A Handbook for Understanding Title I Policies and Procedures

Winston-Salem/Forsyth County Schools

August 2011
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Guide to Use

This guide was created to answer questions that administrators, office staff, teachers, and others may have regarding compliance to federal, state, and local guidelines as they relate to the operation of Title I programs. General information is provided in the enclosed sections, followed by forms referenced in the guide and several research-based articles. Title I and WS/FCS guidelines are constantly changing. Please note that the contents are current to the time of publication. Updates will be provided as appropriate.
Title I
Information
# Title I Staff

## Patsy Squire
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Title I  
Winston-Salem/Forsyth County Schools  
475 Corporate Square Drive  
Winston-Salem, NC 27105  
336.748.4000  336.661.4993 (fax)
Title I is a federally funded program under the No Child Left Behind Act (NCLB) of 2001. The law, which was signed into effect on January 8, 2002, amends the Elementary and Secondary Act of 1965 (ESEA), and replaces the Improving America's Schools Act of 1994. The act contains four basic principles: **stronger accountability for results, increased flexibility and local control, more choices for parents and students, and an emphasis on research-based instructional strategies.**

The purpose of the Title I program is to help low-achieving students meet our state's challenging academic content and performance standards. Schools qualify for Title I funds based on economic need. The Title I program offers a variety of services for participating schools, which may include: additional teachers and support staff, extra time for instruction, a variety of teaching methods and materials, smaller classes and additional training for staff. For the 2011-2012 school year, in participating schools, the program spans prekindergarten through twelfth grade.

**2011-2012 Title I Schools**

- Ashley Elementary
- Atkins Academic & Technology High School
- Bolten Elementary
- Carver High
- Cook Elementary
- Diggs-Latham Elementary
- Easton Elementary
- Forest Park Elementary
- Gibson Elementary
- Griffith Elementary
- Hall-Woodward Elementary
- Ibrahim Elementary
- Hill Magnet
- J. F. Kennedy Learning
- Kimberley Park Elementary
- Kingswood
- Konnoak Elementary
- Main Street Academy
- Middle Fork Elementary
- Mineral Springs Elementary
- Mineral Springs Middle
- North Hills Elementary
- Old Town Elementary
- Petree Elementary
- Philo Magnet Academy
- South Fork Elementary
- Speas Elementary
- Wiley Middle
- Winston-Salem Preparatory Academy
- Non-Public Schools
- Pre-K

Shaded schools submit paperwork to Katherina Dimov
Non-shaded schools submit paperwork to Beverly Wall
Title I Schoolwide Program (SWP)
2011-2012 Calendar

**July**
- Submit draft NCLB parent notification, if School Improvement or watch list school

**August**
- NPLB Parent Conference-August 11, 2011
- NCLB SES Notifications
- NCLB School Improvement Notification
- PreK Workshop

**September**
- Identify Parent Involvement school contact
- Conduct Annual Parent Meeting
- Revise Parent Compact and Policy
- Submit Principal’s Attestation Statement
- Revise Prioritized Plan
- Submit budget amendment
- Catalogue Title I purchases
- Submit copy of “Parent’s Right to Know” letter, if applicable
- SES enrollment begins

**October**
- Orientation meeting for school contact 10/7
- Submit revised Parent Compact and Policy due 10/28
- Catalogue Title I purchases
- Submit copy of “Parent’s Right to Know” letter, if applicable
- Identify parent representatives for district policy revision
- Technical Assistance for Improvement Schools
- Schools revisit School Improvement plans

**November**
- Peer reviews for School Improvement schools
- Submit revised SIP copy (if applicable)
- Catalogue Title I purchases
- Submit copy of “Parent’s Right to Know” letter (if applicable)
- SES tutoring begins

**December**
- “Closing the Gap” registrations due
- Catalogue Title I purchases
- Submit copy of “Parent’s Right to Know” letter (if applicable)
- Submit school improvement budget, if applicable

**January**
- Begin needs assessment for 2012-13
- Catalogue Title I purchases
- Submit copy of “Parent’s Right to Know” letter (if applicable)
- Watch List meetings
- LEA Planning
- SES Second Enrollment
- Final PO requisitions

**February**
- Catalogue Title I purchases
- Submit copy of “Parent’s Right to Know” letter, if applicable
- LEA Planning

**March**
- Planning for 2012-2013
- Catalogue Title I purchases
- Submit copy of “Parent’s Right to Know” letter, if applicable
- PreK Screening Event TBA

**April**
- Catalogue Title I purchases
- Submit copy of “Parent’s Right to Know” letter, if applicable

**May**
- Conduct parent involvement survey; submit results
- Final 11-12 encumbrances (summer tutorials, contracts, invoices, etc.,)
- 2012-13 Prioritized Plan, Schoolwide Components Checklist, School Improvement Plan narrative due
- Catalogue Title I purchases
- Submit copy of “Parent’s Right to Know” letter, if applicable
- SES tutoring ends/SES Evaluation

**June**
- Annual program review
OVERVIEW OF TITLE I

- Title I is the largest federal education assistance program
- Reauthorized in No Child Left Behind Act of 2001 under Elementary and Secondary Education Act of 1965; signed by President George Bush January 8, 2002
- **Purpose** …"to ensure that 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."
- Provides extra help for children that need it most
- Funds provided annually from Federal Government ➔ State ➔ LEA ➔ Title I schools
- Planning allocation provided to schools in spring
- School plans and budgets are consolidated into a district application/budget
- Application and Budget submitted to State Department of Public Instruction in June
- Fiscal year July 1 – June 30. All funds must be encumbered no later than May 30 and expended no later than June 30.
- DPI application/budget approval, August (20% of funds available)
- Final allocation determined, remainder of funds available (80%), approximately November (middle of fiscal year)
- Serves millions of children in Schoolwide Programs or Targeted Assistance Schools
  A school is eligible for targeted assistance status if less than 40% of the students enrolled qualify for free/reduced lunch, or if the school does not have an approved plan for schoolwide implementation. In targeted programs the supplemental service is limited to students identified as being most at risk of failing to meet the state’s standards. K-2 Assessment results, teacher judgment, and academic performance are used to identify students qualifying for assistance in grades K through 2. Students in grades 3 through 12 are identified and selected for service based on End-of-Grade or End-of-Course scores, teacher judgment, and academic performance.

Eligible schools with more than 40% of the students qualifying for free/reduced lunch are designated as schoolwide if the school has planned to operate as such. All children enrolled in schoolwide schools are eligible for Title I service. Students in Pre-Kindergarten classes are selected using multiple, educationally related, objective criteria including the LAP-D (Learning Accomplishment Profile Diagnostic Edition) Screen and parent survey responses. Title I schools continuously assess student needs, and utilize strategies that will improve student achievement to better prepare students to reach, at a minimum, proficiency on the challenging state academic standard.
Title I Comprehensive Schoolwide Planning

Entire school community responsible for success and growth of every student—"No Excuses"

- **5-step Process**
  1. Establish the Title I team
  2. Clarify the vision for reform
  3. Create a school profile
  4. Identify data sources
  5. Analyze the data

- **Analyze and review the existing plan**
  - Describe how the school will carry out each of the required schoolwide components
  - Describe how the school will use Title I resources and other resources to carry-out the schoolwide components
  - Include a list of State and local programs the school will consolidate in the schoolwide program
  - Be evaluated annually—looking at both program implementation and achieved results
  - Be revised as necessary to ensure continuous student improvement

- **Identify the 10 schoolwide components in your plan**  
  1. Comprehensive needs assessment summary
  2. School reform strategies
  3. Highly qualified personnel
  4. High quality and ongoing professional development
  5. Strategies to attract and retain highly qualified staff
  6. Parent involvement
  7. Transition strategies
  8. Teacher involvement in assessment use
  9. Instructional activities for students experiencing difficulty
  10. Coordination/integration of federal, state, and local services/programs

**Focus on High Student Achievement**
- Include school vision and mission
- Address identified educational priorities
Develop in collaboration with other school programs (e.g., EC, AG, grant-funded, individual school initiatives)

Address areas that impact student achievement (e.g., student needs, curriculum and instruction, professional development, family and community involvement, school context and organization)

**High Expectations**

- Work hard to succeed—both teachers and students
  - Challenge students to think more deeply, apply new knowledge and skills, and become self-motivated learners
  - Challenge each staff member to believe in each student’s ability to achieve to high standards
- Focus on intensive, early intervention to bring students up to grade level
- Provide opportunities for students to build meaningful relationships with adults
- Write **S.M.A.R.T.** goals
  - **S**: Specific (clear and explicit)
  - **M**: Measurable (accomplishment)
  - **A**: Attainable (realistic and controllable)
  - **R**: Relevant (related to identified needs)
  - **T**: Time bound (beginning, interim, end)

**Data-driven Instruction**

- Use data to identify students’ strengths and weaknesses
- Use multiple data sources (profiles, surveys, formal and informal assessments, student work samples) to make informed decisions
- Use data to make informed decisions and determine areas of need
- Use multiple daily and weekly student assessments for ongoing data collection
- Focus on mastery by monitoring student progress using assessments to calibrate and retool
- Adjust teaching strategies to meet students’ needs based on the data

**Analyze the Data**

- Establish a process to review the data
- Determine any gaps between the vision and the current findings
- Summarize the data
- Draw conclusions
- Share the findings with the educational community
- Prioritize the needs
- Determine how to meet the needs
- Build an ongoing plan to facilitate continuous planning

**Professional Learning**

- Seek opportunities to acquire new content knowledge and instructional skills
- Share what works—skills and strategies—with one another
- Establish learning communities—vertical teams made up of teachers, aides and staff, cutting across grade levels
- Include culturally responsive training in content and skills
- Collaborate with colleagues to identify solutions to barriers

**Parent Outreach**

- View parents as critical partners in the educational process
Solicit and facilitate parental participation
Create opportunities for parents to join in the life of the school and share learning experiences with their children
Offer parents opportunities to collaborate with the school both when planning and making decisions about their child
Create a climate of cooperation between school, parents, and the community

Can-do Spirit
Commit to continuous student progress
Convey genuine caring
Honor students and their heritages
Extend learning time
Give students access to timely, effective, extra instruction if necessary
Use rigorous and challenging content standards
Accelerate and enrich the curriculum
Teach them to learn with understanding
Provide opportunities to excel in areas of special interest

Future-Ready School

Critical areas to address are:
Leadership
School Culture
Instructional Practices
Assessment and Accountability
Professional Learning
Student Support Services
Family and Community Involvement

“You cannot teach a man anything; you can only help him find it within himself.” – Galileo
Grant Funds
Guidelines for Use of Title I Grant Funds

Title I schools must ensure that funds support efforts to improve performance of all students with particular attention to students who are failing, or at risk of failing to meet at minimum, the NC academic proficiency standards on state academic assessments.

a. Funds may be used to **supplement, not supplant**, other state and local resources for improving the instructional program.
b. All expenditures should be reflected in the School Improvement Plan (SIP) and on the Title I Prioritized School Plan, and should have a strong likelihood of impacting the instructional program in the current year. Inappropriate expenditures may require alternative funding sources.

Planning budgets are developed in the spring preceding the implementation year based on the planning allocation provided to each school. School planning budgets are incorporated into the district application, and submitted to the NC Department of Public Instruction for review and approval. Schools do not have the authority to spend funds until notification of DPI approval is provided. Once approved, adjustments to the budget must be approved by the local School Board and DPI. Budget amendments will be submitted no more than twice annually.

Funds allocated during a fiscal year are to be:

a. Expended during the same time period, and with the exception of school improvement funds
b. Do not carry-over at the school level to the next year.
c. Funds from one year’s allocation may not be used to pay for activities occurring in another fiscal year.

**Recommended Expenditures:**

- **Instructional Staffing**
  - Additional classroom teachers
  - Resource teachers in core areas
- **Extended time programs** (before/after school, Saturday, summer) for lowest performing students and related expenses (i.e. tutor salaries, transportation)
- **Pre-kindergarten program** (salaries, materials, parent involvement, professional development)
- **Instructional materials/supplies**
- **Instructional technology**
- **Parenting education activities and supplies**
- **High quality professional development activities and materials**

Plan ahead and always adhere to Finance Department policies and procedures as outlined by Winston-Salem/Forsyth County Schools for all Title I funded expenditures.

**Please Note**

All Title I schools are required to complete the following documents:

1. Comprehensive Needs Assessment
2. Prioritized Plan
3. School Improvement Plan
Directions for Completing the Title I Prioritized School Plan

Based on the annual review of the school needs assessment data encompassing all domains, use the worksheet to describe the prioritized plans for the upcoming project year (SY11-12) that have the greatest likelihood of ensuring that all groups of students specified in NCLB section 1111 (b) (2) (C) (v) and enrolled in the school will meet the State’s proficient level of achievement on the State’s academic assessments. These goals (not more than 5) should be aligned with your school improvement plan to help the school meet student achievement goals in reading (ELA in high school) and math. All information included across the row should relate back to the goal and action steps.

- **Measurable Student Achievement Goal**
  Include targeted student sub-groups. Specify grade levels, as appropriate.

- **Action Steps**
  What strategy(ies) from your School Improvement Plan will be used to address this goal?

- **Assessments and/or Other Measures Used to Determine Outcomes**
  How will you determine if the strategy is effective? What assessments/measures will you use? This information should be used for monitoring purposes.

- **Timeline of Evaluation**
  When will you evaluate the project implementation? Include formative and summative evaluations.

**What’s New?**
**Title I Budget Worksheet!**
**Title I Prioritized Plan and Budget Worksheet must match**

**Personnel**
There must be a job description on file in Human Resources for each position.
What amount is needed for each category of resources? See Budget Worksheet
Include estimated salary amounts:

- Teachers                                                                                                                                   $49,500
- Teacher Assistants                                                                                                                   $31,000
- Parent Involvement Coordinators (school level)                                                                       $46,500
- Instructional Coaches (school level-10 month)                                                                         $70,500
- Curriculum Coordinators (10.5 months)                                                                                    $74,000
- Instructional Coaches (district level-12 month)                                                                         $85,500

- Be sure to include Equity + Teacher Set Aside positions if indicated on Title I School Allocation Spreadsheet.
- The estimates are based on the average salary costs of staff currently on the Title I payroll, plus projected benefit increases and sub pay.
- Salary projections for other positions are dependent on pay grades for specific individuals.
- The Finance Department may be able to help make projections for other positions.
- Remember to include all salary related benefits including supplements, FICA, sub, longevity pay, and bonus pay, if applicable.
- List positions only once, even though staff may help meet more than one goal.

**Full Time Equivalents**

- Teacher                                                                                                                       Account Code-3-5330-050-121-XXX
- Instructional Coach/Learning Team Facilitator/Curriculum Coordinator                    Account Code-3-5330-050-135-XXX
- Teacher Assistant                                                                                                          Account Code-3-5330-050-142-XXX
- Media Specialist                                                                                                          Account Code-3-5810-050-131-XXX
- Media Assistant                                                                                                          Account Code-3-5810-050-142-XXX
- Parent Involvement Coordinator/Bilingual Parent Liaison (Non-Certified)                 Account Code-3-5880-050-146-XXX
- Instructional Technology Specialist                                                                            Account Code-3-5860-050-135-XXX
Professional Development

- Schools in “Improvement” or on the “Watch List” Must budget and spend at least 10% of the allocation for professional development.
- Unexpended amounts from the 2010-11 10% professional development set-asides will need to be added for identified schools. What related professional development is needed to support the action step(s)? How much $$$ is needed?

Workshop Expenses = Non-WS/FCS Instructor/Facilitator, Employee, Registration, Books, Travel, Snacks, Contract
Account Code-3-5330-050-312-XXX
Instructor Fees = Pay for WSFCS Instructors for Saturday/Summer ($75.00 per hr.)
Account Code-3-5330-050-197-XXX
Participant stipends = Pay for staff to attend Saturday/Summer workshops ($17.00 per hr.)
Account Code-3-5330-050-196-XXX
Sub Pay = Pay for teachers absence to attend workshops ($82.00 per day)
Account Code-3-5330-050-163-XXX
Instructional Coaches/Learning Team Facilitator/Curriculum Coordinator
Account Code-3-5330-050-135-XXX

Please refer to your Annual Professional Development Plan. Remember to follow WSFCS staff development guidelines.

Resources Needed

What positions are needed to carry-out the action steps?
I. Will you provide Before or After School Tutorial?
   a. Teachers
      Account Code-3-5350-050-121-XXX
   b. Teacher Assistants
      Account Code-3-5350-050-142-XXX

II. Will you Provide Saturday or Summer School Tutorial?
   a. Teachers
      Account Code-3-5350-050-198-XXX
   b. Teacher Assistants
      Account Code-3-5350-050-198-XXX

III. Will you purchase materials?
   a. Instructional Supplies/Materials
      Account Code-3-5350-050-411-XXX
   b. Workbooks
      Account Code-3-5330-050-411-XXX

Curriculum Dev. Planning Time
Account Code-3-5330-050-191-XXX
Transportation for Tutorial
Account Code-3-5350-050-331-XXX
Library Books
Account Code-3-5330-050-414-XXX
Field Trips
Account Code-3-5330-050-333-XXX

Equipment

Non-Capitalized equipment less than $1,000
Account Code-3-5330-050-461-XXX
Computer equipment costing less than $1,000
Account Code-3-5330-050-462-XXX
Computer software/supplies/licenses/
Account Code-3-5330-050-418-XXX
Capitalized Instructional equipment (≥ $1000 per unit) to support initiative
Account Code-3-5330-050-541-XXX
Capitalized Computer hardware (≥ $1000 per unit) to support initiative
Account Code-3-5330-050-542-XXX

- Schools must obtain a quote from technology and submit with the appropriate form.
- Schools must complete “Computer Hardware” and/or “Equipment Projection” forms. See “resource” web-site.
- Describe additional expenditures needed to support the action steps. Use budget codes to help with categories.
- The Prioritized Plan will be used to develop the budget for 2011-12. Please budget carefully as no budget changes will be made until the actual district allotment is finalized (usually in September).
- A budget summary will be provided to each school submitting the plan by the due date.
Parental Involvement

Purpose of parental involvement funds is to increase the capacity of parents to be involved in their child's academic achievement.

What related parent involvement activities are needed to implement the action steps?

- **Resources Needed**  
  Budget from the Parent Involvement allocation.  
  Additional funds from the regular allocation may be used as well.

  - Snacks (Not to exceed 10% of the parental involvement allocation)  
    Account Code- 3-5880-050-459-XXX
  - Outside Speaker for Parent Trainings/Contracted Services  
    Account Code- 3-5880-050-311-XXX
  - Professional Development Training for School Staff  
    Account Code -3-5880-050-312-XXX
  - Supplies/Materials for parental education activities  
    Account Code- 3-5880-050-411-XXX
  - Postage for parental education activities  
    Account Code- 3-5880-050-342-XXX
  - Additional Responsibilities for childcare and translations  
    Account Code- 3-5880-050-192-XXX
  - Parent Involvement Specialist  
    Account Code- 3-5880-050-146-XXX

- **Amount**  
  What amount per category?

- **Total Budgeted**  
  Add the amounts budgeted for the regular Title I allocation.

