

Burr Oak Community Schools

Title I-A Program and Homeless Services Handbook

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Purpose of This Handbook

Title I, Part A is a multi-faceted federal entitlement program designed to level the playing field for disadvantaged students. The intention of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

The purpose of this standard operations procedures handbook is to provide a step-by-step, systematic approach to managing the rules and guidelines of Title I to ensure consistent compliance. The information provided may be used by staff to ensure that Title programs are being implemented accurately and effectively.

The step-by-step approach contained in this handbook will promote uniformity in operations as Title staff seeks to carry out official Title I duties and responsibilities. The Michigan Department of Education (MDE) provides local educational agencies (LEAs) extensive guidance on the over-arching requirements for Title I via the on-site monitoring document that is used to ensure that LEAs are meeting all statutory requirements of Title programs. These specific requirements from the MDE document were used to create this handbook. Step-by-step procedures, local and state Board policies, and checklists are all included in this guide.

It is hoped that this guide will be useful to staff as they strive to comply with all federal programs statutory requirements.

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Monitoring of Schools and Programs

In 1965, the Congress of the United States passed the Elementary and Secondary Education Act (ESEA) to provide supplemental instructional services to schools where the resident population has a higher than average concentration of low income students. The goal of Title I ESEA is to provide supplemental instruction in the basic skill areas of reading, language arts, and math to educationally disadvantaged students attending schools that qualify for funding. Educationally disadvantaged students are those who are falling behind their age mates in reading, language arts, and/or math. It ensures the same high standards for all children and provides funds to supplement the educational standards of the state and local school district.

Title I mandates that the content and performance standards for Title I students reflect the same expectations generally held for all children. School reform is encouraged to support school wide projects. Title I programs are monitored by the state to determine the effectiveness of the entire program as well as individual student progress. It is mandated that instruction be individualized, therefore, diagnostic information must be obtained to plan each student's program.

The Michigan Department of Education requires that Burr Oak Community Schools monitors the implementation of Title I programs and the expenditure of all funds associated with the program. The specific requirements are as follows:

The fiscal services manager and administrative team will conduct self-monitoring of its schools and programs sufficient to ensure compliance with Title Program requirements, including Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, and the McKinney Vento Act.

The administrative team will undergo training from MDE and other sources to maintain proficiency in Title I program compliance requirements.

The administrative team will provide technical assistance to all stakeholders in the oversight of Title I monitoring and self-monitoring will include monitoring all program expenditures to verify that all program expenditures comply with Title I Program requirements.

Should an on-site monitoring visit occur, the LEA will receive a comprehensive monitoring report which will contain recommendations, findings, and required actions that together provide an analysis of the implementation of the LEA's Federal and State programs. If a Corrective Action Plan is required, the LEA/Superintendent/admin team member will respond in a timely manner with a Corrective Action Plan which must be approved by MDE.

Implementation of the Corrective Action Plan will be monitored by the appropriate building administrator.

Monitoring is an essential component of ensuring that all facets of the Title I program are being implemented as prescribed by ESEA. It is a process of systematically providing technical

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assistance and collecting data in order to provide information that can guide program implementation.

Burr Oak Community Schools' Title I program makes use of monitoring as a means of regular observation and recording of activities taking place in Title I schools. Critical to this process is the feedback provided to schools that can assist in improving student academic achievement. District monitoring addresses the following:

- Ensuring that all Title I activities are carried out in accordance to federal compliance guidelines
- Equipment usage monitoring
- Academic
- Budgetary

The ESEA requires the state educational agency (SEA) to monitor the implementation of program requirements and the expenditure of federal funds.

Communication

The admin team meets throughout the year on a monthly basis and a spring planning session is held to ensure continuous improvement. During this workshop, building administrators review Federal and State programming guidelines, guidance in understanding the various programs, timelines, pertinent information, and support documents to guide effective implementation and evaluation of federal and state grants. This meeting covers budgeting, parental involvement, survey data, monitoring, ESEA mandates, inventory, supplement not supplant, a review of the four types of data, and a review of written plans and policies.

- The program procedures manual contains detailed guidance, program/policy checklists, and support documents to provide thorough clarification and accountability for implementation of school improvement.
- Opportunities are provided for participants to ask questions or gain clarification on the program requirements.

Based on the information gathered up until the March administrative team meeting:

- School teams revise their school improvement plans on the basis of the current, comprehensive needs assessment/data.

Due dates are monitored and reminders are given via email, phone calls, or at monthly administrative meetings.

Technical assistance is provided amongst administrative team members on a continual basis

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throughout the year. Information is gathered and studied to ensure data based decisions.

