELEM	SANTALUCES HIGH
LANTANA ELEM	ATLANTIC HIGH	TRADEWINDS MIDDLE
LEADERSHIP ACADEMY WEST	BEAR LAKES MIDDLE	WATSON B. DUNCAN MD (NT)
MELALEUCA ELEM	BOCA RATON MIDDLE (NT)	WELLINGTON HIGH (NT)
ORCHARD VIEW ELEM	BOYNTON BEACH HIGH	WILLIAM T. DWYER HIGH (NT)
PAHOKEE ELEM	CARVER MIDDLE	WOODLANDS MIDDLE
PALM SPRINGS ELEM	CONNISTON MIDDLE	
PALMETTO ELEM	GLADES CENTRAL HIGH %	

PREVENT II SCHOOLS (6)

*"A", "B", "C", or ungraded schools with AYP Counts from 1 to 3 that have met less than 80% of AYP criteria.
*All "D" schools with AYP counts less than 4

CORAL SUNSET ELEM	NORTH PALM BEACH ELEM
BARTON ELEM	NORTHMORE ELEM
LIFE SKILL CENTER OF PALM BEACH	TURNING POINTS

% Designates Schools in the Low 5%
(NT) Designates Schools NOT in Title I Status

Made AYP in 2009-10

CORRECT I SCHOOLS (52)

*"A", "B", "C", or ungraded schools with AYP Counts of 4 or greater that have met at least 80% of AYP criteria.

ACADEMY FOR POSITIVE LNG
 BANYAN CREEK ELEM (NT)
 BELVEDERE ELEM
 BERKSHIRE ELEM
 BOCA RATON ELEM
 C O TAYLOR/KIRKLANE ELEM
 DAYSTAR ACADEMY
 DELRAY YOUTH VOC CHARTER
 DWIGHT D. EISENHOWER ELEM
 FREEDOM SHORES ELEM
 GALAXY ELEM
 HIDDEN OAKS ELEM
 IMAGINE SCHOOLS
 INDIAN RIDGE
 JOSEPH LITTLES-NGUZO
 LAKESIDE ACADEMY
 LINCOLN ELEMENTARY
 LOXAHATCHEE GROVES (NT)

NORTH GRADE ELEM
 NORTHBORO ELEM
 POINCIANA ELEM
 BOCA RATON HIGH (NT)
 CHRISTA MCAULIFFE MD (NT)
 CONGRESS MIDDLE
 CRESTWOOD MIDDLE (NT)
 CROSSROADS ACADEMY
 EAGLES LANDING MD (NT)
 EVERGLADES PREPARATORY
 FOREST HILL HIGH
 GLADES ACADEMY
 GOLD COAST COMMUNITY
 G-STAR SCH OF THE ARTS (NT)
 INDEPENDENCE MIDDLE (NT)
 INLET GROVE HIGH
 JUPITER HIGH (NT)
 JUPITER MIDDLE (NT)

LANTANA MIDDLE
 OLYMPIC HEIGHTS HIGH (NT)
 OMNI MIDDLE (NT)
 OSCEOLA CREEK MD (NT)
 PALM BEACH CENTRAL (NT)
 PARK VISTA HIGH (NT)
 POLO PARK MIDDLE (NT)
 ROOSEVELT MIDDLE
 ROYAL PALM BEACH HS
 SEMINOLE RIDGE HIGH (NT)
 SOUTH AREA INTENSIVE
 SOUTH TECH ACADEMY
 SPANISH RIVER HIGH (NT)
 TOUSSAINT L'OUVERTURE
 WEST BOCA RATON HS (NT)
 WESTERN PINES MIDDLE (NT)

PREVENT I SCHOOLS (35)

*"A", "B", "C", or ungraded schools with AYP Counts from 1 to 3, that have met at least 80% of AYP criteria.

ALLAMANDA ELEM
 BRIGHT FUTURES INT. (NT)
 CALUSA ELEM (NT)
 CITRUS COVE ELEM (NT)
 CRYSTAL LAKES ELEM (NT)
 CYPRESS TRAILS ELEM (NT)
 DIAMOND VIEW ELEM
 DISCOVERY KEY ELEM (NT)
 EAGLE YOUTH ACAD. (NT)
 ED VENTURE CHARTER
 FRONTIER ELEM (NT)
 GOLDEN GROVE ELEM (NT)

HAGEN ROAD ELEM (NT)
 HOPE LEARNING COMMUNITY
 J. C. MITCHELL ELEM
 JUPITER ELEM
 LIBERTY PARK ELEM
 NEW HORIZONS ELEM
 PALM BEACH MARITIME AC.
 PALM BEACH PUBLIC
 PINE JOG ELEM
 RENAISSANCE LEARNING (NT)
 RIVIERA BEACH MARITIME AC.
 S. D. SPADY ELEM

TIMBER TRACE ELEM (NT)
 U. B. KINSEY/PALMVIEW
 WASHINGTON ELE MAGNET
 WESTERN ACADEMY CHT (NT)
 WYNNEBROOK ELEM
 DON ESTRIDGE MIDDLE (NT)
 EMERALD COVE MIDDLE (NT)
 LOGGERS' RUN MIDDLE (NT)
 PALM BEACH COUNTY JAIL (NT)
 SUNCOAST HIGH (NT)
 WELLINGTON LANDINGS MD (NT)

"0%" Designates Schools in the Low 5%
 (NT) Designates Schools NOT in Title I Status

Made AYP in 2009-10

NON DA SCHOOLS (63)

ACREAGE PINES ELEM
 ADDISON MIZNER ELEM
 ADULT ED CENTER
 A.W. DREYFOOS HS
 AMI KIDS
 BAK MIDDLE SCH OF ARTS
 BEACON COVE ELEM
 BELIEVERS ACADEMY
 BINKS FOREST ELEM
 BOCA RATON CHARTER
 CARP
 CORAL REEF ELEM
 DEL PRADO ELEM
 DELRAY FULL SERVICE
 DR. M.M. BETHUNE ELEM
 EGRET LAKE ELEM
 ELBRIDGE GALE ELEM
 ELEM TRANSITION WEST
 ELEM TRANSITION N/C
 EQUESTRIAN TRAILS ELEM
 EVERGLADES ELEM

GLADE VIEW ELEM
 GRASSY WATERS ELEM
 GULFSTREAM GOODWILL
 H.L. JOHNSON ELEM
 HAMMOCK POINTE ELEM
 HIGHRIDGE FAMILY CENTER
 HOPE-CENTENNIAL ELEM
 INTENSIVE TRANS WEST
 JERRY THOMAS ELEM
 JFK MEDICAL CENTER
 JUPITER FARMS ELEM
 KELLY CENTER
 LIGHTHOUSE ELEM
 LIMESTONE CREEK
 ELEM MANATEE ELEM
 MARSH POINTE ELEM
 MEADOW PARK ELEM
 MONTESSORI ACADEMY
 MORIKAMI PARK ELEM
 NOAH'S ARK INT.
 PACE CENTER FOR GIRLS

PALM BEACH GARDENS ELEM
 PALM BEACH SCH FOR AUTISM
 PALM BEACH VIRTUAL
 PB JUVENILE COR. FACILITY
 PB JUVENILE DETENTION
 PANTHER RUN ELEM ELEM
 PIERCE HAMMOCK ELEM
 POTENTIALS
 POTENTIALS SOUTH
 RENAISSANCE LEARNING
 ROOSEVELT FULL SERVICE
 ROYAL PALM BEACH ELEM
 SANDPIPER SHORES ELEM
 SEAGULL ACADEMY
 SOUTH OLIVE ELEM
 SUNRISE PARK ELEM
 SUNSET PALMS ELEM
 VERDE ELEM
 WATERS EDGE ELEM
 WELLINGTON ELEM
 WHISPERING PINES ELEM

“0%” Designates Schools in the Low 5%
(NT) Designates Schools NOT in Title I Status

Made AYP in 2009-10

DA SCHOOL COUNTS COMPARISON FROM FY10 to FY09

2009-2010		2008-2009	
Total	157	TOTAL	137
Intervene	0	Intervene	1
Correct II	64	Correct II	32
Prevent II	6	Prevent II	10
Correct I	52	Correct I	67
Prevent I	27	Prevent I	35

TITLE I SCHOOLWIDE PROGRAMS LAW

SEC. 1114. SCHOOLWIDE PROGRAMS.

(a) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS-

(1) IN GENERAL- A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the students are from low-income families, or not less than 40 percent of the students enrolled in the school are from such families.

(2) IDENTIFICATION OF STUDENTS NOT REQUIRED-

(A) IN GENERAL - No school participating in a Schoolwide Program shall be required —

(i) to identify particular students under this part as eligible to participate in a Schoolwide Program; or

(ii) to provide services to such students that are supplementary, as otherwise required by section 1120A(b).

(B) SUPPLEMENTAL FUNDS -A school participating in a Schoolwide Program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for students with disabilities and students with limited English proficiency.

(3) EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS-

(A) EXEMPTION - Except as provided in subsection (b), the Secretary may, through publication of a notice in the Federal Register, exempt Schoolwide Programs under this section from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act, except as provided in section 613(a)(2)(D) of such Act), or any discretionary grant program administered by the Secretary, to support Schoolwide Programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS - A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school students, maintenance of effort, comparability of services, uses of Federal funds to supplement, not supplant non-Federal funds, or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS - A school that consolidates and uses funds from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains record that demonstrate that the Schoolwide Program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the Schoolwide Program.

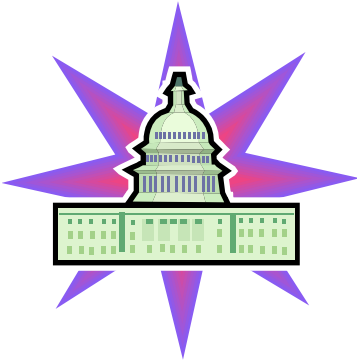
(4) PROFESSIONAL DEVELOPMENT - Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM-

(1) IN GENERAL- A Schoolwide Program shall include the following components:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory students as defined in section 1309(2)) that is based on information which includes the achievement of students in relation to the State academic content standards and the Sunshine State Standards described in section 1111(b)(1).

(B) Schoolwide reform strategies that —



(i) provide opportunities for all students to meet the State's proficient and advanced levels of Sunshine State Standards described in section 1111(b)(1)(D);

(ii) use effective methods and instructional strategies that are based on scientifically based research that —

(I) strengthen the core academic program in the school;

(II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(III) include strategies for meeting the educational needs of historically underserved populations;

(iii)(I) include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the Sunshine State Standards who are members of the target population of any program that is included in the Schoolwide Program, which may include —

(aa) counseling, pupil services, and mentoring services;

(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

(cc) the integration of vocational and technical education programs; and

(II) address how the school will determine if such needs have been met; and

(iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.

(C) Instruction by highly qualified teachers.

(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students in the school to meet the Sunshine State Standards .

(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

(F) Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

(G) Plans for assisting preschool students in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

(H) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of Sunshine State Standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

(2) PLAN-

(A) IN GENERAL- Any eligible school that desires to operate a Schoolwide Program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001), in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that —

(i) describes how the school will implement the components described in paragraph (1);

(ii) describes how the school will use resources under this part and from other sources to implement those components;

(iii) includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the Schoolwide Program; and

(iv) describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

(B) PLAN DEVELOPMENT- The comprehensive plan shall be —

(i) developed during a one-year period, unless —

(I) the local educational agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the Schoolwide Program; or

(II) the school is operating a Schoolwide Program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(ii) developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;

(iii) in effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school;

(iv) available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(v) if appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

(c) PREKINDERGARTEN PROGRAM- A school that is eligible for a Schoolwide Program under this section may use funds made available under this part to establish or enhance prekindergarten programs for students below the age of 6, such as Even Start programs or Early Reading First programs.

AUDIT COMPLIANCE

AUDIT COMPLIANCE

Title I provides funding for schools to supplement their existing programs. As with any grant, there must be accountability for these funds. There are two documentation requirements in order for your school to meet the audit compliance required by the No Child Left Behind Act (NCLB). The first method of documentation is your School Improvement Plan/Schoolwide Plan (SIP/SWP). As a reminder, the Schoolwide Plan (SWP) is incorporated into the School Improvement Plan (SIP). The second method is a thorough and well-organized Title I audit file. The file, usually stored in a Bankers Box, should be housed at the school site for five years plus the current year and readily available for federal and/or state auditors.

School Improvement Plan/Schoolwide Plan Audit Requirements

No Child Left Behind has identified ***Ten Components*** that must be integrated into the SIP/SWP in order for the plan to be in compliance. All Title I schools must index the page numbers of the SIP/SWP on the School Improvement Plan Checklist that document the ***Ten Components*** outlined below. Schools in Need of Improvement (SINI) are required to address additional aspects referred to as ***Ten Elements*** in their SIP/SWP. The elements must also be indexed on the SIP Checklist.

Ten Components

1. Comprehensive needs assessment of the entire school
2. Schoolwide reform strategies
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development
5. Strategies to attract highly qualified teachers to high-needs schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in transition
8. Measures to include teachers in the decisions regarding the use of academic assessment
9. Activities to ensure that students experiencing difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance
10. Coordination and integration of federal, state, and local services and programs

Ten Elements

1. Incorporates strategies based on scientifically-based research that address the academic issues that caused the school to be identified for school improvement
2. Adopts policies and practices with the greatest likelihood of ensuring all groups of students become proficient
3. Provides an assurance that the school will spend not less than 10 percent of its Title I Part A funds for high quality professional development that directly addresses the academic achievement problem that caused the school to be identified for improvement
4. Specifies how Title I Part A funds will be used to remove the school from school improvement status
5. Establishes specific annual measurable objectives for continuous progress
6. Describes how the school will provide written notice about the SINI status to parents
7. Specifies the responsibilities of the school, the LEA, and SEA; including the technical assistance to be provided
8. Includes strategies to promote effective parental involvement
9. Incorporates activities for students before school, after school, during the summer, and/or an extension of the school year
10. Incorporates a teacher mentoring program

Audit Compliance Requirements

It is imperative that Title I schools follow NCLB requirements and provide proper documentation that supports the SIP/SWP. Since this documentation is gathered from various departments at the school center, a Title I team should be formed to assist with audit compliance. Besides the Title I contact, it is suggested that you include the treasurer, parent liaison, professional development contact, resource teacher, and the principal's secretary as part of the audit team.

The audit file box is divided into four sections:

- Section I Accountability (Red)
- Section II Instructional Support (Yellow)
- Section III Fiduciary (Green)
- Section IV Family and Community Involvement (Blue)

An additional section is required of SINI schools.

- Section V SINI Requirements (Orange)



Title I Contacts

Each Title I school must designate an administrator to serve as the school's Title I contact. Common duties and responsibilities may include:

- Maintaining Title I audit files
- Monitoring family involvement activities
- Serving as school contact for NCLB compliance
- Coordinating participation at NCLB Title I meetings

In addition, Title I contacts are required to submit monthly electronic audit compliance checklists which are available on the Department of Federal and State Programs website. Contacts are also required to sign each audit folder verifying that the required documentation is filed.

Audit Checklists

The detailed checklist on the following pages lists the items that are required for compliance. Title I specialists will review audit documentation during site visits. It is the school's responsibility to maintain accurate and complete audit files. Additional support is available on the Department of Federal and State Program's website. A monthly checklist is also provided to assist schools with keeping up-to-date files. The school may choose to use either checklist. The school must have a current checklist on hand at all times. Both checklists are available on our website.

Tutorial Services

All lesson plans, student attendance, and teacher sign-in/sign-out sheets are required as evidence of supporting AYP subgroups and providing extended learning opportunities. These items are collected three times a year. Documentation for fall tutoring that occurs between August and December is collected in January. Documentation for spring tutoring that occurs between January and March is collected in April. Summer tutorial documentation is collected at the end of June. This documentation will be filed in yellow folder number 2.

Professional Development

A variety of documentation is required to support professional development (PD). Follow-up documentation along with minutes or other evidence of discussion points should be included for all professional development that takes place at your school site in addition to the agenda and sign in sheets. SINI schools are required to expend 10% of their basic allocation on PD that addresses the AYP subgroup that caused the school to be designated as such. Conference attendance requires very specific, detailed documentation and the completion of the Title I Out-of-County/Out of State Travel Audit Compliance Checklist. Packets are to be filed upon completion. Keep in mind that on-site and off-site PD has been divided into two folders. This documentation will be filed in yellow folders three and four.

Audit Assurance Letter

At the end of the school year, principals are required to complete an audit assurance letter. This letter confirms that the audit files are accurate and complete, as well as identifies the file location. The original letter will be sent to the Department of Federal and State Programs and a copy will be placed in the front of the audit box.

FY11 TITLE I AUDIT CHECKLIST

School: _____ Grant Compliance Specialist: _____

The checklist must be complete by June 2011. Refer to the Federal and State Programs website for additional support.

Audit Assurance (indicates files are complete and identifies the location of files)

ACCOUNTABILITY (Red Folders)

Folder	✓	Compliance	Documentation	Due	
1		School Improvement and Assessments	All SAC agendas, minutes*, and sign-in sheets *must document discussion of SIP, student data, etc.	Aug	Sept
				Oct	Nov
				Dec	Jan
				Feb	Mar
				Apr	May
			Copy of individual student FCAT scores informing parents of their child's test results in appropriate language (any grade level or content area)	June	
2		Family Information Notebook	FIN inserts Return notebook to Title I Specialist	May	

INSTRUCTIONAL SUPPORT (Yellow Folders)

Folder	✓	Compliance	Documentation	Due		
1		Highly Qualified Teachers and Paraprofessionals	Copy of Attestation Letter	Jan		
			List of staff who are not highly qualified	Sept	Nov	
			Copy of letter for every teacher/sub not highly qualified notifying parents of teacher/sub's qualifications	May	May	
			Paraprofessional schedules with times and dates	Dec		
2		On-Site Professional Development	Teacher sign-in sheets with hours, student attendance sheets (for Aug - Dec)	Jan		
			Teacher sign-in sheets with hours, student attendance sheets, lesson plans (for Jan - Apr)	May		
			All teacher sign-in sheets with hours, student attendance sheets, lesson plans (for May - June)	June		
3		On-Site Professional Development	Consultant Contracts	May		
			Learning Team Meetings - agendas, minutes, and sign-in sheets (samples from each grade level and content area for Sept, Oct, and Nov)	Oct	Nov	
			Additional data, including student data	Feb	May	
			Elementary	Secondary		
			Agendas, minutes, sign-in sheets, and follow-up (for Sept 15, Jan 3, Mar 21 / Sec: Nov 2, Feb 21)	Nov	Feb	Dec
			All coaches' schedules/documentation of services for Sept, Nov, Feb, and May	May	Mar	
			Oct	Dec		
Mar	June					
			Family Involvement PD for staff (agendas, minutes, sign-in sheets, and follow-up)	Monthly		
4		Off-Site Professional Development	Conference agendas/programs, registrations, TDEs, travel expenses, follow-up, and Title I checklists	Monthly		
			District academic trainings/workshops TDEs, agendas, and follow-up	Monthly		
5		Technical Assistance	Site Visit Logs	Monthly		
			Title I meeting agendas	Monthly		
			Title I Handbook	May		
6		Special Programs	List of students enrolled in special programs (i.e. SAI, Migrant, ELL, Intensive Reading/Math, etc.)	Oct		
7		Pre-K Transition (elementary schools only)	Parent training documentation for children transitioning to Kindergarten including agendas, flyers, brochures, readiness handouts, and sign-in sheets	May		

FY11 TITLE I AUDIT CHECKLIST

FIDUCIARY (Green Folders)

Folder	✓	Compliance	Documentation	Due
1		Allocation	Copy of Title I budget (fund 4201)	Sept
			Copy of other Title I budgets	Sept
			SIP final budget	Sept
			List of students eligible for F/R meals	Feb
2		Supplement Not Supplant	Copy of entire operating school budget overview	Mar
			(Charters only) Copies of reimbursement packets and Title I Staff Directories (Oct 15, Jan 14, Apr 15, and June 16)	Oct Jan May June
			Property Control Record	May
3		Property and Equipment	List of all items purchased with Title I funds costing over \$250.00 (Items must be labeled Title I)	May

FAMILY AND COMMUNITY INVOLVEMENT (Blue Folders)

Folder	✓	Compliance	Documentation	Due
1		Parents' Right to Know	Documentation of parent input for development of Compact	Nov
			Documentation of parent input for development of Family Involvement Policy/Plan	Nov
			Distribution of Family Involvement Policy/Plan	Nov
			Copies of signed Compacts (samples)	Nov
			Distribution of Family Involvement Policy/Plan	Nov
			Copies of signed Compacts (samples)	Nov
			Documentation of parent input for development of Family Involvement Policy/Plan	Nov
2		Communication with Parents	Evidence of parent communication (include all languages) (newsletters/notices/handbook/student agenda)	Monthly
			Informational parent meetings (flyers, agendas, minutes, and sign-in sheets)	Monthly
			Copies of academic parent involvement materials (samples)	Mar
3		Parent Training Food Expenses	Parent training agenda, minutes, sign-in sheets	Monthly
			Receipts for food purchases with Title I food purchase	Monthly
4		Other Support	Business Partners (i.e. agreements, donation letters, thank you letters)	Apr
			Volunteers (names and number of hours)	May

SINI SCHOOLS ONLY (Orange Folder)

Folder	✓	Compliance	Documentation	Due
1		School Requirements (SINI Schools only)	Peer Review of SIP/SWP	Nov
			SIP/SWP Mid-Year Review	Feb
			FY11 SINI Plans (Corrective Action, Planning for Restructuring or Restructuring)	Monthly
			Evidence of District support and services (agendas, sign-in sheets, handouts, site logs, etc)	Sept Dec Feb May
			Documentation of 6402 expenditures equaling 10% or more of the school's allocation	May

FY11 Title I Compliance Documentation By Month

Monthly (Circle month when applicable)