- **Parent Inv. Amount Budgeted**  
  Calculate parent related expenses separately.
2011-2012 Title I School Prioritized Plan

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the current project year that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b) (2) (C) (v) and enrolled in the school will meet the State's proficient level of achievement on the State's academic assessments. Describe three to five prioritized program goals that address identified needs. NOTE: These program goals should be included in the school’s comprehensive plan for improvement and do not alone constitute a Title I plan.

<table>
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<tr>
<th>Student Achievement Goals</th>
<th>Action Step(s)</th>
<th>Assessment(s) and/or Other Measures Used to Determine Outcome</th>
<th>Timeline of Evaluation Including Interim and Final</th>
<th>Professional Development Needed to Support the Action Step(s)</th>
<th>Resources Needed</th>
<th>Amount</th>
<th>Parental Involvement Needed to Support the Action Step(s)</th>
<th>Resources Needed</th>
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Supplies Materials Add. Resp. Food

Total Budgeted $ Parent Inv. Amount Budgeted $

Staff funded by Title I (indicate full-time equivalent) _____ # Teachers _____ # Instructional Assistants

# Other Positions (Specify)

Principal _____________________________ Date __________________

Assist. Superintendent of School Administration _____________________________ Date ____________

Title I Director _____________________________ Date ____________

Assist. Superintendent of Instruction _____________________________ Date ____________

Winston-Salem/Forsyth County Schools 2011-2012
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Title I Budget Amendment Request

School: ____________________________

Signatures:

Principal ___________________________ Date ______________

Assist. Superintendent _______________________ Date ______________

Assist. Superintendent of Instruction _________________ Date ______________

Please do not spend funds from accounts below until budget amendment has been approved.

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Payment Procedures for Personnel
Instructional Personnel

Personnel

All staff positions to be funded by Title I must have prior approval by DPI. Requests are typically included in the spring budget and application, and are tentative until application approval is received.

a. Written recommendations for new Title I hires should be submitted to the Title I office and are to include the name, position, full-time equivalent (FTE- for 100% employed), “highly qualified” status (ex. HQ-Elementary Education), and effective date of employment.

b. Recommendations will be forwarded from the Title I office to Human Resources and Finance.

c. Title I can only honor the request from the principal.

Curriculum Development - 3-5330-050-191-XXX

Pay of $25.00 to the person for work performed in development of curriculum. This payment is for time spent above and beyond the regular work of the individual, such as on weekends, after hours, or beyond the ten month calendar. Pay requests should be submitted in a memo pay with a timesheet and a completed project or product for documentation.

Additional Responsibility – 3-5880-050-192-XXX

Used for additional responsibilities involving Parent Involvement. Payments after regular work hours at rate of $17 per hour if certified, and overtime rate if non-exempt and >40 hours per week. Translating and Interpreting services are paid $25.00 per hour (Policy 4141). Pay requests should be submitted in a memo pay with a timesheet and any written translations.

Staff Development Participant Pay – 3-5330-050-196-XXX

Include the salary of workshop participants (teachers, teacher assistants, etc.) who attend workshops during summer months and/or for periods of non-required classroom time. Does not include workshops held after the instructional day. Stipends are in the amount of $17.00 per hour up to four hours or $75.00 per day for workshops exceeding four hours per day. Pay requests should be submitted in a memo pay with a sign-in sheet or timesheets and a workshop proposal. All names of participants should be listed on the memo page. Please do not attach a separate sheet with a list of names. Submit certified and classified staff on separate forms. Title I cannot pay for staff development activities after school.

Staff Development Instructor – 3-5330-050-197-XXX

Include the salary for instructor fees paid to local school employees for conducting in-service workshops on personal time. The area includes full-time and part-time instructors. Payments are $75.00 per hour submitted in a memo pay with a timesheet and a workshop proposal. This includes planning time.
Sub Pay – 3-5330-050-163-XXX

The school must have budgeted funds for sub pay. The code for substitutes paid with Title I funds should be indicated on the workshop proposal. Indicate the number of subs required on the workshop proposal. The online workshop proposal must be submitted to Title I. When submitting payroll please review the workshop proposal for the correct budget code. If there is not a code indicated on the proposal Title I cannot pay for the substitute. Funds must be available in the account.

Tutoring – After School 3-5350-050-198-XXX

Tutoring - Saturdays and during the Summer
Certified – 3-5350-050-121-XXX
Classified – 3-5350-050-142-XXX

Request for payment for before/after school, Saturday, and summer tutorials are to be:
1. Submitted on a Title I Tutorial Payroll Reporting Form (available on-line)
2. Electronic timesheets completed for each tutor, must be signed by the Principal, and should accompany the payroll forms
3. Submitted at least three days before the transmittal date each month.
   a. This form is to be used for tutoring only, not for coordinating the program
   b. Classified and teacher payroll schedules have different budget codes and transmit dates, and should be submitted on separate forms.
   c. Submit tutorial payroll forms monthly.
   d. A licensed employee providing tutoring is paid $25 per hour
   e. A non-licensed employee is paid the greater of $17 per hour, or employee’s overtime rate if non-exempt and >40 hours per week
   f. A non-licensed tutor with a Master’s degree is paid $22 per hour.
   g. Summer programs are not required for student promotion to the next grade, regular tutoring rates are applied.
   h. Prorated salaries are reserved for summer school that is required for student promotion to the next grade.
   i. All tutors must be “highly qualified”.
   j. All paid tutors must tutor students. Faculty may not receive payment for tutoring during their regular work hours.

Electronic Timesheet
WSFCS Web-site, Finance Department, Forms and Resources, Payroll Forms, Use the TS 6 Summer Hourly Time Sheet will calculate your hours.
### TITLE I TUTORIAL PAYROLL REPORTING FORM

**SCHOOL / LOCATION**

**MONTH**

**BUDGET CODE**

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**Sub-Total** $0.00

**Benefits** (SS 7.65%) $0.00

**Retirement** (13.62%) $0.00

**Total** $0.00

---

**Principal's Signature**

**Date**

**Program Manager's Signature**

**Date**

### Instructions:
- Use this form to report tutorial hours by licensed or non-licensed staff.
- The form must be in the Title I office by the 1st of each month.
- **Certified** and **Classified** Payroll Schedules have different transmittal and pay dates, and should be submitted on separate forms. Please refer to the appropriate schedule.
General Information
Purchase Order Requisitions

Purchase Order Requisitions (available on-line)

1. The school must submit requisitions to the Title I office for processing.
2. Complete fully, using current pricing and including principal’s signature.
3. We will not be able to pay for any orders not approved and processed through the Title office.
4. Once material is received in the school, check against the file copy that you have received from our office.
5. This copy indicates the PO number for reference if needed. “Check” items received, date and sign the packing slip.
6. Immediately send the packing slip to the Title I office.
7. Follow up with the company regarding backordered items.
8. If the company sends the invoice (bill) to the school, please forward it to Title I Office.
9. Do not fax any orders directly to the vendor.
10. Technology orders must have a quote from the company or check the Technology web page for correct pricing and the Clearing House for software approved for use.

Requests to pick up materials from a local approved vendor

1. Will need to be processed using the regular procedures, (e.g., Barnes & Nobles). After processing, a copy of the goldenrod form will be returned to the school.
2. This form is to be taken to the vendor to complete the purchase.
3. Immediately submit the original register receipt or invoice to our office. Send invoices to the Title I office for payment. Barnes and Nobles purchases must include a packing slip.
4. Book Fair purchases are okay. Must provide a requisition, an itemized list, and receipt to Title I.

Cataloguing Materials

1. We suggest designating one staff person to be responsible for cataloguing new materials as they are acquired. Details for using the Follett System or Destiny system are available from the IRC at the Central Office.
2. If you have budgeted funds for the Media Assistant to catalogue after regular hours, we will be able to compensate at the overtime rate if >40 work week. Submit memo pay and timesheet.
3. Copies of the updated inventories are submitted to the Title I office twice annually.
4. ALL equipment, including supplies and materials purchased with Title I funds and having a usable life of one year or more needs to be catalogued through the Follett system or Destiny in each school Media Center.
5. All equipment and materials received should be stamped or labeled “Title I” with a permanent marker. Be sure equipment has the blue tag on the side or front of the equipment. Contact Elizabeth Trivette for blue tag.
6. Include FY 2011 on equipment purchases.
7. Orders for the fiscal year should be submitted no later than January 31.
8. Projections for purchases of computer hardware or equipment to be used for instructional purposes and priced at $1000 or more per unit (including shipping and tax) must be included in initial budgets or budget amendments. Forms are available on-line.
9. Supplies/materials Unit costs at less than $1000 will be purchased from the (account code 411)
10. Furniture and equipment – Inventoried less than $1000 (account code 461)
11. Equipment Purchase – Capitalized greater than $1000 (account code 541)
12. Computer Equipment – Inventoried less than $1000 (account code 462)
13. Computer Hardware Purchase – Capitalized greater than $1000 (account code 542)
14. Computer software (account code 418) purchases must have Technology Software Clearinghouse approval. You can check the Technology website for a listing of approved programs. If the title and version you are interested in is not listed, your Technology Tier I person should get the approval prior to submitting the PO requisition to our office. Requisitions must have attached quote from company.
15. We will not be able to process any technology purchases that are not supported and/or approved by the Technology Department.
16. According to district guidelines, technology purchases over $50,000 must be approved by the Department even if already approved in the Software Clearinghouse.

**Returning Orders**

Do not make a practice of returning orders. If an order has to be returned, adhere to the following procedure:
1. Call Title I Office to inform Administrative Assistant of potential return
2. School must contact the Vendor
3. Ask the Vendor to send an RMA label
4. Establish a pickup date
5. Secure the name of company that picks up the order
6. Please return to the vendor within 30 days

**Purchasing Department**

1. Requires three quotes for POs totaling more than $5,000. Attach to requisition.
2. Contact Guy Lucas in Purchasing before submitting orders if total exceeds $5,000.
3. In the rare case that a total order exceeds $90,000 a formal bidding process would have to be executed by the Purchasing Department.
### Sample Requisition:

**Use new forms on Title I web page**

<table>
<thead>
<tr>
<th>Vendor Name</th>
<th>Vendor Address</th>
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<th>Vendor Telephone Number</th>
<th>Fax Number</th>
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<th>Name of School</th>
<th>Address</th>
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<th>Vendor Number</th>
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<th>Account Number</th>
<th>3-5330-050-411-123</th>
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<th>School Number</th>
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<th>Cat. No.</th>
<th>Unit</th>
<th>Description</th>
<th>Unit Cost</th>
<th>Extended Amount</th>
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**Required on Discounted Orders**

Discounted orders must have the company contact person’s name who authorized the discount.

Example: Free Shipping per John Doe

Example: 10% Discount per Jane Doe

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<th>Authorized Signature</th>
<th>Date</th>
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**School/Department**

**Bid/State Contract Number**

**Special Instructions:**

---

**Title I** Winston-Salem/Forsyth County Schools 2011-2012
Please complete this form if you plan to use Title I funds to purchase computer hardware priced at $1,000 or more per unit for instructional purposes. This information is required by our Finance Department to develop/amend budgets for the fiscal year.

Please note: Only the items listed may be purchased. Each item less than $1,000 per unit (including shipping/handling and taxes) needs to be purchased from budget code 462.

Budgeted Amount $ ___________________

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<tr>
<th>Description</th>
<th># of units</th>
<th>List Price</th>
<th>Shipping/Handling</th>
<th>Sub-Total</th>
<th>Taxes</th>
<th>Unit Cost</th>
<th>Extended Cost</th>
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Total 0

Below, please include a statement indicating how each item will be used:
Example - Computers will be used to integrate technology in the classroom setting.

Principal's Signature ____________________________
Please complete this form if you plan to use Title I funds to purchase equipment priced at $1,000 or more per unit for instructional purposes. This information is required by our Finance Department to develop/amend budgets for the fiscal year.

Please note: Purchases are limited to the items specified below. Each item less than $1,000 per unit (including shipping/handling and taxes) needs to be purchased from budget code 461.

Budgeted Amount $ __________________________

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<tr>
<th>Description</th>
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<th>List Price</th>
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Total 0

Below, please include a statement indicating how each item will be used:

Example - Storage cubbies will be used to meet pre-kindergarten licensing requirements.

Principal's Signature __________________________

Title I Winston-Salem/Forsyth County Schools 2011-2012 33
Instructions for the Winston-Salem/Forsyth County Schools Title I Equipment and Instructional Materials Disposition Form (Attached)

1. Complete columns 1-5 for the items, which will be purged from the inventory.

2. Complete column 6 for each item. Use “Excellent, Good, Fair, Poor, or Useless” to describe the current condition. If the item cannot be located, and the condition is not known, use Unknown. A physical inventory of equipment must be taken and the results reconciled with the property records at least every year to verify the existence, current utilization, and continued need for the equipment.

3. Complete column 7 for each item with the recommended action.
   
a. **Cannibalize**- Equipment that has become obsolete or unserviceable due to excessive repair costs, but still has serviceable component parts that can be used to repair, modify or construct other items of equipment.

b. **Beyond Repair**- Discard- Equipment that has been used beyond repair and the parts are not usable, and the item will be discarded.

c. **Lost**- Indicate the last date of inventory, and when the item of equipment was unable to be located.

d. **Stolen**- Attach a copy of the Official Police or Sheriff Investigation Report.

e. **Destroyed by Fire**- Indicate insurance claim value as well as the date the claim was filed and attach a copy, if possible.

f. **No Longer Required**- The equipment is no longer needed for the operation of the program and is available for transfer.
Winston-Salem/Forsyth County Schools Title I
Equipment and Instructional Materials Disposition Form

School Name ___________________________________ Date ____________________

Individual Completing the Report ________________________________________

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<th>(7)</th>
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</thead>
<tbody>
<tr>
<td>Description of Equipment Item</td>
<td>Quantity Disposed</td>
<td>Month/Year Purchased</td>
<td>Month/Year Disposed</td>
<td>Unit Cost</td>
<td>Physical Condition</td>
<td>Disposition Action Recommended</td>
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Memo Pays

- Memo pays are used to pay stipends and other additional work performed by WS/FCS employees. Put “Memo Pays” on School Letterhead. See example below:

To: Patsy Squire, Title I Director
From: Principal's Name
Date:
Subject: Additional responsibilities - Parent Night, February 2, 2010

Please pay Jane Doe for Title I Parent Involvement duties outside of her regular workday. Duties included but not limited to: program planning, volunteer orientation, newsletter, criminal background checks, and volunteer notebook upkeep.

Jane Doe (6 digit employee number) 23.5 hours @ $17.00 = $399.50

Please pay from the following account: 3-5880-050-192-XXX

- If several persons will be paid on one memo, the list of people must appear on the sheet with the memo. Do not attach a separate sheet with names on it. Classified and Certified must be submitted on separate memos due to different pay dates.

Direct Pays

1. An **invoice** must accompany a direct pay if services have already been rendered.
2. If you have a signed contract, please attach a copy. Original contracts must be kept in the Title I office.
3. Payments for training must include registration forms and workshop proposals.
4. Send them to the Title I office along with the direct pay form.
5. Please write a brief description (1-2 sentences) and always put your school name in the description area along with the date services were completed.
6. Direct pays should be completed by the school and approved by the Title I Program Manager.

Food Requests

Please refer to section on Food Requests in the Parental Involvement section of the handbook.
VENDOR NUMBER ______________

PAYEE NAME: _______________ Sample

ADDRESS: ______________________________________________________________________________________________________________________

CITY: ________________________ STATE: NC ZIP: 12345

(PLEASE DO NOT MIX FUNDS) BUDGET CODES AMOUNTS
1 $ 250.00
2
3
4
5

TOTAL AMOUNT: $

DESCRIPTIOIN / EXPLANATION

Charter Bus - Best Elementary School
100 students @ $2.50 per child
1st grade field trip to Peter’s Pumpkin Farm

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

REQUESTED BY: Principal’s Name DATE ________________

APPROVED BY: ______________________________________ DATE ________________

FINANCE DEPARTMENT APPROVED BY: ______________________________________ DATE: ________________
Contracted Transportation

Yellow Buses

Title I will pay for transportation when it is used for after school tutoring services. If a yellow bus is used for services, the Transportation Department will invoice the school. The invoice will include all costs associated with yellow buses. The original invoice should be signed by the principal and sent to the Title I department for payment.

Activity Buses

When an activity bus is used for after school tutoring or field trips Title I can reimburse the school for expenses with the proper paperwork. The school will submit the bus driver’s time to payroll and the Finance Department will invoice the school for payment of the bus drivers. After the school has paid the district they should highlight the bus driver’s time on a copy of the invoice, make a copy of the check the school used to pay the district, make a copy of the bus driver’s time sheets and send to Title I. Title I will reimburse the school for the bus driver. If an activity bus is borrowed from another school that invoice may be forwarded to Title I for payment.

Title I discourages the use of activity buses for in-county field trips and after school activities. Activity buses require bus driver reimbursements which Federal Guidelines do not support. Please note activity buses drop children off in common areas which can be a safety issue.
Field Trip Expenses

Title I funds may be utilized for field trip expenses on a very limited basis.
   a. The purpose of the funding is to improve student proficiency as it relates to State academic achievement standards and State academic assessments (in reading and math) earmarked for instructional purposes.
   b. All expenditures must relate to improved student achievement in these content areas and must align with goals identified in the Prioritized Plan.

As with any educational program component, field trips should be designed around specific learning objectives, and designed so students can easily make connections between the focus of the field trip and the concepts they are learning in the classroom. When planning and organizing a successful field trip, three important phases should be considered:
   a. Pre-trip activities,
   b. The trip itself
   c. Post-trip activities.

To assist with the planning, implementation, and documentation of these “instructional best practices” and to help determine if the field experience is appropriate for Title I funding,

Field Trip Procedures

1. Please complete and submit the Field Trip Proposal Form one month in advance.
2. Once approved, the form will be returned to the school and the appropriate requisitions can then be generated by the school.
3. Title I cannot pay for services before they occur, adult fees, lunches, or reimbursements.
4. Title I can not pay for activities such as bowling, amusement parks, movies, and etc.
5. The following requisitions are required:
   • Purchase Order Requisition indicating the field trip charges, number of students attending and cost per student ticket/student admission fees.
   • Purchase Order Requisition for transportation charges.
   • Send the requisitions and a copy of the approved field trip proposal to the Title I office. After the field trip has occurred Title I will pay the charges once an invoice has been received.
Title I Field Trip Proposal (for prior approval)

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<tr>
<td>Grade</td>
<td>Date of Trip</td>
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Briefly describe the proposed field experience:

Indicate Curriculum Content Area: ______ English Language Arts ______ Math

NCSCOS Goal(s) __________________________

NCSCOS Objective(s) ______________________

Pre-Visit Activities _______________________________________________________________

Post-Visit Activities _______________________________________________________________

Describe the student expenses to paid with Title I funds, including estimated amounts for transportation costs, entrance fees, etc. Please note - if using Activity Buses, the school must pay the driver’s salary and then request reimbursement from Title I.