- When a school needs to correct or resubmit an item, an administrative team member notifies the necessary individual and provides guidance concerning the issue, needed changes, additions, or support documentation, and suggestions to correct the issue.

The same processes and procedures are adhered to with Carryover or other additional funds for the Title programs.

Monitoring Process

Burr Oak Community Schools has 2 buildings, 1 operating a Schoolwide Title I program, and 1 Non-Title school. The district monitoring process consists of three major components: monitoring of expenditures, individual school review, and on-site monitoring.

Each school completes an annual comprehensive needs assessment as part of the overall continuous school improvement process. This needs assessment is the foundation for identifying areas that must be addressed to improve student achievement. School Improvement Plans (SIP) include this data which drives student achievement and is monitored by the administrative team throughout the year. Based on continuous data analysis, the administrative team makes changes to the school improvement plans. Burr Oak Community Schools follows the AdvancEd process as part of our continued district improvement.

Feedback on the school improvement/Schoolwide Title I plans are sent to each administrative team member. Corrections to the plans are made as needed by team members and updated copies are sent to the district office prior to submission.

- Student test data are analyzed and disaggregated to determine areas of strengths and weaknesses by all stakeholder groups and sub-groups.
- All staff members participate in the annual needs assessment and participate in data analysis focus team sessions to gain a better understanding of the specific needs of all students, including programmatic and instructional needs.
- Special emphasis is given to ensuring that teachers are equipped with appropriate strategies in addressing instructional needs of all students, including those eligible for special services through special education.
- Building leadership teams plan budgets ensuring that all expenditures and instructional strategies are based on scientific (evidence-based) research and are directly related to school improvement.

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- Needs assessment data, professional learning plans, and lists of instructional materials and resources are reviewed annually by system/school-level administrators to make certain that all expenditures are directly aligned to school improvement and increasing student achievement as outlined in federal program requirements.

The administrative team at the school receiving grant funds works with the Fiscal Services Manager to oversee program development and implementation, and monitor procedures. All Title I services are supplemental. This process is monitored through on-going technical assistance, site visits, and through the budget process.

The administrative team members work directly with the Chief Financial Officer to monitor and cross-check school expenditure requests with needs listed in the school plans.

- Federal program updates are provided at Title I meetings, training workshops, and during work sessions with stakeholders.
- Meetings and work sessions scheduled throughout the school year enable school administrators to be directly involved in developing and revising all policies and procedures related to federal programs in compliance with federal guidelines.
- The administrative team members provide technical assistance to the assigned schools through district level meetings and site visits to monitor school processes for planning school improvement, providing professional development, interpreting data, determining effective support and appropriate, supplemental activities to address the identified steps required to achieve established goals. Additional on-site procedures to support Title I funded programs is provided by the building administrator.

Parental Involvement Plan Review Procedure

Parents are their children's first and most important teachers. When the school and parents are involved cooperatively, positive results occur. These include high student achievement, reduced absenteeism, improved behavior, and a feeling of confidence regarding the partnership between home and school.

Part I: Process Involvement

The Burr Oak Community Schools parent involvement process was created as a collaborative effort between parents and staff. Parents play a key role in the development of this process and we will continue to utilize their feedback and suggestions in order to update and improve our Schoolwide Title I Program: 1118 (b)

Convene an annual meeting: 1118 (c) (1)

Burr Oak Community Schools will:

- Hold an annual school-wide Title I Meeting at the annual Kick-Off Open house that all

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parents are invited to attend prior to the first day of school.

- The purpose of the meeting will be to share the Schoolwide Title I Plan, review the school parent involvement policy, review the parent/teacher/student compact, recruit parents to serve on the school improvement team.
- Parents will be notified of the meeting before school starts through U.S. mail.

Offer flexible meeting times & varied activities designed to support and encourage the involvement of all parents: 1118 (c) (2)

Burr Oak Community Schools will ensure the involvement of all parents by offering the following activities:

- Parent conferences
- Flexible IEP times
- Contact with counselors
- Family nights
- Ask the Teacher nights
- Volunteer opportunities

Involve parents in planning, reviewing, and improving the Schoolwide Title I program, including the School and District Parent Involvement Policy: 1118 (c) (3)

Burr Oak Community Schools will ensure the involvement of parents in planning and reviewing the Schoolwide Title I program by:

- Reviewing the school parent involvement policy at the annual school kickoff open house prior to the start of school.
- Explain our Title I program and how parents can be involved in designing the program.
- Posting the parent involvement policy in a visible location for parents to review during November parent/teacher conferences.
- Placing a suggestion box in the parent waiting area near the Title I bulletin board for suggestions. Share these suggestions with administrative team, teachers, and aides.
- Distributing the parent compacts prior to fall conferences to give parents a chance to review and then at conferences actively review and sign them with parents and students.
- Conducting a parent survey at November parent teacher conferences for all parents
- Reviewing and revising the parent involvement policy to incorporate suggestions based on the parent survey results
- Placing a suggestion box in a visible location for continued communication between parents and school all year. Reviewing suggestions and comments at administrative, school improvement, and parent meetings. Acting on these suggestions made by stakeholders as appropriate.
- Holding a Title I meeting at the end of September/early October called "Ask the Teacher Night" to seek input from parents regarding and ask for suggestions for improvement.

