Title 1

Title I 101 Binder Policies & Procedures

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Introduction

INTRODUCTION

Welcome to Title I! This is the largest federally funded K-12 education program. It provides services in high poverty schools for students at risk of failing to meet state achievement standards. Other portions of the Title I program provide services for migrant students and families, students in facilities for neglected and delinquent children, homeless children, and early childhood education programs.

The material in this notebook is intended to serve as a guidebook for implementation of the Title I program at the school level. It can be accessed at https://www.brevardschools.org/ Domain/2192.

Questions about the material in this notebook or other aspects of the program should be directed to the district Title I staff listed below.

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The Title I Vision

All children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title I Goals

- Assist schools in meeting the educational needs of low-achieving students in our district's highest poverty schools,
- Assist schools in closing the achievement gap between high- and low-performing children, especially the achievement gap between disadvantaged children and their more advantaged peers,
- Assist schools in providing high-quality education to all students,
- Promote and target resources sufficiently to make a difference to schools where needs are greatest,
- Promote schoolwide reform and ensure the access of children to effective, evidence-based instructional strategies and challenging academic content,
- Implement high quality early childhood programs in schools with a high concentration of at-risk children,
- Support school efforts to implement the Early Childhood Standards of Excellence for prekindergarten, and
- Afford families and community members substantial and meaningful opportunities to participate in the education of their children.

2023-2024

Title I is a federally funded program designed to improve achievement at schools with a high percentage of students eligible for free and reduced priced lunches. To qualify for school-wide program status, a school must meet the criteria of a direct certification percentage of 59% or higher. The Title I project serves 41 public schools and 27 private schools in Brevard County.

Each participating school has designed its own program, including grade levels and subject areas to be served, instructional models, and staffing plan based upon the unique needs of students at that school. Each school coordinates the Title I plan with the school-wide improvement plan. Copies of each school plan are available upon request from the Title I Office or the individual school.

The 41 Public Title I Schools:

Andrew Jackson Middle School	Jupiter Elementary	University Park Elementary
Apollo Elementary	Lockmar Elementary	
Atlantis Elementary	Lyndon B. Johnson Middle School	
Audubon Elementary	MILA Elementary	
Cambridge Elementary	Mims Elementary	
Cape View Elementary	North/Central Alt. Learning Center	
Christa McAuliffe Elementary	Oak Park Elementary	
Cocoa High School	Palm Bay Academy Charter	
Columbia Elementary	Palm Bay Elementary	
Coquina Elementary	Palm Bay Magnet Senior High School	
Croton Elementary	Pinewood Elementary	
Discovery Elementary	Port Malabar Elementary	
Dr. WJ Creel Elementary	Riviera Elementary	
Emma Jewel Charter	Ronald McNair Magnet Middle School	
Endeavour Magnet Elementary	Sabal Elementary	
Fairglen Elementary	Saturn Elementary	
Gardendale Day School	Sherwood Elementary	
Golfview Magnet Elementary	South Area Alt. Learning Center	
Harbor City Elementary	Stone Middle School	
James Madison Middle School	Turner Elementary	

2023-2024

There are 27 private schools participating in the district Title I program. Each participating private school has designed its own program in consultation with the Local Education Agency (LEA) based on school needs. The Title I program at each participating private school is operated under the direction of the LEA.

The 27 Private Schools Are:

Ascension Catholic School	Parkhurst Academy
Bethany Christian School	RFM Christian Academy -Cocoa
Bright Horizons Academy	RFM Christian Academy - Melbourne
Einstein Montessori Academy	Rockledge Christian School
El Sinai Christian Academy	Shiloh Christian Academy
Holy Name of Jesus Catholic School	Space Coast Christian Academy
IRC Christian Academy	Space Coast Discovery
Learning & Achievement Academy	St. Joseph Catholic School
Learning Forward Education Center	St. Mary Catholic School
Love Center Christian Academy	St. Teresa Catholic School
New Hope Lutheran Academy	The Life Center Academy
Our Lady of Lourdes Catholic School	The Pillar of Hope Academy
Our Saviour Catholic School	Trinity Lutheran School
Park Avenue Christian Academy	

Components

Homeless (Students- in- Transition) Title I assists the district in providing support for homeless students. These services include providing the following support as appropriate for each situation: backpacks with school supplies, a n d before or after school academic support for students who are academically eligible.

Migrant Education The school district is responsible for continually identifying migrant children as they enroll in school. Once the students are identified and receive a Certificate of Eligibility from the State, the migrant children are eligible for Title I services.

Private Schools A third party vendor is utilized to provide tutoring services in reading and math to eligible students. Family engagement activities and professional development opportunities are offered to parents and teachers of students who receive Title I services. Title I funds are generated by the number of economically disadvantaged students enrolled in the private school who reside in public Title I school attendance areas.

Family Engagement Brevard Public Schools' mission is to serve every student with excellence as the standard. We believe that family engagement is essential to fulfilling this mission. In an effort to build meaningful partnerships with schools, families and community, the district seeks to strengthen the relationships among stakeholders and promote collaborative planning, decision making and improvement efforts. We know that engaging parents in the education of children and fostering leadership opportunities will positively impact achievement and help ensure that we meet the needs of all students in Brevard Public Schools.

Staff Development Title 1 currently offers site based support for schools as needed. This includes standard aligned planning sessions, coaching and modeling lessons, professional development and school based data desegregation. Title 1 also offers a variety of professional development sessions across the district. Teachers learn about theory and application for literacy and math instruction, covering all components of, the ELA and Math blocks. The professional development will continue to enhance teachers pedagogy.

Prekindergarten Programs The Title 1 Step FOUR ward VPK Program is committed to providing a high quality, developmentally appropriate prekindergarten experience for four-year-old children. The school district Head Start program is offered at a few Title I school sites and has specific eligibility requirements. Both Step FOUR ward VPK and Head Start offer a full day program with certified teachers and highly qualified instructional assistants. The curriculum focus is on early language and literacy with the implementation of the VPK Education and Head Start Performance Standards.

Agency Support Title I coordinates its services with other agencies throughout Brevard County. These agencies include Eastern Florida State College, Early Learning Coalition of Brevard, Inc., PREVENT!, Juvenile Justice, University of Central Florida, Child Abuse Prevention Task Force, Florida Diagnostic and Learning Centers, SEDNET, Brevard Family Partnership, School Board of Brevard County Head Start, Brevard Zoo, Adult Education, Kennedy Space Center, United Way, English for Speakers of Other Languages, Patrick Air Force Base, and local agencies serving homeless students and their families.

Program Overview

Title I Program Overview
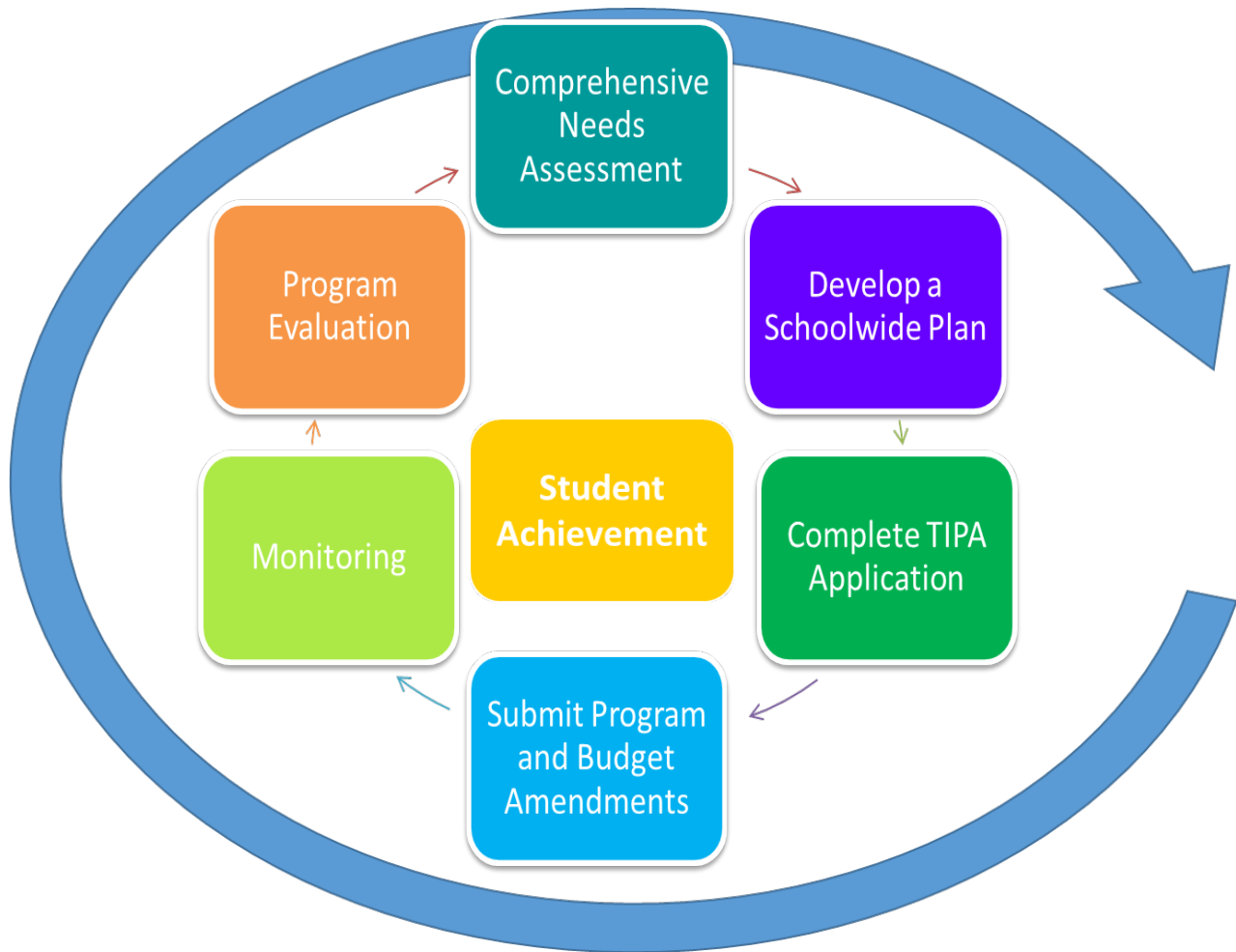
The process starts with a Comprehensive Needs Assessment (CNA) that is a requirement for all Title I schoolwide programs as legislated by Every Student Succeeds Act, ESSA Section 1114(b)(6).

A schoolwide program shall be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

All stakeholders (faculty and staff, parents and family members, school and district administrators, community partners, and students at the secondary level) should participate in the needs assessment process. The process involves analyzing multiple sources of data to identify focus areas for schoolwide improvement plans and identifying strategies that address these focus areas.

The state template is used to develop the Schoolwide Improvement Plan. It can be accessed at the following link: www.floridacims.org. The Schoolwide Improvement Plan must be fully developed in accordance with the requirements of Section 1114 Title I, Part A of Every Student Succeeds Act (ESSA), Public Law No. 114-95. Attached is the FDOE Schoolwide Plan Rubric to be used to support the development of your Schoolwide Improvement Plan. The Schoolwide Improvement Plans representing the Title I schools across the district contribute to the development of the district Title I Program Application (TIPA).

ESSA categorizes schools to receive varying levels of support and meet district and school requirements according to the following guidelines:

Each ATSI and TSI School-wide Improvement Plan must address the subgroup(s) that led to identification.

Strategies/Personnel funded by Title I must be included under an Area of Focus within each school's School-wide Improvement Plan and clearly marked with a "T". The School-wide Improvement Plan should be monitored on a regular basis as part of the SAC agenda, and changes documented as needed. A midyear review/evaluation of the measurable outcomes will be required to monitor progress and determine necessary changes to the original action steps. A form has been provided to guide this review/ evaluation (See Attached page 8). Likewise, an end-of-year review/evaluation of the measurable outcomes will be completed to determine if objectives were met and the level of impact Title I funded strategies/personnel had on performance outcomes. (See Attached page 9). The results of this final review/evaluation will be used as the basis for the CNA process in determining what Title I funded strategies/personnel will be continued, what will be changed, and what will be discontinued for the following school year based on the needs of the school.

Bureau of Federal Educational Programs (BFEP)
Title I Schoolwide Plan Rubric

District Name: _____   **Contact Name:** _____

School Name: _____   **Phone:** _____

School Year: _____   **Email:** _____

Date: _____

Directions: Use this rubric to assess the quality of the school's schoolwide plan and ensure it is fully developed in accordance with the requirements of Section 1114 of Title I, Part A of the Every Student Succeeds Act (ESSA), Public Law No. 114-95. The rubric may be used to support the development of a new plan or evaluation of the effectiveness of an existing plan.

SCHOOLWIDE PLAN REQUIRED COMPONENTS

Comprehensive Needs Assessment (CNA)

The Comprehensive Needs Assessment shall take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards, and any other factor as determined by the LEA.

Expectation	Meeting Expectation	Approaching Expectation	Not Meeting Expectation
Review, summarize and report on your performance, non-performance, process, and perception data, including subgroups to inform the needs assessment.	Relevant data, including performance, non-performance, process, and perception data, is thoroughly reviewed and summarized; subgroup data is used to inform needs assessment. 3 □	Data from two (2) sources are reviewed and summarized. 2 □	Data review is not included, or only a single data source is included, which does not represent a comprehensive view of the school's needs. 1 □
Provide a brief description of the school, attendance area, and surrounding community.	A description of the school, attendance area, and surrounding community is provided. 3 □	A partial description of required components is provided. 2 □	No description is provided. 1 □
Describe how parents, students, teachers, and community partners were engaged in the comprehensive needs assessment, and how it was conducted in an inclusive manner to reach all members of the school community (e.g., regular education, special education, talented and gifted, migrant, limited English proficient, low-achieving students), paying particular attention to the needs of educationally disadvantaged children and historically underserved populations.	Evidence of robust internal stakeholder involvement, including parents, students, and teachers throughout the process, is provided and thorough attention is given to the needs of educationally disadvantaged children and historically underserved populations. 3 □	Evidence of limited, intermittent internal stakeholder involvement is provided, and minimal attention is given to the needs of educationally disadvantaged children and historically underserved populations. 2 □	No evidence of internal stakeholder involvement in the needs assessment process is provided. The needs of educationally disadvantaged children and historically underserved populations are not addressed. 1 □

Comprehensive Needs Assessment (Cont'd.)			
Expectation	**Meeting Expectation**	**Approaching Expectation**	**Not Meeting Expectation**
Summarize the strengths and needs of the school's current educational program. Provide historical evidence of results related to activity outcomes.	Historical evidence, including data, is used to reflect upon both the strengths and needs of the school program. This review is clearly stated and comprehensive. 3 □	Some historical evidence is used to reflect upon the strengths and needs of the school program but lacks clarity. Additional data and evidence is needed. 2 □	No historical evidence is used in a review of the strengths and needs of the school program. OR Strengths of the program are not included. 1 □
As a result of this current comprehensive needs assessment, list the specific need areas and objectives, in order of priority, to be addressed this year in the schoolwide plan.	Areas of need and objectives are prioritized and clearly aligned to the needs assessment. 3 □	Areas of need and objectives are prioritized, but not clearly aligned to the needs assessment. 2 □	Specific areas of need are not prioritized. Objectives do not align to identified areas of need. 1 □

Preparing a Comprehensive Schoolwide Plan

An eligible school operating a schoolwide program shall develop a comprehensive plan. It shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans, including school personnel. It shall be available to the LEA, parents, and the public, and the information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. It shall, if appropriate and applicable, be developed in coordination and integration with other Federal, State, and local services, resources, and programs.

Expectation	Meeting Expectation	Approaching Expectation	Not Meeting Expectation
Describe the process for involving stakeholders (i.e., school, family, and community) in the design, implementation, and evaluation of the schoolwide plan.	Evidence of consultation with stakeholders to improve activities, as well as coordination with other related activities implemented in the community, is provided. Description of consultation includes: parents, teachers, principals, students, school leaders, specialized instructional support personnel, Indian tribes or tribal organizations, when applicable, local government representatives, others with relevant and demonstrated expertise, and community-based organizations.	A partial description of required components is provided.	No description of the process for involving parents and families in the development of the plan is provided. OR No plan for parent and family involvement in the implementation or evaluation of the schoolwide plan is provided, or the plan needs significant additional development.
	3 □	2 □	1 □

Preparing a Comprehensive Schoolwide Plan (Cont'd.)			
Expectation	**Meeting Expectation**	**Approaching Expectation**	**Not Meeting Expectation**
Describe and document how stakeholder input was used to develop the schoolwide plan. 3 □	Significant stakeholder input in the design of the schoolwide plan is described and documented. 3 □	Limited stakeholder input in the design of the schoolwide plan is described and documented. Involvement must be increased prior to schoolwide plan approval. 2 □	No evidence of stakeholder input or involvement in the design of the schoolwide plan is provided. 1 □
Describe how stakeholders will receive timely information about the Title I program, and how they will be informed of the curriculum, assessments, and proficiency levels students are expected to meet. 3 □	A complete description of each component is provided. 3 □	A partial description of required components is provided. 2 □	No plan for stakeholder involvement is described. 1 □
List the specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan). 3 □	A complete description of each component is provided. 3 □	A partial description of required components is provided. 2 □	No plan for stakeholder involvement is described. 1 □
Describe the strategies that will be implemented to increase family and community involvement in decision making opportunities about school programs and their child's education. 3 □	Five (5) or more, wide-ranging strategies are identified, and decision making opportunities are available at every level. 3 □	At least one (1) strategy for parent and family engagement is identified; however, limited opportunities for decision making are available. 2 □	No strategies are identified. 1 □

Annually Evaluating the Schoolwide Plan			
The schoolwide plan and its implementation must be regularly monitored and revised as necessary based on student needs. The evaluation must include ways to determine whether academic achievement of all students, particularly of low-achieving students, improved; whether goals and objectives were achieved; and if the plan is still appropriate as written.			
Expectation	**Meeting Expectation**	**Approaching Expectation**	**Not Meeting Expectation**
The evaluation plan includes steps to continually monitor implementation of the schoolwide program and the results achieved, and make adjustments as needed based on feedback and outcomes.	The evaluation plan is reviewed and revised annually, written clearly, identifies types of data used, and outlines all necessary steps for monitoring implementation and effectiveness of strategies, as well as a process for making adjustments. 3 □	The evaluation plan includes vague language and steps for monitoring implementation and effectiveness of strategies are not clearly outlined. States that adjustments will be made, but does not detail when, how, and is responsible party. 2 □	A step-by-step process for monitoring and evaluating the schoolwide program or for making adjustments to the plan is not included. 1 □
The annual program evaluation involves school staff, families, and community members, and uses performance, nonperformance, process, and perception data.	The evaluation of the schoolwide plan is conducted by parents, students, campus staff, school district staff, and community partners using current data. The evaluation process is organized and clearly outlines whether or not the goals of the schoolwide plan were met in an understandable format. 3 □	The evaluation of the plan involves some stakeholders, but not a diverse group of individuals. The evaluation process is unorganized and is not provided in an understandable format. 2 □	Evaluation is conducted only by school leaders and does not involve additional stakeholders. The evaluation process does not outline whether plan goals were met in an understandable format. 1 □

OPTIONAL COMPONENTS

Consolidate Federal , State, and Local Resources

If the programs are consolidated, the schoolwide plan shall include a description of the specific state, local, and federal programs that will be consolidated. Funds must be used for activities that support the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan. If a schoolwide program consolidates federal funds, the district and school must maintain records that demonstrate it meets the intents and purposes of each federal program whose funds it consolidates.

Expectation	Meeting Expectation	Approaching Expectation	Not Meeting Expectation
Demonstrate how federal, state, and local services work together to improve outcomes. Detail how the district coordinates and integrates funding unused at the school.	A detailed description of the process is provided, which includes consolidation. The decision-making process is documented. 3 □	A description of the process is provided, but no decisions are made at this time. 2 □	A description of the process is provided but needs further development in order to consider available resources and flexibility. 1 □
Outline ways in which funds will be consolidated, as well as how the funds will be used to meet the specific intents and purposes of each program.	Several flexibility options available to integrate services and programs are used with the aim of upgrading the entire educational program. 3 □	Coordination with at least one (1) other program is used with the aim of upgrading the entire educational program. 2 □	Flexibility options are not used at this time, and services are not integrated with other programs. 1 □
Ensure the school still meets the statutory requirements of Title I, Part A and other federal education programs. Name the specific state, local, and other federal programs that will be combined.	A list of the specific state, local, and other federal programs is provided, along with a description of how they will be combined. 3 □	A list of state, local, and other federal programs is provided, but no details about how they will be combined are included. 2 □	No list of the specific state, local, or other federal programs used for consolidation is provided, and no plan to coordinate with other services is detailed. 1 □

Transition Strategies

A school that operates a schoolwide program may use available funds to establish or enhance preschool programs for children who are under six (6) years of age.

Expectation	Meeting Expectation	Approaching Expectation	Not Meeting Expectation
Provide specific strategies that have been implemented to help students transition from one school setting to another. Identify required elements from transitioning and recommended practices to support families and their children in successfully navigating from preschool to kindergarten and elementary to middle school.	Collaboration between the preschool program and elementary school, as well as elementary and middle school, is evident. Evidence of successful implementation of transition practices is provided. 3 □	Developing collaboration efforts between the preschool program and elementary school, as well as elementary and middle school, are evident. Transition practices are not evident, and related strategies are not included in the plan. 2 □	Limited or no collaboration and communication between programs for effective transitioning from one level to the next is evident. No transition plan is in place. Specific strategies for helping students transition are not identified. 1 □

Delivery of Services

The services in a schoolwide program may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

Expectation	Meeting Expectation	Approaching Expectation	Not Meeting Expectation
Describe how and when the agency will make decisions about the delivery of services to children through a contract with potential third-party providers, including a thorough consideration and analysis of the views of the private school officials. Provide a detailed dispute resolution process.	A detailed description of collaboration with private schools to determine the delivery of services by non-profit and for-profit service providers with expertise in evidence-based strategies for student achievement is provided. A dispute resolution process is in place and is evident in the plan. 3 □	A partial description of components is provided. Further development of the plan is needed. 2 □	No plan to consult with private schools regarding services provided by third-party contractors is in place. 1 □

Dual or Concurrent Enrollment Programs

A secondary school operating a schoolwide program may operate dual or concurrent enrollment programs that address the needs of low-achieving students. Funds may be used for any of the costs associated with such programs, including:
- Training for teachers
- Joint professional development in collaboration with career and technical educators, and educators from institutions of higher learning
- Tuition and fees
- Books and required instructional materials
- Innovative delivery methods
- Transportation to and from such programs

Expectation	Meeting Expectation	Approaching Expectation	Not Meeting Expectation
Describe the services in place to address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards. The plan provides opportunities for all children to meet proficient and advanced levels of student academic achievement.	Timely, effective, additional strategies are described and provide a detailed, enriched and accelerated curriculum that meets the needs of all students, including all subgroups. 3 □	Detailed plans to differentiate for struggling students are provided, but more development is needed to include strategies for subgroups in enriched and accelerated curriculum areas. 2 □	The strategies described provide a basic curriculum that does not differentiate for struggling students and other subgroups, and do not include evidence of timely, effective, and additional instruction. 1 □

Comments:

Schoolwide Program Plan Assurances

These items are required of any school operating a Schoolwide Program (Section 1114 Title I, Part A, ESSA PL 114-95). Please place a check next to each item that has been addressed in the school's **2023 – 2024 Schoolwide Improvement Plan**. The principal must sign below to indicate compliance.

School Name: _____

	✓
Development and Implementation	
Developed during a one-year period unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program.	
Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan.	
Remain in effect while participating in Title I, Part A, and the plan and its implementation shall be regularly monitored and revised as necessary based on student needs.	
Made available to the LEA, parents, and the public.	
Available to stakeholders in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.	
Developed in coordination and integration with other Federal, State, and local services, resources, and programs, if appropriate and applicable.	
Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards.	
Components of a completed schoolwide plan:	✓
Include strategies to provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards.	
Include evidence-based methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.	
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards, through activities which **may** include:	
➢ Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.	
➢ Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.	
➢ Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	
➢ Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects.	
➢ Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	
➢ Include, if programs are consolidated, the specific State educational agency and LEA programs and other Federal programs that will be consolidated in the schoolwide program.	N/A

_____   _____   _____

Principal's Name (print)   Principal's Signature   Date

School: _____   **Date: _____**

Title I Schoolwide Improvement Plan Mid-Year Review

Participants:
SIP Area of Focus:
SIP Goal:
Title I resources to support this Area of Focus: *(to date)*
Progress Monitoring Data: *What does the data say? (PM1 to PM2 proficiency levels, change in proficiency from PM1 to PM2)*

Review: Is the intended outcome on target to being achieved by the end of the school year for this area of focus?	**Yes**	**No**

Reflection: Identify strengths and weaknesses within the SIP action steps:
Reflection: Identify next steps (or new action items) needed to accomplish the intended outcome for the area of focus.

School: _____   **Date: _____**

Title I Schoolwide Improvement Plan EOY Evaluation

Participants:
SIP Area of Focus:
SIP Goal:
Title I resources used to support this Area of Focus: *(to date)*
Progress Monitoring Data: *What does the data say? (PM1 to PM2 to PM3 proficiency levels, change in proficiency from PM2 to PM3, etc.)*
Evaluate: Did you achieve the goal for this area of focus?   **Yes   Partial   No**
Reflection: Identify strengths within the SIP action steps. Which action items were effective?
Reflection: Identify weaknesses within the SIP action steps. Which action items were ineffective? Identify challenges and barriers the school encountered with the implementation of the SIP action steps.

INSTRUCTIONAL PROGRAM

Q1. How should a school's Title I program be designed?

A1. The Title I program in each school must be designed to address weaknesses identified in the Comprehensive Needs Assessment (CNA), with attention paid to the needs of high-risk or underachieving students/subgroups. Therefore, the subjects/content areas included in the school's Schoolwide Improvement Plan must be those in which the school's assessment scores are less than satisfactory and/or show a downward trend. If the available data reflect unsatisfactory progress in ELA, Science, and/or Math, the Schoolwide Improvement Plan must include service in that area or provide an explanation of how that need is being addressed by other programs in the school. Other areas that may be identified in the C N A as contributing f a c t o r s t o u n s a t i s f a c t o r y performance include attendance, resiliency, and learning environment. These areas may also be addressed as part of the Schoolwide Improvement Plan and addressed by Title I or other programs.

Q2. What instructional models may be used in Title I?

A2.   Title I allows a great deal of flexibility in instructional models. Some schools offer small-group instruction by interventionists and/or instructional assistants, while others take advantage of the flexibility to use technology-based, collaborative, or team-teaching models, or to combine and vary their instructional services to meet students' changing needs. Supplemental instruction may be provided during the regular school day, before or after school, on Saturdays, or during the summer. The key principle to remember is that instructional services must be designed or selected to meet the needs of students and to coordinate with the CNA and the instructional model as outlined in the Schoolwide Improvement Plan.

Q3. What practices or programs may be used in Title I to supplement the core?

A3.   Title I practices or programs must be evidence-based. Evidence-based means that they have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. All supplemental programs must be principal approved.

Q4.   Are there any equity requirements for Title I (i.e., Do all students have to receive the same amount of instructional service)?

A4.   No. The law requires that Title I services be designed to meet students' individual needs; therefore, those students who need more help should get more help. This might mean more instructional time, more intensive instruction, or different. instructional methods or resources. Services may be adjusted during the year as students' needs change. It is important that Title I teachers and regular classroom teachers plan together regularly to help each student receive the type and amount of instruction he/she needs. This is the only way that Title I can be fully integrated within the regular instructional program.

Q5. How does the supplement-not-supplant requirement apply to Title I instructional services?

A5. Title I funds must be used to supplement rather than supplant what would be available in the absence of these funds. If the school has received all the funding to which it is entitled from all nonfederal sources, along with the teacher units necessary to meet the required class size requirements as outlined in the board- approved staffing plan, then the supplement-not-supplant requirement has been met. Supplement-not-supplant is one of the most basic requirements of the program. Compliance with this provision is essential, since it is audited annually, and violations may result in a financial penalty.

Comprehensive Needs Assessment

Comprehensive Needs Assessment

There are three core elements of a Title I schoolwide program [Title I regulations § 34 CFR 200.26]:

1. A school **must conduct a Comprehensive Needs Assessment** that identifies the school's strengths and challenges in key areas that affect student achievement.
2. The school must **develop a comprehensive Schoolwide Improvement Plan** that describes how it will achieve the goals it has identified as a result of its needs assessment. **(Schoolwide Improvement Plan-SIP and Parent and Family Engagement Plan)**
3. The school **must evaluate annually the outcomes** and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written. **(Midyear and final review/ evaluation.)**

As you can see, the first core element of a Title I schoolwide program is conducting a comprehensive needs assessment.

What is a Comprehensive Needs Assessment - A Comprehensive Needs Assessment is (a) the first step in developing a Schoolwide Improvement Plan, (b) a process to help school teams learn about their areas of strengths and challenges, and (c) more than just scores. It is an opportunity to determine the root causes of student achievement or lack thereof.

Why Is a Comprehensive Needs Assessment Necessary – A Comprehensive Needs Assessment is legislated by Every Student Succeeds Act.

> *A schoolwide program shall be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency* - **ESSA Section 1114(b)(6)**

What is the Comprehensive Needs Assessment Process -

Needs Assessment at a Glance
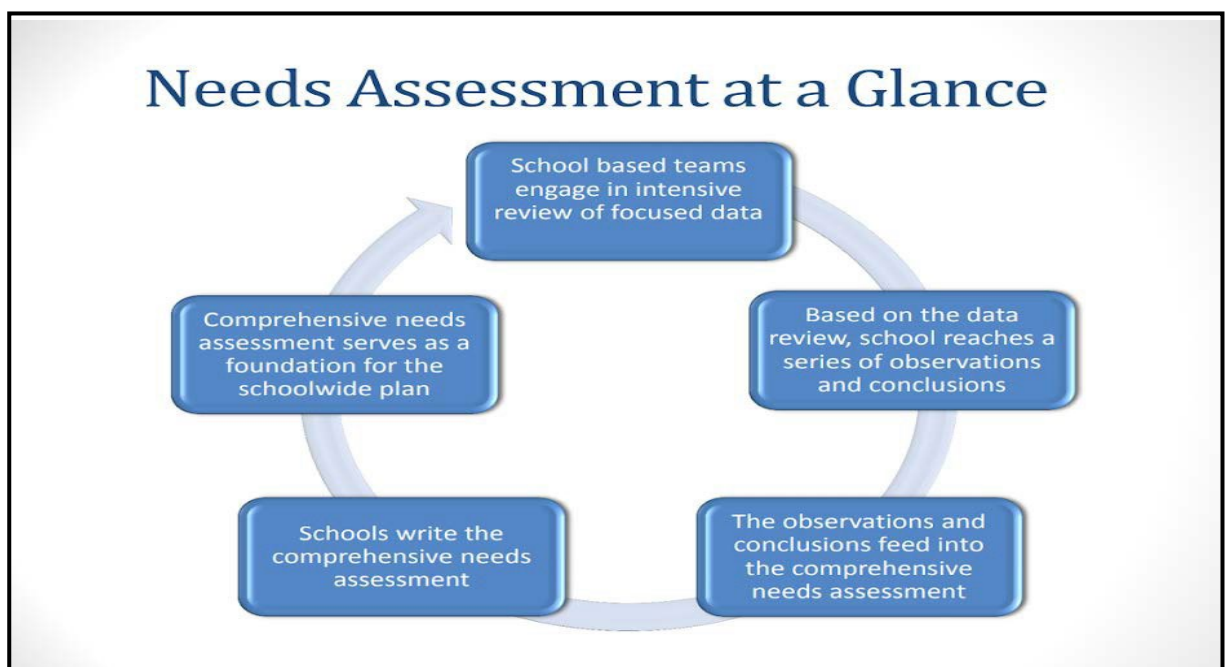
Who should participate in the Comprehensive Assessment Needs Process?

Create a Comprehensive Needs Assessment (CNA) Team

Team of Stakeholders should include:
- Administration
- Coach(es)
- **Teachers representing a variety of grade levels, Title I and ESE**
- Guidance
- Paraprofessional
- Other support personnel (e.g. office clerk, custodian...), if possible
- **Parents**
- **Community members**
- Students (**required** for secondary schools)
- Try to get parents from your underrepresented populations such as ESE, ELL, Black/Hispanic/Asian to participate.

- Teams will probably meet 2-3 times in late spring and early summer.

What is the process the CNA team will work through?

CNA Team will:

- <u>Set a Vision</u> – What a reformed school would look like in terms of student success?
- <u>Current Status</u> – According to data sources, what is the current status of the school in terms of student success?
  - <u>School Profile</u> – Collect qualitative and quantitative data in the following focus areas most essential to your school's reform
    - <u>Student Needs</u> – Performance data, attendance rate, discipline data, school grade, RAISE status, subgroup data, MTSS data, graduation rate, Early Warning data, dropout rate, etc.
    - <u>Curriculum and Instruction</u> – Is curriculum aligned to BEST standards, materials used, assessment instruments and follow-up, etc.
    - <u>Professional Development</u> – What is offered, how is PD tied to instruction, what does collaborative planning/PLC look like, how is PD evaluated, etc.
    - <u>Community and Family Involvement</u> – Communication with parents, input from community/parents, translation services provided, parents/community involvement in decisions, parents support of learning at home, etc.
    - <u>School Context and Organization</u> – Does everyone know the vision/mission and live by it; school safety; school climate; priorities control budget, resources, and decisions; is the entire school involved in decisions; etc.
- <u>Prioritize Needs</u> – Use the School Profile to determine where the greatest gaps exist between the vision and current status. <u>Prioritize no more than 3 needs to address in your Comprehensive Schoolwide Plan (SIP).</u>
- <u>Problem Statements (PS)/Root Causes (RC)</u> – PS=fact backed up by data about an unfavorable condition that prevents the goal or objective from being achieved. RC=deepest underlying reason (or reasons) which once removed, would eliminate, or reduce the problem.
- <u>Strategy Input</u> – Solicit input from stakeholders as to strategies to address the needs.

Key Considerations for a CNA

Engage	Collect and examine	Obtain	Identify
Engage in timely and meaningful consultation with a broad range of stakeholders	Collect and examine data to gather insights on needs of students and educators	Obtain data from multiple sources such as administrative records, interviews, focus groups, and surveys	Identify potential root causes of potential needs.

This form is the required paperwork needed to document that a CNA occurred at your school.

Brevard Public Schools
2023-24 Title I Comprehensive Needs Assessment Checklist/Assurances
Elementary

School:_____   Date:_____

Schools receiving Title I funds are <u>required</u> to complete a comprehensive needs assessment (CNA). Below are different data sources that can be used. <u>Only</u> check the ones your team has analyzed. Your School Improvement Plan goals should be based on these findings and may be funded by Title I.

- ☐ Attendance Data
- ☐ Discipline Data (referrals and suspensions)
- ☐ Students with substantial reading deficiency
- ☐ Students with substantial math deficiency
- ☐ Retained students
- ☐ Technology (including hardware, printers, doc cams, etc.)
- ☐ Classroom walk-through Data
- ☐ Subgroup Data
- ☐ Staffing/Allocation Data
- ☐ Stakeholder's survey (Insight and Youth Truth)
- ☐ Parent and family engagement activities
- ☐ Parent engagement resources for parents (resource center)
- ☐ Professional development
- ☐ Parent Surveys

Test Data: **Other:**
- ☐ FAST   ☐ Report Cards
- ☐ STAR   ☐ _____
- ☐ Penda
- ☐ Lexia
- ☐ iReady
- ☐ Benchmark Advance

Please be sure you indicate when Title I funds are being used to support a strategy or action step within your School Improvement Plan. Please place a "T" next to the appropriate section.

Through review of the 2022-23 School Improvement Plan goals, school and state assessment data, and parent/student/teacher surveys a comprehensive needs assessment has been conducted.

Signature of Principal/Administrator:_____   Date:_____

The following is an optional worksheet that will lead Title I CNA Team to discuss and work through the required areas. This form would gradually be completed over a series of meetings. First, digging through the various data areas (school profile data areas) to find existing problems.

School: _____   **Date of Meeting**: _____

Comprehensive Needs Assessment Team Meeting

<u>**Vision**</u> – What your reformed school would look like in terms of student success?

<u>**Current Status**</u> – According to your data sources, what is the current status of the school in terms of student success?

Student Needs – Performance data, attendance rate, discipline data, school grade, RAISE status, subgroup data, MTSS data, graduation rate, Early Warning data, dropout rate, etc. List data shared and discussion/activities related to each.
Curriculum and Instruction – Is curriculum aligned to BEST standards, materials used, assessment instruments and follow-up, etc.
Professional Development – What is offered, how is PD tied to instruction, what does collaborative planning/PLC look like, how is PD evaluated, etc.
Community/Family Involvement – Communication with parents, input from community/parents, translation services provided, parents/community involvement in decisions, parents support of learning at home, parents/families attending school planned events, etc.

School Context and Organization – Does everyone know the vision/mission and live by it; school safety; school climate; priorities control budget, resources, and decisions; is the entire school involved in decisions, etc.