Principal’s Signature ___________________________ Date _____________

(To be completed by Title I Office)

Proposal Approved [ ] Please submit PO Requisitions for expenses. Total amount available $ __________

Proposal Not Approved [ ] Explanation __________________________________________________________

Authorized Signature ___________________________ Date __________________________

Title I Winston-Salem/Forsyth County Schools 2011-2012
Parent Involvement
Parental Involvement Activities

NCLB describes the parents’ right to be involved in Title I and requires that, “…programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.”

a. Federal law mandates that Title I schools include parents in the school improvement process and on the school improvement team.

b. State guidelines recommend that at least two non-WS/FCS employees serve as parent representatives on the School Improvement Team.

Each fall, the school will:

1. Submit a copy of the revised Parent Policy and Parent--School-Student Compact. Incorporate parent recommendations and annual evaluation results.

2. Each school must designate a School Contact (staff member) to serve as liaison between the school and the District Parent Involvement Coordinator.

3. Each school must designate at least one parent representative to serve on the District Parent Involvement Policy and LEA Improvement Plan subcommittees.

4. Parents are asked to annually evaluate the parental involvement program at each school.

Parent Involvement Allocation:

School systems must reserve at least one percent of their Title I allocation for parental involvement activities, with 95% of the reserved funds passed to Title I schools. As a result, each school receives a parent involvement allocation based on the number of students in poverty. These funds are to be used to support parent involvement related activities with a purpose of improving student achievement as described in your prioritized plan.

1. Parents must be involved in planning and budget development processes.

2. Funds not used in the allocated year, will be added to the parent involvement allocation for the following year, from the regular school allocation.

Approved budgetary expenses include:

1. PO requisitions for parenting education related supplies and materials. Indicate “For Parent Involvement”.

2. Refreshments for parent related activities that are educational in nature, such as training sessions, curriculum nights, annual meetings, etc. Refreshments may not be provided for student celebrations and/or performance events. Submit a requisition and a “Request for Food Purchase” form, along with a copy of the parent invitation or meeting agenda at least one week prior to the event to allow time for processing. The original receipt, along with the “sign-in” sheet must be submitted immediately after completing the purchase.

3. Salary of Parent Involvement Coordinator/Facilitator/Liaison or Home School Coordinator (refer to job descriptions on file in HR). Must adhere to responsibilities as described to meet NCLB guidelines. These are not clerical or student-oriented positions. Preferably compensatory time-off should be provided for after-hours work.

4. A stipend may be provided to other staff positions serving as Parent Involvement Coordinator after regular work hours at rate of $17 per hour if certified,
and overtime rate if non-exempt and >40 hours per week. Teachers may not receive compensation for conducting/attending parent meetings. Submit memo describing duties, agenda and/or parent invitation, and time-sheet.

5. If requested by parents, funds may be used for contracted parent transportation costs, such as bus passes, chartered bus, etc. and childcare while participating in parenting sessions.

6. **Childcare pay rates** are $17 per hour if certificated, overtime rate for nonexempt employees if >40 hours per week. Teachers should not be compensated for providing childcare, if they are expected to attend the parent session.

7. **Contracted Services**, A professional firm or business entity may be employed on a temporary contracted basis for a specific parent involvement related service such as parenting education workshop. Please see “professional services contracting” for guidelines. **Do not use contracted services for WS/FCS employees.**

8. **Translating/interpreting** when conducting parent workshops and meetings at $25 per hour or overtime rate for nonexempt employees if >40 hours per week whichever is greater. Submit memo, timesheet, and copy of parent invitation or agenda if parent session or meeting, or copy of translated material if written. Limited translation services are available through the Title I office with a minimum two week advance notice.

9. **Travel reimbursement** for teachers conducting home visits or costs for business related transportation, meals, hotel, and other allowable expenses (other than workshops) associated with parent involvement. Submit appropriate in or out of county travel reimbursement forms. Please refer to the Travel Reimbursement Brochure provided by the Finance Department for guidelines.

10. **Postage** for parent involvement related expenses when the normal means of disseminating information are not available, for example in summer. **Please use regular communication procedures for sending home progress reports, interim reports, report cards, meeting notices, etc.** Envelopes / items to be mailed must be brought to the Title I office for approval. Also bring a copy of the contents. **Items delivered directly to the mail room will be charged to the school.**

11. Funds may be budgeted to cover expenses of parents participating in workshops promoting parental involvement.
Food Requests for Parent Workshops

1. Complete a food requisition and a food request form. (available online)
2. Send to the Title I office along with an agenda for the meeting and a workshop proposal for workshops.
3. Send to the Title I office an agenda for a parent workshop.
4. Faxed copies will not be accepted.
5. Snack requests must be received in the Title I office one week prior to the event. Title I can not pay for paper products.
6. Once the Title I Director has approved the request, the form will be sent back to the school with the information you will need to purchase snacks.
7. Title I does not pay for food/snacks for after school tutoring or Saturday tutoring.
8. Schools requesting funds for food purchases for more than $100.00 must RSVP parents for attendance. We will also accept a log of parent names and their number of guests that offer a verbal or written response to attend parent training sessions. Do not use staff member names as participants. Be sure to include the academic component or education training topics in the flyer/agenda sent home to parents. Title I should receive the food requisition and RSVPs at least one week prior to the meeting. We can not pay for meals/refreshments for celebrations and/or performance events. Attendance sheets signed by parents and the original receipt must be returned to the Title I office after the event.
9. **After the event is complete**, send the original receipt or original invoice and copies of the sign-in sheets/attendance sheets to the Title I office.

Special instructions:

**Child Nutrition** - will require a P.O. before Title I funds can be used to pay for an event. Use the same process described above and you will be provided with a P. O. number.

**Harris Teeter** - will need a school account number and a school system P.O. number before a purchase can be made. Contact the Harris Teeter you plan to use and make sure the account is open. Please note that Harris Teeter will close accounts not used within a 3-month period. If the account is not open, call purchasing and they will arrange to have it reactivated.

**Lowe’s Food** - require both their account number and school system P.O. number.

**Costco** – Costco requires a signature sheet to be submitted to WSFCS Purchasing Department. Only persons listed on the signature sheet will be allowed to purchase items for the school. Take your school ID with you to Costco and make your list with prices for purchase. Type these items on a requisition and send into the Title I office for processing. Purchasing will fax the order to Costco. Costco will have the items ready for pick-up. Take a copy of the P.O. and your school ID with you when you go. The WS/FCS account number is 111758858786. Please note that you cannot purchase Coke products.
REQUEST FOR FOOD PURCHASE

*Must Receive Signed Request and Requisition One Week Prior to Event*
*No Faxed Requests will be accepted*

School Personnel Name________________________ Position __________________

School & School #_________________________ Date of Event ______________

Description of Activity

If activity is for parental involvement it must be educational in nature, such as training sessions, curriculum night, annual meeting, etc. Please submit along with this form a requisition for each business being purchased from, a parent invitation and a meeting agenda. Title I money cannot be used for student celebrations and/or performance events.

If the activity is for staff development, please submit a workshop proposal, and a requisition for each business being purchased from.

Requests cannot be processed without proper paperwork.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

RSVPs required for request of $100.00 or more. (Snacks Only) _______________________

Amount not to exceed ________________________________

Vendor (specify location) _______________________________________________

Principal Signature _______________________________ Date ______________

_____________________________________________________________________________

To be completed by the Title I Office

Harris Teeter School Account # ________________________________ Exp 12/49

Lowe’s Account Number  43825

The bearer is authorized to use Purchase Order # _________________ to purchase the described items:____________________________ in the amount not to exceed $_______________. Please be prepared to produce school identification, picture ID or North Carolina Driver’s license. After completing purchase, please return this form with original receipt and parent sign in sheet to the Title I Office. If you have any questions regarding this transaction please call 336-727-2126.

Approval _______________________________ Date _______________________________

Winston-Salem/Forsyth County School System
Title I Parental Involvement Policy Requirements

Each school must jointly develop with, agree upon, and distribute to parents, a written parental involvement policy. The policy must specify how the school will address each of the following required components:

a. **Convene an annual meeting**, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation in Title I, explain the requirements of the Title I program, and explain the right of the parents to be involved.

b. **Offer a flexible number of meetings**, such as meetings in the morning or evening;

c. **Involve parents in an organized, ongoing, and timely way**, in planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan;

d. **Provide timely information about**: Title I, Part A Programs, school performance profiles, assessment results of their child’s performance, a description and explanation of the curriculum, assessment forms, proficiency levels, and state standards;

e. **Opportunities for regular meetings** to participate in decision-making;

f. **Provide for parents’ comments**, if the schoolwide program plan is not satisfactory to the parents of participating children. The school is required to submit any parent comments on the plan when the school makes the plan available to the LEA;

g. **Develop a School-Parent Compact**, jointly with parents, outlining how parents, the entire school staff, and students will share the responsibility for improved student academic achievement, and how the school and parents will build and develop a partnership to help children achieve State standards;

h. **Build capacity for involvement by providing parents assistance** in understanding performance standards, assessments, monitoring their child’s progress, and participating in decisions relating to the education of their child;

i. **Provide materials and training** to help parents work with their children (literacy training, computer skills, homework assistance/workshops, family literacy nights, adult ESL, GED, etc.);

j. **Educate teachers and other staff how work with parents, with the assistance of parents**;

k. **Coordinate and integrate parental involvement programs/activities**;

l. **Ensure that all information is understandable**; and

m. **Provide full opportunities for participation of parents with limited English proficiency and parents with disabilities**.

In addition, it is optional for the policy to contain information about the following:

- Adopt and implement model approaches to improving parental involvement;
- Develop appropriate roles for community-based organizations and businesses;
- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of the training;
- If the LEA has exhausted all other reasonably available sources of funding, Title I funds may be used to provide necessary literacy training;
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care cost;
- Train parents to enhance the involvement of other parents; and
- Arrange school meetings at a variety of times or conduct in-home conferences for those unable to attend school activities.
Best Elementary School is committed to provide each student with the tools needed to be successful in life. We understand that our families, school staff, and community work together to make this happen. This policy shows how we plan to accomplish this task.

I. Annual Title I Public Meeting
Best Elementary School will host an annual public meeting for all parents and staff members. This meeting is to inform parents about their rights under the law and to provide them with the information that will allow them to be fully active in their child’s education. This meeting will be held in conjunction with grade level curriculum nights. An additional meeting will be held the following morning at 9:00 AM for those unable to attend. This meeting will also provide parents an opportunity to review the School-Parent-Student Compact and suggest possible changes. Parents will be asked for recommendations of future dates and times to meet throughout the year.

II. Flexible Meetings
Each parent meeting will be held at two different times to make it more convenient for parents to attend. The information shared at the Annual Public meeting will also be shared with parents of new students as they enroll and will be included in the monthly school newsletter for parents who may not be able to attend.

III. Involving Parents in an Organized, Ongoing, and Timely Way
Progress reports will be provided to parents three times during each quarter. Parenting education sessions will also be conducted throughout the school year to share ways to assist parents and teachers to work together as partners. Parents will be asked for their suggestions or recommendations at all meetings.

IV. Timely Information
Parents will receive information on a regular basis through the weekly packet; grade level curriculum nights, Parent Resource Center, and quarterly report cards. Parents’ questions and concerns will be addressed at each session throughout the year.

V. Opportunities for Regular Meetings
Parent meetings will be held throughout the year, which gives parents a chance to be actively involved in their child’s education. A parent survey will be developed and distributed, and parent support groups will be formed. Parent conferences are scheduled at a time available to parents. Parents are given a chance to give feedback on a quarterly and annual basis.

VI. Providing for Parent Comments
The parent policy is reviewed throughout the year and any concerns will be submitted to the district office. Parents will be asked for their comments and suggestions regarding the compact as well. An annual survey of parent/school issues will be conducted.

VII. School-Parent-Student Compact
The School-Parent-Student Compact is developed and/or reviewed at the annual meeting, and reviewed at each parent meeting. Parents are asked for comments regarding the compact. A roster of signed compacts is filed in each teacher’s room.
201__ - 201___
Best Elementary School
School-Parent-Student Compact

Each elementary school is committed to provide each student with the tools necessary to successfully meet the challenges they will face in a diverse world. We understand that our families, school staff, and community create the educational environment necessary to accomplish this task. As a result we have jointly developed this compact to be read, agreed to, and distributed to our entire school family. We ask that you promise to do this by signing and dating the portion of the compact that applies to you.

Parent Responsibility

We will support the academic, social, and emotional growth of our child in the following ways:
1. Send my child to school rested, clean, fed, on-time, and ready to learn.
2. Attend parent/teacher conferences and keep emergency information current.
3. Read with my child and help with homework.
4. See that my child attends school regularly and has the necessary school supplies.
5. Model respectful attitudes for my child.
6. Read, sign, and return all forms.

Parent/or Guardian’s Signature ____________________________ Date ___________

Student Responsibility

I will support my own academic, social, and emotional growth by doing the following things:
1. Get the proper amount of sleep each night for someone my age (between 8-11 hours).
2. Complete all my assigned work and turn in to my teacher.
3. Attend school every day I can.
4. Listen to and respect my parents and the school staff.
5. Respect myself and my schoolmates.
6. Take all forms and letters home for my parent/guardian to read or sign.

Student’s Signature _____________________________________ Date ___________

School Responsibility

We will support the academic, social, and emotional growth of all students in the following ways:
1. Provide appropriate, high quality curriculum and instruction in an effective and supportive learning environment.
2. Develop activities that promote positive attitudes and high self-esteem.
3. Maintain on-going communication with parents through a variety of different means.
4. Provide parents with information and techniques to help their child learn.
5. Model respectful attitudes with others and treat students with respect.

Teacher’s Signature ____________________________________ Date _____________

School___________________  Teacher___________________201__-201__
A *Parent/School Compact* has been received by the school/classroom teacher for the following students:

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<th>Student Name</th>
<th>Compact Received</th>
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Winston-Salem/Forsyth County Schools

Title I

Winston-Salem/Forsyth County Schools 2011-2012
Dear Parent/Guardian,

We are always trying to improve our partnership with parents. Please help us by placing a check on the line next to the appropriate question and return the completed form to your child's teacher. Thank you for your assistance.

1. Did you receive information about your child's school program?  _____   _____

2. Did you observe/visit your child during the year in his/her classes?  _____   _____
   What grade is your child in?  _______________________

3. Did you attend any meetings or parent sessions at your child’s school?   _____   _____
   (e.g., Gateway; EOG meeting; Math, Science, Writing night; Parent/Student/School Compact meeting; etc.)

4. Were the meetings held at a convenient time for you?  _____   _____

5. Did you find these meetings or activities helpful to you and your child?  _____   _____

6. Have you been contacted by your child’s teacher during the school year?  _____   _____

7. Have you received progress reports for your child during the school year?  _____   _____

8. Were our methods of communications effective?  _____   _____

9. Were you asked to review and give input into your school’s Parent/Student/School Compact?  _____   _____

10. Was the information you received in a language you could understand?  _____   _____

LOOKING AHEAD
What topic(s) would you like to have discussed at a parent meeting?

________________________________________________________________________________
________________________________________________________________________________

Please write your suggestions for program improvement in the spaces below.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

How would you like to be involved next year?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Thank you again for your assistance in completing this form and returning it to your child’s teacher.

SEND ORIGINAL TO TITLE I OFFICE. MAKE A COPY FOR YOUR RECORDS.
Pre-Kindergarten
Pre-Kindergarten Programs

Pre-K programs are supported by the district. Programs are funded through Head Start, Smart Start, NCPK, Exceptional Children, and Title I. Many classes receive funds from blended sources. Individual schools may use school level Title I funds to provide pre-K programs as well. Regardless of funding sources, we are committed to high quality, developmentally appropriate activities for four-year olds.

a. All programs are based upon Foundations Early Learning Standards for NC Preschoolers and Strategies for Guiding Their Success and The Creative Curriculum.

b. All classes strive to attain and maintain 4 or 5 Star Rated Child Care Licenses.

c. “Highly qualified” does not apply to NC Pre-K teachers; however, according to the State Board of Education, NC Pre-K teachers must have Birth-Kindergarten Licensure or Pre-K Add-On Certificate. Teacher Assistants meet NCLB requirements with at least 6 college credit hours in early childhood and early childhood experience.

d. Staff certifications for CPR, First Aid, and Playground Safety must remain current at all times.

e. The calendar for pre-k may vary slightly from that for school-age programs.

f. All school-based programs are under the supervision of the Pre-K Program Specialist. Please notify the Pre-K Program Specialist or Title I Program Manager if staff vacancies occur.

g. Expenses for pre-k classes are provided from non-school level funds.

h. Students in district funded programs are placed in pre-k classes through the clearinghouse process.
Professional Development
Professional Development (PD)

Professional development activities funded by Title I must meet the No Child Left Behind definition, and include activities that:

a. Improve teachers’ academic knowledge; are part of the school’s improvement plan; enhance teachers’ skills in helping students meet state academic content and student achievement standards; improve classroom management skills;

b. **Are high-quality, sustained, intensive, and classroom focused** in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom; and

c. **Are not 1-day or short-term workshops or conferences**; advance teacher understanding of effective instructional strategies that:
   1. are based on scientifically-based research, and
   2. are aligned with and directly related to state academic content and student achievement standards and assessments;

d. Are designed to give teachers of limited English proficient children, the knowledge to provide instruction and appropriate language and academic support services to those children; provide training in how to use technology to improve teaching;

e. **Are regularly monitored and evaluated for their impact on improved student learning**; provide instruction in methods of teaching special needs children; include instruction in the use of data and assessments to inform instruction; and include instruction in how to work more effectively with parents.

Professional Development Procedures

Expenditure request should be accompanied by the following:

1. **Copy of an approved WS/FCS Workshop Proposal**, including a description how the above components are addressed in the activity and signed by the principal.

2. Send the on-line workshop proposal to Title I if sub pay is required for online approval. Attach workshop proposal and registration form (if applicable) to the Title I office. Allowable expenses include:

3. The **“Request to Exceed Instructor’s Fee” gold form** should be completed for non-school system presenters with an hourly fee of more than $75.00 per hour. The form is to be approved by Dr. Martin prior to completing a contract for services. Once approved, the form should be attached to the contract before sending it to Drew Davis and Kerry Crutchfield for approval. The form is available in the **Staff Development Office**.