	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
SAC agendas, minutes, and sign-in sheets (R1)											
Copy of letter for every teacher not HQ notifying parents of teacher's status (Y1)											
Conference agendas, registrations, TDEs, and travel expenses with checklists, and follow up documentation (Y4)											
District training/workshop agendas and TDEs (Y4)											
Site Visit Logs (Y5)											
NCLB/Title I meeting agendas (Y5)											
List of Title I items costing \$250+ (G3)											
Evidence of parent communication (newsletters/notices/emails) (B2)											
Informational parent meeting agendas, sign-in sheets, and minutes (Y7)											
Parent training agendas, sign-in sheets, and evaluations (Math, Reading, Writing, other) (B3)											
Receipts for food expenditures with checklists (parent trainings only) (B3)											

September

- ___ Copy of Title I (4201) budget (G1)
- ___ Copy of other Title I budgets
- ___ Evidence of district support and services for SINI schools (O1)
- ___ List of staff not highly qualified
- ___ November Learning Team Meetings, agenda & sign-in sheets (Y3)
- ___ October Learning Team Meetings, agenda & sign-in sheets (Y3)
- ___ October 15th PDD agenda & sign-in sheets (Elem) (Y3)
- ___ Annual Meeting agenda, sign-in sheets, agenda and minutes) (B1)
- ___ Districtwide parent input for development of Compact (B1)

October

- ___ September Learning Team Meetings, agenda & sign-in sheets (Y3)
- ___ Coaches' schedule and documentation of service for elementary (Y3)
- ___ List of students in special programs (i.e. SAI, Migrant, ELL, Intensive Reading and Math) (Y6)
- ___ Charter School Reimbursement Packet and Staff Directory (G2)
- ___ SINI Plans (Corrective Action, Planning for Restructuring or Restructuring) (O1)
- ___ Documentation of parent input for development of Family Involvement Policy/Plan (B1)
- ___ Distribution of Family Involvement Policy/Plan (B1)
- ___ Peer Review of SIP/SWP (O1)
- ___ Family Involvement Policy/Plan (all languages) (FIN)
- ___ School-Parent Compact (all languages) (FIN)
- ___ SPAR and Superintendent's Letter (FIN)
- ___ SIP/SWP (FIN)

Note: Orange (O) folder for SINI schools only

Sample Checklist available on website

FY11 Title I Grant Compliance Documentation By Month

December

- ___ Paraprofessional schedules & names of supervising teachers (Y1)
- ___ Coaches' documentation of services and schedule for November (Y3)
- ___ November 2nd PDD (Secondary) (Y3)
- ___ Evidence of district support and services for SINI Plans (O1)
- ___ Charter school Reimbursement Packet and Staff Directory (G2)
- ___ Copy of entire school budget overview (G2)
- ___ Copies of parent conferences (samples) (B2)
- ___ Business Partners (agreements, donation/thank you letters) (B4)

January

- ___ Copy of Attestation Letter (Y1)
- ___ All tutorial teacher sign-in sheets with hours for August-December (Y2)
- ___ All tutorial student attendance sheets for Aug-December (Y2)
- ___ All tutorial lesson plans for Aug-December (Y2)
- ___ Charter School Reimbursement Packet and Staff Directory (G2)
- ___ Inserts placed in audit box (R2)
- ___ Consultant Contracts (Y3)
- ___ Title I Handbook (Y5)
- ___ Transitioning to Kindergarten Documentation (Y7)
- ___ Property Control Record
- ___ List of Title I eligible students (Y1)
- ___ Charter School Reimbursement Packet and Staff Directory (G2)

February

- ___ January 3rd PDD agenda & sign-in sheets (Elem) (Y3)
- ___ January's Learning Team Meeting agenda & sign-in sheets (Y3)
- ___ List of students eligible for meals (G1)
- ___ SIP/SWP Mid-Year Review (O1)
- ___ Evidence of district support and services for SINI Plans (O1)
- ___ Title I Survey results (district/school) (B1)
- ___ Evidence of review of Title I Survey results with parents (B1)
- ___ Volunteers (names and number of hours) (B4)
- ___ Documentation of 6402 expenditures equaling 10% of allocation (O1)
- ___ Evidence of district support and services for SINI Plans (O1)

April

- ___ All tutorial teacher sign-in sheets with hours for Jan-March (Y2)
- ___ All tutorial student attendance sheets for Jan-March (Y2)
- ___ All tutorial lesson plans for Jan-March (Y2)
- ___ February 21st PDD agenda & sign-in sheets (Secondary) (Y3)
- ___ March 21st PDD agenda & sign-in sheets (Elem) (Y3)
- ___ Coaches' documentation of services and schedule for February (Y3)
- ___ Learning Team Meetings agenda, data driven minutes & sign-in Sheets (Y3)
- ___ Copy of student FCAT individual scores (R1)
- ___ All tutorial teacher sign-in sheets with hours for April - June (Y2)
- ___ All tutorial student attendance sheets for April - June (Y2)
- ___ All tutorial lesson plans for April - June (Y2)
- ___ Coaches' documentation of service and schedules for May (Y3)
- ___ Summer Conferences (Y3 or Y4)
- ___ Charter school Reimbursement Packet and Staff Directory (G2)

Sample Checklist available on website

Title I Out-of-County / Out-of-State Travel Audit Compliance Checklist

Name	School	
Conference/Professional Development	Destination	
Departure Date	Return Date	
Is this activity documented in the School Improvement Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Identify the content area(s) and AYP subgroup(s) that are targeted during this activity.		
<input type="checkbox"/> Writing	<input type="checkbox"/> White	<input type="checkbox"/> American Indian
<input type="checkbox"/> Reading	<input type="checkbox"/> Black	<input type="checkbox"/> Economically Disadvantaged
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Hispanic	<input type="checkbox"/> English Language Learners
<input type="checkbox"/> Science	<input type="checkbox"/> Asian	<input type="checkbox"/> Students with Disabilities

Attach all applicable documents to this form. Submit packet to your school-based Title I contact so that it may be added to audit folder yellow 4 for supporting compliance documentation.

- Approved TDE
- Completed registration form and receipt
- Airline ticket/itinerary reservation and receipt
- Itemized hotel bill showing zero (\$0.00) balance
- Conference agenda or program
- Out-of-County /Out –Of- State Travel Reimbursement Claim, PBSO 0096 (if applicable)

Title I Food Purchase Audit Compliance Checklist

Name of Event	School
Contact Name	Date of Event
Is this purchase for a parent training? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Is this training documented in the Family Involvement Policy/Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Is this training a stand-alone event and not being held in conjunction with another activity? <input type="checkbox"/> Yes <input type="checkbox"/> No	
List the objectives of the training.	
Select type of payment. <input type="checkbox"/> P-Card Purchase <input type="checkbox"/> Miscellaneous Payment	

Attach all applicable documents to this form. Submit packet to your school-based Title I contact so it may be added to audit folder blue 3 for supporting compliance documentation.

- Parent notification of training
- Agenda for training including date and name of event
- Sign-in sheets including date and name of event
- Relevant handouts presented to parents
- Parent evaluation of training
- Copy of itemized food receipts
- Copy of Miscellaneous Payment Request, PBSD 1275 (if applicable)

FISCAL PROCEDURES

FISCAL PROCEDURES FOR SCHOOLWIDE PROGRAMS

- All Title I expenditures **must** be documented in the School Improvement Plan/ Schoolwide Plan (SIP/SWP).
- Principals are **responsible** and **accountable** for Schoolwide Program expenditures.
- All Title I expenditures must have a **direct** impact on improving student achievement.
- The following items are **not** processed through the Department of Federal and State Programs:
 - Travel Requests (TDE)
 - Travel Reimbursements
 - Prepayment for Registration
 - Payment of Contracts/Consultant Fees

Fund Numbers - The fund number for Title I Part A is 4201. In FY11, schools received an allocation from fund 4920 (ARRA Stimulus). These funds can be used through June 30, 2011.

Function Numbers - When choosing a function ask, “How will the money be used?” or “What is the function?” Title I supports four types of functions.

Function 5150 - Instructional - Staff who work with students (i.e. teachers, paraprofessionals, tutors, and substitutes for Title I paid teachers who are out on sick leave) and materials for student/instructional use in the classroom.

Function 6152 - Family Involvement - Staff who work with parents and materials for parents, parent liaisons; part-time in-system to pay staff to conduct workshops, confer with, or translate for parents; staff to provide child care during parent meetings and trainings; food for **parent trainings** (not meetings); mileage for home visits made to increase family involvement; and postage to send information home to parents.

Function 6402 - Staff Development and Resource Teachers - Resource teachers who work with children less than 50% of their time **and** academic coaches; materials for trainings or teacher resource room; stipends for teachers to attend workshops; part-time in-system for teachers who facilitate training or who collaborate on curriculum such as the SIP/SWP; non-instructional staff to attend workshops; substitutes for teachers to attend workshops; conference registration and travel expenses.

Function 7802 - Student Transportation, Tutorial - Costs related to transporting students to attend tutorial programs after school, during summer, or on Saturday.

Reminders:

- **Title I allocations not used by the end of the fiscal year are returned to the District.**
- **Title I allocations generated during a specific fiscal year must be utilized during that fiscal year.**
- **SINI schools must utilize ten percent of their Title I allocation on professional development (function 6402) activities that address the subgroup(s) that did not make AYP.**
- **All Title I schools must expend their Parent Involvement allocation in function 6152.**

FY11 TITLE I UNACCEPTABLE EXPENDITURES

The following are examples of unacceptable expenditures and **CANNOT** be included in the FY11 Title I school budget. Your Title I Specialist will contact the school and disallow the unacceptable items. Monies spent on any unacceptable items must be replaced in the Title I budget. If you have questions, please contact your Title I specialist.

- Secretary, office assistant, attendance clerk
- School police officer, security guard, school police aide
- Clinic aide, school nurse, clinic supplies
- Custodian, custodial supplies
- Cafeteria worker, cafeteria supplies
- Administrative personnel and costs (i.e. grade books, office computers and toner)
- ESE and ELL coordinators, ESE forms and tests
- Behavioral Intervention Assistant (BIA)
- Incentives and rewards
- Marketing items such as brochures, banners, and flags
- Memberships for professional organizations
- Field trips for entertainment
- Food items unless purchased for **parent trainings**



Please note:

- Additional guidance counselors, beyond District allocation, are allowable if **100%** of their time is spent working on guidance/social issues.
- While paraprofessionals are allowed, research indicates that highly qualified teachers are more likely to raise student achievement.

Criteria for Food Purchases for Title I Family Involvement Activities

On November 1, 2006, the Board approved Policy 6.175, "Purchasing Food with Certain Federal Funds." The Food Policy permits use of Title I funds for food and refreshments for Title I family involvement **trainings** as permitted by certain federal guidelines.

The guidelines limit the use of funds for food on activities that "build capacity" of parents. The family involvement activity must enable parents to assist their children's academic achievement. The Food Policy does not allow expenditures for food for parent meetings such as School Advisory Council, PTA, or other committee meetings.

Food expenditures for "capacity building activities" for parents must:

- **be identified in the school's Family Involvement Policy/Plan as a means of encouraging or expanding family involvement.**
- **not be part of the School Advisory Council, PTA or other committee meetings.**
- **be reasonable in cost and type of food based on such factors as time of meeting.**
- **be deemed as necessary to enhance parental participation.**
- **be a family involvement activity that enables parents to assist their children's academic achievement.**
- **be an activity tied to curriculum such as enhancing literacy, math, science, writing or technology skills and teaching parents to understand the state academic achievement standards and how to monitor their children's progress.**

If you are providing food, keep all receipts for the funds you spent on the activity; and make sure you keep records of how the activity relates to curriculum or academic improvement. Examples of these records will include a copy of the invitation, an agenda, a sign-in sheet to show which parents attended, presentation, or handouts, copies of itemized food receipts and a completed Title I Food Purchases Audit Compliance Checklist (see Family Involvement). This way, if the auditors question use of Title I funds for meal expenses, you will be able to show that the expenditure is allowable.

To be sure that your planned activity meets the criteria, please contact your Title I specialist to get clarification before incurring expenses. Open House, teacher conferences, family resource room refreshments, student awards and recognition events, and other family gatherings will not meet the criteria for purchasing food with Title I funds.

Absolutely no food expenditures will be allowed for faculty or student events.

FY11 Title I Typical Functions and Accounts

FUNC	ACCOUNT	DESCRIPTION
5150		Classroom personnel and resource teachers who work with students any fraction of the day and student related items
6152		Family Involvement parent liaison (teacher or paraprofessional) and related items
6402		Staff Development personnel (resource teachers who work with students less than 50% of their time and academic coaches)
6501	516000	Technology Instruction (ITSA salary)
6202	561100	Media Center Books (processed with bar code and housed in Media Center)
	512000	Salary for teacher or resource teacher – classroom (function 5150)
	513000	Salary for coaches/resource teachers/LTF (function 6402)
	513000	Salary for teacher parent liaisons (function 6152)
	515000	Salary for paraprofessional (functions 5150 & 6152)
	516000	Salary for Community Resource Person (CRP) function (6152)
	516000	Salary for Language Facilitator (functions 5150 & 6152)
	518400	Part-time in-system (supplemental hourly rate \$20.44, workshop facilitator \$7.00 above attendees' rate, non-instructional staff regular hourly salary up to \$13.00)
	518420	Stipends to attend workshops (mandatory \$23.50 and non-mandatory \$20.44)
	518430	Extra Duty Days
	521000	Benefits for personnel, part-time in-system, stipends, and substitutes
	531010	Consultants
	533600	Travel out-of-county including registrations (functions 6152 & 6402)
	533610	Travel in-county including registrations (functions 6152 & 6402)
	533620	Travel out-of-state (6152 & 6402)
	536680	Online Subscription/Software Rental/ License
	537100	Postage and freight (function 6152)
	537400	Online access for professional development (function 6402)
	539300	Printing services – outside vendor
	539350	Educational consultants for students (function 5150)
	539400	Field trip admissions (function 5150)
	551100	Supplies
	552320	Textbooks/non-state adopted (function 5150)
	552330	Textbooks/State adopted (function 5150)
	561100	Classroom library books (processed with bar code, for non-processed use 551100)
	562120	AV materials (not equipment) – capitalized (\$1000 or higher)
	562230	AV materials (not equipment) – non-capitalized (\$999.99 or less)
	564120	Furniture, fixtures, equipment – capitalized (\$1000 or higher)
	564220	Furniture, fixtures, equipment – non-capitalized (\$999.99 or less)
	564320	Computer hardware – capitalized (\$1000 or higher)
	564420	Computer system (\$999.99 or less)
	564430	Computer hardware – non-capitalized (\$999.99 or less)
	569120	Software – capitalized (\$1000 or higher)
	569220	Software – non-capitalized (\$999.99 or less)
	575200	Substitutes/Out-of-system employees
	579250	In-house printing (District Print Shop)
7802	579200	Transportation for students attending after school, Saturday and summer tutorial
7803	579200	Transportation for student field trips – school bus
7803	539900	Transportation for student field trips – charter bus

BUDGET

- The principal, with parental input, is responsible for developing the SIP/SWP budget. School personnel must maintain fiduciary records and monitor expenditures. Title I records must be kept on file for five years plus the current school year.
- No additional FY11 Title I funds exist to cover line item deficiencies that may occur in school budgets. (This includes salaries and benefits.) Therefore, **careful monitoring of all school budgets is required.**
- District average salaries were used for all teacher/coach positions. Salaries and benefits should **not** be adjusted in your budget to match the actual cost of the employee.
- Actual salaries were used for all non-teacher/coach positions. Please note that the salary and benefits for these positions must be monitored. PeopleSoft does not encumber salaries or benefits. **Title I has two different funds. Please be sure to use the appropriate fund number on your payroll and purchases.**

All Schools

4201 Title I Basic

4920 Stimulus

- Correct funding strip must be used to access the correct Title I school account on PeopleSoft. Funding strips represent: *Department-Fund-Function-Account-Program-Budget Manager-Local Code-Award Year.* (Refer to examples below.)

Dept	Fund	Function	Account	Program	Bud Mgr	Local Code	Award Year
ID	4201	6152	5____0	6559	NC01	000	2011
ID	4215	5150	5____0	6559	NC02	000	2011
ID	4920	6402	5____0	6553	NC03	000	2011

(Charter)

- Budget transfers are completed through PeopleSoft. You must **“notify”** your Title I budget manager by email so your budget transfer will be forwarded for approval.
- All purchases made with your District Purchasing Card are monitored by Title I personnel for compliance with NCLB law.
- All requisitions paid with Title I funds must include a justification, be approved by your Title I budget manager, and must be documented or supported in your SIP/SWP.
- Journal entries are required when non-allowable expenses are charged to Title I. It is the responsibility of the school to complete the required journal entry documentation and forward it to their Title I specialist. Journal entry forms are available on the Federal and State Programs website. **ALL TITLE I JOURNAL ENTRIES MUST BE SUBMITTED TO YOUR TITLE I SPECIALIST.**

MONITORING THE BUDGET

You can monitor your budget using **Budget Overview** which is available through PeopleSoft. Budget Overview is under Financials FNPRD>Commitment Control>Review Budget Activities>Budgets Overview.

- The first time you go to this screen, you will need to start with the **Add a New Value** tab and type in “Title I”, and click **Add**.
- On the new screen (images 1 and 2) fill in a description of what you wish to title this search. At **Ledger Group** click on the magnifying glass and choose **DETAIL**, press TAB to refresh the screen.

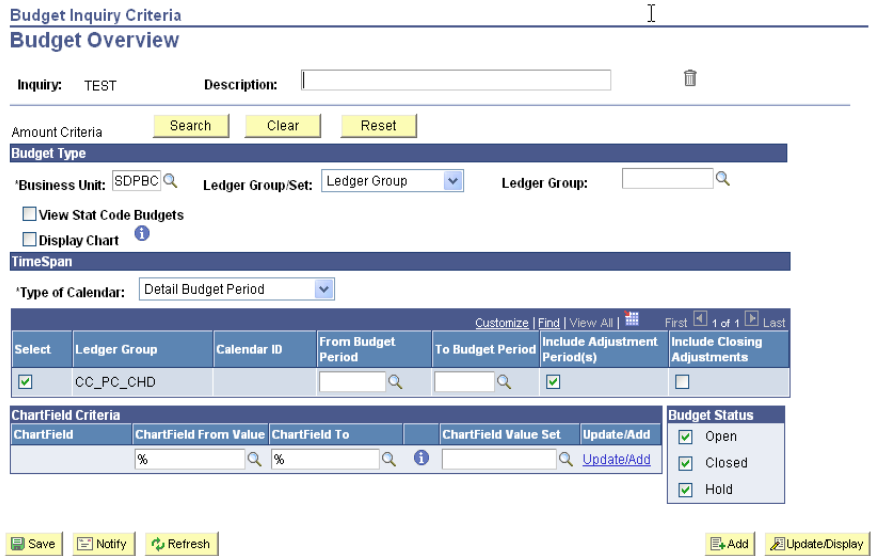


Image 1

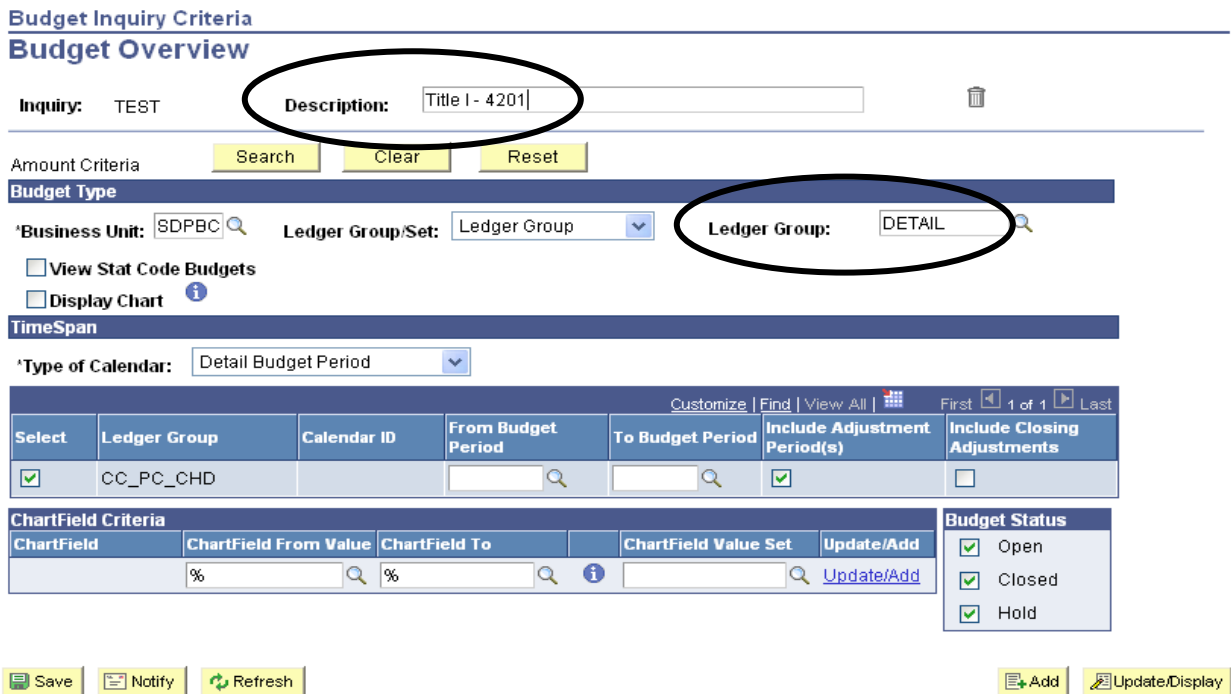


Image 2

- 1. Make sure the current fiscal year is in the **From Budget Period – To Budget Period** boxes (image 3).
- 2. Go to the Chartfield Criteria boxes and fill in your school number in the box labeled **Dept**, enter 4201 in **Fund**, and enter 2011 in **Award Year**. You can fill in additional boxes if you want to narrow your search.
- 3. Once you have your chartfield completed, click on **Save**.