Prioritize Needs – Use the School Profile to determine where the greatest gaps exist between the vision and current status. Prioritize no more than 3 needs to address in your Schoolwide Improvement Plan (SIP).
1.

2.

3.

End of Year Review/Evaluation – What got positive results and what did not, what ties to next year's priorities and should be continued, what ties to next year's priorities and should not be continued, what is not a priority for next year but needs to be continued to sustain positive results?

Problem Statement

Root Cause(s)

Problem Statement

Root Cause(s)

Problem Statement

Root Cause(s)

Strategy Input – Solicit input from stakeholders as to strategies to address the needs.

Using the Notice and Wonder worksheet to guide the school team to discuss strengths and weaknesses as they analyze the data areas may help the team focus on the task.

Example from examining Reading Data

From Notice & Wonder to Strengths & Problems

"I Noticed" (record of campus responses)	"I wonder why", "I wonder how", or "I wonder if or whether..."
Scores went up 7% in the 3rd grade All Students group. ✚	What student group caused the overall scores to go up?
Scores went down 9% in the 3rd grade Hispanic group and 12% in the 4th grade Hispanic group. ▲	I wonder how many 3rd and 4th grade Hispanics are new to our school.?
EL scores went down 12%. ▲	I wonder how much time teachers are spending on language development?
	Can we examine how the ELs are doing in subjects other than reading?

When identifying problems, understand what type of problem it is.

Problem Statements describe a:

- situation
- issue
- barrier
- impediment
- challenge

...that a school must address to meet its obligation to its community and to prepare students to be contributing citizens.

Or **Problem Statements** may define a gap between current reality and desired performance.

Then the team will prioritize the top problems. Once the problems have been identified, the team work moves to finding the root cause(s) of those problems. The problem statement form seen here at the bottom of the page, guides the team to examine why the problem exists and identifies if the problem is within the school's control to correct.

A Root Cause is...

the biggest and deepest
underlying reason
(or reasons)
which if removed,
would eliminate,
or substantially reduce
the problem.

Problem Statement:	6th graders consistently do not score well converting between decimals and fractions on the state assessment.	• Control • Influence • Out of our Control
		C,I,O
Why does this problem exist?	**First Response:** 6th graders don't score well because they don't know their multiplication facts.	C
	Why is that the case? They don't know their facts because parents won't make them do their homework.	O
	Why is that the case? It is true that some 6th grade students don't know their facts, but 5th grade teachers spend very little time teaching fractions and decimals.	C
	Why is that the case? 5th grade teachers present fractions and decimals as the very last unit of the year and often have to rush through the unit.	C
	Why is that the case? When the curriculum was revised, two new units were added and now there isn't enough time for everything that is required.	C
	Why is that the case?	

Root Cause or Causes:
The length of time required to teach the units in the 5th grade math curriculum exceeds the number of days available for instruction.

The final step would be, coming up with strategies to strengthen and overcome these problem areas.

This picture illustrates the links between The Comprehensive Needs Assessment (CNA) results and the Schoolwide Improvement Program (SIP).
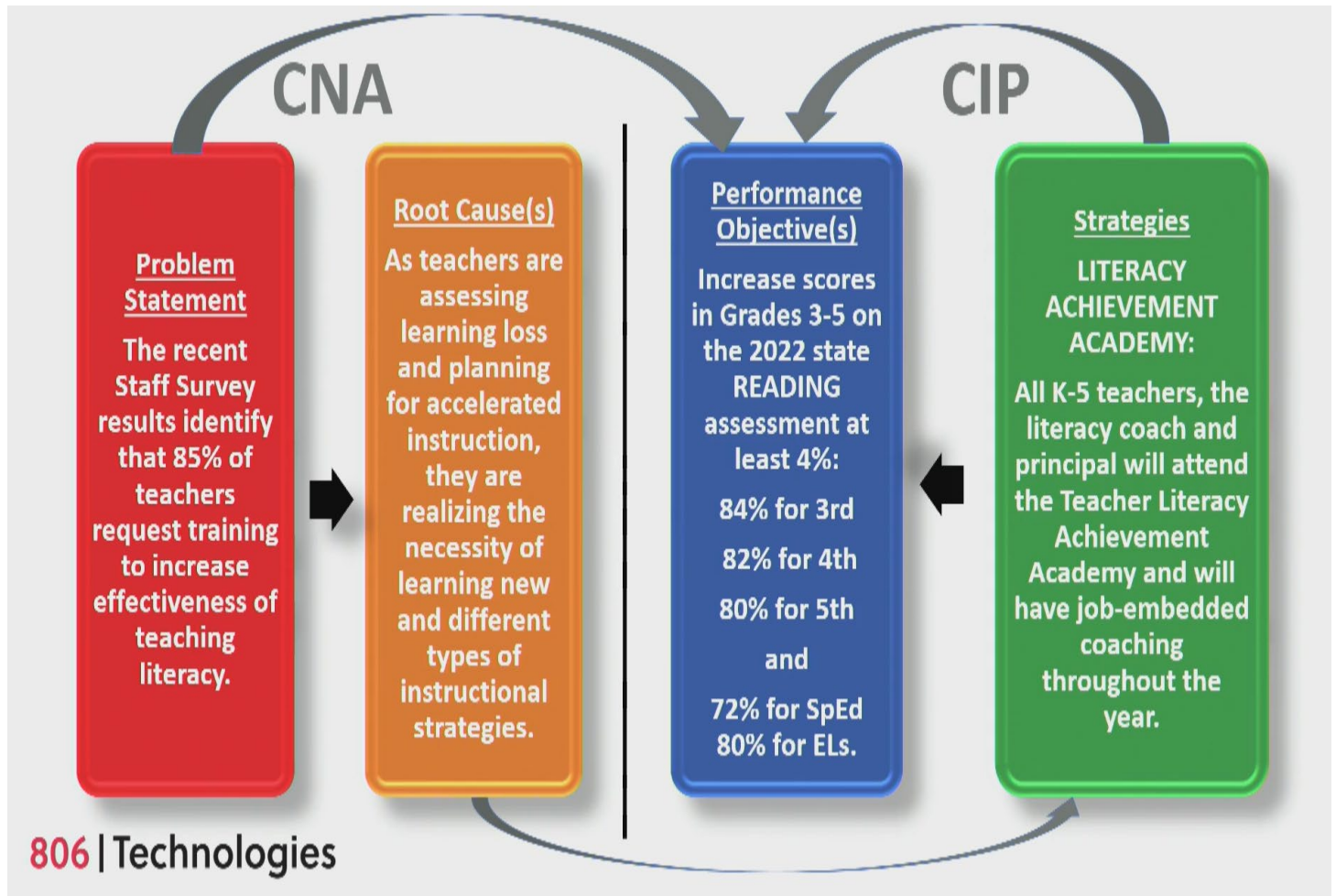
Sample Agenda

Name of Meeting: End-of-Year PTO Meeting

Date: May 15, 2023

Targeted Participants: Parents/Family Members and Community

Welcome

Treasurer's Report

New Business

End-of-Year School Data Shared in Order to Plan for Next Year:

Review FY20 School-wide Improvement Areas of Focus (Goals)

Share SIP End-of-Year Evaluation Results including iReady diagnostic results

Share attendance data/trends

Share discipline data

Share results from the Parent and Family Annual Spring Survey

Group Discussion: Break into small groups:

1.   Identify the top 2-3 areas of focus for next year's SWIP.
2.   Identify 3 or 4 areas of focus needed for parent and family education

Share out ideas from each group and jot down on chart paper or overhead so all can see.

Handout individual exit slips.

Each person will then list their top 2-3 overall areas of focus for the school, as well as 2 areas of focus for parent and family engagement.

Each person adds at least one idea or strategy to strengthen the identified area chosen above.

Collect exit slips in exchange for 2 free skating tickets to be used this summer.

Sample Minute Blurbs

Name of Meeting: End-of-Year PTO Meeting

Date: May 15, 2020

Targeted Participants: Parents/Family Members and Community

Welcome

Principal welcomed……

Treasurer's Report

Mrs. Andrews presented the current …..

New Business

End-of-Year School Data Shared in Order to Plan for Next Year:

Reviewed FY20 Schoolwide Improvement Areas of Focus (Goals)

The principal reviewed current 2019-2020 SWIP Areas of Focus and Priorities

Shared Title I Framework Evaluation Results including iReady diagnostic results

The principal explained how important the input of parents is to the Title I program. Every parent has a voice. Today's meeting was an opportunity to involve parents in not only the school's T1 program evaluation, but to get the required thoughts and ideas from parents.

The principal went on to explain that the Title I funds the school receives may only be spent on supporting these specific areas. The principal handed out a brief report on what the funds were spent on and shared the evaluative data. This information was pulled from the school's annual Title I evaluation. She reviewed personnel costs and how each Title I funded employee was responsible for supporting specific groups of students in reading and math. Title I also supported a grade 3-5 science teacher on the activity wheel that ran a hands-on lab so students could get more meaningful science experiences. She also assisted students with science fair projects and our school increased the number of overall science fair entries by 40%! We spent approximately $285K on these employees. A parent asked if this was the usual amount spent and the principal responded that with the added science teachers it was about $75K more due to salary and all benefits. (Data presentation attached)

The reading coach shared iReady data with the committee. iReady was used to measure students at three intervals during the school year. We used this data to determine effectiveness for the small groups these teachers worked with in reading and math. The coach explained each data point in the chart and told PTO members that 80% of students receiving services had made one year's growth in the subject they received extra support in. The science lab teacher supported grade level content and administered the district end-of-module assessments. All students in grades 3-5 made an average of a 40% increase from pre to post score. The coach explained that this still left many students with a low score since pre-test scores were extremely low. She explained this seemed to be true across the district but this is our first year with a science coach so we are hopeful a positive trend will occur.

low. She explained this seemed to be true across the district but this is our first year with a science coach so we are hopeful a positive trend will occur.

Shared attendance data/trends

The principal shared attendance data for the last 3 years. Participants asked questions about the spike last year. She explained that hurricane ramifications made for a rough year. The positive reinforcements being used currently for those that struggled to remain at 95% (assigned mentor and phone calls home) seemed to be working.

Shared discipline data

The principal shared discipline results showing that there were less students suspended than last year (15 days less) and in-school suspension was also lower (20 days). Referral data, although the year had not ended yet, was at 82. The 4th and 5th grade had the greatest number. She explained that, although referrals were never good, this was troubling since these were testing grades and students were missing academic lessons and opportunities when these disruptions occurred. She explained that PBIS had been working, but the administration had hoped for even lower numbers this year. A parent commented that her child was in 4th grade, and it did seem like a difficult class. She stated that maybe a parent event on "What to do when your child misbehaves at school" could be a topic for an outside speaker. She said sometimes as students get older; parents are at a loss on what options they have to punish to correct the behavior.

Shared results from the district Parent Survey

Communication:

Seventy-nine percent of families prefer to be contacted by text message, 57% by email and 53% with letters and flyers sent home. Parents were given an opportunity to discuss this data and come up with a way for the school to better communicate with them and reach all families. Many parents mentioned that they loved the Class Dojo and Remind apps and how they felt connected to the teacher, and they were able to respond quickly when they had a break at work. Some parents also mentioned it was frustrating that not all teachers used the same methods of communication…could the school look into streamlining things so parents know which method is the main method and know better when and where to expect information?

Feedback/decision making:

Thirty-two percent of families did not feel they had been given an opportunity to participate in decision-making.

Comments collected said meetings are during the school day and during work hours which were barriers; but 88% believed the school valued their input. Fifty-one percent of families said they needed more information about school issues being discussed in order to better participate. Parents suggested a meeting agenda being sent out ahead of time and/or posted on social media; some type of way to provide feedback on the issues in case they were unable to attend in person.

It was also explained that this year the school had received a Title I allocation of $4200.00 to be spent on educating parents on how to support their child/children academically. Parents were directed to the data handout listing all the areas funds had been spent on to support parents (attached). The events were reviewed with some parents mentioning that they felt the time of the events was not always convenient and content was often difficult to determine by event name.

Parents were then given an activity to help identify the greatest weaknesses using data presented or personal knowledge. Group discussions took place.

Group Discussion Topics:

Time was given to share ideas and discussion points that had taken place at each table. The ideas are listed below and were placed on chart paper for all to see:

1. Identify the top 2-3 areas of focus for next year's SWIP.
   a. Science
   b. Math
   c. ….
   d. …
   e. …
2. Identify 3 or 4 areas of focus needed for parent and family education
   a. Math Reveal Math instructions for parents on where to go on-line to get the replay videos, digital station center activities, etc., to support in-class instruction.
   b. More science resources in the resource room
   c. Science night for both parents and students with content experiments

An individual exit slip was given to each parent to:

a. list the final 2-3 overall areas they thought the school should focus on and why
b. list any suggestions as to strengthen each area
c. list 2-3 areas of focus for parent and family engagement funds

Collected exit slips in exchange for 2 free skating tickets to be used this summer.

Fundraising ideas were brainstormed for the 22-23 school year….

Meeting adjourned: 7:45pm

Ideas for Survey Questions for Faculty

Number the programs from 1 – 4. One being the program that is the <u>most important</u> to purchase and four being the least important.

_____ iReady
_____ Magnetic Readers
_____ Other

Please list any other evidence-based academic <u>programs</u> you would like considered and <u>explain the need</u>.

_____
_____

Please list any academic support <u>materials</u> you would like considered and <u>explain the need</u>.

_____
_____

Please list PD you feel would strengthen academics at our school and <u>explain the need</u>.

_____
_____
_____
_____

List any additional purchases you would like considered and <u>explain the</u> <u>need</u>.

_____
_____
_____

List any materials or programs stored in your classroom that you feel do not meet the current academic rigor/standards

List any barriers and any potential solutions to using the following:

<u>Program/Resource</u>	<u>Barrier to Success</u>	<u>Idea/Solution</u>

- iReady
- Penda
- Title I Intervention
- Scheduling
- PBIS
- Technology
- PL
- Staffing

After reviewing the parent survey results, do you have any ideas and/or solutions to address any identified parent and family concerns?

Concerns   Ideas/Solutions

What ideas do you have to establish stronger relationships with our families?

Materials _____

_____

Event Ideas _____

_____

Outreach _____

_____

Strategies _____

_____

After reviewing the school's FAST and attendance data along with the EWS numbers, <u>prioritize</u> a list of the areas the school needs to focus
(1= most important)

1.
2.
3.
4.
5.

District Parent Survey Results Review and Action Plan Ideas for FY**XX** (Many possible uses)	
Concern/Suggestion from Survey Results or Data	**Action Plan to Address**
This type of document would be used after data has been presented (e.g. parent survey results, FAST/ academic data, EWS) This section could be pre-populated (maybe using results from a previous meeting) or complete both columns after data review.	These ideas would be considered in PFE plans and SWIP strategies. This is proof of input.

Be sure to include details in the minutes (e.g. "After the data presentation, participants were asked to complete a table identifying concerns and list strategies to strengthen or overcome each area of concern.")   These input sheets must be kept in the audit file. Depending on data presented/collected, the results would be mentioned as reviewed by the SWIP team prior to writing the final SWIP, PFEP, or Compact.

Name: _____

Date: _____

Brevard
Public
Schools
THE FUTURE
OF FLORIDA'S
SPACE COAST

The following form may be used as a method for determining instructional needs to be addressed in the Schoolwide Improvement Plan:

VISION FOR EXCELLENT INSTRUCTION

Complete a data-informed self-rating for each component. Analyze the school's data and answer the guiding questions to determine existing trends and patterns that support the identification of Instructional needs.

1.0 Lessons that are consistently focused on complex content that appropriately challenges students to meet the subject and/or grade level standards.		
1.1 Lessons are consistently focused on complex content.		
Exemplary	Nearly all lessons are consistently focused on complex text.	
Operational	Most lessons are consistently focused on complex text.	
Emergent	Some lessons are consistently focused on complex text.	
Not Evident	Few, if any, lessons are consistently focused on complex text.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples	
Comments (optional)		

1.0 Lessons that are consistently focused on complex content that appropriately challenges students to meet the subject and/or grade level standards.		
1.2 The complex content appropriately challenges students.		
Exemplary	Nearly all content appropriately challenges students.	
Operational	Most content appropriately challenges students.	
Emergent	Some content appropriately challenges students.	
Not Evident	Few, if any, content appropriately challenges students.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples	
Comments (optional)		

The following form may be used as a method for determining instructional needs to be addressed in the Schoolwide Improvement Plan:

1.0 Lessons that are consistently focused on complex content that appropriately challenges students to meet the subject and/or grade level standards.		
1.3 Lessons meet the standards of the subject and/or grade level.		
Exemplary	Nearly all lessons meet the standards of the subject and/or grade level.	
Operational	Most lessons meet the standards of the subject and/or grade level.	
Emergent	Some lessons meet the standards of the subject and/or grade level.	
Not Evident	Few, if any, lessons meet the standards of the subject and/or grade level.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples, standard focus boards	
Comments (optional)		

1.0 Planning for quality instruction: What processes are in place to plan for quality instruction? Include processes to define both what students should know and do as well as determine how students will demonstrate how they know the content and can do a skill or performance task.	
Describe the effectiveness of the processes.	

The following form may be used as a method for determining instructional needs to be addressed in the Schoolwide Improvement Plan:

2.0 Students who are supported to engage fully in the work of the lesson and to be responsible for doing the thinking that the lesson demands.		
2.1 Students are supported to engage fully in the work of the lesson.		
Exemplary	Nearly all students are supported to engage fully in the work of the lesson.	
Operational	Most students are supported to engage fully in the work of the lesson.	
Emergent	Some students are supported to engage fully in the work of the lesson.	
Not Evident	Few, if any, students are supported to engage fully in the work of the lesson.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples	
Comments (optional)		

2.0 Students who are supported to engage fully in the work of the lesson and to be responsible for doing the thinking that the lesson demands.		
2.2 Students who are responsible for doing the thinking that the lesson demands.		
Exemplary	Nearly all students are responsible for doing the thinking that the lesson demands.	
Operational	Most students are responsible for doing the thinking that the lesson demands.	
Emergent	Some students are responsible for doing the thinking that the lesson demands.	
Not Evident	Few, if any, students are responsible for doing the thinking that the lesson demands.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples	
Comments (optional)		

The following form may be used as a method for determining instructional needs to be addressed in the Schoolwide Improvement Plan:

2.0 Delivering quality instruction: What processes are in place to provide guidance to teachers in the delivery of quality instruction?	
Describe the effectiveness of the processes.	

3.0 Students who are demonstrating that they are learning the content and applying their learning to new contexts and real-world problems.		
3.1 Students demonstrating that they are learning the content.		
Exemplary	Nearly all students demonstrating that they are learning the content.	
Operational	Most students demonstrating that they are learning the content.	
Emergent	Some students demonstrating that they are learning the content.	
Not Evident	Few, if any, students demonstrating that they are learning the content.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples	
Comments (optional)		

The following form may be used as a method for determining instructional needs to be addressed in the Schoolwide Improvement Plan:

3.0 Students who are demonstrating that they are learning the content and applying their learning to new contexts and real-world problems.		
3.2 Students applying their learning to new contexts and real-world problems.		
Exemplary	Nearly all students applying their learning to next contexts and real-world problems.	
Operational	Most students applying their learning to next contexts and real-world problems.	
Emergent	Some students applying their learning to next contexts and real-world problems.	
Not Evident	Few, if any, students applying their learning to next contexts and real-world problems.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples	
Comments (optional)		

3.0 Monitoring student progress: What processes are in place to monitor student progress and assure that all students are demonstrating mastery of the standards?	
Describe the effectiveness of the processes.	

The following form may be used as a method for determining instructional needs to be addressed in the Schoolwide Improvement Plan:

4.0 Teachers who are intentionally planning and facilitating the learning through use of high quality, standards-aligned materials, monitoring data, and collaborating with their school community.		
4.1 Teachers intentionally planning.		
Exemplary	Nearly all teachers intentionally planning.	
Operational	Most teachers intentionally planning.	
Emergent	Some teachers intentionally planning.	
Not Evident	Few, if any, teachers intentionally planning.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples	
Comments (optional)		

4.0 Teachers who are intentionally planning and facilitating the learning through use of high quality, standards-aligned materials, monitoring data, and collaborating with their school community.		
4.2 Teachers facilitating the learning.		
Exemplary	Nearly all teachers facilitating the learning.	
Operational	Most teachers facilitating in the learning.	
Emergent	Some teachers facilitating in the learning.	
Not Evident	Few, if any, teachers facilitating the learning.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples	
Comments (optional)		

The following form may be used as a method for determining instructional needs to be addressed in the Schoolwide Improvement Plan:

4.0 Teachers who are intentionally planning and facilitating the learning through use of high quality, standards-aligned materials, monitoring data, and collaborating with their school community.		
4.3 Teachers using high quality, standards-aligned materials.		
Exemplary	Nearly all teachers using high quality, standards-aligned materials.	
Operational	Most teachers using high quality, standards-aligned materials.	
Emergent	Some teachers using high quality, standards-aligned materials.	
Not Evident	Few, if any, teachers using high quality, standards-aligned materials.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples	
Comments (optional)		

4.0 Teachers who are intentionally planning and facilitating the learning through use of high quality, standards-aligned materials, monitoring data, and collaborating with their school community.		
4.4 Teachers monitoring data.		
Exemplary	Nearly all teachers monitoring data.	
Operational	Most teachers monitoring data.	
Emergent	Some teachers monitoring data.	
Not Evident	Few, if any, teachers monitoring data.	
Data Sources	Collaborative planning, lesson plans, coaching notes, classroom walkthroughs, informal/formal evaluations, student work samples	

The following form may be used as a method for determining instructional needs to be addressed in the Schoolwide Improvement Plan:

Comments (optional)	

4.0 Ensuring high quality instruction in all classrooms: What processes are in place to reduce the variability in the quality of instruction in all classrooms?	
Describe the effectiveness of the processes.	

5.0 Learning environments that are safe, welcoming, and encourage students to take the risks necessary to master the content.		
5.1 Learning environments that are safe and welcoming.		
Exemplary	Nearly all classrooms are safe and welcoming.	
Operational	Most classrooms are safe and welcoming.	
Emergent	Some classrooms are safe and welcoming.	
Not Evident	Few classrooms are safe and welcoming.	

The following form may be used as a method for determining instructional needs to be addressed in the Schoolwide Improvement Plan:

Data Sources	Culture survey, Parent survey, discipline records
Comments (optional)	

5.0 Learning environments that are safe, welcoming, and encourage students to take the risks necessary to master the content.		
5.2 Students are encouraged to take risks necessary to master the content.		
Exemplary	Nearly all students are encouraged to take risks necessary to master the content.	
Operational	Most students are encouraged to take the risks necessary to master the content.	
Emergent	Some students are encouraged to take risks necessary to master the content.	
Not Evident	Few students are encouraged to take risks necessary to master the content.	
Data Sources	Culture survey, Parent survey, discipline records	
Comments (optional)		

5.0 School Culture What processes are in place to assure that the environment is conducive to learning and supports students taking risks?	
Describe the effectiveness of the processes.	

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Budget & Purchasing

Procedures for Title I Spending

- As soon as the Office of Title I receives the preliminary allocations from the state, the schools are provided their allocations, and Staffing Plans and budgets (to include the details of expenditures) to complete based on their school's Comprehensive Needs Assessment.
- The Budgets and Staffing Plans are compiled into a spreadsheet containing each school's budget requests down to the item level, and these data are used to write the TIPA (Title I Part A Program) grant application.
- Staffing plans, once approved (all positions must be supplemental and cannot supplant state/local funding), are forwarded to the Human Resource Department to update the PARs with the Title I allocations.
- Purchase order requisitions and P-card requests are only approved if they are on the budget spreadsheet; and therefore, have been approved within the TIPA.

K-12 ESEA Common Federal Program Guidance

1. Contracted Services

For contracted services that do not exceed $3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of $3,000 per full day of service, including travel, will be presumed unreasonable.

If an extenuating circumstance requires a contracted service in excess of $3,000 per full day a detailed cost analysis must be submitted to Vice-Chancellor, Melissa Ramsey at Melissa.Ramsey@fldoe.org and the Assistant Deputy Commissioner, Miki Presley at Mari.Presley@fldoe.org for review.

2. Field Trips

Educational field trips may be allowable if the field trips are planned instructional activities that engage students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must be reasonable in cost and necessary to accomplish the objectives of the grant program. The request must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs. Academic lesson plans are required and shall include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned. For monitoring purposes, the local educational agency (LEA) must maintain documentation that provides evidence of student learning connected to the objectives of the grant program.

3. Recruitment, Retention and Reward Incentives

Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

4. Out-of-State Travel

Out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable.

BUDGET INSTRUCTIONS

1. **Be sure to enter your school number, school name and the date at the top of the form. If you send in changes after submitting the original budget or personnel list, be sure to <u>change the date</u>.**

2. Use the Salary and Fringe Calculator spreadsheets to determine fringe benefits for each staff member. Add the benefits for each category separately (retirement, FICA, etc.) and enter the amount in the corresponding space on the budget page. Be sure to list parent involvement staff separately in the spaces for function 6150.

    In function 6400 you will not need to budget for all fringe benefits (objects 210 - 241) unless a person's regular salary is being paid from that function, such as an instructional coach. By using the correct spreadsheets in the Salary and Fringe Calculator, you will be able to list the correct benefits costs for other situations such as paying teachers for after-hours professional development (extra duty pay) or paying substitutes for professional development purposes. The most reliable way to calculate benefits is to use the Salary and Fringe Calculator.

3. When you enter figures in the Amount column, the spreadsheet will automatically calculate a running total. **When you have finished, the total shown must match the amount of your Title I allocation.**

4. **Budgets are always done in whole dollars. Do not enter amounts in dollars and cents**.

5. In the Explanation column, you may identify or give examples of how the money will be spent. For example: Service contract for lab software; reading consultant; laptop computers; doc cam; field trips - 1 per grade level.

6. If you feel you need to enter a new line item, please contact Dan Keane first. Do not enter any item or amount without a function, object, and program code. Note that in functions above 5100 (6xxx) the program code is 000. **VERY IMPORTANT: The function, object and program code for salaries and benefits must match the way the employees' payroll is set up.**

7. **Do not re-format the TIPA budget page or personnel page. Check the print preview for each completed page before you submit the document. Make sure the documents do not print with one column on a separate page**.

Please call Dan Keane at ESF, 321-633-1000 ext. 11354 if you need assistance. No question is too silly!

			FY2X TITLE I BUDGET		

School #			School Name:		Date: 07/01/23	

Funct.	Obj.	Program	Account Name	Total	Explanation
5100	121	101	**Teacher Salaries K-3**	**0**	
5100	121	102	**Teacher Salaries 4-8**	**0**	
5100	121	103	**Teacher Salaries 9-12**	**0**	
5100	122	101	Summer School Extra Duty Pay K-3	**0**	
5100	122	102	Summer School Extra Duty Pay 4-8	**0**	
5100	122	103	Summer School Extra Duty Pay 9-12	**0**	
5100	151	101	**Instructional Assistant Salaries K-3**	**0**	
5100	151	102	**Instructional Assistant Salaries 4-8**	**0**	
5100	151	103	**Instructional Assistant Salaries 9-12**	**0**	
5100	210	101	Retirement K-3	**0**	
5100	210	102	Retirement 4-8	**0**	**Amounts for salaries and benefits must**
5100	210	103	Retirement 9-12	**0**	**match the Personnel Cost form. Accounting**
5100	220	101	FICA K-3	**0**	**strings must match each employee's payroll**
5100	220	102	FICA 4-8	**0**	**set-up. Calculate fringe benefits using the**
5100	220	103	FICA 9-12	**0**	**Salary & Fringe Calculator.**
5100	231	101	Life Insurance K-3	**0**	
5100	231	102	Life Insurance 4-8	**0**	
5100	231	103	Life Insurance 9-12	**0**	
5100	232	101	Medical Insurance K-3	**0**	
5100	232	102	Medical Insurance 4-8	**0**	
5100	232	103	Medical Insurance 9-12	**0**	
5100	241	101	Worker's Compensation K-3	**0**	
5100	241	102	Worker's Compensation 4-8	**0**	
5100	241	103	Worker's Compensation 9-12	**0**	
5100	312	101	Consultants/ Professional & Tech. K-3	**0**	
5100	312	102	Consultants/ Professional & Tech. 4-8	**0**	
5100	312	103	Consultants/ Professional & Tech. 9-12	**0**	
5100	373	101	Postage K-3	**0**	
5100	373	102	Postage 4-8	**0**	
5100	373	103	Postage 9-12	**0**	
5100	391	101	Printing K-3	**0**	
5100	391	102	Printing 4-8	**0**	
5100	391	103	Printing 9-12	**0**	
5100	511	101	Materials and Supplies K-3	**0**	
5100	511	102	Materials and Supplies 4-8	**0**	
5100	511	103	Materials and Supplies 9-12	**0**	
5100	521	101	Textbooks- Nonstate K-3	**0**	
5100	521	102	Textbooks- Nonstate 4-8	**0**	
5100	521	103	Textbooks- Nonstate 9-12	**0**	
5100	522	101	Textbooks- State Adopted K-3	**0**	
5100	522	102	Textbooks- State Adopted 4-8	**0**	
5100	522	103	Textbooks- State Adopted 9-12	**0**	
5100	529	101	Textbooks - Nonstate eBooks K-3	**0**	
5100	529	102	Textbooks - Nonstate eBooks 4-8	**0**	
5100	529	103	Textbooks - Nonstate eBooks 9-12	**0**	
5100	737	101	Dues & fees (ex: Spelling Bee) K-3	**0**	
5100	737	102	Dues & fees (ex: Spelling Bee) 4-8	**0**	
5100	737	103	Dues & fees (ex: Spelling Bee) 9-12	**0**	
5900	122	000	After School Programs (ASP) Extra Duty	**0**	
5900	210	000	Retirement	**0**	
5900	220	000	FICA	**0**	
5900	241	000	Worker's Compensation	**0**	
6120	131	000	Salary- Guidance Counselor	**0**	
6120	210	000	Retirement	**0**	
6120	220	000	FICA	**0**	
6120	231	000	Life Insurance	**0**	
6120	232	000	Medical Insurance	**0**	
6120	241	000	Worker's Compensation	**0**	
6150	132	000	PFE Trainer	**0**	
6150	151	000	Parent Liaison	**0**	
6150	152	000	Translations- I.A. Extra Duty Pay	**0**	

6150	210	000	Translations- I.A. Extra Duty Retirement	**0**	
6150	220	000	Translations- I.A. Extra Duty FICA	**0**	
6150	231	000	Parent Liaison Life Insurance	**0**	**6150 Parent & Family Engagement**
6150	232	000	Parent Liaison Medical Insurance	**0**	
6150	241	000	Translations-I.A. Extra Duty Workers Comp.	**0**	
6150	312	000	PFE Consultants	**0**	
6150	391	000	Printing	**0**	
6150	511	000	Parent Involvement Materials	**0**	
6150	519	000	Parenting Technology Related Supplies	**0**	
6200	612	000	Library Books	**0**	
6300	131	000	**Salary - Instructional Coach**	**0**	
6300	132	000	Curriculum Development Extra Duty	**0**	
6300	152	000	Curriculum Development Extra Duty IA	**0**	
6300	210	000	Retirement	**0**	**6300 Instructional Curriculum Development**
6300	220	000	FICA	**0**	
6300	231	000	Life Insurance	**0**	
6300	232	000	Medical Insurance	**0**	
6300	241	000	Worker's Compensation	**0**	
6400	132	000	Professional Development Extra Duty	**0**	
6400	141	000	Staff Development Substitutes	**0**	
6400	210	000	Retirement	**0**	
6400	220	000	FICA	**0**	
6400	241	000	Worker's Compensation	**0**	**6400 Instructional Staff Training - Professional Development**
6400	312	000	Staff Development Consultants	**0**	
6400	331	000	Staff Development In-County Travel	**0**	
6400	332	000	Staff Development Out-of-County Travel	**0**	
6400	511	000	Staff Development Materials & Supplies	**0**	
6400	737	000	Dues and Fees	**0**	
6500	365	000	Subscription fees-software(annual license)	**0**	
6500	519	000	Technology Related Supplies	**0**	
6500	643	000	Computer Hardware over $1000	**0**	
6500	644	000	Comp. Hardware under $1000	**0**	
6500	648	000	Tech. Rel. Capitalized FF&E over $1,000	**0**	**6500 Instructional Related Technology**
6500	649	000	Tech. Rel. Non-Cap. FF&E under $1,000	**0**	
6500	691	000	Software over $1000	**0**	
6500	692	000	Software under $1000	**0**	
7800	460	000	Student Transportation (summer, ASP)	**0**	
7800	797	000	Field Trip Student Transportation	**0**	
			Total	**0**	

Title I Budget Summary

UNALLOWABLE EXPENSES

Following is a list of some of the items that have not been approved due to them not being allowable under Title I:

Examples of Unallowable Expenses	
Arts & Crafts Items	Musical Instruments/Rentals
Classroom Whiteboards	Non-Core Subject Field Trips
Consumable Materials (i.e. sand, clay, wax paper, etc.)	Office Items Beyond Title I Staff Needs
Ellison Machine/Die Cuts	Playground Equipment
Entertainment	Pencil Sharpeners - Electric
ESE Materials/Assessments	Registration for Clubs (OOTM & FPS, Odyssey)
Evaluation Screeners	Signage
Food products for science experiments	Overtime Pay
Furniture (exception computer charging cart)	Student Memberships
Health & PE Items	Tissues/Sanitizer Wipes
Incentives/Rewards/Gifts	Two-Way Radios/Accessories

Title I Purchase Card Instructions

***Please email your p-card request electronically by **cutting and pasting items #1-5** (from the attached template).*

1) **List the item(s) you are requesting permission to purchase:**

2) **Name of the vendor:**

3) **Total amount of purchase:**

4) **Accounting string:**

5) **Explanation supporting at least one of the approved uses (Professional Development, Student Achievement or Parent/Family Engagement):**

<u>P-card purchases using Title I funds must be pre-approved by the Title I office</u>.

If you wish to use your school's P-card using Title I funds, simply send Dan Keane items #1-5 (above) in an *email **stating what items you plan to purchase, the name of the vendor, the total amount of the purchase and an explanation supporting one of the approved uses** (Professional Development, Student Achievement or Parent/Family Engagement)*. Dan Keane will reply with an email approval. Your bookkeeper will forward electronically the approval on to your accounting specialist. You may then make the purchase. When the P-card statement arrives, Accounting Specialist II (ESF) will already have the purchase approval for the use of the accounting string so she won't question the purchase.

HOW TO READ AN ACCOUNTING STRING

Example: 422.5031.424001.5100.511.101

Fund: The first three digits are the <u>fund</u>. This tells whether the source of the money is state or federal. In the example, fund <u>422</u> is federal funding. State and local money is in fund 100 (generally referred to as the operating budget).

Cost Center: The next four digits are the <u>cost center</u>, which is the department or school site. In the example, <u>5031</u> is the cost center for Cape View Elementary.

Project: The third set of numbers is the <u>project</u>. Some project numbers are the same from year to year; others, such as federal grant projects, change every year. In the example, <u>424001</u> is the Title I project. If the project number changes each year, the second and third digits identify the fiscal year. In the example, the <u>24</u> in the number 424001 identifies fiscal year 2024, or FY24. Florida's fiscal year begins on July 1st and ends on June 30th. The fiscal year is identified by the calendar year in which it <u>ends</u>, so the fiscal year beginning on July 1, 2023 and ending June 30, 2024 is FY24. Different organizations and companies sometimes use a different fiscal year. For example, the federal government begins its fiscal year on October 1st and ends it on September 30th. Even though Title I is a federal program, it operates in each state in the state's fiscal year.

Function: The set of numbers after the project is the <u>function</u>. The function tells the general area of the account, such as professional development, parent involvement, or basic education. In the example, function <u>5100</u> identifies the basic education program.

Object: The three digits after the function are the <u>object</u>. The object tells the specific nature of the account. In the example, object <u>511</u> stands for materials and supplies.

Program: The last three digits are the <u>program code</u>. This identifies the grade span. In the example, program <u>101</u> stands for Kindergarten through third grade (K-3). In functions above 5100, you can generally use program code 000, although a few functions have their own program codes. For example, in function 5500 (PreK programs) only program code 500 is used. Function 5200 uses program codes specific to Exceptional Student Education, such as 111, 112 and 254.

Summary: **The accounting string shown in the example represents the following: federal funds, at Cape View Elementary, in the FY24 Title I project, in the area of basic education, for materials and supplies in grades K-3.**

All elements of the accounting strings are determined by the state or district. If you need a complete list of the functions, objects, and program codes, you may request it from the Budgeting Department.

SUMMARY OF OBJECT CODE CHANGES

2018 RED BOOK

New Object Codes, currently not being used for other purposes:

619 - Technology Related Library Books(E-books)

393 - Distributions to Charter Schools (FEFP)

791 - Other Debt Service. Currently using 730 – Fees

797 - Field Trips Currently using 794

368 - Uniform Services Currently using 394

Object Codes currently used for other purposes:

394 – Distributions to Charter Schools (non-FEFP), Currently Uniform Service. All distributions are currently in 393.