4. **Complete Staff Development form** for all contracts. Secure three (3) quotes from three different companies to determine cost effectiveness. If company is a sole source provider, attach letter to contract.
Additional Information:

a. Consultants, persons employed on a temporary contractual basis to conduct a PD activity for school staff (see professional services contracting). The Superintendent can approve contracts for consultants ≤$10,000 per workshop, Board approval is required for consultants over $10,000 per workshop. Policy requires that PD contracts between $5000 -$10,000 are reported to the Board.

b. Stipends for PD participants beyond regular work/contract hours @ $17 per hour (overtime rate for nonexempt employees if >40 hours per week). Submit request via memo signed by the principal including names, number of hours, and total reimbursement per person. Matching Social Security and retirement amounts will be deducted from the budgeted funds. Less than 4 hours, $17.00 per hour, 4 hours or more = $75.00 per day

c. Stipends for PD Leader beyond regular work/contract hours @ $75 per contact hour, plus matching SS and retirement. Stipend includes planning time. Submit memo.

d. Subs while attending workshops must be requested through the on-line proposal process with prior approval by the Title I office.

e. Stipends for Mentoring/Coaching after regular hours @ $25 per hour for certificated staff only. This stipend is not available for designated mentors or coaches, or those receiving a monthly mentor stipend. Submit memo, timesheet, and documentation of quality of support.

f. Materials to be used for training purposes should be submitted on a PO Requisition. Please specify “Professional Development” and submit a copy of the corresponding on-line proposal. This includes refreshments/snacks provided during training.

g. Reference Staff Development guideline for the allowable rate of $2.25 per person for a four-hour session, and $4.50 per person if all-day session. Must have 20 registered workshop participants. A requisition, workshop proposal and a Request for Food Purchase must be submitted for Title I approval. Refer to the food request section under Parental Involvement in this handbook.

h. Title I can only approve participant pay for professional development scheduled on Saturdays and during the summer months or when school is not in session.

i. Travel expenses are to be submitted on the appropriate WS/FCS Finance Forms that have been completed on-line. The Approval for Out of County Travel Form needs to be submitted at minimum two weeks prior to the scheduled date of activity in order to allow time for processing and mailing. Can not pay for principal or assistant principal to attend out of county conferences. Please refer to the Travel Reimbursement Brochure provided by the Finance Department for guidelines.

j. Employees need to complete prior approval In County to pay for registration and expenses.

k. Title I cannot purchase workshop materials after the workshop using the Workshop Expense account (312).
WS/FCS Title I Professional Development Form

Principal: ___________________________ School: _______________ Date: __________

1. Title I does not support 1 day workshops and conferences, What plans are in place to ensure that the professional development is ongoing, sustained, and monitored?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

2. How does the principal plan to monitor that the professional development will be ongoing and sustained?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
__________________________________________________________________________________

3. Title I does not support motivational speakers, justify the scientifically researched-based data/evidence that supports the effectiveness of the presenter. How did you learn of the presenter/company?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
__________________________________________________________________________________

4. How will you measure and evaluate the effectiveness of the professional development?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
__________________________________________________________________________________

5. Will the training exceed the Instructor’s fee of 75.00 per hour. ____ Yes ____ No $_____ per hour

6. Will you purchase a book/text for staff members to support the Professional Development? _____ Yes _____ No

7. Does the fee include the cost of books? ___ Yes ____ No Total cost of books $_______________

8. What is the title of the text? ___________________________________________________________

9. What activities will teachers engage in to support knowledge gained from the presenter and/or the book?
_____________________________________________________________________________________
___________________________________________________________________________________

10. Attach a proposal from the presenter/speaker/company. Proposal from speaker must include on company letterhead the following: Training topic(s), amount of time per session, fee per hour, walkthroughs, teacher training, sessions with the principal, and total cost.

11. Submit to Title I before confirming with the presenter/company, the following: (1) Professional Dev. Form, (2) On-line Workshop Proposal (3) Contract signed by the presenter/company, and (4) Form to Exceed Instructors Fee, if necessary.
Secure Gold

“Request to Exceed Instructor Fee”

From Staff Development Office
(Cydney Conger)
THIS AGREEMENT is made this the ______ day of ______, 20___ by and between Winston-Salem/Forsyth County Schools (WS/FCS), a public body corporate, and (NAME OF BUSINESS ENTITY)______, hereinafter referred to as the Contractor, as follows:

WITNESSETH:

1. Description. Complete description of services to be provided by Contractor to WS/FCS: ______

2. Term. The term and/or schedule for provision of the Contractor’s Services shall commence on (date): _____ and shall be completed no later than (date): _____, OR on another schedule as described herein: ______.

3. Consideration. In consideration of the satisfactory performance and completion of the services described above WS/FCS agrees to pay the Contractor as follows:
   - A FIXED fee of _____ payable in one lump sum upon satisfactory completion of the services set forth hereinafore.
   - A FLAT MONTHLY fee of _____ per month for a maximum of _____ months, payable upon presentation of an invoice setting forth the date(s) of service and a description of services provided sufficient to determine compliance with this Agreement, the total of all payments not to exceed _____ for the duration of this Agreement.
   - A DAILY fee of _____ per day for a maximum of _____ days payable upon presentation of an invoice setting forth the total days and the specific dates the above-described services were performed and a description of services provided sufficient to determine compliance with this Agreement, the total of all payments not to exceed _____ for the duration of this Agreement.
   - An HOURLY rate of _____ per hour for a maximum of _____ hours, payable upon presentation of an invoice setting forth the total hours and the specific hours the above-described services were performed and a description of services provided sufficient to determine compliance with this Agreement, the total of all payments not to exceed _____ for the duration of this Agreement.

4. Reimbursement. WS/FCS agrees to reimburse the Contractor for the following expenses:
   - Not applicable – No reimbursement of expenses is to be paid.
   - Mileage at the rate of _____ cents per mile (not to exceed IRS-approved maximum).
   - Airfare, not to exceed a total of _____ for the duration of the engagement.
   - Food and lodging, total not to exceed ______ (not to exceed the State Rates for Out-Of-State travel; see schedule)
   - Other reimbursable expenses not to exceed ______. Please describe: ______

5. Indemnity to Contractor. The Contractor shall indemnify and hold harmless the WS/FCS against any loss or liability which the WS/FCS may sustain by reason of this Agreement or any liability arising herefrom.

6. Cancellation or Re-scheduling of Services and Termination. In the event that the Contractor is unable to perform the services described herein due to personal illness, injury or an act of God, the parties agree that WS/FCS, in its discretion, may: (1) re-schedule the services to a future date(s) mutually agreeable to the parties; provided, however, that the services shall be completed no later than ______ or (2) cancel the services/event and terminate this agreement.

7. Termination. This Agreement may be terminated at any time, with or without cause, by either party upon thirty (30) calendar days written notice to the last known address of the other party. In the event of termination by the Contractor, the Contractor shall, within ten (10) calendar days of the termination, refund any and all sums paid to it by the WS/FCS.

8. Independent Contractor Status. It is understood and agreed the Contractor is an independent contractor and not an employee of the WS/FCS. The Contractor understands and agrees it is responsible for payment of all state and federal income taxes, social security taxes and any other taxes that are legally obligated to be paid as a result of the compensation paid and received under this Agreement. The Contractor further understands and agrees it is not eligible to receive any of the employment benefits provided by the WS/FCS to its full time employees, including but not necessarily limited to: Medical and Hospitalization Insurance, Dental Insurance, Life Insurance, Disability Salary Continuation, Retirement Compensation, Annual Leave, Sick Leave, etc.

IN WITNESS WHEREOF, the parties have signed, sealed and delivered in the presence of:

ON BEHALF OF WS/FCS:
By: _________________________
Printed Name: ________________________________
Title: ________________________________
Office Telephone: __________________

CONTRACTOR:
CHECK TO BE MADE OUT TO: __________________
SSN/Federal Tax EIN#: __________________
Address: __________________
City, St., Zip: __________________
Maximum Estimated Total Cost of Contract: __________________
Budget Acct#: __________________
AUTHORIZED SIGNATURE: __________________
Printed Name: __________________
Title: __________________

ATTORNEY REVIEW:
Approved as to form and legality this the ______ day of ______, 20____
By: ____________________________
Date: ____________________________

FINANCE PRE-AUDIT:
“This instrument has been preaudited in the manner required by the School Budget and Fiscal Control Act.”
By: ____________________________
Date: ____________________________

FINANCIAL REVIEW/APPROVAL:
For Contracts Regarding School Special Funds Only.

This Contract and the use of Special Funds of Individual Schools therefore is approved this the ______ day of ______, 20___
By: ____________________________
Use this official form for contracting with "Independent Contractors" for services provided to the Winston-Salem/Forsyth County Schools. Do not use this form for contracting with individuals who are currently employed by the school district.

Please note that all contracts now must include approvals from the School Board Attorney's Office AND the Financial Services Department in the blanks at the bottom of the contract, in order to be considered legally binding. Also, please note that NO WORK IS TO TAKE PLACE UNTIL THE CONTRACT IS FULLY APPROVED AND SIGNED.

These requirements are in addition to the continuing requirement that all parties to the contract sign the contract and provide clear details for all information specified on the form.

To initiate a contract properly, you must use the following procedure:

1. All contract details must be entered (keyed) into the form prior to applying signatures. Contracts with handwritten notes above the signature lines will be returned unprocessed, since it cannot be determined whether the handwritten section was added before or after signatures were applied.

2. The responsible party on the WS/FCS staff must complete all details on the contract form, being careful to clearly indicate what must happen for the contract to be considered "completed" and providing the budget code in which funds were budgeted and are currently available.

3. **ONLY the party offering the service(s) to the school district (the "Contractor") should sign the contract at this point.** The Contractor should also complete all information in the box entitled "Contractor:"

4. The responsible party on the WS/FCS staff should then make a file copy for their records and forward the ORIGINAL to the **Attorney's Office** for approval as to form and legality.

5. The Attorney's Office will forward approved contracts to the **Financial Services Department** for "Preaudit Certification" OR return the contract to the responsible party on the WS/FCS staff with a short explanation regarding why it was denied.

6. The **Financial Services Department will return the contract to the originating party** either with a signed "Preaudit Certification" or an explanation as to why the contract has been denied a "Preaudit Certification." (The usual reason for preaudit certificate denial is the lack of an available balance or an approved budget for the request in an account.

7. **The responsible party (e.g., principal) on the WS/FCS staff should then, and only then, sign the contract and provide a copy to the contractor.**

8. The Contractor is authorized to perform the contracted services ONLY AFTER THE APPROVED, PREAUDITED CONTRACT HAS BEEN RETURNED TO THE RESPONSIBLE WS/FCS STAFF MEMBER AND IT HAS BEEN SIGNED. We strongly suggest that a copy of the fully approved contract be kept on file for future reference, and another copy forwarded to the Contractor for his or her records.

9. **Keep a copy for the school and send original to the Title I office.**

*Call the Winston-Salem/Forsyth County School Board Attorney's Office or the Financial Services Department if you have any questions about the use of this form.*
I. Introduction. The Board of Education is the sole agency authorized to execute formal contracts between the school system and any firm or person offering to provide materials, equipment or services to the school system.

II. Board Authority.

A. Generally. All contracts made on behalf of the Board of Education involving expenditures exceeding one hundred thousand dollars ($100,000.00) must receive prior approval from the Board of Education.

B. Real Estate Transactions. All contracts involving the sale or acquisition of real estate or any interest in real estate must receive the prior approval of the Board of Education, with the exception of leases of school facilities in accordance with Policy 1330. In addition, the Board authorizes the Superintendent or his designee, to expend up to $5,000.00 for the purchase of an Option to Purchase Real Estate for and in behalf of the Board of Education.

C. Capital Outlay Projects. Any contract for an expenditure in excess of the project budget must be approved by the Board of Education.

D. Food & Beverage Contracts. All contracts with food or beverage vendors must be approved by the Board of Education without regard to the dollar amount. This does not include food or beverage service for a specific event.

E. Consultant and Professional Services. The Board of Education may contract for the services of a consultant or other professional services whenever it is deemed necessary or appropriate to serve the instructional, administrative, evaluative or other needs of the school system and the staff does not have the qualifications, experience, or expertise to provide the services needed.

1. Definitions

   a. Consultant. A consultant for the purposes of this policy shall mean a person who is employed on a temporary contractual basis to conduct a specific staff development activity for school employees or the Board of Education.

   b. Other professional services. This term shall mean a person, professional firm, or business entity that is employed on a temporary contractual basis to provide a specific professional service other than staff development activity, i.e. external auditing services, employee pay classification studies, architectural and engineering services, etc.
a. If the employment of a consultant or other professional services requires the approval of the Board of Education, the superintendent shall prepare a brief written summary of the services desired and shall request at least three consultants or professional firms to submit written proposals describing their experience, knowledge, expertise, methods to be used, objectives to be accomplished and any other information which would assist the superintendent and the Board of Education in deciding which consultant or professional is most qualified and capable of providing the services desired at the most reasonable, but not necessarily the lowest, cost to the Board of Education.

b. If there is only one consultant or professional who is able or one consultant or professional who clearly is most qualified to provide the consultant services desired, the superintendent, at his discretion, may refrain from requesting three proposals provided that he explain the reasons for his decision to the Board of Education.

III. Delegation of Authority to Superintendent.

A. Generally. Unless otherwise prohibited by statute or regulation, the Superintendent or his/her designee is authorized to enter into contracts or approve change orders involving amounts, which do not exceed one hundred thousand dollars ($100,000.00). On a quarterly basis, the Superintendent shall provide to the Board a list describing all general contracts over fifty thousand dollars ($50,000.00), but not exceeding one hundred thousand dollars ($100,000.00); all consultant contracts over five thousand dollars ($5,000.00), but not exceeding ten thousand dollars ($10,000.00); and all Professional Services contracts over ten thousand dollars ($10,000.00), but not exceeding twenty-five thousand dollars ($25,000.00). Where required by law, the superintendent or his designee shall seek bids for all contracts. State law does not require competitive bids for professional services.

B. Facility Leases. The Superintendent or his designee may enter into leases of school facilities in accordance with Policy 1330 for a term of up to one year. Any lease exceeding a one-year term must be approved by the Board of Education.

C. Equipment Leases. The Superintendent or his designee must approve all leases of personal property, such as office equipment or computer hardware, in an amount more than $10,000 but less than $100,000 as well as those for a term in excess of one year.

D. Consultant Contracts. The Superintendent or his designee has the authority to employ or to enter into contracts for the employment of consultants and other professional services, provided that there are sufficient funds allocated in the Board of Education’s Budget for the expense, as follows:

1. Consultants. The Superintendent has the authority to enter into contracts with consultants for staff development activities in an amount not to exceed ten thousand dollars ($10,000) per workshop or staff development activity.

2. Professional Services. The superintendent has the authority to enter into contracts for professional services in an amount not to exceed twenty-five thousand dollars ($25,000).
contracts for his/her school as set forth below:

A. Goods or services in amounts not exceeding ten thousand dollars ($10,000.00) without prior approval provided there are sufficient funds in the school’s budget. Such contracts and purchases must be in accordance with normal purchasing guidelines and procedures (AR 3320).

B. Fund-raising activities undertaken in compliance with Board Policy 1324.1.

C. Disc jockey/bands and facilities for dances to be paid for with club or class funds.

D. Athletic officials and other persons working at athletic events paid from athletic funds derived from gate receipts.

E. Short-term leases (less than 30 days) of school facilities as provided by Policy 1330.

F. Leases of personal property, such as office equipment or computer hardware, in an amount less than $10,000 for a term of up to one year.

V. Review by School Finance Officer. All contracts must be reviewed in advance by the finance officer.

VI. Review by School Attorney. The school attorney may be consulted to review contracts where appropriate.

VII. Construction and Repair Contracts. All contracts involving construction or repair work or purchase of apparatus, supplies, materials, or equipment must be undertaken in compliance with all applicable North Carolina General Statutes.

VIII. Form Contracts. The Board of Education may approve the use of form contracts for construction and repair projects, long-term leases or school facilities, the employment of consultants, etc. If the Superintendent or his/her designee elects to use a Board-approved form construction contract for a construction or repair project or other purpose requiring board of education approval, only the information relevant to the particular contract (vendor, price, duration, etc.) and any changes to the Board-approved form contract are required to be provided to the Board of Education for approval of the contract. If the Board of Education approves the contract, the information and any changes approved by the board of education shall be incorporated in the Board-approved form construction contract for execution by the Board Chairperson.

IX. Regulations. The Superintendent shall develop regulations and procedures to ensure compliance with this policy and state law.

Adopted: February, 2001
OUT-OF-COUNTY TRAVEL FORM INSTRUCTIONS

Out-Of-County Travel Mileage Reimbursement Policy. You are required to complete a “Pre-Approval for Out-of-County Travel” form in advance in order to receive reimbursement for your expenses. You are entitled to use a school system-issued gasoline credit card for the gas expenses you incur which are directly related to this approved travel and, in addition, to receive a twelve cents-per-mile reimbursement for your non-gasoline automobile expense. No other provisions for reimbursement are available. Employees should start their trip with a full tank of gas that they purchase with their own money. The school system credit card should then be used only to keep their tank full during the trip, if it is an extended number of days, with a fill-up on the return. Gas receipt(s) for all gas purchased must accompany your travel reimbursement forms, which should be turned in within 30 days of your return from the approved trip. Our travel reimbursement policies are governed by State travel regulations and by WS/FC School Board Policy AR 4133 “Travel Compensation and the Use of School Vehicles.”

In short, you are entitled to reimbursement only for the actual mileage you traveled in the performance of your school-related job duties, OR the distance from your work location to the destination and return, whichever is less.

Approval by Principal or Immediate Supervisor. Requests for travel and pre-payment of most expenses must be approved in advance by an employee’s principal or immediate supervisor with a WSFCS Prior Approval Form.

CLICK HERE TO READ ENTIRE TEXT OF POLICY AR 4133 “Travel Compensation and the Use of School Vehicles”

Online forms and instructions are available within the WSFCS Intranet at http://10.4.208.95/finance.

STATE TRAVEL REGULATIONS
EXCERPTED FROM THE BUDGET MANUAL OF THE STATE OF NORTH CAROLINA

Authorization for Meals
Prior written approval by the department head or his or her designee must be obtained in order to qualify for reimbursement for meals. Supervisory personnel certifying the reimbursement request as necessary and proper must require documentation from the traveler to substantiate that the payment for meals was necessary and accomplished.

Reimbursement for Meals
Each employee is responsible for his or her own request for reimbursement. Tips for meals are included in the meal allowance. Each meal reimbursement rate must be listed on the reimbursement request. Departure and arrival times must also be listed on the reimbursement request. The costs of meals included in other related activities (registration fees, conference costs, hotel registration, etc.) may not be duplicated in reimbursement requests. An employee may be reimbursed, if requested, for breakfast even if their lodging establishment offers a free continental breakfast.

Meals during Overnight Travel
A state employee may be reimbursed for meals, including lunches, while on official state business when the employee is in overnight travel status. The destination must be located at least 35 miles from the employee's regularly assigned duty station (vicinity) or home whichever is less to receive approved reimbursement.
Meals during Daily Travel

Employees may be reimbursed for meals for partial days of travel when in overnight travel status and the partial day is the day of departure or the day of return. The following applies:

- **Breakfast**: depart duty station prior to 6:00 a.m and extend the workday by 2 hours.
- **Lunch**: depart duty station prior to Noon (day of departure) or return to duty station after 2:00 p.m. (day of return).
- **Dinner**: depart duty station prior to 5:00 p.m. (day of departure) or return to duty station after 8:00 p.m. (day of return) and extend the workday by 3 hours.
- The travel must involve a travel destination located at least 35 miles from the employee's regularly assigned duty station (vicinity) or home, whichever is less.