Budget Inquiry Criteria
Budget Overview

Inquiry: TITLE I Description: Title I - 4201

Search Clear Reset

Amount Criteria

Budget Type

*Business Unit: SDPBC Ledger Group/Set: Ledger Group Ledger Group: DETAIL

View Stat Code Budgets
 Display Chart

TimeSpan

*Type of Calendar: Detail Budget Period

Select	Ledger Group	Calendar ID	From Budget Period	To Budget Period	Include Adjustment Period(s)	Include Closing Adjustments
<input checked="" type="checkbox"/>	DETAIL	BD	2011	2011	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ChartField Criteria

ChartField	ChartField From Value	ChartField To Value	ChartField Value Set	Update/Add
Account	%	%		Update/Add
Dept	9031	%		Update/Add
Bud Mgr	%	%		Update/Add
Local Code	%	%		Update/Add
Fund	4201	%		Update/Add
Function	%	%		Update/Add
Program	%	%		Update/Add
Award Year	2011	%		Update/Add

Budget Status

Open
 Closed
 Hold

Save Return to Search Notify Refresh Add Update/Display

Image 3

- 4. Scroll up and click on **Search**.
- You can sort your accounts by clicking on any of the column titles. For example, click on **Function** if you want all accounts in a function grouped together.
- When reviewing the available budget, keep in mind that salary and benefits are not encumbered and may not be current.
- All monies have been placed in accounts with a local code 000. If you have used other local codes, you will have accounts repeated and the available budget will not be accurate. You will need to manually subtract all expenses from the original budget amount or do a search of the **Control*** budget.
- You can drill down on any of the accounts. If you want to see what budget transfers have been posted, click on the budgeted amount for an account. Budget transfers are listed as an *Xferadj* in the **Budget Entry Type**. If you want to see details on what has been encumbered, click on that amount.

* In order to view your **Control** budget, simply change your **Ledger Group** in the budget inquiry criteria from **DETAIL** to **CONTROL**, and search again.

NOTE: The above procedures can be used to view other budgets in PeopleSoft .



BUDGET TRANSFERS

Budget transfers are processed by your Title I budget manager. **Keep in mind that Title I funds may only be used to support strategies included in your SIP/SWP.**

You can access the Budget Transfer form on PeopleSoft in the Financials FNPRD section under **Commitment Control>Budget Journals>Enter Budget Transfers>ADD.**

Under the first tab, **Budget Header** (image 4a), four sections must be completed.

1. By the **Ledger Group**, click the magnifying glass and click on **DETAIL**.
2. In the **Budget Entry Type**, choose **Transfer Adjustment**.
3. Choose the **Parent Budget Entry Type** of **Transfer Adjustment**.
4. In the **Long Description**, type in your school number and initials followed by a *detailed* justification for the changes (i.e. 999-AB-3 teachers attending ASCD; Increasing stipends & benefits for ABC training; Deleting teacher position # xxxxxx, name – position to be funded through the general budget).

No transfers will be approved without the Long Description section completed.

Budget Header | Budget Lines | Budget Errors

Unit: SDPBC **Journal ID: 0000069520** Date: 9/25/2010

*Ledger Group: 1 **DETAIL** Fiscal Year: 2011 Period: 12

Control ChartField: Fund *Currency: USD

Budget Header Status: Security Error 2 Rate Type: CRRNT

*Budget Entry Type: **Transfer Adjustment** Exchange Rate: 1.00000000

Cur Effdt: 9/25/2010

Budget Type: Expense

Parent Budget Options

Generate Parent Budget(s) 3

Use Default Entry Event

Parent Budget Entry Type: **Transfer Adjustment**

Long Description:

9031-LN There are about 247 keystrokes allowed in this box. Anything beyond that will not be saved.
SAMPLE: Increase out of county for 10 teachers to attend ASCD. Or - Increase Stipend & Benefit for ABC workshop for teacher staff development.

4 **Important**

Save Return to Search Notify Refresh Add Update/Display

[Budget Header](#) | [Budget Lines](#) | [Budget Errors](#)

Image 4a

Click the **Save** button before going to the second tab, **Budget Lines** (image 4b). When you save the budget transfer, PeopleSoft will assign a Journal ID number. **Please note this number, as you will need this to track the budget transfer status.**

When completing the **Budget Lines**, you must enter your Title I funding strip by filling in these fields: **Budget Period, Dept, Fund, Function, Account, Program, Bud Mgr, Local Code, Award Year, and Amount.** You should enter all decreases (-) first and then the increases. The amounts in the total debits and total credits columns must equal each other for processing. Click the **Save** button.

Unit: SDPBC Journal ID: 0000069520 Date: 8/25/2009 Budget Header Status: Security Error
 Process: PostJournal Process

This message is acceptable.

Delete	Line	Error	Ledger	Budget Period	Dept	Fund	Function	Account	Program	Bud Mgr	Local Code	Award Year	Amount	Journal Line Description
<input type="checkbox"/>	1	X	DETAIL_BUD	2010	9031	4201	6402	551100	0000	NC02	000	2011	-5,000.000	Supplies
<input type="checkbox"/>	2		DETAIL_BUD	2010	9031	4201	6402	533800	0000	NC02	000	2011	1,000.000	Travel-Out Of County
<input type="checkbox"/>	3		DETAIL_BUD	2010	9031	4201	6402	518420	0000	NC02	000	2011	3,101.000	Stipends
<input type="checkbox"/>	4		DETAIL_BUD	2010	9031	4201	6402	521000	0000	NC02	000	2011	899.000	Retirement

Lines to add: 3

Must Match

Total Lines:	4
Total Debits:	5,000.000
Total Credits:	5,000.000

Buttons: Save, Return to Search, Notify, Refresh, Add, Update/Display

Image 4b

Title I Budget Managers
 NC01 = Daniels, Tammy
 NC02 = Nadeau, Linda
 NC03 = Trogdon, Beth

It is normal to receive a "security error" message when you complete the budget transfer. You will get this message because you are not the budget manager. The transfer can only be processed (posted) by a Title I budget manager. ***If any other error messages appear, please double check your funds and entries.***

The last step is to notify your Title I budget manager. To do this, click on the **Notify** button at the bottom of your transfer. A **Send Notification** page will appear. Click on **Look Up Recipient** and type in the name of your Title I budget manager, as noted here, and click **Search**.

NC01 is Daniels, Tammy
 NC02 is Nadeau, Linda
 NC03 is Trogdon, Beth (Do not use spaces between last and first names.)

When the name appears, check the **To** box located to the left of the name and click **Add To Recipient List**. You may wish to send yourself a cc. Then click **OK**. In the **Subject** field enter school name and the budget transfer number. Clicking **OK** will send the budget transfer. **DO NOT CC YOUR TITLE I SPECIALIST.**

Budget transfers involving personnel, benefits, or decrease of functions 6152 and 6402 must be reviewed by your Title I specialist before being approved. Budget transfers involving personnel will be forwarded by your budget manager to your budget analyst in the Budget Department. Budget analysts will create or delete positions. Keep in mind that budget transfers do not move employees into positions. Job Action Forms are required to move employees into positions.

- **Budget transfers adding personnel (accounts 512000, 513000, 515000, 516000, etc.) must include the job code, effective date, part or full time, and, if available, the name of the employee in the Long Description.**
- **Budget transfers deleting personnel (accounts 512000, 513000, 515000, 516000, etc.) must include the name of the person and the position number to be deleted in the Long Description.**
- **Budget transfers involving extra duty days must include the number of days, the name of the employee, and the job code in the Long Description.**

If your budget transfer is “**pushed back**” to you for additional justification or corrections, **do not create** a new transfer. To edit the justification, add additional information to the **Long Description** section and save. If you need to change funding information, go to **Budget Lines** and click on the arrow in the drop-down box and choose **Edit Chartfields**. Make changes where necessary and save. You must go through the notify process again.

*****ALLOW THREE (3) FULL WORKING DAYS FOR PROCESSING. *****

Do's and Don'ts when processing a budget transfer:

Do put your school name and Journal ID number in the SUBJECT line when notifying your budget manager.

Do include a detailed explanation in your **Long Description** field on the **Budget Header** tab.

Do complete all the required fields on the **Budget Lines** tab.

Do note your budget transfer (Journal ID) number assigned by PeopleSoft upon saving your budget transfer.

Do use your Journal ID number to check your budget transfer in PeopleSoft to see if it states “Posted”.

Do remember that un-posted budget transfers created near the end of the month may be deleted out of the system before we can post them – so plan accordingly.

Don't email the budget manager to ask if the transfer has been posted until the three days have passed.

Don't respond to the budget manager's email upon notification that the transfer was “Posted” as this comes back looking like another budget transfer, and fills up their email inbox.

PURCHASING INFORMATION

- Materials, supplies, and equipment may be ordered beginning July 1, 2010. It is imperative that ordering be completed early to ensure timely receipt and payment for merchandise by June 30, 2011. We recommend that all purchases be made by January 30, 2011.
- All purchases must be documented or supported in the SIP/SWP.
- This year's funds are to be spent on this year's students and staff.
- You are encouraged to set up separate files for tracking Title I expenditures.
- **April 15, 2011**, is the last day for principals to approve requisitions. The **grant closes on June 30, 2011**. Guidelines established by Title I are to be followed.
- The following funding numbers **must** be entered appropriately in order to expedite purchases and payment:

Dept ID	Fund	Function	Account	Program	Bud Mgr	Local Code	Award Year
	4201	5150	5____0	6559	NC01	000	2011
	4201	6152			NC02		
	4201	6402		6553(Charter)			

- Vendors should forward invoices to Accounts Payable and follow financial procedures for payments.
- Some expenditures totaling less than \$999.99 may be made using your District Purchasing Card (P-Card). Follow the procedures in your Purchasing Card Manual. **Warning: Title I cannot be your default funding strip for P-Card purchases. When changing the funding source to use Title I funds be sure you have the appropriate line items open and funds available in your budget. P-Card purchases must follow Title I guidelines.**
- Documentation of P-Card expenditures must be maintained for Title I audit purposes.
- All unit items costing \$250.00 through \$999.99 **must** be labeled as **Title I**. In addition, an ongoing list of these items must be maintained throughout the year. Refer to the Federal and State Programs website for the Inventory List template that may be used for this task. A copy of this list is required in the audit files in green folder 3.
- All Computers and items costing \$1000.00 or more must be labeled with a red Property Records Tag. Maintaining an accurate inventory of your equipment is essential.



REQUISITIONS

- Confirming POs are typically not allowed. **To avoid the need for a confirming purchase order, requisitions must be entered before merchandise is ordered.**
- Indicate a justification for the expenditures (i.e. math manipulative for 1st grade; science lab materials for 8th grade; 1st grade classroom supplies; materials for “Using Math Manipulatives” workshop etc.).
- **Do not split fund your items on a requisition with any other fund. Title I funds must be on their own requisition. (If you need an exception, contact your Title I specialist, or your Title I budget manager.)**
- Be sure to budget check your requisitions. You must have a **VALID** message before saving and submitting a requisition to your principal.
- All requisitions using Title I funds are automatically routed to your Title I budget manager for approval, following your principal’s approval.
- Requisitions pre-encumber expenses.
- Purchase orders encumber expenses.
- Warehouse requisitions are not receipted.
- Track your requisition’s progress via **eProcurement, Manage Reqs.**

There are three basic types of requisitions: Market Place (includes Warehouse) Request, Desktop Requisition, and Special Requests. Please refer to your PeopleSoft Purchasing Manual for specific directions.

Once the requisition has been created, click on the **Check Budget** button to determine if you have funds available. Once the budget availability has been verified, click the **Save and Submit** button to automatically send the requisition to your principal. Once your principal approves the requisition, it will be automatically routed to your Title I budget manager.

At this time, your Title I budget manager will review the requisition to verify that it is an acceptable Title I expenditure and that correct funding is being used. If there is a problem with the requisition, the Title I budget manager will either “push back” or “deny” the requisition.

If the requisition is “**pushed back**” it will be routed through your principal’s email with an explanation. Your principal must then send it back to you for editing. After the corrections have been made to the requisition, the workflow must be re-initiated.

If the requisition is **denied**, you must cancel it and click the **Check Budget** button for the funds to be released back into your school’s budget. If you do not click the **Check Budget** button, the funds will remain pre-encumbered and unavailable to spend.

When your requisition is **approved** by the Title I budget manager, it will automatically route to the Purchasing Department to be turned into a purchase order and dispatched to the vendor.

You do not want any pre-encumbrances or encumbrances in your budget when the grant closes. It is imperative that you track your requisitions by monitoring the life cycle to completion.



Dos and Don'ts when creating a requisition:

Do type in a justification for your expenditures (i.e. Math class supplies).

Do track your requisition to be sure it is processed into a purchase order.

Do budget check any requisitions that you cancel so that funds are released.

Do verify your ordered items upon delivery, and receipt them in PeopleSoft.

Do track your purchase order for vouchers (invoices) and payments.

Do close your purchase order if any funds remain after your order is received and paid by emailing Lidia Burch in Purchasing with your requisition and PO number.

Don't split fund a requisition with any other fund. Title I funds must be on their own requisition.

Don't wait until the last minute to place orders – remind your principal of the deadlines.

MISCELLANEOUS PAYMENTS

Miscellaneous Payment Requests are used for reimbursement to employees or internal accounts. Please use PBSB 1275. When submitting parent training food expenditure reimbursements you must attach the following documentation:

- Parent notification of training
- Agenda for training including date and name of event
- Sign-in sheets including date and name of event
- Relevant handouts presented to parents
- Copy of itemized food receipts

For audit compliance, complete the Title I Food Purchases Audit Compliance Checklist and file with all required documentation in the Title I Audit Files, blue 3.

OUT-OF-COUNTY/STATE TRAVEL

When planning out-of-county travel for professional development, confirm that the conference/workshop is documented in your SIP/SWP and complete the top portion of the Title I Out-of-County Audit Compliance Checklist.

All out-of-state travel must be board approved. Submit TDE to Chief Learning Officer for approval. No travel arrangements/expenses should be made/incurred prior to approval from the Chief Learning Officer. Only employees with approved TDEs will be reimbursed for out-of-state travel expenses.

Next, verify that you have funds in the appropriate account strips in your Title I budget. Do a budget transfer, if necessary, and include the name of the conference/workshop and the number of attendees in the budget transfer **Long Description**. The budget transfer should be done in the planning stages before any funds are obligated.

Make travel arrangements through any agency that will send the invoice to the District or use your Purchasing Card. No upgrades on car rentals or travel tickets are permitted.

For reimbursement, submit the following information to Accounts Payable:

- Out-of-County Travel Reimbursement Claim with all required signatures (see sample in this section)
- Copy of approved TDE (see sample in this section)
- Registration form
- Conference agenda
- Original receipts: registration fee,
hotel, (showing -0- balance)
tolls/parking fees/rental car/taxi,
airline ticket stub

For audit compliance, complete the Title I Out-of-County Audit Compliance Checklist and file with all required documentation in the Title I Audit Files, yellow 4.

*** Reimbursement **cannot** be claimed for any complimentary meals or for meals included in registration fee.

NOTE: See sample form and instructions in this section for requesting prepayment of registration fee.





THE SCHOOL DISTRICT OF PALM BEACH COUNTY
Hotel and Registration Prepayment

This form should be used when requesting one check to be issued to a **single payee**. Its use is restricted to transactions related to the prepayment of hotel and registration expenses. Complete and forward to Accounting Services with supporting documents as required. Complete this form for each check that must be issued. See the next page for instructions.

SECTION ONE: Required Information for Check Request

NAME TO APPEAR ON CHECK Wyatt Enterprises				VENDOR NUMBER		REQUEST NUMBER: (optional)			
ADDRESS 7890 Second Avenue				CITY Chicago		STATE IL		ZIP CODE 60693	
Dept	Fund	Func	Account	Prog	Budget Mgr	Local Code	Award Year	Project	
School #	4201	6402	533620	6559	NC0#	000	2011		

SECTION TWO: Request For Prepaid Registration Expense (If you use this section DO NOT fill out Section Three)

#	Name of Attendee	Destination	Dates	Entrance Fee	Additional Fees	TOTAL
	John D. Doe	Chicago, IL 60693	09-14-10 - 09-18-10	\$135.00	\$75.00	\$210.00
2.						
3.						
4.						
5.						
Check Total Requested						\$210.00

Sample

- (1) Submit registration request with approved TDE form (PBSD 0096)
- (2) Two completed registration forms must be attached to one for Accounting Services and one for the conference registrar (if mailed).
- (3) If the conference is out of county, retain a copy of the conference agenda, conference registration, and TDE for submission for submission with Out of County Reimbursement Claim Form (PBSD 0096)

SECTION THREE: Request for Prepaid Hotel Expense (If you use this section DO NOT fill out Section Two)

	Name of Attendee	Destination	Dates	Reservation Number	Rate	Days	TOTAL
1.							
2.							
3.							
4.							
Check Total Requested							

- (1) Submit hotel request with approved TDE
- (2) If required, you may obtain a low cost rental car at no personal expense. (see page 2 instructions, section three)
- (3) The original hotel bill and other receipts for paid expenses (except meals) must be attached to the Out-of-County Travel Reimbursement Claim form along with the approved TDE when requesting reimbursement for travel expenses.

SECTION FOUR: Approval of Check Request

PRINCIPAL, ASSISTANT PRINCIPAL, DIRECTOR OR ASSISTANT DIRECTOR		APPROVING SIGNATURE	APPROVED DATE
TITLE		REQUESTING SCHOOL OR DEPARTMENT School Name	
NAME OF CONTACT PERSON Your Name Here		PHONE () - Your Number	

PBSD 1717 (REV. 9/15/2006)

Section One: Required Information

Send Check: You must complete this section and highlight your choice. Indicate how check should be sent, US Mail, Pony or Pickup/Call. If you choose "Mail" or "Pony" specify an address. If you choose "Pickup/Call" specify a contact person and telephone number.

Name To Appear On Check: enter the name of the individual or company that appears on the source document: hotel confirmation, registration form, etc.

Address: enter the complete address of the individual or organization to be paid. If more than one address appears on the invoice, type in the remittance or check address.

City/State/Zip: enter the city, state, and zip code to complete the vendor's address.

Vendor Number (required): identify the ten digit vendor number for the payee shown on PeopleSoft Vendor information screen. If it does not exist, attach a copy of the vendor's completed W-9.

Request Number: (optional) this number may be assigned to the request by each school or department for tracking purposes.

Funding Data: enter the appropriate account dimension in the box labeled for each dimension.

Section Two: Registration Information

Name of Attendee: enter the name of the person who will be attending the workshop or conference.

Destination: enter the name of the city and state where the conference will be held.

Dates: enter the beginning and ending dates of the conference.

Entrance Fee: enter the total cost of attendance for the participant to attend.

Additional Fees: enter the cost to attend additional business activities.

Total: for each attendee, sum the amounts entered for the Entrance Fee and Additional Fees.

Total Check Requested: sum the amounts appearing in the Total column and enter that amount in this block.

Section Three: Prepaid Hotel Information Hotel

Name of Traveler: enter the name of the person who will be traveling.

Destination: enter the name of the city and state the traveler will visit.

Dates: enter the beginning and ending travel dates.

Reservation Number (required): enter the confirmation or reservation number for the room reserved for the traveler.

Rate: enter the daily room rate (including any "room" taxes).

Days: enter the number of nights the traveler will stay.

Total: for each traveler multiply the Rate by the Days to obtain the total for each traveler.

Total Check Requested: sum the amounts appearing in the Total column and enter that amount in this block.

Rental Car: If a rental car is required, contact Accounting Services at 434-8600. To pick up a car voucher, bring a copy of the traveler's completed TDE to Accounting Services. If you do not use a voucher, expenses incurred that exceed the cost of the voucher will not be reimbursed.

Section Four: Approval of Request

Name and Title of Approving Official: where indicated, enter the names and title of the Principal, Assistant Principal, Director, or Assistant Director who is authorized to incur expenses against the account identified in the funding section.

Contact Person: where indicated, enter the name and phone number of the person who should be contacted if questions arise regarding the preparation of this form.

Signature of Approving Official: the signature of the approving official must be placed in this box.

Date Approved: enter the date the approving official signed the form.

Name of The Requesting School or Department: enter the name of the school or department requesting the check.

Questions related to completing this form should be directed to Accounting Services/Accounts Payable: PX 4-8701.



Out-of-County Travel Reimbursement Claim

Carefully read instructions on both sides of this form. Omission of information can cause delay in processing your claim.

COMPLETE BY TYPING OR PRINTING

SEND CHECK TO SCHOOL/DEPARTMENT
ABC Elementary
COMMENTS:
Attend the National Staff Development Conference (NSCD) Personal Vehicle Miles were home to airport and back
CONTACT PERSON
PHONE
Enter Person completing form (561) 999 - 9999

NAME (last, first, middle initial)	EMPLOYEE ID NUMBER
Doe Jane	0000000
DESTINATION	GRATUITOUS TRANSPORT
Chicago, IL 60693	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
DEPARTURE	RETURN
TIME: 11 : 00 AM DATE: 09 / 14 / 2010	TIME: 11 : 15 AM DATE: 09 / 18 / 2010

PERSONAL VEHICLE MILES

Departure	From (city): Boynton Beach	To (city): West Palm Beach	Miles Driven: 13	Vicinity Mileage	Miles Driven:	PREPAID BY DISTRICT	INCURRED BY TRAVELER
Return	From (city): West Palm Beach	To (city): Boynton Beach	Miles Driven: 13	Total Miles Driven	26 @ .50 Per Mile		13.00

SUMMARY OF EXPENSES

DESCRIPTION	SUNDAY / /	MONDAY 09 / 14 / 10	TUESDAY 09 / 15 / 10	WEDNESDAY 09 / 16 / 10	THURSDAY 09 / 17 / 10	FRIDAY 09 / 18 / 10	SATURDAY / /	TOTAL EXPENSES
Per Diem								
*Lodging		74.15	74.15	74.15	74.15			296.60
Breakfast (\$ 6.00)			6.00	6.00	6.00	6.00		24.00
Lunch (\$ 12.00)		12.00		12.00	12.00	12.00		48.00
Dinner (\$ 22.00)		22.00	22.00	22.00	22.00	22.00		88.00
*Registration Fees		350.00						350.00
**Communication Expense								
**Toll Fees								
**Parking Fees								
*Other								

Transportation

*Airline		188.00				188.00		376.00	376.00
*Taxi		8.00				8.00		16.00	16.00
*Rental Car									
**Other Transportation									

* Receipts required regardless of amount ** Receipts required for expenses totaling more than \$25.00.