792 – Indirect Cost, Currently Special Functions. Indirect Cost is currently using 798. Specials functions will no longer exist.

793 – Charter School Local Capital improvement, currently SBE expense. SBE expenses will no longer exist.

794 – Charter School State Capital Outlay, currently Field Trips. FY21 Field trips will be 797.

Process for adding/removing Title I employees from Title I Staffing Plan

1. **Adding an employee** - Begin with the most recently approved Staffing Plan. Add the employee's name to the plan with the correct position(s), subject(s), etc.   In cases where the employee is hired for a position already listed as TBA, replace TBA with the employee's name. Please double check everything that has been listed to see if it still applies to the newly hired/reclassified employee and make changes if necessary. **If an employee is split-funded** - Please follow the example in the last column of the form. Add the employee's hours and job description the employee will be doing for the remainder of his/her day. For part-time employees, please type "part-time" in that section.
   If an employee is leaving a position - Begin with the most recently approved Staffing Plan. All employees that have ended Title I service must be moved from either of the top two sections (Instructional or Non-Instructional) to the section at the bottom of the page (Employees No Longer Funded…). Be sure to remove the employee from the original section and add an end date for that employee in the bottom section. If you are replacing the employee, remove the employee's name and replace their name with a TBA placeholder.

2. **Next, send the staffing plan electronically** - to Dan Keane (and the Title I school contact if you are not the contact). Dan will review/approve and send the plan on to HR for processing.

3. **After you have completed the steps above** - Complete the reclassification or appointment form and send the signed original to Dan Keane at the district Title I Office. Dan will review the form and approve, and then forward the approved form to the HR Office for processing.

2023-24 TITLE 1 STAFFING PLAN

Last Updated 04/19/2023

SCHOOL#:	0061	Apollo Elementary
DATE:	7/1/2023	

ACTIVE INSTRUCTIONAL

NAME	POSITION NUMBER /GRADE LEVEL		SUBJECT	HOURS	UNITS	START DATE	NON-TITLE I FUNDED HOURS PER DAY
EXAMPLE: DOE, JANE	51016	K-3 INSTRUCTIONAL	READING/MATH INTERVENTION	4.00	0.616	08/02/2023	4HRS - ESE RESOURCE
TBA	51016	K-3 INSTRUCTIONAL	COMPUTER ASSISTED INSTRUCTION	0.80	0.100	08/02/2023	
TBA	51017	4-6 INSTRUCTIONAL	ELA (SECONDARY)	1.60	0.200	08/02/2023	
TBA	51032	7-8 INSTRUCTIONAL	GUIDANCE	4.00	0.500	08/02/2023	
TBA	51033	9-12 INSTRUCTIONAL	LITERACY COACH	6.40	0.800	08/02/2023	
TBA	61122	SCHOOL SOCIAL WORK SERVICES	LITERACY INTERVENTION	8.00	1.000	08/02/2023	
TBA	61219	CERTIFIED SCHOOL COUNSELOR	MATH COACH				
TBA	63090	LITERACY COACH	MATH INTERVENTION				
TBA	63095	MATH/SCIENCE COACH	READING INTERVENTION				
			READING/MATH INTERVENTION				
			SCHOOL SOCIAL WORK SERVICES				
			SCIENCE COACH				
			SCIENCE LAB				
			SOCIAL STUDIES INTERVENTION				

ACTIVE NON-INSTRUCTIONAL

NAME	POSITION NUMBER /GRADE LEVEL		SUBJECT	HOURS	UNITS	START DATE	NON-TITLE I FUNDED HOURS PER DAY
EXAMPLE: DOE, JANE	51139	K-3 NON-INSTRUCTIONAL	IA READING/MATH INTERVENTION	3.25	0.500	08/09/2023	3.25HRS - DISTRICT
TBA	51139	K-3 NON-INSTRUCTIONAL	IA COMPUTER LAB	3.25	0.500	08/09/2023	
TBA	51140	4-6 NON-INSTRUCTIONAL	IA ELA (SECONDARY)	5.00	0.769	08/09/2023	
TBA	51141	7-8 NON-INSTRUCTIONAL	IA LITERACY INTERVENTION	5.50	0.846	08/09/2023	
TBA	51142	9-12 NON-INSTRUCTIONAL	IA MATH INTERVENTION	6.50	1.000	08/09/2023	
TBA	61570	PARENT/GUARDIAN LIAISON	IA READING INTERVENTION	6.50	1.000	08/09/2023	
			IA READING/MATH INTERVENTION	6.50	1.000	08/09/2023	
			IA SCIENCE INTERVENTION	6.50	1.000	08/09/2023	
			PARENT/GUARDIAN LIAISON - Attendance	7.50	1.154	08/09/2023	

NOTE: Employees working with K-6 students will need to be enetered as K-3 and 4-6 separately, as per their schedule. All employees should be retained on this form throughout the school year. Those employees currently funded by Title I should be listed above. Any employee no longer funded by Title I should be listed below.

POSTION CONTROL USE ONLY:			
51016	0.100	61122	1.000
51017	0.200	61219	0.000
51032	0.500	61515	0.000
51033	0.800	61546	0.000
51139	0.500	63090	0.000
51140	0.769	63095	0.000
51141	0.846		
51142	1.000		

EMPLOYEES NO LONGER FUNDED BY TITLE I (Remove From List Above)

NAME	POSITION NO.	SUBJECT	HOURS	UNITS	START DATE	END DATE	NOTES

Personnel Sample TIPA

BREVARD ELEMENTARY SCHOOL

		Tchr. - 5100.121.(101,102,103) IA - 5100.151.(101,102,103} Parent Liaison - 6150.151.000						
		Coach - 6300.131.000						
		Counselor or Social Worker - 6120.131.000						
Position - ie Writing Tchr. 4-6 Choose from Drop Down Box	**Name - First and Last**	**Function.Object.Prog Code**	**Salary**	**Retirement**	**FICA**	**Life Ins.**	**Medical Ins.**	**Worker's Comp**
LITERACY COACH	TBA	6300.131.000	$24,875	$3,958	$1,903	$21	$11,528	$139
SCIENCE COACH	TBA	6300.131.000	$49,750	$7,915	$3,806	$42	$11,528	$278
PARENT/GUARDIAN LIAISON - Attendance	TBA	6150.151.000	$17,923	$2,692	$1,295	$14	$11,528	$94
IA LITERACY INTERVENTION K-3	TBA	5100.151.101	$24,601	$3,914	$1,882	$21	$11,528	$137
LITERACY INTERVENTION 4-8	TBA	5100.121.102	$48,725	$775.00	$3,727	$41	$11,528	$272
IA SCIENCE K-3	TBA	5100.151.101	$16,923	$2,692	$1,295	$14	$11,528	$94
BREVARD ELEMENTARY SCHOOL Personnel			$181,797	$21,946	$13,908	$153	$69,168	$1,014

BUDGET TRANSFER REQUEST FORM

Brevard Public Schools
THE FUTURE OF FLORIDA'S SPACE COAST

DATE: 2/17/2024

FROM DEPT/SCHOOL: Title I #9212

FROM:

Fund	School/Dept	Project	Function	Object Code	Program Code	Amount	OFFSET
422	9212	424001	6150	511	000	$ 1,527.00	
						TOTAL $ 1,527.00	

TO:

Fund	School/Dept	Project	Function	Object Code	Program Code	Amount	OFFSET
422	9212	424001	6150	131	000	$ 1,527.00	
						TOTAL $ 1,527.00	

JUSTIFICATION: Cleaning up negative balances in P&FE salary

PREPARED BY:

DEPT/SCHOOL APPROVAL

DATE:

** Please sign and date using blue ink.

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FUNCTIONS

INSTRUCTIONAL

		USED BY SCHOOLS	USED BY DEPTS
5100	BASIC EDUCATION	X	
5200	EXCEPTIONAL EDUCATION	X	
5300	VOCATIONAL EDUCATION	X	
5400	ADULT EDUCATION	X	
5500	PRE KINDERGARTEN	X	
5900	NON-FEFP EDUCATION	X	

INSTRUCTIONAL SUPPORT SERVICES

6110	ATTENDANCE & SOCIAL WORK	X	X
6120	GUIDANCE SERVICES	X	X
6130	HEALTH SERVICES	X	X
6140	PSYCHOLOGICAL SERVICES		X
6150	PARENTAL INVOLVEMENT	X	
6200	INSTRUCTIONAL MEDIA SERVICES	X	
6300	INSTRUCTIONAL CURRICULUM DEVELOPMENT	X	X
6400	INSTRUCTIONAL STAFF TRAINING	X	X
6500	INSTRUCTIONAL RELATED TECHNOLOGY	X	X

GENERAL SUPPORT SERVICES

7100	BOARD OF EDUCATION		X
7100	ATTORNEY		X
7200	GENERAL ADMINISTRATION		X
7300	SCHOOL ADMINISTRATION	X	
7400	FACILITIES ACQUISITION/CONSTRUCTION	X	X
7500	FISCAL SERVICES		X
7600	FOOD SERVICES **(see note below)**	X	X
7710	PLANNING, RESEARCH & DEVELOPMENT		X
7720	INFORMATION SERVICES	X	X
7730	STAFF SERVICES		X
7731	ADMINISTRATIVE/CLASSIFIED TRAINING	X	X
7760	WAREHOUSE/PURCHASING		X
7800	PUPIL TRANSPORTATION		X
7900	OPERATION OF PLANT - UTILITIES/CUSTODIAL	X	X
7910	ENVIRONMENTAL SERVICES	X	X
8100	MAINTENANCE OF PLANT	X	X
8110	TRANSPORTATION MAINTENANCE		X
8120	TECHNOLOGY REPAIR	X	X
8200	ADMINISTRATIVE TECHNOLOGY SERVICES	X	X
9100	COMMUNITY SERVICES	X	X
9200	DEBT SERVICE		X
9400	OVERHEAD (CLEARING)		X
9700	TRANSFER OF FUNDS		X

Note: Usually Fund 410, however Function 7600 may be used in Fund 100 by
schools for payment of School Recognition bonuses to cafeteria staff.

SALARIES (see page 28 for details)

11X	Administrator
12X	Teacher
13X	Other Certified
141	Substitute - Regular Pay
142	Substitute - Non-Teaching Substitute
15X	AIDE
16X	Other Support - Hourly
17X	Board
18X	EAP

EMPLOYEE BENEFITS

210	Retirement
220	FICA (social security)
231	Life Insurance
232	Medical Insurance
241	Workers Comp. - Teacher / Clerical
242	Workers Comp. - Bus Drivers
243	Workers Comp. - All Others
244	Workers Comp. - Food Services
250	Unemployment Compensation

PURCHASED SERVICES

311	Legal Services
312	Professional and Technical Services
313	Hardware Service Fees
314	Employee Physicals
315	Reimbursement - Tuition and Books
316	Managed Care Arrangement
317	Service Fees - Software
319	Technology Related Professional and Technical Services
321	Insurance - Pupil Transportation
322	Insurance - Comprehensive Business
323	Insurance - Liability
324	Insurance - Fidelity Bond
325	Insurance - Other Fleet
326	Insurance - Driver Ed. Fleet
331	Travel - In County
332	Travel - Out of County
333	Travel - Out of State
334	Travel - Foreign
351	Repair - Instructional Equipment **(function 5XXX only)**
352	Repair - Other Equipment
353	ESF Core Systems
354	Specialized Services **(function 8100 only)**
355	Repair - General Maintenance
356	Maintenance & Warranty Agreements
357	Maintenance Fees - Hardware
359	Technology Related Repairs and Maintenance
360	Rentals
361	Mainframe Software Rental
363	Computer Hardware Rental/Lease
364	Maintenance Fees - Software
365	Subscription Fees - Software
368	(2019-20) Leasing of Uniforms
369	Technology Related Rentals
371	Telephone Base **(function 7900 only)**
372	Telephone Long Distance **(function 7900 only)**
373	Postage
374	Telephone Equipment **(function 7900 only)**
375	Telephone Maintenance **(function 7900 only)**
376	PDA Data Usage **(function 7900 only)**
377	PDA Voice/Cell Usage **(function 7900 only)**
378	Data Communication **(function 7900 only)**
384	Water
385	Refuse
386	Recycle
387	Sewer
388	Landfill
389	Recycled Water
391	Printing, Binding, and Reproduction
392	Contracted Food Service
393	FEFP Distribution to Charter Schools
394	(2018-19) Uniform Services
394	(2019-20) NON-FEFP Distribution to Charter Schools
395	Pest Control/Other House Cleaning
396	Printing Chargeback
397	Isolated Transportation
399	Other Technology Related Purchased Services

ENERGY SERVICES

410	Natural Gas
420	Bottled Gas
430	Electricity
440	Fuel Oil
450	Gasoline
460	Diesel
470	Energy Reserve for Schools

MATERIALS AND SUPPLIES

511	Supplies, Subscriptions
513	Food Processing Supplies
515	Financial Processing Supplies
516	Instructional Processing Supplies
519	Technology Related - Supplies
521	Textbooks - Nonstate **(function 5XXX only)**
522	Textbooks - State Adopted **(function 5XXX only)**
529	Textbooks - Nonstate EBooks **(function 5XXX only)**
529	Textbooks - State Adopted EBooks **(function 5XXX only)**
530	Media Periodicals **(function 6200 only)**
539	Technology Related Periodicals **(function 6200 only)**
544	Oil and Grease
550	Repair Parts
560	Tires and Tubes
571	Food **(fund 410 only)**
572	Milk **(fund 410 only)**
591	Wares Replacement **(fund 410 only)**
592	Commodity Usage **(fund 410 only)**
593	Commodity Usage and Rebate **(fund 410 only)**
594	Uniforms

CAPITAL OUTLAY

611	Library Books (new library)
612	Library Books (existing library)(6200 Function Only)
619	Technology-Related Library Ebooks (6200 Function Only)
621	A/V Materials over $1,000
622	A/V Materials under $1,000
631	New Construction - Contracted
632	Lease Purchase Agreement
633	New Construction - In House
634	New Construction - Professional Fees
635	New Construction - Survey Tests
636	New Construction - Administration
637	Direct PO's - New Construction
639	New Construction - Reserve
641	Furniture, Fixtures and Equipment (FF&E) over $1,000
642	Furniture, Fixtures and Equipment (FF&E) under $1,000
643	Computer Hardware over $1,000 (Per Unit)
644	Computer Hardware under $1,000 (Per Unit)
648	Technology Related Capitalized Fixture/Equipment over $1,000
649	Technology Related Non-Capitalized Fixture/Equipment under $1,000
651	School Buses
652	Other Vehicles
660	Land
671	Site Improvement - Contracted **(function 7400 only)**
672	Site Improvement - In House
677	Site Improvement - Direct PO's
681	Remodeling/Renovation - **Contracted (function 7400 only)**
682	Remodeling/Renovation - In House
684	Remodeling/Renovation - Professional Fees
685	Remodeling/Renovation - Survey Tests
686	Remodeling/Renovation - Administration
687	Direct PO's - Remodel/Renovate
689	Remodeling/Renovation - Reserve
691	Computer Software over $1,000 (Per Unit)
692	Computer Software under $1,000 (Per Unit)
693	License Fees - Software Services over $1,000 (Per Unit)
694	License Fees - Software Services under $1,000 (Per Unit)

Note:
Site Improvement - Outside Building
Remodeling/Renovation - Inside Building

OTHER EXPENSES

710	Debt Service - Principal Payments
720	Debt Service - Interest Payments
730	Debt Service - Fees
737	Dues and Fees
738	Fingerprinting
739	Bank charges
740	Judgments/Settlements
753	Non Employee Stipends
754	Non Employee Substitute
760	Payments to Refunded Bond Escrow Agent
770	Insurance Refunds
771	Life Insurance Premium
772	Medical Claims
773	Health and Dependent Care
774	Disability Claims
775	Workers Compensation
776	Auto Claims
777	General Liability
778	Miscellaneous Expenses - Insurance
779	Administration Costs
780	Excess Workers Comp. Policy
783	Uninsured Property Loss
785	Depreciation
791	Other Debt Service
792	Indirect Cost
793	Charter School Local Capital Outlay
794	(2018-19) Field Trips
794	(2019-20) Charter School State Capital Outlay
795	Miscellaneous Expense
796	Uncollected Accounts (bad debt)
797	(2019-20) Field Trips
799	Miscellaneous Technology Related Expense

TRANSFERS

910	Transfer to General Fund
920	Transfer to Debt Service
930	Transfer to Capital projects
970	Transfer to Internal Service Fund
971	Ending Cash
972	Reserves

LABOR OBJECT CODES IMPLEMENTED JULY 1, 2012

3rd Digit	Pay Type	Pay Code	Admin	Teachers	Other Certified	Subs	Paras	Hourly	Board	EAP
1	Regular Pay	REG	111	121	131	-	151	161	171	181
1	Teacher Substitutes	-	-	-	-	141	-	-	-	-
2	Non-Instructional Substitutes	-	-	-	-	142	-	-	-	-
2	Extra Duty Pay (Tchs)	EXD	-	122	132	-	-	-	-	-
2	/Overtime (Hourly)	OVT	-	-	-	-	152	162	-	-
2	/Additional Time Worked	ADT	112	-	-	-	152	162	-	-
3	Supplements		113	123	133	-	153	163	-	183
4	Terminal Pay		114	124	134	-	154	164	-	184
5	Sick Leave Buy Back		115	125	135	-	155	165	-	185
6	Bonuses		116	126	136	-	156	166	-	186
7	Merit Pay		117	127	137	-	157	167	-	187
8	Short-Term Contract	STC	-	128	138	-	-	-	-	-
8	/Temporary (Hourly)	ADT	-	-	-	-	158	168	-	-

Program Category Codes

Program	Function	Program Category	
Basic	5100	Grades K-3	101
		Grades 4-8	102
		Grades 9-12	103
Exceptional Education	5200	Basic Grades K-3, with ESE Services	111
		Basic Grades 4-8, with ESE Services	112
		Basic Grades 9-12, with ESE Services	113
		Support Level 4	254
		Support Level 5	255
Vocational Education	5300	Vocational Education	300
ESOL	5100	ESOL	130
Adult Education General	5400	Adult Education Basic Literacy	401
		Adult High School	402
		GED Preparatory	403
		Adult Education ESOL	404
		Adult Vocational	405
		Other Adult Ed General	409
Adult Education Disabled	5400	Adult Education Disabled	450
Pre-Kindergarten	5500	Pre-Kindergarten	500
Non-FEFP Education	5900	Non-FEFP Education	000

Notes:
1) All functions greater than 5900 should utilize a program code of 000
2) ESE - Exceptional Student Education

BUDGET & FINANCE

Q1. What procedures should be followed for purchases and requisitions?

A1. Each school has its own Title I budget, and each Title I principal is responsible for monitoring expenditures to ensure that the school does not overspend its allocation. The responsibility for regular review of the budget and expenditures may be delegated to the bookkeeper or Title I contact person at the principal's discretion.

All requisitions for spending Title I funds must be processed according to district purchasing procedures. The Title I Director approves all Level 2 purchase order requisitions electronically in AS400. All Title I purchase cards (Pcard) purchase requests must be sent electronically to the Title I Coordinator for approval. Any questions about the legality of specific purchases should be addressed to the Title I Director or Coordinator before the requisition is made.

Q2. What accounting codes should be used?

A2. The Title I project number (42X001), like other federal projects, changes at the end of each fiscal year. The fiscal year runs from July 1st to June 30th of the following year. Each school bookkeeper should have access to the complete list of function, object, and program codes. Please contact Dan Keane at ESF, ext. 11354, if you need a copy or assistance with your budget.

Q3. Are there special requirements for purchasing computer hardware?

A3. Yes. While routine purchasing procedures apply to most computer hardware and software purchases, computer lab packages must adhere to the following district requirements:

- Hardware may be purchased only through the awarded vendors, i.e., those who have been awarded a contract through the bid process. Currently, hardware may be purchased only through the district's contract with the Connection unless the item required is not available from Connection. Hardware may <u>not</u> be purchased through any software companies as part of a lab package <u>unless</u> the formal bid and board approval processes are followed.

- All original agreements for lab software and training in excess of $25,000 must have board approval. Contact Senior Buyer ext. 11623 in the Purchasing Department for instructions about these purchases. The purchase of training on

new software may require completion of a Contracted Services Agreement and the appropriate approval process, depending on the amount of the contract.

- In the case of a three-year purchase agreement for computer lab software, the purchase order for the second- and third-year payments should reference the date of the original board approval.
- Title I follow all purchasing standards set by the district.

Q4. May food be purchased with Title I funds?

A4. No, food is not an allowable Title I purchase.

Q5. May Title I funds be used to hire substitutes for teachers and assistants?

A5. Yes, provided the reason for hiring the substitutes is directly related to the program.

For example, Title I funds may be used to hire a substitute for a Title I teacher so that the program can continue during the Title I teacher's absence. They may also be used to hire substitutes for classroom teachers participating in activities related to the program, such as attending a professional development conference on working with lower-achieving students.

- Substitutes are not ordinarily hired for Title I instructional Assistants unless there is an extended absence. Exceptions may be made at the principal's discretion. Pre-K programs routinely hire substitutes for Instructional Assistants in order to maintain the required pupil: teacher ratio in each Pre-K class.

- Schools whose Title I allocation is very limited may not find it feasible to use Title I funds for substitutes.

- Schools that hire substitute teachers or instructional assistants with Title I funds must supply the following documentation to the Fund Accountant at ext.11678 in Accounting: Employee's name that substitute is replacing, payroll run, and Title I substitute sign-in sheet.

CAUTION: Title I funds may not be used to supplant nonfederal funds available for this purpose. Title I funds may be used only to supplement the amount the district provides for substitutes. When the school's district allocation for substitutes is exhausted, Title I funds may be used to pay for subs that would otherwise have been paid with district funds. This should be cleared with Title I Office first.

Q6.   May Title I funds be used to purchase supplemental textbooks?

A6.   Yes, if state and district funds allocated for textbooks have been expended.

Q7.   What becomes of money that remains in a school's Title I budget at the end of the fiscal year?

A7.   After June 30th each year, unspent Title I funds from every school become part of the district's Title I roll-forward. These funds are not available to be spent until the State releases them during the following fiscal year, which usually happens in February. Roll-forward funds are returned to the district in a lump sum, and the Title I Office reallocates them to schools to meet identified needs.

It is **essential** that no attempt be made to spend or encumber Title I funds from the previous year's allocation. Even though funds from the previous project may appear to be available in AS400, access to these funds will not be accessible for purchases.

Q8.   May Title I funds be transferred from one line item to another?

A8.   Yes, with some restrictions. The school bookkeeper may submit a Request for Budget Transfer to Federal Fund Accountant in the Accounting Department. The request must be sent with the original signature of the principal.

When transferring money within the Title I budget, it is important to keep in mind that certain areas of the program have strict spending requirements. Before moving funds out of function 6150 (parent involvement), you must make sure that the school can still meet its spending requirement in those areas if applicable. Every Title I school has a minimum amount that must be reserved and spent on parent involvement. Please contact the Title I Office if you have questions.

Since the amount encumbered for salaries and benefits is based on the salaries of current employees, funds may not be transferred out of any salary or benefits line item unless the request for a budget transfer is accompanied by appropriate documentation. This normally happens only when there has been a change in Title I personnel, such as a vacancy that will not be filled, or replacement of an employee with a less expensive person. Please contact Dan Keane in the Title I Office if you need assistance with this situation.

Note: Funds may <u>never</u> be transferred out of the Title I budget to another program or funding source, nor may funds be transferred into the Title I budget from another funding source.

Q9. Who is responsible for monitoring the school's Title I budget?

A9. A person designated by the principal, usually the bookkeeper or Title I Contact, should monitor the Title I budget each month. Expenditures and encumbrances should be checked to ensure that AS400 figures match the school's records, and any discrepancies should be resolved. Salary expenditures and encumbrances should be checked against payroll records; any apparent discrepancies should be resolved with the appropriate department (e.g., if the amount expended for salaries appears to be incorrect for the school's Title I staff).

- Title I purchase orders should be monitored regularly to ensure that receivers are done promptly, and purchase orders do not remain open for no reason. All purchase orders should be closed as soon as possible. This is especially crucial during the summer to ensure that purchase orders are closed before the district closes out the fiscal year in early August.

Although the Title I Office also monitors school budgets, it is the school's responsibility to ensure that the Title I budget is not overspent.

Q10. What are the school's responsibilities for the StepFOURward budget?

A10. Each school that has Step FOURward Pre-K units has a separate budget (42X000) for this program, which is managed by the Title I District Office. This budget has a separate project number. The school is responsible for supplying information to the Title I Office upon request, such as the names and salaries of Step FOURward staff, and for notifying the Title I or Early Childhood Office when there is any change in Step FOURward personnel. The school is not responsible for budgeting for the salaries and benefits of these personnel.

- The Title I Office typically allocates to each Step FOURward unit an equitable amount for substitutes, materials and supplies, academic field trips and DCF courses. This money is to be used only for the Step FOURward program. For example, the Step FOURward substitute budget may not be used to pay substitutes for other teachers, including those in the regular Title I program.

- Additional funds may be spent for Step FOURward from the school's regular Title I budget at the principal's discretion.

Personnel

Title I School Contact
Responsibilities

Summary:

There is no school-level job classification titled Title I Contact. The person who has this responsibility will be classified as a reading/math intervention teacher or other appropriate classification found on the *Title I Staffing Plan*. The primary responsibility of the contact is to serve as the liaison between school and the District Title I Office. A maximum of 7 hours per week (not including duty or lunch) may be scheduled for compliance activities <u>including</u> parent and family engagement duties/tasks. The primary responsibility of this position is working with students. The Title I Contact creates opportunities that enable the school to show evidence that they have met all the compliance requirements of the school-wide Title I program; maintains the school's Title I Crate account as assigned to them by the principal by following benchmark requirements and uploading evidence in a timely manner to ensure the school stays up-to-date on the calendar of requirements; and works with administration, teachers and staff to create, plan, and execute activities that will produce necessary evidence.

Expectations:

- Attends District Office of Title I trainings and works with district staff,
- Facilitates programs and activities designed to meet all benchmark requirements (school-wide, small group, outreach events),
- Is part of the CNA and SIP process
- Is part of the SIP mid year review and End-of-year evaluation.
- Asks questions and works with District Title I staff to ensure understanding of expectations/requirements,
- Works diligently directly with students especially those not meeting state academic standards,
- Assists administration in monitoring and maintaining the school's Title I budget
- Ensures completion of Title I annual inventory,
- Creates and maintains parent education opportunities that align to the school's School-wide Improvement Plan and PFEP,
- Helps develop family-friendly school climate amongst staff, families, and students,
- Responds to concerns/issues raised by families with empathy and timeliness,
- Ensures translation of important school documents,
- Ensures all Title I funded employees have a current schedule encompassing all hours paid,
- Ensures any instructional assistants are working under the supervision of a state certified teacher, and

- Ensures meaningful parent and family educational opportunities are created based on SWIP need and parent input.

Some Unallowable Activities:

- Volunteer coordinator
- Business partner coordinator
- Front office duties
- Administrative tasks
- Discipline focused positions/activities

Guidance for Completing the Title I Staffing Plan

Beginning of the Year

1. **Save** the Title I Staffing Plan enclosure sent out from the district office to your computer.

2. Open the template.

3. **School #:** Enter a 4-digit school <u>number</u> in the cell to the right (C3) and the form will autofill with school name.

4. **Date:** Add the date in the box (C4). **Each time** <u>you make a change to the form throughout the year, be sure to change the header date before submitting electronically to the District Title I Office.</u>

5. **Active Instructional:** Type the name for each Title I paid teacher/coach/guidance counselor. The only column choices are those offered in the drop down menus. Other than the *Name* column, once you click in a box, a select arrow will be activated to generate a drop-down box of choices. Make a selection to complete each cell in the row. The *Units* column will autocomplete once the hours have been entered. The percentage shown in the *Units* column is based on an 8 hour day. If a teacher is going to be split-funded with another funding source, identify the non-Title I funding source in the last column. <u>If the teacher is part-time</u>, please note that in the last column with the total number of hours worked weekly. Enter the actual start date of the employee. <u>Examples</u> have been provided along the top of each column. <u>Teachers/Coaches working with all K-6 students will need to be entered as K-3 and 4-6 separately, as per their schedule. Payroll records must mirror the Staffing Plan (e.g. positions/titles, hours, percentages split between strings).</u>

6. **Active Non-Instructional (Instructional Assistants):** Type the name for each Title I paid instructional assistant/paraprofessional. The only column choices are those offered in the drop down menus. Other than the *Name* column, once you click in a box, a select arrow will be activated to generate a drop-down box of choices. Make a selection to complete each cell in the row. The *Units* column will autocomplete once the hours have been entered. The percentage shown in the *Units* column is based on a 6.5* hour day. If an instructional assistant/paraprofessional is going to be split-funded with another funding source, identify the non-Title I funding source in the last column. If the instructional assistant/paraprofessional is part-time, please note that in the last column with the total number of hours worked weekly. Enter the actual start date of the employee. <u>Examples</u> have been provided along the top of each column. Instructional assistant/paraprofessional <u>working with all K-6 students will need to be</u> <u>entered as K-3 and 4-6 separately, as per their schedule. Payroll records must mirror the Staffing Plan (e.g. positions/titles, hours, percentages split between strings).</u>
   *Full-time Title I Parent/Guardian Liason- attendance is alloted a 7.5 hour day.

7. Be sure to include the contracted start date for each employee. If you do not know the start date, place *TBA* in the cell **and be sure to update the form once you are made aware of the date**.

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8. Once the Title I Staffing Plan has been completed, it must be submitted via email to Dan Keane at the District Title I Office. Mr. Keane will review the plan and either contact the school regarding any issues or approve the plan and send it to Human Resources (HR) for processing. He will copy the sender on the forwarded email to HR **and that email will contain the approved copy. Often there have been slight corrections made to the form, <u>save this copy as the final and work from it for any future changes.</u>**

9. Best practice is to ensure that every employee is set up to be paid exactly the way they are listed on the Title I Staffing Plan (position number, position split, if any, hours, project number, etc.). This should be done at the start of each year to ensure payroll accuracy. Complete reclassifications or Staffing Plan changes, if necessary.

   <u>**Staffing Changes Through the Year**</u>

Be sure to always begin with the most recent Title I Staffing Plan (the approved copy sent back from Mr. Keane).

1. As the year progresses, if a Title I paid employee is reclassified or leaves the position for any reason, the employee is moved to the bottom of the Staffing Plan. Complete the entry by <u>copying</u> the position, subject, hours, and start date. The last date the employee worked in Title I must be entered in the *End Date* column. <u>Once a Title I employee has been added to the Staffing Plan,</u> their name **is never deleted** <u>completely from the document but may move to the bottom section.</u> In order to save the position on the school's PAR for a future hire, leave the information in the *position, subject, and hours* columns in place and add *TBD* in the *Name* column. <u>Remember to</u> <u>remove the start date since the position is vacant.</u>

2. If an employee changes the type of work they are doing within the school's Title I program, then there may be a need to "end" that portion of the Title I employee's position and "start" another new position. For example when a teacher moves from an interventionist to a coach position. The above step (#1) would be followed with the exception of adding a TBD. The portion and position that ended would be added to the bottom and the new position with a start date would be added to the top.

3. The Staffing Plan serves as a record of everyone who has been paid a salary with Title I school-based funds for the fiscal year, which is why employee names are never deleted but just moved to the bottom of the form. The document is used in many ways by the District Title I Office and must remain up-to-date.

4. In cases where a person is being hired or reclassified for a TBD position already listed on the Staffing Plan, replace the *TBD* with the employee's name. Carefully check to ensure that everything listed across the row still applies to the newly hired/reclassified employee. The reclassification or appointment form must match exactly with the information on the Staffing Plan. Don't forget to add the actual start date once you receive it.

5. Once the Title I Staffing Plan has been updated in any way, it must be submitted via email to Dan Keane at the District Title I Office. Mr. Keane will review the plan and either contact the school regarding any issues or approve it and send it to Human Resources (HR).   He will copy the sender on the forwarded email to HR and that email will contain the final approved copy. **Often there have been slight corrections made; <u>save this copy as the final.</u>**

6. The Director/Coordinator of Title I must sign-off on all Title I related reclassification and appointment forms. Only after the Staffing Plan, showing the addition of the newly appointed or reclassified employee (name must be listed) has been received at the District Title I Office, will the reclassification or appointment form be signed. The Title I Office will send the approved appointment form or reclassification form to Human Resources once it has been approved by the Director.

7. Save the Staffing Plan as: school name, Title I Staffing Plan, date.   **Example: Cape View Staffing Plan 6-23-23. Each time you send an updated version of this form due to staff changes, save it using the latest date in order to determine the most recent plan.**

Staffing Plan Record Retention

Every Staffing Plan should be kept on file in the school's Title I audit folder system. Each time the Staffing Plan is updated, a copy should be given to the Title I school contact, principal, and school secretary to ensure awareness. Staffing Plans serve as critical time and effort records and ensure the Title I funded employees are tracked for various compliance requirements.

*All Title I related documentation MUST be kept at the school for 5 years plus the current fiscal year.

<u>Reminder</u>: The district now has a specific job description for a math coach. All persons assigned to this position on the Title I Staffing Plan must meet specific job qualifications and be identified as part of the district math coach pool or be approved by the Math Coach Pool Selection Committee.

SCHOOL#:	0061	Apollo Elementary
DATE:	7/1/2023	

ACTIVE INSTRUCTIONAL

NAME	POSITION NUMBER /GRADE LEVEL		SUBJECT	HOURS	UNITS	START DATE	NON-TITLE I FUNDED HOURS PER DAY
EXAMPLE: DOE, JANE	51016	K-3 INSTRUCTIONAL	READING/MATH INTERVENTION	4.00	0.616	08/02/2023	4HRS - ESE RESOURCE
TBA	51016	K-3 INSTRUCTIONAL	COMPUTER ASSISTED INSTRUCTION	0.80	0.100	08/02/2023	
TBA	51017	4-6 INSTRUCTIONAL	ELA (SECONDARY)	1.60	0.200	08/02/2023	
TBA	51032	7-8 INSTRUCTIONAL	GUIDANCE	4.00	0.500	08/02/2023	
TBA	51033	9-12 INSTRUCTIONAL	LITERACY COACH	6.40	0.800	08/02/2023	
TBA	61122	SCHOOL SOCIAL WORK SERVICES	LITERACY INTERVENTION	8.00	1.000	08/02/2023	
TBA	61219	CERTIFIED SCHOOL COUNSELOR	MATH COACH				
TBA	63090	LITERACY COACH	MATH INTERVENTION				
TBA	63095	MATH/SCIENCE COACH	READING INTERVENTION				
			READING/MATH INTERVENTION				
			SCHOOL SOCIAL WORK SERVICES				
			SCIENCE COACH				
			SCIENCE LAB				
			SOCIAL STUDIES INTERVENTION				

ACTIVE NON-INSTRUCTIONAL

NAME	POSITION NUMBER /GRADE LEVEL		SUBJECT	HOURS	UNITS	START DATE	NON-TITLE I FUNDED HOURS PER DAY
EXAMPLE: DOE, JANE	51139	K-3 NON-INSTRUCTIONAL	IA READING/MATH INTERVENTION	3.25	0.500	08/09/2023	3.25HRS - DISTRICT
TBA	51139	K-3 NON-INSTRUCTIONAL	IA COMPUTER LAB	3.25	0.500	08/09/2023	
TBA	51140	4-6 NON-INSTRUCTIONAL	IA ELA (SECONDARY)	5.00	0.769	08/09/2023	
TBA	51141	7-8 NON-INSTRUCTIONAL	IA LITERACY INTERVENTION	5.50	0.846	08/09/2023	
TBA	51142	9-12 NON-INSTRUCTIONAL	IA MATH INTERVENTION	6.50	1.000	08/09/2023	
TBA	61570	PARENT/GUARDIAN LIAISON	IA READING INTERVENTION	6.50	1.000	08/09/2023	
			IA READING/MATH INTERVENTION	6.50	1.000	08/09/2023	
			IA SCIENCE INTERVENTION	6.50	1.000	08/09/2023	
			PARENT/GUARDIAN LIAISON - Attendance	7.50	1.154	08/09/2023	

NOTE: Employees working with K-6 students will need to be enentered as K-3 and 4-6 separately, as per their schedule. All employees should be retained on this form throughout the school year. Those employees currently funded by Title I should be listed above. Any employee no longer funded by Title I should be listed below.

POSTION CONTROL USE ONLY:

51016	0.100		61122	1.000
51017	0.200		61219	0.000
51032	0.500		61515	0.000
51033	0.800		61546	0.000
51139	0.500		63090	0.000
51140	0.769		63095	0.000
51141	0.846			
51142	1.000			

EMPLOYEES NO LONGER FUNDED BY TITLE I (Remove From List Above)

NAME	POSITION NO.	SUBJECT	HOURS	UNITS	START DATE	END DATE	NOTES

Guidance for Teacher Schedule Benchmark Submission

Start with the latest school Staffing Plan. Use that copy to guide you in the collection of active instructional schedules. BE SURE ALL ELEMENTS OF THE SCHEDULE align with the Staffing Plan, and it accounts for the full day the employees are paid, even if they are split- funded.