Allowances cannot be paid to employees for lunches if travel does not involve an overnight stay; however, employees can be eligible for allowances for the breakfast and evening meals when the following applies:

- **Breakfast** (morning): depart duty station prior to 6:00 a.m and extend the workday by 2 hours.
- **Dinner** (evening): return to duty station after 8:00 p.m and extend the workday by 3 hours.
- The travel must involve a travel destination located at least 35 miles from the employee's regularly assigned duty station (vicinity) or home, whichever is less.

Meals and Day-to-Day Activities

State employees may not be reimbursed for meals in conjunction with a congress, conference, assembly, convocation or meeting, or by whatever name called, of employees within a single state department, institution or agency, or between the employees of two or more state departments, institutions or agencies to discuss issues relating to the employee's normal day-today business activities.
### Request for Approval and/or Prepayment of Out-of-County/Over Night Travel Expenses

(Use the "tab" key to go from field to field… Use "F1" to see online help.  See detailed instructions on page 2.)

<table>
<thead>
<tr>
<th>Employee's Name:</th>
<th>Employee Vendor No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address:</th>
<th>City:</th>
<th>State:</th>
<th>ZIP:</th>
<th>Telephone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(999) 999-9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Destination:</th>
<th>School or Work Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leave Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/08</td>
<td>After 6:00am</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Return Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/08</td>
<td></td>
</tr>
</tbody>
</table>

Purpose of Business Travel:

Purpose of Educational Travel: (State Name of Workshop and Objective of Training, if applicable.)  Approx. No. of Participants: 0

Will a SUBSTITUTE be needed for this absence?  NO.

### Expenses which may be prepaid or reimbursed PRIOR TO travel:

(For expenses to be PREPAID, attach copy of this form to a "DIRECT PAY REQUEST" form requesting payment to the appropriate VENDOR.)

<table>
<thead>
<tr>
<th>Expense Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration fees</td>
<td>NOT APPLICABLE.</td>
</tr>
<tr>
<td>Airfare</td>
<td>NOT APPLICABLE.</td>
</tr>
<tr>
<td>Lodging (incl. Taxes)</td>
<td>NOT APPLICABLE.</td>
</tr>
</tbody>
</table>

If FULL REIMBURSEMENT for lodging is requested, state justification:

Total: $0.00

### Expenses which may be reimbursed AFTER travel but not prepaid or reimbursed in advance of travel:

<table>
<thead>
<tr>
<th>Expense Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals – Subject to Per Diem Limits Only</td>
<td>$0.00</td>
</tr>
<tr>
<td>Mileage Reimbursement – Enter estimated number of miles (round-trip):</td>
<td>$0.00</td>
</tr>
<tr>
<td>(NOTE: District policy requires use of school district gasoline credit card and reimburses only 14 cents per mile effective 7/1/2005.)</td>
<td></td>
</tr>
</tbody>
</table>

Rental car needed? NO

Total Estimated Reimb'd Cost: $0.00

### Approval for:

- [ ] Full Reimbursement for Lodging and/or
- [ ] Reimbursement for Use of a Rental Car

<table>
<thead>
<tr>
<th>ESTIMATED RENTAL CAR COST:</th>
<th>$0.00</th>
</tr>
</thead>
</table>

Signature of Assistant Superintendent OR Division Director  Date:

This Request for Travel and Pre-payment or Reimbursement of Expenses is SUBMITTED by:

Applicant’s signature:  Date: 9/7/2011

(I agree to conform to the policies on next page.)
How To Get Reimbursed For Your Work-Related Travel

Instructions for Obtaining Out-Of-County Travel Mileage Reimbursement:

1) Complete this form and have your Principal or immediate supervisor approve it IN ADVANCE for each out-of-county event you must travel to.

2) Submit a copy of this completed form when you pick up a school district gasoline charge card from the secretary in your Principal’s office. When you travel out-of-county on an approved trip, you are entitled to use a school system-issued gasoline credit card only for the gas expenses you incur which are directly related to this approved travel and, in addition, to receive a fourteen cents-per-mile reimbursement for your non-gasoline automobile expenses. No other provisions for reimbursement are made in the School Board Policies.

3) Use the gasoline charge card ONLY in the approved manner. Employees are required to start their trip with a full tank of gas that they purchase with their own money. The school system credit card should then be used only to keep their tank full during the trip and to fill it up upon return.

4) Within 30 days of your return, complete the online “Out-of-County Travel Reimbursement Form”, attach a signed copy of this form and any required receipts, and also get the required approvals of the Reimbursement Form. Your supervisor will forward your request to Finance for payment. ORIGIINAL COPIES of itemized receipt(s) for gasoline purchased and all expenses other than food MUST accompany your travel reimbursement forms or we cannot pay them.

School district travel polices may be accessed online at http://wsfcs.k12.nc.us/admin/index.html.

Full Reimbursement for Lodging in excess of State rates must be approved in advance by the appropriate Assistant Superintendent or Division Director.

Rental Cars. The use of a rental car, except in an emergency, must be approved in advance by the appropriate Assistant Superintendent/Division Director when required for intercity and/or intracity travel if no alternative mode of transportation is practical and if a valid business purpose is justified on the face of the form. Personal use of a rental car while on school system business is not reimbursable.

Employee Vendor Number: Vendor numbers are assigned by the Finance Department. If you do not have or know your vendor number you may leave this field blank.

Purpose of Business Travel. Briefly explain the business purpose for the travel (leave it blank if you are attending a Staff Development Event).

Purpose of Educational Travel. If the purpose of this travel is to attend a professional development activity, state the name of the educational conference, the objective of training and the approximate number of conference participants.

Reimbursement and Prepayment of Travel Expenses Before Travel. The following travel expenses may be paid in advance of your travel event:

• Registration Fees. Prepare a Direct Pay Request and attach a copy of the conference registration form and a copy of this completed form.

• Airfare. Prepare a Direct Pay Request and attach a copy of the invoice from a travel agent or airline and a copy of this completed form. Since travel agencies require payment within 7 days of the reservation, please allow adequate processing time when you file your request for payment.

• Lodging Expenses. One night’s lodging may be prepaid upon request, although in most cases this is unnecessary. Prepare a Direct Pay Request and attach the hotel/motel registration form, a bill or other itemized documentation must be. (You may still use your personal credit card to reserve the room.)

If you are requesting the prepayment of any expenses, you need to:

(1) Check the appropriate blanks on the Travel Approval Form;

(2) Complete a Direct Pay Request for each vendor and attach to it a copy of the signed and approved Travel Approval Form;

(3) Attach the required documentation of expenses such as copies of registration forms or other proof of costs; and

(4) Submit all of the paperwork to your immediate supervisor for approval. If expecting payment by Financial Services, allow up to two weeks for appropriate approvals and payment processing.

Approval Signatures. Requests for travel and pre-payment of most expenses must be approved in advance by an employee’s principal or immediate supervisor. (The Principal is considered to be the immediate supervisor for all school-based personnel). Approval by an Assistant Superintendent or Division Director is required ONLY for full reimbursement for lodging in excess of State rates and/or the use of a rental car.

Funding Source Approval (REQUIRED). If your supervisor does not directly control the funding source for the travel, your supervisor must obtain approval from the administrator who controls the funding source, such as the Program Manager for Staff Development. They also will assign a budget code.

Reimbursement Rates for Per Diem Expenses (rates effective for WS/FCS July 1, 2007):

<table>
<thead>
<tr>
<th></th>
<th>In-State</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$  8.00</td>
<td>$  7.50</td>
</tr>
<tr>
<td>Lunch</td>
<td>$ 10.45</td>
<td>$  9.75</td>
</tr>
<tr>
<td>Dinner</td>
<td>$ 17.90</td>
<td>$ 19.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$ 34.00</td>
<td>$ 36.25</td>
</tr>
<tr>
<td>Lodging (including all taxes)</td>
<td>$ 63.90</td>
<td>$ 75.50</td>
</tr>
</tbody>
</table>

Total for 24-hour period $  97.75 $111.75
### Winston-Salem/Forsyth County Schools

**Form TR 2 - DIRECT PAY FOR CONFERENCE/OUT OF COUNTY TRAVEL REIMBURSEMENT**

**PLEASE NOTE:** ALL FIELDS ARE REQUIRED. INCOMPLETE FORMS MAY BE RETURNED UPAID.

**REPORTING MONTH:** (chose month)  
**REPORTING YEAR:** 2010  
**VENDOR NO.**

<table>
<thead>
<tr>
<th>NAME</th>
<th>BUDGET CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HOME ADDRESS</th>
<th>SCHOOL / DEPARTMENT</th>
<th>SUPERVISOR’S NAME</th>
<th>YOUR POSITION</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

**DID YOU USE WSFCS GAS CARD?** Yes - Gas Receipts Required

---

### ORIGINAL RECEIPTS MUST BE ATTACHED FOR ALL EXPENDITURES EXCEPT MEALS (COPIES NOT ACCEPTED).----------

<table>
<thead>
<tr>
<th>TRAVEL (SHOW EACH CITY VISITED)</th>
<th>TRANSPORTATION</th>
<th>SUBSISTENCE</th>
<th>OTHER EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE (MM/DD/YY) FROM / TO LOCATIONS AND TITLE OF EVENT</td>
<td>MODE</td>
<td>AUTO MILES</td>
<td>AMOUNT</td>
</tr>
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<td>-------</td>
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</tr>
<tr>
<td></td>
<td>Pvt. Auto</td>
<td>$</td>
<td>BREAKFAST</td>
</tr>
<tr>
<td></td>
<td>Air</td>
<td>$</td>
<td>LUNCH</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>$</td>
<td>DINNER</td>
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<tr>
<td></td>
<td>Rental</td>
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<td>HOTEL</td>
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<td>Other</td>
<td>$</td>
<td>DINNER</td>
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<td></td>
<td>Rental</td>
<td>$</td>
<td>HOTEL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL</td>
<td>$</td>
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<tr>
<td></td>
<td>Pvt. Auto</td>
<td>$</td>
<td>BREAKFAST</td>
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<tr>
<td></td>
<td>Air</td>
<td>$</td>
<td>LUNCH</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>$</td>
<td>DINNER</td>
</tr>
<tr>
<td></td>
<td>Rental</td>
<td>$</td>
<td>HOTEL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL</td>
<td>$</td>
</tr>
</tbody>
</table>

**NOTE:** REQUESTS WHICH EXCEED STATE RATES WILL BE DENIED UNLESS FULL REIMBURSEMENT IS APPROVED IN ADVANCE.

| Pvt. Auto | $          | BREAKFAST | $     | $       | $          |             |         |
| Air       | $          | LUNCH     | $     | $       | $          |             |         |
| Other     | $          | DINNER    | $     | $       | $          |             |         |
| Rental    | $          | HOTEL     | $     | $       | $          |             |         |
|           | TOTAL      | $        | $     | $       | $          |             |         |

**TOTAL FROM ABOVE:**

**LESS: ADVANCES ALREADY REQUESTED:**

**NET REIMBURSEMENT REQUEST**

---

**APPROVER CHECKLIST**

- All fields complete, including DATES & Destination CITY
- Gas and other expense receipts attached (as required)
- This form signed by Employee AND Principal or Supervisor
- Pre-Approval Form completed, signed and attached
- On Pre-Approval Form, "excess" authorization signed (if req’d)
- Account Number entered at op of this page

---

**FINANCE DEPT. APPROVAL**

This instrument has been preaudited in the manner required by the School Budget and Fiscal Control Act.

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**Estimated gasoline consumption allowance for 0 miles @ 20mpg:**

**NOTE:** CHARGES FOR GASOLINE EXCEEDING THE FIGURE ABOVE MAY BE DEDUCTED FROM YOUR REIMBUSEMENT REQUEST UNLESS YOU ATTACH AN EXPLANATION WHICH INCLUDES THE YEAR, MAKE AND MODEL OF YOUR VEHICLE.
Other Professional Services (Contracted)

A professional firm or business entity may be employed on a temporary contracted basis for a specific service such as a staff development activity or parenting education workshop.

a. According to Board Policy, the Superintendent or his designee may approve general contracts ≤ $100,000; consultants ≤ $10,000 per workshop; and professional services ≤ $25,000.

b. The Board must approve all contracts over $100,000; consultants over $10,000 per workshop; and professional services over $25,000.

WS/FCS Contract should be completed on-line at the Finance Department web-site and approved prior to the contracted event. Directions for completing the form are included.

1. **Forward the completed contract, with the appropriate account code and the Contractor’s signature, to the Title I office.**
2. Contact our office for account codes if needed.
3. After review, we will forward the contract to the School Attorney’s office. Once approved, the attorney will forward the form to the Finance Officer for review.
4. The contract will be returned to the school and can then be signed by the Principal and the Contractor.

5. **After the event,** the appropriately signed contract (original signature only) should be forwarded to the Title I office, along with the invoice, for processing the payment. We do not make payments prior to the completion of services.
School Improvement
School Improvement

NCLB defines sanctions for all public schools with an emphasis on those schools receiving Title I funds that do not make Adequate Yearly Progress (AYP) in the same subject for consecutive years. A Title I school that does not make AYP in the same subject for two consecutive years is designated as a Title I School Improvement school.

N.C. Proficiency Target Goals

Grades 3-8 mathematics proficiency target goals were reset in November 2006 when new achievement levels were set for math assessments administered beginning in spring 2006.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GRADES 3-8 (%)</th>
<th>GRADE 10 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>READING</td>
<td>MATHEMATICS</td>
</tr>
<tr>
<td>2011-12</td>
<td>71.6</td>
<td>88.6</td>
</tr>
<tr>
<td>2012-13</td>
<td>71.6</td>
<td>88.6</td>
</tr>
<tr>
<td>2013-14</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: Calculations carry full precision until final rounding.

The more years a school does not meet its AYP targets in the same subject, the more severe the sanctions become. See the chart below.
### TITLE I SCHOOL IMPROVEMENT UNDER NO CHILD LEFT BEHIND (NCLB)

<table>
<thead>
<tr>
<th>After...</th>
<th>then...</th>
<th>and implements...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year of not making Adequate Yearly Progress (AYP) in mathematics or reading/language arts.</td>
<td>the school addresses challenge areas,</td>
<td>no sanctions under NCLB.</td>
</tr>
<tr>
<td>2 consecutive years of not making AYP in the same subject.</td>
<td>the school enters Year 1 of Title I improvement at the beginning of the next school year</td>
<td>school choice, unless the school is in a pilot district offering supplemental educational services as the first year option, and receives technical assistance.</td>
</tr>
<tr>
<td>3 years of not making AYP in the same subject,</td>
<td>the school enters Year 2 of Title I improvement at the beginning of the next school year</td>
<td>school choice, supplemental educational services and receives technical assistance.</td>
</tr>
<tr>
<td>4 years of not making AYP in the same subject,</td>
<td>the school enters Year 3 of Title I improvement at the beginning of the next school year</td>
<td>school choice, supplemental educational services, corrective action and receives technical assistance.</td>
</tr>
<tr>
<td>5 years of not making AYP in the same subject,</td>
<td>the school enters Year 4 of Title I improvement at the beginning of the next school year</td>
<td>school choice, supplemental educational services, devises a plan for restructuring and receives technical assistance.</td>
</tr>
<tr>
<td>6 years of not making AYP in the same subject,</td>
<td>the school enters Year 5 of Title I improvement at the beginning of the next school year</td>
<td>school choice, supplemental educational services, restructuring and receives technical assistance.</td>
</tr>
</tbody>
</table>

**NOTES:** Title I schools enter improvement after two consecutive years of not making Adequate Yearly Progress (AYP) in the same subject (reading/language arts or mathematics). Title I schools exit improvement after two consecutive years of making AYP in the subject that identified them for improvement. If a school makes AYP in the identifying subject in any one year after entering improvement, it does not move to the next level of sanctions in the next school year. For every year a school in improvement does not make AYP in the identifying subject, it moves to the next level of sanctions. It is possible for a school to exit improvement for one subject, while entering into or remaining in improvement based on the other subject.
Title I Sanctions

School Choice

If a Title I school does not make AYP in the same subject for two consecutive years, the school enters Title I School Improvement. Parents must be given the option to transfer their children to another school designated by the district that is not in Title I School Improvement.

Technical Assistance

Each Title I school entering School Improvement will receive technical assistance from the district office. Schools may request specific assistance from the local education agency (LEA) and/or state educational agency (SEA). The assistance provided is to be included in the improvement plan and should be documented in the Technical Assistance Log.

WS/FCS TECHNICAL ASSISTANCE LOG

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POSITION</th>
<th>DATE</th>
<th>IN/OUT</th>
<th>PURPOSE</th>
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</thead>
<tbody>
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</table>
**Parental Notification**

States get federal funds specifically to help schools in improvement. NCLB requires that all parents of students enrolled in schools identified for improvement are notified in writing of the improvement status. The content of the parent communication is mandated and must include a description of strategies in place at the school to help all students, but especially those identified as non-proficient and in sub-groups that may not reach AYP goals. Input is needed from school principals to help parents and the community understands all that is being done at schools to increase student achievement. The information should be as "parent friendly" as possible.

According to federal requirements, the parent letter for Title I School Improvement schools must include:

a) an explanation of what the identification means and how the school compares in terms of academic achievement to other schools;
b) the reasons for the identification;
c) reference to what the identified school is doing to improve;
d) reference to what the district and state are doing to help the school address achievement problems;
e) an explanation of how parents can get involved; and
f) an explanation of the parents' option to transfer their children to another public school.

The Title I office will insert the necessary required components such as: AYP data, NCLB sanctions, and supplemental educational services (free tutoring funded by Title I), and will provide translation of the letters. Final drafts will be reviewed and approved by the Principal, Attorney, Director of Accountability, and appropriate Assistant Superintendent. The Title I office will mail the letters to all parents of students enrolled in a school designated as in improvement. The target date for mailing the letters to parents is contingent upon official notification from DPI. Sample Parent Notification Letter:
August 8, 2009

Dear Parent or Guardian:

Based on 2008-09 EOG test results, Best Elementary School successfully met 23 of 29 target goals. More than 79% of our students were proficient in reading and more than 68% were proficient in math. However, according to federal guidelines, Best Elementary School did not make Adequate Yearly Progress (AYP) for the second year in a row. The staff will continue to focus on effective ways to achieve success for every student.

**Why Best Elementary did not make AYP.** The State AYP target for reading was 76.7% proficient. The target for math was reset to 65.8% proficient. Although our school average exceeded the State goals for the tested grades in both reading and math, Best Elementary did not make AYP because not enough students scored at grade level (Level III or IV) on end-of-grade tests in the following areas:

<table>
<thead>
<tr>
<th>Sub-group</th>
<th>Reading % Proficient</th>
<th>Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>63.7</td>
<td>-</td>
</tr>
<tr>
<td>Hispanic</td>
<td>62.8</td>
<td>-</td>
</tr>
<tr>
<td>Free/Reduced</td>
<td>64.7</td>
<td>-</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>43.2</td>
<td>37.5</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>45.5</td>
<td>-</td>
</tr>
</tbody>
</table>

About 55% of North Carolina schools did not make AYP for 2005-06; about 78% of WS/FC schools did not make AYP. Title I schools are identified for “School Improvement” and must offer school choice after not making AYP for two or more years in a row.