TOTALS \$1,211.60 \$1,022.60

TOTAL CLAIM FOR REIMBURSEMENT \$189.00

I hereby certify or affirm that this travel claim is true and correct, that the expenses were actually incurred by the undersigned as necessary travel expenses in the performance of official duties; and that the same conforms in every respect with the requirements of Section 112.061, Florida Statutes as amended and School Board Policy 6.01.

SIGNATURE OF TRAVELER _____ DATE _____ APPROVING SIGNATURE/TITLE _____ DATE

Dept	Fund	Func	Account	Prog
9999	4201	6402	533620	6559
Budg Mgr	Local Code	Award Year	Project	
NC02	000	2011		

INSTRUCTIONS

- 1) **Name:** enter the traveler's Last name, First name, and Middle initial where indicated.
- 2) **Employee Number:** enter the traveler's employee number in the field with this label. This number will be used as a unique identifier for payment purposes.
- 3) **Gratuitous transport:** If you were transported to and from the approved destination at no cost, indicate by marking "Yes" or "No".
- 4) **Destination:** enter the name of the city and state visited. When applicable, identify the country visited.
- 5) **Departure (Time & Date):** enter the time and date the traveler left home or work and began travel to the approved destination. Always indicate if the time of day was AM or PM by clicking with your mouse on the "AM" or "PM".
- 6) **Return (Time & Date):** enter the time and date the traveler returned (home or work) to their city of origin from the approved destination. Always indicate if the time of day was AM or PM by clicking with your mouse on the "AM" or "PM".
- 7) **Send Check To:** enter the name of the school or department the traveler's check should be sent.
- 8) **Comments: (optional)** provide additional processing instructions.
- 9) **Contact Person & Phone:** enter the name and phone number of the person who should be contacted regarding any questions that may arise during the processing of this claim.
- 10) **Personal Vehicle Miles:** when the traveler's personal vehicle is used, mileage incurred is reimbursable. Approximate mileage between cities can be obtained from the Florida Department of Transportation map at web site <http://www3.dot.state.fl.us/mileage/default.asp>
 - a) **Departure (From / To / Miles Driven):** enter the name of the city of departure in the "From" block. Enter the name of the destination city in the "To" block. Subtract the distance between both cities and enter the total departure miles in the "Miles Driven" block.
 - b) **Vicinity Mileage:** business miles driven after the traveler has reached the destination are vicinity miles. These miles should be tracked over the period of the stay and totaled. Enter the traveler's vicinity miles in this block. Vicinity mileage in excess of 25 miles must be documented by providing a detailed itinerary.
 - c) **Return (From / To / Miles Driven):** enter the name of the city of departure in the "From" block. Enter the name of the city of origin in the "To" block. Subtract the distance between both cities and enter the total return miles in the "Miles Driven" block.
 - d) **Total Miles Driven:** sum the amounts in both Miles Driven and the Vicinity Mileage blocks and enter the total in the Total Miles Driven block. Enter the current mileage rate of \$.585 per mile (effective 7/1/2008) in the Per Mile block. Multiply the mileage rate times the Total Miles Driven number and enter the result in the column labeled Incurred By Traveler.
- 11) **Summary of Expenses:** Explanation and Use of Columns
 - a) **Description:** this column lists an assortment of travel related expenses that may be incurred. Special note is made of the description item "Per Diem." It should be used when the traveler assumes responsibility for lodging and meals and desires reimbursement in accordance with the flat per diem rate of \$50 per day (\$12.50 per quarter).
 - b) **Days of The Week:** expense items that have been paid by the district or the traveler should be entered on the row of the expense in the column for the day of the week it belongs. For instance, if the traveler is entitled to breakfast for Monday and Tuesday, \$6.00 should be entered on the breakfast row under the column headings for Monday and Tuesday. Enter the date for each day of the week at the top of each column.
 - c) **Total Expenses:** for each expense category (row), sum (across the days of the week) the amounts that appear. For example, if the total hotel expense for a five day stay equals \$500, enter \$100 for each day and enter \$500 total in this block.
 - d) **Prepaid By District:** add the amounts that appear in the Total Expense column (paid by or billed to the district) and the amount that appears in the Refund Due District column for each row and enter the total in this column.
 - e) **Incurred By Traveler:** all or parts of amounts that appear in the Total Expense column that were paid by or billed to the traveler should be entered in this column. For example, if the traveler paid the cost of taxi fare, which totaled \$15, this amount should be entered in the Incurred By Traveler Column on the row labeled taxi.
 - f) **Totals:** sum columns (Total Expenses, Prepaid by District, Incurred By Traveler) and enter totals for each in the total block at the bottom of each column. The **Total Claim For Reimbursement** is the total amount in the Incurred By Traveler column.
 - g) **Omniform Filler Users:** After entering data in the "Prepaid by District" and the "Incurred by Traveler" columns, go to Records in the menu bar and choose "Recalculate" (Current record only). OmniForm Filler will calculate the totals. Deductions or credit amounts should not be entered into OmniForm. Instead they should be entered as manual adjustments to the printed form.
- 12) **Account Data:** enter the appropriate account dimension in the block containing its label.
- 13) **Signature of Traveler and Date:** self-explanatory.
- 14) **Approving Signature:** the administrator who is directly responsible for the budget being charged must sign.

Questions regarding the completion of this form and those relating out of county travel should be directed to PX 4-8603.

ADDITIONAL HELPFUL INFORMATION

See Policy 6.01 for current per diem and mileage rates or contact the Accounting Department.

CLASS A TRAVEL (Per Diem) - Continuous travel of 24 hours or more away from official headquarters.

CLASS B TRAVEL (Per Diem) - Continuous travel of less than 24 hours requiring over night stay away from official headquarters.

CLASS C TRAVEL (Meals) - Travel for short or day trips from official headquarters not requiring an overnight stay.

Maximum Allowances as follows:

Breakfast \$6.00 - When travel begins before 6 A.M. and extends beyond 8 A.M.

Lunch \$12.00 - When travel begins before 12 Noon and extends beyond 2 P.M.

Dinner \$22.00 - When travel begins before 6 P.M. and extends beyond 8 P.M.

No allowance shall be made for meals when travel is confined to the city or town of official headquarters or immediate vicinity.

Per diem for Class A and Class B travel shall be computed at one-fourth of authorized daily rate for each quarter (6-hours cycles which begin at midnight, e.g. $1/4 \times \$50.00 = 12.50$) or fraction thereof based upon time of departure and time of return.

Time of departure and time of return must be shown for all travel.

Incidental travel expenses which may be reimbursed include (a) reasonable taxi fare and tips (b) ferry fares, bridge, road and tunnel tolls (c) storage or parking fees and (d) telephone and fax expenses. Travelers are not required to provide documentation of incidental expenses totaling less than \$25; incidental expenses totaling more than \$25 must be documented by original paid receipts. In lieu of paid receipts for turnpike tolls, travelers may access the Florida Department of Transportation toll calculator at their website <http://www.dot.state.fl.us/turnpikepio/TollCalculator/TRU/index.htm> to obtain plaza to plaza tolls.

All mileage shall be shown from point of origin to point of destination. Whenever possible, use odometer readings to measure distances. When odometer readings are not used, mileage should be computed using the distances on the Florida Department of Transportation map of Mileage Between Major Cities by accessing their website at <http://www3.dot.state.fl.us/mileage/default.asp>. Vicinity mileage necessary for conduct of official business is allowable but must be shown as a separate item on the expense voucher. Attach a detailed itinerary showing the date, purpose, and number of miles traveled for vicinity mileage in excess of 25 miles.

If travel is complimentary, the abbreviation "COMP" should be inserted in the Personal Vehicle Miles section. Travel is complimentary when you are a passenger in another person's vehicle and are gratuitously transported, and no reimbursement is allowed.

Attach a copy of the approved TDE to this form. In addition, original paid receipts are required for the actual cost of lodging, registration, car rental, commercial carrier, and other miscellaneous incidental expenses.

School district employees must attach a copy of their approved Temporary Duty Elsewhere form to this claim. In addition, a copy of the conference or workshop agenda must be attached. If meals are included in the registration fee, reduce the subsistence allowance for the meals provided. Securely staple all documentation and receipts to this claim form.

Any person who willfully makes and subscribes any such claim which is not true and correct as to every material matter, or who willfully aids or assists in, or procures, counsels, or advises the preparation or presentation of a claim which is fraudulent or false as to any material matter, whether or not such falsity or fraud is with the knowledge and consent of the person authorized or required to present such claim, shall be guilty of a misdemeanor and, upon conviction thereof, shall be punished accordingly. Who ever shall receive an allowance or reimbursement by means of a false claim shall be civilly liable in the amount of the overpayment for the reimbursement of the public fund from which the claim was paid.

Make sure the "SEND CHECK TO SCHOOL/DEPARTMENT" contains the location your check should be sent.

Forward approved travel expense reports and receipts to Accounts Payable, Department of Accounting. Always include a name and number of a contact person. Travel expense reports that have been incorrectly prepared will be returned to the traveler. Questions regarding completion of this form should be directed to 4-8603.



THE SCHOOL DISTRICT OF PALM BEACH COUNTY

Leaves/Temporary Duty Elsewhere (TDE) Application

Employee ID
0000000

Name (last, first, middle initial) Doe Jane S.		Position/Classification Teacher
School/Department Name ABC Elementary		School/Dept. # 9999

I. Request for Leave of Absence

Total duty hours absent

I hereby apply for Leave of Absence (pursuant to School Board Policy 3.80 or collective bargaining agreement) on the following duty days. (List dates absent, identifying 1/2 days with A.M. or P.M.)

PAID LEAVE (choose one only)

- Sick (S)
- Personal (Charged to Sick Leave) (P)
- Line-of-Duty Injury or Illness (LOD)(L)
- Vacation - 12 month positions only (A)
- Jury Duty / Paid Witness Duty (J)
- Other (Explain)

UNPAID LEAVE - less than 10 unpaid days (choose one only)

- Extended Illness
- Maternity / Recovery / Child Care
- Other Personal
- Personal (To be charged to an employee and submitted by Principal / Department Head due to improper procedures)

II. Request for Temporary Duty Elsewhere (TDE) (T)

Total duty hours

List date(s) of Temporary Duty Elsewhere

September 14-18, 2010

Justification Justification must support the SIP/SWP

Destination

- In-county
- Out-of-county
- Out-of-state

Provide funding information below for the following:

1. Substitute teacher required? Yes No

2. Estimated travel cost

+ + =

Transportation Costs Lodging costs Other (Registration) Total Estimated Travel Cost

	DEPT	FUND	FUNC	ACCOUNT	PROG	BUDG MGR	LOCAL CODE	AWARD YR	PROJECT
1.	9999	4201	6402	575200	6559	NC02	000	2010	
2.	9999	4201	6402	533600	6559	NC02	000	2010	

III. Employee Signature Approval Signatures

Signature of Person Making the Request

Date

I certify that funds are available in the accounts shown above for the specified amount(s). Area Superintendent signature required ONLY for Principals Leave/TDE application or out-of-state travel. Out-of-state travel requires the approval of the Chief Officer in addition to the principal, Area Superintendent or Division Head.

Approved Disapproved

Signature of Supervisor, Principal/Division Head/Director (out-of-state) Date

Approved Disapproved

Signature of Area Superintendent (Principal Leave/TDE or out-of-state) Date

Approved Disapproved

Signature of Chief Academic Officer or Chief Operating Officer Date

Quick Steps to Tracking Title I Grants

Unlike operating budgets, Title I purchase orders must be closely monitored from requisition to payment. It is important to keep close track of all requisitions, purchase orders, change orders, and invoices that flow through your grant and to pay all valid charges before the grant closes. Purchase orders that are not paid by the closing of the grant are paid out of the school's following year's grant.

The key to keeping your budget in order is **monitoring**. Monitoring is tracking the status of your financial transactions. To be effective, review everything from the requisition phase (pre-encumbrance) to the payment phase (expenditure). Monitoring your budget activity also involves taking necessary actions to ensure all requisitions, purchase orders, and unpaid invoices are handled as follows, **before** the grant closes on June 30th.

Three important steps in monitoring are:

- All requisitions have been approved by the principal on or before April 15th
- All purchase orders have been approved (receipted) for payment or canceled, **AND**
- All invoices have been paid

Each funding strip within a budget may be composed of five separate parts:

1. The **budgeted amount** (amount you are given to spend)
2. The **expenditure** - paid amount/invoice/P-Card charge (used by the vendor to request payment for goods and services provided to your school)
3. The **encumbrance** - purchase order (used to communicate to the vendor specific goods and services required by your school)
4. The **pre-encumbrance** - requisition (created by schools to order items)
5. The **available balance** (available balance for every account, equals the budget **less** expenditures, **less** encumbrances, **less** pre-encumbrances)

Available balance is the amount of funds that can be used for new spending.



FREQUENTLY ASKED QUESTIONS



1. *When do I use account 518400 and when do I use account 518420?*

Account 518400 is part-time in-system and is used for tutorial payments and for staff to **conduct** workshops. Account 518420 is stipends and is only used to pay teachers to **attend** after-hour workshops.

2. *What is the difference between extra duty days and part-time in-system to do resource work?*

Extra duty days, account 518430, are used only for days beyond regular contract days and the job being performed is the same job the employee performs during the school year. If the staff member is a classroom teacher and is working extra days setting up a resource room or writing curriculum, the teacher would be paid from part-time in-system. A parent liaison who works in the summer to conduct workshops for parents would be paid extra duty days.

3. *I have receipted all my orders. Do I need to do anything else?*

YES!!! You must track all purchase orders and direct payments until they are paid. If an order is not paid before the grant is closed, the monies that were encumbered are returned to Title I at the District level to be used the next fiscal year. The money for your order will come out of the next year's allocation for your school. The cutoff date of mid-April for all requisitions to be approved by the principal allows time for all orders to be processed. It is best to order early in the year.

4. *How do I submit reimbursement requests for staff members?*

Submit original receipts signed by the staff member and a completed Direct Payment Request form (PBSD 1275) with approving signature. Taxes are not reimbursed.

5. *Why did my supply account go into the negative? I thought monies were encumbered for my orders?*

Purchase orders encumber money. Direct pays and P-Card charges do not. Manually deduct those purchases in the school's budget ledger to avoid a negative balance. If there is a negative balance, finance will not pay invoices and PeopleSoft will not allow a requisition to become a purchase order until a budget transfer has been processed.

6. *What documentation do I need for reimbursement of food for parents?*

Food purchases can only be reimbursed when it is purchased for parental trainings (not meetings). You must complete Direct Payment Request, PBSD 1275 and submit it to Accounts Payable. Agenda, handouts (if applicable), and sign-in sheets must accompany the request. Audit documentation must be on file as well.

7. *What should I do if I paid something out of the wrong funding strip?*

You must do a journal entry to move the expenditures from the wrong account to the correct account. First, make sure funds are available in the correct account. Complete the required documents and contact your Title I specialist.

8. *Do we have to follow Title I guidelines when using our P-card?*

Yes. All P-card purchases must follow Title I guidelines. When an unacceptable P-Card charge is noted, a journal entry must be submitted to move the expenditure to another funding source.

9. *Why do I have an account repeated on my budget overview?*

You may have used a different local code when you placed an order. All numbers in a funding strip must match an established budget line or PeopleSoft will create a new line.

10. *Why does my budget check indicate I have no funds in a line when the Budget Overview shows I have an available balance?*

You may have an account repeated (see question above). When an account is listed more than once, it does not subtract any expenditures or encumbrances from the original budgeted amount. PeopleSoft treats each line as a new account. You will need to either manually subtract all lines with the same function and account or go to your Control Budget to determine how much money is actually available.

PERSONNEL ISSUES

PERSONNEL ISSUES

It is the responsibility of school personnel to complete appropriate paperwork required by the Department of Compensation and Human Resources Planning in order to place staff in Title I positions. Additionally, staff must monitor the *Position Status Report* to verify that appropriate staff is being paid from Title I funds. **If discrepancies are noted, notify the Department of Compensation and Employee Information Services in writing.**

Placement for Recurring Positions (i. e. full-time positions, tutoring)

Verify position(s) is documented in SIP/SWP.



Submit budget transfer to set up salary and benefits.

In the Long Description include:

- School name
- Job code
- Effective start date
- Full or part-time position
- In-system or out-of-system employee



After confirmation from your budget analyst that the position has been set up, complete a Job Action Request (PBSD 0012) for each person moving into the position(s).



Check *Position Status Report* to verify person(s) has been placed in the correct position and correct combo code is assigned to the position.

Budget Analyst Contact Information

PX 48837 or 434-8837

FY11 Title I Job Codes

The following are approved Title I job codes. The job code attached to an employee must reflect the actual role and responsibilities of the employee. It is the school's responsibility to monitor job codes for accuracy on the *Position Status Report* on a regular basis.

Job Code	Job Title - Elementary	Job Code	Job Title - Middle	Job Code	Job Title - High
31130	ASST PARA I/TITLE I ELEM	31150	ASST PARA I/TITLE I MIDDLE	31170	ASST PARA I/TITLE I SENIOR
60410	ASST PARA II/TITLE I ELEM	60460	ASST PARA II/TITLE I MIDDLE	60470	ASST PARA II/TITLE I SENIOR
50750	TCH ELEM KINDERGARTEN	51150	TCH MIDDLE ENGLISH 6-8	51900	TCH SEC ENGLISH 9-12
50300	TCH ELEMENTARY 1	52301	TCH MIDDLE READING	52300	TCH SEC READING
50350	TCH ELEMENTARY 2	51250	TCH MIDDLE MATH 6-8	52000	TCH SEC MATH 9-12
50400	TCH ELEMENTARY 3	51300	TCH MIDDLE SCIENCE 6-8	52350	TCH SEC SCIENCE 9-12
50450	TCH ELEMENTARY 4	51350	TCH MIDDLE SOCIAL SCIENCE	51850	TCH SEC EARTH SPACE SCI
50500	TCH ELEMENTARY 5	50590	TCH MIDDLE ESOL LANG ARTS	52220	TCH SEC RESOURCE
50950	TCH ELEM PRIMARY 1-3	51200	TCH MID INTEGRATED CURRIC	52400	TCH SEC SOCIAL SCIENCE
65860	TCH ELEM READING	61720	TCH MIDDLE GUIDANCE COUN	50472	TCH SEC READING COACH
51020	TCH ELEM RESOURCE	50471	TCH MIDDLE READING COACH	50492	TCH SEC MATH COACH
50470	TCH ELEM READING COACH	50491	TCH MIDDLE MATH COACH	50622	TCH SEC MATH/SCI COACH
50490	TCH ELEM MATH COACH	50621	TCH MIDDLE MATH/SCI COACH		
50620	TCH ELEM MATH/SCI COACH				
61600	TCH ELEM GUIDANCE COUN				
51050	TCH ELEM TUTOR READING				
Job Code	Job Title - Other Miscellaneous	Job Code	Job Title - Teacher Miscellaneous	Job Code	Job Title - Temporary
91300	FACILITATOR ESOL COMM LANG	52300	TCH READING K-12	62050	TEMP TUTOR - CERTIFIED
90300	COMMUNITY RESOURCE PERSON	53300	TCH ESE VE	63050	TEMP TUTOR - NONCERTIFIED
62000	ITSA	50100	TCH COMPUTER SCIENCE	54620	TEMP ADDITIONAL SCHOOL - TCH
		50510	TCH SCIENCE COACH	36415	TEMP SCHOOL LIAISON - NONTCH
		63410	LEARNING TEAM FACILITATOR	36210	TEMP CHILD CARE
		63100	TCH PARENT LIAISON	36060	TEMP ADMIN SUPPORT
		63425	TCH RES STAFF DEVELOPMENT		

Contact your Title I specialist if you need further assistance.

Combo Codes

Every salary payment is assigned a combo code. The combo code is used to calculate payroll. It is the school’s responsibility to verify that the combo code is linked to the correct account, fund, function, program, and award year. Learning the abbreviations and coding of the combo code will assist with this task.

Dept-AccountFund-Function-Program-Award Year

Samples	
Combo Code	Explanation
2222-TCH4201-5150-6559-11	Park High School, Title I classroom teacher for FY11
0002-SUB4201-6402-6559-11	Buena Middle School, Title I substitute for PD for FY11
7854-OTS4201-6402-6559-11	Jackson Elementary School, Title I coach for FY11
5784-PRT4920-5150-0021-11	William High School, ARRA classroom tutor for FY11

Refer to the table below for Title I approved salary accounts and corresponding abbreviations. Always contact your Title I specialist or budget analyst to clarify information.

Description of salary positions	Abbreviation	Account
Classroom Teacher, Resource Teacher (function 5150)	TCH	512000
Other Certified, Coach, Resource Teacher (function 6402)	OTS	513000
Aide, Paraprofessional	AID	515000
Other Support Personnel, ITSA, Community Resource Person	SPT	516000
Part-time In-system for tutoring, work outside classroom, etc.	PRT	518400
Stipends to attend training	STI	518420
Extra Duty Days, need approval from Title I specialist	XDT	518430
Substitutes for Title I classroom teachers or PD	SUB	575200

Miscellaneous Jobs - Work Beyond Contracted Hours

On occasion, Title I approves salary earned beyond contracted hours. Parent trainings, Learning Team Meetings, workshop attendance, facilitating workshops, translating, resource work, and childcare are a few examples that Title I may approve. The payment for work beyond contracted hours is processed through PeopleSoft. Use the following Time Reporting Codes to assist with the payment type, rate of pay, and procedures for submitting payroll. Note that payroll is usually processed through T and L in PeopleSoft. Miscellaneous Employee Payment (PBSD 1767) is only used for non-instructional payroll or when the payee is not assigned to your school. Payroll for translating and tutoring requires a position and a Job Action Request.