The reason for hiring additional personnel in a Title I school is to support students and increase student achievement. With that being said, the majority of time in any Title I funded position should be direct student instruction. Academic coaches would be expected to spend the majority of their time working directly with teachers and/or students and not on administrative tasks. In the case of a coach or guidance counselor, a schedule listing responsibilities related to the assigned position may be used in the various time slots listed. See sample schedule for Literacy Coaches.

All Title I funded positions must directly support an Area of Focus or Priority listed in the Schoolwide Improvement Plan.

Schedules must include:

Name (that matches Staffing Plan)

Position Title(s) (that matches Staffing Plan) **and** percent paid from Title I. If the employee is split-funded or part-time, list the percentage of the split at the top of the schedule. See sample teacher schedule.

Subjects, Grade Levels and Groups or Subgroups (e.g. L25%) served during time slots, type of support (e.g., pull-out, push-in, lab). Add room numbers if the teacher is working outside of his/her designated room.

Lunch and Duty, if applicable

Planning, if applicable

The schedule for Friday's shortened day must be addressed separately.

Schedules must cover **all** hours the employee is paid, even if the employee is split-funded. This includes listing lunch, planning, duty, even times charged to other funding strings. The total day shown on the schedule should add up to the total time paid.

If the employee only works a partial week and/or day, please specify at the top of the schedule (e.g. Monday, Tuesday, Thursday @ 8 hours per day = 24-hour work week or works 8AM to 12PM M-F 4x5=20 hrs/wk.). **Be sure this information is noted in the last column of the Staffing Plan as well.**

A sample schedule exists for clarification and is found on the following page. In the case of split-funded people, ensure the required time (%) for each program is evident in the schedule. If you have any questions or concerns, please call the District Title I Office or email us prior to submitting.

Principal signature is required prior to upload.

Sample Split-Funded Teacher Schedule

Name: Daffy Duck				
Schedule: Monday through Friday 7:30-3:30				
Position: **Rdg/Math Interv (51017) 50%**	**ESE/GSP (52075) 50%**			
DAILY SCHEDULE	**Monday**	**Tuesday**	**Wednesday**	**Thursday**
7:30 - 7:45 AM Planning				
7:45 - 8:05 AM Duty				
8:10 - 9:00 6th grade math Push-into classroom	Mrs. Mitchell	Mr. Wallace	Ms. Smith	Mrs. Hubert
9:10 - 10:00 GSP Services for 4-6	Rm 303	Rm 303	Rm 303	Rm 303
10:10 - 10:40 5th grade math Pull-out to RR	L25% Mr. Wallace	L25% Ms. Smith	L25% Mrs. Hubert	L25% Mitchell
10:45 - 11:15 GSP Services for 4-6	Rm 303	Rm 303	Rm 303	Rm 303
11:20 - 11:50 Lunch Duty				
11:50 - 12:20 Lunch				
12:20 - 1:00 Planning				
1:00 - 1:35 4th grade math Push-into classroom	Mr. Wayne	Mrs. Sams	Ms. Doubtfire	Mrs. McKay
1:35 - 2:10 GSP Services for K-3	Rm 303	Rm 303	Rm 303	Rm 303
2:10 -2:30 PM Duty				
2:30 -3:30 Planning/Meetings				
Friday - Shortened Instructional Day				
DAILY SCHEDULE	**Friday**			
7:30 - 7:45 AM Planning				
7:45 - 8:05 AM Duty				
8:10 - 8:50 6th grade math Push-in L25%	Rotation			
8:55 - 9:35 GSP Services 4-6	Rm 303			
9:40 - 10:15 5th grade math Push-in L25%	Rotation			
10:15 - 10:45 GSP Services 4-6	Rm 303			
10:50 - 11:15 4th gr math push-in/GSP K-3 T & TH	Rotation/ Rm 303			
11:20 - 11:50 Lunch Duty				
11:50 - 12:20 Lunch				
12:20 - 1:00 Planning				
1:10 -1:30 PM Duty				
1:30 -3:30 Meetings/PLCs/PD/Planning				

Guidance for Instructional Assistant Schedule and Lesson Plan or Collaboration Submission

Start with the latest school Staffing Plan. Use that copy to guide you in the collection of schedules. Be sure the schedules align with the Staffing Plan AND cover the full day the employee is paid, even if they are split-funded.

The reason for hiring additional personnel in a Title I school is to support students and increase student achievement. With, most of the time in a Title I instructional assistant's schedule must be supporting students academically. A minimum of 75% of the IA's time must be scheduled academic support for students to include reasonable planning/gathering materials time, if needed. This does not mean working as a teacher assistant by creating bulletin boards, making copies, or working a volunteer program. Equitable duty may be scheduled meaning that the Title I instructional assistant does no more duty than a non-Title I instructional assistant.

Planning time – Since instructional plans for assistants must be created by a state certified teacher, an instructional assistant should be given reasonable time for assembling required resources and reviewing content in order to have seamless quality lessons. Schedule instructional assistant planning time carefully to include collaboration with the assigned state certified teacher. The extra time at the end of the shortened day could be a great time to schedule collaboration and gather materials.

If the instructional assistant works part-time, less than 3 hours per day, no duty time may be assigned.

Below is the evidence required each semester for the benchmark: Instructional Assistant Schedule and Collaboration Log or Lesson Plans.

Schedules must include:

Name (that matches Staffing Plan).

Position title(s) (that matches Staffing Plan) **and** percent paid from Title I. If the employee is split-funded or part-time, please also list the percentage of the split at the top of the schedule. See sample schedule.

Subjects, Grade Levels and Groups/Subgroups (e.g., L25%) served during time slot, and type of support (e.g., pull-out, push-in, lab …).

Break(s), Lunch, and Duty, if applicable. Full-time instructional assistants earn 2 10- minute breaks each day, and these should be reflected in their daily schedule.

Friday's shortened schedule must be addressed separately.

Schedules must cover **all** the hours an employee is paid. A 6.5hour employee's schedule should cover all 6.5 hours or in the case of a charter school, the schedule may need to cover 8 hours. **An instructional assistant does not earn a paid lunch under BPS contract, so a 6.5 hour paid assistant would work a 7-hour schedule that includes an unpaid 30-minute lunch.**

Principal signature is required on each schedule prior to uploading.

A sample schedule is provided on the following page,

Collaborated Lesson Plan/Log

Instructional Assistants (IAs) are required to work under the supervision of a state certified teacher. The state certified teacher creates the daily lesson plans for the instructional assistant and meets to discuss progress, issues, and plans each week. A collaboration log can be used to document the required meetings in lieu of uploading lesson plans. **Both parties must sign the document each week as evidence they were present and took part in the collaboration. The collaboration must take place prior to the instructional lessons being presented to students! Be sure the collaboration log is completed with all the required information and signatures prior to uploading.**

If using lesson plans, be sure the state certified teacher who created the plans for the IA is listed at the top of each lesson plan submitted (e.g., "Lesson Plans developed on 12/2/XX for Jane Doe by Sally Smith").

Push-in Support

If the IA is pushing into the classroom while the teacher remains in the classroom, evidence must exist that the teacher has met with the assistant to review content, expectations, and any resources the instructional assistant is responsible for bringing to the student lesson prior to the lesson. This would most easily be done using the collaboration log. The log would capture the teacher explaining what the IA would be expected to do while in the classroom for the week. The IA would also be expected to give feedback to the teacher on student performance and share any challenges and successes he/she observed/experienced in order to improve student achievement.

Pull-out Support

In this situation, again a certified teacher is responsible for creating the weekly lesson plans. Supporting documentation includes collaboration logs/lesson plans for the IA ensuring that the name of the IA is on the lesson plan along with the certified teacher who created the plans (see Collaborated Lesson Plan/Log section).

If student names are included in a teacher's plan or schedule, redact them (black out) prior to uploading. In order to be sure, they don't show through when scanned and uploaded, mark over the names and then copy it. Use the copy to scan and upload.

Do not upload copied pages from books or teacher manuals as lesson plans.

Double check submissions prior to sending in order to save yourself time and effort and ensure they are legible if handwritten.

If you have any questions or concerns, please call or email the Title I office prior to submitting.

Sample IA Schedule

Name: Sample IA Schedule				
Schedule: Monday through Friday 7:30-2:30	(pd for 6.5 hrs	day due to	unpaid lunch)	
Position: Reading/Math Intervention 4-6 (51140)				
DAILY SCHEDULE	**Monday**	**Tuesday**	**Wednesday**	**Thursday**
7:30 - 7:45 AM Planning				
7:45 - 8:05 AM Duty				
8:10 - 9:00 6th grade math Push-into classroom	Mrs. Mitchell	Mr. Wallace	Ms. Smith	Mrs. Hubert
9:10 - 10:00 5th grade math Push-into classroom	Ms. Hall	Mrs. Jones	Mr. Archer	Mr. Knowles
10:10 - 10:40 6th grade reading Pull-out to RR	L25% Mr. Wallace	L25% Ms. Smith	L25% Mrs. Hubert	L25% Mitchell
10:45 - 11:15 5th grade reading Pull-out to RR	L25% Mr. Archer	L25% Ms. Hall	L25% Mrs. Jones	L25% Knowles
11:20 - 11:50 Lunch Duty				
11:50 - 12:20 Lunch				
12:20 - 12:30 Break				
12:30 - 1:00 4th grade Push-in math	Mrs. McKay	Mrs. Sams	Ms. Doubtfire	Mr. Wayne
1:00 - 1:45 4th grade rdg Push-into classroom	Mr. Wayne	Mrs. Sams	Ms. Doubtfire	Mrs. McKay
1:45 - 2:10 Ind. rdg 1st grade Push-into classroom	Mrs. Weaver	Ms. Willow	Mrs. Clay	Ms. Cox
2:10 -2:30 PM Duty/Gathering Materials				
Friday - Shortened Instructional Day				
DAILY SCHEDULE	**Friday**	-	-	-
7:30 - 7:45 AM Planning				
7:45 - 8:05 AM Duty				
8:10 - 8:50 6th grade math Push-in L25%	Rotation			
8:55 - 9:35 5th grade math Push-in L25%	Rotation			
9:40 - 10:15 6th grade reading Push-in L25%	Rotation			
10:15 - 10:45 5th grade reading Push-in L25%	Rotation			
10:50 - 11:15 4th grade math push-in L25%	Rotation			
11:20 - 11:50 Lunch Duty				
11:50 - 12:20 Lunch				
12:20 - 1:00 Gather materials for following week				
1:10 -1:30 PM Duty				
1:30 -2:30 Collaboration/Planning with Mrs. Doubtfire				

Collaboration Log

Subject(s):

*The *Date Met* refers to the date the parties collaborating came together for discussion. Collaboration must take place at least one day prior to the implementation of strategies.
**The *For Week of* refers to the week the planned strategies will be delivered.

*Date Met:	**For Week of:	Skills to Cover: What skills will the IA be supporting or reteaching?	Strategies Taught/Used:	Materials Needed:	Initials from both

SAMPLE LETTER

Dear Split-Funded Title I Employee,

You are receiving this email because as you know, you are a split-funded employee paid with Title I funds for part of your work day and another funding string for the remainder of your day. The federal Title I program must meet the requirement of collecting evidence that the salary hours billed to the program by the split-funded employee benefited the program by the charged percentage. This evidence is collected by way of a Personnel Allocation Report (PAR). This report must be completed monthly by each split-funded employee during the contracted school year. Due to the serious nature of billing a federal program for any expense, care is necessary when setting your schedule and completing the paperwork. Your work schedule/lesson plans serve as back-up support for the PAR.

Each month you will receive a PAR by email. Open the emailed PAR. Complete the form by filling in the actual percentage of time worked for each program/funding string, print, sign, and have your principal sign and date. Use the actual date for each signature (blue ink please). Please track this form to ensure it does not get stuck on someone's desk.

After it has been signed off by the principal/supervisor, make two (2) copies, (one for yourself and one for your Title I Contact) and send the original via courier to Rita Vivaldo, Title I, ESF. This document must be an after-the-fact record of work (meaning it must be completed after the work was done). You will be receiving this form each month as long as your pay same. Due dates will be 7 days from the date the emails are sent.

If the schedule you work does not match the percentage split on record, immediately see your principal or director; we can correct this issue once identified. At that point, either your schedule will need to change to reflect actual time worked on each project, or a reclassification will need to be completed to change the percentage of pay coming from each payroll string to match the work.

If you have any questions or concerns about the process and paperwork, do not hesitate to call Title I office, 633-1000, extension 11354. If you have questions about your schedule or the funding, please see your administrator for assistance.

Sincerely,

Title I Office

Personnel Allocation Report (PAR)

School: ABC School/9999

Position: Reading/Math Interventionist (example)

I attest that for the pay periods, 08/01/2023 through 08/14/2023 and 08/15/2023 through 08/28/2023. I, <u>Employee Name</u>, spent my time working on the following programs:

Name of programs:	Percentage	Payroll String
Title I, Part A, Schoolwide Plan		422.3091.424001.5100.121
Classroom Teacher		100.3091.001001.5100.121
Total	100%	

_____   Date: _____
Employee Name

_____
Principal (Print Name)

_____   Date: _____
Principal's Signature

FY24 Approved Title I Summer Assignments

Assignments:

Summer school – instructional only
422.XXXX.424001.5100.122.101 – grades K-3
422.XXXX.424001.5100.122.102 – grades 4-8
422.XXXX.424001.5100.122.103 - grades 9-12

Must collect daily sign-in and sign-out signatures for students to ensure justification of funds spent. If on-line access is being offered, print out attendance sheets at the end of each session.
*Instructional Assistants may not be hired for summer school instruction.

Comprehensive Needs Assessment development (up to 5 days)
422.XXXX.424001.6300.132.000 (Teachers)
422.XXXX.424001.6300.152.000 (Instructional Assistants)

Summer Professional Development – "sit and get"
422.XXXX.424001.6400.132.000 (Teachers)
422.XXXX.424001.6400.152.000 (Instructional Assistants)

Parent and Family Educational Outreach Opportunities
*422.XXXX.424001.5100.122.101.102, or 103 (Teachers)
*Activities under this string will NOT count towards PFE allocation

Title I funds may not be used to pay instructional (or administrative) staff to perform administrative duties **such as creating class lists, updating student files, and/or scheduling**. These and other similar duties would be required at every school and not something additional that Title I schools are expected to complete.

All personnel paid with Title I funds must complete a Title I created sign-in and sign-out daily time sheet. This procedure requires two signatures EACH day. Lunch is unpaid during the summer. Any employee working over 6 hours must show an unpaid lunch.

Employees are responsible for turning in timesheets to their school secretary/bookkeeper in a timely manner with all timesheets being required by the end of day on June 30, 2024. It is the employee's responsibility to turn in time sheets promptly for processing. No expenses can be charged after the associated pay period has closed. Time sheet records must be kept in the FY24 audit folder #17.

*Schools are responsible for submitting summer intersession forms for the listed employees, getting the adjustment codes from HR, and processing payroll.

The Title I Office does not assign adjustment codes nor collect intersession forms.   Please call HR for any assistance related to these tasks. Title I complies with all employee pay rates set by the district.

Use the salary fringe calculator tab marked "Summer, Subs, & Extra Duty Pay" to help you estimate costs.

EXTRA DUTY PAY GUIDANCE

Preparation for Teaching an Inservice Component

(Employee Hourly Rate)

(PIN) Compensation for preparation to teach an inservice activity shall be based on the approved hourly rate on the supplemental salary schedule. Preparation time should never exceed the time required to deliver the training. Normally, preparation time will be equal to one-half the delivery time. Currently the hourly rate of pay is based on the employee's hourly rate. These preparation hours must be at a time when the teacher is not being paid a contract salary (i.e., must be outside of regularly scheduled work hours).

Teaching an Inservice Component

(Employee Hourly Rate)

(TIN) Compensation for teaching an inservice shall be at the approved hourly rate on the supplemental salary schedule. Currently the hourly rate of pay is based on the employee's hourly rate. These teaching hours must be at a time when the teacher is not being paid a contract salary (i.e., must be outside of regularly scheduled work hours).

Extra Assignment as an Inservice Participant

(Employee Hourly Rate)

For inservice assignments beyond the normal workweek during the school year, compensation shall be at the approved hourly rate on the supplemental salary schedule. This assignment area shall be used for workshop participants receiving inservice points. Currently the hourly rate of pay is based on the employee's hourly rate. These hours must be at a time when the teacher is not being paid a contract salary (i.e., must be outside of regularly scheduled work hours).

*For any school-based Title I extra duty assignment, please contact Mrs. Jessika Beard, Office of Title I, on extension 11353.

School Board of Brevard County

2700 Judge Fran Jamieson Way • Viera, FL 32940-6601
Mark W. Mullins, Ed.D., Superintendent

Brevard
Public
Schools

March 30, 2020

Memorandum

To: Principals and District Leadership

From: Mike Alba, Director, Professional Learning and Development
                Lynnette Thorstensen, PD Specialist

Re: Reading Endorsement Resources for Schools

In an effort to communicate information regarding HB 7055, Professional Learning and Development, in conjunction with Leading and Learning, has created resources for principals and schools to utilize for the purpose of understanding the requirements surrounding this bill.

The first attachment is a brochure outlining the specifics or our redesigned reading endorsement add on program. Please distribute this information to teachers affected by HB 7055, so they may learn about the different delivery models being used during the 2020-2021 school year to assist teachers with completion of their reading endorsement requirements.

The second attachment is a flowchart, once again to be distributed to teachers so they may understand the pathways to reading endorsement or reading certification.

For specific questions regarding the district reading endorsement program, please contact Lynnette Thorstensen, Professional Learning and Development at 633-1000 ext. 11175 or thorstensen.lynnette@brevardschools.org and certification questions can be directed to Dinah Kramer at 633-1000 ext. 11223 or kramer.dinah@brevardschools.org

Approved by: _Beth Thedy_

Beth Thedy, Ed.D
Deputy Superintendent Chief Human Resources Officer

Michael Alba, Director
Office of Professional Learning and Development
Phone: (321) 633-1000, ext. 240 • FAX: (321) 633-3433

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An Equal Opportunity Employer

Self-Pay Options

Brevard Public Schools has approved the professional development organizations listed below as a method for completion of reading competency courses.

NEFEC $300.00 as of March 2020

BEACON Educator $300.00 as of March 2020

Schultz Institute $185.00 as of March 2020

PDA—Differentiating Reading Instruction for Students: Making it Explicit-Comp 4 (Free)

UF Lastinger Center $2000.00 (Comp 1-5 comprehensive program)

Brevard Public Schools will not accept reading endorsement inservice transfer from any other organizations.

College Courses

In some circumstances, courses taken in college can be accepted as course equivalents into our endorsement program. Teachers can find the Reading Automatic Transfer list on our endorsement webpage. Please visit our page for directions on how to have your transcript reviewed for potential course equivalencies. No reading courses taken prior to January 1, 1998 can be accepted. Teachers should always review their ProGOE transcript prior to requesting courses to be evaluated, most of the time eligible courses are added by the certification department automatically, specifically those hired after 2009.

Brevard Public Schools

2700 Judge Fran Jamieson Way
Melbourne, FL 32940

Phone: 321-633-1000 ext. 11175
Lynnette Thorstensen, PD Specialist
E-mail: thorstensen.lynnette@brevardschools.org

Reading Competency 1

Foundations of Reading Instruction

Reading Competency 2

Application of Research-Based Instructional Practices

Reading Competency 3

Foundations of Assessment

Reading Competency 4

Foundations of Applications of Differentiated Instruction

Reading Competency 5

Demonstration of Accomplishment

Just Read, Florida!

Reading Endorsement Add On Program

Brevard Public Schools

Professional Learning and Development
Endorsement Programs
https://www.brevardschools.org/Page/8001

Florida Legislation

HB 7055 (pg. 167 lines 4093-4097): Starting in the 2020-2021 school year intensive reading interventions are delivered by a teacher who is certified or endorsed in reading.

6A-4.0292(c) Specialization Requirement for the Reading Endorsement now provides teachers with an additional option for reading endorsement. Teachers may take the Reading K-12 Florida Teacher Certification Exam, and if passed, may apply to have the reading endorsement added to their teaching certificate without taking additional coursework. For more information on registering for Reading K-12 FTCE please visit **http://www.fl.nesinc.com/**

6A-1.0503 Definition of Qualified Instruction Personnel requires teachers in an out of field assignment to take 6 semesters of college credit or the equivalent inservice credits (120) toward the appropriate certification. This means teachers will take **two** reading endorsement courses each school year to be considered "in progress" until all requirements are met.

*Please note, once a teacher begins to work toward the endorsement, regardless of teaching assignment during the subsequent years, the teacher must complete the requirements or compromise their ability to ever teach out of field in the future.

For additional information on Reading Endorsement Frequently Asked Questions please click here.

Reading Endorsement Program

Since 2004, Brevard Public Schools has provided teachers with a robust reading endorsement program, designed under the guidelines of Just Read, Florida, to provide the appropriate skills and competencies to identify early reading problems and design individualized interventions to meet the needs of all students in their classroom. To support our teachers and assist them in meeting the state's new legislative requirements, we are expanding our delivery options starting in the fall of 2020.

Option 1-*Online

Starting in the fall of 2020, BPS will offer Reading Competency 1—5 as an online option through Blackboard Ultra. Courses will be offered during three terms:

July-October

September-December

January-April

*Should overflow occur that is beyond BPS capacity, we will work with one of our state providers to make additional online options available for teachers.

Option 2-Hybrid

Starting in the fall of 2020, BPS will offer a limited number of hybrid courses for reading competency 1-5. These offerings will be a combination of online learning and face to face sessions. Each course will meet a minimum of five times face to face. Courses will be clearly labeled in ProGOE to assist teachers in making the correct choice. It will be important to register for courses quickly, as this will be our most limited option. Courses will be held at school locations, as well as our district Educational Services Facility (ESF).

Option 3-School Based (BPS Elementary Only)

For a period of two and a half years, BPS will offer an on campus, job embedded model for completing the reading endorsement program. Starting in the fall of 2020, elementary teachers who have not yet taken any courses, will be able to complete their courses with the assistance of their literacy coach through a school based model. The schedule will be as follows:

Fall 2020—Reading Comp 1 & 2 (Sept.-Jan)
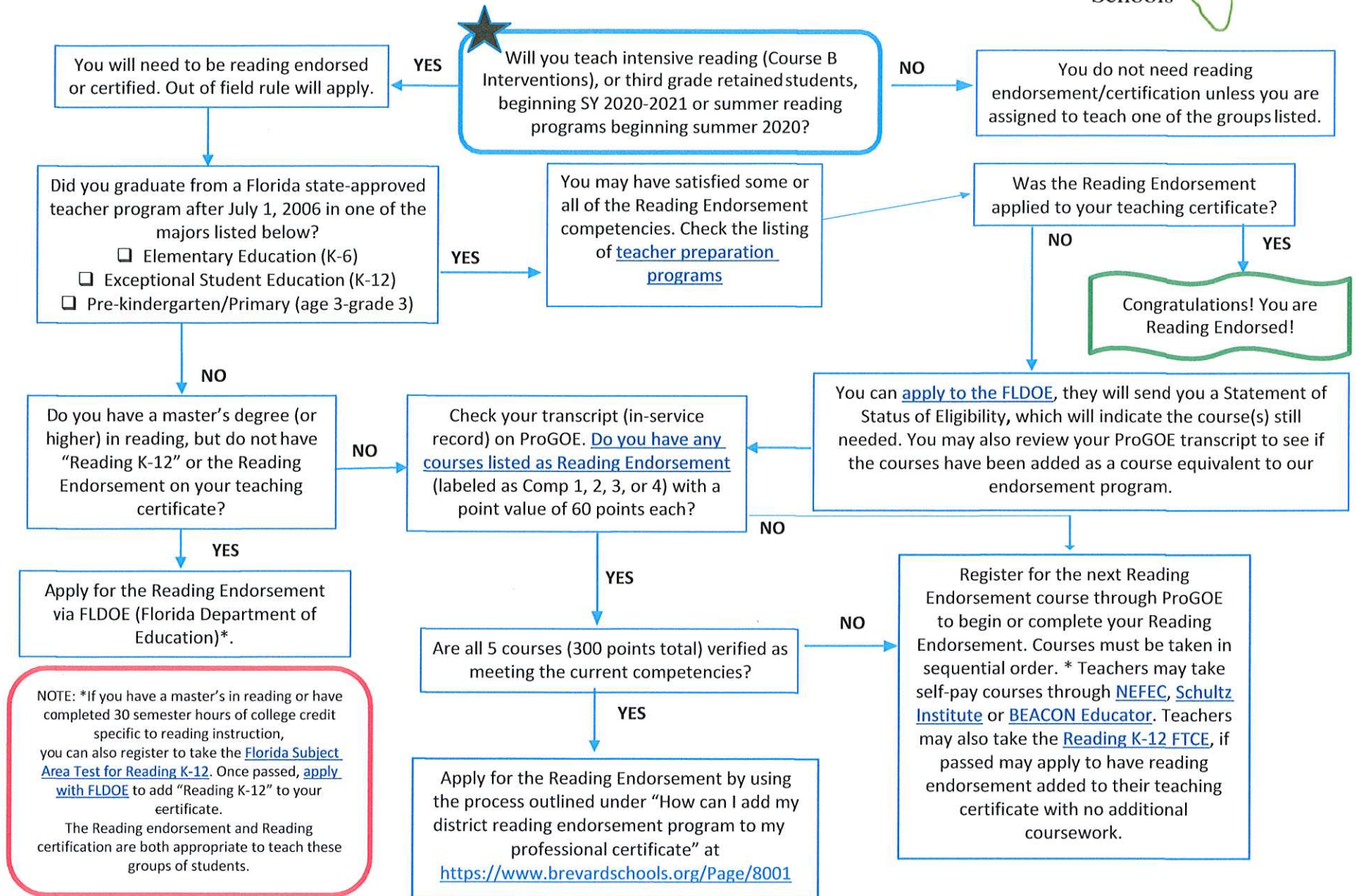
Fall 2021– Reading Comp 3 (Sept-Dec)

Spring 2022-Reading Comp 4 (January-April)

Fall 2022– Reading Comp 5 (September-Dec)

For those interested in this option, details will be provided by the school administrator. The course is currently in development. This option will not be offered after the 2022-2023 school year.

Who Needs the Reading Endorsement at the Elementary Level?

Brevard
Public
Schools

Will you teach intensive reading (Course B Interventions), or third grade retained students, beginning SY 2020-2021 or summer reading programs beginning summer 2020?

→ YES →

You will need to be reading endorsed or certified. Out of field rule will apply.

→ NO →

You do not need reading endorsement/certification unless you are assigned to teach one of the groups listed.

Did you graduate from a Florida state-approved teacher program after July 1, 2006 in one of the majors listed below?
- ❑ Elementary Education (K-6)
- ❑ Exceptional Student Education (K-12)
- ❑ Pre-kindergarten/Primary (age 3-grade 3)

→ YES →

You may have satisfied some or all of the Reading Endorsement competencies. Check the listing of teacher preparation programs

→

Was the Reading Endorsement applied to your teaching certificate?

NO / YES

→ YES → **Congratulations! You are Reading Endorsed!**

(NO, from majors box)

Do you have a master's degree (or higher) in reading, but do not have "Reading K-12" or the Reading Endorsement on your teaching certificate?

→ NO →

Check your transcript (in-service record) on ProGOE. Do you have any courses listed as Reading Endorsement (labeled as Comp 1, 2, 3, or 4) with a point value of 60 points each?

← (from NO side)

You can apply to the FLDOE, they will send you a Statement of Status of Eligibility, which will indicate the course(s) still needed. You may also review your ProGOE transcript to see if the courses have been added as a course equivalent to our endorsement program.

↑ YES

Apply for the Reading Endorsement via FLDOE (Florida Department of Education)*.

→ YES →

Are all 5 courses (300 points total) verified as meeting the current competencies?

→ NO →

Register for the next Reading Endorsement course through ProGOE to begin or complete your Reading Endorsement. Courses must be taken in sequential order. * Teachers may take self-pay courses through NEFEC, Schultz Institute or BEACON Educator. Teachers may also take the Reading K-12 FTCE, if passed may apply to have reading endorsement added to their teaching certificate with no additional coursework.

↓ YES

Apply for the Reading Endorsement by using the process outlined under "How can I add my district reading endorsement program to my professional certificate" at https://www.brevardschools.org/Page/8001

NOTE: *If you have a master's in reading or have completed 30 semester hours of college credit specific to reading instruction, you can also register to take the Florida Subject Area Test for Reading K-12. Once passed, apply with FLDOE to add "Reading K-12" to your eertificate.
The Reading endorsement and Reading certification are both appropriate to teach these groups of students.

PERSONNEL/USE OF STAFF

Q1.   What limitations are there on duties for school-based Title I paid staff?

A1.   Staff who are paid 100% from Title I funds may perform non-instructional duties if the same duties are performed for the same amount of time by similarly situated non-Title I staff. For example, if non-Title I teachers have bus duty for 20 minutes per day, Title I teachers may do likewise. Title I Instructional Assistants may perform such duties only if there are other assistants in the school who perform those duties for the same amount of time. Split-funded employees may perform such duties for an amount of time proportional to the amount of time they work for each program and the duties are the same as similarly situated non-Title I staff are scheduled (i.e., an employee split half-time Title I and half time ESE/GSP may perform half of the daily duties under Title I's time). Part-time staff working less than 4 hours a day should not have duties assigned as part of their Title I paid time.

In all cases, non-Title I duties must not interfere with the program or with the planning time guaranteed by the teachers' contract. Title I staff may not, for example, be required to overload their instructional groups in order to allow time for lunch duty.

Teachers and instructional assistants alike may spend no more than 20% of their time on duties and responsibilities not directly related to student academic support.

Important note: If a Title I teacher is used as a short-term substitute, the Title I teacher must be reclassified into the teaching position and out of Title I for that time period. The Staffing Plan should be updated to reflect this change and the teacher's Title I position listed as "TBD". Once a new teacher is hired for the classroom position, the Title I teacher may be reclassified back into Title I by updating the Staffing Plan and sending the reclassification form to Title I for director/Coordinator approval.

Q2.   What if there is a Title I related staffing change?

A2.   If there is a change in the school's Title I staff during the school year, the Title I Staffing Plan must be updated as soon as possible and sent to Dan Keane. Once the Staffing Plan has been received and approved, Mr. Keane forwards it to Human Resources. Any reclassification or appointment forms that support the change are then sent to the Office of Title for approval by the program director/coordinator. It is extremely important to keep the school Staffing Plan up-to-date due to federal time and effort requirements.

For additional details, refer to the *Title I Staffing Plan Guidance*.

Q3.   What are the requirements for time-and-effort documentation?

A3.   The Title I District Office will periodically distribute forms necessary to document the duties of Title I paid staff for audit/monitoring purposes. For this and other reasons, it is very important that each school notify the Title I Office when there is a change in Title I staff via an

updated Staffing Plan. The type of time and effort documentation required is a result of the employee's schedule of duties as well as the programs funding the employee's payroll. Any teacher or instructional assistant paid with Title I funds in addition to another funding program, may need to complete a monthly Personnel Activity Report (PAR).

It is critical that every Title paid employee have a work schedule on file that includes full paid days (i.e., 8 hours included in the schedule) and is specific as to what duties and student supports, they have scheduled for each day including any early release days. Schedules must align with the positions listed on the Title I Staffing Plan. Any schedules for split-funded employees must meet the requirements of all programs charged. These schedules serve as evidence for federal and state time and effort requirements and must be accurately recorded and carefully reviewed to ensure compliance.

Any personnel being paid with Title I funds during the summer months will be required to complete timesheets that document times worked, and duties performed for auditing purposes. In April or May, schools will notify the Title I Office with a list of school personnel who will carry out Title I duties through June by completing the *Title I Summer Paid Employee Plan* form. Once the plans have been submitted and approved, time sheets will be sent by the District Title I Office to listed personnel. Schools are responsible for collecting, verifying, and paying personnel who worked on the approved school-based Title I tasks. Copies of the time sheets must be sent to the District Title I Office by July 15th. Only work approved through the *Title I Summer Paid Employee Plan* form may be paid using Title I funds. Schools are responsible for monitoring their budgets and ensuring they have the remaining funds to support the summer plans.

Some years, the District Title I Office may run a summer program funded with district Title I funds. In these cases, the District Title I Office will be responsible for employee set-up and processing payroll.

Q4. **May Title I teachers work collaboratively in the classroom or team-teach with non-Title I teachers?**

A4. Since all children are eligible for services in a Schoolwide Improvement Program (SWIP), Title I teachers may team-teach or work in other collaborative models with non-Title I staff. Funding a regular classroom teacher position is an unallowable expense. Except in circumstances where it is supplemental to the classroom teachers needs to meet class size

Q5. **May Title I teachers and assistants work with non-Title I students?**

A5. There are no restrictions of this type in a schoolwide model. Title I staff may work with all students in the school, if services are designed to meet the needs of at-risk students and the focus of the program remains on low-achieving students. All Title I funded services during a year must support the Areas of Focus/ Priorities listed in the school's Schoolwide Improvement Plan.

Q6.   What are some examples of appropriate responsibilities for Title I Instructional Assistants?

A6.   Instructional assistants can:
- Provide one-to-one tutoring for eligible students if the tutoring is scheduled at a time when a student would not otherwise receive core instruction from a teacher;
- Provide assistance in a computer laboratory setting;
- Plan and conduct parental involvement activities;
- Provide academic support in an classroom;
- Act as a translator;
- **An Instructional Assistant must work under the direct supervision of a state certified teacher. Lesson plans and/or collaboration logs must be on file as evidence that the instructional assistant is supported in this manner by the state certified teacher.**

The primary responsibility of Title I Instructional Assistant is to provide academic instruction to students, and most of their time must be spent in this way. Adequate time should be allowed for planning with teachers so that the assistants are well prepared for working with students and know in advance what is expected of them. Instructional assistants are allowed breaks per contract and these breaks should be noted on their schedule. A Title I paid instructional assistant should not have more scheduled planning than a normal contracted teacher. Remember that lesson planning is the responsibility of a state certified teacher and not an instructional assistant.

Q7.   What are the responsibilities of a school-level Title I Contact?

A7.   There is no requirement or position at the school level designated as a Title I Contact. Each principal is asked to designate a contact person, but the responsibility for overseeing the program is held by the principal. If the principal chooses to identify a contact to assist him/her, the following things should be kept in mind:

- There is no school-level job classification called Title I Contact. The person who has this responsibility will be classified as a reading/math intervention teacher or other appropriate classification found on the Title IStaffing Plan. Most of their time must be spent directly supporting students. For example, if the person designated as the Title I school contact is listed as full-time reading/math intervention, then his/her schedule must show student supported activities for at least 80% of their time (barring normal duty time). The duties of all Title I staff must be primarily student instruction, parent involvement, and other activities directly related to the Title I program objectives.
- The duties of the position need not be the same at each school. A position description or list of responsibilities should be agreed upon in advance by the principal and the designated teacher, with input from the Title I District Office.
- Title I Contact/staff may not be used as additional administrative staff.
- One period per day (20%) or less would be considered an adequate amount of time to carry out the duties of a Title I Contact which would include parenting and family engagement responsibilities. If parenting and family engagement responsibilities are shared with another Title I staff person, then the time allotted is split between the two.

- Best practice would be that the Title I Contact is involved/assists in managing the Title I budget, developing the Schoolwide Plan, completing the SIP midyear review and End-of-Year Evaluation, and works with the principal to coordinate the activities that enable the school to meet the requirements set forth in the Title I federal program.
- A Title I School Contact would be responsible for gathering and uploading required evidence into Title I Crate, the on-line document warehouse.
- Ensure that parent and family engagement documentation and outreach (e.g., small, or individual parent educational training, communication, translation assistance, transition activities, material checkout) is strategic and on-going based on district and school-based parent surveys, event feedback, and CNA discussion.

- Some **<u>unallowable</u>** activities would include business partners, volunteer coordinator, front office duties, administrative duties, or disciplined focused positions/activities.

Q8. **Can Title I funds be used to pay regular classroom teachers?**

A8. No, Title I funds are supplemental. At the secondary level, however, additional intensive classroom teachers who provide intervention to students struggling in core academic areas may be funded. At all levels, if class size is met, then additional supplemental classroom teachers may be hired to reduce the teacher-student ratios below that required by the state.