**School Choice.** The federal No Child Left Behind Act of 2001 offers parents of students enrolled in Title I schools that did not make AYP two years in a row the right to make educational choices for their child. All parents in Zone 2 had a right to choose their child’s school in February for the 2009-10 school year from among the zone and district-wide magnet schools. You will have another opportunity to make a school choice in February 2010. Transportation is provided to each zone and magnet school. As outlined in the WS/FCS School Improvement Plan, the district will offer extra support to Best Elementary by providing technical assistance, staff development, additional staffing and extra resources to the school.

**Right to Supplemental Educational Services (SES).** Under the federal No Child Left Behind (NCLB) law, students at Best Elementary who receive free or reduced cost meals are eligible to receive supplemental educational services. These free tutoring services are offered outside the regular school day to help improve student academic achievement in reading and math. If there is not enough federal funding for every student requesting services, eligible students with the greatest academic need will receive first priority. Providers have been approved by the Department of Public Instruction and are available to work with our students. SES information including an application has been included in this packet to each parent of a child attending Best Elementary School and must be returned to the school no later than October 12. If you would like help deciding which provider best meets the needs of your child, or if you have questions about whether or not your child is eligible for services, please call the SES School Site Coordinator at 777-9211. After receiving your application, the district will confirm or deny your request by Oct. 23, 2009. The school district will not provide transportation to or from the service. Transportation is the parent’s responsibility.

**How Best Elementary Will Improve.**

The staff at Best Elementary will continue to focus on effective ways of achieving academic success for every student. In addition to the exceptional instructional delivery of the North Carolina Standard Course of Study
(SCOS) provided at each grade level, a variety of strategies are utilized to increase the academic achievement of all students. These enhancements include, but are not limited to the following: daily language and phonics instruction; reduced class size during the reading block in grades 3-5; “Write From the Beginning” in grades K-5 and “Empowering Writers” for grades 3 and 4; word walls posted in every classroom; and the implementation of small guided reading groups. In addition, we will utilize “Math Super Star” and “Math Strategies” resource notebook to supplement math instruction. TI-15 calculators will be used in fourth and fifth grades. Fifth grade students will work in special math groups.

Personal Education Plans (PEP) are developed for students working below grade level and tutorial programs are available for students in grades 1-5 who may need extra assistance. Student progress is monitored regularly through K-2 Assessments, 3-5 Quarterly Assessments, literacy folders, goal summary conferences, and other informal assessment tools. Quarterly meetings are held with individual fourth grade students to review academic progress.

Regularly scheduled grade level curriculum meetings and monthly faculty/staff meetings provide opportunities for collaboration, information sharing, and staff development based on data analysis. Staff development has been targeted to address instructional practices that have been proven to raise student achievement. An Instructional Coach will work with staff to assist in the effective implementation of these instructional “best practices.”

**How parents can be involved.** Parent support is essential at Best Elementary. Communicating with your child’s teachers, making sure your child attends school regularly, volunteering in the classroom, and participating in school decision-making are important. We will continue to communicate with our parents through weekly VIP folders that go home each Wednesday; the school web site; teacher homepage/email; the outdoor marquee; PTA newsletter; *Curriculum Newsletter* (quarterly); *Best Komer; Alert Now; IEP meetings; and PEP conferences. All parents are encouraged to participate in the PTA, as well as other volunteer activities. In addition, district-wide parent involvement policy will also be revised. If you want input into this policy, please call the district parent coordinator at 727-2013.

The many successes at Best Elementary cannot be measured in one test and we appreciate your past and continued support. Our challenge, our goal, and our commitment are to have ALL of our students performing at or above grade level. Please continue to work with us to make sure that we achieve success for every student.

Sincerely,

Principal
School Improvement Plan Revisions

Schools in Improvement must revise their school improvement plan no later than three months after notification of identification. This plan must be submitted to the State for approval.

**Title I School Improvement**

*Requirements and General Issues*

*2011-2012 Components Checklist*

**School Plan** (section 1116(b)(#)A)(i)-(x)}

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period and must include the following components.

**Location in School Improvement Plan**

- Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.
- Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the state’s proficient level of achievement on the state’s academic assessments.
- Provide an assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development.
- Specify how these professional development funds will be used to remove the school from school improvement status.
- Establish specific, annual measurable objectives for continuous and substantial progress by each subgroup in the school.
- Describe how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.
- Specify the responsibilities of the school, the LEA, and SEA, including the technical assistance to be provided by the LEA.
- Include strategies to promote effective parental involvement in the school.
- Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.
- Incorporate a teacher mentoring program.
**Peer Review Process**

Within 45 days of receiving the plan the LEA shall establish a peer review process to assist with review of the school plan. Principals are asked to select a date and time for the Peer Review meeting. Some schools will have their Peer Review during an already scheduled Instructional Coordination meeting. Other schools will schedule their meetings through the Title I office. All schools are encouraged to invite Central Office personnel, outside experts, administrative personnel, teacher representatives, and parents to participate in the Peer Review.

The schools will provide copies of their revised school improvement plan for everyone attending the meeting.

During the peer review meeting participants are asked to sign the attendance sheet. The school will share the revisions to the school improvement plan with feedback offered by others in attendance. The Peer Review committee will then approve revisions to be included in the school improvement plan for approval by the State. The federal government provides additional funds to help each school meet the AYP target goals in reading and math.

**Sample Peer Review Invitation:**

As part of Title I school improvement each identified school is required to revise its school improvement plan to address areas causing the identification. Part of the process includes a peer review of the revisions. Each school may select various Central Office personnel to serve on its peer review committee.

The invitation has been extended to the School Improvement Team or a team consisting of designated representatives that should include: Administrator(s), Classroom representative(s), and parent(s).

The Peer Review is scheduled for November 1, at 2:45 PM at Best Elementary School.

Best Elementary School is requesting the following WS/FCS personnel to attend their peer review meeting. Please indicate if you will be able to attend.

_____ Assistant Superintendent: Elementary; Middle; High
_____ K-12 Math Program Manager
_____ K-5 or 6-12 English Language Arts Program Manager
_____ EC Program Specialist: Elementary; Middle; High
_____ Parent Involvement Coordinator
_____ Other (please specify name) ____________________________
Corrective Action

If a Title I school does not make AYP in the same subject for four consecutive years, it is identified for corrective action. The school must continue to offer public school choice and supplemental educational services and begin implementing at least one of the following corrective actions:

- Replace the school staff responsible for the lack of progress;
- Institute a new curriculum, including appropriate professional development;
- “Significantly decrease management authority” at the school level;
- Appoint an outside expert to advise the school;
- Extend the school year or the school day for the school;
- Restructure the school’s internal organizational structure.

Plan for Restructuring

If a Title I school does not make AYP in the same subject for five consecutive years, the school must continue taking corrective action measures, offering public school choice and supplemental educational services, and develop an alternate governance plan, which must include one of the following:

- Reopen the school as a public charter school;
- Replace all or most of the staff responsible for the lack of progress;
- Enter into a contract with a private company to operate the school;
- Turn over operation and management of the school to the state;
- Implement other fundamental reforms approved by the state.

Implementation of Plan for Restructuring

If a Title I school does not make AYP in the same subject for six consecutive years, the alternate governance plan that was developed the previous year must be implemented.
Time Line for Restructuring for Alternative Governance
Planning and Implementation Led by District

Year 1 Plan Development

June – August
- Decide who will be on initial restructuring team
- Make a plan for including stakeholders in choosing alternative governance and restructuring strategies
- Develop roles and responsibilities of team members
- Develop process for planning and decision making
- Develop schedule and agenda format for team and stakeholder planning meetings
- Assess needs and capacity for implementing each option
- Determine option(s) for alternative governance

November - January
- Plan restructuring strategies for successful implementation of alternative governance
- Plan restructuring strategies for improvement in academic achievement being reflective on level of success of reform strategies implemented in corrective action
- Ensure stakeholders are involved in all parts of planning
- Prepare final plan for public review and Board approval

February – June
- Share Plan with public
- Begin training necessary for implementation of plan
- Ensure all stakeholders understand their role in plan implementation
- Begin making plans for administration and/or staff changes
- Set goals for Implementation

Year 2 Plan Development

June – August
- Secure Admin. and or Staff positions due to change
- Ensure all stakeholders understand goals, strategies and expectations
- Develop process for monitoring, progress evaluation and revisions of implementation plan
- Schedules, Roles, Responsibilities, Actions
- Prepare notification letters

September – May
Monitor, Evaluate Progress, Act on weaknesses

June
- Assess successes and weaknesses
- Make necessary adjustments
Overview of Supplemental Education Services (SES)

School districts with Title I schools that have not made Adequate Yearly Progress for three consecutive years in reading and/or math, must offer supplemental educational services for eligible students.

Goal: The goal of these services is to ensure that students increase their proficiency in meeting the State's academic achievement standards in reading and math. Services may include such assistance as tutoring, remediation, and academic intervention and must take place outside the regular school day.

Eligible children: Eligible children are from low-income families, as determined by the school district for the purpose of allocating funds under Title I. Priority must be given to the lowest-achieving children whenever funds are insufficient to meet the requests of all eligible children and their parents.

Selection process: Parents choose the supplemental educational services provider for their children from among the providers approved by the state for their school district. School districts are required annually to notify parents of the availability of the state-approved services within the district boundaries or in neighboring districts. The school district must work to ensure parents have good, easy-to-understand information about the services. If requested, district staff also must help parents select a provider from the state-approved list.

Once a parent chooses a provider, school district staff will work with the parent and provider to develop a statement of specific achievement goals for the child, including how his or her progress will be measured and a timetable for improving achievement. If the child has disabilities, the agreement must be consistent with his/her individualized education program (IEP).

Funding: The school district will pay for supplemental educational services for each participating child in an amount which is the lesser of the following:

1. the school district's Title I, Part A allocation; or
2. actual cost of the services received by each child (section 1116(e)(6).

The school district is not required to provide transportation for supplemental services, nor is it required to spend more than the amount equal to 5 percent of its Title I allocation on supplemental services. However, if a school district does not incur any choice-related transportation costs and there is sufficient demand for supplemental services to require the expenditure of the full amount equal to 20 percent of its Title I, Part A, allocation, a school district must spend the full 20 percent on supplemental services.
State-approved providers: NCDPI is required to compile a list of service providers by school district. Eligible providers include nonprofit and for-profit entities and local education agencies. Public and private schools, corporate educational service agencies, after-school learning centers, institutions of higher education, and faith-based organizations, including churches, mosques, and temples, may apply. These providers must:

- have demonstrated their effectiveness in increasing student academic achievement;
- be capable of providing supplemental educational services that are consistent with the instructional program of the local educational agency and the State’s academic content and student achievement standards;
- ensure that instruction and content are secular, neutral, and non-ideological;
- ensure that all individuals and tutors have successfully completed criminal background checks;
- be financially sound; and
- meet applicable federal, state, and local health, safety, and civil rights laws.

Free Tutoring (SES) under NCLB BASIC INFORMATION

When must Title I schools offer SES? Title I schools that haven’t met state target goals for Adequate Yearly Progress (AYP) for two or more years in the same subject (reading/language arts or math) enter Title I School Improvement. There are two different times that Title I School Improvement schools must begin offering SES. Schools in districts participating in the federal SES pilot program offer SES in the first year of entering Title I School Improvement. For schools in these SES pilot districts, the traditional first year/public school choice and second year/SES options are reversed. Districts participating in the pilot are listed on the Web at www.ncpublicschools.org/nclb/SES/pilot/. Schools in districts not participating in the federal SES pilot program, which are the majority of districts in North Carolina, follow the traditional path of offering public school choice in year one of Title I School Improvement and offering public school choice and SES in the second year of Improvement.

When is a Title I school no longer required to offer SES? Once a school begins offering SES, it must continue to do so until it is no longer in Title I School Improvement. This is true regardless of whether the school is in a district participating in the federal SES pilot program. A Title I School is no longer in Improvement and is no longer required to offer SES after making AYP in the subject that first identified the school for two years in a row. If a Title I school makes AYP in any one year after entering Title I School Improvement, it does not move to the next level of sanctions. If a school designated for Improvement makes AYP the year following that designation and then fails to make AYP the year after that, it moves to the next level of the sanctions. It is possible for a school to exit Title I School Improvement in one subject in the same year that it enters Improvement or continues to be in Improvement due to another subject.

Can students at Title I School Improvement schools transfer to another public school and receive free tutoring services? No. When both options are available, parents may choose the transfer option or free tutoring services, but not both.

How do parents get free tutoring services for their children? Each year, school districts notify parents of eligible students that free tutoring services are available, identify state-approved area providers, and describe providers’ services. Parents respond, within the timeline outlined in the notice, as to whether they are interested in receiving services for their child and indicate a service provider, if a choice is available.

What if parents of eligible students do not want supplemental educational services for their children?
Parents may waive the right for their child to receive services. In this case, parents may be asked to sign a waiver form stating that they decline the services on behalf of their child.

**What factors should parents consider in choosing a provider?** Parents may want to consider: where and when the provider offers services; how often and for how long students will be served; how students are grouped during tutoring; whether the provider can meet the academic needs of their child; tutors' qualifications; and how student progress will be measured.

**What about exceptional students or limited English proficient students?** Eligible students with disabilities and eligible limited English proficient students must be offered services, but the providers may differ so each student's needs are addressed.

**What are the state's responsibilities regarding tutoring services?** The state's responsibility is to:
- Offer parents as many provider choices as possible by working with educational partners to promote maximum participation by potential providers;
- Develop and apply objective criteria for approving potential providers;
- Maintain an updated list of approved providers statewide by district;
- Develop procedures for monitoring and reporting publicly on the quality and effectiveness of approved provider services;
- Withdraw approval from providers that fail, for two consecutive years, to contribute to the academic achievement of students; and
- Give annual notice to potential providers of the opportunity to provide services and the procedures for obtaining state approval.

**What is the responsibility of the school district regarding tutoring services?** The school district's responsibility is to:
- Identify and notify parents of eligible students about the availability of services, at least annually;
- Help parents choose a provider, if requested;
- Determine which eligible students should receive services, if not all can be served;
- Develop an agreement between the district/school representative, the parent(s) and the service provider that outlines goals and criteria for student achievement;
- Assist the state in identifying potential providers;
- Provide the information the state needs to monitor the quality and effectiveness of the services offered by approved providers; and
- Protect the privacy of students eligible for, or receiving, services.

**What are provider responsibilities regarding tutoring services?** The provider's responsibility is to:
- Provide parents with information on the progress of their children;
- Ensure that instruction and content used are consistent with the school district and the NC Standard Course of Study;
- Provide a written summative report on the progress of all students served in the year to send to the state;
- Meet all applicable federal, state and local health, safety, and civil rights laws;
- Ensure that all instruction and content are secular, neutral and non-ideological;
- Ensure all employees who interact with students have undergone background checks;
- Develop an agreement between the district/school representative, the parent(s) and the service provider that outlines goals and criteria for student achievement; and
- Protect the privacy of students eligible for, or receiving, supplemental educational services.

**What are the responsibilities of parents/students using tutoring services?** The responsibilities of parents/students are to:
- Choose a provider;
- Work with the provider to set achievement goals for the student;
- Support the student's work at home to meet the achievement goals;
- Participate in communication efforts with the teacher(s) and the provider;
- Provide transportation to and from provider services, unless the district provides transportation.
• Attend sessions regularly
• When appropriate, express dissatisfaction with services to the district's Title I coordinator; and
• Protect the confidentiality of all students in the program.
Monitoring
<table>
<thead>
<tr>
<th>Year</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td>• Comprehensive needs assessment</td>
</tr>
<tr>
<td></td>
<td>• Current and past history of ABC and AYP results</td>
</tr>
<tr>
<td></td>
<td>• Other assessment data such as benchmark testing, AGS, K-2 assessment, QRI,</td>
</tr>
<tr>
<td></td>
<td>PAR, etc.</td>
</tr>
<tr>
<td></td>
<td>• NC School Report Card</td>
</tr>
<tr>
<td></td>
<td>• Official notice of School Improvement Status</td>
</tr>
<tr>
<td></td>
<td>• Public school choice letters (from spring)</td>
</tr>
<tr>
<td></td>
<td>• Transfer requests</td>
</tr>
<tr>
<td></td>
<td>• School Improvement Parent Notification letter</td>
</tr>
<tr>
<td></td>
<td>• Revised SIP</td>
</tr>
<tr>
<td></td>
<td>• Agendas/Attendance/Minutes of School Improvement meetings including Peer</td>
</tr>
<tr>
<td></td>
<td>Review</td>
</tr>
<tr>
<td></td>
<td>• Technical Assistance log</td>
</tr>
<tr>
<td></td>
<td>• School Improvement budget, if applicable</td>
</tr>
<tr>
<td></td>
<td>• Research based technical assistance by LEA or DPI</td>
</tr>
<tr>
<td></td>
<td>• Professional development records (10% of Title I budget)</td>
</tr>
<tr>
<td>Year II</td>
<td>• All of the above</td>
</tr>
<tr>
<td></td>
<td>• Supplemental Educational Services (SES) communication: school newsletters,</td>
</tr>
<tr>
<td></td>
<td>Alert Now announcements, parent meetings, flyers, etc.</td>
</tr>
<tr>
<td></td>
<td>• Description of SES process</td>
</tr>
<tr>
<td></td>
<td>• Copies of SES parent request forms/verification</td>
</tr>
<tr>
<td></td>
<td>• List of providers serving your school/location of services</td>
</tr>
<tr>
<td>Year III</td>
<td>• All of the above</td>
</tr>
<tr>
<td></td>
<td>• Description of corrective action, including agenda, meetings, minutes, and</td>
</tr>
<tr>
<td></td>
<td>outcomes</td>
</tr>
<tr>
<td>Year IV</td>
<td>• All of the above</td>
</tr>
<tr>
<td></td>
<td>• Description of plan for restructuring including agenda, meetings, minutes,</td>
</tr>
<tr>
<td></td>
<td>and outcomes</td>
</tr>
<tr>
<td>Year V and</td>
<td>• All of the above</td>
</tr>
<tr>
<td>above</td>
<td>• Description of restructuring implementation including agenda, meetings,</td>
</tr>
<tr>
<td></td>
<td>minutes, and outcomes</td>
</tr>
</tbody>
</table>
Cross Program Consolidated Monitoring Desired Outcomes

Cross Program Consolidated Monitoring focuses on indicators across common compliance strands of the following programs: Title I Part A, Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title IV, Part A (Safe and Drug Free Schools), and Title VI (Rural Education Achievement Program). The desired outcome is to eliminate redundancy of compliance indicators and the duplication in reporting findings of noncompliance.

Common Compliance Strands

Above programs are reviewed using the following interrelated compliance strands:

I. **Stakeholder Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating programs at LEA and school levels.

II. **Governance, Administration and Funding.** Applications, plans, administration of programs, allocation and use of funds meet statutory requirements.

III. **Program Quality.** Programs are implemented using research-based strategies and services, highly qualified staff, and high quality professional development, all aligned to a comprehensive needs assessment.