Funds must be in the correct account before submitting payroll. If funds are not available, contact your Title I specialist. It is important to select the correct combo code when completing the T and L screen. If the correct combo code is not available from the drop-down, contact your budget analyst to have this set up. Payment for workshop attendance is considered a stipend and is paid out of function 6402, account 518420. Curriculum alignment, Learning Team Meetings, and trainers are paid from function 6402, account 518400. Childcare and translating are paid out of function 6152 because these areas deal with parent involvement. If you are unsure of the appropriate function and account, contact your Title I specialist. Review the required audit documentation for miscellaneous jobs in the Audit Compliance section of this handbook.

Time Reporting Codes				
Description or Payment Type	Abbreviation Description	Calculation Rate of Pay (As of 7/1/10)	Comments	How and Where To Enter or Submit Time Worked
Translator	Translator	\$17.00/hr or determined by HR	Requires set up of position and job to report hours	Enter on Timesheet page using RGR for hours worked on job
Tutorial	Tutorial	\$20.44/hr		
WOC Work Outside Classroom	WOCL	\$20.44/hr	Instructional Staff only	Processed through T & L in PeopleSoft - Enter on Timesheet page; use apply schedule button first
WSV Workshop-voluntary In-service Instructional	Wkshp Vol	\$20.44/hr		
WSH Workshop-mandatory In-service Instructional	Workshop/INS	\$23.50/hr		
WST Workshop Trainer	Workshop	\$30.50/hr		
XPD Extra Period	Extra Per	\$23.50/hr		
XDD Extra Duty Day	Extra DD	Varies Hourly rate based on job	Instructional or Non-instructional Staff	
WSN Workshop In-service Non-Instructional	Workshop NonInstruct.	Varies Not to exceed \$13.00/hr	Non-Instructional Staff only	Enter on form PBSD 1767 - Miscellaneous Employee Payment

Extra Duty Days

This is defined as “working on a non-scheduled work day” per the particular bargaining unit’s calendar. These days are usually worked at the beginning and end of the school year. Extra duty days are used when an employee is doing the **same job** they do during their regular contract day. Employees are paid their regular hourly salary for extra duty days. Coaches and parent liaison teachers are employees who may work extra duty days. Classroom and resource teachers are not authorized to earn extra duty days.

Stipends

This is defined as payment to attend a workshop or training. Title I supports stipends for workshops or trainings that address the subgroups that did not make AYP and that are documented in the SIP/SWP. Workshop/training attendance may be mandatory or voluntary. The function for stipends is 6402 and the account is 518420. Teachers are paid at the negotiated stipend amount found in the CTA contract. Paraprofessionals, including parent liaisons and language facilitators, may also be paid for attending workshops. Non-instructional staff members are paid their regular hourly rate and overtime if applicable.

College Interns

College interns may not be paid out of Title I for any reason. This includes payment for salary, stipends, part-time in-system, and bonuses.

Tutorial Payments

Tutorial payments are to be processed through the temporary job screen. This is due to the **various employee classifications** within this program in which some employees are eligible for overtime. Tutorial activities are generally defined as events taking place either before school, after school, during the summer, or on Saturdays. Academic instructional support is given in specific core subject areas such as reading, writing, and mathematics. Hourly salary for tutoring is based on the employee's contract. The hourly rate for teachers, as of July 1, 2010, is \$20.44 per hour. Contact your budget analyst to set up a bucket position. You must provide the fund, job code, effective date, and the number of employees in the bucket position. Once the bucket position is established, a Job Action Request must be completed for each employee. Remember to select the correct employee payroll screen when submitting hours worked for tutorials.

It is imperative that the payroll contact keeps track of hours that are submitted for payroll to avoid over-extending the budget. An Excel spreadsheet is available on the Federal and State Programs website to assist payroll contacts with this task. As a reminder, Title I schools are required to maintain documentation of tutorial services. All lesson plans, student attendance, and teacher time sheets are to be stored in the Title I audit box. Several helpful documents are available on the Federal and State Programs website to assist schools with proper documentation.

Personnel Activity Report (formerly Split-Funded Log)

Every person has a position number for a job. If that position number is funded by one or more funding sources, then that person must sign a *Personnel Activity Report* (PAR) for each month worked. For example, if a teacher is paid 50% from Title I and 50% from another source, the PAR must indicate that 50% of that employee's time is spent on Title I activities. The purpose of this form is to fulfill mandatory grant requirements by documenting that the employee's actual work assignment matches the funding sources from which the employee is paid. Personnel requiring PARs will be notified by the District on a regular basis.

Job Action Requests

Job Action Requests are to be completed when a position change has occurred or when an employee is given an additional job assignment such as tutoring or translating. The Online Job Action replaced the paper OmniForm PBSO 0012 and it must be used to request and monitor changes to an employee's job. Key enhancements of this online system are:

- Employee and Position Data Input Validation
- Submittal Confirmation
- Real-Time Status (by each Processing Department)
- Completion Notification Email
- Historical Record of all Pending and Completed Online Job Actions

For more information, log into PeopleSoft and go to the **Job Aids** posted on the right-hand side of the main screen. Under **Human Resources**, two resources are available: Online Job Actions and Review Online Job Actions.

Always verify your positions and personnel on the *Position Status Report* or on the Job Data screen. Remember, the Budget Department sets up positions, but HR moves employees into these positions. ***It is the school's responsibility to make sure the correct employees are in the correct positions.***

Termination of Temporary Jobs

School personnel are responsible for removing employees from temporary jobs such as tutoring. Upon completion of a temporary job, schools should complete PBSD 1176 and submit it to the Department of Compensation and Human Resources Planning. When terminating several jobs, such as tutoring, a list of names may be attached to PBSD 1176 to remove many employees at one time. Cleaning up bucket positions assists payroll contacts by removing employee records used for salary.



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
 COMPENSATION AND HUMAN RESOURCES PLANNING
 3368 Forest Hill Blvd., A-152, West Palm Beach, FL 33406
 Fax (561) 434-8383 (PX 48383) or (561) 434-7375 (PX 47375)

Employee Resignation/Termination

The purpose of this form is to document the reason for employee resignation or termination. This form can be used in addition to a resignation letter. All employees who are resigning or terminating their employment with the District should complete the employee information, Section I and Section II. Teachers should also complete Section III. Section IV is completed by the principal or department head for employees who leave the District involuntarily.

NAME (first, middle, last)		EMPLOYEE ID #	EFFECTIVE DATE OF SEPARATION
SCHOOL/DEPARTMENT	SCH/DEPT #	POSITION(S)	

SECTION I - VOLUNTARY RESIGNATION

This section is completed by the employee who is voluntarily resigning from employment. This form can replace a resignation letter. Check one only.

- | | | |
|---|---|--|
| <input type="checkbox"/> Lack of opportunity for advancement | <input type="checkbox"/> Resignation after a leave of absence | <input type="checkbox"/> Relocation |
| <input type="checkbox"/> Dissatisfaction with supervisor | <input type="checkbox"/> End of temporary assignment | <input type="checkbox"/> Inadequate benefits |
| <input type="checkbox"/> Dislike / unsuitable for assigned duties | <input type="checkbox"/> Family / personal reasons | <input type="checkbox"/> Inadequate salary |
| <input type="checkbox"/> Resignation in lieu of involuntary termination | <input type="checkbox"/> Return to continuing education | <input type="checkbox"/> Stress on job |
| <input type="checkbox"/> During probationary period | <input type="checkbox"/> Other (specify) _____ | |

SECTION II - METHOD OF PAYMENT FOR SICK LEAVE ACCRUAL

All employees must select one of the following:

- BENCOR Special Pay Plan for terminal leave pay (Employees **MUST** participate in this plan if they are Classroom Teachers Association (CTA) or a non-bargaining unit (NBU) employees with ten (10) or more years of service.)
- Teachers only** - Keep sick leave, teacher may return to the District.
- Pay out maximum sick leave allowed per Florida Statute and District policy.
- Transfer sick leave to another Florida Retirement System (FRS) agency.
- Less than 6 years of FRS service; ineligible for pay

SECTION III - TEACHERS ONLY

This section is completed by teachers regarding future employment plans. Choose one only.

- | | |
|--|--|
| Accepted another teaching position | Accepted a position other than teaching or the field of education |
| <input type="checkbox"/> at a nonpublic school within the district | <input type="checkbox"/> within the same county |
| <input type="checkbox"/> within another district in Florida | <input type="checkbox"/> within another county in Florida |
| <input type="checkbox"/> outside the State of Florida | <input type="checkbox"/> outside the State of Florida |
| Accepted another position in the field of education | Other |
| <input type="checkbox"/> at a nonpublic school within the district | <input type="checkbox"/> teacher has not accepted employment elsewhere |
| <input type="checkbox"/> within another district in Florida | <input type="checkbox"/> teacher declines to disclose future plans |
| <input type="checkbox"/> outside the State of Florida | |

SECTION IV - INVOLUNTARY TERMINATION

This section is completed by the principal or department head for employees who are involuntarily terminated from their position. The principal/ department head chooses one reason only.

- | | | |
|--|---|---|
| <input type="checkbox"/> Probationary position ended | <input type="checkbox"/> Interim position ended | <input type="checkbox"/> Non-reappointment |
| <input type="checkbox"/> Reduction in force | <input type="checkbox"/> Temporary position ended | <input type="checkbox"/> Failed to successfully pass District hiring requirements |

SECTION V - REQUIRED SIGNATURES

_____ SIGNATURE OF EMPLOYEE	_____ DATE	_____ SIGNATURE OF PRINCIPAL / DEPARTMENT HEAD	_____ DATE
PBSD 1176 (Rev. 10/29/2007)	ORIGINAL - Compensation and Human Resources Planning	COPY - Employee	

Highly Qualified Personnel

It is imperative that principals monitor the qualifications of teachers, tutors, and paraprofessionals on their staff. All teachers hired to teach in Title I schools are to be “highly qualified”. The requirements for teachers to be “highly qualified” are state certification/licensing, bachelor’s degree, **and** these other stipulations:

- “New” elementary teachers – rigorous subject area exam in the appropriate Elementary Education level(s)
- “New” middle/secondary teachers
 - Rigorous subject area exam in the appropriate core subject area(s), or
 - Out of State HQ Verification for the appropriate core subject area(s)
- For veteran teachers
 - Rigorous subject area exam in the appropriate core subject area(s), or
 - Out of State HQ Verification for the appropriate core subject area(s), or
 - Completed HOUSSE plans for the appropriate core subject area(s).

To learn more about the highly qualified teacher verification process, please visit <http://www.palmbeachschools.org/certification/HighlyQualified/index.asp>

Certified tutors are required to be “highly qualified” in the subject area(s) in which they are tutoring. Schools should recruit tutors who meet this requirement. Always check with the Certification/Highly Qualified Standards Office (HQinfo@palmbeachschools.org, PX 48148 or 434-8148) to verify the HQ status of potential tutors before offering a position.

Paraprofessionals may **not** provide instructional services to a student unless they are working under the direct supervision of a teacher. Students should not receive instruction from a paraprofessional in lieu of the classroom teacher. All paraprofessionals were to be highly qualified by June 2006. The regulations clarify that the requirements apply only to paraprofessionals who provide instructional services and who work in Title I schools. The requirements for paraprofessionals to be “highly qualified” are a high school diploma/GED and:

- two years of college with 60 credits, or
- Associate’s Degree, or
- rigorous standard of quality on formal state or local assessment. A passing score on the ParaPro Assessment is 464.

Paraprofessionals are classified into one of the following four (4) categories:

- Paraprofessional I: Less than 30 college credits,
- Paraprofessional II: 30 or more college credits,
- Highly Qualified Paraprofessional I: Less than 30 college credits and a passing score on the ParaPro Assessment, and
- Highly Qualified Paraprofessional II: 30-59 college credits and a passing score on the ParaPro Assessment.

Job Code	Job Title	Qualifications / Placement Rules
31130	Asst Para I - Title I Elem	High school diploma or equivalent AND passing score on the ParaPro Assessment
31150	Asst Para I - Title I Middle/Junior	
31170	Asst Para I - Title I Senior	
60410	Asst Para II - Title I Elem	60 or more semester hours of college credit
60460	Asst Para II - Title I Middle/Junior	OR High school diploma or equivalent WITH 30 to 59 semester hours of college credit AND passing score on ParaPro Assessment
60470	Asst Para II - Title I Senior	

FAMILY INVOLVEMENT

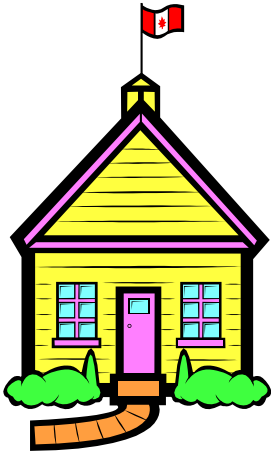
Developing a Family Involvement Program

Family Involvement is part of the NCLB requirements of Title I. Schools are required to form family involvement partnerships between the school, family and the community. As schools address the needs of the parents and students, the partnerships work together to develop quality family involvement initiatives. As the partnerships become empowered parents take on roles as volunteers, supporters, advocates and leaders in schools. The school, parents and the community review the Family Involvement Survey data and discuss strategies that work or need change as they review and give input to the school Policy/Plan. The indicators below support the research that parents that are involved in their child's education see the following results:

- Students perform better academically and have fewer discipline problems
- Students have better attendance and homework completion
- Students have positive attitudes toward school, graduation rates are higher, and they are more apt to enroll in college or vocational institutes
- Students become more responsible adults
- Parents become more knowledgeable of how to support and encourage their children
- Parents understand the curriculum and what their children are learning in school
- Parents discuss their children's school activities, class work, and homework more frequently
- Teachers and administrators recognize the importance of parents in motivating and reinforcing student learning
- Teachers provide interactive homework assignments for families and children to do together



PARENT LIAISON/FAMILY INVOLVEMENT CONTACT DUTIES



All Title I schools must designate a staff member to coordinate and monitor the family involvement program. Title I funding may be used for a parent liaison position (Function 6152, Object 512000 for a teacher or Object 515000 for a paraprofessional.) If there is no parent liaison position, the principal must designate a family involvement contact.

A school-based staff member serving as a parent liaison can be a driving force in developing a comprehensive family involvement program. Parent liaisons teach parenting classes and manage resource centers if available. They may also serve on school advisory councils and school improvement teams, as well as participate in community organizations that provide funding resources. Family involvement initiatives increase family participation at the school, and promote community literacy. Although each school's needs are unique, there are some common responsibilities for **Parent Liaisons**:

- Ensure compliance with the NCLB Law
- Provide assistance to families and staff in development and annual review of the Family Involvement Policy/Plan and compact
- Collaborate with staff and families to convene an annual meeting
- Develop skills to become a presenter and offer presentations at meetings and workshops
- Collaborate with classroom teachers to provide communication with parents through a variety of means including telephone, notes, newsletter, e-mail, home visits, etc.
- Assist in organizing and marketing family involvement activities
- Apply for grants and recruit volunteers from community and businesses
- Participate in training, meetings and activities offered by Title I
- Make home visits and contact families by telephone or in person to encourage family involvement in school activities
- Create and/or maintain a school-based family resource room that provides information and materials to families
- Serve on the SAC or other governing bodies to ensure that families are involved as full partners in the decisions, practices, and strategies of the SIP
- Document all family involvement activities for audit purposes (i.e., notices, agendas, sign-in rosters, travel logs)



Law Requirements

Every Title I school must comply with No Child Left Behind Act of 2001, Section 1118; Parent Involvement. A copy of the law is included in this section of the Title I Handbook. Each Title I School **MUST** implement the following:

1. **Title I Annual Meeting** –Your school must have a **separate meeting** from Open House to meet the requirements for the Title I Annual Meeting and should be identified as the Annual Meeting on printed agendas and announcements. **The information discussed at the Annual Meeting should be summarized and written as minutes discussed with the date and the information documented.** Administrators, Parent Liaisons, Title I Contacts and related personnel are required to present the following information:
 - **Explanation of the Title I Schoolwide Program** – Invite parents to an informational meeting to inform them about the school’s participation in the Title I Part A programs and explain the requirements and their right to be involved
 - **Student Academic Assessment** – Provide assistance to parents as appropriate in understanding such topics as the State’s academic content standards, and local academic assessments
 - **High Quality Curriculum** – Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students to meet the State’s student performance standards and the ways in which each parent will be responsible for supporting their children’s learning
 - **Parent Resource Rooms** – Provide information about materials and training available to help parents work with their children to improve their children’s achievement
2. **Inform Parent’s of Right to Know** – This requires the school to inform parents of their rights and that the school/district will provide the information to each parent as requested. There are three requirements.
 - Inform the parent that they may request, and the LEA will provide, certain information on the professional qualifications of the student’s classroom teachers and paraprofessional providing services to the child. [Section 1111(h)(6)(A), ESEA.]
 - Inform the parent that the school will provide to each individual 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. [Section 1111 (h)(6)(B)(ii), ESEA.]
 - 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. [Section 1111 (h)(6)(B)(i), ESEA.]

3. **Parent-School Compact** – Compact addresses the importance of communication between teachers and parents on an ongoing basis. It explains how the school will meet the requirement. It is developed with parents and outlines how parents, the entire school staff and students will share the responsibility for improved student achievement.
4. **Family Involvement Policy/Plan** - Each Title I School **MUST** jointly develop with, agree upon, and distribute to parents its own written **Family Involvement Policy**. A copy of the Policy/Plan is to be submitted to the Title I office once a year. The school policy must be developed by the school. Monitoring has revealed that some schools simply adopt a district policy without any effort to create a policy tailored for the specific needs of the school. This is not permissible under the statute. This policy must specify that the school will:
 - Convene an **annual meeting, separate from Open House** to explain the Title I program to parents and inform them of their right to be involved in the program
 - Offer a flexible number of meetings, and may use Title I funds to pay related expenses, such as child care, transportation or home visits
 - Involve parents, “in an organized, ongoing and timely way,” in planning, review and improvement of Title I programs
 - Provide timely information about its Title I programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet, provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions
 - Provide parents with an opportunity to submit dissenting views to the LEA if a school’s Schoolwide Program Plan is not acceptable to them
5. **Build Capacity for Involvement** – Each school must strive to build the capacity of parents to help their children achieve to high standards. The law lists 14 activities, only the following are mandatory.
 - **Program Information for Parents** – Each school *shall* provide assistance to parents of participating Title I children in understanding such topics as the state’s academic content and achievement standards, the assessments being used, the requirements of Title I and how to monitor their children’s progress and work with educators to improve their achievement.
 - **Materials and Training** – Each school *shall* provide materials and training, such as literacy training or how to use technology, to help parents to work with their children to improve achievement.
 - **Educate Educators** – Each school *shall* educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.

- **Preschool Coordination** – Each elementary school *shall*, "to the extent feasible and appropriate," coordinate and integrate parental involvement programs with Head Start, Even Start, and other preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- **Understandable Communication** – Each school *shall* ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practical, in a language the parents can understand.
- **Other Requested Activities** – Each school *shall* provide such other reasonable support for parental involvement activities as parents may request.
- **Parental Information and Resource Centers (PIRCs)** – each school must inform parents about the availability of such centers.

Additionally, schools may provide the following opportunities for parents:

Input on Professional Development

Each school *may* involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

Literacy Training

Each school *may* provide necessary literacy training for parents with Title I funds if the LEA has exhausted all other reasonably available sources of funding.

Parents Expenses

Each school *may* pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

Parents Reaching Out to Parents

Each school *may* train parents to enhance the involvement of other parents.

Convenient School Meetings

Each school *may* arrange school meetings at a variety of times, or conduct in-home conferences between parents who are unable to attend the school meetings and the teachers and other educators who work with their children.

The following is a list of required Family Involvement documents that must be planned and implemented in order to meet compliance and accountability of Title I Law during FY10-11.

1. **ANNUAL PARENTS' MEETING** - Flyer/invitation to the meeting, agenda, sign-in sheet and meeting minutes must be retained.
2. **FAMILY INVOLVEMENT EVALUATIONS** - Evaluations must be completed after Parent Trainings are conducted. Samples of Parent Training Evaluations are located in the Title I Handbook.
3. **FAMILY INVOLVEMENT PARENT TRAININGS** - Trainings will be conducted by schools to inform parents of specific strategies they can use to work with their child at home. These strategies help to improve student achievement. The areas of training that are suggested are reading, math, and writing.
4. **FAMILY INVOLVEMENT SCHOOL POLICY/PLAN** - This plan outlines activities for the school year that parents can participate in to support their child's academic achievement. This plan should be jointly developed by the school, parents, and community to be distributed to all parents.
5. **FAMILY INVOLVEMENT SCHOOL POLICY/PLAN EVALUATION** - The purpose of the Family Involvement School Policy/Plan Evaluation is to give parents an opportunity to provide input regarding the school's Policy/Plan. A sign-in log and parent discussion should be documented.
6. **FAMILY INVOLVEMENT SURVEY AND SURVEY RESULTS**- The Family Involvement Survey is distributed to 10% of the parents in Title I schools. The survey results must be shared with parents. This process may take place through the School Advisory Council (SAC).
7. **FAMILY INVOLVEMENT TITLE I DISTRICT BOARD POLICY AND VERIFICATION** - The Board Policy must be distributed to all parents in their native language and documented by the verification sheet. The **Verification Sheet** must be sent to the District Office.
8. **PARENT'S "RIGHT to KNOW" LETTER** - This letter should be sent out at the beginning of the school year on school stationery. The Parent's Right to Know letter informs parents of their right to request information about the professional qualifications of their child's teacher and paraprofessional.
9. **PARENT INFORMATION RESOURCE CENTER INFORMATION (PIRC)** - This information will be distributed to all parents to inform them of the resources and support provided by the Florida PIRCS.
10. **SCHOOL-COMPACT** - The School-Compact is an agreement among the school, parents and students that outlines the responsibilities that all parties will uphold. This agreement will include the school's responsibility in providing high quality curriculums and instructions in a supportive learning environment that enables students to meet the state's academic standards. Communication between parents and teachers will be ongoing through parent-teacher conferences. **The School-Compact must be discussed at parent-teacher conferences in elementary schools.**

Key Title I Parental Notice Requirements

Information is power, and NCLB goes further than any previous law in ensuring that parents know what is going on in their children's school and how their children are performing. The LEA (district) is responsible for providing several reports and in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Parental notifications are provided to parents through correspondence through the schools. Documentation of notifications is needed for audit compliance. Listed are the required notifications.