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- Expanding all avenues of communication with parents (school newsletter, classroom newsletters, district publications and website) to increase parent involvement in the Schoolwide Title I program.

Provide timely information about the Schoolwide Title I program, the academic curriculum, assessments used to measure progress, and grade level expectations: 1118 (c) (4) (A) (B)

Burr Oak Community Schools will provide timely information through:

- Annual School Kick-off Open House (prior to the start of school)
- Parent conferences (November/additional conferences upon parent request)
- School/Classroom Newsletters/District Newsletters
- Progress reports and report cards
- Transition to kindergarten program – Discovery Days: Parent awareness evening and coordination with community resource programs and preschool to educate all involved about kindergarten expectations.
- Home visits as needed
- Telephone calls/email correspondence/text messages
- Parent-student handbook

Provide parents the opportunity to interact with teachers regarding the education of their children. Include parents in the decision making process and utilize their suggestions for improvement. Revise the Schoolwide plan to meet student and parent need and share revisions with LEA: 1118 (c) (4) (C) & 1118 (c) (5)

Burr Oak Community Schools will provide parents an opportunity to interact with their children's school by:

- Parent suggestion box located in a visible location where parents can provide suggestions for improvement and comments regarding the Schoolwide Title I program.
- Conduct a parent survey at November parent teacher conferences for all parents.
- Suggestions will be used to revise the parent involvement policy when appropriate.
- Parent conferences (November/additional conferences upon parent request and around their schedule as needed.)
- Telephone calls/email correspondence between parents, teachers and school/text messages

Part II: Share Responsibilities for High Student Academic Achievement

Develop jointly with parents and teachers a School/Parent/Student Compact. The compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during fall parent-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

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Burr Oak Community Schools will develop a School/Parent/Student compact:

- The parent/teacher/student compact is developed by all stakeholders and reviewed annually. Revisions are made based on the November conference parent survey results and additional suggestions provided by parents.
- The compact is sent home to be reviewed by parents and students prior to fall conferences and reviewed and signed with the teacher at the November parent-teacher conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.

Provide frequent reports to parents on their children's progress: 1118 (d) (2) (B)

Burr Oak Community Schools will provide various academic reports to parents:

- Report cards (November, January, April and June)
- Progress reports available on an as-needed basis (Parent Portal of Synergy has instant access to current achievement)
- Parent teacher conferences (November, additional conferences available upon request)

Afford parents reasonable access to staff. Provide opportunities for parents to volunteer, participate and observe in their child's classroom: 1118 (d) (2) (C)

Burr Oak Community Schools has an open door policy for parents with both administration and staff. In addition, parents are encouraged to participate in the following activities:

- Volunteers
- Chaperones for field trips
- Room helpers
- Room observations as requested by parents

Part III: Building Capacity for Involvement

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, Burr Oak Community Schools will provide the following:

- Parent conferences (November, additional conferences available upon request)
 - World-Class Instructional Design and Assessment (WIDA) results for ELL students – parents notified
- Local assessment information (DIBELS K-6, Aimsweb 7&8, Mathscore, IXL math, classroom assessments) shared with parents at conferences
- Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.

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Provide materials and training to parents: 1118 (e) (2)

Burr Oak Community Schools offers training and materials to parents through the following events and activities:

- Title I annual meeting
- Discovery Days/Kindergarten Roundup
- Family nights
- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed; many of the community resources set up booths at Discovery Days
- Summer reading program
- Weekly school newsletters/classroom newsletters/district publications
- District website parent tab – provides parents with materials and resources to help their child achieve success

Educate teachers, Title I staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- Burr Oak Community Schools values and respects parent involvement in the school community. Parent involvement will be part of the school improvement plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Burr Oak Community Schools will work to coordinate programs to ensure success for all:

- Transition to kindergarten: activities to educate preschool parents, daycares and community stakeholders on kindergarten expectations
- GSRP-Great Start Readiness Program: Preschool program located in our school that prepares students for success in education
- Parent volunteers
- Family nights

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Burr Oak Community Schools will provide:

- School newsletter/classroom newsletters/district newsletters written in a language parents can understand
- Bilingual interpreter