Professional Development

Professional Development

Title I funds can only be used to support professional development in the core academic subjects (ELA, Math, Social Studies, Science), and must be clearly aligned with the current year's School Wide Improvement Plan goals. Any other professional development funding must first be approved by the Office of Title I. Following are some further guidelines relative to using Title I funds to provide professional development:

- • Since the Title I grant cycle ends June 30, professional development funded by Title I cannot cross fiscal years. So, a training that begins in June and ends in July cannot be funded by Title I.
- • Any contractual service for professional development requested in excess of $3000 per full day of service, including travel, will be presumed unreasonable. Materials to support the services may be an additional expense. If a finalized contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided to determine if allowable, reasonable, and necessary.
- • Out of state travel for professional development may be allowable if the services requested are reasonable, necessary, and cannot be provided within the state of Florida. No later than 30 days prior to the travel, a justification must be provided to the Department of Education for preapproval by the Title I program office. The justification must include the reasonable projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/ airline ticket, etc.) of the travel.
- • Professional development for which the District is using General funds to pay costs for non-Title I schools is unallowable. When Title I dollars take the place of funds from non-Federal sources, this is considered supplanting, and it is not allowed.
- • As with any Title I expenditure, there needs to be evidence of the professional development's effectiveness related to student achievement.
- • For reimbursement costs of employees attending professional development outside of their work hours, and for professional development during the summer, see *Personnel.*

ELA Professional Development Opportunities Offered by Title 1

❖ *These professional development opportunities are based on the professional development needs of our previous Title-I schools. Additional professional learning opportunities for Elementary and Secondary can be developed based on current Title-I school's needs.*

1. **ELA B.E.S.T Florida Standards Training**
2. **Benchmark Advanced K-5, SAVVAS 6th grade** - supporting teachers as they learn the new curriculum, pacing and delivery of lessons.
3. **New District Documents and Decision Trees** - District Resources on the ELA Share Point
4. **Notice & Note Nonfiction-** *(Elementary and Secondary options)* Strategies for Close Reading to increase comprehension of nonfiction text.
5. **Visualizing and Verbalizing** - Lindmood Bell program for developing concept imagery: the ability to create mental representations and integrate them with language. This sensory-cognitive skill underlies language comprehension and higher order thinking for students of all ages.
6. **Read Naturally** -a program of fluency strategies of teacher modeling, repeated reading, and progress monitoring to increase a student's fluency and comprehension ability.
7. **Writing Revolution:** Strategies to craft clear, complete sentences: to build coherent, organized paragraphs: to assemble logical, cohesive essays.
8. **Primary/Intermediate Comprehension Toolkit-** Using materials already in the building of teachers, the instructor provides training on how to use the toolkit, particularly the small group guide for intervention.
9. **95% Group Materials-** Training on the use of 95% Phonics Lesson Library, Chip Kits, Multi-syllable Lessons, Vocabulary Surge, and 95% Comprehension Lessons used with Tier 2 and Tier 3 students.
10. **Grade Level Planning for Tier 1-** The trainer supports grade level teams at schools using district documents, B.E.S.T. standards, curriculum, and district common assessments.
11. **PSI, PASI, or Running Record-** training supports teachers on how to give these three assessments, analyze the data, and plan for instruction based on the data.
12. **Intervention Groups based on data-** working with school-based groups to analyze their data, form groups for intervention, coordinate on going assessment and paperwork.
13. **Coaching Cycles-** The district coach works in classrooms with individual teachers planning, modeling, and conferencing.
14. **Literacy Coach Support-** training and mentoring new coaches and supporting their role in the building. Facilitating Coach Academy for RAISE schools.
15. **Small Group Instruction-** building knowledge about using flexible groups to support core instruction using District materials. Planning with grade levels for small group instruction.
16. **Phonics Instruction-** (6hr course) strategies to increase the effectiveness of phonics instruction in grades k-2 using Science of Reading.
17. **Multisyllabic Syllables-** training in 6 types of syllables to help teachers use 95% group or Benchmark materials to teach students how to decode multisyllabic words.
18. **Fluency Assessment-** giving and interpreting 9-week fluency checks.
19. **Fluency Building Strategies-** *(Elementary and Secondary options)* can be tailored to primary or intermediate students.
20. **Differentiated Instructional Practices-** overview of 5 key instructional practices- explicit instruction, systematic instruction, corrective feedback, scaffolded instruction, differentiated. OR work with grade level teams to collaboratively plan for incorporating these practices into instructional lessons.
21. **Close Reading Scaffolding-** support with scaffolding the Close Reading lessons in Benchmark Advance
22. **Lexia-** work with Literacy Coach and/or teacher teams to increase effectiveness of program implementation.
23. **Using Read-Alouds-** training on the use of Read-Alouds to increase vocabulary and language comprehension.

Title I Math Professional Development Opportunities

*These professional development opportunities are based on the professional development needs of our previous Title - I schools. Additional professional learning opportunities for Elementary and Secondary can be developed based on current Title - I school needs.

1. **B.E.S.T Standards Training (Grade Bands K-2, 3-5, 6-8, & 9-12):** Participants will achieve a deeper understanding of the B.E.S.T Standards which will support effective implementation of the B.E.S.T. Standards for Mathematics.

2. **Curriculum Support with Reveal K-5, Ed Gems 6<u>th</u>:** Participants will dig deeper into Florida Reveal or Ed Gems to explore how to increase student engagement and promote productive struggle.

3. **District Document Support:** Participants will develop an understanding of the district mathematics documents that are available on Math Share Point website.

4. **Grade Level Instructional Planning:** (*Elementary and Secondary options)* support grade level teams during common planning using district documents, B.E.S.T standards, and district adopted curriculum.

5. **Intervention Group Support:** work with school-based groups to analyze student data and plan for differentiated instruction.

6. **Coaching Cycles:** (*Elementary and Secondary options)* Provide continuous guidance and support to teachers, site-based math coaches and administration through collaborative partnerships to support effective teaching practices and ongoing implementation of standard based instruction. Components of the Coaching Cycle: Pre-Conference,Co-Planning, Modeling, Debriefing/Feedback, and Reflection. Scaffolded coaching support includes Co-Teaching, Side-by-Side Coaching, and Peer Observation.

7. **Small Group Instruction:** Build teacher's pedagogical knowledge to achieve meaningful small group instruction.

8. **Content Courses:** (*Elementary and Secondary options)* offering various courses to develop teachers' content and pedagogical knowledge.
   - Introduction to Developing Conceptual Understanding of Fractions
   - Building Number Sense in the Elementary Classroom
   - Using Mathematical Games to Increase Student Engagement and Building Fluency
   - Instructional Strategies K-5

9. **PLC Book Study:** (*Elementary and Secondary options)* build teacher capacity through a guided book study of Jennifer Bay-Williams and John SanGiovanni's, *Figuring Out Fluency in Mathematics Teaching and Learning, Grades K-8*

Family Engagement Professional Development
Please contact Denise Gillich to schedule a presentation.

* **These professional development opportunities are based on the professional development needs of our previous Title-I schools. Additional professional learning opportunities for Elementary and Secondary can be developed based on current Title-I school's needs.**

Poverty Simulation
Understand poverty through an experiential setting. During the simulation, participants **role-play the lives of low-income families** from single parents trying to care for their children to grandparents raising their grandchildren. The simulation is a three-hour training that requires setting up in a large school space the day prior.

Foundations of Family Engagement
Examine how our own attitudes, assumptions, and beliefs about family engagement affect our ability to welcome, honor, and connect with families. This training offers opportunities for self-exploration, dialogue, and brainstorming.

Strategies for Effective Family Engagement
Explore research about the benefits of prioritizing family engagement and identify practical tools that effectively engage the families we serve.

Welcoming School Culture
Acknowledging the importance of creating a welcoming environment for all families. This training will provide practical tools for schools to implement and measure.

Effective Parent Teacher Conferences
Unpack best practices for effective, goal setting, well-attended parent teacher conferences.

Partnering with Families for Academic Success
Explore the five roles that adults play in accelerating learning and unpack strategies to engage ALL families as academic partners for student success.

Proactive Communication
Review best practices to enhance teacher and family communication. Explore strategies to support and guide those difficult conversations.

Powerful Partnerships (series)
Take a deep dive into the work of family engagement. This series starts as a whole group training and drills down to the creation of a small, family engagement-focused committee to ensure the family engagement work becomes a systemic part of your school culture.

Administrator Guidance
Guide school teams on how to create a comprehensive family engagement program in their school.

TITLE I PROFESSIONAL DEVELOPMENT FAQ

Q1. **Who is eligible for professional development services funded by Title I?**

A1. Teachers, administrators, and instructional assistants in Title I schools may participate in Title I professional development activities. Title I funds may be used to pay for professional development activities that are in keeping with the area(s) of focus of the program and support the Schoolwide Improvement Plan. Professional development should focus on building capacity for meeting the academic needs of at-risk students in the school and/or engaging families. Summer professional development is not an option for instructional assistants.

Q2. **What types of staff development programs are offered by Title I?**

A2. Most of Title I professional development is job embedded within planning and coaching sessions targeting our neediest schools. On the following pages is a listing of the most current professional development offerings along with a brief description. The professional development list is based on the needs of our previous Title I schools. Additional professional learning opportunities can be developed for Elementary and Secondary based on the school's needs.

Q3. **Do teachers receive compensation for attending Title I training?**

A3. All teachers receive in-service points for successful completion of Title I training. When funds areavailable, teachers may be paid for completing Title I professional development courses after hours and/or during the summer. During the school year, teachers may receive classroom materials in lieu of extra pay for successfully completing Title I training. This ensures that teachers have the materials they need to implement the training. If a teacher transfers to another Title I school, the earned classroom materials may be taken to the new school. Teachers transferring to non-Title I schools must leave the materials behind. All Title I support professional development compensation requires time and effort documentation in the form of a district approved timesheet. This documentation should be filed and kept in the Title I compliance audit folders.

Q4. **How may professional development dollars be spent?**

A4. Funds earmarked for professional development may be used for consultant fees, travel expensesrelated to professional development, materials for professional development training, substitutes to allow staff to be trained during the school day, and extra duty pay for teachers who attend training outside their regular contract hours and during the summer. Title I follows all district travel procedures. Any other proposed expenses should be approved in advance by the District Title I Office. Schools must use the 6400 function for all professional development expenditures as shown in the table on the next page.

422.XXXX.42X001.6400.object (select from options below).000

Teacher pay	132
Substitutes	141
Benefits	210, 220, and 241[1]
Consultants	312
In-County Travel	331
Out-of-County Travel	332
Printing	391
Materials	511
Dues and Fees [2]	737

[1]All three benefit objectives will be charged for teacher stipends. Only charged for substitutes.

[2]Conference registration may be paid from object 332 as part of travel costs.

Q5. What is the focus of professional development training?

A5. Professional development MUST BE identified within the Schoolwide Improvement Plan and aligned to the area(s) of focus. This could mean specific subject areas, sub-groups of students, and/or identified family involvement needs.

Q6. Are there any other restrictions?

A6. Title I cannot pay for any training that is not of sufficient duration or intensity to have a reasonable expectation of success, i.e., no "one-shot" training. Appropriate follow-up must provide ongoing support for teachers as the new strategies are implemented. Sending a teacher to a conference and having him/her present what he learned at a faculty meeting does not constitute follow-up. All professional development programs must be based on evidence-based research and have a proven record of success. Training that requires the use of a specific program which only provides operational instructions for the program (without specific instructional strategies to advance student achievement) cannot be considered Title I professional development. For example, training for a software program that is individualized to student level and does not require interaction with the teacher- would not be considered professional development.

Q7. Is out of state travel for professional development allowable?

A7. Out-of-state travel may be allowable if the services requested are reasonable, necessary and cannot be provided within the state of Florida. No later than 30 days prior to the travel, a justification must be provided to the Department for pre-approval by the program office. The justification must include the reasonable projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel.

Parent & Family Engagement

2023-2024   Title I   Parent and Family Engagement Plan (PFEP)

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school's plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

All families and community members were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I Parent Notebook located in our front office. If you would like a printed copy of this document, or require translation, please contact our Title I Contact (insert name and contact information here)

Se invitó y alentó a todas las familias y miembros de la comunidad a proporcionar aportes y sugerencias sobre el desarrollo / revisión de este plan. Este plan está disponible en el sitio web de nuestra escuela y en el cuaderno de participación de padres y familias del Título I ubicado en nuestra oficina principal. Si desea una copia impresa de este documento o necesita una traducción, comuníquese con nuestro contacto de Título I (insert name and contact information here)

School's vision for engaging families: **(this must be completed)**

Assurances

We will:
- ☐ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the Parent and Family Engagement Plan that describes how the school will carry out its required family engagement activities.

- ☐ Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.

- ☐ Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.

- ☐ Involve parents in the planning, review, and improvement of the Title I program.

- ☐ Develop a school-parent Compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement and describes how parents and teachers will communicate.

- ☐ Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.

- ☐ Provide materials and training to help parents support their child's learning at home.

- ☐ Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.

- ☐ Coordinate with other federal and state programs, including preschool programs.

- ☐ Provide information in a format and language parents can understand and offer information in other languages as feasible.

- ☐ Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal: _____   Date: _____

2023-2024 Title I   Parent and Family Engagement Plan (PFEP)

EVERY TITLE I SCHOOL IN BREVARD COUNTY WILL:

1. **Involve families and community members in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home Compact, with an <u>adequate</u> representation of families**.

Title I Documents	Date of meeting to gather family/community input.	List outreach strategies used to invite families and community to provide input.	Describe the method in which family and community members were involved.	What evidence do you have to document family/community participation?
School Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)				
Parent and Family Engagement Plan (PFEP)				
School-Home Compact				
Title I Budget				
Parent & Family Engagement Funds				

*All Title I schools are required to hold at least one face-to- face conference in which the compact is discussed with families.

2. **Hold an annual meeting for families to explain the Title I program and the rights of parents and families to be involved.**

Tentative date & time(s) of meeting	
How are families notified of the meeting?	
What information is provided at the meeting?	The Office of Title I provides each school with a Power Point Presentation and feedback form that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, school grade information, parent survey results and information on the school's curriculum.

2023-2024   Title I   Parent and Family Engagement Plan (PFEP)

How are parents and families informed of their rights?	Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
What barriers will you address to encourage parents/families to attend?	
How will you get feedback from parents and families about the meeting?	
How do parents and families who are not able to attend receive information from the meeting?	

3. **Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents and families in more fully participating in the education of their children and/or to help support learning at home.**

Title III-ESOL *District coordinator-Anne Skinner**	
Title IX-Homeless *District contact-Ivette Collado**	
FDLRS/ESE services	
Preschool Programs (Head Start/VPK)	
SAC	
PTO/PTA	
Community Agencies/Business Partners	

4. **Utilize strategies to ensure meaningful communication and accessibility.**

Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.	
Describe how you notify each family in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.	Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who not state-certified in the subject area they are assigned. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation.
Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	
Describe how your school provides information to families in their native language.	Based on our Home Language Report, we provide information to families in the following languages:
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	
Describe the opportunities families have to participate in their child's education.	
Describe how your school shares the PFEP, SIP, CNA and other Title I documents with <u>community members</u>.	

5. **Educate and build the capacity of school staff (administration, teachers, instructional assistants, custodial, front office, etc) on ways in which to communicate effectively, build relationships, and engage families as well as the importance of parent and family engagement in increasing student achievement. Explain your plan for this school year. <u>This section focuses on training staff to work with families to improve academic achievement.</u>**

Topic/Title	How does this help staff build school/family relationships?	Format for Implementation: workshop, book study, presenter, etc.	Who is the audience?	Tentative Date/Time

6. **Provide assistance, training, workshops, events, and/or meetings for families to help them understand the education system, curriculum, standards, state assessments and achievement levels.**
   - Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays).
   - Provide information to families in a timely manner and in an easy to read format.
   - The pre-populated topics are required for ALL schools; schools may add additional topics, as needed, based on family feedback collected.

Building Capacity of Families to Support Learning at Home						
Topic	**Title**	**Tentative Date/Time** Are they flexible?	**Adult learning goal: What skill that reinforces student learning at home will families gain during this training?**	**List the Schoolwide improvement plan (SWP) goal this event directly supports**	**Translation provided**	**Take home materials provided**
Curriculum Areas						
State Assessments & Achievement Levels						
Technology, FOCUS/LaunchPad						
Transition (VPK-K, MS, HS)						
Parent/ Teacher Conferences						
*College & Career						
*Graduation Requirements & Scholarships						

* Required for secondary schools

How will workshops/events for families be evaluated to determine their effectiveness?	
How will the needs of families be assessed to plan future events?	
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	
How do families who are unable to attend building capacity events receive information from the meetings?	
What strategies were used to increase family and community engagement in decision-making?	

Best Practices: School/Family/Student Compact Procedures

Please make sure the following compliance items are being addressed annually regarding notification to parents:

1. Refer to your Home Language Report from FOCUS to determine which languages the Compact will be **translated** into.
2. Document **date and method** the compact was sent home to parents on the Mandatory Notification form provided within the task in Title I Crate.
3. Place a **note in your newsletter** alerting parents that it has been sent home, and remind them that they should refer to it throughout the school year. Keep a copy in your audit file and upload into Title I Crate. *Do not forget an offer for translation in other languages.*
4. Send **an email to your faculty** (prior to parent conferences) reminding them to refer to the Compact during their parent conferences. Place a copy of this email in your audit files and upload into Title I Crate.
5. Teachers must **note this reference** on any conference notes they may take.   Upload three copies of these completed notes into Title I Crate and keep the remainder in your audit files.
6. Collect evidence of feedback into the **revision** of the Compact annually (flyer/notices of upcoming revision meetings and feedback opportunities, meeting minutes, sign in sheets, exit slips, and specific changes made based on family feedback). Keep copies in your audit files and upload samples into Title I Crate.

	2023-2024 Brevard County Public Title I Schools	Add your school logo here!
Brevard Public Schools THE FUTURE OF FLORIDA'S SPACE COAST	**School Name** **School-Family Compact for Learning** District and School-based Title I Family Engagement Programs in Brevard County will strive to **BUILD RELATIONSHIPS** in order to create real family engagement for **every** child, every family, **every** teacher**, every** day	

This document was jointly developed by the families, students and staff of _____ School. This agreement explains how families and teachers will work together to make sure all students reach grade-level standards. Meetings are held each year to review this Compact and make changes based on student needs.

School <u>academic</u> goal(s) and/or focus area(s)	*Add SWIP academic goals/areas of focus here that the Compact will support*
Working together for success: In the classroom	*Describe specific activities/strategies aligned to supporting goal/area of focus listed above that will provide families with opportunities to build their capacity to support student learning at home*
Working together for success: At home	*Describe specific activities/strategies aligned to supporting goal/area of focus listed above that families will implement to support student learning at home*
Working together for success: Student responsibility	*Describe specific activities/strategies aligned to supporting goal/area of focus listed above that the student will complete to be responsible for their own learning*
Communication: Staying informed	*List two-way communication tools utilized by the school and any ongoing events or programs provided to families with access to school staff (how will teachers communicate about student progress, how can families communicate concerns, where can families access information)*
Building Partnerships	*Describe opportunities and activities for families to volunteer, participate or observe (play a role) in their child's education (mentoring, at-home activities..etc);*

Visit https://www.brevardschools.org/ **for important information** **PARENT PORTAL:** https://tinyurl.com/BrevardFE **B.E.S.T. STANDARDS:** https://www.cpalms.org/Homepage/BEST_Standards.aspx **Online Free/Reduced lunch application:** *Feel free to use this space to add additional web addresses you would like your families to visit*	**Insert Web Address Here** Please visit our school's website for additional information, including curriculum and instruction; test dates; staff contact information; Title 1 resources; and other important dates. If you do not have access to our website please visit the front office for printed information or call the front office at phone #	**Don't forget to check out the Community Connect website for information on all the available resources for your family.** https://bpscommunityconnect.findhelp.com/

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Add your school logo here

SCHOOL NAME

Promesa de aprendizaje escuela-familia

Los programas de participación familiar de Título I basados en la escuela y el distrito en el condado de Brevard se esforzarán por **CONSTRUIR RELACIONES** con el fin de crear un compromiso familiar real para **cada** niño, **cada** familia, **cada** maestro, **todos** los días.

Este documento fue desarrollado conjuntamente por las familias, los estudiantes y el personal de _____ school. Este acuerdo explica cómo las familias y los maestros trabajarán juntos para asegurarse de que todos los estudiantes alcancen los estándares de nivel de grado. Cada año se celebran reuniones para revisar este Pacto y realizar cambios en función de las necesidades de los estudiantes.

Objetivos académicos escolares y/o enfoque zona(s) de área(s)	*Agregue aquí metas académicas/ áreas de enfoque que la promesa de aprendizaje apoyará.*
Trabajando juntos por el éxito: En el aula	*Describa actividades/estrategias específicas alineadas para apoyar la meta/área de enfoque enumeradas anteriormente que proporcionarán a las familias oportunidades de desarrollar su capacidad para apoyar el aprendizaje de los estudiantes en casa.*
Trabajando juntos por el éxito: En casa	*Describa actividades/estrategias específicas alineadas con el apoyo a la meta/área de enfoque enumeradas anteriormente que las familias implementaran para apoyar el aprendizaje de los estudiantes en casa.*
Trabajando juntos por el éxito: Responsabilidad del estudiante	*Describa actividades-estrategias específicas alineadas con el apoyo a la meta/área de enfoque enumeradas anteriormente que el estudiante completara para ser responsable de su propio aprendizaje.*
Comunicacion: Mantenerse informado	*Enumere las herramientas de comunicación bidireccionales utilizadas por la escuela y cualquier evento o programa en curso proporcionado a las familias con acceso al personal de la escuela (como se comunicarán los maestros sobre el progreso de los estudiantes, como las familias pueden comunicar sus preocupaciones, donde pueden las familias acceder a la información).*
Creación de asociaciones	*Describa las oportunidades y actividades para que las familias se ofrezcan como voluntarias, participen u observen (desempeñen un papel) en la educación de sus hijos (tutoría, actividades en el hogar, etc.).*

Visite https://www.brevardschools.org/ **para información importante**
PORTAL PARA PADRES: https://tinyurl.com/BrevardFE
B.E.S.T. Estándares: https://www.cpalms.org/Homepage/BEST_Standards.aspx
aplicación de almuerzo en línea gratis/ reducida:

Siéntase libre de utilizar este espacio para agregar direcciones web que le gustaría que sus familias visitaran.

Insertar direccion web aqui

Por favor visite el sitio web de nuestra escuela para obtener información adicional, incluyendo currículo e instrucción; fechas de prueba; información de contacto del personal; recursos del título I; y otras fechas importantes.
Si no tiene acceso a nuestro sitio web, visite nuestra oficina para obtener información impresa o llame al telefono #

No olvide consultar el sitio web de Community Connect para obtener información sobre todos los recursos disponibles para su familia.

https://bpscommunityconnect.findhelp.com/

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2023-2024 Brevard County Public Title I Schools

Non Lekòl La
Lekòl-Pwomès Fanmi pou Aprantisaj

Pwogram Angajman Fanmi Tit I ki gen baz li nan Distri ak Lekòl nan Konte Brevard pral fè efò pou **BATI RELASYON** pou kreye yon angajman ki vre pou **chak** timoun, **chak** fanmi, **chak** pwofesè, **chak** jou.

Fanmi, elèv ak anplwaye lekòl _____ te devlope dokiman sa a ansanm. Akò sa eksplike kijan fanmi yo ak pwofesè yo ap travay ansanm pou asire ke tout elèv rive nan nivo nòm ofisyèl yo. Reyinyon yo fèt chak ane pou revize Kontra sa a epi fè chanjman ki baze sou bezwen elèv yo.

Objektif akademik lekòl la (yo) ak / oswa zòn ke li (yo)konsantre	*Ajoute SWIP objektif akademik / zòn pou konsantre isit la ke Promise for Learning pral sipòte*
Travay ansanm pou siksè: Nan salklas la	*Dekri aktivite / estrateji espesifik ki adapte ak objektif sipò / domèn konsantrasyon ki parèt anwo a ki pral bay fanmi yo akazyon pou yo bati kapasite yo pou sipòte aprantisaj elèv lakay yo.*
Travay ansanm pou siksè: Lakay mwen	*Dekri aktivite / estrateji espesifik ki adapte ak objektif sipò / domèn konsantrasyon ki parèt anwo a ke fanmi yo pral aplike pou sipòte aprantisaj elèv lakay yo*
Travay ansanm pou siksè: Responsablite elèv la	*Dekri aktivite / estrateji espesifik ki adapte ak objektif sipò / domèn konsantrasyon ki parèt anwo a ke elèv la ap konplete pou responsab pou pwòp aprantisaj yo*
Kominikasyon: Rete enfòme	*Ekri de zouti kominikasyon ke lekòl ak tout evènman oswa pwogram bay fanmi ki gen aksè ak pèsonèl lekòl la (kijan pwofesè yo pral kominike sou pwogrè elèv yo, kijan fanmi yo ka kominike enkyetid yo, ki kote fanmi yo ka jwenn enfòmasyon)*
Bati afilyasyon	*Dekri opòtinite ak aktivite pou fanmi yo sèvi kòm volontè, patisipe oswa obsève (jwe yon wòl) nan edikasyon pitit yo (gide, nan aktivite lakay yo …):*

Vizite https://www.brevardschools.org/ **pou enfòmasyon enpòtan**
LYEN POU PARAN yo : https://tinyurl.com/BrevardFE
B.E.S.T. Estanda: https://www.cpalms.org/Homepage/BEST_Standards.aspx
Sou entènèt aplikasyon Gratis / Rabè pou manje midi:

Ou lib pou w sèvi ak espas sa a pou ajoute plis adrès entènèt ou ta renmen fanmi ou vizite

Mete adrès entènèt la isit la
Tanpri vizite sit entènèt lekòl nou an pou plis enfòmasyon, ki gen ladan kourikoulòm ak enstriksyon; dat tès yo; enfòmasyon pou kontakte anplwaye yo; Resous Tit 1; ak lòt dat enpòtan. Si ou pa gen aksè nan sit entènèt nou an tanpri vizite biwo a devan anpou enfòmasyon enprime oswa rele biwo a devan nan **telefòn #**

Pa bliye tcheke sitwèb Community Connect pou jwenn enfòmasyon sou tout resous ki disponib pou fanmi ou.

https://bpscommunityconnect.findhelp.com/

**Guidance for Preparing Notification Required Under ESSA Sec. 1112: Four
Week Parent Notification**

In accordance with Every Student Succeeds Act (ESSA), all LEA schools/programs are required to provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject level in which the teacher has been assigned. [*ESSA Sec. 1112 (e)(1)(B)(ii)*]. Notification requirements apply to **all** teachers in a school. Notifications must be made in a timely manner and as needed following the four consecutive weeks.

Requirements for Content of the Four Week Parent Notification
In compliance with the requirements of Every Students Succeeds Act, parents must be notified of a teacher's professional qualifications when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements at the grade level and subject area in which the teacher has been assigned.

Notifications must occur in a timely manner and as needed following the four consecutive weeks. For Verification purposes, notifications must be printed on school letterhead and use the Title I provided template:

- ➢ Notifications must include:
    - o Day/Month/Year of notification;
    - o Name of the teacher who has not met professional qualification requirements;
    - o Name of the school; and
    - o Statement that the teacher has not met state certification requirements for the grade level(s) and/ or subject area(s) in which the teacher is assigned. Grade level and/or subject area must be identified.
- ➢ Notification requirements apply to **ALL** teachers in a school
    - o Activity teachers (PE, Media, Art, Music, STEM/STEAM, etc.) notification via newsletter (use Title I provided template).
    - o Classroom teachers (including those teachers identified by the district Human Resource (HR) Department as needing ESOL certification) notification via four-week letter.
    - o Guidance does not require a notification due to not being considered instructional
- ➢ Maintain records of all notifications.

Best Practices for the Four Week Parent Notification
ESSA does not prescribe the exact method of dissemination for notifications. However, the following are considered *best practices* when notifying parents, and district templates have been provided:

- ➢ Develop school procedures for compliance (monitoring HR reports that can be found on the district web page, printing and sending out four-week letters and creating newsletter notifications);
- ➢ Notify parents in a format that will ensure that all parents have the opportunity to receive the information;
- ➢ Notify parents in a language that they may understand; and
- ➢ Ensure the notification includes a school point of contact should they have questions.

Which groups count against the Principal's Attestation?

- ➢ Out of Field classroom teachers- yes
- ➢ Activity teachers- yes
- ➢ Teachers needing ESOL certification- yes
- ➢ Guidance- no
- ➢ o   Teachers needing Reading Certification- Yes, if they are teaching Tier 3 students, 3rd grade teacher with retention students, or secondary course that requires Reading Certification

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NEWSLETTER NOTIFICATION:

Notification to Parents of Out of Field Teachers
In compliance with The Elementary and Secondary Education Act Sec. 1112(e)(1)(B)(ii) and Florida law 1012.42, (insert your school name) is required to notify families when a teacher is classified as *out of field* for the subject matter and grade level they have been assigned to. Brevard Public Schools is committed to providing the highest quality education to its students by hiring effective and skilled teachers. The teachers listed below are licensed to teach in the State of Florida and are currently working to meet full certification and licensure requirements.

(list out of field activity/special area (art, music, PE, media) teachers and teachers lacking ESOL endorsement identified by district Human Resources)

* ESOL- English Speakers of Other Languages

Notificación a los padres de maestros calificados fuera de campo
En cumplimiento de la Ley de Educación Primaria y Secundaria Sec. 1112 (e) (1) (B) (ii) y la Ley de Florida 1012.42, (ingrese el nombre de su escuela) se requiere que se les notifique a las familias cuando un maestro está clasificado fuera del campo para la materia y el nivel de grado al que han sido asignados. Las Escuelas Públicas de Brevard se comprometen a brindar educación de la más alta calidad a sus estudiantes mediante la contratación de maestros eficaces y capacitados. Los maestros que se enumeran a continuación tienen licencia para enseñar en el estado de Florida y actualmente están trabajando para cumplir con todos los requisitos de certificación y licencia.

(list out of field activity/special area (art, music, PE, media) teachers and teachers lacking ESOL endorsement identified by district Human Resources)

* ESOL- Inglés para Personas que Hablan Otros Idiomas

Four Week Letter:

DATE

Dear Parent or Guardian:

In an effort to ensure that all students in Brevard Public Schools are provided the highest quality education by effective and skilled teachers, we are continually working to make sure all teachers of core academic subjects meet state certification requirements. Core academic subjects include English, reading, language arts, mathematics, civics/government, economics, geography, history, science, foreign languages, and the arts. In order for teachers to meet certification requirements, they must have a Bachelor's degree or higher, have full State certification, and demonstrate knowledge of the academic subject area(s) in which they teach.

Although the school district makes every effort to hire teachers that meet State teacher requirements, we would like to inform you that your child's teacher, (insert teacher's name) although properly licensed to teach in the State of Florida, is currently classified as *out of field* for the subject matter they are teaching. (Insert teacher's name) is currently working to meet full certification requirements, and the school district has full confidence in (his/her) ability to teach your child effectively.

In addition, (insert name of school) is providing on-going assistance to (insert teacher's name) so that (insert teacher's strengths and accomplishments) continue(s) to support student achievement in your child's school.

If you have any questions regarding (teacher's name) qualifications, please feel free to contact me.

Sincerely,

Name
School Principal

Four Week Letter:

FECHA

Estimado padre o tutor:

En un esfuerzo por garantizar que a todos los estudiantes en las escuelas públicas del Condado de Brevard se les proporcione una educación de la más alta calidad por maestros exitosos y especializados, trabajamos continuamente para asegurar que todos los maestros que enseñan las materias académicas básicas cumplan con los requisitos de certificación del Estado. Las materias académicas básicas incluyen el inglés, lectura, artes del lenguaje, matemáticas, educación cívica y de gobierno, economía, geografía, historia, ciencias, idiomas extranjeros y las artes. Para que los maestros puedan cumplir con los requisitos de certificación, deben tener un grado de Bachillerato (licenciatura) o un grado superior, tener la certificación estatal y demostrar conocimiento de las áreas académicas en las que enseñan.

Aunque el distrito escolar hace todo lo posible para contratar a profesores que cumplen con los requisitos del Estado, nos gustaría informarle que el maestro(a) de su hijo(a), (Inserte el nombre del profesor), aunque está apropiadamente autorizado(a) para enseñar en el estado de Florida, actualmente está clasificado(a) como *fuera de área* para la materia que imparte. (Inserte el nombre del profesor) está trabajando para cumplir con los requisitos y completar la certificación; y el distrito escolar tiene plena confianza en la habilidad de él/ella para enseñar a su hijo(a) con eficacia.

Además, (Inserte el nombre de escuela) brinda asistencia continua a (Inserte el nombre del profesor) para que (insertar puntos fuertes y logros del maestro) continúe apoyando el rendimiento estudiantil en la escuela de su hijo(a).

Si usted tiene alguna pregunta acerca de las calificaciones de (nombre del profesor), por favor siéntase con entera confianza de comunicarse conmigo.

Atentamente,

Nombre
Director de la escuela

Use these blurbs as evidence of offering translation for EL families (based on the Home Language Report from FOCUS) in your newsletters and website postings throughout the year
(PFEP, School Report Card, SIP, etc)

Title I Document Notification (generic)

We invite you to read our (insert document name here).   This plan can be found in multiple locations for your convenience. On our website, it is located under the "About Us" tab. A printed copy is also available in the Title I Family Engagement Binder in the front office. You may also request your own copy of the (insert document name here) through the front office. Translation of documents is always available upon request.

(Spanish) Plan de mejora escolar2023-2024

Lo invitamos a leer nuestro (insert document name here). Este plan se puede encontrar en varias ubicaciones para su conveniencia. En nuestro sitio web, se encuentra en la pestaña "Quiénes somos". Una copia impresa también está disponible en la Carpeta de Compromiso Familiar de Título I en la oficina principal. También puede solicitar su propia copia del (insert document name here) a través de la oficina principal. La traducción de documentos está siempre disponible a pedido. Descargo de responsabilidad: Google Translate tradujo este documento para usted. Cualquier error en la traducción es involuntario.

(Haitian Creole) 2023-2024 Plan Amelyorasyon Lekòl la

Nou envite ou li nou (insert document name here). Ou ka jwenn plan sa a nan plizyè kote pou konvenyans ou. Sou sit entènèt nou an, li sitiye anba "About Us" tab la. Yon kopi enprime disponib tou nan tit mwen an Fanmi Angajman Fanmi nan biwo a devan. Ou ka mande pou kopi pwòp ou a nan (insert document name here). nan biwo a devan. Tradiksyon dokiman yo toujou disponib sou demann lan. Limit responsabilite nou: Dokiman sa a te tradui pou ou pa Google Translate. Nenpòt erè nan tradiksyon yo envolontè.

(Arabic)

خطة تحسين ٮ المدارس 2023-2024

نحن ندعوك لقراءة (insert document name here). يمكن العثور على هذه الخطة في مواقع متعددة لراحتك. على موقعنا ، يقع تحت علامة التبويب "من نحن". تتوفر أيضًا نسخة مطبوعة في "رابط مشاركة العائلة في الباب الأول" من خلال المكتب (insert document name here) في المكتب الأمامي. يمكنك أيضًا طلب نسختك الخاصة من الأمامي. تتوفر ترجمة المستندات دائمًا عند الطلب. إخلاء المسئولية: تمت ترجمة هذا المستند لك من خلال خدمة الترجمة من Google. أي أخطاء في الترجمة غير مقصودة.

We have added this disclaimer to each translation above:

Disclaimer: This document was translated for you by Google Translate. Any errors in translation are unintentional.

English

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and implementing regulations maintain requirements for state and local educational agencies to prepare and disseminate report cards that provide information on State, Local, and school performance and progress in an understandable and uniform format. The link provided will take you to (school name) report card. A printed copy can be found in the Title I Parent Notebook located in the front office. If you would like a printed copy or need the document translated into another language, please notify the front office clerk for assistance.

Link:

Along with the school report card, the state also issues an annual district report card. Brevard Public Schools' District Report Card can be found by either going to the Brevard Public Schools website under Helpful Links on the front page and choosing **BPS State Report Card** or by going directly to the Florida Department of Education's website at

https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=05

Haitian-Creole

Lwa sou Edikasyon Primè ak Segondè 1965 (ESEA), jan sa amande pa Lwa sou chak elèv reyisi (ESSA), ak aplikasyon règleman yo kenbe kondisyon pou ajans edikatif leta ak lokal yo prepare ak distribye kanè ki bay enfòmasyon sou Leta, lokal, ak pèfòmans lekòl la ak pwogrè nan yon fòma konpreyansib ak inifòm. Lyen yo bay la ap mennen ou nan kanè (non lekòl la). Ou ka jwenn yon kopi enprime nan Kay Tit Paran Tit I ki nan biwo devan an. Si ou ta renmen yon kopi enprime oswa ou bezwen dokiman an tradui nan yon lòt lang, tanpri notifye grefye biwo devan an pou asistans.

Lyen:

Ansanm ak kanè lekòl la, eta a bay yon kanè distri chak ane. Ou ka jwenn Kat Rapò Distri Lekòl Piblik Brevard yo swa nan sit entènèt Lekòl Piblik Brevard yo anba Lyen ki itil nan paj devan an epi chwazi Kat Rapò Eta BPS la oswa ale dirèkteman nan sit entènèt Depatman Edikasyon Florid la nan

https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=05

Dokiman sa a te tradui lè l sèvi avèk Google Translate. Nou eskize nou pou nenpòt erè nan tradiksyon an.

Spanish

La Ley de Educación Primaria y Secundaria de 1965 (ESEA), según enmendada por la Ley Cada Estudiante Triunfa (ESSA), y las regulaciones de implementación mantienen requisitos para que las agencias educativas estatales y locales preparen y difundan boletas de calificaciones que brinden información sobre el estado, local y rendimiento y progreso escolar en un formato comprensible y uniforme. El enlace provisto lo llevará a la boleta de calificaciones de (nombre de la escuela). Se puede encontrar una copia impresa en el cuaderno de padres de Título I ubicado en la oficina principal. Si desea una copia impresa o necesita el documento traducido a otro idioma, notifique al empleado de la oficina principal para obtener ayuda.