- **Schools identified for school improvement, corrective action, or restructuring** - LEA provides to parents of each student an explanation of what the identification means, how the school compares to others, reason for the identification, the LEA's and school's response, how parents can become involved, any corrective action taken, the parental choice, and supplemental services option as applicable, restructuring, and other information.
- **Progress review** – LEA disseminates to parents, teachers, principals, schools, and the community the results of the LEA's yearly progress review of each school.
- **Annual Report Card** – LEA disseminates to parents, schools, and public an annual report card with aggregate information, including student achievement (disaggregated by subgroups), graduation rates, performance of LEAs teacher qualification and other required information.
- **Choice – schools identified for school improvement, corrective action and restructuring** – LEA notifies parents of all children in such schools that they have the right to transfer to other schools.
- **SES** – notice to parents of the availability of supplemental services, the identity of the providers, a description of the services and other information.
- **Schools identified for restructuring** – LEA notifies teachers and parents of the identification and provides opportunity to comment and participate in preparing a restructuring plan.
- **Written parental involvement policy** – LEA notifies parents of the district-level written parental involvement policy.
- **Parents' Right to Know – teacher and paraprofessional qualifications** – LEA informs parents of Title I students that parents may request, and the LEA will then provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing service to the child.

Epstein's Framework of Family Involvement

As schools develop family involvement strategies to address the needs of their Policy/Plan to improve parental involvement, we suggest the use of the Joyce Epstein's Framework. Epstein's Framework provides schools with strategies they can use to address the needs of the school, parents and the community. The Framework has six elements described below.

I. Communication:

- A variety of communication methods are used, including personal notes, class newspapers, school newsletters, e-mail, websites, and student journals
- Opportunities for families and teachers to discuss learning preferences and student strengths are held at least annually
- A clear outline of courses, including learning goals, approximate timelines, expectations of students, projected dates of tests, projects and school activities is provided
- Timelines for progress reports are established and applied
- School handbooks include policies, discipline procedures, assessment procedures, and detailed opportunities for family involvement
- Conferences with families are held to discuss needs of students
- Student work is sent home
- Language barrier issues are identified and resolved
- Both formal and informal opportunities for parent contact with school administration are provided
- Parents are informed of staff development opportunities
- Parent liaisons are utilized to reach out to families

II. Parenting:

- Staff members show respect for families as the primary support and most important influence in their child's life
- Staff members reach out to all families, not just the ones who are always visible in the school
- People of diverse cultures are respected and valued for their contributions in the community
- The school provides opportunities for families to learn more about parenting skills
- Families help plan training sessions
- Staff members are knowledgeable about community resources

III. Student Learning:

- Schools or individual teachers offer mini-sessions for families on ways they can mirror learning strategies and assist their child in learning at home
- Schools ensure that all families and students have clear guidelines on standards for the subject and grade level sessions, project timelines and expectations.
- Student projects requiring family involvement are used
- School newsletters feature the importance of involvement and other learning opportunities for families
- Families are involved at the decision making level on curriculum and school related issues

- The school maintains a list of community or nearby opportunities for family/student involvement in learning, e.g. museums, local points of interest, and similar community resources related to curricular objectives
- In service training is provided for teachers about engaging families in strategies to help their children

IV. Volunteering:

- The use of interviews and survey forms indicating personal interests, areas of expertise, and significant life experiences are utilized in classes and throughout the school
- An organized method of recruiting and rewarding volunteers is used
- Consistent processes for volunteers who come to the school exist
- Staff members are aware of volunteer efforts and are involved in ensuring that families are recognized for their contributions and that the individual child is included
- Assignments completed by volunteers and contributions made to the school are acknowledged verbally and in writing
- Volunteers who come to the school are aware of school policies

V. Community Collaboration:

- The participation of schools in community functions promoting well being and focusing on awareness of community services, learning opportunities and student enrichment is encouraged
- Business/community partnerships provide mentors and support career awareness in schools
- Business/community partnerships foster student academic achievement
- Business/community partners serve on School Advisory Committees

VI. School Decision Making:

- Administrative provision and active support for family associations exists
- Training is made available on a continuing basis for school staff and families on how to create and maintain effective partnerships
- Families are involved on policy and procedure committees where the representation mirrors the demographics of the school and the community
- Families are involved in the process of evaluating school functions and performance
- Families are informed of opportunities for involvement in educational issues beyond the local school level

Barriers and Solutions to Family Involvement in Schools

Schools can identify potential barriers and work together to solve them so that positive family involvement programs can continue to develop and grow in schools.

Potential Barriers	Possible Solutions (Strategies)
Lack of time	<ul style="list-style-type: none"> • Plan events around parents' schedules. • Partner with organizations that provide service to parents such as churches and community organizations (example Beacon Center).
Economic constraints	<ul style="list-style-type: none"> • Provide snacks, meals, transportation and childcare.
Lack of transportation	<ul style="list-style-type: none"> • Offer transportation with information of bus schedules.
Lack of childcare	<ul style="list-style-type: none"> • Provide onsite childcare.
Language communication barriers	<ul style="list-style-type: none"> • Communicate with parents via multiple methods: print, phone calls home, home visits, agencies serving parents and Spanish radio programs. • Develop materials that are parent user friendly and provide translated documents for the school's diverse population.
Cultural Sensitivity	<ul style="list-style-type: none"> • Train staff in the diverse cultural practices of school's families. • Provide translators for meetings and trainings and provide translated documents for the school's diverse population.
Conflicting work schedules	<ul style="list-style-type: none"> • Conduct a needs assessment of times and days parents are available; include AM, PM and Saturdays.
Anxiety about child's performance	<ul style="list-style-type: none"> • Encourage and support home involvement empowering parents with tools to support home activities effectively. • Address parents' expectations of their child's education.
Lack of family buy in to schoolwide programming	<ul style="list-style-type: none"> • Ensure that families are brought into the decision-making process regarding family involvement initiatives. • Ensure that school staff has a shared vision of family involvement. • Increase and vary methods of communication to reach all parents. • Use data that supports the needs of parents. • Call upon parent leaders to act in family involvement leadership roles to recruit other parents. • Have an active parent liaison and family involvement committee to reach out to parents and assist them. • Empower parents as decision makers and train them as leaders.

Strategies Linked to Student Achievement

This chart is a tool to provide schools with quality family involvement strategies that are linked to student achievement.

Traditional Activity	Modification	Correlation to Student Achievement for the School Policy/Plan
Open House: Parents rotate through classes to meet their child's teacher	Each teacher provides expectations of student achievement; what students need to know and be able to do. Teachers will provide parents activities to help their children at home.	Provide information to parents on expectations and how parents can help their children.
Reading Night (Mathematics Night, Science Night, etc.)	Teachers demonstrate the specific skills and strategies which will be taught. Provide information to parents on the how and when students will be assessed and how parents can help.	Provide information to parents on expectations and strategies, handouts and resources on how parents can help their children.
PTA/PTO Meetings SAC Meetings	Provide parent leadership training	Increase the level of involvement of parents to become active in the decisions made at the school.
Contact parents via automated phone system	Notify parents about school functions, when students are absent, tardy, suspended, etc.	Increase communication with parents; provide updates on school functions in multiple languages
Publish monthly newsletters	Provide specific strategies for parents to use to help their children with the skills being taught in the current month.	Provide information to parents on expectations and how parents can help their children. Provide information of what activities parents can be involved in at school..
Offering various topics and levels of parenting classes	Provide specific information to parents such as how to get into college, Internet safety, reading/mathematics/ science/writing; (add specific content in areas needed by your parents)	Provide information and workshops to parents on how parents can help their children.
Send home parent reports on test results or meeting to distribute report cards	Conduct student led conferences where students explain their own test results to their parents (with teacher support)	Provide information on their child's current level and develop a plan to reach their goals.
College Night	Provide sessions with parents to help them complete financial aid documents, search for scholarships, etc.	Increase student participation in post secondary programs.
Publish information on Next Generation Sunshine State Standards (NGSSS), and Grade Level Expectations (GLE's)	Provide information on the specific skills students need. Add strategies that show parents how they can help at home.	Provide information and strategies to parents on how to help their children with all subjects
Multicultural Events	Tie the content of the program to the social studies curriculum and the specific standards addressed	Provide information to parents on the content of standards and provide resources and materials to support the event
Training for staff during faculty meetings on parental involvement	Provide grade and subject specific training for teachers on how to explain the SSS to parents	Improve the ability of staff to work effectively with parents.

The School Family Involvement School Policy/Plan

The School Family Involvement Policy/Plan is a requirement of Title I law. The School Family Involvement Policy/Plan should reflect the needs of the school, parents and the community. The School Policy/Plan should reflect the goals and strategies outlined in the School Improvement Plan. As you plan, initiate and evaluate Family Involvement Policy/Plans that reflect the needs of your school, parents and community continuously monitor what is effective and what needs to be changed in order to bring about the best family involvement practices. The Policy/Plan template will address all the Title I laws that must be implemented.

The School Family Involvement Policy/Plan template will be available to schools on the Title I website:

www.palmbeachschools.org/federalprograms/documents/SchoolPIP/NavigationInstructions.pdf

A sample parent letter is provided for your use to document the disbursement of the School Policy/Plan on the next page.

FAMILY INVOLVEMENT POLICY/PLAN

To be in compliance with Title I law, Part A, Section 1118, the Family Involvement Policy/Plan must be developed with parent input. The final copy of the Family Involvement Policy/Plan must be placed on the school letterhead and distributed to all parents.

Date: _____

Dear Parent and/or Guardian,

Your participation in your child's education is important to us. Because of this, we have developed a School Family Involvement Policy/Plan. This Policy/Plan explains ways that parents can participate in family involvement programs to help raise student achievement. Parent input is essential in planning and implementing successful family involvement initiatives at the school and district level. We value your involvement and urge you to take the time to read this Policy/Plan.

Federal law requires us to distribute our School Family Involvement Policy/Plan to families. Please sign the form below and return it to your child's classroom teacher by _____ so that we can be sure you received this important information. (Date)

If you have any questions, feel free to call _____ at _____.

Yours truly,

Principal

Please check all that apply: The School Policy/Plan was distributed to parents via:

Student Back Pack

Parent Handout at Meeting

US Mail

Other _____

ACKNOWLEDGEMENT

I have received the Family Involvement Policy/Plan described in this letter.

Parent/Guardian signature _____ Date _____

Student's name _____

Teacher _____

School and Grade _____

Evaluating the School's Family Involvement Policy/Plan

The School Improvement Plan and the School Policy/Plan should match. The school's family involvement focus should correlate to student achievement. ***The Correlation to Student Achievement Chart*** gives schools ideas of quality family involvement strategies. Once you have implemented your School's Policy/Plan, you then begin to monitor the plan to make sure you are meeting your goals. The next step is to evaluate your program. Evaluation should be conducted with a plan in mind and should be both formative (ongoing) and summative (at the end of the program). Evaluations such as parent surveys, evaluation of parent trainings and parent forums will help the school evaluate and gather family involvement data. **Samples of parent training evaluations are included in the handbook. You may use these or create your own. Copies of the evaluations should be stored in the Title I Audit Box.**

Why Evaluate Your Program?

- Helps you find out what is and is not working in your program
- Shows your staff, stakeholders, funders and the community what your program does and how it benefits your participants
- Improves your staff's work with participants by identifying strengths as well as weaknesses
- Raises awareness of effective strategies and research based programs
- Shows evidence of effective programs linked to dollar amounts spent
- Shows parent, staff and the community the various family involvement programs that are productive and linked to student achievement

Guidelines for Conducting a Successful Evaluation

- Invest heavily in planning. Invest both time and effort in deciding what you want to learn from your evaluation. This is the single most important step you will take in this process. Consider what you would like to discover about your program and its impact on participants and use this information to guide your evaluation planning.
- Planning the evaluation should begin at the same time as planning the program so that you can use evaluation feedback to inform programming.
- In planning the evaluation are your questions realistic; did you complete the goals and strategies that you set out to do? Does the data collected support the outcomes? Are the outcomes realistic?
- Use your Family Involvement Survey Data and share results with your School Advisory Council. Look at how you can improve areas of concern and begin to address needs through identifying best practices and strategies that will improve your family involvement model. Use Joyce Epstein strategies for discussion to give a reference point to guide you in your planning.

Evaluating the School Policy/Plan - Sample Questions

The success or modification of the strategies outlined in the School Policy/Plan should be shared with parents throughout the year. Discussions between parents and staff on how the strategies are working should be monitored on an ongoing basis and evaluated annually.

- Are the needs of families being addressed in the School Policy/Plan?
- Is there evidence of parent feedback such as needs assessments, surveys and parent questionnaires?
- Are the strategies provided specific to the needs?
- Are the family involvement initiatives providing parents with resources and materials to help their children at home?
- Are the family involvement activities primarily linked to student achievement?
- Are parents involved in giving input to school wide programming?
- Are parents given the opportunity to attend trainings and workshops at different times and dates for the same training?
- In what format are parents informed of trainings or family involvement events and are they informed more than once?
- Are parents given a list of topics that will be covered at the event or training when they are notified?
- Is the information provided parent friendly?
- Are translators provided so that parents can understand the information presented?
- Is the information provided translated in various languages?
- Is childcare provided?
- Are parents given the opportunity to serve in leadership roles?
- Are parents asked to discuss how Title I dollars are being spent in family involvement?
- Are parents involved in the decision making process of the Title I Family Involvement Policy/Plan and School-Compact and how is this documented?

School-Parent Compacts

According to the “No Child Left Behind Act of 2001”... each school shall develop jointly with families, a school-family and student compact. A compact is an agreement between the home and the school, which outlines how families, staff and students will share the responsibility for improving student achievement.

As a component of the school-level family involvement policy developed under subsection (b), each school served under this part shall jointly develop with families for the children served under this part a school-family compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the State’s high standards. According to subsection (d), such compact shall:

- (1) describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student academic achievement standards, and the ways in which each family will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- (2) address the importance of communication between teachers and families on an ongoing basis through, at a minimum - family-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement.

In satisfying the above mandate, each school shall:

- Develop a new compact.
- Develop the compact with school staff and family input

The compact shall describe:

- **School/Teacher Agreement** – The school’s responsibility to:
 - Provide high-quality curriculum
 - Provide instruction in a supportive and effective learning environment that enables the children served to meet the State’s student academic achievement standards
- **Family/Guardian Agreement** – The ways in which each family will be responsible for supporting their children’s learning.
 - Monitor attendance
 - Monitor homework completion
 - Monitor television watching
 - Volunteer in the child’s classroom
 - Participate as appropriate in decisions relating to the education of their children
 - Promote positive use of extra curriculum time
 - Attend family-teacher conferences
- **Student Agreement** – This section needs to address how the student will share the responsibility for his/her academic achievement.

Guidelines for Writing the School- Parent Compact

The school **must** include parents in discussion and writing of the School-Parent Compact. The School-Compact should be reviewed annually. **Specific strategies that are tailored to the school should be included in the School-Compact.**

Examples of specific strategies:

- The school shows a safe environment conducive to learning by having a secure system of check in the main office for visitation, by providing a campus that is continuously clean and maintained
- The school provides effective communication on an ongoing basis by sending information in the designated languages, providing information in newsletters, and placing information on Edline, and having face to face parent-teacher conferences
- The school provides parents with suggestions on how to assist students with homework. Parents monitor homework and have ongoing communication with teachers through parent-teacher conferences. Teachers suggest strategies that the parent can use to increase student performance
- The school provides a learning environment that stimulates high standards and academic achievement to students by offering teachers and parents strong models of staff development trainings that will increase student achievement
- Parents are provided reading lists by the school to encourage student reading and foster grade level expectations in reading
- Parents monitor that their children are reading on an ongoing basis and students keep reading logs of their work



To be in compliance with Title I law, Part A, Section 1118, the School-Compact must be developed with parent input. The final copy of the School-Compact must be placed on the school letter-head and distributed to all parents.

SCHOOL-PARENT COMPACT

This compact recognizes the shared responsibility of the school, home, and student for high student academic achievement.

Sample **School** agrees:

- To provide a safe environment conducive to learning.
- To provide high-quality curriculum and instruction that enables students to meet high standards.
- To respect and value the wide variety of cultural differences of students and families.
- To communicate effectively and frequently with students and their families regarding individual student progress, as well as opportunities to be meaningful partners in learning.
- To promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved.

The **Parent/Guardian** agrees:

- To be sure the student attends school regularly, is on time, prepared, and dressed appropriately.
- To monitor homework assignments and notify the teacher if problems with completion arise.
- To read with the student on a regular basis and monitor TV watching at home.
- To supervise the student's positive use of extracurricular time.
- To visit and communicate with the school frequently and conference with the teacher each semester.
- To volunteer or assist the school as often as possible and ask for assistance from the school when needs arise.

The **Student** agrees:

- To attend school regularly, on time, prepared, and dressed appropriately.
- To do my best to complete all assignments and to ask for help when needed.
- To obey the school rules and show respect for all people.
- To report dangerous situations or problems to the school and/or families.
- To take pride in the school, home, and community and be willing to strive for excellence.

Each school has unique needs and resources that should be reflected in the compact and agreed upon by representatives of all parties.

School Representative (Teacher or Principal)

Date

Parent/Guardian

Date

Student

Date

The School-Compact was distributed to parents on ____/____/____.

Please check the box or boxes stating how the School-Compact was distributed to parents:

By Student Back Pack

Parent Handout at Meeting

By US Mail

Other _____

Title I Parent Evaluation

Training/Event _____

Date _____

Please rate this training on a **scale of 1 – 2 by circling the number** to the left of each statement using the descriptors below.

1 = Agree

2 = Disagree

As a result of this training, I understand:

1	2	that family involvement increases student achievement.
1	2	the content of the presentation thoroughly.
1	2	how important it is to interact and dialogue with other parents.
1	2	the skills I learned will assist me in helping my child.
1	2	the strategies I learned will assist me in helping my child.

Overall, I would say that:

1	2	the presentation was clear and informative.
1	2	the delivery of the presentation was well organized.
1	2	adequate time was devoted to the session.
1	2	the resources and handouts were beneficial.

What did you find most beneficial?

Please share suggestions for follow-up training.

FEDERAL AND STATE PROGRAMS
Family Involvement Training
Home Implementation Strategies

This log measures how families will use strategies at home and must be completed at all trainings.

Strategy 1	List a strategy learned during training:	Describe how the strategy works:	Describe how strategy is used at home:
Strategy 2	List a strategy learned during training:	Describe how the strategy works:	Describe how strategy is used at home:

Family Workshop Evaluation

Date _____

School _____

Name of Workshop _____

Circle and/or write your responses

1. The information received was clearly presented.

Yes No

2. I understood the content of the workshop.

Yes No

3. Resources and materials were provided that assisted me in my learning.

Yes No

4. I now am able to better assist my children because of this workshop.

Yes No

5. This workshop was well organized.

Yes No

6. What did you like best about this workshop?

7. What could we improve upon?

8. How will I use the materials and resources to help my child?

FAMILY INVOLVEMENT SURVEY

The Family Involvement Survey is an important document and tool used to gather families' opinions. This survey is distributed annually. Families are selected randomly to participate in the survey. Schools and the Department of Federal and State Programs receive valuable information on how we are meeting the needs of families. The following steps are suggested in initiating the survey, gathering information and implementing future planning at the school center.

- Distribute the survey to selected families at your school.
- Collect the surveys.
- Make copies of the survey, front and back for your audit files.
- Send the completed surveys to:
Margaret Shandorf
Federal & State Programs
C-206, Fulton-Holland Educational Services Center.
- Review the results with your principal when the survey results are sent to your school.
- Plan to share the results with the families, faculty and members of the SAC Committee.
- Make suggestions for how you will implement recommendations.
- Review the planning stages to apply/implement the recommendations made by families

FAMILY INVOLVEMENT SURVEY SAMPLE

Directions: Please complete the Family Involvement Survey below by shading in the **response** that indicates your **best choice**. Please use a **Number 2** pencil. The results of this survey will help the school plan future family involvement opportunities and requirements that meet the **No Child Left Behind Law**.

School _____

1. My child's school informs me regularly about his/her academic achievement.
2. My child's school has provided information to families about Title I and how it improves student achievement.
3. My child's school involves families in the academic and budget decisions through ways such as SAC meetings, developing the School Improvement Plan/SWP Plan, and PTA/PTO meetings.
4. The Family Involvement Policy/Plan and School-Compact is written with parent input.
5. Useful strategies and materials from the Parent Resource Room, teachers and/or trainings were provided to use at home with my child.
6. My child's school provides trainings and meetings at flexible times.
7. My child's school provides child care services during parent trainings.
8. My child's school translates and distributes written and oral communication in my language.
9. Parents are informed of and receive the Title I District Family Involvement Board Policy.
10. Parents are informed of the Florida Parent Information Resource Center (PIRC) Services.

List and tell why the family involvement activities that you attended this year were informative and beneficial.

What activities would you like to be offered in the future at the school or district level?

What activities did you participate in this year that you found useful in helping your child academically?

Title I District Parent Advisory Council

The Title I District Parent Advisory Council is comprised of parents from Title I schools and is established to provide parental input on the grant activities. The Council meets quarterly to discuss and review family involvement initiatives to ensure that the district and schools are in compliance of the law.

The Title I District Parent Advisory Council's responsibilities include

- Discuss and examine current research that promotes motivational strategies to attract families to schools
- Provide input on how the Family Involvement set-aside funds will be used in the district
- Develop, implement, and evaluate the District Family Involvement Policy
- Review the Family Involvement Survey and make recommendations on strategies to increase family involvement and student achievement
- Give input regarding the Family involvement LEA

The Title I District Parent Advisory Council officers serve in leadership roles to help ensure that the district Title I initiatives are being met. The district Family Involvement Resource Teacher organizes and coordinates with the Council to carry out the responsibilities of Title I law.