IV. **Accountability and Reporting.** Programs use state and other assessments to measure the achievement of intended outcomes of programs. LEA and schools publicly report and widely disseminate all required program and student accountability results. NCLB sanctions are properly implemented.

Note: Cross Program Consolidated Monitoring will consist of a 3 tiered approach.

**Tier I- Cross-Program Consolidated Self-Monitoring Instrument** - LEAs will use this instrument to measure compliance to designated program indicators.

**Tier II- Cross Program Consolidated Desk Review** - Sampling of evidence that support Self-Monitoring and Desk Review Instruments.

**Tier III- Cross Program Consolidated Monitoring Instrument-(On-Site)** - The cross program consolidated monitoring instrument (CPCMI) will be used by the SEA on-site to monitor those indicators that are common across programs. This instrument will be used to verify results and revisit findings in the LEA’s self-monitoring instrument and Desk Review.

*For the purposes of monitoring, references to School Improvement include the following sanctions: Choice, SES, Corrective Action, and Restructuring.

NOTE: Because the methodology of the CPCM includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

<table>
<thead>
<tr>
<th>LEA Name:</th>
<th>LEA Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Contact Person:</td>
<td>□ Title I A</td>
</tr>
<tr>
<td>SEA Monitoring Lead Person:</td>
<td>□ Title I C (MEP)</td>
</tr>
<tr>
<td>Date of Monitoring:</td>
<td>□ Title I D (N&amp;D)</td>
</tr>
<tr>
<td>Date of Report:</td>
<td>□ Title IV (SADF)</td>
</tr>
<tr>
<td>□ Title VI (RLIS/SRSA)</td>
<td></td>
</tr>
<tr>
<td>□ LEA Improvement _________ year(s)</td>
<td></td>
</tr>
<tr>
<td>□ Choice ________________ schools</td>
<td></td>
</tr>
<tr>
<td>□ SES ________________ schools</td>
<td></td>
</tr>
<tr>
<td>□ Corrective Action ________________ schools</td>
<td></td>
</tr>
<tr>
<td>□ Restructuring (planning ) ________________ schools</td>
<td></td>
</tr>
<tr>
<td>□ Restructuring (implementation) ________________ schools</td>
<td></td>
</tr>
</tbody>
</table>
### Rating Scale Rubric

<table>
<thead>
<tr>
<th>Meets Requirements</th>
<th>Finding(s)</th>
<th>Action(s) Needed</th>
<th>NA- Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compliance indicator is 100% met and supported by all required evidence(s).</td>
<td>• Evidence or lack of evidence show compliance indicator has not been met.</td>
<td>• Recommendation(s) will address each finding. The LEA will respond to each recommendation with evidence of resolution.</td>
<td>• The District is not eligible for the program.</td>
</tr>
<tr>
<td>• All Required documents are provided and support compliance.</td>
<td>• Incomplete or lack of required documentation.</td>
<td></td>
<td>• Accountability standard is not applicable.</td>
</tr>
<tr>
<td>• Interviews support documentation, processes, and implementation.</td>
<td>• Interviews lack understanding or support of documentation, processes, and implementation.</td>
<td></td>
<td>• Program not elected (i.e., pre-school, private school participation).</td>
</tr>
<tr>
<td>• Compliance is consistent at district and schools sampled.</td>
<td>• Compliance is inconsistent at district and school’s sampled.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Strand I. Stakeholder Involvement

Parents, staff, students, and community members participate in developing, implementing, and evaluating programs at the LEA and school levels.

**Indicators:** The indicators below apply to the following programs: Title IA, School Improvement; Title I A Section 1118

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Standard Evidence(s) (required)</th>
</tr>
</thead>
</table>
| 2. Each school has adopted a school-level policy on parent involvement that is incorporated into school level plans. | □ A copy of School PI Policy-required  
□ A copy of School Imp. Plan-required  
Other: Meetings/Minutes on developing policy |
| Appendix A- Parent Involvement Policy Requirements | |

3. The LEA/School parent involvement policy is consistent with the following goals and purposes:

□ a. Documentation of parent involvement opportunities for all parents that are representative of the population in development of policies, parent-school compacts, and parent involvement activities. | □ A copy of School improvement Team and/or other parent planning committee.  
□ Copies of minutes which support parent involvement in planning.  
Other: Schedules; Interviews; Communications; Surveys |
b. Provides documentation of consultation opportunities for parents who are representative of population in the planning, implementation and evaluation of Title programs.

c. Provides evidence that parent involvement policies, compacts, information and involvement opportunities are disseminated and provided in a language and form that parents understand.

d. Provide parents with information and/or activities regarding curriculum standards, local and state assessment, how to monitor their child’s progress and how to contact and work with school staff.

e. Parent activities are planned and held to provide techniques and strategies that enable parents to assist their children at home.

f. Build consistent and effective communication between the home and the school.

Appendix A- Parent Involvement Policy Requirements

4. Parents notifications are provided (in appropriate languages):

a. Annual Report Card

b. Individual Student Assessments

c. LEA/School Annual Progress (AYP/report card)

d. LEA/Schools identified for school improvement, corrective action, and/or restructuring

e. LEA/School Parental Involvement policies.

f. Grievance policies

g. Teacher/paraprofessionals qualifications (may request and review)
### Non-highly qualified Teacher

- **(must report to parents if student is being taught by non-HQ)**

  | h. Annual meeting/ Title I Part A & C information | □ Notification (if applicable) |
  |                                                | □ Agenda/ Minutes |
  |                                                | □ Sign-In         |
  |                                                | Other supporting evidence: Interviews, email communications, webpage. |

### Strand II. Governance, Administration and Funding

Applications, plans, administration of programs, allocation and use of funds meet statutory requirements.

**Indicators:** The indicators below apply to the following programs: Title I A, Title I C (MEP), Title IVA (SADFS), School Improvement and Title VI(SRSA & RLIS).

Title I Part A Section 1112, 1113, 1116, 1119, 1120A & B; Section 1421, 1422, 1423, 1424 Title I Part D.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Standard Evidence(s) □ (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal</td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Schools identified for school improvement spend not less than 10 percent of Title I funds made available to the school for the purpose of providing teachers and principals high-quality professional development.</td>
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<tr>
<td><strong>9.</strong></td>
<td>The school maintains an inventory record for each piece of equipment, with an acquisition cost of $500 or more or a shelf life of several years, which is purchased with federal funds. The record is maintained by description of item, acquisition date, cost, and location.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Time and Effort</td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>Charges for wages and salaries of employees who work on multiple activities or cost objectives are supported by time and effort documentation. OMB A-87</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>Salaries of employees who work on a single Federal award or cost objective are supported by periodic certification that the employees work solely on that program for the period covered by the certification. OMB A-87</td>
</tr>
</tbody>
</table>
**Strand III. Program Quality.** Programs are implemented using scientifically researched based strategies and services, highly qualified staff, and high quality professional development which is all aligned to a comprehensive needs assessment.

**Indicators:** The indicators below apply to the following programs: Title I A, Title I C (MEP), Title IVA (SADFS), School Improvement and Title VI(SRSA & RLIS) Title I A Section 1113, 1114, 1119; Title I D 1423;

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Standard Evidence(s) □ (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For all programs operated at the school, the school improvement team and/ or other groups of stakeholders, annually review and update the school improvement plan.</td>
<td>□ School Improvement Plan &lt;br&gt; □ SIT list &lt;br&gt; □ Agendas and minutes &lt;br&gt; Other: communications, interviews</td>
</tr>
<tr>
<td>2. Schools have conducted a comprehensive needs assessment using multiple domains of data sources.</td>
<td>□ School level comprehensive needs assessment &lt;br&gt; □ Data Sources &lt;br&gt; Other: surveys, communications, interviews</td>
</tr>
<tr>
<td>3. Schools have developed measurable goals and objectives.</td>
<td>□ School Improvement Plan &lt;br&gt; □ Prioritized Plan &lt;br&gt; Other: Interview, additional support pieces to plan</td>
</tr>
<tr>
<td>4. Scientifically researched-based reform strategies are implemented.</td>
<td>□ School Improvement Plan &lt;br&gt; □ Sampling of lesson and unit plans &lt;br&gt; □ Sampling of Research evidence of strategies being used &lt;br&gt; Other: Interviews with school staff</td>
</tr>
<tr>
<td>5. Instruction is provided by a highly-qualified staff.</td>
<td>□ Principal’s Attestation statement &lt;br&gt; □ Certification data &lt;br&gt; □ Notifications to parents if child’s teacher is not highly qualified. &lt;br&gt; Other: Interview with school administration</td>
</tr>
<tr>
<td>5. High-quality and ongoing professional development is provided for school staff, pupil service personnel, parents and other applicable persons to enable all children to meet the State’s student academic achievement standards, and implement all Professional Development program requirements.</td>
<td>□ Records of professional development opportunities. &lt;br&gt; Aligned to needs assessment</td>
</tr>
<tr>
<td>6. Strategies are implemented to attract high-quality, highly qualified teachers to schools with high needs.</td>
<td>□ Recruitment and retention plans &lt;br&gt; □ Interview principal &lt;br&gt; Other: Interviews with personnel director</td>
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</tr>
<tr>
<td><strong>7.</strong></td>
<td>Schools implement plans for assisting children in the transition from early childhood programs to local elementary schools; from middle school to high school and from N &amp; D institutions to schools.</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective and timely additional assistance.</td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>The school demonstrates coordination and integration of Federal, State, and local services and programs.</td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>Schools have developed comprehensive plans for reforming the total instructional program and promoting safe and healthy schools.</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>School plans are in an understandable and uniform format and are available throughout the LEA to parents and the public.</td>
</tr>
<tr>
<td></td>
<td>Title I Preschool Title IA 1115</td>
</tr>
<tr>
<td><strong>Title I Preschool Title IA 1115</strong></td>
<td>Using multiple, educationally-related, objective criteria, the Preschool focus on children who are failing or most at-risk of failing to meet the State standards. Appendix H- Student Trace</td>
</tr>
<tr>
<td>Notes/Comments:</td>
<td>Conduct Student Trace in Title I Preschool-Randomly select 2-3 students from rank order list.</td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>Children from preschool through grade two are selected solely on the basis of such criteria as teacher judgment, parent interview, and developmentally appropriate measures. (Preschool)</td>
</tr>
</tbody>
</table>
13. Title I, Part A paid staff assumes limited assigned duties that are relevant to similar personnel, including duties beyond classroom instruction or that do not benefit participating children.

**Title I, Part A paid staff assumes limited assigned duties that are relevant to similar personnel, including duties beyond classroom instruction or that do not benefit participating children.**

| Title I staff schedules | Interview Title IA Teachers |

---

**Strand IV. Accountability and Reporting.** Programs use state and other assessments to measure the achievement of intended outcomes of programs. The LEA and its schools publicly report and widely disseminate all required program and student accountability results.

**Indicators:** The indicators below apply to the following programs: Title I A, Title I C (MEP), Title IVA (SADFS), School Improvement and Title VI(SRSA & RLIS)

Title I A Section 1111, 1114, 1116; Title I D Section

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Standard Evidence(s)</th>
<th>(required)</th>
</tr>
</thead>
</table>

**Indicators**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Standard Evidence(s)</th>
<th>(required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers are included in decisions regarding the use of assessments.</td>
<td>Meeting agendas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting minutes/notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common planning time agendas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other: Title I Director, Principals, Teachers.</td>
</tr>
</tbody>
</table>

| 2. Assessments are conducted on an ongoing basis and use multiple methods and sources of data. | Assessment tools | |
| | | Student Portfolios |
| | | Other: Interviews with Title I Pre-K Director, Pre-K Teacher |

<table>
<thead>
<tr>
<th>School Report Cards</th>
<th><em>(required)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. The results of the annual review of all participating schools are publicized and disseminated to teachers and other school staff, parents, students and the community.</td>
<td>Publicized results of annual review</td>
</tr>
<tr>
<td></td>
<td>Dissemination procedures</td>
</tr>
</tbody>
</table>
| | Evidence of dissemination (newspaper, webpage, cover letter,)
| | Other language translations as applicable |
| | Other: Title I Director, MEP Director, Testing/Accountability staff. |

<table>
<thead>
<tr>
<th>Identifying Schools for School Improvement, Corrective Action or Restructuring</th>
<th><em>(required)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>10. The LEA provides each school the opportunity to review school-level data before they are identified for school improvement, corrective action or restructuring.</td>
<td>Verification report- Accountability/Testing Director has report</td>
</tr>
<tr>
<td></td>
<td>Appeal information (if applicable)</td>
</tr>
<tr>
<td></td>
<td>Other: Interview Title I Director, Principals Testing/Accountability staff.</td>
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<tr>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11. For schools identified for school improvement, for corrective action, or for restructuring, the LEA provides to parents notice of such identification.</td>
<td>Copy of Parent notification</td>
</tr>
<tr>
<td></td>
<td>Other: Title I Dir., Principals, SES Coordinator, Provider(s)</td>
</tr>
</tbody>
</table>

### School Improvement-Choice

12. In schools identified for school improvement, the LEA provides students enrolled in such schools the option to transfer to another public school served by the LEA. (Choice Option)

- LEA Plans/Procedures for school choice option
- List and AYP data on schools offered for choice option
- Title I budget
- Choice letters and transfer forms
- Data on school choice/transfer
- If all transfers cannot be met due to limited funds, procedures that give preference to at-risk children from low-income families.  

Other: Title I Dir., Principals, Transportation staff, website

13. In consultation with parents, the LEA and the School Support Team, develop and/or revise their school plans for schools in School Improvement in ways that have the greatest likelihood of improving the performance of participating children and then submit such plans to the LEA for approval.

- Revised school improvement plans. (selected schools)
- Evidence of consultation with parents (agendas, minutes, sign-in sheets)
- Evidence of LEA technical assistance (meetings, staff development, materials provided by LEA)
- Evidence of LEA review and approval

Other: Interview Title I Director, Principals, School Improvement Team members, parents

### School Improvement- Supplemental Educational Services (SES)

14. The LEA assists parents in choosing an SES provided if requested.

- LEA Procedure for helping parents select a provider. Procedure must contain the following:
  - Assistance given only if requested.
  - Discussion of student’s performance.
  - Discussion of provider’s program

Other: Title I Director, Principals, SES Coordinator
Additional Resources
## Data: A Quick Glance

**Barbara Hardison**  
Former Title I Consultant  
NC Department of Public Instruction

### A school’s number one priority must be student achievement!!!

…..therefore the **number one item** for review is the assessment of academic performance and all other data needs to be viewed through the lens of how it affects student achievement.

### Calculating Safe Harbor

- Suppose a school has **70%** of all students (240) scoring proficiency in reading
- To calculate the safe harbor target:  
  1. subtract current performance from 100% (100 - 70 = 30);  
  2. find 10% of the difference (10% of 30 = 3);  
  3. add the result to current status (70 + 3 = 73)

### Unavoidable Questions

- Which targets were met in the school?  
- Which ones were not met?  
- Which subgroups performed best?  
- Which subgroups underperformed?  
- Were any targets met by safe harbor?  
- How many additional students achieving proficiency were needed to make the target goal in the areas missing the target?

### Why Safe Harbor Matters!

- Using the previous example of 240 students with 70% proficiency yields **168** proficient scores  
- Safe harbor target would be met with **176** proficiency scores, only **8 additional** proficient scores.  
- The 09-10 reading target (84.4%) would require **203** proficient scores.

### Fiction Elementary - Reading

- 317 students full year, 71% proficient  
- Calculate safe harbor goal of **73.9%**  
- Number of proficient scores to meet safe harbor goal, 73.9% of 317 is **235**.  
- Number of proficient scores current year, 71% of 317 is **225** scores  
- Therefore, **10** additional proficient scores for “all” subgroups to meet AYP

---

*Title I*  
Winston-Salem/Forsyth County Schools  
2011-2012  
95
Similar Students, Different Results: Why Do Some Schools Do Better?

EdSource, Stanford University, University of California, Berkeley, and the American Institutes for Research conducted a large-scale study (2005) of why some California elementary schools serving largely low-income students scored much higher on the state’s academic performance index (API). A follow-up analysis was released May, 2007 focusing on California elementary schools serving high proportions of low-income and ELL students.

“Our analysis indicates that districts and schools should focus first and foremost on establishing a strong foundation of excellent, coherent school-wide practices related to the core standards-based curriculum, on assessing and monitoring student academic achievement, and on providing the adequate resources schools need to do this work.”

The researchers used multiple regression analyses to determine which activities more common at high-performing than at low-performing schools were correlated with higher API scores. They identified four major domains for school improvement. It is recommended that specific strategies for ELL students’ instruction be nested within the four larger school-wide reforms. The following domains and practices were found to be associated with high performance:

Prioritizing Student Achievement (Using Measurable and Monitored Objectives)
— Foster a shared culture in the school regarding the value of improving student achievement
— Foster a sense of shared responsibility
— Reflect higher expectations for students
— Plan well-defined instructional improvement
— Place priority on meeting the state’s goals and adequate yearly progress (AYP) goals
— Set measurable goals for exceeding student subgroup growth targets
— Understand the district’s expectations for meeting AYP growth and subgroup targets

Implementing a Coherent, Standards-based Curriculum and Instructional Program
— Create instructional consistency within the grades, schoolwide
— Align the curriculum from grade-to-grade
— Base instruction on state academic standards
— Examine the scope or sequence of curriculum topics
— Review grade-level pacing calendars
— Align curriculum materials in math and language arts with the state’s standards
— Devise a coherent grade-by-grade curriculum for all schools in the district
— Expect the district principals to ensure implementation of the curriculum
— Evaluate the district principals based on the extent to which instruction aligns with the curriculum
— Address the instructional needs of English language learners
  o Teach explicit English Language Development instruction through a pull-out program (e.g., resource teacher)
  o Teach mathematics using ESL or immersion techniques--SDAIE (Specifically Designed Academic Instruction in English)
  o Give ELL students better access to the core academic curriculum
  o Ensure that quality is more important than quantity of time
— Implement an aligned program for ELL students
Using Assessment Data to Improve Student Achievement and Instruction
— Use student assessment data extensively (district and the principal)
— Use standards aligned assessment data from multiple sources (e.g., curriculum programs, commercial assessments, district developed assessments)
   o Evaluate teachers’ practice
   o Identify teachers who need instructional improvement
   o Identify struggling students
   o Develop plans for intervention
— Develop strategies to follow up on the progress of selected students and help them reach goals
— Expect that all schools will improve achievement
— Evaluate principals based on student achievement
— Provide support for site-level planning related to improving achievement

Ensuring Availability of Instructional Resources
— Hire teachers with regular or standard certification
— Provide sufficient and up-to-date instructional materials
— Provide supplementary instruction for struggling students
— Ensure enough instructional materials for all students
— Support facilities management
— Provide teachers with at least five years of full time teaching experience
— Provide experienced principals (correlated with higher school achievement)

The principal and the district play key roles in school success

Principal leadership focusing on effective management of the school improvement process
— Be managers of school improvement
— Drive the reform process
— Cultivate the school vision
— Use student assessment data for school improvement areas of focus
   o Evaluation of teacher practice
   o Assistance to struggling students
— Implement instructional programs to address the needs of ELL students

District leadership, accountability, and support
— Set clear expectations that school meet AYP growth targets
— Provide schools with achievement data
— Evaluate principal performance and teacher practices based on that data
— Align math and language arts curricula with state standards
— Focus instruction on achievement
— Provide struggling students with adequate facilities, textbooks, and resources
— Address the instructional needs of ELL students
Karen Chenoweth visited schools with large populations of students of poverty and students of color. She identified schools which are “It’s being done” schools. The following are characteristics shared by these schools:

1. They teach their students
   - Know what students need to learn and how to make sure they learn it
   - Begin with state standards, but exceed the standards
   - **Teach increasingly complex and sophisticated material**

2. They don’t teach to the state tests
   - Make sure students know what the tests look like (format)
   - Do a “bit” of test prep
   - Make a big deal of testing day--pep rallies, etc.
   - **Teach a rich, coherent curriculum tied to state standards**

3. They have high expectations for their students
   - Assume students are able to meet high standards
   - Believe their job is to help students meet high standards
   - **Talk with their students about going to college or into high-level technical training**

4. They embrace and use all the data they can get their hands on
   - Study data eagerly (e.g., state test data, district data, classroom test data, formative assessment data)
   - **Come up with ways of charting and displaying data**

5. They constantly reexamine what they do
   - Research and incorporate new methods of reading instruction
   - Examine what’s not working and make changes that extend to every area of school life
   - **Put student achievement ahead of everything else**

6. They are accountable
   - Do the job entrusted to them--educate future citizens
   - Share data with their students
   - **Teach students explicitly that poor performance on an assessment means they need to work harder and more effectively (both students and teachers)**

7. They use school time wisely
   - Establish classroom and school routines
   - Instruction during school time is sacred
   - Establish uninterrupted instructional blocks of time
   - **Engage students in productive activities just about all the time**

8. They use the community
   - Organize outside mentors and volunteers (e.g., local organizations, companies, American Legion, Kiwanis Club, etc.)
   - Link with outside social-service agencies
   - Welcome outside scrutiny
   - **Work with local colleges (e.g., teacher training, research projects)**

9. They expand the time that students--particularly struggling students--have in school
Find ways to get children more time for instruction (e.g., before- and after-school, summer, etc.)