Enlace:

Junto con la boleta de calificaciones de la escuela, el estado también emite una boleta de calificaciones anual del distrito. La boleta de calificaciones del distrito de las escuelas públicas de Brevard se puede encontrar visitando el sitio web de las escuelas públicas de Brevard en Enlaces útiles en la página principal y eligiendo la boleta de calificaciones del estado de BPS o directamente en el sitio web del Departamento de Educación de Florida en

https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=05

Este documento se ha traducido con Google Translate. Pedimos disculpas por cualquier error en la traducción.

Arabic

واللوائح التنفيذية على متطلبات ، (ESSA) بصيغته المعدلة بموجب قانون كل طالب ينجح ، (ESEA) يحافظ قانون التعليم الابتدائي والثانوي لعام 1965 الوكالات التعليمية الحكومية والمحلية لإعداد ونشر بطاقات التقارير التي توفر معلومات عن الولاية والمحلية و الأداء المدرسي والتقدم في شكل مفهوم الموجود في المكتب Title I Parent Notebook وموحد. سينقلك الرابط المقدم إلى بطاقة تقرير (اسم المدرسة. يمكن العثور على نسخة مطبوعة في الأمامي. إذا كنت ترغب في الحصول على نسخة مطبوعة أو تحتاج إلى ترجمة المستند إلى لغة أخرى ، فيرجى إخطار موظف المكتب الأمامي للحصول على المساعدة.

حلقة الوصل:

إلى جانب بطاقة التقرير المدرسي ، تصدر الولاية أيضًا بطاقة تقرير المنطقة السنوية. يمكن العثور على بطاقة تقرير منطقة مدارس بريفارد العامة إما بالانتقال إلى موقع مدارس بريفارد العامة على الويب ضمن روابط مفيدة في الصفحة الأولى واختيار بطاقة تقرير ولاية بريفارد أو بالانتقال مباشرةً إلى موقع الويب لوزارة التعليم بولاية فلوريدا على

https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=05

نعتذر عن أي أخطاء في الترجمة. Google تمت ترجمة هذا المستند باستخدام الترجمة من.

FYXX Title I Parent and Family Engagement Plan (PFEP) and Schoolwide Improvement Plan (SIP) Revisions

Purpose: The Parent and Family Engagement Plan (PFEP) is a road map for how families can be engaged in their child's education and how the school can support families with at-home learning. This is a living document reviewed and updated annually by all families, teachers and administrators

Involvement of Families: How might parents prefer to be involved in creating family engagement plans and determining how Title I funds should be spent? How could the school encourage you to participate in more decision-making meetings about funding, materials and programs to be used next year?	**Accessibility/Barriers:** What might our school do to ensure that all families feel welcome and included on campus and encourage them to participate in more events? Are fingerprinting requirements a barrier?
Coordination: How might our school collaborate with other programs and/or community agencies to meet the needs of children?	**Academics:** How might we improve the instruction of your child at school? What would you like to see added to our Title I program?
Annual Evaluation: How might parents prefer to be involved to ensure all families are aware of the Title I program and make suggestions regarding Title I services for the following year?	**Computer-based learning and technology:** Did your child use any of the computer-based learning programs we provided at home? (example: iReady, Lexia, Penda) Are there any technology programs you would like to see added?
Building Capacity: What types of activities would you like to see our school provide in order to build stronger home-school partnerships that support learning at home?	**Funding:** How would you like to see Title I fund allocated next year? ___ Additional staff members ___ Computer/technology ___ After school tutoring ___ Hands-on materials ___ Parent resource room ___ Field trips ___ Take-home materials ___ Other (please list):
Staff Training: What training topics do you feel our teachers and staff members need in order to better work with families? **Communication:** How might our school improve communication with families?	**Suggestions and comments:**

FY24   School-Family Compact for Learning   Family Survey

Working together for success (in the classroom) The activities and strategies listed will teach me new ways to support my child at home with their learning.

> **Circle your answer.   Yes   No**

 I think the list should also include:

Working together for success (at home)

The activities and strategies listed are things I can easily do at home with my child to support their learning.
> **Circle your answer.   Yes   No**

I think the list should also include:

Working together for success (student responsibility)

The activities and strategies listed will help my child be responsible for their learning in the classroom and at home.   **Circle your answer. Yes   No**

I think the list should also include:

Communication

The communication tools listed allow for the school to provide me with information regarding upcoming events, how my student is progressing, and ways for me to communicate with teachers and administration.
Circle your answer.   Yes   No

Suggestions for improving home and school communication:

Building Partnerships

The list of opportunities and activities allow for me to actively play a role in my child's education.
Circle your answer. Yes   No

Suggestions for other ways families can play an active role in their child's education:

June 2023

FAMILY ENGAGEMENT

Q1. What is the purpose for your Family Engagement funding allocation (Function 6150)?

A1. Each school has its own Title I Family Engagement budget, and each Title I principal is responsible for monitoring expenditures to ensure that the school expends <u>all</u> Family Engagement funding. Family Engagement funding (Function 6150**)** is a <u>required</u> set aside that cannot be moved or used for any other purpose. ***The intent of this funding is to provide high-quality adult education opportunities for families and academic parenting materials to support at home learning.***

Q2. Do Family Engagement funds have to align with areas of focus in the SIP?
A2. Yes. Family Engagement funds must align with your school's area of focus and be used to support academic-focused events for parents and families that are outlined in your Schoolwide Improvement Plan.

Q3. Are we able to purchase items that were not listed in our Title I grant application?
A3. No. The Title I Part A grant was approved based on the list of school expenditures youprovided in your Title I Input for TIPA application, along with your school's approved Title I budget page.

Q4. May Family Engagement funds be used to purchase furniture items for a parent/family resource room?

A4. No. Instead, funds should be used to purchase educational learning materials for families to check-out in order to support learning at home.

Q5. May Family Engagement funds be used to purchase incentives like gift cards, ribbons, craft supplies, certificates, and promotional items?

A5. No. Title I is not permitted to purchase gifts, incentives, or rewards. Funds could be used to purchase supplies and materials to support adult education events at your school focused on training families on how to support academics at home.

Q6. Are we required to translate documents for families into languages other than English?

A6. Yes. Refer to your Home Language Report from FOCUS that will show the languages present in your school. The federal program expects you to translate any document when requested by an EL family. At a minimum, every document sent home (newsletter, event flyer) should always have a disclaimer offering translation. Do not forget that this offer of translation must be in a language other than English based on your Home Language Report from FOCUS. An offer of translation only written in English does not help our EL families have equal access to all school information.

Q7. May Title I Family Engagement funds be used to pay to have a document translated?

A7. Yes. The federal programs require evidence of the offer of translation to families in languages other than English.

Q8. May Family Engagement funds be used to purchase a translation device?

A8. No. Part A funds could be used to purchase translation devices, if needed.

Q9. May Title I funds be used to hire translators for a Title I academic night?

A9. No. Part A funds could be used to hire a teacher or Instructional Assistant, if needed.

Q10. Are there a certain number of academic Title I nights we must have each year?

A10. No. We stress quality over quantity. Ensure that all events are academic in nature and support your SIP goals. Do not wait to schedule these events until it is almost FSA testing time. If math and ELA are a yearlong goal, so should be your academic training for families. They will need time to build their capacity and require practice on how to use these skills at home with their children. Plan to offer math and ELA support throughout the school year for your parents and families.

Q11. Is input from parents required in the building and revision of our PFEP, Compact and budget each year?

A11. Yes. You must provide ample opportunities for parents and families (and students at the secondary level) to have input into these components of the Title I program. Be prepared to provide documentation proving ALL families had the same opportunities, not just those that are on your school's SAC. This is a critical component of the CNA process.

Q12. Can Family Engagement funds be used to pay for fingerprinting for parent volunteers?

A12. No. The intent for these funds is to be used for adult education. An alternate funding source would need to be used for this purpose.

Q13. Can Family Engagement funds be used to provide childcare?

A13. No. Part A funds may be used to provide translators for families at a school event. Most schools provide compensatory time for teachers that agree to volunteer for childcare duties at these events.

Q14. Are we required to send parent representatives to district family engagement events such as, Parent Leadership Team, Parent University, and the district Title I Advisory Committee?

A14. No, however it is highly encouraged. Part of the intent of the Family Engagement portion of ESSA is to build the capacity of parents to become better advocates for the education of their children and receive training on how to become a more active participant in the process.

Q15. Must feedback be collected at each Title I Family Engagement event?

A15. Yes. If Title I Family Engagement funds were used to support an academic event for families, then feedback **MUST** be collected and kept on file. This feedback will justify future revisions to documents and the request to expend Family Engagement funds on certain purchases. The best practice is to collect parent feedback BEFORE providing them with the educational materials purchased for them to use at home.

Q16. Are we required to have staff and faculty training on Family Engagement each year?

A16. Yes. You can meet this requirement in several different ways. You may invite the Title I Family Engagement Content Specialist to provide training at a faculty meeting, do a schoolwide book study on a family engagement book, or read and discuss a family engagement focused article at a faculty meeting. The intent of this training is to build capacity with your faculty and staff and to work with families to support their child's educational needs.

Inventory & Property

<div align="center">**Title I School Inventory Guidance**</div>

Procedures for Attractive Items Under $1,000 *(Subsidiary Inventory)*

Each school is accountable for its Title I materials, small equipment, etc. While it is not feasible to track every small item such as individual paperback books and educational games, the "rule of reasonableness" suggests keeping records of all attractive items that would be difficult or expensive to replace, which includes many items under $1,000.00. Schools are required to keep a Title I Subsidiary Inventory for *"attractive"* items that cost below the $1,000 threshold. These dollar amounts refer to <u>individual item costs,</u> not the total dollar amount of an order from a vendor. The following guidance should be used to label, track, and maintain Title I property.

How to mark items purchased with Title I funds

Materials needed to get started: You will need:
- permanent markers that will show up on black and silver **or** labels printed with "Property of Title I" and the <u>project number</u> with which the equipment/items were purchased. Be sure the labels you use are the type that are rugged enough to last and will not peel off easily.
- T-Tags for tracking and monitoring items.

All *Attractive* equipment (*below $1,000*) should be marked as follows: (see sample pictures below)

"Property of Title I" This label identifies the property or equipment as Title I, so it is easy to differentiate from personal items or school items purchased from a different program.

Project Number (4XX001) (This number represents the project number for the year and <u>will change</u> each year. Use the project number for the year you <u>purchased</u> the equipment. This allows you to know the age of the equipment at a glance.

"T-Tag" This tag(sticker) can be used to easily locate and identify items on your Inventory. You will want to place a T-tag on each item and use the associated code on your Inventory.

If adding a protective case to a device, carefully copy the serial number and write "Title I" or add a label to the protective case since it will be difficult and time consuming to get to that information after the case is attached to the device.
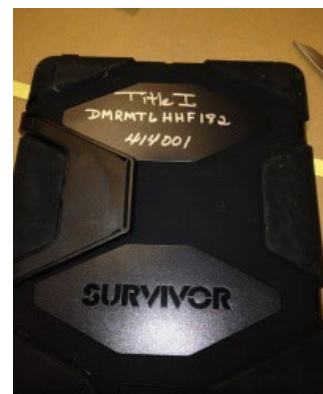
Creating/Maintaining a Title I Subsidiary Inventory

Following the guidance in this section, a school new to Title I must create a Title I Subsidiary Inventory as well as written processes and procedures that will be used for managing Title I purchased materials and equipment, especially computer devices at the school.

Once the form has been created, that document should be the one everyone works from in the future. All updates, additions, and notes must be made to that one form.   It is critical the form be **safeguarded, and an additional copy kept on a flash drive** in case the original becomes corrupt or somehow lost. The inventory will become lengthy, and it would be extremely time-consuming to replicate.   The Title I Contact must be able to always access the latest inventory and agree to deliver the inventory to his/her replacement if that situation arises.

	ABC Elementary	

Title I Subsidiary Inventory FY22

Description	Serial #	Location/ Name	PO Number	Date Acquired	Cost	Condition	Date Verified	Notes/Disposition Data
Silver Yoga IIE	SN85473292	Rm40/Blum	PO2168349	10/12/2016	$389.00	Fair	8/27/2019	had screen replaced 4/2017
Blk Lenova Thinkpad Laptop	11029832J54	Rm 10/Arin	PO21051964	5/4/2014	$419.00	Good	10/17/2017	DCR'd to Warehouse 5/13/18
Black Ipad 32GB	DMPJ2RV9DJ8R	Rm 33/Hall	PO2185468/	6/8/2018	$587.00	Good		Stolen 9/12/18 Police report 974521
Blk Lenova AIO L9712	F5102032F7649	Rm 201/Sams	PO21215840	3/29/2021	$987	New	11/1/2021	

The above insert shows sample entries in a school's Title I Subsidiary Inventory.

To begin, change or add the fiscal year at the top of the form (FYXX). Change this each year as you conduct your physical inventory for that year. ADD the school's name in the header.

Once you have ordered and received your materials or computer devices (that fit the criteria discussed in sections above) purchased with Title I funds, add them to the school's subsidiary inventory form. Each column must be completed with the required information. An explanation of each column heading can be found below.

a) **Description**: A complete description includes model (e.g., Lenovo L36 black laptop, Lenovo ThinkVision AIP desktop). *Keep in mind, if you or others have to search for this item or file a police report, you want the description to be complete in order to have a clear idea of what the item is and what is looks like (e.g., silver iPad 64GB).*

b) **Serial # and T-Tag #**: If the item has a serial number you must add it. You will also want to include the T-Tag number for references. *This will help with locating items on your Inventory, especially when you have multiples of the same item.*

c) **Physical location/name** – Should be able to find it by location listed. Add the person's name, if applicable.

d) **PO Number/Date Acquired (Acquisition)** – PO number and date received. If it came from another school, use the date transferred to you and make a note in the last column as to the school that DCR'd the item to you. For new items, the PO number is a great way to link purchases to the inventoried item.

e) **Cost** – Use **per item** cost.

f) **Condition** – use new, good, fair, or poor to describe the condition of the equipment/device. **Update condition annually.**

g) **Date Verified** - Date item was physically found/touched for inventory. *You must see the item to verify that it is still in the building and the item's condition.*

h) **Notes/Disposition Data** – If you DCR items, use the notes section to record the date of DCR and where items were sent. Always keep a copy of the completed and signed off DCR form in Inventory audit folder #15. Add any other information to notes that you think may be important*. Remember, this is a list an "outsider" needs to be able to make sense of and be able to use to find the items without any trouble or assistance. If items go out for repair, make a note on the inventory. This saves time and helps avoid any confusion.*

Receiving Devices/Equipment from Another Title I School

If you received inventory from another Title I school site and it fits the criteria for Attractive Items Under $1,000 add it to the school's *Title I Subsidiary Inventory* and be sure to name the school you received it from and the DCR date in the "notes" column. Any Title I school sending inventory to another Title I school should mark the inventory item(s) as DCR'd to named school and the date of transfer. Both schools must keep copies of the DCR paperwork with all approval signatures (folder #15). See *Title I Property Disposition Procedures* to review steps that must be followed prior to offering Title I devices/equipment to other Title I schools.

Annual Title I Inventory Reconciliation

All the information listed on the Title 1 Subsidiary Inventory form must be included. Additional columns of information may be added to the form but none of the original columns may be omitted. **The column headers are based on state and federal requirements.**

Annually, each item on the subsidiary inventory **must be physically located/verified** and the inventory signed and dated by the principal <u>and</u> person(s) completing the inventory.   The Inventory must be updated with current information each year. As you locate/verify each item you will update the item's condition and the date that the item was verified, adding any notes or dispositions data as needed.

If an item cannot be located, **keep looking.** Work with your Tech to check DCR records, check out logs to see who used it last or where it should have been stored. Send an email to faculty with a list of items that you have not been able to find, etc. You will need to document all the ways used to search for the items.

If you still cannot find the item, a *Title I Property Inventory Attestation* form must be completed for each item. The form can be found in the Inventory benchmark attachments in Title I Crate. In the note's column, the items should be marked "attest reported **or** police report #" **with the date** of the document's completion. Annually, an inventory and any attestation forms are required to be filed in **Folder #15**. If an item is stolen or vandalized, follow the district procedures and be sure to complete all steps.

Procedures for Items that cost $1000 or more:

If an electronic item individually costs $1000 or more, the purchase of the item **should** generate a district asset tag and the principal should receive paperwork and the tag from the Property Control Department. An item in this category will be automatically added to a school's district asset inventory. Mark the equipment with a "Property of Title I" label or marker as discussed above. Attach the correct asset tag to the device and complete/update the asset record (panel J402) in the on-line Asset Management System. In the notes section of the record, add a statement identifying Title I as the funding source for the purchase.

Keep a copy of the DISTRICT INVENTORY in folder 15 within the set of Title I audit records. The items added to the district asset inventory are not added to the Title I Subsidiary Inventory because they will be annually inventoried with the school's other capital assets. *The above procedures should be followed for any purchase using object codes 643, 648, 691, and 693.* **If for some reason, you do not receive a district asset tag in a timely manner, please call the Property Control Department.**

- ❖ **Purchased items from functions 5100. 511 or 6150.511** that exceed the $1000 threshold, you will need to follow the procedures for attractive items because the district does not generate a tag for items purchased from those budget strings.
- ❖ **Purchases from functions 6500.644 or 6500.692** will also follow the steps below to ensure all required equipment has been added to the school's subsidiary inventory.

A copy of your school's reconciled Annual Property/Asset Inventory Count (District Capital Inventory), if applicable, should be filed in Folder 15 as well, but do not upload it into Title I Crate.

Title I Property Disposition Procedures

School Level

If you DCR items, use notes section to record date of DCR and where items were sent. Always keep a copy of the DCR form in the Inventory Audit Folder 15.

A. **If a school has Title I property that is no longer needed and is still current**, simply e-mail the other Title I schools to see if another Title I school would like the equipment. **If another Title I school wants the equipment**, complete a DCR (Distribution Center Request) form moving the equipment from your school to the receiving Title I school. **Please send the Title I office a copy of the DCR form and keep a copy for your records (folder #15)**. If the item had an **original cost of $1,000 or more (it should have a visible BPS property tag), an Asset Transfer will need to be completed through the Crosspoint system.   If no Title I school wants the equipment**, go to Step B.

 All computers must be "wiped clean" before being sent to warehouse.

B. **If no other Title I school wants the equipment,** follow regular district procedures to DCR the equipment to the 520 Warehouse. If the item had an **original cost of $1,000 or more (it should have a visible property tag), an Asset Transfer will need to be done through the Crosspoint system. The item can be transferred to the warehouse. Always keep a copy of your records and send one to the district Title I office.**

 All computers must be "wiped clean" before being sent to warehouse.

C. **If a school has Title I property that is outdated or damaged beyond repair**, follow regular district procedures to DCR the equipment to the 520 Warehouse. If the item had an **original cost of $1,000 or more (it should have a visible BPS property tag), an Asset Transfer will need to be done through the Crosspoint system. Keep a copy of your records and send a copy to the district Title I office. Note on the transfer itself that the items are Title I and broken or cannot be repaired.**

 All computers must be "wiped clean" before being sent to warehouse.

It is extremely important to keep a copy of property transfers in the inventory folder of the school's Title I audit records. Remember to go into the Title I Subsidiary Inventory and mark the item as being transferred, adding the location and date of the DCR form to the note's column.

Contact Jessika Beard at 321-633-1000 ext. 11353, or at beard.jessika@brevardschools.org for a current list of Title I schools in each area.

Where to Find Forms

Title I Subsidiary Inventory Form

This form can be requested from Title I district personnel.

Title I Inventory Attestation Form (used to document missing/stolen Title I items valued at less than $1000). Do not use the BPS district attestation form, be sure to use the Title I Attestation form attached within the Title I Inventory task or request it from District personnel.

*For missing/stolen items valued at $1000 or more purchased using Title I funds that are listed on the school's Asset Inventory (district), follow District procedures, AND use the district attestation form.

Equipment Loan Forms for Electronic Devices (Use new loan form (2022)

- Go to the BPS website (be sure you sign-in using the gear icon)
- Click on the "Departments and Programs" tab
- Click on "Accounting Services"
- Choose "Internal for BPS Employees" on the left (this won't show up if you are not signed in)
- On left, choose "Property Control"
- Click on "Forms and Instructions"
- Choose "Forms" or "Instructions", if needed

There are several forms you may need in this section:

- BPS Property Office suggests using the *ET Use Agreement Form* for all employees checking out electronic devices to use off site.
- *Property Loan Form* is used for employees checking out anything other than electronic devices

DCR Form

- Go to the BPS website
- Click on the "Departments" tab
- Find "Procurement and Distribution Services"
- Choose *"Distribution Services"* on left
- On the main page, look under the heading "Procedures, Training, and Forms"
- *Click on* "New BPS DCR" form (There is also a PowerPoint for training purposes, if needed)
  Be sure to follow Title I and District procedures prior to creating a DCR to ensure items are going where they are needed.
- If the items are broken and either cannot be repaired or they are not worth repairing due to age, etc., explain that on the DCR form in the "Item Description" cell.

**Important – Always send a copy of the DCR form to the Title I District Office.

Sample of Written Property Procedures

Every school site must have written equipment policies and procedures. These procedures should be reviewed/updated annually, and all persons involved in the process should be trained in their role. The policies and procedures should cover the following:

1. The _____ will write up the order and ensure the funds are available in the correct budget string.
2. Once the items arrive, the _____ will verify all items ordered have been received.
3. The _____ will label items "Property of Title I" along with the project number (example: 4<u>24</u>001. Each year the two underlined numbers change to match the fiscal year the funds are allocated). This number helps with aging the equipment.
4. Once labeled, the _____ will add the equipment and required information to the **current** Title I Subsidiary Inventory. This includes the location where the equipment will reside.
5. Equipment is prepared for use by the_____ (e.g., programs are loaded, cases are added, etc.). If adding a protective case, copy the serial number to the case before affixing the case to the device.
6. Equipment is delivered to the locations listed on the Subsidiary Inventory by the _____.
7. The _____ will be responsible for keeping the Subsidiary Inventory up to date during the year, including location changes and adding new equipment as it is received.
8. The _____ will train faculty and staff each year on the Title I property procedures **including how to safely store computer equipment, procedures for non-functioning equipment, lost devices, signing out devices, etc.**
9. _____ (this might be multiple positions) will perform the annual physical inventory.

Equipment Security
Where is the equipment normally stored? For instance, are teachers told to recharge and lock Yogas in charging carts each evening? How do teachers account for classroom laptops assigned to students?

If ever you need to loan computers to families: Who is responsible for checking in and out, tracking, etc.? It is critical to know the location of Title I computers, so a list must be made available upon request of any computers including those off site. Be sure the *Device Loan Agreement* Signature *Form* is on file for each device checked out to families.

End of Year Equipment Procedures
How does the school ensure all computers/equipment are accounted for before teachers and students leave for summer break? Where is the equipment secured during the summer? Who will ensure the end-of-year procedures are followed?

A copy of the school's policies and procedures should be included in the Title I Inventory audit folder (#15) along with the evidence that they were reviewed annually with all faculty (e.g., preplanning faculty meeting agenda item).

TITLE I SUBSIDIARY INVENTORY ATTESTATION

(Upload with your completed Title I Subsidiary Inventory)

School Name   Click or tap here to enter text.   **School Number**   Click or tap here to enter text.

ITEM Choose an item.

Serial #	Full Description
Click or tap here to enter text.	Click or tap here to enter text.

As Property Custodian, I hereby attest that the asset listed above is (select only ONE):

☐ *Missing at this time*

When/where the item was last seen: Click or tap here to enter text.

Actions taken to locate the item: Click or tap here to enter text.

Any other details regarding the disappearance of the asset: Click or tap here to enter text.

☐ *Stolen* **(Police or incident report MUST be attached)**   *Incident Report #:* Click or tap here to enter text.

Describe how item was determined to be stolen: Click or tap here to enter text.

Actions taken to recover the item: Click or tap here to enter text.

ITEM Choose an item.

Serial #	Full Description
Click or tap here to enter text.	Click or tap here to enter text.

As Property Custodian, I hereby attest that the asset listed above is (select only ONE):

☐ *Missing at this time*

When/where the item was last seen: Click or tap here to enter text.

Actions taken to locate the item: Click or tap here to enter text.

Any other details regarding the disappearance of the asset: Click or tap here to enter text.

☐ *Stolen* **(Police or incident report MUST be attached)**   *Incident Report #:* Click or tap here to enter text.

Describe how item was determined to be stolen: Click or tap here to enter text.

Actions taken to recover the item: Click or tap here to enter text.

_____   _____

Principal's Name (print)   Preparer's Name (print)

_____   _____

Principal's Signature   Date

133

TITLE I PROPERTY

Q1. **What procedure do we follow when Title I labeled computer equipment needs repair?**

A1. Each public-school office is responsible for completing the proper form and following district procedures when requesting equipment repair. The responsible person must complete a repair ticket prior to the item being picked up for service. A work order can be obtained by emailing or calling the Help Desk (321-633-1000 ext. 11735). The Help Desk will need the property control number, location, name of person that needs equipment repaired and brief description of what the problem is. The Help Desk in turn will send a work order number and contact repair information. Any costs associated with the necessary repair would belong to the school site.

Q2. **What procedure should we follow if a piece of equipment is stolen or vandalized?**

A2. According to the Education Department General Administrative Regulations (EDGAR): A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Be sure you have written procedures in place and the faculty is made aware and follows those procedures in order to ensure adequate precautions are taken to prevent the loss of Title I assets.

A District and School Security Incident Report should be completed and submitted to the Office of District and School Security. A copy of the report must be scanned and uploaded to propertycontrol@brevardschools.org and Antonia Scipio (Risk Management). There should be no lag time in getting the information to the district. As per policy, you need to contact the police to file a police report. Include the police case number on the District and School Security Incident Report. The Office of District and School Security, after its investigation, will notify the Internal Audit Department in writing of any tagged equipment that was stolen. Property Control personnel will then list these items as stolen on the school's Asset Inventory (items $1000 and over) and the contact must identify the missing or vandalized equipment on the school's *Title I Subsidiary Inventory* (attractive items under $1,000). Please notify Title I district staff by email if you have <u>any</u> Title I equipment stolen or vandalized. This email should state the type of equipment, property number, serial number, original cost, date, and time of occurrence. A *Title I Inventory Attestation* must be completed and kept in the Inventory audit folder for that Fiscal Year, along with a copy of the police report. Be sure this equipment is marked as stolen on the Title I Subsidiary Inventory, with the Attestation date (e.g., stolen; Attest. 9/13/19).

Q3. **If a school purchases hardware, software, or other equipment with Title I funds, who will be responsible for "tagging"?**

A3. The purchasing system automatically alerts the appropriate office when new items are purchased that require a district property tag. If a school purchases items in object 621, 641, 643, 691, or 693 (**capital outlay over $1,000**) and <u>does not</u> receive tagged equipment or property tags within two weeks after delivery of the items, the Property Control office should be

notified at extension 11614. This may occur if the items were not properly coded on the purchase order. Make certain the top line of the purchase order describes the property so that the Internal Audit office can identify the items (e.g., computer, printer, etc.). **Only individual items costing $1000 in certain object codes will automatically generate a district tag.**

Each school must have a designated contact for property control. District generated property tags will be sent to this person. The Title I contact should work with this person to ensure that all items purchased with Title I funds are properly tagged and that "purchased with Title I funds" is added in the notes section of any item listed in the school's AS400 Property Asset Inventory. All tagged items of this type should appear on the school's annual district created asset inventory printout. Once reconciled, a copy of this inventory must be filed in the audit folder along with the school's *Title I Subsidiary Inventory.*

A Title I school must create and maintain a *Title I Subsidiary Inventory* made up of purchases of "attractive" items less than $1,000. Items must be labeled and added to the *Title I Subsidiary Inventory* within two weeks of the item's delivery to the school. For specific labeling instructions and additional guidance, refer to *Title I Inventory Guidance,* found in this section.

Software over $1,000.00 is not tagged, but it is recorded and tracked for inventory purposes. When purchasing computer upgrades and additional memory for existing computers, a record must be kept of the property number of the computer in which the memory or upgrade was placed. Currently, most software is purchased as an annual subscription and is not considered property; therefore, this type of purchase would not be added to the subsidiary inventory. Questions concerning equipment purchases and property records should be addressed to the Title I office.

*Private school Title I property will be tagged by the district Title I staff. This equipment will be used exclusively by LEA-employed Title I staff, or Title I-enrolled students and the instructor assigned to support them. These items are added to the district Title I asset or subsidiary inventory dependent on the purchase price. An annual physical inventory will be completed. Property will be removed from the private school if it is no longer needed to operate the Title I program. The equipment may only be used by the Title I students supported within that school.

Q4. **How often do we need to verify the Title I property inventory?**

A4. The district sends a request for property asset inventory verification of items costing $1,000.00 or more annually. Every piece of equipment should be physically located, and its property number checked carefully. Copies of the submitted district asset inventory should be kept on file with the Title I audit records. The district will review all private and charter school inventories annually.

Attractive Items purchased with Title I funds costing less than $1,000 must be listed on the school's Title I subsidiary inventory and a physical inventory must be completed annually as well.

June 2023

Q5. **What steps do I need to take prior to purchasing hardware with Title I funds?**

A5. All Title I purchases must support an Area of Focus or Priority listed in the *Schoolwide Improvement Plan.* Each purchase must directly link to the school's comprehensive needs assessment and serve to improve student achievement.

Q6. **What steps do I need to take prior to purchasing software with Title I funds?**

A6. All Title I purchases must support an Area of Focus or Priority listed in the *Schoolwide Improvement Plan.* The purchase must be linked to the school's comprehensive needs assessment and student achievement. It is best practice to contact the office of instructional technology to ensure the software program can be supported by the school prior to making the purchase.

Q7. **If a school loses its eligibility for the Title I program, what happens to equipment and furniture the school has purchased with Title I funds?**

A7. When a school leaves the Title I program the district will make every effort to leave Title I equipment and furniture in the school. Federal regulations allow this in most circumstances. However, if another Title I school has a need for the items and the Title I program cannot purchase them, they may be removed from the original school and DCR'd to a school remaining in the Title I program. If a school learns that it will not be eligible for Title I during the next school year, it should not purchase additional equipment or furniture with Title I funds. Any such purchases received just prior to a school's leaving the program stand a good chance of being removed.

Q8. **Where do I find the property loan form and when do I use it?**

A8. The *Property Loan Form* and *ET Use Agreement Form* can be found on the district website by going first to **Department and Programs** tab, click on **Accounting Services**, go to **Internal BPS Employees** (be sure you are signed in), then choose **Property Control**. Find **Forms and Instructions** and you will see both forms listed. The district advises the use of the *ET Use Agreement Form* for employees checking out electronic devices to use off site and the *Property Loan Form* for other items. Completed forms must be permanently filed in the Title I inventory audit folder (#15) for the year borrowed. For inventory purposes, all items must be physically touched by the person(s) taking inventory at some point during the fiscal year.

Q9. **Whom would I call if I have a question not covered here or in the guidance document?**

A9. Call Jessika Beard ext. 11353 or Dan Keane at ext. 11354.

June 2023

Brevard Public Schools
2023-24 Title I Subsidiary Inventory Checklist/Assurances

School: _____

Schools receiving Title I funds are required to have documented procedures for managing equipment and property. A complete physical inventory of all property with a cost value of $1,000 or more and small attractive items under $1,000 must be taken at least once each fiscal year. A control system must also be in place to protect against loss, damage, or theft of the property, in addition to maintenance procedures.

As the custodian of all Title I property and equipment, the principal must complete the checklist and sign indicating that the school is in compliance.

☐ Our school has defined inventory policies and procedures for Title I equipment and property. The procedures have been updated and reviewed, and all persons involved in the process have been trained in their role.

☐ Our school has defined procedures for proper use and care of Title I equipment including how to protect equipment against loss, damage, and theft. Procedures are in place for borrowing and returning equipment. The procedures were reviewed with all faculty for the 2023-2024 school year.

☐ Our school has a Subsidiary Inventory for all attractive Title I equipment and property valued under $1,000, The Subsidiary Inventory also includes any items over $1,000 that are not tracked by the District Inventory. This inventory is up to date for FY24.

☐ Each item on the inventory has been physically located and working condition verified. A Title I Property Attestation form has been completed for all items that cannot be found.

Signature of Principal: _____ Date:_____

Title 1
Crate

Title1Crate is a web-based document management software that your LEA utilizes to maintain federal compliance documents.

Accessing the software: https://www.806technologies.com
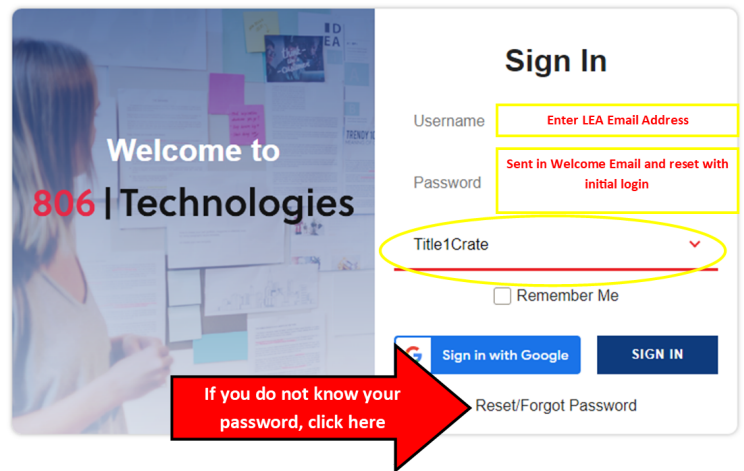
Learning the software:
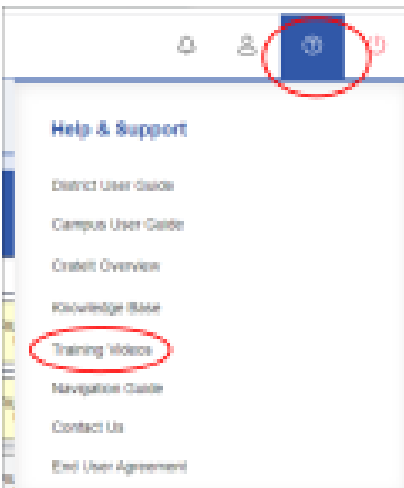
Best videos to get started with uploading documents

- Campus Navigation
- Upload Documents
- Signature Feature

Best videos to get started as a power user

- User Setup and Roles
- Reports

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TITLE1CRATE CAMPUS USER GUIDE

VERSION 4.0
AUGUST 2020
UPDATED QUARTERLY

806 Technologies

Title1Crate

Table of Contents

Title1Crate Overview

806 Technologies, Inc.'s Title1Crate Software is a web-based, interactive filing system designed to store, monitor, and manage all of the documentation required to operate a Title I school. Title1Crate's highly organized, efficient operations can also be used for other programs requiring documentation. The structure resembles the organization found in a typical filing cabinet. Title1Crate's contents are completely customizable by any district-level administrator who is assigned to the role of District Power User (DPU).
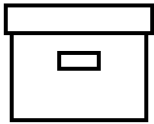
Crate Section Folders

Crate section folders act as the main categories for document segmentation. Consider this as the physical drawers of a filing cabinet. The crate sections organize the documents into broad categories. There are many ways to select category names for the crate sections. One common way to organize your crate sections folders is to use a state monitoring instrument.
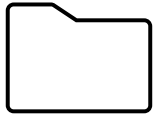
Content Folders

Content folders act as the secondary categories for filing a document within a section. Consider this as the physical hanging folders in a filing cabinet drawer. The content folders contain files and documents.

Some content folders have further divisions (sub-folders), while others do not. The content folders control access to the sub-folders (i.e. supporting details folders, clip folders). Schools that do not have access to a content folder cannot access sub-folders.

Supporting Details Folders

Some of the content folders will contain supporting details folders. Consider these as the physical manila folders that are placed inside a hanging folder. These folders provide additional detailed documentation which supports the content.
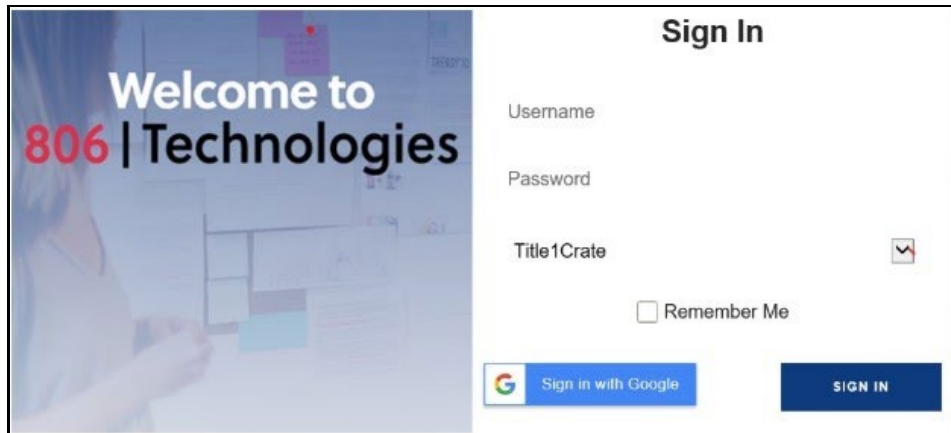
Clip Folders

Clip folders are to be used when the supporting details folders have multiple pieces of documentation that are related but need to be sorted. They are like arranging papers into groups and securing them with a paperclip before storing them in a manila folder.