Schools are encouraged to invite their parents to participate in the Council's activities. Every Title I school may recommend members from their SAC and active parents to participate in the Council's meetings. Opportunity to participate in Leadership conferences are provided for Council's members.



Building Effective Family Involvement Models

In order for schools to establish strong family involvement models and plan effective best practices, strategies, trainings and family involvement initiatives there must be coordination among the school, community, parents, and students. Information is provided to guide schools in establishing effective family involvement models that will address the needs of the school, foster family involvement, and increase student academic achievement.

Ideas for Gearing Up Your Family Involvement Program

- Be aware of the family involvement goals included in the SIP.
- Collaborate with school personnel such as principal, guidance counselor, ESOL facilitator, and Title I contact to carry out family involvement goals.
- Confer with office staff on how to welcome families in a positive way and promote acceptance.
- Use welcome signs in various languages that represent the school's population.
- Present the importance of family involvement research at the first faculty meeting.
- Orient the staff on the research of effective family involvement and the roles and responsibilities of the parent liaison.
- Present research on the role of the parent liaison to families at the first school Open House.
- Organize a Family Involvement Network at the school.
- Market the importance of effective family trainings and recruit families to attend.
- Communicate with parents in a variety of ways such as newsletters, notices, and student agendas.
- Provide training to staff outlining the purpose of the Title I Compact. Emphasize the importance of families, school, and students in addressing the commitment to specific goals. Compacts should be signed by all parties after the significance of the document has been explained. Signed copies must be filed for audit purposes.
- Assist the school volunteer coordinator in recruiting families to contribute their time and talent(s) to the school.
- Be accessible to families.
- Distribute your business cards to families so that they may easily contact you.
- Create a Family Resource Room equipped with resources and materials.
- Attend District family involvement meetings and conferences.
- Facilitate and address the Title I Family Involvement Survey.
- Document and keep records of family involvement programs, activities.
- Form partnerships and support with business/communities.

- Distribute a Family Events calendar to families and staff early in the school year. This can also be part of your school's handbook with approval from administration.
- Describe the events, dates and times.
- Send out an invitation at least two weeks before the activity. This can be a flyer with a perforation for parents to complete, indicating their child care and transportation needs. During the week of the event, remind families to attend.
- Post flyers around the community.
- Offer flexible times for activities. Families appreciate activities during the school day as well as evening.
- Hold meetings at alternate locations, i.e., churches or community centers.
- Make sure that the meeting room is equipped to accommodate the number of expected participants.
- Test equipment before the meeting to ensure the equipment works properly.
- Designate a staff member to provide child care as needed. Non staff members must be cleared by security.
- Provide a room to accommodate children with enriching activities.
- Invite guest speakers well in advance. Reconfirm a week before the activity.
- Invite staff members so families have a chance to meet.
- Invite community partners to meetings.
- Order any materials that must be purchased early.
- Prepare an agenda and sign-in sheet that reflects the school as Title I, and indicates time and location.
- Prepare hand-outs if required.

ESTABLISHING BEST PRACTICES

- Provide families with printed ideas for simple things that they can do at home to help students achieve. Ask parents to set aside a specific time each day for doing homework. Encourage parents to read or listen to children at least 30 minutes per day.
- Create homework notebooks so that families and teachers can communicate.
- Suggest that families hold study groups for their high school or middle school child to work on special projects or difficult homework assignments.
- Suggest families limit TV time and recommend specific shows that may be applicable to a topic that students are studying in class.
- Devise questions for parents to ask students to stimulate conversations about learning.
- Provide assignments that generate interest, i.e., watching a news program on television, interviewing a neighbor, family member, or discussing a newspaper article with guided questions.
- Establish a homework hotline for families to check homework assignments.
- Ask parents to sign homework assignments.
- Develop family-student journals for parents and students to answer the same questions. (Who do you most admire and why? What was your most successful time in your life? What was your most challenging experience?)
- Topics of workshops for families may include study skills, student attitudes, homework tips, and preparing for college.
- Hold Family Reading Nights.
- Post the homework policy in the school handbook.
- Clarify educational language (acronyms) so that it can be understood.
- Designate a specific day to send home announcements and newsletters, i.e., “Take Home Tuesday”.
- Use the family involvement survey to address family concerns.
- Schedule “Coffee with the Principal” times for informal conversation with the principal.
- Designate a bulletin board for family information and announcements.
- Encourage teachers to call families weekly with positive messages.
- Hold “Students as Teachers” nights where students teach family and community members about special projects.
- Create a Parent University with information on various topics.
- Invite families to accompany students on field trips or other extracurricular events.
- Invite families to attend professional development sessions.
- Invite businesses to participate through mentoring programs and service learning.
- Encourage business partners to use their worksite for display and distribution of information about schools and family involvement.
- Ask businesses to make space available for school conferences and training sessions.
- Encourage businesses to provide summer employment for students.
- Invite local celebrities and community leaders to read to students.
- Develop a speakers’ bureau that includes students, families, business leaders, etc.

HOW TO ESTABLISH PARENT TRAININGS AT YOUR SCHOOL

Rationale

Parent trainings should be established at the school center. These could include areas such as FCAT, reading, mathematics, technology, etc. Parent trainings should be more than one training session so that parents have the necessary tools to help support student achievement.

Deciding What Parent Training Needs to Be Established

Look at your School Improvement Plan. It has goals and strategies that are included in math, reading, parental involvement, etc. Decide what pertinent information you will share with your parents through trainings that will help them make a difference in their children's education.

How to Prepare a Parent Training

The focus for Parent Trainings should be well planned by staff members who can deliver the content of the information successfully. Parents will be trained on the standards and strategies that their children are expected to follow.

How to Inform Parents

Parents will be informed of upcoming trainings and events through fliers. Spell out the training clearly; what the training will involve and the difference the parent will make in the child's learning by being there. Send home a second flier closer to the event expressing the importance of the workshop. Include the time, date, location, and if day care and food will be provided. Ask parents to send a return slip including their signature with their child reserving a seat at the meeting.

Organizing the Information

The handouts and materials for the events must be organized and user friendly. Steps of each session should be clearly identified. Parents should find the information easy to follow.

How to Implement the Training

Have the training sessions planned out so that parents may come to two or more sessions for one and a half hour each session. This plan is only a suggestion for schools in planning their own creative schedule. Parents should have enough time to take in the information, formulate strategies and feel comfortable with the content. The training should provide the participants with an opportunity for interaction and assessment of what they have learned.

Evaluation

Parents should have the opportunity to complete an evaluation of the training so that feedback can be given to revise and celebrate the successes of the trainings.

Certificates

Parents should receive a certificate for their participation in the training. The certificates show the parents that they are welcome and appreciated at the school.

Parent Resource Centers

Parent resource centers in schools can support parents as both learners and teachers. These centers provide materials and a space where parents can get together with other parents and school staff to learn how to assist their children at home. Parents can come to such a center for educational materials, training and informational meetings. Parent Resource Centers send a very positive message to parents that they belong in the school and should feel welcome.

Parent resource centers provide:

- Information about current programs and events
- Reading materials to help parents guide their children's learning
- Games, books and videos that parents can use with children at home
- A Title I Contact, Parent Liaison, School Staff member who provides parents with instruction in subject areas and in using learning materials
- A "Parents Corner" with comfortable furniture where parents can talk with other parents
- Meeting space for parent groups and workshops
- An informal meeting place for a parent-teacher conference
- Information and guidance about higher education opportunities, cultural and community services and agencies to help families with educational, health, and social service needs.

A parent resource center can be created in a spare classroom or a corner space of a library. The center should have flexible times for parents to visit and check out materials for their children.

Frequently Asked Questions from Parent Liaisons

Why is family involvement important?

Family involvement makes the difference in a child's world. Research proves that when the teacher, school, parent and community support the child in their learning, children achieve at a higher level, graduate from high school and have a better opportunity to go on to college.

Children form a healthier self-esteem and reach for future goals when their families are involved in their education.

How do I get started in my position as a Parent Liaison?

Your role is a very important one among the students, the parents and the school.

Communication that you establish sets the stage for positive interaction. Let the parents know who you are. Begin handing out your business cards and fliers so you may be contacted at the school. Making contacts early on can begin a positive school year.

Whom do I contact if I am new to the position as Parent Liaison?

Contact the Title I Office, Margaret Shandorf will answer questions for you and match you up with another school for mentoring. Attend the technical assistance trainings available, and utilize the Department of Federal and State Programs website.

How do I know what parent goals and strategies are important to the school?

The parents, teachers, administrators and business/community members should have input in establishing the goals and strategies outlined in the School Improvement Plan. Refer to these goals and strategies when planning the family involvement activities for the year.

How do I establish communication and contacts with the school so that I can be effective?

Set up a meeting with your principal so that you can talk about the importance of family involvement and what goals the principal has for the school. Be informed of what duties the principal wants you to carry out during the school year. Establish monthly meetings with the principal and timelines to accomplish the tasks assigned. Keep a log of your routines and a calendar of events so that you will stay focused on your goals.

How do I present my roles and responsibilities to the faculty and staff?

Ask the principal if you may speak at a faculty meeting. Tell your staff that you will be soliciting their help to have family involvement be the best that it can be. This kind of dedication takes time and planning. As teachers and staff are planning events ask them to include the parent liaison in the meetings so that there is a focus on scheduled school activities. Ask the staff to remember that you are available to assist with home visits and contacting parents for conferences and school events.

How do I get to know people who already serve the school in decision-making and share in leadership roles?

Become a part of the SAC Committee and interact with members who are making a difference at the school. Contact key leaders and parent advocates at your school such as the school guidance counselor, grade chairpersons and language facilitators. Staff members are encouraged to work together to achieve family involvement goals.

How can the school establish communication and interaction with parents, businesses and the community?

Establish a school newsletter informing parents of ongoing events at the school. Put the spotlighted events on the school marquee. Send out a parent survey and ask what activities parents, businesses and community members would be willing to support. Ask them to volunteer early on so that you can plan your school committees. Send a letter asking them for their help with a specific activity or event.

How do we break the barriers of family involvement?

- Provide flexible scheduling
- Provide day care
- Provide materials that support learning
- Provide strategies to assist their children
- Provide transportation
- Provide translated documents
- Provide translation at meetings
- Provide a welcoming office staff

What documents are important to support Title I law?

Have sign-in sheets, logs and agendas that reflect the focus of meetings and include the date and time. Place these in your Title I family involvement audit box.

What are ways that we can attract parents and volunteers to our school?

Show parents that they are welcome and that they make a difference when supporting the school. Share information with parents often. Send home reminders to attend events more than one time and in a variety of ways so that parents can make preparations in advance. Ask for their commitment by asking for a response that they are attending. Make the focus of the meeting, training or workshop understandable to everyone attending. Be clear about the date, place and time.

What do I need to know about making home visits?

Home visits are important to the teacher, parent and the student. When parents are hard to reach, it may be essential to reach out to them in their homes. When meeting with parents, keep a positive attitude about the visit. If you leave information, make sure that it is the correct address of the parent. Document the home visit on the form that is in the Title I Handbook.

What do I need to know about the School/Parent/Student Compact?

The compact is a document that needs to be established between the school, parent and student. Discuss what factors are essential in making the student academically successful and the parent well informed as the school works in partnership with the parent and child. Present this as a work in progress and get input from all parties at a SAC meeting. Send the document in draft form home for parent review. **Present the final copy to the parent during parent teacher conferences.** Refer to the School/Compact in the Title I Handbook for further information.

How do we share positive family involvement outcomes with parents?

Thank parents for their participation in attending events at the school. Invite your volunteer parents to a volunteer thank you celebration. Recognize parents from specific grade levels in the newsletter. An example; Thank you to all parents who attended the third grade event! Remember to discuss specific successes at the SAC meeting. Take pictures and post them on a bulletin board at the school spotlighting the event.

How do I use the Family Involvement Survey data to plan for the future?

Parents are asked to give feedback by completing the Family Involvement Survey. Review the survey results with your principal and the comments suggested. See if there are some specific suggestions that need to be implemented to support change in the direction of family involvement at your school. Inform the SAC committee of the Family Involvement Survey results. Discuss any changes that may need to be implemented due to the suggestions on the survey.

What is the importance of a parent resource room at my school?

Parents feel comfortable in having a place where they can go to check out materials and resources that will assist their child at home. Ask your principal what possible funding is available to put a resource room in place. Set up a schedule for parents with a notebook or computer system for checking out materials.

How do I assist in organizing parent trainings at my school?

Parent trainings are not the sole responsibility of the Parent Liaison. The Parent Liaison should be aware of who has the expertise in the school to carry out specific trainings. This information should be identified in the School Improvement Plan. The presenters should develop trainings that are meaningful to parents. Parents should walk away with strategies that can be beneficial to their children and feel at ease carrying out these strategies. Trainings should be more than a one-night session.

How do I initiate and implement a Parent University at my school?

Parent University is an organization for parents initiated at school centers to offer parents current information, trainings and workshops that are presented and discussed. Various speakers lead these events. Parents receive a notebook and a handout identifying the process of attendance and points earned for attendance at the events. Achievement of 100 points earns parents a certificate of participation and recognition at an honors assembly.

What do I need to know about the Family Involvement Policy/Plan?

The Family Involvement Policy/Plan shows that the school is meeting the requirements of Title I law. The Family Involvement Policy/Plan specifically states how the school is achieving these laws through strategies that are unique to the individual school. Joyce Epstein's Six Models of Family Involvement are designed to help the school achieve quality family/business/community partnerships. **The Family Involvement Policy/Plan must be revisited annually to discuss and identify strategies that carry out Title I laws.** Parent/school/business/community collaboration is essential in creating a Family Involvement /Policy Plan. For further information see the Family Involvement Policy/Plan section in the Title I Handbook.

What can I do to further develop my professional growth in my role as parent liaison?

- Attend district technical assistance meetings (Parent Education Network).
- Network with Parent Liaisons across the district.
- Research various websites for current research on family involvement.
- Utilize district support staff for assistance.
- Attend conferences to advance professional growth.

How can I find out about specific deadlines and requirements that are due on a monthly basis?

Check the timeline in the handbook and visit the NCLB Federal Grant website regularly to find out important information.

PARENTAL INVOLVEMENT LAW

Requirements at the School Level

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) **IN GENERAL-** A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) **WRITTEN POLICY-** Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) **IN GENERAL-** Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) **PARENTAL INPUT-** Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) **DISTRIBUTION OF FUNDS-** Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the Schoolwide Program Plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the Schoolwide Program Plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire 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. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY– In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) REVIEW – The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

DISTRICT PARENTAL/FAMILY INVOLVEMENT POLICY

Policy 1.015 Parental/Family Involvement

1. **Purpose.** This policy creates a collaborative environment in which the parents and families of our students are invited and encouraged to be involved. The School Board recognizes the vital role parents/guardians and family play in the education, welfare and values of its students, and that the education of each student is a responsibility shared by the school and the student's parents/guardians and family members. Furthermore, the School Board encourages the regular participation by parents of all children to ensure a strong home-school partnership, promote and increase effective, well-structured, and comprehensive parental/family involvement practices. This policy incorporates the requirements under the *No Child Left Behind Act of 2001, section 1118 of the Elementary and Secondary Act*.
 - a. The Board recognizes that among the factors to improve learning are:
 - i. a sound instructional program
 - ii. consistent training and information made available to parents to increase student achievement
 - b. The Board recognizes that parental involvement is a desirable element in effective education. Student achievement can reach higher levels when parents, schools, and the community work together in a collaborative endeavor to support student learning. Through the support of the Family Action Network and the responsibility of various departments, parents are kept abreast of parental involvement topics.
 - c. Although parents are of diverse cultures, languages, and needs, they share the desire for the educational success of their children. Hence, the programs and practices established by the Board, in collaboration with parents and communities through the school improvement process, shall support family involvement and reflect the specific needs of students and families.
 - d. Accordingly, the School Board seeks to actively bring together families, schools, and the community in the education of children. Schools have the responsibility to involve parents, and parents have the responsibility to become involved.
2. **Definitions.**

“Parental/Family Involvement” means the participation of parents/guardians/families in an ongoing, regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that:

 - a. Parents/guardians/families play an integral role in assisting their children's learning.
 - b. Parents/guardians/families are encouraged to be actively involved in their children's education at school.
 - c. Parents/guardians/families are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children.
 - d. Parent, school, and community partners carry out parental involvement strategies that are documented in the school's Family Involvement Policy/Plan.

3. **Policy.** The School Board believes that the education of children is a responsibility that is shared by parents, families, the school system and the community. The School Board respects the roles and responsibilities of parents and families in assuring that their children are adequately educated, and are committed to developing a strong, ongoing partnership with parents/families to create or strengthen stimulating home and school learning environments. It is a policy of the School Board to encourage and support strong, continuing parental and family involvement in education, at home, in our schools and our communities.

The School Board endorses the following standards as set forth in the researched based, National Standards for Parent /Family Involvement Programs as adopted by the National/ PTA as follows:

- a. Standard I: **Communicating** - The Board recognizes that communication between the home and the school that is ongoing, interactive, and reasonably accommodates all parents, including those with limited English proficiency or disabilities. Interaction with parents should be handled in a non-judgmental manner that recognizes a variety of parenting styles, family structures, and circumstances; as well as individual differences reflected in the values, cultures, and diversity of the student population. Regular parent/teacher dialogue is encouraged at all grade levels.
- b. Standard II: **Parenting** - The Board is supportive of adult and community programs that provide information to meet the need of parents on various topics such as nutrition, parent- child communication, monitoring television and internet usage, discipline techniques, homework assistance and other topics that enable parents to be full partners in the education of their children.
- c. Standard III: **Student Learning** - The Board endorses assisting parents to play a vital role in student learning by providing parents information on grade-level expectations, assessment requirements, strategies to improve student achievement, and Choice and SES programs that are available to students in order to maximize student achievement.
- d. Standard IV: **Volunteering** - The Board is supportive of the creation of meaningful volunteer opportunities and welcome parents to take advantage of the many volunteer roles that are provided in schools.
- e. Standard V: **School Decision Making and Advocacy** - The Board encourages the involvement of parents as full partners in the decisions and practices of the school that affect children and families through the school improvement process, the School Advisory Council (SAC), PTA, PTO, and other decision-making groups as appropriate.
- f. Standard VI: **Collaborating with the Community** - The Board supports the strengthening of school programs, family practices and student learning through the integration of community resources and business partnerships. Schools actively recruit persons to serve as role models and mentors. Community partners join schools in its efforts to provide resources and materials to parents.

4. **Family Involvement Forums.** Family Involvement Forums are hereby established within the district to focus on promoting family involvement to increase student achievement. The Family Action Network Committee operates as a forum to discuss, support, and carry out family involvement initiatives throughout the district. The forums will be responsible for:
 - a. promoting parent/family involvement in schools through the school improvement process;
 - b. maintaining contact with various District departments and community groups and agencies; and
 - c. facilitating the implementation of the District Family Involvement Policy.

5. **Title I Requirements.**
 - a. Schools will show evidence of how families are involved in the planning, review and improvement of the school's Family Involvement Policy/Plan.
 - b. Schools shall show proof of an annual meeting (Parents' Rights to Know) held to inform families of the requirements for the Title I program and their right to be involved.
 - c. Proof of parent- teacher conferences continuously held throughout the year.
 - d. Show how the school has provided materials, resources, and trainings to families to improve their child's academic achievement.
 - e. Provide documents to show that families were given information translated in their native language.
 - f. Show how trainings and family involvement activities were offered at flexible times.
 - g. Show evidence of continuous communication between the school, families, students, and community.
 - h. Show how the school has coordinated with organizations such as Head Start, and local, state, and federal agencies to help educate parents in family involvement.
 - i. Provide information of how the school worked with the community, volunteers, and business partnerships to increase student achievement with information on career choices.
 - j. Show proof that families were informed of the State's academic content standards, student academic achievement standards, and academic assessments.
 - k. Prove how the school has provided to families a description and explanation of the curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - l. Provide documentation on how the school provided families with information about the Title I program in a timely manner.
 - m. Show how Title I funds were used to pay reasonable expenses associated with family involvement activities such as child care, home visits, and transportation.
 - n. Provide documentation of family's dissenting views of the LEA if a school's Schoolwide Plan was not acceptable to them.
 - o. Show that the school-family compact was jointly developed with families and outline how families, entire school staff and students shared in the responsibility to improve student achievement.

STATUTORY AUTHORITY: Fla. Stat. §§ 1001.41; 1001.42; 1001.43

LAWS IMPLEMENTED: Fla. Stat. §§ 1002.23; No Child Left Behind Act of 2001, P. L. 107-110; Title 1 of the Elementary and Secondary Education Act, Section 1118

PUBLICATION CITED: *National Standards for Parent/Family Involvement Programs*, issued by the National PTA (1998), ISBN 0-88109-002-6

HISTORY: 10/14/2002;5/06/2009

PROPERTY

PROPERTY

NOTE: Audit/monitoring responsibilities should be ongoing.

Equipment

- Check to be sure that all equipment is prominently marked "***Title I***" (or "Chapter I" if marked prior to FY96). Replace any faded markings, using a permanent marker.
- Indicate the location of each item on the computer printout.
- Check with the principal to ascertain where equipment should be stored for the summer. If the class is in a portable room, try to store equipment inside the school building. Store and lock all machines in a file cabinet or closet whenever possible.
- Document loss, damage or theft of all Title I equipment. Submit damage, loss, or police reports to the Title I office and place a copy in your Title I audit files.

Inventory

All equipment that costs \$1,000.00 or more must have a red Property Records Tag.