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- Accommodations for deaf parents

Provide support for parental involvement at their request: 1118 (e) (14)

Burr Oak Community Schools will make every effort to support our parents and make sure their needs are met:

- Make every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement

Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities, parents of migrant students, and parents who use English as their second language: 1118 (f)

Burr Oak Community Schools will provide:

- Flexible meeting times
- Handicapped accessible facilities
- Home visits
- Phone conferences (bilingual interpreter, as needed)
- School newsletter/classroom newsletters/district newsletters written in a language parents can understand
- Accommodations for deaf parents
- Collaboration with community agencies; i.e., Community Mental Health
- Transportation assistance

Teacher and Paraprofessional Qualifications

Parents are informed of their rights to know the qualifications of their children's teacher. This information will be sent home to every parent in the beginning of the year using the St. Joseph County Public Notice. The notice will include the specific contact person and telephone number and email address. This information is also made available through district and school websites, and other newsletters sent home with students.

Highly Qualified Teachers Evidence

If a student has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified, parents will be provided a timely notice.

- All notices and information required must be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand. Parents may request and receive information regarding:
- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher teaches.

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- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher and the field or discipline of the certification or degree.
- Whether the student is provided services by paraprofessionals.

Principals are required to send a letter to the parents of those students who are taught four or more weeks by a teacher who does not meet HQ status. This is to support effective parent communication.

Budgets

Burr Oak Community Schools receives an annual estimated Title I allocation from the Michigan Department of Education each spring and it is posted on the MDE website.

Using the previous year's budget as a benchmark amount for Title I Part A, the Fiscal Services Manager shares the allocation amounts with the administrative team at a budget planning meeting, reservation funds for McKinney Vento is determined at this time. The continuation of the current program is also determined at this time based upon the allocation, student needs identified in the CNA, and other financial implications. Discussion of other grant funds occurs to support the non-Title I Schools (High School). Upon receiving the estimated allocation and determination of Title I, Part A budget changes are made. Adjustments are made as changes occur and are applicable.

Consultation for Private Schools (PS) schools occurs annually each spring through invitation to determine if PS wishes to plan and/or participate in the Title I, Part A programs.

The fiscal services manager completes the Title I School Selection (TISS) pages in MEGS Plus. District Set-Asides are included in the TISS.

1. The district level team allocates funds more or less at one level than others based upon need, philosophies, and other grant funds available to serve at-risk children. Once the school allocations are determined, the school level stakeholders design their plan. The administrative team then takes the school improvement plans for review to ensure appropriate strategies and activities align with the comprehensive needs assessment. Next, the administrative team and fiscal services manager will ensure strategies and activities are allowable in accordance with program legislation. Finally, the district stakeholders ensure the school improvement plans align with the district improvement plan.

Upon completion of the district improvement plan, the fiscal services manager inputs all requests into MEGS Plus in the Consolidated Application. By June 30 each year the fiscal services manager collaborates with the administrative team to complete the following documents and

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upload them in MEGS Plus, prior to submitting the Consolidated Application:

1. The appropriate district homeless template
2. The alternative language program template
3. The district professional development template
4. The district private school letter(s), consultation documentation, calendar of ongoing quarterly meetings, any LOA or MOU, and equity calculation worksheet.

The resource profile and the budget detail items in MEGS Plus are aligned. Once the Consolidated Application is submitted, stakeholders await approval or modifications from the MDE Field Service Consultant. Once approval of the Consolidated Application is given, the schools monitor the implementation of their plans through the continuous school improvement process. Collaboration between the Business Office, and building administrators occurs quarterly to monitor progress of plan implementation and expenditures to ensure there are no deviations in the Title I, Part A budget, and also during the amendment period.

Once final allocations are given, the planning starts again. At administrative team meetings, the new allocations are shared and representatives take the information back to their school staffs for input. The administrative team and fiscal services manager are able to make amendments based on the school level input to the original Consolidated Application in MEGS Plus. Upon approval from MDE, the implementation of expenditures begins.

The Title I Part A programs are evaluated for effectiveness on an annual basis by using the district determined or MDE Program Evaluation Tool at the school level. Results are to be used to determine if programs will be continued, adjusted, or eliminated.

The Title I Part A staff keep records of identification worksheets, caseloads with entrance and exit dates, parent contacts, activity logs, inventory lists, communications with staff, PARs and Semi-Annual Certifications, and program evaluation documentation. These records are turned into the Title I Director at the end of each year for audit.

The fiscal services manager, in collaboration with the business office staff, completes the final expenditure report and reports to the board of education.