Sign In and Password

STEP 1: Go to https://www.806technologies.com and click on *Sign In*.

STEP 2: Enter your Username (District/Campus email address) and Password (sent in Welcome Email and reset at initial login).

STEP 3: Check the box *Remember Me* to have the sign-in window remember your username. You may also sign in with Google.

Home Page

Return to Home Page

  Click on the *Title1Crate logo* in the top left corner at any time to return to the Home Page.

Switch Products

  Click on the *Switch Products* icon to toggle between Title1Crate and Plan4Learning (if applicable.)

Change Crate (or Campus)

  STEP 1: Click on the *District "arrow"* icon to the right of your current crate and a drop down menu of crates that you have access to will appear.

STEP 2: Select the appropriate crate.
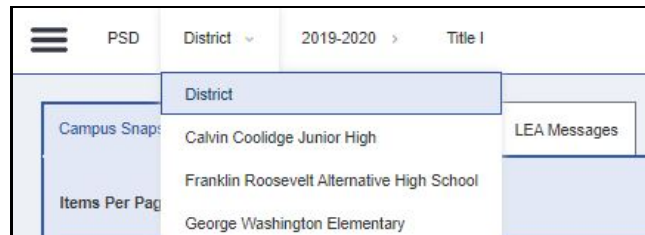
Change Year

STEP 1: Click on the *"arrow" icon* to the right of your current year and a drop down menu of years that you have access to will appear.

STEP 2: Select the appropriate year.

Change Department

  STEP 1: Click on the *"arrow" icon* to the right of your current department and a drop down menu of departments that you have access to will appear.

Notifications

STEP 1: Click on the *bell icon* to access notifications from Title1Crate or a document requiring an e-signature. A notification is indicated by a red number on the top right corner of the bell.

STEP 2: Click on the notification to take action on the item which may include notifications from Title1Crate, documents requiring e-signatures, etc.

Manage Account

STEP 1: Click on the *person icon* to make changes to multiple features in your crate including alerts and notifications, user setup and district/campus crate preferences.

STEP 2: Select the item from the drop-down menu which you would like to address.

The "Manage Account" section in this guide contains a description of each item:

- CrateIt app and handheld devices
- Manage alerts
- User setup
- Auditor setup

Help & Support

STEP 1: Click on the *question mark icon* to get support in the program or app.

STEP 2: Select the item from the drop-down menu which you would like to address.

The "Help & Support" section in this guide contains a description of each item:

- CrateIt app help
- Knowledge base (interactive user guide)
- Training videos
- Navigation guide
- Live chat

Logout

STEP 1: Click on the *red icon* to securely logout / exit the application.

STEP 2: Close the browser tab or window.

Main Menu

The main menu is the preset on the left-hand margin of every screen.

STEP 1: Click on the *triple line/hamburger icon* on the Home Page to expand or collapse the Main Menu.

STEP 2: Select the page you would like to work on. Further detail is provided in the stand-alone Main Menu section.
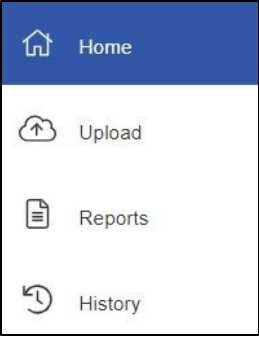
Dashboard

Campus Crate
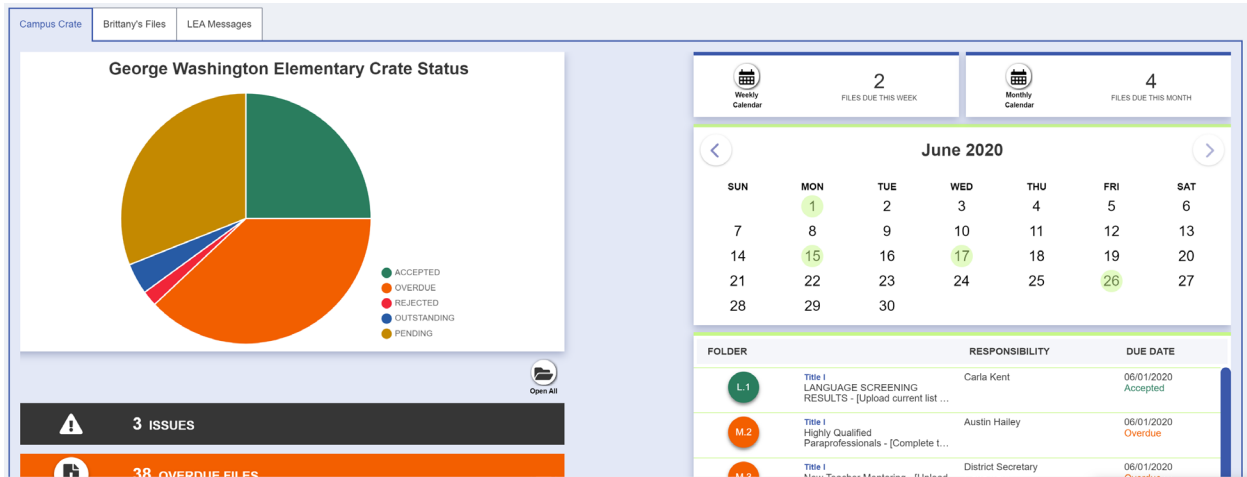
Campus Crate Status

In the top left-hand of your dashboard, you can review a pie chart metric for the status of all district crate files.

- *Accepted* – All files that have been accepted by the assigned reviewer
- *Overdue* – All required files that are past the due date
- *Rejected* - All files that have been rejected by the assigned reviewer
- *Outstanding* – All files that have an assigned due date assigned and are due in the future
- *Pending* – All files that have been submitted, but not yet approved by the reviewer

Below the pie chart, you will see a break-down of each category in greater detail. Click on a single header bar to expand or click *Open All* to expand all header bars.
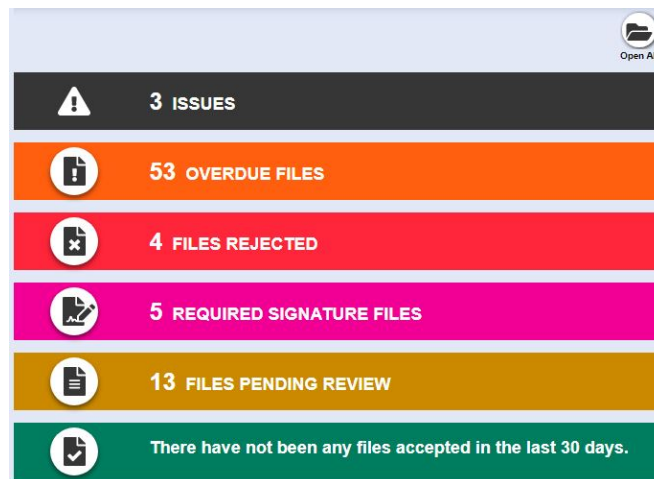
- *Issues* – All files that have been assigned, but the responsible title is missing. To resolve, click on the Issues bar, then either add a new user or reassign the file.
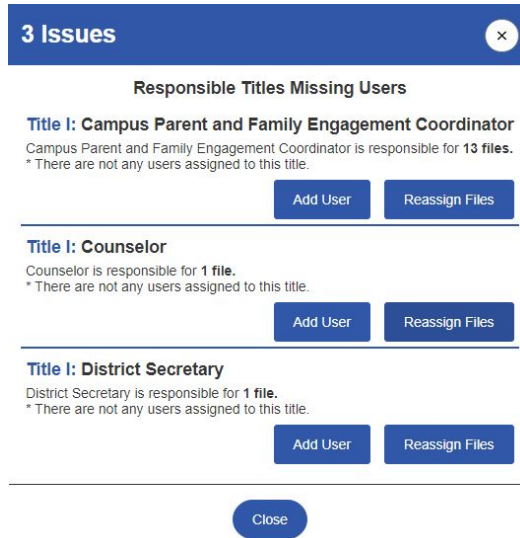
- ***Overdue Files*** – All required files that are past the due date. To review, click on the header bar to expand. Click on an individual file to be routed to that particular overdue file within the Upload section.

- ***Files Rejected*** – All files that have been rejected by the assigned reviewer. To review, click on the header bar to expand. Click on an individual file to be routed to that particular rejected file within the Upload section.

- ***Required Signature Files*** – All files that require a signature. To resolve, click on the header bar to expand. Click on an individual file and a pop-up box will open for you to execute the signature(s) in the document.

- ***Files Pending Review*** – All files that have been submitted, but not yet approved by the reviewer. To review, click on the header bar to expand. Click on an individual file and a pop-up box will open for you to view additional details.

- ***Files Accepted in Last 30 Days*** – All files that have been approved within the last 30 days. To review, click on the header bar to expand.

Current Month View

On the right-hand side of the dashboard, the number of files due this week and the number of files due this month are shown.

Below that is a calendar showing all files due in the current month. Due dates are indicated by a colored circle around the date.

All files due in the current month are displayed below the calendar. Click the arrows on either side of the calendar to see past or future due dates. Click on an individual file to be routed to that particular file within the Upload section.

Your Name's Files

To view the files only assigned to you, select **Your Name's Files** tab.

Your Name's Status

In the top left-hand of your dashboard, you can review a pie chart metric for the status of all files assigned to you.

- **Accepted** – All of your files that have been accepted by the assigned reviewer
- **Overdue** – All of your required files that are past the due date
- **Rejected** - All of your files that have been rejected by the assigned reviewer
- **Outstanding** – All files assigned to you that are due in the future
- **Pending** – All of your files that have been submitted for approval but have not been reviewed yet

Below the pie chart, you will see a break-down of each category in greater detail. Click on a single header bar to expand or click **Open All** to expand all header bars.

- **Overdue Files** – All of your required files that are past the due date. To resolve, click on the file in the expanded view. You will be routed to that file within the Upload section. Then click **Add Required File** and complete upload.

- **Files Rejected** – All of your files that have been rejected by the assigned reviewer. To review, click on the file in the expanded view. You will then be routed to that rejected file within the Upload section.

- ***Required Signature Files*** – All of your files that require a signature. To resolve, click on the header bar to expand. Click on an individual file and a pop-up box will open for you to execute the signature(s) in the document.

- ***Files Pending Review*** – All of your files that have been submitted, but not yet approved by the reviewer. To review, click on the header bar to expand. Click on an individual file and a pop-up box will open for you to view additional details.

- ***Files Accepted in Last 30 Days*** – All of your files that have been approved within the last 30 days. To review, click on the header bar to expand.

Current Month View

On the right-hand side of the dashboard, your number of files due this week and your number of files due this month are shown.

Below that is a calendar showing all due dates for your files in the current month. Due dates are indicated by a colored circle around the date.

All of your files due in the current month are displayed below the calendar. Click the arrows on either side of the calendar to see your past or future due dates. Click on an individual file to be routed to that particular file within the Upload section.

LEA Messages

To view the messages from your District Power User, select the ***LEA Messages*** tab.

Upload (Campus Crates)

General File Uploading

STEP 1: Log into Title1Crate.

STEP 2: Click on the *Upload* (Campus Crates) or *District Crate Upload* (District Crate only) button in the Main Menu.

STEP 3: Select to see just *Your Name's Files* or *All Files*.
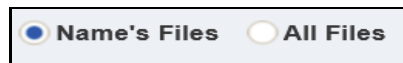
STEP 4: Click on one of the filter buttons at the top of the page:

> 4a: *All* – shows all files in that crate

> 4b. *Due this Week* – shows items immediately due

> 4c. *Outstanding* – shows all files that are coming due in the future

> 4d. *Overdue* – shows files required and are past the due date

> 4e. *Rejected* – shows files that have been returned by the DPU

> 4f. **Misc.** - shows files that need a temporary place or do not belong in an existing folder

Items requiring uploads are indicated by a circled red number on the top right corner of each filter button.

STEP 5: To upload the required documents, click on *Add Required File* under the item's requirement description.
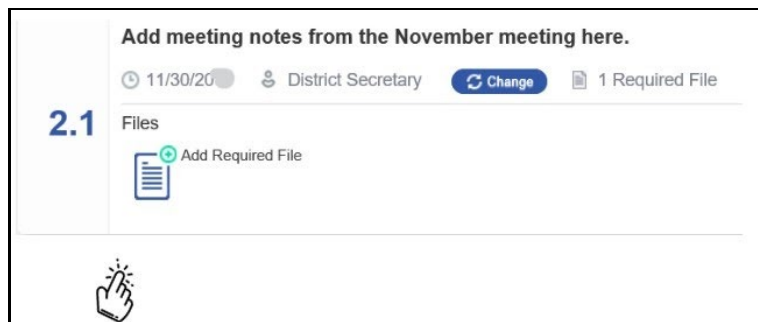
(Continued on next page.)

STEP 6: Select from one of the file uploading options:

> 6a. *Google Drive* –upload directly from their Google drive

> 6b. *Attach Existing File* –upload a file that is already uploaded elsewhere in their crate

> 6c. *Add File* –upload a file from anywhere on their computer
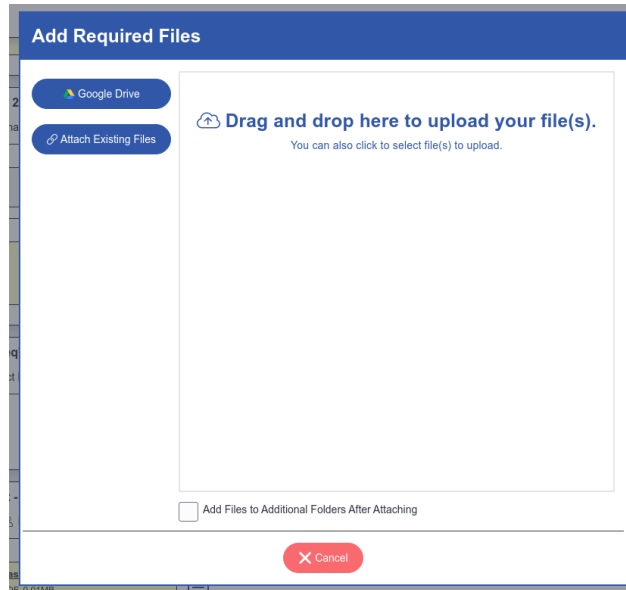
STEP 7: Check the checkbox for *Add Files to Additional Folders after Attaching* if you would like to add the file in other required folders simultaneously.

Uploaded File Options
An uploaded file will appear yellow. The following options are available for your file:

- *View* – in Office for Microsoft or as a PDF
- *Download* – to view file or make edits
- *Rename* – renames file without having to remove or upload
- *Replace* – replace current file with another or restore file to a previous version
- *Move* – moves file to another location/folder
- *History* – view history of that individual file
- *Remove* – completely remove file from crate

Reports

Reports Available in Campus Crate

A full description of the campus crate is available in the program.

Reports **STEP 1**: Inside the individual campus crate, click on the "Reports" icon on the Main Menu.

STEP 2: Click on the report type you want to view and/or print. There are multiple reports which provide information on campus-assigned items.

- ***E-Report – Download Crate as a Zip File*** – creates a zip file containing all the accepted files within that crate by the appropriate section and sub-folders
- ***Print PDF Reports*** (Campus) – prints PDF reports of campus information, including:
  - *Campus Overdue Report*
  - *Campus Crate Outline Report*
  - *Rejected Files Report*
  - *Days Overdue Report*
  - *Items by Due Date Report*
  - *Campus Accepted Files Report*
  - *Storage Space Report*
  - *Responsibility Report*

History

Individual File History

STEP 1: Hover over any file within the crate (Pending, Accepted, or Rejected), and the "File Options" menu will appear.
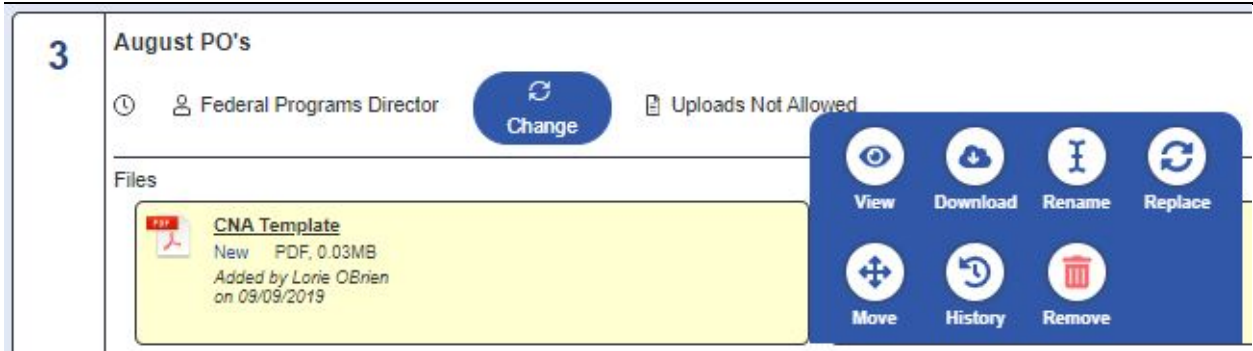
STEP 2: Click on *History* to view the history of the individual file.

Crate History (Crate Audit Log)

STEP 1: Click on the *History* button in the Main Menu.

(Continued on next page.)

STEP 2: View the "History Log Filter" and select desired action:

2a. *Search* – locate a specific action

2b. *Filter Action* – filter out specific items to find one type of action

2c. *Start Date / End Date* – locate an action by a specific date range

2d. *View* – view a specific action

Actions	Date/Time	User	Action	Details
⊙View	Wed, May 27, 2020 09:30 AM	Tricey Godfrey	Moved File	A.1.1 CNA - District TO A.1
⊙View	Wed, May 27, 2020 09:30 AM	Tricey Godfrey	Moved File	A.1 CNA - District TO A.1.1
⊙View	Wed, May 27, 2020 09:30 AM	Tricey Godfrey	Rename File	A.1 FROM CNA (Sample) for Training Elementary School TO CNA - District
⊙View	Wed, May 27, 2020 09:29 AM	Tricey Godfrey	Upload File	A.1 CNA (Sample) for Training Elementary School
⊙View	Tue, May 26, 2020 03:53 PM	Tricey Godfrey	Require Signature on Template	A1.3 CrateIt App Getting Started Guide - April 2020

History Log Filter — Search — Action: All Actions — Start Date: — End Date: — Apply Dates — Page: 1 of 168 — Show 25 — 1 2 3 4 5 6 7 8 9 10 »

Manage Accounts

Dropdown Menu View
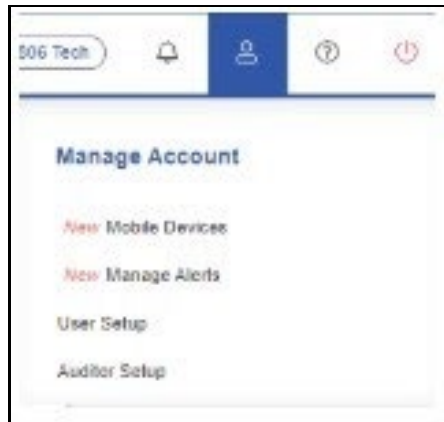
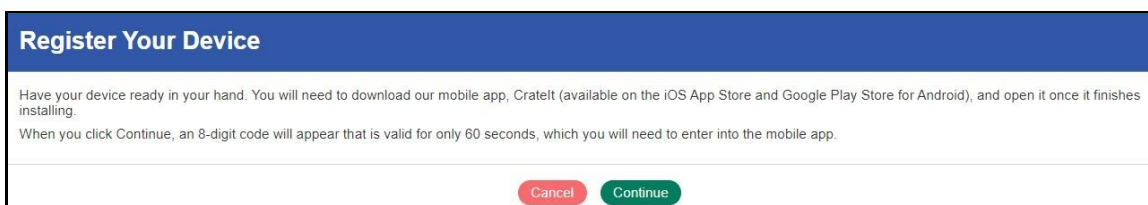### CrateIt App for Mobile Devices

STEP 1: Click on *Manage Accounts* → *Mobile Devices*. The "Mobile Devices" registration screen will appear.

STEP 2: Download the CrateIt app on your mobile device (available for both Android and Apple devices).

STEP 3: Keep the app open and click on the green *Register a Mobile Device* button.

A "Register Your Device" window will pop up.

STEP 4: Click the green *Continue* button to generate the mobile device registration code.

STEP 5: Enter the registration code on the mobile device and your device will be connected to the crate.

STEP 6: Follow the step-by-step instructions for using the app as it is installed and watch the brief tutorial video in the program. Alternately, you can download the full CrateIt App Getting Started Guidebook.

Manage Alerts

STEP 1: Click on *Manage Accounts* → *Manage Alerts*. The "Manage Alerts" screen will appear.

STEP 2: Select the type of alerts and push notifications you would like to send/receive via email, by checking the non-grayed box. If the box is grayed out, the notification is default for the program.

New User Setup

STEP 1: Click on *Manage Accounts* → *User Setup*. The "User Setup" screen will appear.

STEP 2: To add a new user, complete each field on the "User Setup" screen.

STEP 3: Include a generic password and check *Send Password to User*. The password will be emailed to the new user after you click *Save User*.

(Continue on next page.)

STEP 4: Select the *Role* (permission level) for the user. Campus permission levels include:

- ***Campus Power User*** (CPU) – full upload, edit, and maintenance rights for the home campus crate only
- ***Campus Read Only User*** (CRO)– view-only rights for the campus crate
- ***Campus User*** (CU) – rights to upload only in assigned folders for the campus crate

Edit or Remove User

STEP 1: Click on ***Manage Accounts → User Setup***. The "User Setup" screen will appear.

STEP 2: Scroll past the "New User Setup" section so that existing users may be viewed.

Actions	First Name	Last Name	Email	Dept	Role	Campus	Title
☑ Edit ✕ Remove	Rudy	Alaniz	rudy@tpldst1.com	Title I	District Power User	District	District Instructional Specialist
☑ Edit ✕ Remove	Matt	Ashley	mashley@plan4learning.com	Title I	Campus Power User	George Washington Elementary	Principal
☑ Edit ✕ Remove	Michael	Ashley	mashley@prest1c.com	Title I	District Read-Only User	District	Federal Programs Director
☑ Edit ✕ Remove	Bruce	Banner	bbanner@gwe.net	Title I	Campus Power User	George Washington Elementary	Assistant Principal

STEP 3: To edit a user, click on the blue ***Edit*** button and make changes as needed. Click ***Save***.
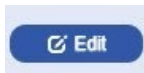
STEP 4: To remove a user, clock on the red ***Remove*** button. When prompted, enter "REMOVE" in all caps.

Help & Support

CrateIt Overview

STEP 1: Click on the "Help & Support" question mark icon → ***CrateIt Overview***. The "CrateIt Overview" pop-up window will appear.

STEP 2: Search for the CrateIt app on your mobile device.

STEP 3: Hover over the video icon and click to watch the "Introduction Video."

STEP 4: Hover over the pdf icon and click to read the "Installation Guide."

Knowledge Base (Interactive User Guide)

STEP 1: Click on the "Help & Support" question mark icon → ***Interactive User Guide***. The "Interactive User Guide" menu will appear.

STEP 2: Select your topic of interest. Each page of the guide can be printed as a PDF document.

Training Videos

STEP 1: Click on the "Help & Support" question mark icon → **Training Videos**. The "Training Videos" menu will appear.

STEP 2: Select your topic of interest to watch the training video. **NOTE**: This section is currently in development.
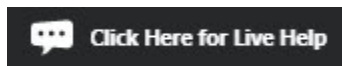
Navigation Guide

STEP 1: Click on the "Help & Support" question mark icon → **Navigation Guide**. The "Navigation Guide" menu will appear.

STEP 2: Click on each STEP of the Navigation Guide to learn more about the functions of Title1Crate.

Live Chat

STEP 1: Click on the **Live Chat** button in the bottom right corner of the screen to open the dialog box.

STEP 2: Type your question or issue in the text area at the bottom of the "Live Chat" box then hit "enter" on your keyboard. A member of our support staff will then connect with you.
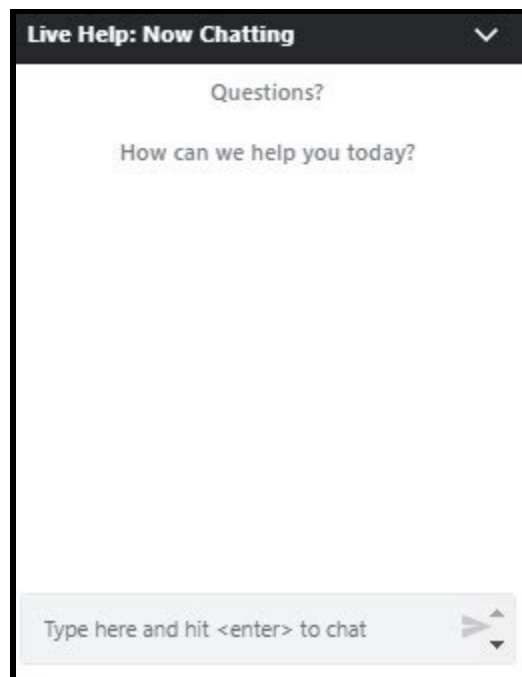
Homeless

(Students - in - Transition)

Please Print

School Board of Brevard County, Florida
ANNUAL STUDENT DECLARATION
New and Returning Students

INSTRUCTIONS: This form is to be used each year to meet state reporting requirements. The information contained in this declaration is needed for state and federal reporting purposes. This form will be completed annually at the start of the school year.

Military Family Student - This information will be used to identify military family students. This will aid the schools in providing timely responses to placement of students and various considerations in all aspects of a student's enrollment, academics and attendance.

<u>**Is the student a child of:**</u>

An active-duty member of the uniformed services, including members of the National Guard and Reserve on active-duty orders.	☐ Yes ☐ No
A member or veteran of the uniformed services who are severely injured, medically discharged or retired for a period of 1 year.	☐ Yes ☐ No
A member of the uniformed services who died on/or as a result of injuries sustained on active duty for a period of 1 year after death?	☐ Yes ☐ No

Hurricane/Earthquake Affected – This information will aid the schools in promptly enrolling students affected by natural disasters.

<u>**Please indicate yes or no to the following:**</u>

Did the student **move** to this school district this school year due to a hurricane? (Y)	☐ Yes ☐ No
Did the student **change schools** within this district this school year due to a hurricane? (W)	☐ Yes ☐ No
Did the student **move** to this district this school year due to an earthquake? (E)	☐ Yes ☐ No
Did the student **change schools** within this district this school year due to an earthquake? (Q)	☐ Yes ☐ No

Immigrant – This information will be used in order to provide services and specialized instruction to students identified as immigrants. **Note:** The children of U.S. military personnel born overseas are to be included in any count of immigrant children or youth.

<u>**Please indicate which of the following is true. The term immigrant children and youth means individuals who:**</u>

The student is ages 3 through 21; **and**	☐ Yes ☐ No
The student was not born in any state, the District of Columbia or Puerto Rico; **and**	☐ Yes ☐ No
The student has not been attending one or more schools in any one or more states for more than 3 full academic years.	☐ Yes ☐ No

Student _____

Migrant – This information will be used in order to provide services and special instruction to those who are identified as migrant. *** For school use only**: For any family checking "yes" for migrant, please copy and send this form to Office of Title I at ESF.

Has the student's parent/guardian moved to Brevard looking for work in the farming, dairy, or fishing industry?	☐ Yes ☐ No
Has the student moved to Brevard looking for work in the farming, dairy, or fishing industry?	☐ Yes ☐ No
Has the student and family moved within the past three years from one school district to another looking for temporary or seasonal work in the farming, dairy or fishing industry?	☐ Yes ☐ No

Foster Care and Out of Home Care - This information will aid schools in providing timely responses to placement of students and various considerations in all aspects of a student's enrollment, academics, and attendance.

Is this student in licensed foster care? (**F**)	☐ Yes ☐ No
Is this student in court ordered relative or non-relative care? (sheltered) (**O**)	☐ Yes ☐ No

I the undersigned parent/guardian/student have read, understood, and responded to the above survey questions. Parent/Legal

Guardian Name *(please print)*: _____

Parent/Legal Guardian Signature:_____ Date: _____

Student Name *(please print):* _____

Student Signature:_____ Date: _____

2023-2024 Student Residency Statement

The answers to this housing questionnaire help in determining eligibility of services that may be provided through the federal McKinney-Vento Act, 42 U.S.C 11435. For more information, contact BPS SIT office at 321-633-1000 ext. 11557.

Where are you and your family currently staying at night? (Only check one box):
- ☐ Staying somewhere temporarily or living with someone else *(if you checked this box, please complete the rest of this questionnaire).*
- ☐ Rent or own my own house, condo, apartment or other permanent residence*. (If you checked this box, you DO NOT need to complete the rest of this questionnaire).*

STUDENT INFORMATION – ALL SECTONS MUST BE COMPLETED

Name of Student: _____ DOB: _____ Age: _____ Gender: M__ / F __

Name of School: _____ Student ID#: _____ Grade: _____

Address of current residence: _____ City /Zip Code: _____

Name of Parent(s)/Legal Guardian: _____ Phone No: _____

- ☐ Student is living with a parent or legal guardian.
- ☐ Student is unaccompanied (not living with a parent/legal guardian)
- ☐ Student is **NOT** living with a parent or legal guardian and who is acting as the student's parent defined in s.1000.21(5), Florida Statues. *(If you checked this box, how long has the student been living alone? _____*
- ☐ Student is **NOT** living with a parent or legal guardian but staying with an adult. *(If you checked this box, please complete the following):*
  Caregiver Name: _____ Relationship to Student: _____
  Phone number: _____
- ☐ Other (explain): _____

PLEASE LIST ALL STUDENTS WITHIN THE FAMILY ENROLLING AT BREVARD PUBLIC SCHOOLS.

Student Name	Student ID #	M/F	DOB	Grade	School

TEMPORARY LIVING SITUATION INFORMATION – PLEASE COMPLETED

Check only ONE that applies to your situation:
- ☐ Temporarily staying with another family member or friend.
- ☐ Staying in a motel or hotel. Name of Motel/Hotel _____
- ☐ Sleeping in a vehicle or staying in a trailer park or campground, or in an abandoned building, or other substandard housing.
- ☐ The student is waiting for foster care.
- ☐ Staying in an emergency or transitional shelter. Name of Shelter/Transitional housing _____
- ☐ If the above do not apply, describe where the student most recently spent the night: _____

Please continue residency questionnaire on the next page ⟶

Check only ONE that applies to the cause of your temporary living situation:

☐ Economic hardship due to COVID pandemic (illness, loss of job, etc.) that resulted in loss of housing.

☐ Economic hardship or other circumstances (NOT Related to COVID pandemic) that resulted in foreclosure, eviction, or inability to obtain a residence at this time.

☐ Lost our housing due to a Natural Disaster (hurricane, flood, fire, etc.) and have no place else to go. Please indicate the Natural Disaster type here: _____

☐ Lost our housing due to a Manmade Disaster (mold, poison gas release, domestic violence, etc.) and have no place else to go.

☐ Recently moved to the area and are looking for a place to buy or rent.

☐ Recently sold residence or lease ended and looking for a place to buy or rent.

☐ Repairing or remodeling current residence.

☐ If the above do not apply, describe the cause of your temporary living situation: _____
_____

ADDITIONAL RESOURCES INFORMATION RELEASE

Release of information to social service and community agencies:	**Currently, what is the greatest need for your child? (Check all that apply and fill out the request forms)**
Additional protective rights and services may be available to qualified families. These rights include immediate school enrollment, free meals, school stability, and transportation to the school of origin. Please check 'yes' if you allow this information to be released to social services and/or community agencies for possible assistance. Release of information expires on 6/30/2024. ☐ Yes ☐ No	☐ School Supplies ☐ Help for Academic improvement/Tutoring. ☐ Medical Referral/immunizations ☐ Gift Cards / Clothing *(available through donation only)* ☐ Transportation / SCAT Bus Passes ☐ Shoes ☐ Cell phone (CPR) / Laptop / Hot Spot ☐ Counseling

VERIFICATION OF INFORMATION

Please note that Florida Statute 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

My signature below affirms the following: (1) the information I have provided on this form is true and accurate to the best of my knowledge; (2) my permission for someone from the Office of Students in Transition to contact me to share district and community resources that may assist my child's success in school and our family's needs.

_____   _____

Signature of Parent/Legal Guardian OR Unaccompanied Homeless Youth   Date

FOR BPS STAFF ONLY

If it is determined that this student is eligible for McKinney-Vento Program services, please scan this Student Residency Statement and email it to the following:

District SIT Office – sitforms@brevardschools.org

All schools are required to keep a file (digital or paper) of all SRS forms submitted. Do not file in Permanent file.

National Center for Homeless Education
Supporting the Education of Children and
Youth Experiencing Homelessness
http://nche.ed.gov
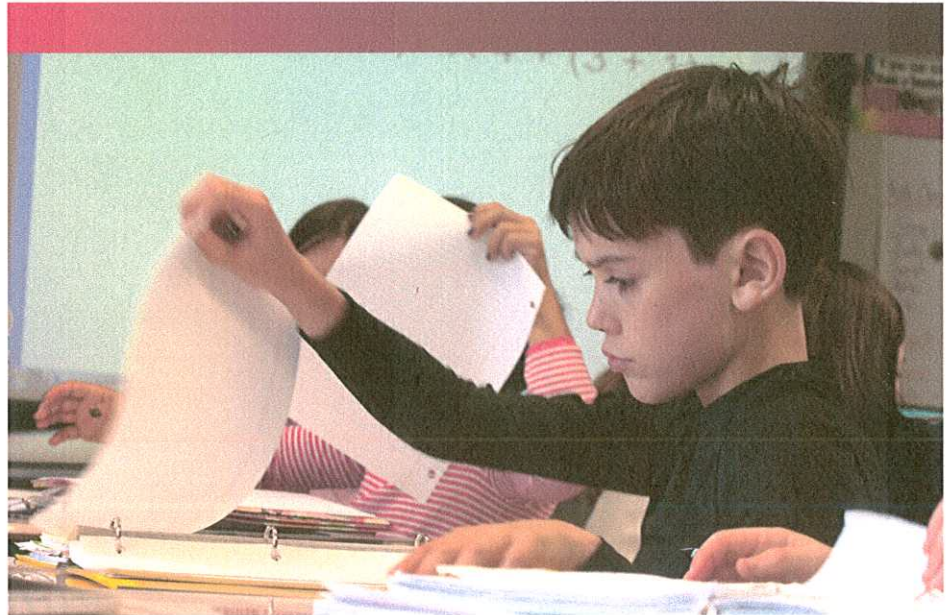
BEST PRACTICES IN HOMELESS EDUCATION BRIEF SERIES

Confirming Eligibility for McKinney-Vento Rights and Services

This NCHE brief:
- summarizes the key provisions related to eligibility included in the McKinney-Vento Act;
- provides recommended practices for confirming the McKinney-Vento eligibility of children and youth; and
- informs training and collaboration practices on confirming eligibility.

INTRODUCTION

Children and youth experiencing homelessness face unique barriers to accessing and succeeding in school. Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.; hereafter the *McKinney-Vento Act*) establishes the definition of *homeless* used by U.S. public schools, and the educational rights to which homeless children and youth are entitled. For schools to be able to provide needed services to homeless students, they first must be able to identify these students.

To determine a student's McKinney-Vento eligibility, the school district must determine whether the student's living arrangement meets the McKinney-Vento Act's definition of *homeless*. In the process of determining eligibility, school districts may encounter instances where they feel the need to confirm information provided about a child's or youth's living arrangement. This

McKinney-Vento Definition of *Homeless**
42 U.S.C. § 11434a(2)

The term "homeless children and youth"—

A. means individuals who lack a fixed, regular, and adequate nighttime residence…; and

B. includes —

   i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

   ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings…;

   iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

   iv. migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

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brief provides local homeless education liaisons[1] (hereafter *local liaisons*) and school districts with recommended steps to take and practices to avoid when seeking to confirm a student's McKinney-Vento eligibility. Briefs on additional homeless education topics are available at https://nche.ed.gov/briefs.php.

RECOMMENDED PRACTICES FOR CONFIRMING ELIGIBILITY

NCHE recommends that districts and local liaisons consider the following practices to ensure that efforts to confirm information about a child's or youth's living arrangement are reasonable, effective, discreet, and in compliance with privacy guidelines.

Policies and Procedures

- Use a housing questionnaire that incorporates informative, yet non-invasive, questions about a student's living arrangement as part of your district's enrollment paperwork. Use the information gathered on this questionnaire to assist with making determinations of McKinney-Vento eligibility. Avoid using the word "homeless," as it may be off-putting; instead incorporate questions that describe living arrangements included in the McKinney-Vento definition of *homeless*. Sample questionnaires can be accessed at https://nche.ed.gov/ibt/sc_eligibility.php and https://nche.ed.gov/pr/liaison_toolkit.php. For more information on this topic, download *Determining Eligibility for McKinney-Vento Rights and Services* at https://nche.ed.gov/briefs.php.