See extra time as an opportunity for enrichment for students (e.g., music, drama, sign language, student interests, etc.)

10. They like kids
   - Bring students into conversations
   - Highlight and display student work
   - Teach older students how to be role models for younger students
   - Appreciate student effort and achievement bearing in mind the struggles they have outside of school

11. Principals are a constant presence
   - Be in your building and walk the halls, confer with teachers, look at student work, and interact with students and parents
   - Do rounds. “It is the principal’s version of the medical practice of ‘doing rounds’”.
   - Practice distributed leadership—empower other school staff and parents in order to build enduring structures that will outlast the administrator

12. They pay careful attention to the quality of the teaching staff
   - Sit in on classes to evaluate and recommend improvements
   - Make certain teachers demonstrate their knowledge and skill before receiving tenure

13. They provide teachers with the time to plan and work collaboratively
   - Provide time for teachers to work together
   - Structure common time (e.g., review data, go over student work, develop lesson plans, map curricula)
   - Allow teachers time to share responsibility for instruction

14. They provide teachers time to observe each other
   - Encourage teachers to seek out and observe colleagues
   - Ask for feedback on teaching clarity and coherence

15. They think seriously about professional development
   - Seek out the best sources of information and training you can find
   - Put emphasis on the quality of professional development
   - Assume new teachers will be trained “from scratch” and “acculturate” all new hires
   - Assign mentors to new teachers
   - Channel newcomers into being productive professionals

16. They have high-quality, dedicated, and competent office and building staff who feel themselves part of the educational mission of the school
   - Enable administrators to focus on academics
   - Put into practice that important work demands competence from everyone

17. They are nice places to work
   - Have high and constantly rising expectations for teachers
   - Expect to learn more every year and improve skills and knowledge
   - Expect to work collaboratively with peers
   - Take leadership roles
   - Has an atmosphere of respect
   - Has built a reputation for being a good place to work
   - Work in an environment where teachers are helped to be better teachers
Elementary Education
The Beginning for Future-Ready Graduates

What are the critical areas to address in a “Future-Ready School”?  
- Leadership
- School Culture
- Instructional Practices
- Assessment and Accountability
- Professional Learning
- Student Support Services
- Family and Community Involvement

What should an elementary classroom look like to prepare 21st century graduates?  
- Connections with students and families
- Activities and engagement
- Opportunities for self-direction
- Daily science and social studies
- Project / problem-based learning
- Formative assessment and portfolios
- Writing in all content areas
- Health and wellness
- Multimedia productions
- Technology-based
- Second language instruction
- Individual and small-group work
- Integration
- Differentiated instruction
- Individual conferencing and assessment
- Teacher as facilitator
- Inquiry-based
- Data-driven decisions
- Correlation to prior knowledge
- Community / business partnerships
- Volunteers
- Support systems
- Appropriate learning and print-rich environments
- Effective communication and teamwork
- Balanced curriculum
- Teacher models

Information taken from the PowerPoint presentation, “Elementary Education: The Beginning for Future Ready Graduates,” North Carolina Department of Public Instruction
When Kids Don’t Learn:  
Adlai Stevenson High School’s Collective Response

Adlai Stevenson High School in suburban Chicago was identified as one of the first comprehensive high schools that were “A New American High School”—a model of successful school reform (Schmoker, 2001). However, twenty-five percent of their student body participated in remedial curricular tracks, thirty percent failed, and out-of-school suspensions rates rose to seventy-five percent. In 1983 the school investigated to address the needs of students that were not being successful. They engaged faculty, parents, and students in the conversation about reasons for their students’ lack of success.

The following causes were identified:

1. Middle schools were not providing sufficient information on incoming freshmen
   - Placement based solely on eighth grade test
   - Assigned to curriculum track based on their test rank
   - No information on each student’s strengths and weaknesses
2. Incoming students lack study skills and good work habits
   - Students did not know how to study
   - Students were unprepared to meet course work demands
3. Consequences for failure were inadequate
   - Students were willing to fail
   - Students weren’t willing to do what they should to succeed
4. No incentives for good academic performance
5. Parents felt “Stevenson lets students fall through the cracks.”
   - Inability to identify students having difficulty
   - Tendency to move students to lower tracks
   - No feedback from the school
6. Students felt no connection with their school
   - Classwork was boring
   - No one looked at each student as an individual

What they did:

1. **Become more proactive in identifying students who need additional support**
   - Placement by proficiency
   - Developed with middle school teachers a list of what every student leaving eighth grade was expected to know and be able to do in reading, writing, mathematics, and foreign language
   - Developed criterion-referenced proficiency test
   - Developed a standard proficiency score
     - Students who reached the standard put into honors classes
     - Students who reached a “qualifying” standard were put into the college-preparatory program
     - Students who did not meet standards were recommended for a modified program
       - Limited to freshmen and sophomore years
       - Considered a 2-year “launching pad to accelerate student learning”
       - Students pursuing technical or vocational programs took same English, math, science and social studies courses as college-bound students in their junior and senior year
       - Students given multiple opportunities to demonstrate proficiency on different forms of the placement test
       - Summer program offered to students who wanted to improve their placement
o Junior high school teachers given an analysis of proficiency scores to identify curriculum areas that needed more attention

o Counselor Watch
  ▪ Identified students who needed the most help
  ▪ Counselor Watch Referral Sheet
    ✓ Completed in January of the eighth grade
    ✓ Identified students with poor academic progress; personal or family problems; poor attendance; peer relationship issues, low self-esteem, and/or chronic underachievement
    ✓ Visit to middle schools in April to review referral sheets to identify strengths and weaknesses
    ✓ Provided students with intervention and support services prior to entering the high school

o Proactive Student Registration
  ▪ Register eighth grade students for freshman classes in February
  ▪ Students asked to identify three goals they hope to achieve during their freshman year
  ▪ Students asked to identify three co-curricular activities

o Summer Study Skills Course
  ▪ Survival Skills for High School
    ✓ Teach students how to take notes; annotate their reading; use a planner to organize time and materials; read for comprehension; set goals; and communicate effectively
    ✓ Summer session--4 hours each day for 4 weeks
    ✓ Students receive 1 elective credit if they complete the class
    ✓ Other classes were offered so students would not consider it as punitive

o The Good Friend Program
  ▪ Provides additional encouragement, support and attention to students who might experience problems in school performance
    ✓ Counselors link student with individual teachers
    ✓ Teachers establish a positive personal relationship with a student
    ✓ Teacher advises both the student and the counselor regarding best ways to assist the student

o Counselor Check-In Program
  ▪ Students scheduled to meet with counselor on a weekly basis for at least the first 6 weeks of the school year
  ▪ Counselor monitors academic progress and emotional well-being of the student

2. Assist all students with the transition to high school

o Freshman Orientation Day
  ▪ Attend school one day earlier than other students
  ▪ Provided general orientation to school including tours of the building
  ▪ Students follow an abbreviated schedule
  ▪ Pep rally held at the end of the day
  ▪ Student Council was lead group for the activity
Freshman Advisory Program
- Meet with faculty advisor 4 days each week for 25 minutes
  - Counselor attends one day each week to check in on each student and assist with difficulties.
  - Counselors build relationships with new students
  - Conversations included not only academics, but involvement in co-curricular activities, interests, hobbies and goals for high school
  - Students were encouraged to ask questions and seek clarification

Freshman Mentor Program (FMP)
- Five upperclassmen mentors who met with 25 freshmen each day during advisory period.
- Each mentor responsible for 5 freshmen
- Mentor was a “Big Brother” or “Big Sister”

Participation in Co-Curricular Programs
- Created a Co-Curricular Handbook that described each activity and requirements for participation
- Held a Co-Curricular Fair
- Activities included: athletics, clubs, fine arts, community service
- Schedule adjusted to provide an activity period during the school day each month
- School created the expectation that every student needed to belong to something--a team, a cast, an ensemble, or a club

Frequent Monitoring of Student Progress
- Changed to three 6-week grading periods per semester
- Students received a progress report after 3 weeks

3. Provide extra time and support for students who experience difficulty
- Asked the question, “What are we prepared to do when a student does not learn?”

The Pyramid of Interventions
- The Student Support Team (SST)
  - Comprised of a counselor, a social worker, and the Dean of Students
  - Meet each week to review reports and computer printouts showing a student’s academic progress, attendance, and behavior
  - Team initiates appropriate assistance if/when indicators suggest a student is experiencing difficulty
- Conferencing and Optional Tutoring
  - Provided at the end of the first six weeks of grading period if student is in danger of failing
  - Classroom teacher meets with student and suggests strategies to improve performance
  - Gives student passes from a supervised study hall to the tutoring center if the student wants to participate
  - Advisor counsels the student and assigns a mentor to assist the student with homework each day
  - Counselor meets with the student, expresses concern, and asks student what steps have been taken to improve the situation
  - Parents receive a copy of the report and are urged to address the matter with their child

Mandatory Tutoring Program
- Required if student earns a D or F at the end of the 6-week grading period
Students are assigned to the tutoring center rather than supervised study hall 2 days each week
Classroom teachers provide tutors with materials, assignment sheets, and upcoming dates for tests and projects
Tutors work with students to meet classroom standards

Guided Student Program
Students are required to complete work under the direct supervision of the Guided Study teacher
Session for no more than 10 students
Develop a contract between the SST, parents and student
Provides student with the skills, disposition, and direct supervision to ensure s/he completes their work and experience academic success
Guided study teacher becomes a liaison between student and teachers; parents and school staff
Teacher contacts parents weekly to review student progress

The Mentor Program
Two periods of support each day in a group setting of 10 students to one teacher
First hour of program is similar to a Guided Study
Second hour is quasi-therapeutic--mentor teacher helps students and parents identify the reasons a child is choosing to fail
Social worker leads the group once a week
Mentor and social worker meet with the parents one evening each month to help them acquire skills to help their child

Summer School.

Schools are encouraged to provide summer school enrichment and acceleration for struggling students. Schools can develop their own summer school programs. After careful review of the schools’ End of Year testing data, rather it be K-2 Assessment or the End of Grade Test results, you may want to provide a summer enrichment program for your grade levels with the highest academic need. The district provides a summer school program for 3rd and 5th grade students not making a level III or IV on the NC End of Grade Test. Therefore, your school may want to consider offering a summer program for students in the various other grades. Your school may want to focus summer school instruction on subgroups not meeting targeted Adequate Yearly Progress (AYP) reading and math goals.

Your greatest challenge will probably include funding your summer school program and/or providing transportation for your students. Title I Funds may be used for extended learning opportunities and need to be included in the budget.

To spark student and parent interest, you may want to give your Summer School program a savvy title or consider using a camp theme. Your summer school program could operate as little as 2 weeks or as long as 4 weeks.

Administrative teams and School Improvement teams should survey staff to address key questions to design an effective summer school program:

- What would it take to create a successful summer school program?
- Which effective practices would we need to incorporate to get children to learn in a different way?
- What scientifically research –based program should we use?
- How can we make learning fun for our students?

Teachers should be polled to find out who would like to participate. Staff members are then selected to teach the appropriate subject and grade level. Reading, Math, Writing, Science and Social Studies integration would be key to developing an effective program. Staff would have to be creative if they want to offer special classes such as computer, physical education and music to support the core academic subjects. Several companies have researched based intervention programs in reading and math.

Once the staff is selected, teachers should look at their curriculum map for the first nine weeks in the areas of math, reading and writing and reflect on the area where Level I and II students would have the greatest difficulty. From these reflections, the summer school staff would then list four or five NCSCOS objectives for each area in priority order for the summer school staff to provide acceleration. Consider a pre and post assessment with diagnostic data. This would drive the instructional direction for the summer school program. Several companies have researched-based summer intervention programs for preview that may address your instructional needs.

Your summer school program can deviate from the traditional school schedule. Consider holding classes on Tuesday, Wednesday, and Thursday from 8 a.m. – 1:00 p.m. Provide a lite breakfast for students in their classrooms. Use the city’s free lunch program to provide meals. Reserve Mondays for a three-hour teacher planning session. This would be time for staff to review students’ assessments, collaborate and plan as a team for the week. Friday would be an off day for teachers and students.
Send parents a letter in late May with a copy of the Student Accountability Standards and inform them that their child will have the opportunity to attend your local summer school program based upon their performance.

Confirm the Level I and II students. Send a reminder home in their report card with a parent/student contract and summer school dates and guidelines.

Send another letter home two weeks prior to the summer school program to remind parents and students of your summer school program.

Planning ahead is key to focusing on the needs of all students. The design and implementation of a summer school program offering enrichment and acceleration for students will assist us in keeping “Children First!”

### Instructional Intervention Programs

- [srobinson@voyagerlearning.com](mailto:srobinson@voyagerlearning.com)  
  Reading, Grades K-9
- [cmartin@etacuisenaire.com](mailto:cmartin@etacuisenaire.com)  
  Reading, K-6, and Math, K-12
  - Reading, Grades 1-8
  - Reading and Math
- [www.greatsource.com](http://www.greatsource.com)  
  Reading, Grades 6-12
- [www.movingwithmath.com](http://www.movingwithmath.com)  
  Math, Grades K-6
Summer School Model
Enrichment and Acceleration

Summer School? Just mention those words and watch enthusiasm drain away. Revamp extended learning opportunities by offering summer camps. Sample themes: career development, college exploration, American Idol, music, drama, nature, and hands on science.

Preparation:
- Rational
- Develop plan
- Design Curriculum
  Interpret data to determine needs, Subjects, NCSCOS, Target Subgroups Theme, use Differentiated lesson plan model, materials
- Set Timeline
- Plan transportation
- Develop Budget
  (Number of Teachers/Teacher Assistants, Salary per person per hour, Breakfast/Snacks, Books, Supplies and Materials, Culminating Activity, Field Trips, Transportation)
- Submit to Title 1 Director
- Find staff
- Develop letter to parents
- Send letters to parents of target students (3x) before last day of school.

Title: Bulldog Summer Space Camp
*(Information taken from the North Carolina Association of Compensatory Educators 2006 Fall Conference)*

Duration: 3 weeks, 8:00 AM to 1:00 PM

Target Students: Open to rising Kdg. – 5th grade students, At-Risk prioritized, Heterogenously groups.

Focus: Reading/Math/Science Integration. (North Carolina Standard Course of Study)

Assessment: Pre-test, Post test (Options diagnostic test)

Schedule:
- Reading- Small groups/Readers Theatre 45 minutes
- Math – Actitivity 1 hour
- Science Activity 1 hour
- Character Education 10 minutes
- Snack/Lunch 20 minutes
- Craft 30 minutes

Instruction: Whole group, small groups, stations, Multiple Intelligences

Hands on Activities
<table>
<thead>
<tr>
<th>Moon Journals</th>
<th>Water Rockets</th>
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</thead>
<tbody>
<tr>
<td>Coordinates, Graphing</td>
<td>Phases of the Moon</td>
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<tr>
<td>Solar Bag.</td>
<td>Balloon Bags</td>
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<tr>
<td>Scaled out Solar System</td>
<td>Respect Letters</td>
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<tr>
<td>Reader's Theater</td>
<td>Cooking</td>
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<tr>
<td>Building Ignitiable Rockets, 4 days to build, 1 hour a day</td>
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<tr>
<td>Last day, Countdown and launch Rockets</td>
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</tbody>
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**Field Trips:**
- Discovery Place
- Space Simulator
- Sci-Works
- IMAX Film
- Exhibit Hall
- Boone- Dark Sky Observatory

**Parent/Volunteer Involvement:** Assist in station activities, Chaperones, Awards Day cookout

**Home Extentions:** Leveled Readers, Workbooks, Manipulatives,
Lesson Plan Format

Name: ________________________________________               Grade Level:_________

Date: ______________   Subject/Content: ____________    Duration _______________

Content/Topic/Skill:  ________________________________________________________

Lesson Plan Objective(s):  ___________________________________________________
__________________________________________________________________________

Standard Course of Study Objective(s):  _______________________________________
__________________________________________________________________________

Technology/Internet/Website Address:  ________________________________________
__________________________________________________________________________

Pre-Assessment: Student Readiness/Ability Interests/Talents/Learning Profile/Prior
Knowledge
__________________________________________________________________________

Management Style: _____ Whole Group _______ Individual _______ Cooperative Groups
____ Flexible Groups ___ Presentation ___ Peer Tutors/Partners/Pairs

Teacher Input: (Motivating Activity)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Student Engagement, Check all that apply:
_____ Manipulatives _____ Inquiry Method _____ Adjusting Level of Questions
_____ Oral Report _____ Product Assignments _____ Independent Assignments
_____ Activity _____ Learning Stations _____ Computer Research
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Questioning: _______________________________________________________________
__________________________________________________________________________

Closure:__________________________________________________________________
__________________________________________________________________________

Assessment:_____________________________________________________________
__________________________________________________________________________
Information on North Carolina Professional Development can be located on the following website: 
http://www.ncpublicschools.org/profdev/guidelines/

Look for the following publications:
- Standards-At-A-Glance
- Professional Development Planning Checklist