Required Program Data for the LEA to be maintained by School

- Criteria used to determine how students were selected for the program, exit criteria, and how the subject in which the student received intervention was determined. Note that preschool through second grade students will be chosen on the basis of judgment of the teacher, interviews with parents and other developmentally appropriate

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measures examined by the teacher.

- List of all eligible students designating whether student is enrolled in the program or not. List should include students, grade level, and subject of intervention. Students will be ranked based on the following order:

*1: Most academically at-risk and free and reduced lunch, students with disabilities, or English language learners

*2: Other most academically at-risk students

*3: Students who are NOT most academically at risk

- Plan of intervention sheet, staff assigned to intervention, and group size of intervention.
- Pre-assessment information for each student as applicable
- Post-assessment information for each student
- Goal or intervention plan for each student
- Progress toward goal by student
- Strategies to be used if goals not met by student
- Length of intervention (days and minutes)
- Split-funded personnel time log delineating the specific Title I and non-Title I duties
- The split time log is filled bi-weekly and submitted to the immediate supervisor for review and signature. Supporting documentation (activity log) is kept by the person owning the time log. This source documentation includes calendar entries, etc. Signed forms are maintained in each Title I building.
- Periodic certifications for Title I paid staff takes place after-the-fact. The process takes place twice yearly.

Private Schools

Burr Oak Community Schools currently has no private schools that have chosen to participate in the Title I program. If Burr Oak Community Schools ever has any private school choose to participate all Title I regulations for private school participation will be followed. The private school worksheet would be completed and attached to the Consolidated Application to ensure that all reservations related to parental involvement, instructional lead teachers, professional learning, and paraprofessionals have been reserved.

Supplement Not Supplant Procedures

Title I expenditures are supplemental to schools' budgets. Personnel are in addition to the number required to meet maximum class size as determined by MDE. Title I funds are only used to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs. Title I funds are not used to take the place (supplant) of local, state, or other federal funding and are not provided to participating Title I children when the same services are provided to non-Title I children with non-federal funds.

Conversations regarding supplement vs. supplant are held quite often throughout the year.

The programs/activities provide supplemental services to programs that are required by federal, state, and local law. Title I funds do not support programs that were paid with state or local funds unless there has been evidence of precipitous decline. All Title I principals are made aware of the supplement not supplant issue during the training that takes place during the summer months before school starts. Principals review all requests from Title I staff for all budgetary requests. The Title I Director reviews budget requests to ensure that supplanting is not taking place.

Title I uses the following questions to ensure that programs are supplementing, not supplanting: Respond "NO" to the following questions:

1. Would other monies from the state, local or other federal resources have been used to pay for the item or service?
2. Was the item or services provided with non-federal funds in the previous year?
3. Was the item or services provided to participating children with Title I funds (Title I schools) and to non-participating children (non-Title I schools) with non-federal funds.

Equipment and Real Property

INVENTORY

Inventory is maintained at the school level by the designee selected by the principal. Inventory is documented in a database that is updated each time equipment is purchased. All Title I property is identified by permanent markings on the equipment that signify Title I and the fiscal year the equipment was purchased. The document includes a description of the item, serial number, and vendor name, date of purchase, funding (Title I), cost, school, equipment location, and current condition and disposition. School personnel must annually verify the location and condition of the equipment. Each item must be checked/noted on the inventory record specifically for condition and location. Principals attest that the equipment is as identified on the inventory record. When a piece of equipment needs to be disposed of, disposal forms are completed and kept on file. Disposal occurs according to the Burr Oak Community Schools disposal procedures. Electronic copies of the inventories are filed in Title 1 room and central office.

USE OF EQUIPMENT

Method for Documenting Use in Building

Any equipment purchased with Title I, Part A funds must be reasonable and necessary to implement a properly designed program for Part A participants. However, under some circumstances, equipment purchased as part of a properly designed Part A program may, without constituting an improper expenditure, be used on a less than full-time basis. That equipment could be made available for other educational uses without interfering with its use in the Part A program. Equipment could be used on other projects or programs currently or previously supported by the Federal Government, "providing such use will not interfere with the work on the projects or programs for which it was originally acquired."

LEAs should be judicious in applying these standards. Absent actual evidence to the contrary, the standards will have been presumed to be met and the use of Part A equipment in non-Part A activities is proper if use does not exceed 10 percent of the time the equipment is used in Part A activities.