- As required by the McKinney-Vento Act, enroll students seeking McKinney-Vento eligibility immediately, even if they are unable to provide paperwork normally required for enrollment [42 U.S.C. § 11432(g)(3)(C)(i)(I)]. Efforts to confirm eligibility should take place

once full enrollment has occurred.

- If, after investigating, a district concludes that the student is not McKinney-Vento eligible, the district must provide the parent, guardian, or unaccompanied youth the opportunity to appeal the district's decision through the district's McKinney-Vento dispute resolution process [42 U.S.C. § 11432(g)(3)(E)]. For more information, download NCHE's *Dispute Resolution* brief at https://nche.ed.gov/briefs.php.

- Establish a district protocol incorporating the principles outlined in this brief for confirming information about a student's living arrangement. The protocol should provide clear guidance on the following issues:

  » Steps to take when working with a student whose living arrangement might meet the McKinney-Vento definition of *homeless*

  » Steps to take when information received about a student's living arrangement needs to be confirmed

  » Personnel who will be involved when further investigation of a student's living arrangement is needed

  » The parameters within which involved personnel must act when confirming eligibility, including recommended and prohibited practices

- If using home visits as part of efforts to confirm eligibility, train district staff who will be involved in conducting the visits on the following issues:

  » Understanding the McKinney-Vento definition of *homeless*

  » Explaining the purpose of the home visit and what to expect as part of the visit to the family or youth in a way that is informative and respectful

  » Assuaging a family's or youth's concerns about confidentiality, discrimination based on homeless status, and unwarranted social service involvement

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1 The McKinney-Vento Act requires school districts to designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local liaison to carry out the duties described in the Act [42 U.S.C. § 11432(g)(1)(J)(ii)].

- » Conducting the minimal investigation necessary to verify a student's living arrangement

- » Maintaining the confidentiality of information gathered during a home visit

- If available, use your phone's caller ID to verify if a parent or youth is calling from a motel, hotel, shelter, or transitional housing program.

Training and Collaboration

- Train district and school staff on the McKinney-Vento Act's definition of *homeless* and steps to take if working with a student whose living arrangement may meet the definition. Staff members to train include school administrators, counselors, social workers, psychologists, enrollment personnel, secretaries, nurses, attendance officers, and bus drivers. It is important to note, however, that while the Act establishes the need for a collaborative approach to identifying eligible students, with this type of approach being especially important in districts with large student bodies, the local liaison maintains the final authority for making determinations of eligibility.

- Request that bus drivers notify the local liaison if a student receiving McKinney-Vento services does not appear to live near the bus pick-up location.

- Contact the student's prior school to determine if the student was identified as McKinney-Vento eligible there.

- Work with local liaisons from nearby school districts to share information about children and youth in homeless situations who have transferred between districts.

- Develop relationships with local shelters, housing providers, and low-cost motels and hotels. Request their assistance with identifying homeless families and youth and/ or confirming a student's living arrangement, when appropriate. Schools and LEAs must ensure that they are complying with all relevant privacy laws, including the Family

Educational Rights and Privacy Act (FERPA), which protects the privacy of student education records, including information about a student's living situation [42 U.S.C. § 11432(g)(3)(G)]. The sharing of information between shelters, housing providers, and low-cost motels and hotels may occur only with the express consent of the parent or youth. For more information, download *Interagency Data Disclosure: A Tip Sheet on Interagency Collaboration* at https://www2.ed.gov/ programs/homeless/ehcy-interagency-data-disclosure.pdf.

Working with Parents and Youth

- Sometimes all that is needed to resolve questions about a student's eligibility is a conversation with the parent or youth. When speaking with the parent or youth, explain that you are requesting information to help you determine whether the child or youth would be eligible for additional supports. Conduct this conversation in a private space and in a diplomatic manner, understanding that these conversations are very personal for the family or youth.

- Talk to unaccompanied youth about their home situation with care and sensitivity. Understand that although youth may hesitate to disclose it, their home may be a toxic, unsafe, or even abusive environment.

- When speaking with parents or youth about their living situation, focus on basic questions such as, "Why did you leave your last residence?", "Where did you sleep last night?", and some of the other questions included in NCHE's *Determining Eligibility for McKinney-Vento Rights and Services* brief.

- Avoid using the word "homeless" on school forms and in conversation with families or youth. Many families or youth would not want to be called "homeless" due to the stigma that may be associated with the term. Further, families or youth may not consider themselves homeless even though their living arrangement meets the definition.

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- Work with parents, caregivers, and youth to determine if they are able to provide any documentation that could confirm their living situation. Remember, however, that the McKinney-Vento Act prohibits schools from denying or delaying enrollment due to the inability to provide documentation normally required for enrollment [42 U.S.C. § 11432(g)(3)(C)(i)(I)].

- Have parents, caregivers, or youth sign enrollment forms indicating that McKinney-Vento services are offered based on information they have provided about their living situation. The forms should explain the consequences for providing false information in a neutral and non-threatening manner.

PRACTICES TO AVOID WHEN SEEKING TO CONFIRM ELIGIBILITY

NCHE recommends that districts and local liaisons comply with the following guidelines to ensure that efforts to confirm information about a child's or youth's living arrangement are reasonable, respectful, effective, discreet, and in compliance with privacy guidelines.

- Do not contact people or agencies outside the school system to seek information about a family's or youth's situation. Information about a homeless student's living arrangement is considered part of the student's education record and, as such, is covered by the privacy protections included in FERPA. [42 U.S.C. § 11432(g)(3)(G)]. For more information, visit https://nche.ed.gov/legis/ferpa.php.

- Do not conduct invasive surveillance of families or youth, including following them, observing them from outside their residences, or talking to neighbors about their living situation. If needed, trained staff members may conduct home visits.

- Do not use police officers to conduct home visits.

- Do not insist that families or youth provide documents like eviction notices, utility bills,

occupancy permits, or notarized letters from the party whose housing they are sharing. While some families may be willing and able to provide this paperwork, others may be unable to do so. Still others may hesitate to document that they're living in someone else's housing for fear of causing problems for the host party due to the violation of a lease, occupancy limits, or public housing guidelines. As noted above, schools must enroll students seeking McKinney-Vento eligibility immediately, even if they are unable to provide paperwork normally required for enrollment, including proof of residency [42 U.S.C. § 11432(g)(3)(C)(i)(I)].

In sum, a school district's attempts to verify a student's eligibility for McKinney-Vento services must be conducted in a reasonable and discreet manner. If questions arise about a student's eligibility, the district must enroll the student immediately, seek additional information once full enrollment has occurred, and provide the opportunity to appeal a district's determination via the dispute resolution process should a dispute arise. For additional information on confirming McKinney-Vento eligibility, contact your State Coordinator for Homeless Education or the National Center for Homeless Education.

REFERENCES

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11431 et seq. Retrieved from http://uscode.house.gov/view.xhtml?path=/prelim@title42/chapterubchapter6/partB&edition=prelim

This brief was developed by:

National Center for Homeless Education
800-308-2145 (Toll-free Helpline)
http://nche.ed.gov

August 2017

The National Center for Homeless Education (NCHE) operates the U.S. Department of Education's technical assistance center for the federal Education for Homeless Children and Youth (EHCY) Program. NCHE is supported by the U.S. Department of Education's Office of Safe and Healthy Students. The contents of this brief were developed under a grant from the Department; however, these contents do not necessarily reflect the views or policies of the Department.

Every state is required to have a State Coordinator for Homeless Education, and every school district is required to have a local homeless education liaison. These individuals oversee the implementation of the McKinney-Vento Act. To find out who your State Coordinator is, visit the NCHE website at https://nche.ed.gov/states/state_resources.php.

For more information on the education of children and youth experiencing homelessness, contact the NCHE Helpline at 800-308-2145 or homeless@serve.org.

Local Contact Information:

Enter local contact information here

Common Signs of Homelessness

Note: While these are considered common signs, please recognize that they only offer general guidance. There is significant variability within the school-age homeless population. Individual students may differ significantly from the following general characteristics.

Lack of Educational Continuity

- Attendance at many different schools
- Missing records needed to enroll
- Inability to pay fees
- Gaps in skill development
- Mistaken assessment of abilities
- Poor organizational skills
- Poor ability to conceptualize

Poor Health/Nutrition

- Missing immunizations & medical records
- Unmet medical & dental needs
- Respiratory problems
- Skin rashes
- Chronic hunger or food hoarding
- Fatigue (may fall asleep in class)

Transportation & Attendance Problems

- Erratic attendance and tardiness
- Numerous absences
- Lack of participation in afterschool activities
- Lack of participation in field trips
- Inability to contact parents

Poor Hygiene

- Lacking shower facilities/washers, etc.
- Wearing clothes several days
- Inconsistent grooming

Lack of Personal Space After School

- Consistent lack of preparation for school
- Incomplete or missing homework
- Unable to complete special projects
- Lacking basic school supplies

- Loss of books and supplies on regular basis
- Elevated concern for safety of belongings

Social and Behavioral Concerns

- A marked change in behavior
- Poor/short attention span
- Poor self-esteem
- Extreme shyness
- Unwilling to form relationships with peers & teachers
- Difficulty socializing at recess or lunch periods
- Difficulty trusting people
- Aggression
- "Old" beyond years
- Overly protective of parents
- Clinging behavior
- Developmental delays
- Fear of abandonment
- School phobia (afraid to leave parent)
- Anxiety, especially late in the school day

Reactions or Statements by Parents, Guardians, or Students

- Exhibiting anger or embarrassment when asked about current address
- Avoidance of questions related to current address
- Statements about staying with grandparents, other relatives, friends, or in motels & campgrounds
- Statements such as:
  o "I don't remember the name of the last school."
  o "We've been moving around a lot."
  o "Our address is new; I can't remember it."
  o "We're staying with relatives until we get settled."
  o "We're going through a bad time right now."

Adapted from flyers developed by the Illinois & Pennsylvania Departments of Education. For more information on homeless education, visit the National Center for Homeless Education website at: nche.ed.gov

Processes and Procedures for SIT Support: Checklist

To view all hyperlinked forms, please ensure that you are logged in to the BPS website.

SIT Procedure	Actions	Completed
Pre-Identification	We must ensure that there are protocols and procedures for identifying SIT are in place and communicated with all SIT Leads and data clerk.	
Identification Determining eligibility must occur on a case-by-case-basis.	If any staff member is made aware that a student or family may be in transition, please use the Student Residency Questionnaire to guide your identification. Other clarifying questions may be found in the SIT Procedure Manual on page 9.	Date:
Enrollment (If not already attending your school)	If a student meets the criteria for SIT, ENROLL IMMEDIATELY, even if they do not have the necessary documentation. (They have 30 days from enrollment to provide documents needed.)	Date: 30 days:
Student Residency Questionnaire If the student's residence is not fixed, regular, and adequate, it is considered a homeless situation.	Please assist the family in answering the questions in the Student Residency Questionnaire, have the parent or Unaccompanied Youth sign it, then scan and email to sitforms@brevardschools.org. You must keep the original separate from the CUM folder of the student.	☐ Yes, Date:
Coding needs to be done on FOCUS	As soon as you know a student qualifies as SIT, let your attendance clerk/registrar personnel know so they can code them in **FOCUS.** Guidance counselors and Social Workers have view access only.	☐ Yes, Date:
Free lunch Contact	Contact Tammy Cheek, Free & Reduced Lunch Coordinator notifying her that the student is eligible for free lunch in accordance with the McKinney-Vento Act. **Free lunch begins immediately**. A Free/Reduced lunch application is NOT needed.	☐ Yes, Date: ☐ Not Applicable
Transportation request	If you are the school of origin and your SIT does not live in your zoned area, please complete paper form Specialized SIT Transportation Form also fill out the google docs: https://docs.google.com/forms/d/e/1FAIpQLScjNVGgELvq9uRU3HVh apUb3SWOo3ZeHeL_GaVHnCNA7pXRkQ/viewform submit directly to sitforms@brevardschools.org. **Do not send to Transportation.**	☐ Yes, Date: ☐ Not Applicable
Referral for Information Specialist	This used to be a separate step in the process, but is now included in the Student Residency Questionnaire (page 2). If you are unsure if you indicated a need for this service, please email Ivette Collado and she will get you in contact with your school's information specialist.	☐ Yes, Date: ☐ Not Applicable
Title 1 Supports All SIT, including those at non-Title 1 Schools, are eligible for Title 1 supports.	If needed for your particular student(s) please complete the following forms and email them to Rita Vivaldo . -Academic Support Referral -School Supply Request	☐ Yes, Date: ☐ Not Applicable
Other needs	Community Programs support some of our student's needs on an "as available" basis. Please complete the following forms to support your students and email them to sitforms@brevardschools.org. -SIT Assistance Request (Gas card, expenditure request, Bus Passes, or Shoes) -Aftercare Support (Short term assistance) -Expenditure Request (To assist with Eligible Educational Expenses and Documentation Procurement)	☐ Yes, Date: ☐ Not Applicable
Ongoing monitoring	If there are any major changes or needs arise, please contact Ivette Collado SIT Liaison, for assistance.	☐ Yes, Date: ☐ Not Applicable

The School Board of Brevard County, Florida
2700 Judge Fran Jamieson Way, Viera, FL 32940

ACADEMIC SUPPORT REFERRAL FOR A STUDENT-IN-TRANSITION

DIRECTIONS: This form shall be used to refer a student-in-transition for academic support. Before completing this form, please verify that the student is identified as homeless in FOCUS. Students-in-transition at Title I schools **AND** non-Title I schools are eligible to receive academic support services if they qualify academically.

In order to qualify for academic support services, the student must be failing or at risk of failing to meet State Standards.

School:

Student's Name:

Student #:

Grade Level:

Subject(s) in which the student is being referred for academic support:

Classroom Teacher's Name (for each referred subject):

Name and Title of Person Completing This Form:

Date:

In addition to this referral form, please include a copy of the student's most recent report card or interim. Please also include the student's most recent academic data that reflects core subject deficiencies (i.e., i-Ready diagnostic, content specific district/standardized assessments, FAST Progress Monitoring data, and/or current classroom grades).

Please scan and e-mail this form and the requested academic information to vivaldo.rita@brevardschools.org.

If you have any questions regarding federal services for students-in-transition, please contact Rita Vivaldo, Title I Content Specialist, at 321-633-1000, ext. 11574.

The School Board of Brevard County, Florida
2700 Judge Fran Jamieson Way, Viera, FL 32940

SCHOOL SUPPLY REQUEST FOR A STUDENT-IN-TRANSITION

DIRECTIONS: This form shall be used to request school supplies for a student-in-transition. Before completing this form, please verify that the student is identified as homeless in FOCUS. Students-in-transition at Title I schools **AND** non-Title I schools are eligible for school supplies.

School:

Student's Name:

Student #:

Grade Level:

Name and Title of Person Completing This Form:

Date:

A backpack filled with school supplies will be sent via courier to the person who completed this form once student eligibility has been verified.

Please scan and e-mail this form to vivaldo.rita@brevardschools.org.

If you have any questions regarding federal services for students-in-transition, please contact Rita Vivaldo, Title I Content Specialist, at 321-633-1000, ext. 11574.

HOMELESS STUDENTS (STUDENTS-IN-TRANSITION)

Q1. **How are students identified as homeless?**

A1. If any box is marked "yes" in the "Students-in-Transition" section of the Annual Student Declaration, the student should be coded as homeless in Focus. Section 725(2) of the McKinney-Vento Act, as amended by ESSA, defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not ordinarily designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described in this definition.

Q2. **How can I find out which students are coded as homeless at my school?**

A2. The Homeless report on Focus lists all students who are coded as homeless at your school.

Q3. **If a homeless student finds permanent housing, is the student no longer considered homeless?**

A3. Once a student is coded as homeless, that code remains in place for the remainder of the school year. For coding purposes, each school year runs from July 1st through June 30th. The student is eligible for homeless services for the entire school year.

Q4. **What Title I services are available for homeless students?**

A4. Supplemental services offered by the district office of Title I include:

- Backpacks filled with school supplies
- Before or after school academic support in reading and math based on student needs (student must be failing or at risk of failing to meet State Standards)

Q5. **Does every homeless student receive some sort of Title I service?**

A5. Homeless students are eligible to receive school-based Title I services just as all other students in a school are eligible to receive school-based Title I services. Homeless students who are failing or at risk of failing to meet State Standards are eligible to participate in the Academic Support Program for Students-in-Transition offered by the District Office of Title I.

Q6. **Can homeless students from non-Title I schools receive support from Title I?**

A6. Yes. Homeless students at all schools are eligible to receive supplemental services offered by the District Office of Title I.

Q7. **How do I request supplemental Title I services for homeless students?**

A7. Forms to request supplemental Title I services are located on the district website. Requests for supplemental Title I services are most often made by the school counselor, school homeless liaison, or school social worker. If you know of a homeless student who is in need of supplemental Title I services, please discuss the need with your school counselor, school homeless liaison, or school social worker so requests are not duplicated.

For any questions regarding Title I services for homeless students, please contact Rita Vivaldo at vivaldo.rita@brevardschools.org; (321) 633-1000, ext. 11574.

Migrant

School Board of Brevard County, Florida
ANNUAL STUDENT DECLARATION
New and Returning Students

Please Print

INSTRUCTIONS: This form is to be used each year to meet state reporting requirements. The information contained in this declaration is needed for state and federal reporting purposes. This form will be completed annually at the start of the school year.

Military Family Student - This information will be used to identify military family students. This will aid the schools in providing timely responses to placement of students and various considerations in all aspects of a student's enrollment, academics and attendance.

<u>Is the student a child of:</u>

An active-duty member of the uniformed services, including members of the National Guard and Reserve on active-duty orders.	☐ Yes ☐ No
A member or veteran of the uniformed services who are severely injured, medically discharged or retired for a period of 1 year.	☐ Yes ☐ No
A member of the uniformed services who died on/or as a result of injuries sustained on active duty for a period of 1 year after death?	☐ Yes ☐ No

Hurricane/Earthquake Affected – This information will aid the schools in promptly enrolling students affected by natural disasters.

<u>Please indicate yes or no to the following:</u>

Did the student **move** to this school district this school year due to a hurricane? (Y)	☐ Yes ☐ No
Did the student **change schools** within this district this school year due to a hurricane? (W)	☐ Yes ☐ No
Did the student **move** to this district this school year due to an earthquake? (E)	☐ Yes ☐ No
Did the student **change schools** within this district this school year due to an earthquake? (Q)	☐ Yes ☐ No

Immigrant – This information will be used in order to provide services and specialized instruction to students identified as immigrants. **Note:** The children of U.S. military personnel born overseas are to be included in any count of immigrant children or youth.

<u>Please indicate which of the following is true. The term immigrant children and youth means individuals who:</u>

The student is ages 3 through 21; **and**	☐ Yes ☐ No
The student was not born in any state, the District of Columbia or Puerto Rico; **and**	☐ Yes ☐ No
The student has not been attending one or more schools in any one or more states for more than 3 full academic years.	☐ Yes ☐ No

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Revised 02/28/23 Student Services CR

Student _____

Migrant – This information will be used in order to provide services and special instruction to those who are identified as migrant. *** For school use only**: For any family checking "yes" for migrant, please copy and send this form to Office of Title I at ESF.

Has the student's parent/guardian moved to Brevard looking for work in the farming, dairy, or fishing industry?	☐ Yes ☐ No
Has the student moved to Brevard looking for work in the farming, dairy, or fishing industry?	☐ Yes ☐ No
Has the student and family moved within the past three years from one school district to another looking for temporary or seasonal work in the farming, dairy or fishing industry?	☐ Yes ☐ No

Foster Care and Out of Home Care - This information will aid schools in providing timely responses to placement of students and various considerations in all aspects of a student's enrollment, academics, and attendance.

Is this student in licensed foster care? (**F**)	☐ Yes ☐ No
Is this student in court ordered relative or non-relative care? (sheltered) (**O**)	☐ Yes ☐ No

I the undersigned parent/guardian/student have read, understood, and responded to the above survey questions. Parent/Legal

Guardian Name *(please print)*: _____

Parent/Legal Guardian Signature:_____ Date:_____

Student Name *(please print):* _____

Student Signature:_____ Date:_____

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MIGRANT STUDENTS

Q1. How are students identified as migrant?

A1. If any box is marked "yes" in the migrant section of the Annual Student Declaration, the school's office clerk will notify the Office of Title I. The district Title I resource teacher responsible for migrant education will contact the Florida ID and Recruitment Office. A Florida ID and Recruitment staff member will interview the family to determine whether a Certificate of Eligibility should be issued to the family. If a Certificate of Eligibility is issued, the school's office clerk will be notified to code the student as migrant in Focus.

Q2. Are migrant students eligible for Title I services?

A2. Migrant students are eligible for Title I services just like any other student in a school-wide Title I program.

For any questions regarding Title I services for migrant students, please contact Rita Vivaldo at vivaldo.rita@brevardschools.org or at (321) 633-1000, ext. 11574.

Summer

Title I 2024 Summer Paid Employee Plan

All Title I paid employees are required to sign-in when they begin work and sign-out at the end of each workday, as well as, signing-in and out for lunch each day using a Title I time sheet. <u>During the summer months, lunch is unpaid.</u> Any workday exceeding 6 hours will require a recorded lunch. Please use the appropriate sign-in sheet(s) provided each year by the Title I office for timekeeping purposes. **Summer Plans must be received at the district by 4/26/24.** <mark>**Plans will not be accepted after that date.**</mark> **The school is responsible for creating summer intersession forms, acquiring job codes, and processing payroll. Time sheet records must be kept in the FY24 audit folder #17.** <mark>**Please complete one for each project**.</mark>

Call Rita Vivaldo at 633-1000, X11574, or Dan Keane at X11354, if you have any questions😊

School Name:		School #:		Date:
Title I 2024 Summer Paid Employee Plan				
Title I Project:		**Dates/Hours per day/per employee:**		
Description of Project and Product Produced:				
Accounting String(s): (Refer to the approved list of projects and associated strings.) Be sure you have budgeted enough funds for the activity (including fringe).				
Teacher Name	**Teacher summer email**	**Teacher Name**	**Teacher summer email**	**REMINDERS**
				**Hours charged to Title I must be worked on or before 6/30/24. All payroll data must be entered into AS400 by Pay Period 01 in order to be paid with FY24 Title I funds. *(Title I payroll data cannot be entered into AS400 until after the work has been done.)

FY24 Approved Title I Summer Assignments

Assignments:

Summer school – instructional only
422.XXXX.424001.5100.122.101 – grades K-3
422.XXXX.424001.5100.122.102 – grades 4-8
422.XXXX.424001.5100.122.103 - grades 9-12

Must collect daily sign-in and sign-out signatures for students to ensure justification of funds spent. If on-line access is being offered, print out attendance sheets at the end of each session.
*Instructional Assistants may not be hired for summer school instruction.

Comprehensive Needs Assessment development (up to 5 days)
422.XXXX.424001.6300.132.000 (Teachers)
422.XXXX.424001.6300.152.000 (Instructional Assistants)

Summer Professional Development – "sit and get"
422.XXXX.424001.6400.132.000 (Teachers)
422.XXXX.424001.6400.152.000 (Instructional Assistants)

Parent and Family Educational Outreach Opportunities
*422.XXXX.424001.5100.122.101.102, or 103 (Teachers)
*Activities under this string will NOT count towards PFE allocation

Title I funds may not be used to pay instructional (or administrative) staff to perform administrative duties **such as creating class lists, updating student files, and/or scheduling**. These and other similar duties would be required at every school and not something additional that Title I schools are expected to complete.

All personnel paid with Title I funds must complete a Title I created sign-in and sign-out daily time sheet. This procedure requires two signatures EACH day. Lunch is unpaid during the summer. Any employee working over 6 hours must show an unpaid lunch.

Employees are responsible for turning in timesheets to their school secretary/bookkeeper in a timely manner with all timesheets being required by the end of day on June 30, 2024. It is the employee's responsibility to turn in time sheets promptly for processing. No expenses can be charged after the associated pay period has closed. Time sheet records must be kept in the FY24 audit folder #17.

*Schools are responsible for submitting summer intersession forms for the listed employees, getting the adjustment codes from HR, and processing payroll.

The Title I Office does not assign adjustment codes nor collect intersession forms.   Please call HR for any assistance related to these tasks. Title I complies with all employee pay rates set by the district.

Use the salary fringe calculator tab marked "Summer, Subs, & Extra Duty Pay" to help you estimate costs.

TITLE I EMPLOYEE DIRECTIONS FOR TITLE I SUMMER TIMESHEETS

Hello,

If you are receiving this email, it means the district Title I office has been notified by your school that you will be working in some capacity during the month of June on **a Title I funded project**. Attached is the basic time sheet(s) you will need to complete and turn in to your secretary to be paid for the earned hours for this task. For Title I purposes, there are three suggested pay periods: 5/29– 6/2 (input P23), 6/3– 6/16 (input in P24) and 6/17 – 6/30 (input into P1). These are suggested dates to give your secretary time to input your timesheet(s) during the payroll windows. Your school secretary may want to revise those dates to meet his/her own schedule due to the volume of summer programs. Please **contact your school secretary** to learn preferred summer payroll due dates.

If you are an IA working on a summer task, please get with your secretary to ensure you have the correct timesheet.

As long as #1 below is adhered to, Title I can work with other pay ranges that fit your secretary's needs.

If you are working more than one task, each task you work will come with a different payroll string, so be careful to complete the correct timesheet for the task you are charging. I will send you a separate email for each task you have been listed to work.
- **Fill out the top of the sheet with the general information that will not change from week to week.**
- **Make the number of copies necessary for the pay periods you will work.**
- **If you have any payroll related questions, please see your school secretary.**

Review the following important guidelines to ensure the school stays program compliant.

Please remember:
1. **Title I cannot PREPAY any hours. No salary can be paid in P24 that has not already been worked. Hours worked mid-June to end-of-June will be paid in payroll P01.**

2. **Timesheets must be completed with both a sign-in signature and a sign-out signature EACH day. Signatures are required – no initials, ditto marks, etc. Be sure the task worked matches the project and payroll string. All header information is required.**

3. **Lunch is unpaid during summer. If you work over 6 hours, a lunch must be shown outside of the paid time.**

4. If you are working a summer school type program with students and/or parents, you will need to attach attendance sheets to your payroll sheets prior to submission for pay. This is to ensure you have enough people attending to justify the expense of the payroll. The related sign-in sheets should be attached to this email if you are scheduled for this type of activity.

5. **Do not pre-type in dates and times on the payroll sheet** since there is no guarantee you will not need to change planned work times or be absent. **Think of the timesheet as a timecard where you punch-in and punch-out. You cannot pre-punch a timecard in anticipation of working.**

6. The school's Title I contact needs a copy of all processed payroll timesheets. Ask your school secretary if she will do this for you or be sure to make a copy and place in her mailbox for filing when he/she returns.

Any questions, please feel free to contact me, Rita Vivaldo, at X11574 or by email at
vivaldo.rita@brevardschools.org .
Thanks again for keeping us Title I compliant!!!!

Dear Title I School Secretary,
The district Title I office has been notified that your school will be paying teachers to work on **Title I** supported projects in some capacity over the summer (June only). Our office will send each employee listed on the *Title I Summer Employee Plan* (submitted to us by your school) a timesheet to submit to you for payroll input. The school must complete all summer intersession forms since they are planning the work and paying salaries and benefits from their school-based Title I funds.

For Title I purposes, there are three suggested pay periods in June: 5/29 – 6/2 (input P23), 6/3 – 6/16 (input P24) and 6/17 – 6/30 (input P1). These are suggested dates in order to allow you time for input during the payroll windows. Teachers will be advised to touch base with you in case you want to change the due dates to fit your work schedule. Per federal law, TITLE I PAYROLL MAY ONLY BE INPUT AFTER THE TIME HAS BEEN WORKED.

- ABSOLUTELY NO PRE-PAYING HOURS! **As long as this rule is adhered to, Title I can work with other pay ranges that fit your needs.**

- **Each Title I funded task relates to a specific payroll string, so make sure you are charging to the appropriate string for the work completed. Strings have been included on each supplied employee time sheet for your convenience.**

- **If our office was not given a breakdown of teachers teaching K-3 versus 4-6 summer school sessions, then you will be getting all time sheet options and it is up to your school to ensure that the correct personnel fill out the correct time sheet since we cannot make that determination.**

- **If your school listed IAs along with teachers, be sure the IA is being paid from the appropriate string (refer to attached summer task list)**

- **Be sure you have copies of any *Title I Summer Paid Employee Plan*s the school submitted to the Title I district office as these represent the range of approved tasks for your school and will give you the names of the personnel scheduled to work the activities and parameters in which they have been approved.**

Carefully read the directions below. These are included in the teacher's memo as well.

Please remember:

1. **Title I CANNOT PREPAY any hours. No time can be paid in P24 that has not already been worked. Hours worked mid-June to end-of-June will be paid in payroll P01.**

2. **If your school listed employees attending a June conference in your TIPA, list the names and description of the professional development opportunity they are going to attend. Please attach an agenda from the conference.**

3. Timesheets must be completed with **both** a sign-in signature **and** a sign-out signature using the employee's full name **EACH day (please use blue ink)**. **No initials, lines or ditto marks should be accepted**. Be sure the task worked matches both the approved summer plan, dates, and correct payroll string. **All header information is required.**

4. Normally all projects in which a teacher is being paid to teach **students**, parents, or even other teachers (PD), requires participants to sign-in and sign-out as evidence that the sessions actually occurred. **Please ensure the teachers submit these daily attendance sheets with their timesheets. In the case of on-going sessions, efforts must be made to maintain the number of participants to justify the PD or tutoring cost. Please contact Title I Director to discuss options if you find attendance diminishing.**

5. <mark>**Lunch is unpaid** during summer</mark>. **If an employee works over 6 hours, an unpaid lunch must be shown**. For instance, if an employee is getting paid for 7 hours a day, the time sheet would show 7 hours worked with an additional 30 or more-minute lunch break (unpaid).

6. <mark>Do not pre-populate the timesheet with dates and times</mark> since there is no guarantee an employee will not need to change planned work times or be absent on any given day. <mark>**Think of the timesheet as a timecard where you punch in and punch out. You cannot pre-punch a timecard in anticipation of working.**</mark>

7. Send a copy of all signed time sheets and sign-in sheets (agendas and minutes, if applicable) that were processed to your Title I Contact. <mark>The original Title I time sheet records must be kept in the school's FY24 audit folder system.</mark>

If you have any questions, please feel free to contact me, Rita Vivaldo, at X11574 or email me at vivaldo.rita@brevardschools.org.

Thanks again for keeping us Title I compliant!!!!

Title I, Part A, Summer Time Sheet FYXX

Pay Date Range:

School Name: _____

Teacher: _____   **Pay Period**:_____

ID Number: _____   **Hourly Pay Rate**:_____

Title I Task/Activity Worked :_____

_____

422.XXXX.42X001.XXXX.XXX.XXX

Principal's Name: _____   ***Principal's Signature: _____**

My signature certifies the hours reported reflect the accurate time and effort on schoolwide activities

Date	Time In	Signature	Lunch Time Out	Lunch Time In	Time Out	Signature	Hours Worked
						By signing this document, I affirm the hours recorded are a true reflection of the work performed.	
						Total Hours Worked	

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Emergency

The following are a list of responsibility suggestions associated with personnel beyond classroom teachers who support students.   These suggestions may be modified to better meet the needs of your students. Also know the following personnel may be used as substitutes for classroom teachers as needed.

Activity Teacher Tasks:

- Weekly lesson of activity uploaded to Instructional Continuity Plan.

GSP Teacher Tasks:

- TBD

All Instructional (Literacy Coaches) Coaches Tasks:

- Push out iREADY lessons for reading ELA and Math each Friday for the following week
- Support classroom teachers, as needed
- Other duties as determined by school administration

Title I Teachers (*includes Math and Science Coaches*)

- Be available at all times for an administrator at your school to contact you to be a substitute for a classroom teacher who can no longer teach. Be sure to review the responsibilities of the classroom teacher so that you can step in at a minute's notice.
- While you are not substituting for a classroom teacher, you may be a part of a School Work Help Line for your school. If you choose this role, you will need to set up Google Voice on a device, and if you need a laptop, you will need to check one out from the school. The directions for setting up Google Voice are provided.
- Once you have gotten your Google Voice phone number, you may want to give it to your administrators who can publish a list of the phone numbers to post for the parents and students at your school along with hours of operation. You can select your hours of operation as long as you are available a minimum of three hours.
- You may choose to maintain a School Work Help Line Student Documentation Form which is on the following page.

School Work Help Line Student Documentation Form

Date	Student's Last Name	Student's First Name	Grade	Time In	Time Out	Assistance Notes
3-30-20	Smith	John	5	8:30	9:00	Had trouble with determining the central message of the passage. We discussed what the central message is and I talked the student through determining it from the passage that was provided.

Title I Instructional Assistants:

- You may maintain a Listen to Me Read service where students can call you, and you can listen to them read.
- If you choose this role, you will need to set up Google Voice on a device, and if you need a laptop, you will need to check one out from the school. The directions for setting up Google Voice are on the next page.
- Once you have gotten your Google Voice phone number, you may want to give it to your administrators who may publish a list of the phone numbers to post for the parents and students at your school along with hours of operation. You can select your hours of operation if you are available up to three hours.
- You may choose to maintain a Listen to Me Read Student Documentation Form as seen below.
- Be accessible to assist the teachers who you serve at the school site. Provide teachers with your contact information.

Date	Student's Last Name	Student's First Name	Grade	Time In	Time Out	Book Read
3-30-20	Smith	John	5	8:30	9:00	Read Chapter 1 of Mr. Popper's Penguins

Creating a Google Voice Number

What you can do with Voice

Easily call people in your contacts and organization

Text using your new number from any device

Save time by reading your voicemail in your email inbox

Get protected from spam calls, block unwanted callers, and screen calls

* To offer these services, Voice saves and processes your call, text, and voicemail information.

Sign up for Voice and get your number (Computer)

1. On your computer, go to **voice.google.com.**
2. Sign in to your Google Account.
3. After reviewing the Terms of Service and Privacy Policy, tap Continue.
4. Search by city or area code for a number. Voice doesn't offer 1-800 numbers.
   * If there aren't any numbers available in the area you want, try somewhere nearby.
5. Next to the number you want, click Select. Follow the instructions.

Sign up for Voice and get your number (Android)

Make sure your phone is on and you can get texts. To check, we'll send your phone a text with a code.

1. On your Android device, download the Google Voice app
2. Open the Voice app
3. Sign in to your Google account.
4. After reviewing the Terms of Service and Privacy Policy, tap Continue.
5. To pick your Voice number, tap Search.
   Search by city or area code for a number. Voice doesn't offer 1-800 numbers.
   If there aren't any numbers available in the area you want, try somewhere nearby.
6. Next to the number you want, tap Select. Follow the instructions.

Sign up for Voice and get your number (iPhone & iPad)

Make sure your phone is on and you can get texts. To check, we'll send your phone a text with a code.

1. On your iOS device, download the Google Voice app
2. Open the Voice app
3. Sign in to your Google account.
4. After reviewing the Terms of Service and Privacy Policy, tap Continue.
5. To pick your Voice number, tap Search.
   Search by city or area code for a number. Voice doesn't offer 1-800 numbers.
   If there aren't any numbers available in the area you want, try somewhere nearby.
6. Next to the number you want, tap Select. Follow the instructions.

TECH TIPS 411   TechTips411.com   @apsitjen   Jennifer Hall, NBCT

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TITLE I SUBSIDIARY INVENTORY ATTESTATION
(Upload with your completed Title I Subsidiary Inventory)

School Name   Click or tap here to enter text.   **School Number**   Click or tap here to enter text.

ITEM Choose an item.

Serial #	Full Description
Click or tap here to enter text.	Click or tap here to enter text.

As Property Custodian, I hereby attest that the asset listed above is (select only ONE):

☐ *Missing at this time*

When/where the item was last seen: Click or tap here to enter text.

Actions taken to locate the item: Click or tap here to enter text.

Any other details regarding the disappearance of the asset: Click or tap here to enter text.

☐ *Stolen* **(Police or incident report MUST be attached)**   ***Incident Report #:*** Click or tap here to enter text.

Describe how item was determined to be stolen: Click or tap here to enter text.

Actions taken to recover the item: Click or tap here to enter text.

ITEM Choose an item.

Serial #	Full Description
Click or tap here to enter text.	Click or tap here to enter text.

As Property Custodian, I hereby attest that the asset listed above is (select only ONE):

☐ *Missing at this time*

When/where the item was last seen: Click or tap here to enter text.

Actions taken to locate the item: Click or tap here to enter text.

Any other details regarding the disappearance of the asset: Click or tap here to enter text.

☐ *Stolen* **(Police or incident report MUST be attached)**   ***Incident Report #:*** Click or tap here to enter text.

Describe how item was determined to be stolen: Click or tap here to enter text.

Actions taken to recover the item: Click or tap here to enter text.

_____   _____
Principal's Name (print)   Preparer's Name (print)

_____   _____
Principal's Signature   Date