- If equipment is purchased by the Title I District Office for school use and shipped directly to the site, notify the Facility Evaluator when equipment is received. The Title I Facility Evaluator will place a red Property Records tag on the equipment. The equipment remains Title I property and will be verified by an annual inventory.
- If equipment is purchased by the school from allocated Title I funds, it will be labeled and noted as ***Title I*** by the school and be carried on the school's ***Title I*** inventory.
- All unit items costing \$250.00 through \$999.99 **must** be labeled as ***Title I***. In addition, a running list of these items must be maintained throughout the year. Refer to the Federal and State Programs website for a template that may be used for this task. A copy of this list is required in the audit files in green folder 3.
- Inventory of all ***Title I*** equipment (\$1,000.00 or more) is included in the District's annual school inventory of tangible property. Request a copy from the Capital Assets Department.
- **No tangible (over \$1,000.00) Title I property may be disposed of without the permission of the state of Florida. Contact the Title I Facility Evaluator for details.**

Beth Trogdon
PX 48341 or 434-8341
Title I Facility Evaluator

Repair

Title I equipment repairs are handled through Information Technology (IT) Customer Support Services and the Department of Maintenance and Plant Operations. Staff must inform the school office of the Property Record number, if applicable, serial number, and model number of the equipment in need of repair.

School contact person should follow these procedures:

- Call Maintenance at 687-7500, PX 27500, for all equipment except computers. If the item is COMPUTER equipment, enter the work order through the HEAT system.
- Identify the equipment as Title I property.
- Provide the school name and the contact person's name.
- Provide a detailed description of the property including, as applicable, the Property Record number, serial number, or other identification of the equipment.
- Indicate the specific building and room location of the equipment to be repaired. Since repairs are often made when teachers are not present, it is helpful to state the precise location of the equipment within the room.
- Record the Work Order number in the school logbook when it is issued and note as Title I.

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CHARTER SCHOOLS

CHARTER SCHOOLS



According to Florida School Law 1002.33 (1), “All charter schools are public schools”. Under the **No Child Left Behind Act**, charter schools will be served in the same manner as other public schools in the Local Educational Agency (LEA). To be eligible for Title I services in FY11, Palm Beach County charter schools had to have a minimum percentage of students eligible for free and reduced price meals on Date Certain (December 18, 2009). The chart below illustrates the minimum percentage required for each level.

Minimum Percentage Required

Elementary School	49.50%
Middle School	49.50%
High School	44.50%

Accountability Under NCLB

Once a charter school qualifies as a Title I school, all requirements of the NCLB Act must be followed. Therefore, all accountability required by NCLB applies to charter schools. Please refer to the section in this handbook on the No Child Left Behind Act for information on the actual law. The following website provides information on the impact of NCLB on Title I charter schools:

www.ed.gov/programs/titleiparta/legislation.html



Title I charter schools must:

- Participate in the state assessment system.
- Be compared to the state-developed measure of Adequate Yearly Progress (AYP).
- Be identified for school improvement, corrective action or restructuring if they fail to make AYP for two or more consecutive years.

Adequate Yearly Progress

If the school fails to make AYP for two years in a row, the charter school will be identified as a School in Need of Improvement (SINI). It is the District's responsibility to take the required actions under NCLB, which may include Public School Choice and/or Supplemental Educational Services (SES). The District is responsible for notifying parents that the school has been identified as a SINI school. The District is also responsible for providing the choice options to students in charter schools for Public School Choice. The choice options for parents are as follows:

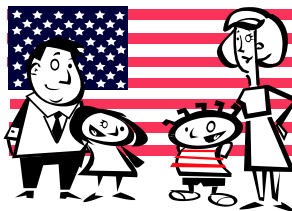
- After **two** years of not making AYP, parents can choose a Supplemental Educational Services (SES)
- After **three** years of not making AYP,
 - Parents are given more than one choice of a non-Title I non-SINI public school, based on the students' home school, **or**
 - Parents can choose a Supplemental Educational Services (SES) provider from a list of state approved providers.

Staff Qualification Requirements

- Teachers and non-instructional personnel in charter schools must be highly qualified in the same way as other Title I Schools.
- NO teacher or non-instructional personnel who works with children may be hired unless he/she is already highly qualified. In addition, all schools must maintain a copy of each staff member's teaching certificate or transcript.
- ALL personnel must be cleared by the district and all teachers hired must contact the certification department of Palm Beach County School District to verify certification.

For more information on highly qualified staff, refer to the following website:

<http://www.palmbeachschools.org/certification/HighlyQualified/index.asp>



FAMILY INVOLVEMENT/PARENTS' RIGHT TO KNOW

The empowerment of parents is vital for students to succeed. Thus, NCLB has specific guidelines for family and parental involvement. These guidelines include:

Annual Title I Meeting

Each Title I school must hold a yearly meeting explaining Title I and parents' rights as related to NCLB. **It is suggested that the meeting be held early in the school year.**

- Topics required to be explained are:
 - An explanation of Title I.
 - Parents' Right to Know which includes:
 - The right to request information on the certification of teachers.
 - The notification of parents if a child is taught for four or more weeks by a teacher who is not highly qualified.
 - Information on the level of achievement of the child.
 - Communication in a language parents comprehend.

Documentation for this meeting includes flyers, an agenda with topics to be discussed, and sign-in sheets verifying attendance. Copies of the documentation for this meeting should be forwarded to your Title I specialist as soon as the meeting has been held. Original documentation should be filed in the Title I audit files in blue folder 1.

Family Involvement Policy/Plan and School-Parent Compact

- Each school must include parents and staff in the development of their Family Involvement Policy/Plan and School-Parent Compact.
- Details regarding the Family Involvement Policy/Plan and School-Parent Compact can be found in the Parental Involvement section of this handbook.



ALLOCATION OF TITLE I FUNDS

Allocations are determined by the number of students eligible for free and reduced price meals. All existing charter schools follow the same eligibility and allocation procedures as public schools. Existing charter schools will receive their budgeted allocation at approximately the same time as regular public schools.

New or significantly expanding charter schools will receive their allocation within the first five months of opening, provided they have an approved **Title I Schoolwide Improvement Plan** on file with the Department of Federal and State Programs. This plan must include the Title I Ten Components. Charter schools that open after November 1st of any given school year must receive a “full and fair opportunity” to receive their funds the first year (Cowan, Manasevit p.69).

Title I provides funding for schools to supplement their existing program. As with any grant, there must be accountability for these funds. There are two required methods of documenting that a school is meeting audit compliance requirements of the No Child Left Behind Act. They are:

- A Schoolwide Plan which is part of the School Improvement Plan. Refer to the *SIP/SWP/ACCOUNTABILITY* section of this handbook for a detailed explanation of these requirements.
- A well-organized audit file. Refer to the *Audit Compliance* section of this handbook for a detailed explanation of these requirements.

When planning and allocating Title I funds, administrators must set aside:

- An amount determined by federal guidelines for parent involvement activities (Function 6152).
- Ten percent (10%) of their school’s allocation for professional development if the school has been identified as a School In Need of Improvement (Function 6402).

FISCAL INFORMATION

Title I funds may be used only for student achievement, staff development, and to build parental capacity. These funds must *supplement* the regular school program. When determining if an expense is covered by Title I, ask the following questions:

- How does this expenditure affect student achievement?
- How does this expenditure affect staff development?
- How does this expenditure increase parental capacity or involvement?
- Is this something that would be purchased if the school was not Title I?

No administrative expenses may be reimbursed through Title I funds. Please refer to the *FISCAL PROCEDURES* section for a list of unacceptable Title I expenses.

Procedures for Title I Grant Reimbursements

- **Initial Grant Reimbursement** - The following documentation must be received at the Title I Office for the initial grant reimbursement:
 - An approved Schoolwide/School Improvement Plan including the Title I Ten Components
 - Original written request on charter school's letterhead signed by a Board Member requesting reimbursement of funds (**Copies are not acceptable.**)
 - A completed Charter School Summary Reimbursement Spreadsheet – highlighted areas must be filled in with check number, check date, function, account, vendor name and description of purchase, invoice date, and amount (See sample at the end of this section). The Charter School Summary Reimbursement Spreadsheet can be found on the Federal and State Programs website.
 - Copies of expenditures:
 - Bank Statements
 - A copy of cancelled Check(s)
 - A copy of credit card statement(s), if applicable
 - Paid Invoices
 - Detailed payroll reports
 - Charter School Directory of Title I Paid Staff
 - Consultant contracts approved by a board member
 - An electronic copy of the Charter School Summary Reimbursement Spreadsheet to your Title I specialist
- **Subsequent Grant Reimbursements** – The following documentation must be received at the Title I Office for subsequent grant reimbursements:
 - Original written request on charter school's letterhead signed by a Board Member requesting reimbursement of funds (**Copies are not acceptable**)
 - A completed Charter School Summary Reimbursement Spreadsheet
 - Copies of expenditures as listed above
 - An electronic copy of Reimbursement Spreadsheet to your Title I specialist

Charter School Reimbursement Procedures

- 1) The Letter for Grant Reimbursements with documentation will be date stamped when it is received in the Department of Federal and State Programs and given to the appropriate Title I specialist. **(Copies are not acceptable.)**
- 2) The Title I specialist will review the documentation for appropriate expenditures and verify the Charter School Summary Reimbursement Spreadsheet information. (See sample forms in this section.) If there are questions about receipts or if the Charter School Summary Reimbursement Spreadsheet is not included, the school will be contacted by the Title I specialist.
- 3) If there are no questions or corrections, the Title I specialist will initial the documentation. Then, it is forwarded to a Title I budget manager.
- 4) Once the documentation has been reviewed by Title I budget manager, it will be forwarded for Director's approval. If corrections are required, the Title I specialist will contact school center personnel to make revisions. If no corrections are needed, the reimbursement will be processed for payment.
- 5) If a budget transfer is required, it will be completed by the appropriate Title I specialist.

NOTE: You should expect at least a 2-4 week period following the submission of the reimbursement documentation before receiving payment.

Timeline for Financial Requests

A quarterly submission of receipts is required. The dates are as follows:

- October 15, 2010
- January 14, 2011
- April 15, 2011
- June 16, 2011

The last day to submit salary reimbursements is July 7, 2011.

Documentation of Expenditures

When charter schools are submitting evidence of expenditures to the Title I Office, an accurate accounting of the expenditures and evidence to support these expenditures must be present. **It is the responsibility of the charter school's staff to submit the necessary documentation to the Department of Federal and State Programs.**

NOTE: Title I does not reimburse taxes for tax-exempt schools.

Equipment and/or furniture costing between \$250 and \$999 per item must be labeled ***Title I*** and tracked for audit purposes. An inventory sheet is available on the Federal and State Programs website to monitor the inventory. A copy of the inventory sheet should be filed in green folder 3.

Salary Reimbursements

With Title I funds, salaries and benefits (7.65%) can be paid for supplemental staff only. Funds cannot be used to pay staff required by your charter. Documentation needed for salary reimbursement includes:

- Memo directed to the Department of Federal and State Programs Director's attention stating the total amount being requested. **(Original signature required)**
- Copy of the detailed payroll record showing the total amount of payment by pay period; highlight staff members whose payroll is to be reimbursed.
- Completed Charter School Summary Reimbursement Spreadsheet with the appropriate funding strip(s):
 - Functions
 - Instructional Personnel - 5100
 - Parent Involvement Personnel - 6150
 - Professional Development Personnel - 6400
 - Accounts
 - Salary – Refer to Typical Functions and Accounts
 - Part-Time In-System - 518400
 - Stipends - 518420
 - Benefits - 521000

Consultant Reimbursements

Whenever a consultant provides services, a board approved consultant contract must be submitted with the request for reimbursement. Additional documentation required includes:

- Copies of invoices
- Copies of cancelled check(s)
- Documentation of Services

NOTE: It is recommended that consultant contracts be all inclusive. If not, follow travel reimbursement procedures outlined below.

Travel Reimbursements

There are now three travel accounts:

- 533610 - in-county travel
- 533600 - out-of-county Florida travel
- 533620 - out-of-state travel

Forty dollars per day is allocated for meals when traveling out-of-county. No meal receipts are required. Mileage is reimbursed based upon the current government rate. Required documentation includes:

- Copy of the registration form and receipt
- Receipt for air travel
- Receipt for hotel showing a zero balance
- Parking or toll receipts, if applicable
- Agenda of the activities
- PBSB 0096 summarizing all expenditures for travel

Food Reimbursements

Food reimbursements are allowed for parent trainings only. Required documentation includes:

- Agenda
- Sign-in sheets
- Receipts
- Cancelled checks
- Bank statements
- Evaluation
- Food Purchase Checklist

Title I Food Purchase Audit Compliance Checklist	
Name of Event	School
Contact Name	Date of Event
Is this purchase for a parent training?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this training documented in the Family Involvement Policy/Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the training a stand-alone event and not being held in conjunction with another activity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
List the objectives of the training.	
Select type of payment. <input type="checkbox"/> P-Card Purchase <input type="checkbox"/> Miscellaneous Payment	

Attach all applicable documents to this form. Submit packet to your school-based Title I contact so it may be added to audit folder blue 3 for supporting compliance documentation.

- Parent notification of training
- Agenda for training including date and name of event
- Sign-in sheets including date and name of event
- Relevant handouts presented to parents
- Parent evaluation of training
- Copy of itemized food receipts
- Copy of Miscellaneous Payment Request, PBSD 1275 (if applicable)

SAMPLE GRANT REIMBURSEMENT REQUEST LETTER

Charter School Letterhead

Date

Marcia Baldanza, Ed. D., Director
School District of Palm Beach County
Department of Federal and State Programs
3326 Forest Hill Blvd., C-206
West Palm Beach, FL 33406

Dear Dr. Baldanza,

Pursuant to the School District of Palm Beach County Procedure for Title I Grant

Reimbursements to sub-recipients, please consider this request for
reimbursement in the amount of \$ _____. These funds are to be taken
from the FY11 Title I Grant allocation.

Thank you very much for your attention to this request.

Sincerely,

Name

Board Member

NOTE: Subsequent requests MUST include attached documentation of
expenditures and receipts.

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MIGRANT EDUCATION

TITLE I MIGRANT EDUCATION PROGRAM

Who is a migratory child? The term "migratory child" means a child who is, or whose parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian to obtain temporary or seasonal employment in agricultural or fishing work –

- (A) has moved from one school district to another;
- (B) in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or
- (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Migratory students are enrolled in most schools throughout Palm Beach County. The local Migrant Education Program (MEP) is designed to support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. The MEP helps to ensure that migratory children have the same opportunities to meet the same challenging state student performance standards that all children are expected to meet. The program is also designed to help migratory children overcome cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school and to prepare these children to make a successful transition to postsecondary education or employment. Every effort is made to ensure that migratory students have access to and benefit from state and local systemic reforms. To assure the successful implementation of this program, each school principal should identify an **administrator** to be designated **Migrant Contact Person**. When special needs are identified in the area of health and human services, MEP supportive services can be accessed by calling the following area offices:

Celia Elrod, Assistant Director	PX 48446	or	561/434-8446
Beverly Delgado, East Area Specialist	PX 80356	or	561/202-0356
Mary Chandler, West Area Specialist	PX 44909	or	561/996/4909

PART II: MIGRANT EDUCATION PROGRAM

A. Identification and Recruitment (ID/R), and Transferral of Student Academic Records

Social Service Facilitators will identify migrant children. Each will be assigned to a specific geographic area to assure full coverage of the District.

Academic and health records, as mandated by United States Department of Education (USDOE), will be delivered to the designated migrant contact person at each school where migrant students are enrolled. To facilitate appropriate placement and scheduling of migrant students, migrant staff will provide assistance in interpreting and using migrant records.

B. Advocacy

Implementing the Advocacy Program will be a Migrant Advocacy Team consisting of program specialists, certified teachers, guidance counselors, and Social Services Facilitators. This team will provide appropriate advocacy services to migrant students, grades K through 12. The identified emancipated youth will be provided assistance in language acquisition, employability skills, and GED prep opportunities.

C. Interstate and Intrastate Coordination

The migrant staff will be proactive in creating a system of reciprocity in the exchange of critical data on migrant children. Reciprocity will take place with sending and receiving districts or states - as evidenced in our current efforts with Georgia, New Jersey, New York, Pennsylvania, and Texas.

D. Other Supportive Services (health, human and social services, nutrition, transportation)

Supportive Services staff will initiate referrals in the areas of health, nutrition, and social services. The staff will follow through to resolution in the completion of the referrals by working closely with agencies providing the needed services.

Transportation will be provided to obtain the supportive services only when clients cannot secure their own transportation. Additionally, transportation will be provided for parents, if needed, in order for them to participate in parent activities.

E. Parental Involvement Services

Migrant staff will work with families in the areas of building capacity for them to work with their children at home, literacy, language development, computer literacy and citizenship. Monthly Family Literacy Nights will provide the families an opportunity to learn together reading, math and language. Additionally, the Migrant Parent Advisory Council meets monthly to provide input in the development of the grant's programs and to determine how funds will be spent. This program strengthens the Title I requirements for involving parents in the education of their children. The emphasis is on supporting the schools' efforts in building the capacity of parents to be able to join in an effective partnership with schools to support student achievement.

F. Add-On Tutorial

Limited before/after school tutoring will be offered to migrant students with identified need for supplemental assistance. Migrant Resource Teachers accept referrals, review student performance, and follow through with coordination of appropriate tutorial services. If funds are available, transportation is provided for tutorial students when necessary. Parental involvement is a critical part of the student enrollment process. The program will be explained to the parents, and they will be invited to visit the program at any time.

Field trips for tutorial or other migrant students will be offered as enrichment or as a reward for exemplary program participation. Other instructional programs, such as Portable Assistance Student Sequence (PASS), Migrant Summer Institute, and SAT and ACT prep activities, will be offered as necessary.

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NO CHILD LEFT BEHIND ACT

DEFINITIONS

The first definition given is verbatim from the No Child Left Behind Act. The definition that is **bold** is the common language interpretation of the law.

TITLE IX – GENERAL PROVISIONS PART A – DEFINITIONS SEC.9101.DEFINITIONS

Except as otherwise provided, in this Act:

(3) **BEGINNING TEACHER** - The term beginning teacher means a teacher in a public school who has been teaching less than a total of three complete school years.

A beginning teacher is one who has less than three complete years of successful teaching.

(23) **HIGHLY QUALIFIED** - The term highly qualified

(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an elementary school teacher who is new to the profession, means that the teacher —

(I) holds at least a bachelor's degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by

(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and -

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.

Teachers

"Highly Qualified" requirements are:

- **State certification/licensing, *and***
- **Bachelor's degree, *and***
- **Other stipulations:**
 - **"New" elementary teachers - rigorous test**
 - **"New" middle/secondary teachers**
 - **Rigorous test, or**
 - **Major/coursework.**
 - **For "not new" teachers**
 - **Rigorous test,**
 - **Major/coursework, or**
 - **State evaluation.**

All teachers were to be highly qualified by the end of the 2005-2006 school year. The state did not impose sanctions during the 2006-2007 school year as long as the district was working towards the goal.

Paraprofessionals

"Highly Qualified" requirements are:

- **high school diploma (or GED) *and***
- **two years of college, *or***
- **associate's degree, *or***
- **rigorous standard of quality on formal state or local assessment.**

All paraprofessionals had to be highly qualified by the end of the 2005-2006 school year. The regulations clarify that the requirements apply only to paraprofessionals who provide instructional services and who work in Title I schools.

(26) LOCAL EDUCATIONAL AGENCY-

(A) IN GENERAL - The term local educational agency means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

The School District of Palm Beach County is the LEA.

(32) PARENTAL INVOLVEMENT - The term 'parental involvement' means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring —

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118.

The intent of parent involvement is to build parent capacity. Parent involvement focuses on three major areas.

- **Parents have a role in the design and oversight of Title I programs at the school.**
- **Schools should assist parents in developing skills to assist in improving the academic achievement of their children.**
- **Parents have the right to know the credentials of the teachers who are teaching their children, as well as the quality of the child's education. Parents must be notified if their child is being taught by a teacher who is not highly qualified.**

(34) PROFESSIONAL DEVELOPMENT- The term 'professional development'

- (A) includes activities that —
- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
 - (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 - (iv) improve classroom management skills;
 - (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
(II) are not 1-day or short-term workshops or conferences;
 - (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

- (vii) advance teacher understanding of effective instructional strategies that are —
 - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
 - (viii) are aligned with and directly related to —
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
 - (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
 - (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 - (xiii) provide instruction in methods of teaching children with special needs;
 - (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
 - (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that —
- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

Five percent (five percent) of the LEA's Title I budget must be set aside for professional development activities to ensure that all teachers and paraprofessionals are highly qualified.

All SINI must spend ten percent of the Title I allocation on professional development.

Professional development must be scientifically research based, ongoing, and a part of the SWP.

Principals have been added to the list of staff mandated to receive professional development. NCLB highlights them as key players in school reform.

- (37) SCIENTIFICALLY BASED RESEARCH- The term scientifically based research
- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
 - (B) includes research that —
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Technical assistance and professional development must be scientifically research based. Programs are judged to be scientifically research based if they have included the following in their development:

- **Rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs**
- **Empirical methods**
- **Rigorous data analysis**
- **Measurements or observational methods that provide reliable and valid data**
- **Evaluation using experimental studies with sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systemically on their findings**

WEBSITES RELATED TO NCLB



U.S. Department of Education www.ed.gov/

Florida Department of Education www.fldoe.org/Default.asp?bhcp=1

Information for Parents

Federal www.ed.gov/parents/academic/help/partnership.html
State www.fldoe.org/family

Information on NCLB Choice

Federal
Choice www.ed.govparents/schools/choice/edpicks.jhtml?src=qo
** SES* www2.ed.gov/nclb/choice/help/ses/index.html
State www.fldoe.org/NCLB

Teachers and NCLB

Federal www.ed.gov/nclb/methods/teachers/hqtflexibility.html
District www.palmbeachschools.org/certification/HighlyQualified/

Information on School Improvement Process

State www.flbsi.org/schoolimprove/index.htm
District www.palmbeachschools.org/schoolimprovement/

Information on NCLB for Charter Schools

Federal www2.ed.gov/policy/elsec/guid/charterguidance03.doc
State www.floridaschoolchoice.org/



* *Supplemental Educational Services*