However, use above that amount in non-Part A activities is not necessarily improper if the standards are met on a case-by-case basis. The use of Title I equipment in non-Title I activities on a part-time basis must be done in a manner that protects the integrity of the equipment as a

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Title I expenditure. Accordingly, the LEA must ensure and document that

- The Title I equipment is part of a project that has been properly designed to meet the special educational needs of educationally deprived children.
- The equipment purchased with Title I funds is reasonable and necessary to operate the LEA's Title I project without regard to any use in non-Title I activities;
- The project has been designed to make maximum appropriate use of the equipment for Title I purposes; and
- The use of the equipment in non-Title I activities does not decrease the quality or effectiveness of the Title I services provided to Title I children with the equipment, increase the cost of using the equipment for providing those services, or result in exclusion of Title I children who otherwise would have been able to use the equipment.

In the absence of evidence to the contrary, it will be presumed that these standards have been met and that use of Title I activities is proper if that use does not exceed 10 percent of the time the equipment is used in Title I activities, provided the equipment is not needed in the Title I program. Permissive use of the equipment for one period of the day is allowable, if it is not needed by Title I. Before and after school use is acceptable if Title I does not need the equipment. Care should be taken that the equipment is properly supervised, that use will not affect the integrity of the equipment that the Title I program is not compromised, and that users will assume all responsibility for any and all damage to the equipment

All Title I schools are required to label all Title I equipment. When feasible, all Title I equipment is to remain in the Title I teacher/ Lead Teachers classrooms or appropriated space.

All equipment purchased with Title I funds are inventoried annually. A report is filed with each building principal. Inventory includes the dates of the inventory, person conducting the inventory, serial numbers when appropriate, location of inventory, status of the inventory and additional information as needed.

Cash Management

The fiscal services manager administers the drawdowns. Drawdowns take place after the consolidated application is approved and takes place approximately every month. This is an acceptable practice to our financial auditors.

Financial services are very careful to draw down these funds based on actual expenditure expenditures. The fiscal services manager reconciles the bank statements and performs

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periodic review of the general ledger.

There is no cash involved as all drawdowns are directly deposited into our bank account.

All reporting documentation is kept in the finance department. It is available at all times for review.

Reporting Procedures

Copy of the final expenditure reports and annual records for the previous fiscal year will be kept on file in the business office and in the finance department.

Services for Homeless Children and Youth

Burr Oak Community Schools homeless liaison is the school counselor, and meets at minimum, yearly with school personnel to discuss the requirements of the McKinney-Vento Homeless Education Act. Among the topics discussed are the transportation requirement for schools of origin and the definition of and services for students identified as homeless. The homeless liaison supervises and works very closely with the school guidance counselors and transportation director to assure students receive the services they need. She provides new or additional posters and assures these are placed where parents can readily see them.

Program Procedures

- The district is responsible for identifying a homeless liaison and ensuring that the position is listed on the district's organization chart. This position is part of the school counselor's job responsibilities
- Homeless students will be identified based on the definition prescribed by McKinney-Vento Homeless Assistance Act. All staff in the district to include bus drivers, principals, central staff, etc. will be trained in the identification and recruitment of homeless students.
- The school counselor will provide annual training for all district level and school staff having contact with homeless students.
- All principals will receive annual training on the identification and needs of homeless students.
- All schools will display flyers, brochures, and posters that identify the homeless liaison contact information
- Services for homeless students (tutoring, etc.) will be evaluated based on student

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academic achievement.

Title II, Part A - Teacher and Paraprofessional Qualifications

Purpose

The goal of the Title II-A program is for each school to have a teaching staff that is highly qualified and effective in helping all students, regardless of individual learning needs, achieve challenging state content and academic achievement standards. A secondary goal is for every student to have an equitable opportunity to receive quality instruction in terms of teacher quality, teacher experience, and class size.

Annual Needs Assessment Process

Burr Oak Community Schools conducts its annual needs assessment by gathering data in the winter and spring of each year. Surveys and meetings are open to all administrators, teachers, and paraprofessionals to gather input on areas in need of improvement. Feedback is solicited from parents during the annual Title I meeting, Burr Oak Education meetings, and public community forums. Information gathered from these various sources is discussed and decisions made on areas of focus by district leaders at Administrative meetings.

Prioritization of Needs

Internal and external stakeholders are involved in the planning process by assisting with the prioritizing of needs. Prioritization of needs is accomplished by analyzing the percentage of responses to various questions on the annual needs assessment. In addition, prioritization is discussed with stakeholders during meetings. Information gathered from various meetings is discussed by the district administrative teams, consisting of the superintendent, district directors, and principals. The administrative team then combines the feedback from various stakeholders and creates a final prioritized list of needs.

Authorized Use of Funds

Title II funds can be used for recruitment, retention, professional development, and class size reduction. Title II-A funds must be used to *supplement, and not supplant*, non-Federal funds that would otherwise be used for activities authorized under Title II-A. It is presumed supplanting has occurred in the following circumstances:

- Title II-A funds for services that are required under other federal, state, or local laws
- Title II-A funds for services provided with non-Title II-A funds in the previous year.

Expenditures of Title II-A funds must be necessary to implement an activity designed to meet one or more of the annual prioritized needs, reasonable in cost and allocable to the Title II-A program. Title IIA funded professional development is above and beyond any state required PD days. In addition, these funds are not being used to cover any costs for the 3-year mentoring

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period for new teachers.

Professional Learning

Professional Learning must be of high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom. Finally, professional learning must focus on increasing the ability of the teaching staff to help all students achieve high academic standards, or the school administrative staff to lead their schools' efforts to increase student academic achievement

Highly Qualified Teachers

The Burr Oak Community School system systematically monitors the HQ status of its teachers based on demographics and ensures through the hiring process that HQ status is the first priority for being hired. Audits take place regularly.

Recruitment, Placement, and Retention of Highly Qualified, Effective Teachers and Leaders

The district leadership team discusses the recruitment, placement, and retention of highly qualified, effective teachers and leaders during monthly meetings as necessary. The topic is also discussed as part of the budget/staffing process each spring.

Teacher Experience and Effectiveness Equity

The Thoughtful Classroom teacher effectiveness evaluation system is used to evaluate all teachers. Walkthroughs and formal evaluations, along with student achievement data are used to determine teacher effectiveness as defined by Michigan law.

Identified inequities in teacher experience will be addressed through professional development, as well as through the instructional coach at the school and classroom level. Teacher assignments will change as necessary to ensure that all students have equitable access to effective teachers. Research based interventions will be assigned by a highly qualified teacher.

Teacher effectiveness records will be maintained at the school level and will be taken into consideration when students are assigned the following year.

Class Size Equity

The LEA will address inequities in class size across and within schools by re-assigning students and/or teachers as necessary to achieve equity.

Meeting the Diverse Needs of Students

Learning walks are conducted by administrators as part of a system initiative to ensure that all classrooms follow the guidelines of a standards based thoughtful classroom. During the learning

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walks, teacher evidence and student evidence is gathered and documented by the Thoughtful Classroom system in STAGES. The data from these focus walks is compiled at the school and system level, examined by the administrative team, and used to plan professional learning initiatives.

Procedures for HQ

The superintendent's office maintains personnel files that include the HQ record.

Procedures for Hiring Instructional Paraprofessionals

Paraprofessional vacancies are posted publically at the school and through various mediums (ie: newspaper). A job description is included. The applicant must meet qualifications as outlined by the State of Michigan in the Michigan Paraprofessionals and NCLB documentation. This ensures that the applicants have met the minimum qualifications to be highly qualified. Paraprofessionals must be fingerprinted and have a background check.

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Instructional Paraprofessionals

1. The Title I director and/or highly qualified teacher will annually train Title I Instructional Paraprofessionals and any new staff in the intervention they will be using to support the needs of the students.
2. A signed schedule documenting the paraprofessional is under the direct supervision of a certified teacher. It must be submitted to the Title I director bi-weekly.



**Office of Field Services
District Monthly Activity Organizer**

Month	Activities
July	<ul style="list-style-type: none"> • Submit Title I School Selection (TISS) Application & Consolidated Application (CA) in substantially approvable form to receive July 1 obligation date • Ensure the DIP/SBDIP has been submitted in ASSIST • Submit Program Evaluation using Michigan Department of Education’s (MDE) Evaluation Tool • Submit Title I, Part D applications & formal agreements • View posted Regular Year Migrant Allocations • Expect review of new homeless grant applications and Fiscal Agents determined • Submit Section 31a Program Report in MEGS+
August	<ul style="list-style-type: none"> • Modify TISS/CA as required for an early approval date • Collaborate to form Title III consortia agreements • Declare Homeless consortia decisions; final awards posted on OFS website • Submit final Summer Migrant Amendments • Post Annual Education Report and cover letter on your website • Notify parents of their “Right to Know” • Notify parents of Priority or Focus school designation • Inform staff of Employee Time certification and Personnel Activity Reports • Inform staff of procedures to document delivery of Title I services – Activity Log
September	<ul style="list-style-type: none"> • Submit School Improvement Plan (SIP) via ASSIST (State legislated due date) • Expect review of TISS & CA submitted in May in substantially approvable form • Implement approved supplementary programs • Declare Title III consortia agreements - deadline • Note posting of final Title I, Part D allocations -no preliminary allocations posted • End Summer Migrant Application project operations • Begin Title I services for identified private school students; obtain list of newly enrolled students who meet eligibility criteria • Initiate professional development and parent involvement activities for the private schools, based on previous spring’s consultation • Notify parents of students eligible for Title I services • Hold Title I Annual Meeting; share AER • Review with parents the School Parent Involvement Policy • Establish criteria and procedures for Title I progress monitoring and program evaluation

Month	Activities
October	<ul style="list-style-type: none"> • Take notice of OFS announcement to Local Educational Agency (LEA) to complete Title I Comparability Worksheets • Note availability of the Final Expenditure Report (FER) in the Cash Management System (CMS) - all grants • Note MDE posting of estimated allocations for Section 31a • Note MDE posting of the final Title III allocations • Continue frequent consultation with private schools regarding implementation and monitoring of current year services and fiscal responsibilities • Begin planning for next year's private school consultation cycle • Provide parents of children participating in Title I programs information about these programs and opportunity to request meetings • Notify parents of an LEP child identified to receive supplemental services • Free/reduced price lunch count due • Prepare staff to share Parent-School compact during Parent/Teacher conferences • Review and verify Registry of Educational Personnel (REP) data
November	<ul style="list-style-type: none"> • Submit Registry of Educational Personnel (REP) early, to complete comparability worksheets which are due early December • Note MDE posting of final allocations; amendment window opens; determine adjustments needed to budgets including carry over; plan for summer school • Submit original TISS/CA or funding may be lost • Evaluate supplementary programs and DIP/SBDIP/SIP – December to March • Submit FER – deadline for all grants, including Homeless and Summer Migrant Applications. Once certified in CMS, carryover incorporated into CA. Reminder to include private schools in additional funding and in carryover (check FER for 371 and 331 codes for private schools) • Submit Homeless year-end report and data; due in MEGS+ by November 1 • Begin to plan completion of EdYes! Self-Assessment in ASSIST
December	<ul style="list-style-type: none"> • Submit Title I, Part A Comparability Certification; due in MEGS+ • Evaluate existing supplementary programs and DIP/SBDIP/SIP
January	<ul style="list-style-type: none"> • Submit all Amendments in CA - deadline • Send letters of invitation to Private Schools • Collect Semi-annual certifications • Begin School Data Analysis for the Comprehensive Needs Assessment
February	<ul style="list-style-type: none"> • Begin process for DIP/SBDIP/SIP • Check on Private School status • Note MDE posting of Summer Migrant Application & final allocations • Search research-based interventions to address student needs • Identify professional development needs
March	<ul style="list-style-type: none"> • Evaluate data to determine effectiveness and impact on student achievement • Complete consultation between LEAs and Private Schools to ensure equitable education services to Private School students • Complete the annual revision of SIP; recommended target date

Month	Activities
	<ul style="list-style-type: none"> • View Summer Migrant Application; live in MEGS+ • Assess effectiveness of current year's program; modify next year's program • Meet with private school officials to review timeline and consultation process in preparation for the next school year • Discuss poverty data, estimated instructional funds, services needed, effectiveness measurements in preparation for the next school year • Obtain poverty data on private school students • Prepare Annual Report of English Language Proficiency for LEP students
April	<ul style="list-style-type: none"> • Attend MDE program planning guidance and workshop opportunities • Submit School Process Rubric (SPR) 40, 90, School Data Analysis (SDA) in ASSIST SDA data (changing because SIF are changing) • Complete DIP/SBDIP; recommended target date • Complete draft budget of school and LEA-level Federal programs; recommended target date • Complete evaluation of one initiative using the MDE Program Evaluation Tool • Complete & submit Section 31a applications; for Local Educational Agencies (LEAs), Public School Academies (PSAs), and Education Achievement Authority (EAA) that did not receive 31a funds in the past • Determine professional development and parent involvement needs of private school teachers and families • Obtain written affirmation from private school officials that timely and meaningful consultation has occurred; complete consultation for next year prior to LEA submitting its TISS & CA. (April/May) • Submit EdYES! • Involve building staff in decision making to develop new Title I school budget
May	<ul style="list-style-type: none"> • View MDE posting of estimated program allocations on OFS website; TISS & CA opens in MEGS+ • Complete all Federal program planning for the next year • Submit TISS & CA in substantially approvable form to receive review/approval by Sept 3rd & July 1 obligation date • View Homeless Grant Application live in MEGS+; invitations sent to join a consortium • Submit Summer Migrant Application • View Section 31a Program Report live in MEGS+
June	<ul style="list-style-type: none"> • Begin supplementary summer programs; regular school year closes • Submit Homeless Grant Application in MEGS+ • Begin early Summer Migrant programs; final applications reviewed/approved • Submit DIP/SBDIP by the end of June. With this and a July 1 TISS/CA submission allows for a July 1 obligation date • Submit McKinney-Vento Progress Report in MEGS+ by June 30 • Collect 2nd semester Semi-annual certifications